

159077

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

TEACHING LITERATURE IN
ENGLISH LANGUAGE TEACHING PROGRAMMES:
AN ECLECTIC APPROACH

M.A. THESIS

BY

Asuman AŞIK

SUPERVISOR

Asst. Prof. İskender Hakkı SARIGÖZ

ANKARA-2005

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Asuman AŞIK'a ait **"Teaching Literature in English Language Teaching Programmes: An Eclectic Approach"** adlı çalışma jürimiz tarafından İngiliz Dili Eğitimi Bölümünde YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

(İmza)

Başkan:Doç. Dr. Gülseren Pakkan

Akademik Unvanı, Adı Soyadı

(İmza)

Üye:Yrd. Doç. Dr. İsmet H. Sancı

Akademik Unvanı, Adı Soyadı

(İmza)

Üye:Yrd. Doç. Dr. Cemal Çakır

Akademik Unvanı, Adı Soyadı

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude and respect to my supervisor Asst. Prof. İskender Hakkı SARIGÖZ for his guidance throughout my studies.

My thanks are due to a number of colleagues who support and guide me during my studies.

My warm thanks to my parents and friends who supported me morally in every way possible.

Special thanks to my dear husband; last but not least of all, I owe thanks to my baby who gave hearty support.

ABSTRACT

The aim of this study is to search for the three models of teaching literature in language classrooms, which are cultural model, linguistic model and personal growth model in literature courses in the English Language Teaching Programmes at Gazi University. It also aims at finding whether the literature courses in the department include teaching how to teach literary texts in language classrooms and at offering an eclectic approach.

Students and instructors attending Gazi University English Language Teaching Programme were the subjects of the study. The data collection devices were a questionnaire applied to 125 students and an interview with 7 instructors lecturing literature courses in the department.

The first chapter presents a general background to the study, its aims, scope and limitations. The second chapter provides the definition of literature, the reasons why literary texts are taught in language classrooms, the approaches or models of teaching literature. The third chapter presents the methodology of the study including data analysis and evaluation of the questionnaire and the interview. The last chapter provides summary of the study, suggestions, implications and conclusion.

The analysis of the data collected has pointed out that cultural model is the most popular model in literature courses, and personal growth model being the second most popular one. However, the analysis has shown that linguistic model is not a model that the instructors focus on during literature courses. Another result of the analysis is that how to teach literary texts in future language classrooms is not included in the curriculum.

ÖZET

Bu çalışmanın amacı, Gazi Üniversitesi İngilizce Öğretmenliği Ana Bilim Dalındaki edebiyat derslerinde edebi metinlerin dil eğitiminde kullanılmasına yönelik olan kültürel, dilbilimsel ve kişisel gelişim modellerini araştırmak; bölümdeki edebiyat derslerinin edebi metinlerin dil sınıflarında nasıl öğretilceğini içerip içermediğini öğrenmek ve seçmeci bir yaklaşım sunmaktır.

Araştırmaya, Gazi Üniversitesi İngilizce Öğretmenliği Ana Bilim Dalındaki öğrenci ve öğretmenler, katılmıştır. Veri toplama araçları olarak ise 125 öğrenciye anket uygulanmış ve bölümde edebiyat dersleri veren 7 öğretmenle röportaj gerçekleştirilmiştir.

Tezin ilk bölümü kavramsal çerçeveyi, tezin amacını, kapsamını ve sınırlılıklarını sunmaktadır. İkinci bölüm, edebiyatın tanımı, dil sınıflarında kullanım nedenlerini ve edebiyat öğretimine yönelik yaklaşım ve modelleri sunar. Üçüncü bölüm anket ve röportajın analizi ve değerlendirilmesini içeren yöntem bilgisini sunmaktadır. Son bölüm, çalışmanın özetini, önerilerini, çıkarımlarını ve sonuçlarını sunmaktadır.

Toplanan verilerin analizi gösteriyor ki, kültürel model bölümde en çok kullanılan modeldir; daha sonra kişisel gelişim modeli gelmektedir. Buna rağmen, analiz, dilbilimsel modelin, bölümdeki edebiyat derslerinde öğretmenler tarafından üzerinde durulmayan bir model olduğunu gösteriyor. Analizin diğer bir sonucu ise, edebi metinlerin gelecekteki dil sınıflarındaki öğretiminin bölümdeki edebiyat dersleri kapsamına alınmamasıdır.

TABLE OF CONTENT

ACKNOWLEDGEMENT.....	ii
ABSTRACT.....	iii
ÖZET.....	iv
CHAPTER I: INTRODUCTION.....	1
1.0 Presentation.....	1
1.1 General Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Aim of the Study.....	3
1.4 Scope of the Study.....	4
1.5 Methodology.....	4
1.6 Assumptions.....	5
1.7 Limitations.....	5
CHAPTER II: REVIEW OF LITERATURE.....	6
2.0 Presentation.....	6
2.1 Literature in Its General Term.....	7
2.1.1 The Definitions of Literature.....	7
2.1.2 Literary Texts and Non-Literary Texts.....	8
2.1.3 Literary Competence.....	10
2.2 Teaching Literature in Foreign Language Teaching.....	11
2.2.1 Role of Literature in ELT.....	12
2.2.2 Methodology of Teaching Literature in Foreign Language Teaching.....	14
2.2.2.1 Approaches of Teaching Literature in ELT....	16
2.2.2.1.1 Story Grammar Approach.....	16
2.2.2.1.2 Reader-Response Approach.....	17
2.2.2.2 Models of Teaching Literature.....	19
2.2.2.2.1 Cultural Model.....	19

2.2.2.2.2 Linguistic Model.....	20
2.2.2.2.3 Personal Growth Model.....	21
2.2.3 Problems in Teaching Literature in English Language Teaching.....	22
2.2.4 Text Selection.....	25
CHAPTER III: METHODOLOGY.....	27
3.0 Presentation.....	27
3.1 Data Collection Instrument.....	27
3.2 Face Validity and Reliability of the Questionnaire.....	28
3.3 Administration of the Questionnaire.....	29
3.4 Data Analysis.....	29
3.4.1 The Frequency Analysis of the Questionnaire.....	29
3.4.2 The Central Tendencies of the Questionnaire.....	52
3.5 Evaluation and Interpretation of the Data.....	60
3.5.1 Evaluation of the Questionnaire.....	60
3.5.2 Evaluation of the Interview.....	62
CHAPTER IV: CONCLUSION.....	66
4.0 Presentation.....	66
4.1 Summary of the Study.....	66
4.2 Suggestions and Implications for Teaching.....	67
4.3 Conclusion.....	69
REFERENCES.....	71
APPENDICES.....	75
APPENDIX I: Questionnaire.....	75
APPENDIX II: Interview.....	79
APPENDIX III: The Analysis of the Questionnaire.....	80

CHAPTER I

INTRODUCTION

1.0 Presentation

In this chapter; the background to the study, statement of the problem, aim of the study, scope of the study, methodology, assumptions and limitations are presented to provide an overall presentation about the study.

1.1 General Background to the Study

Foreign languages gain a fundamental place in providing communication between nations in today's world. People living in different nations have a desire to learn more about the life, culture, history and technology of the people living in other countries. This curiosity leads people to learn foreign languages.

English is highly important as an international language through which people from all around the world communicate personally, professionally and socially. As English has become a must for all nations, there has emerged a well-developed sector called "teaching/learning English". This need for "learning English" has put the concept of teaching English forward as a cause and effect relationship. Thus, English teachers have become the inevitable part of this chain and English Language Teaching Programmes take their fundamental place in universities to educate the teachers of the future.

During these training programmes, trainee teachers are supposed to take many courses to teach English better in the future through having competence in many pedagogical aspects. In ELT departments the curriculum has a wide range of

courses such as Skill-Based Courses, Language Acquisition, Linguistics, Drama, Short-Story, Poetry, Novel Analysis and Teaching, Instructional Planning and Evaluation, Translation, Material Development, Classroom Management, Methodology and Material Evaluation and Adaptation.

It is obvious that literature courses constitute a huge bulk of the curriculum. The reason behind this attitude is that literary texts open new gateways for teaching and learning English. Traditional structurally-based texts or artificial materials might not be sufficient to meet the needs of students who have a certain competence of English, especially in academic classes. This gap has been filled through studying literature.

Many scholars state the benefits of using literature in language classroom. Collie and Slater (1987) points out that:

“Literature offers a bountiful and extremely varied body of written material which is ‘important’ in the sense that it says something about fundamental human issues and which is enduring rather than ephemeral” (3).

Literature demonstrates language in use at its best. It is in literature that an English major finds an abundance of excellent examples of the subtle, elusive and complex use of the grammar and vocabulary of English (Ruiqing, 1986:23).

There are many reasons for teaching literary texts in a language classroom such as improving students’ imagination, linguistic competence, motivating students to read authentic texts written in the target language and enabling language awareness. While some scholars are advocating that literature provides a great context-based medium for teaching English, some still have doubts and think that literature courses become teacher-oriented and students become “too busy writing in translations of unfamiliar words to respond to the text” (Long, 1986: 42). The teachers of literature encounter many problems while teaching literary texts. These

problems can be listed as follows: the length of the text (especially novel), finding the appropriate text, genre, method or approach.

It can be said that if teaching literature is mediated through right materials and methodology it may have numerous benefits for language classrooms. In order to solve this problem of methodology, some scholars like Carter and Long (1991) put forward three models for the teaching of literature through pedagogic practices: the cultural model, the language model and the personal growth model. Some specialists carried this argument to a platform of two approaches which are “Story Grammar” and “Reader-Response”, even though these methods overlap with each other in certain aspects.

1.2 Statement of the Problem

This study attempts to offer an eclectic approach to perfection of teaching literature in ELT Programmes at universities considering the following areas which may cause potential problems:

- Methodology for teaching literature
- The aim of literature courses
- Text selection
- Syllabus design

1.3 Aim of the Study

The aim of the study is to examine the models that are used in literature courses in Gazi University ELT Programme and to propose an eclectic approach which will be appropriate for the sort of instruction carried out.

The questions below will be discussed in order to realize this aim:

1. What is the basic purpose of giving literature courses in Gazi University ELT Programme?
2. What do students and teachers think about literature courses?
3. Which models are there used in literature courses in Gazi University ELT Programme?
4. Is teaching methodology of how to teach literary texts in language classrooms included in the syllabus?
5. What is the most appropriate model for trainee teachers?

1.4 Scope of the Study

This study focuses on using literature in an ELT Programme, and examines students taking up literature courses and teachers lecturing in literature courses. The sample group covers 125 students at third grade taking up literature courses. Literature teachers who lecture at the same department are also consulted with an interview.

1.5 Methodology

The data collection devices to analyse the models used in literature courses in Gazi University ELT Programme are a questionnaire and an interview. The questionnaire includes 31 items. The interview has 15 questions to collect the data from the teachers. Collected data are analysed with frequency analysis and descriptive statistics.

1.6 Assumptions

This study will assume the following points:

1. The study can be researched with the technique of survey.
2. The data collection device shows the sincere thoughts and opinions of the respondents.
3. The results of data collection can be generalized for the rest of literature courses in the department.
4. The sample group may represent every group which take up literature courses.

1.7 Limitations

The current study will have certain limitations while investigating which models are used in literature courses in Gazi University ELT Programme and while offering an eclectic approach to teaching literature courses in Gazi University ELT Programme.

The following limitations are taken into consideration while analysing the data collected:

1. This study will be limited to 125 students who are attending the program at the end of the second term of the third year.
2. This study will be limited to 7 teachers who lecture literature courses in the department.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

Communication between people and nations has become the fundamental phenomenon of the new world. People have been trying to eradicate the obstacles which lead to lack of communication. The obstacles may be briefly stated as cultural differences, social features of nations, religions and languages. To overcome the problem of language difference, a language is accepted as an international language which enables people to understand, communicate with other people from different countries. This international language is presently English. Since English has become an important medium for people who want to learn 'world', teaching English has gained importance as a teaching field at universities.

Literature courses constitute a huge bulk of the curriculum of universities' English Language Teaching Programmes. This chapter presents basic information about what literature is, and what the differences between literary texts and non-literary texts are. Throughout the chapter, the reader will also find the importance of literary competence and what literary competence includes.

After giving background information about literature, the relationship between literature and language teaching has been pointed out in terms of underlying purposes of teaching literature in language classrooms and departments (which will answer the question of Why), the methodology (the answer of How) and text selection (that is to answer What).

2.1 Literature in Its General Term

2.1.1. The Definitions of Literature

“Literature” is a broad term which covers a number of statements and definitions. However, many authors, critics and linguistics have discussed what literature is. It is clear that literature can be limited to societies and periods of time. The nations reflect their unique features through their literature; for instance, British Literature, Turkish Literature, American Literature. People in all around the world are influenced by the changes of the time, so the literature of a particular period includes many critical features. The examples for this statement can be given as 18th century literature or Medieval Literature. Brumfit (1983:19) defines literature as “the constructions, or artefacts in language which may be designed for any of the whole range of human communication needs, private or public, oral or written for which language is used”.

Since written works are unquestionably permanent, people pass the important issues of their life from generation to generation through literature. The feature of “continuity” also allows people to learn about other people and other cultures. As has been claimed by Tway and White (1988:179) “literature alone is a time-honored extender of experience and allows a reader to step into another place or time for a while and even into another person’s character”. Moreover, Ruiqing (1986:24) points out that literature has a role to help people broaden cultural and intellectual understanding and this understanding leads people to rising above their cultural limitations and discovering and acquiring insight and richer experience.

Ghosn (2002:172) approaches the subject from an extensive point of view by stating that literature can act as a powerful change agent by helping people increase their intercultural awareness, nurture empathy, have a tolerance for diversity and develop emotional intelligence. The stated aspects may explain why literature is needed in many fields.

Literature is not to be thought without language. Language and literature are complementary. Eagleson and Kramer (1976), drawing attention to the relationship between language and literature, express their opinions in the following:

“Since language is the medium of literature, then literature by its very nature is going to furnish us with evidence on the operation of language. If we are interested in grammatical structure, then we can find abundant data in literature, and not only of regular but also irregular patterns...” (40).

Prodromou (1985:15) extends this relationship into a kind of duality. He argues that literature is unique because it is constructed through a duality in which it both includes the conventional linguistic and communicative codes of language and deviates significantly from them. Literature does not obey the set rules of grammar. It breaks the rules. It does not depend upon them. Thus, it is not a limited activity.

Each person can develop his/her mother language through reading literary texts. This is also available and useful for people who want to learn another language. It helps people use the target language in a context. Language gains meaning through literature. Prodromou (1985:15) accepts that literature makes imperfect knowledge of the linguistic system more context-sensitive.

2.1.2 Literary Texts and Non-Literary Texts

Literary texts and non-literary texts are used in language classrooms for teaching purposes. However, the question of which texts for which purposes is to be answered. Texts are classified as literary texts and non-literary texts according to the type of discourse. The discourse of the text determines the type of the texts. However, it is hard to talk about a clear-cut distinction between them.

As has been stated, literature deviates language by using its unique rules which do not match with the rules of language. In literary discourse, language is used elaborately. Sometimes the writer exaggerates the statements by using figures of

speeches which constitute the bulk of a literary work. These can be summarised as metaphor, euphemism, simile, anachronism, acrostish and so on. Literary language includes the deliberate usage of language which may seem as linguistic ‘accidents’. However, a literary writer does these accidents on purpose.

Widdowson (1975:37) argues that the deviation of language in a work does not make it a literary work. Thus the deviation of language is not sufficient. Widdowson (1975: 69) goes on his discussion saying that “literary discourse is dissociated from an immediate social context and its meaning has to be self-contained”. The underlying purpose of literary texts is to present a kind of information about anything but through a new way. Therefore, a literary text and a non-literary text may aim at giving the same message but the treatment of the issue underlines the differences.

Non-literary texts can be summarised as recipes, application forms, advertisements, manuals and so on. İçöz (1992:11) clarifies the distinctions by saying that “among the most striking differences between a literary and non-literary text are the suggestive power and ambiguity of the former”. Although İçöz (1992) accepts that literary texts are much more beneficial for language-learning classroom, some authors like O’Sullivan (1991) states opposite arguments against literary texts. Linguistic difficulty and literariness of a text force learners and this may lead him/her to a kind of frustration.

Mackay (1992) brings a new dimension to the argument by indicating that:

“By treating literary texts as though they were similar to newspaper editorials we are, in our ignorance, effectively destroying the very quality that made us choose literature in the first place” (205).

Mackay (1992) believes that literature should be treated as literature. Otherwise, it loses its quality. However, the ones who treat literature from a more

pragmatic point of view believe that non-literary texts cannot give the competence that literary texts provide, which is called 'literary competence'.

2.1.3 Literary Competence

Since the basic differences between a literary text and a non-literary text are pointed out, the outcomes of both texts should also be treated differently. A reader does not need to look at non-literary text profoundly. For example, while reading a newspaper one can easily understand what the text is about as the language of the text is ordinary and daily. Thus, one does not need any kind of special competence to read and understand the majority of non-literary texts.

However, a reader should have a special competence if s/he really wants to treat a literary text as it deserves. The literary texts are written with 'unusual' language in which the reader must look further into the given statement. Each statement may have been written for a special purpose. The reader may have literary competence to catch this special purpose. Culler (1975) defines literary competence in the following:

“... the ability to read a work of literature by bringing into play the necessary presuppositions and implicit understanding of how literary discourse works that tell them how to read and what to look for” (43).

Literary competence is also an umbrella term which covers grammatical, strategic and sociolinguistic competence. To have literary competence, one should also gain these competences. Thus, it is a much more sophisticated linguistic competence. Linguistic features are not sufficient for a learner to understand the literary text. For instance, sociolinguistic competence is the ability to find the relationship between language and society in a text. Literary competence can be gained by using the same strategies to develop reader's awareness of how s/he should approach reading a literary text.

Isenberg (1990:183) argues that reading of a literary text is a kind of information processing. In her opinion, the information processing can be divided into five distinct phases:

1. Transformation (how the reader makes the text his own)
2. Reduction (synthesizing information)
3. Classification (grouping the information according to specific features)
4. Storage (saving the information)
5. Retrieval (recalling information to apply to new situation)

The teacher's role should then be as a guide who leaves students autonomous after giving background information and basic analogies. Isenberg (1990) strengthens her ideas by saying the following:

“A meaningful reading results from the effective performance of a series of cognitive process: formulating questions, establishing logical and analogical relationships, selecting and rejecting information, organizing and reorganizing, ordering and reordering findings, generalizing and evaluating” (183).

Brumfit (1985:108) supports these ideas by clarifying the ability of a good reader of literature as “ the ability to generalize from the given text to either other aspects of the literary tradition or personal or social significances outside literature”.

2.2 Teaching Literature in Foreign Language Teaching

Teaching literature in ELT is based on many reasons. This part of the study aims at presenting these reasons of teaching literature in language classrooms and approaches and models used throughout literature courses. It is to present the argument from language teaching point of view.

2.2.1 Role of Literature in ELT

An ELT Department of a university aims to educate trainee teachers who will teach English effectively to their future students. To realise this objective, ELT departments include courses of methodology, course design and grammar. During their pedagogic education, they are also educated to have a perfect knowledge of English. Knowledge of English does not only include the linguistic knowledge of language but also includes other different competences, for instance literary competence, especially for trainee teachers who will teach English to students in the future.

Linguistics and literature are complementary. To graduate students who are capable of using English effectively, ELT departments should have programs that will enable students to have the highest possible proficiency in grammar, idiom, vocabulary and syntax. However, taking up linguistic courses alone is not sufficient for that purpose. John (1986) puts forward that inadequacy in the following:

“The deficiency of linguistics in promoting vocabulary acquisition can be made good by carefully observing and studying the connotations of words as used most exemplarily in literature . Extensive and intensive study of literature will make up for the deficiencies of the linguistic approach” (19).

Literature enables students to cope with language written for native speakers. As a result, students can gain additional familiarity with many different linguistic uses, and forms of the written language and ‘extragrammatical’ (John, 1966:20) features of language.

Students see different syntactic and semantic components of language through literature. Courses about language and linguistics concentrate on the theoretical aspects of language but literature deals with practice. John (1986:20) explains this theory and practice aspect and points out that “a student of linguistics learns about language, while a student of literature learns language as used in poetry, drama, fiction or any other genre” .

Literature can also be seen as a reinforcement device. As has been claimed by Ruiqing (1986:24), “literature provides a way of rising above one’s cultural limitations and discovering and acquiring both insight and richer experience”. This statement points out that literature enables students to be open to world and themselves. Collie and Slater (1987:4) as a remark, says that “the world of a novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted”.

Students can travel to another country through a novel. They find opportunities to experience what they eat, how they entertain, what they believe in. This also leads them to personal involvement with the texts. Collie and Slater (1987) continue their arguments by stating that:

“Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system” (5).

While reading a play, for instance, they forget that they are learning and reading a foreign language. Target language becomes no longer target. It is not only a formal language learning activity but also a journey to their own self.

This journey is a result of the reality as literary texts are authentic materials. It provides a real life experience, and brings ‘life’ into the classroom. Although there have been supportive arguments of teaching literature in language classrooms throughout the history, there have also been opposite views against teaching literature. During the 1960s and 1970s the approaches in language teaching were based on structural methods, which underlines “correctness” in grammatical form. Literary texts are not the texts which are bound to use perfect grammar of English. Widdowson (1984) clarifies this by stating the following:

“Literature and poetry in particular, has a way of exploiting resources in a language which have not been codified as correct usage. It is therefore misleading as a model...it has no

place in an approach to teaching that insists on the gradual accumulation of correct linguistic forms” (162).

Long (1986:42) brings a new dimension to this argument and claims that according to communicative approach in language teaching the study and teaching of language should be practical but literature does not provide that kind of practicality in language classrooms. Widdowson (1984:162) supports this idea and points out the difficulty and inaccessibility of literary texts and a lack of consistent and suitable methodology for the teaching of literature. Thus, teaching literary texts may be counterproductive.

After these counter arguments, it will be useful to state briefly again the reasons of using literature in ELT:

- Literary texts are authentic.
- Literature provides cultural enrichment.
- Literature provides language enrichment.
- Literature provides personal enrichment.

2.2.2 Methodology of Teaching Literature in Foreign Language Teaching

There have been many arguments about how to teach literature in language classrooms. Especially, the treatment of literary texts in a language learning atmosphere has been discussed by many authors. İçöz (1992) has pointed out how to use literary texts in language classrooms in the following:

“Literature should be conducted in such a way that it becomes neither a language course for practical skills nor a pure literature course with a view to a specialization in literature; it should serve to develop both literary awareness and language competence” (10).

This middle-point approach is also emphasized by Ruiqing (1986:23), who claims that if the teacher aims at taking maximum benefit from the literary texts s/he should take into consideration literature and language.

The relationship between the teacher and the students is also a fundamental issue. Most of the literature courses are thought to be teacher-centred because of the difficulty of language and lack of necessary information in a literary text. However, Murdoch (1992:3) proposes that “teacher should lead students to an awareness of how the literary text codifies its meanings and challenges the reader to react to its themes and representations of human experience”. Thus, a teacher should be a guide not being the only owner of knowledge. It is an adverse attitude towards the very nature of literature. As literature is a personal experience, “teacher’s interpretation of a literary piece should not get in the way of learning of the student’s exploration of the piece in his own right” (Dicker, 1989:6).

This attitude is seen as standard approach by Ulrich Gerber (1990:199) because according to this approach, to give an example, teachers get students themselves to ask questions about the text they have read and then discuss questions in the groups but it is limited in terms of involving each students into the process. Gerber (1990:200) proposes an analytical and emotional activity in which all of the students are given a chance to identify themselves with the characters of a novel, a play, a short story and act it out. This can lead to a more learner-centred course.

Brumfit (1985), drawing attention again to teacher’s role, providing an atmosphere for students, expresses his own opinions in the following:

“We are not expecting students to replicate our responses in detail, only to develop their own, to move towards the kinds of responses we would expect of any sympathetic and reasonably knowledgeable adult reader. This is a model of behaviour which can only be caught, it certainly cannot be commanded or instructed” (119).

There are of course some moments when the teacher should handle the learning process. Collie and Slater (1987) state the necessity of classroom management in the following:

“Often the sheer difficulties of detailed comprehension posed by the intricacy or linguistic subtlety of the language turn the teaching of literature into a massive process of explanation by the teacher or even of translation with the greater proportion of available classroom time devoted to a step by step exegetical exercise led by the teacher” (7).

Thus, teacher should know where to interfere and where to give students his/her autonomy, which leads to a balanced teaching atmosphere. The next part of Chapter II presents approaches and models of teaching literature. The recommended approach and model is to apply these three methods according to the levels of students and the objective of the curriculum.

2.2.2.1 Approaches of Teaching Literature in FLT

Since the study particularly focuses on the models used for teaching literature in language classroom, approaches in teaching literary texts included in the study are discussed to present a wide perspective of teaching literature in language instruction briefly. There are two pedagogical approaches in teaching literary texts: a) Story Grammar Approach, b) Reader-Response Approach.

2.2.2.1.1 Story Grammar Approach

Story Grammar approach is not a well-known and often-used approach. It is based on the conceptualization which allows readers to be consciously aware of text structure. It is a kind of technical method that leads readers look into the text from a structural point of view. A story grammar represents the basic structure of a narrative text. Mandler (1984:72) defines story grammar as “the system of rules used for describing the consistent features found in narrative texts”. The story is divided into parts and each part is created according to the rules which describe the story parts,

arrangements of the parts and how the parts are related. According to this approach, a story may be composed of several different 'episodes', each consisting of 'a setting, characters, a problem, an action and a resolution of the problem'.

Amer (2003:65) lists the guiding questions that students try to answer such as follows:

Setting:	Where did the story happen? When did the story happen?
Characters:	Who is the story about? Who were the people in the story? Who was the most important person in the story?
Problem:	Did the people have a problem? What was the big problem that the story was about?
Action:	What did the people do to solve the problem? What were the important things that happened in the story?
Resolution:	How did the people solve the problem? How did the story end?
Theme:	What lesson could we learn from the story?

These questions may also be supported by story maps as visual or graphic display of text structure provides students comprehend and retain textually important information.

The shortcoming of this approach is the unavailability of using story grammar in poems. The basic reason behind this shortcoming is that poems do not have a text structure as it is in short stories, plays or novels. Therefore, it is an approach mostly used in teaching novels, short stories and plays.

2.2.2.1.2 Reader-Response Approach

Reader-Response is based on constructivism which aims at encouraging learners to respond to the text and expressing their own ideas, opinions and feelings freely. The basic difference between story grammar and reader response approach is

that story grammar deals with what learners understand whereas reader-response deals with how learners feel.

Reader-Response Approach is a learner-centred approach which guides students towards their own discovery of meaning, not to impose the meaning on them. Elliott (1990:197) argues that foreign language learners need to feel involved in the language subjectively in a similar way to a native speaker. This atmosphere can be created with drama activities and creative writing exercises through which students feel the aesthetic qualities of the language at its best. These activities also deepen the sense of interpretation of the student.

Reader-Response Approach helps students develop literary competence which cannot be realised by the transmission of knowledge approach and the linguistic analysis approach. Karolides (1991) clarifies this approach with examples. A friend or teacher telling you about a book is not an act of reading for you; or you cannot taste and know the delight of dinner if you do not eat it. Moreover, a synopsis of a book does not make you experience reading. Thus, the relationship between the reader and the text is unique. It is an individual activity.

Kalorides (1991) names this individuality as “the transactional theory of literature”. He puts forward the theory in the following:

“The transactional theory of literature does not reject the relevance of such biographical, historical or formal considerations in the process of developing and enhancing insights to literature. The issue is when these should be introduced and how they should be projected” (23).

This approach is much more applicable for students who have a certain level of linguistic competence in English whereas Story Grammar is useful for beginners and intermediate students to make them acquainted with reading process. Reader Response is a more plausible approach to develop literary competence of ‘advanced’ students in ELT departments.

2.2.2.2 Models of Teaching Literature

Many authors discuss the benefits of literary texts to develop competence in the target language. Literary texts give genuine and easily available experience through context-sensitive situations. Literature has many benefits upon the learners in terms of linguistic, cognitive and personal levels. Carter and Long (1991) describe the main educational, linguistic and psychological arguments and put forward for the teaching of literature as three models which are associated with specific pedagogic practices: the cultural, linguistic and personal growth model.

2.2.2.2.1 Cultural Model

Since literary texts are the products of human beings, they reflect their socio-cultural features to their works. Zafeririadou (2001) explains this feature of literature in the following:

“Works of literature are the relics of culture and through their ‘study’ students understand and appreciate cultures and ideologies different from their own in time and space” (2).

Through literature, national boundaries may happen to disappear. A literary text can carry the customs, cultural qualities of a country to all around the world when it is shipped to other countries. It represents the unique features of that particular country. However, it is also questionable to generalize this specific feature to each literary work since a writer may not prefer to reflect the specific culture, social and historical reality of an era.

Cultural model is the model which deals with these socio-cultural features. It is a product-based teaching in which the text is focused on as a product that is the source of biographical and historical knowledge.

It forms a body of knowledge and a literary work is treated as a source of information. Thus, the model is teacher-centred, transmissive pedagogic model. During the course, teacher acts as a transmitter that gives all of the background information to the students. The job of the students is to receive the knowledge as it is given. This may be disadvantageous that cultural model limits students' interpretation. There is no space or gap for interpretation during the course because there is no need for interpretation. The focused subjects are the facts.

2.2.2.2.2 Linguistic Model

The second model is the linguistic model in which the emphasis is given on language as the literary medium. This model increases language awareness by helping students learn how to look into the text closely from linguistic point of view. As language and literature are composed of each other, to understand a literary text at its best will be easier through analysing the language parts of the text. Lazar (1990), drawing attention to the deviant language of literary texts, states in the following:

“Teachers and learners often cite literary language as being particularly problematic because it does not adhere to accepted conventions in fresh and unexpected ways” (206).

This quality of literary language requires teachers and learners to solve the “problematic” language through many ways. Linguistic model can be seen as the most appropriate solution to overcome this difficulty of literary language.

Linguistic model will also develop literary competence of students since students are exposed systematically to works of literature. In language model, literary texts are used for teaching of vocabulary, structures and language manipulation.

The model has also disadvantages when the exploitation of literary texts for the sake of language is taken into consideration, Zafeririadou (2001) lists the disadvantages in the following:

- “Such a view ignores the real nature of literature, which is above all an expression of art created to communicate feelings, thoughts and ideas.
- The readers’ responses to the literary texts are totally neglected and the approach may result instead in mechanistic and demotivating teaching practices spoiling any pleasure that the reading of good literature can give.
- The contribution of the teaching of literature to the students’ emotional involvement and to their personal growth seems to be totally neglected” (2).

The model can meet the requirements of teachers who want students to develop language awareness. Although reader-responses are neglected, language model is more learner-centred than cultural model in terms of learners’ involvement in the process. Thus it becomes process-based teaching. The term ‘process’ should normally be interpreted as the formation of the literary texts in terms of linguistic aspects. Therefore according to this model literary texts are seen as a result of the textual process.

2.2.2.2.3 Personal Growth Model

The third model is the personal growth model. As suggested by the name, the model aims at developing one’s personality. In that respect, it is different from linguistic and cultural models in which the emphasis is on formal educational issues. It is the most learner-centred model because students’ personal engagement with the reading of literary texts is important. Student’s involvement in the teaching procedure is highly fundamental to realize this model.

The model exploits literary texts as resources for personal enhancement. It does not focus on the study of literature which is done in the cultural model. The model can also be seen as close to linguistic model rather than cultural model. The reason is that literature deals with language.

Zafeririadou (2001) states the main objective of the model as follows:

“It aims to the development of language competence of the students and is better expressed in terms of the pleasure and personal fulfillment which come out of the reading of literature and the making a literary text one’s own” (3).

The fundamental feature of the model is that students should not only be in relationship with literature in the classroom but also outside the class. When a teacher prefers using this model, s/he should use process-based activities that include activities to motivate learners to study literature by relating the text to their own experience. Therefore, the model develops the critical awareness of the students. The students will see the world from a different point of view, more critically. They are no longer passive readers of literature who take the information as it is. They begin to criticize the text, themselves and the world.

The teacher’s role during these process-based activities is an enabler and a transmitter which make the transmission of knowledge to students easier. S/he is not the only owner of the knowledge. S/he also participates in the learning process. The teacher can also taste the delight of the literary text through the studies in the classroom. The teacher shows the ways how to read and appreciate literary texts, which help them grow emotionally and psychologically.

2.2.3 Problems in Teaching Literature in English Language Teaching

Teaching literary texts in the language teaching programmes may cause various problems as literary texts are not written for pedagogical teaching purposes. Authors of literary texts do not have that kind of responsibility. They write for literary purposes. The problems may differ from genre to genre. Novels may cause a practicality problem whereas poetry may cause a literary problem. This part of the chapter focuses on this aspect.

The length of the text (especially when using novels) is one of the practicality problems. It is difficult to read and study a novel within a few courses. During the text selection procedure teacher should take into consideration the length of the text.

The appropriate length depends on the purpose of the course. However, Lazar (1990:206) defines the most suitable length of the text as “the text should be sufficiently challenging without being so difficult as to be demotivating”. Shorter texts cannot challenge students although it is believed that shorter literary works are much more difficult to analyze as each component of the work has an important quality. However, if the text is too long for the students to handle, it can cause problems of motivation.

To solve this practicality problem, a teacher may assign students to read one chapter at a particular time (if it is a novel) or assign groups of students to read one chapter and to discuss that specific chapter in the class.

Students can also have lexical and syntactic difficulties while reading literary texts in a foreign language. In literary texts rules of language are not obeyed properly. It will be a mistake to look for “correctness” in structures in a literary work. It may be seen as a shortcoming of using literature in ELT. But this ‘shortcoming’ may be used as an advantage to provide students encounter new forms of language and increase their language awareness. The teacher may solve this problem through process-based activities which lead students to enjoy the unusual use of language. Ruiqing (1986) strengthens this argument by stating:

“....through reading he develops a better feel for the language and reinforces his command of it, and therefore improves his overall proficiency in it. A good part of the purpose of teaching literature in English is to sharpen awareness of the medium and to help the students understand and react to the medium at its subtlest” (24).

Another feature of literature that can cause problems is cultural, historical and social unfamiliarity. Each literary work is written after various experiences of the author influenced by historical, social, economical and cultural events. A foreign reader may not find meanings in the special statements of a text. This may lead to demotivation that occurs if the student does not understand the theme, the setting and/or the characters.

It may also go beyond demotivation. Brooks (1989) points out this problem of moral/value conflicts such as follows:

“Students’ reactions to different cultural and social attitudes in the literary texts are similar to those of a person suffering from culture shock. There is disillusionment and even anger. ‘How can I have decided to dedicate a good part of my life to the study of a language whose speakers think like this?’” (12).

Therefore, the teacher should prepare the students of each level to that specific text by giving cultural, historical, moral background of the text, or should create an atmosphere in which students express what they feel, respond to the text as they are, since the reading is an individual activity.

Another solution recommended by Zughoul (1986:10) is “the avoidance of literature that is imperialistic, racist or which conflicts directly with the moral, ethical and social code of the students”. Teacher should make the students understand that “they do not have to accept the ideas but should understand them” (Brooks, 1989:12).

Students may feel lost when they come across an unusual literary technique. İçöz (1992:10) gives an example and claims that if student does not know what “stream of consciousness” is, s/he will be unable to understand the text correct. Too much new vocabulary and advanced vocabulary used in literary texts may influence students’ interest in the texts. Teacher may teach students how to handle new vocabulary without looking up the dictionary each time. Students should gain the ability to guess the meaning of the word from the context. Teachers may also encounter methodological problems. According to the methodology of teaching literature in language classrooms, there are three models; cultural, linguistic and personal growth model which are given in detail in 2.2.2.2. *Models of Teaching Literature*.

It is highly recommended that using only one of the three models is not adequate. They complement each other in terms of the type of the text or the aims of the course. Use of a specific model may lead to some problems which may be solved by use of another model.

2.2.4 Text Selection

A number of problems in teaching literary texts in language classrooms may result from unsuccessful text selection. There are many fundamental issues to be taken into account while selecting the literary texts. First of all, if the genre is not decided, that is, it is not stated in the syllabus, the teacher should find the appropriate genre for a specific purpose. Poetry is the genre which requires advanced readers who are able to cope with the deviant use of the language. The deviant language is done deliberately by the writer. To overcome this language difficulty one should be acquainted with it. However, the argument claims that poetry should be used for upper-intermediate or advanced students, not for starters. Thus, a teacher may search for the poems appropriate for the level of the students or the poems which seem not appropriate for the level of the students may be adapted to give students a sense of literary language.

Akyel and Yalcim (1990) put forward the differences between drama, poetry and short story after a survey upon students such as follows:

“Drama is regarded as the most effective in helping students improve oral expression and gain self-confidence in using English. In contrast, poetry and short stories are cited by students as not having much effect on language skills, poetry making the least significant contribution to language skills developments” (174).

The survey has shown which skills can be gained through the study of which genre. For example, drama has been stated as the best genre to improve oral expression and gain self-confidence or poetry is not an effective genre to develop language skills of the students.

Cultural qualities should also be taken into consideration while selecting texts. Accessible cultural references enable students to involve in the process and respond to literary text in accordance with their own socio-cultural experiences. Brumfit (1985:116) expresses the criteria of cultural reference by stating “it is much easier to move from Italian to French or Spanish culture than to Chinese or even Arab culture”. Thus, a teacher should examine these references before deciding to use the texts in the class.

Another feature is that a literary text should meet students’ interest and raise their enthusiasm through its themes, style, issues and characters. A student will be enthusiastic when s/he finds her/his ideas or thoughts in a literary text. Collie and Slater (1987) defines this enthusiasm such as follows:

“Equal delight of finding those same thoughts or situations illuminated by a totally new, unexpected light or perspective: all these are incentive which can lead learners to overcome enthusiastically the linguistic obstacles that might be considered too great in less involving material” (7).

It has been stated that a reader may feel enthusiasm when s/he sees her/his thoughts with a different perspective. Thus, it will be motivating for him/her to cope with the linguistic difficulty of the text.

Students’ competence of English should be at a similar level with the language of the text. To enjoy the text first, student should understand the text. Language difficulty may impede the process of learning and cause a linguistic gap which may lead then to a cultural gap as students are not able to understand the text and receive the messages. Different use of lexical and syntactic terms in a text may be assessed whether they are easy to cope by students or not.

CHAPTER III

METHODOLOGY

3.0 Presentation

This chapter presents how data of the study are collected, which instrument is used and how the questionnaire was administered. It also gives the detailed analysis of the data collected through the questionnaire given to the subjects and the evaluation of the data.

3.1 Data Collection Instrument

The main collection instrument used in the study is a questionnaire. However, the objective of the study is to collect data from the students taking up literature courses in an ELT Programme and instructors teaching literature courses in the programme in question. As the number of the instructors in the department is seven, which is limited for an analysis through a questionnaire, the appropriate data collection instrument for teachers is chosen as the interview which is a widely used research tool in applied linguistics in language learning. The type of the interview is a structured interview as the questions have been prepared by the researcher in accordance with the aim of the study (Nunan, 1992:149).

Although the main results of the study will be taken from the questionnaire given to the students, the interview with the teachers has been done to present the current situation from the teachers' point of view and support the thesis.

The appropriate instrument used to collect data from students is a questionnaire which is "printed form for data collection, which includes questions or

statements to which the subject is expected to respond, often anonymously” (Seliger and Shohamy, 2000: 172).

The questionnaire used for the study consists of three parts; total 31 items: Part I: Literature Courses in the ELT Programme, Part II: Literary Texts in Literature Courses and Part III: Methodology.

Part I aims to learn the general attitudes of the students towards literature courses in the ELT Programme. Part II aims to collect the viewpoints of the students about literary texts in the literature courses. Part III aims to learn how literature courses are taught and what subjects are focused on during the courses.

The statements in the questionnaire have been developed by the researcher. The options to be selected by the subjects have been designed according to 5-point Likert scales, except items 12, 13 and 31.

The types of responses differ from part to part. Part I and Part II includes following options: “Strongly Agree”, “Agree”, “Neither Agree nor Disagree”, “Disagree” and “Strongly Disagree”. However, Part III gives options as the frequency of adverbs, such as “Always”, “Often”, “Sometimes”, “Rarely” and “Never”.

3.2 Face Validity and Reliability of the Questionnaire

The face validity which determines whether the statements are clear and understandable has been examined by five professors of English Language Teaching Programme and a professor of Department of Statistics of Gazi University.

The reliability of the study has been analyzed with the SPSS package program. As the indication of the alpha of reliability is .73 for the questionnaire, it can be said that the questionnaire has reliability (Oppenheim, 2000:159). (See Appendix III)

3.3. Administration of the Questionnaire

The questionnaire was given to students of English Language Teaching Programme at Gazi University during the spring term of the 2004-2005 academic year. One hundred and twenty five students who had taken up or were taking up literature courses, including Introduction to English Literature, Short Story Analysis and Teaching, Novel Analysis and Teaching answered the questionnaire.

3.4 Data Analysis

The analysis of the questionnaire is done in this section. The questionnaire is analyzed with the help of *descriptive* statistics, providing how often certain phenomena happen, how different and varied certain groups are related with certain phenomena and the relationship among various variables (Seliger and Shohamy, 2000:211).

Frequency analysis, one type of descriptive statistics, which is used to show how often a phenomenon occurs and done by counting the number of occurrences, is used for each part of the questionnaire. *Central tendency measures*, another part of descriptive statistics giving information about the average and the typical behaviour of subjects concerning a specific phenomenon, is used for each part (Seliger and Shohamy, 2000:215).

3.4.1. The Frequency Analysis of the Questionnaire

Frequency analysis is used to analyze each question in each part of the questionnaire. This section presents the viewpoints of the participants according to the responses by counting the number of occurrences. Scoring of the statements is as follows:

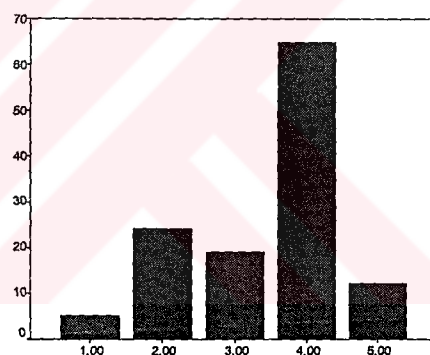
- 1: Strongly Disagree**
- 2: Disagree**
- 3: Neither Agree nor Disagree**
- 4: Agree**
- 5: Strongly Agree**

Part I: Literature Courses in ELT Programmes (Overview)

Statement 1: Linguistic courses and the pedagogic programme in ELT Programmes are adequate to understand language in its natural context.

Table 1

	Frequency	Percent
Valid 1,00	5	4,0
2,00	24	19,2
3,00	19	15,2
4,00	65	52,0
5,00	12	9,6
Total	125	100,0



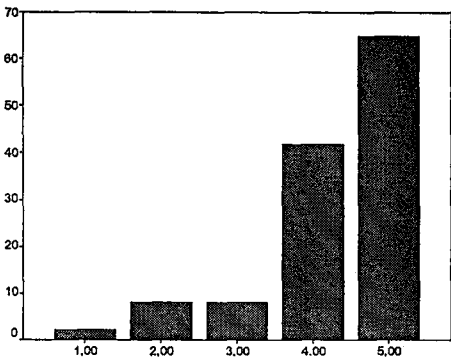
Graph 1

More than half (52 %) of the students believe that linguistic courses and the pedagogic programme in the department are sufficient to understand language in its natural context. Twenty four students state that they disagree this statement. Nineteen percent of the students neither agree nor disagree with this statement. Twelve students strongly agree with this claim and five students strongly disagree with the statement. It can be said that the majority of the students do find linguistic courses and the pedagogic programme adequate in terms of understanding language in its natural context.

Statement 2: Literature courses must be included in ELT programmes.

Table 2

	Frequency	Percent
Valid 1,00	2	1,6
2,00	8	6,4
3,00	8	6,4
4,00	42	33,6
5,00	65	52,0
Total	125	100,0



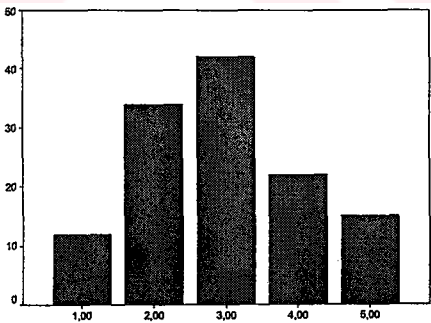
Graph 2

Sixty five students strongly agree and 42 students agree that literature courses must be among the courses in the department. Eight students neither agree nor disagree with the statement. Eight students disagree and 2 students strongly disagree with the statement. The results show that majority of the students find literature courses necessary in ELT Programmes.

Statement 3: The number of literature courses in ELT programmes should be increased.

Table 3

	Frequency	Percent
Valid 1,00	12	9,6
2,00	34	27,2
3,00	42	33,6
4,00	22	17,6
5,00	15	12,0
Total	125	100,0



Graph 3

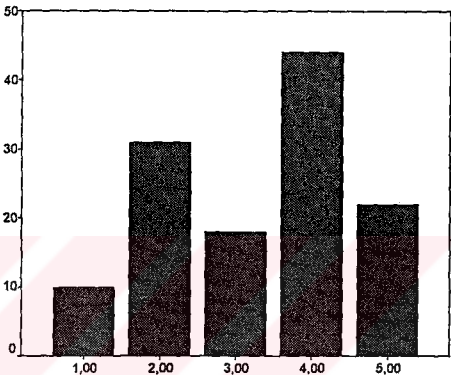
Thirty three percent of the students neither agree nor disagree with the statement. Twenty seven percent of the students disagree and 9.6 % of the students strongly disagree with the statement. Seventeen percent of the students point out that they agree with the statement and 12 % of them strongly agree with it. It can be

inferred that the majority of the students find the number of literature courses sufficient in the department.

Statement 4: The literature courses have increased my interest in and motivation towards literary texts and thus I read other literary texts outside the class.

Table 4

	Frequency	Percent
Valid 1,00	10	8,0
2,00	31	24,8
3,00	18	14,4
4,00	44	35,2
5,00	22	17,6
Total	125	100,0

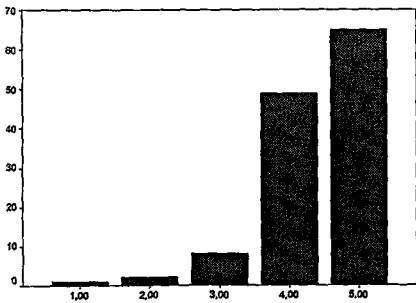


Thirty five percent of the students agree with the statement. Twenty four percent of the students disagree with it; whereas 17 % of them strongly agree; 14 % of the students neither agree nor disagree with the statement and 8 % of them strongly disagree with the statement. Therefore, it can be deduced that half of the students believe that their interest in and motivation towards literary texts have been increased through literature courses so that they read other literary texts outside the class.

Statement 5: A trainee teacher should have literary competence to some degree.

Table 5

	Frequency	Percent
Valid 1,00	1	,8
2,00	2	1,6
3,00	8	6,4
4,00	49	39,2
5,00	65	52,0
Total	125	100,0



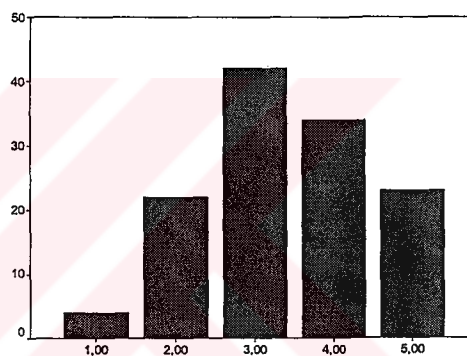
Sixty five students strongly agree and 49 of the students agree with the statement. However, 8 of them neither agree nor disagree with it; 2 of the students disagree and only one of them strongly disagree with the statement. It can be said that a considerable majority of the students think a trainee teacher should have literary competence to some degree.

Part II: Literary Texts in Literature Courses

Statement 6: I prefer literary texts rather than non-literary texts.

Table 6

	Frequency	Percent
Valid 1,00	4	3,2
2,00	22	17,6
3,00	42	33,6
4,00	34	27,2
5,00	23	18,4
Total	125	100,0



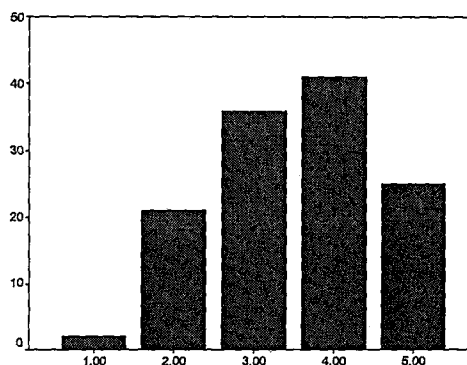
Graph 6

Thirty three percent of the students neither agree nor disagree with the statement. Twenty seven percent of the students agree and 18 % of the students strongly agree with the statement whereas 17 % of the students disagree and 3 % of them strongly disagree with the statement. The results indicate that quite many students prefer literary texts rather than non-literary texts.

Statement 7: I prefer contemporary texts rather than classical texts.

Table 7

	Frequency	Percent
Valid 1,00	2	1,6
2,00	21	16,8
3,00	36	28,8
4,00	41	32,8
5,00	25	20,0
Total	125	100,0



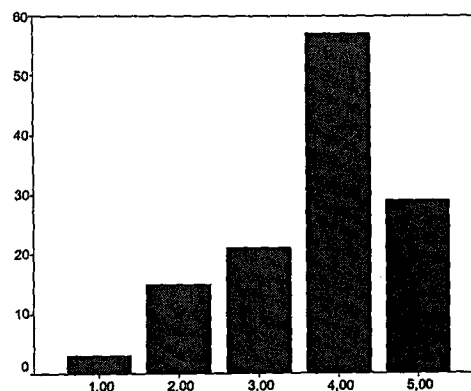
Graph 7

Forty one students agree and 25 students strongly agree with the statement. Thirty six students neither agree nor disagree with the statement. Twenty one students disagree and two students strongly disagree with the statement. Therefore, it can be concluded that the students prefer contemporary texts rather than classical texts.

Statement 8: I improve my English better through literary texts because they are used in a context.

Table 8

	Frequency	Percent
Valid 1,00	3	2,4
2,00	15	12,0
3,00	21	16,8
4,00	57	45,6
5,00	29	23,2
Total	125	100,0

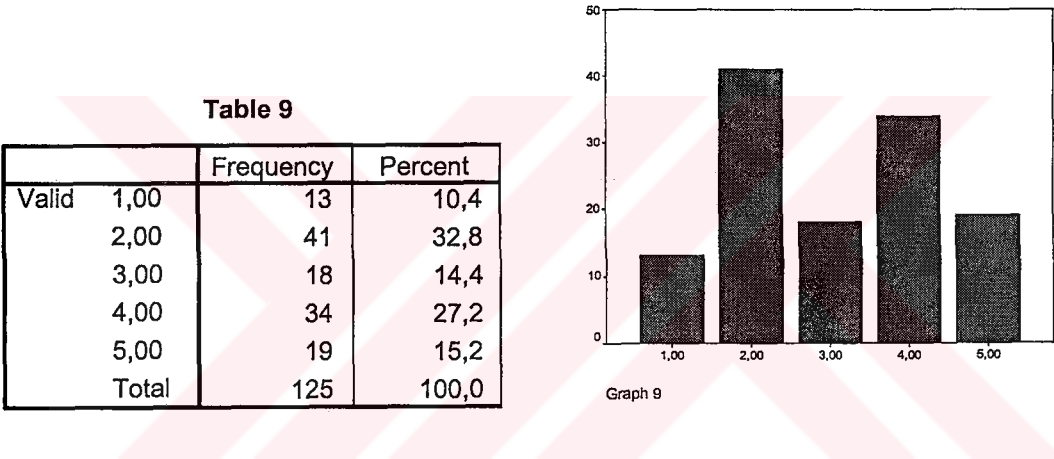


Graph 8

Forty five percent of the students agree and 23 % of the students strongly agree with the statement whereas 12 % of the students disagree and 2 % of them

strongly disagree with the statement. Sixteen percent of the students neither agree nor disagree with the statement. It can be said that more than half of the students believe that literary texts help them improve their English better as they are used in a context.

Statement 9: I like the “unusual” language of the literary text as I come accross the patterns of language which do not exist in daily language.

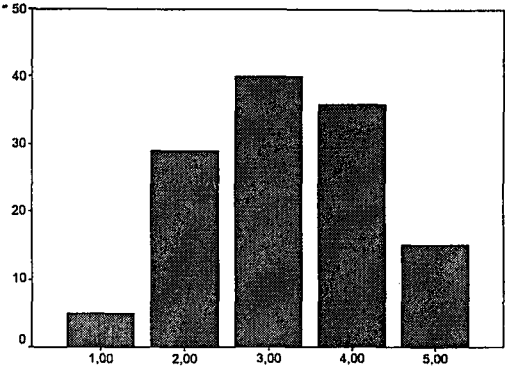


Forty one students disagree and 13 of the students strongly disagree with the statement. However, 34 of the students agree and 19 students strongly agree with the statement and 18 of them neither agree nor disagree with it. With a very little difference in number it shows that students do not like the “unusual” language of literary text. Thus, the students are divided into two poles regarding their opinions about the unusual language of a literary text.

Statement 10: Texts in literature courses match with my interest and ideas.

Table 10

		Frequency	Percent
Valid	1,00	5	4,0
	2,00	29	23,2
	3,00	40	32,0
	4,00	36	28,8
	5,00	15	12,0
	Total	125	100,0



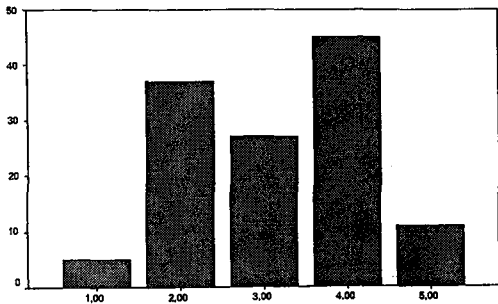
Graph 10

Thirty two percent of the students neither agree nor disagree with the statement. Twenty eight percent of the students agree and 12 % of the students strongly agree with the statement. However, 23 % of the students disagree and 4 % of them strongly disagree with the statement. It shows that two-fifths of the students believe that texts in literature courses match with their interest and ideas.

Statement 11: I find reading literary texts difficult.

Table 11

		Frequency	Percent
Valid	1,00	5	4,0
	2,00	37	29,6
	3,00	27	21,6
	4,00	45	36,0
	5,00	11	8,8
	Total	125	100,0



Graph 11

Thirty six percent of the students agree and 8 % of the students strongly agree with the statement whereas 29 % of the students disagree and 4 % of the students strongly disagree with the statement. Meanwhile, 21 % of the students neither agree nor disagree with the statement. It can be concluded that more than two-fifths of the students find reading literary texts difficult.

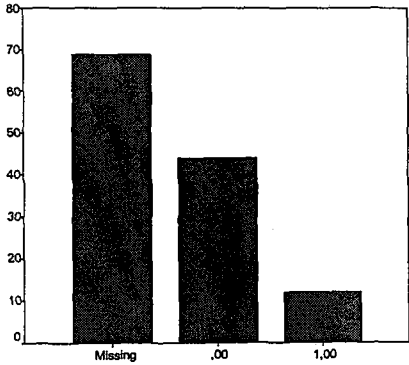
Statement 12: If your response to the 11th question is “Strongly Agree” or “Agree”, circle the item/items that make the texts difficult:

0: No

1: Yes

As the statement 12 suggests, the students whose reply to 11th question is “Strongly Agree” or “Agree” state the reasons that make the literary texts difficult for them. By referring to the responses to 11th question, 56 of the students have replied to statement 12.

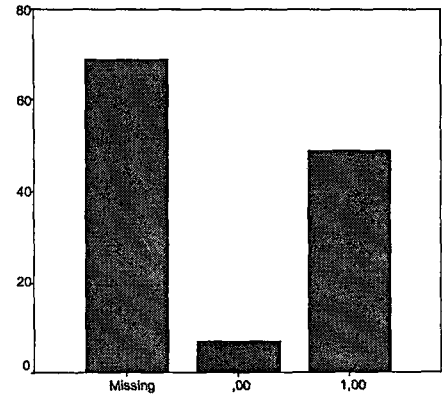
Background knowledge			
		Frequency	Percent
Valid	No	44	35,2
	Yes	12	9,6
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/1

Forty four of 56 students point out that their background knowledge do not affect their reading of literary texts. Twelve students accept that their background knowledge makes the literary texts difficult for them.

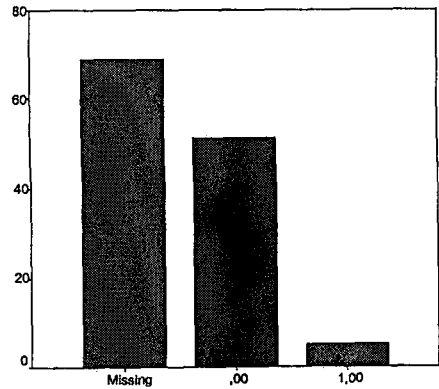
Language of the text			
		Frequency	Percent
Valid	No	7	5,6
	Yes	49	39,2
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/2

Forty nine of 56 students state that the language of the text affects their reading of literary texts negatively and 7 of them do not find the language of the text difficult.

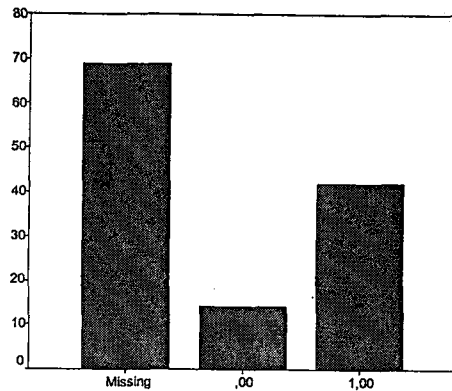
Difficulty in applying critical reading skills			
		Frequency	Percent
Valid	No	51	40,8
	Yes	5	4,0
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/3

Fifty one of 56 students mention that they do not have any difficulty in applying critical reading skills. However, 5 % of them agree with the statement.

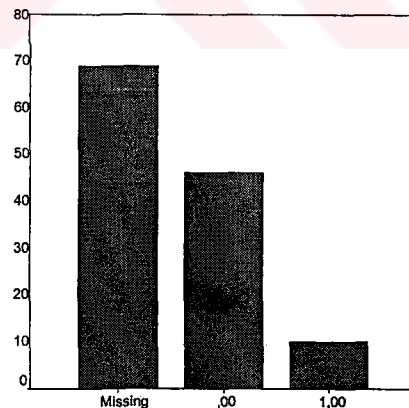
Vocabulary of the text			
		Frequency	Percent
Valid	No	14	11,2
	Yes	42	33,6
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/4

Forty two of 56 students find vocabulary of the text as the reason of having difficulty in reading literary texts whereas 14 of 56 students mention that they do not have any problem with the vocabulary of the text.

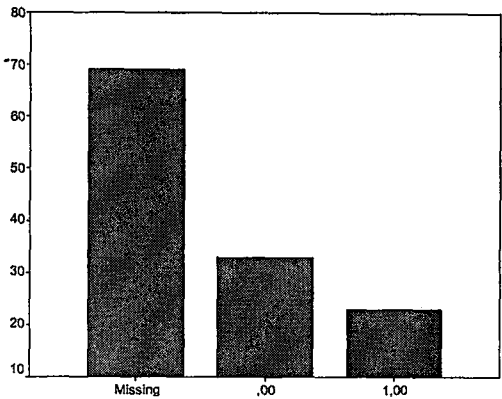
Interest in and motivation towards literature			
		Frequency	Percent
Valid	No	46	36,8
	Yes	10	8,0
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/5

Forty six of 56 students reply as “No” to the question and 10 of the students reply as “Yes” to the statement. It can be concluded that the majority of 56 students believe that the reason behind the difficulty in reading literary texts has nothing to do with their interest and motivation.

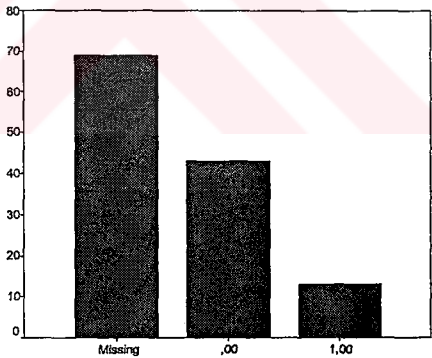
Text's not being up-to-date			
		Frequency	Percent
Valid	No	33	26,4
	Yes	23	18,4
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/6

Thirty three students mention that they do not have any problem with the text's not being up-to-date whereas 23 of them accept the statement.

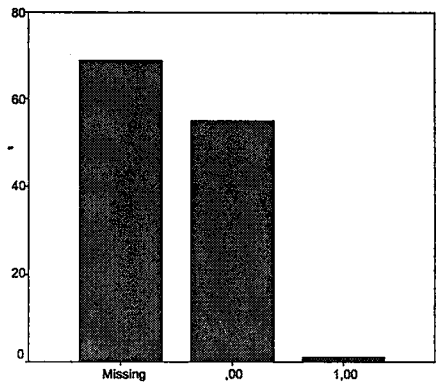
Social and cultural features of the text			
		Frequency	Percent
Valid	No	43	34,4
	Yes	13	10,4
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



Graph 12/7

Forty three students mention that social and cultural features of the text do not make the literary texts difficult for them. However, 13 of them accept the claim.

Other			
		Frequency	Percent
Valid	No	55	44,0
	Yes	1	,8
	Total	56	44,8
Missing		69	55,2
Total		125	100,0



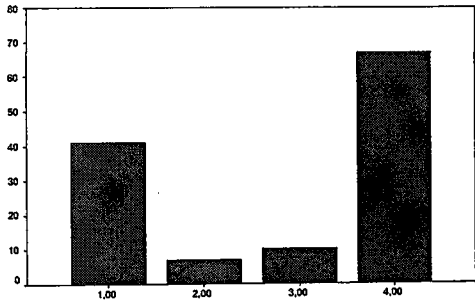
Graph 12/8

This item was presented to the students who want to add another reason that makes the literary texts difficult for them. Only one of them wanted to add his/her reason which is ‘teachers’ inability to fully teach what they comprehend’.

Statement 13: Circle the genre that you find the most difficult.

- 1: Novel
- 2: Drama
- 3: Short-story
- 4: Poetry

Table 13			
		Frequency	Percent
Valid	Novel	41	32,8
	Drama	7	5,6
	Short-Story	10	8,0
	Poetry	67	53,6
	Total	125	100,0



Graph 13

Fifty three percent of the students find poetry as the most difficult genre. Thirty two percent of the students point it out as “novel”. Eight percent of the students mention that short-story and 5 % of the students mention that drama as the most difficult genre.

This question also includes the reason of the students’ answer. The students who find poetry difficult among other genres state their reasons such as follows:

- Language of the poetry makes the poetry difficult to follow and understand as it is written in old English and complicated.
- The poems are too short to understand the themes.
- There can be many interpretations and meanings under the surface meaning.
- Social and cultural differences make the poetry difficult to understand.

The students who circle ‘novel’ as the most difficult genre points out the reasons such as follows:

- As it is too long, it can be boring and difficult to follow and concentrate on.
- There are too many descriptions, rather than actions.
- Time given to read novels is not sufficient.
- The number of the unknown words makes reading novel difficult.
- Language of the text may be compelling in classical novels.

The students who point out ‘short story’ as the most difficult genre states the reasons such as follows:

- There are so many symbols that it is hard to find and intrepret them.
- Since it is short it may be difficult to get the gist.

The students who choose ‘drama’ as the most difficult genre claims the following:

- It is long and boring.
- If there are too many characters, it may be difficult to remember who is who.
- It may be hard to understand the theme.

Part III: Methodology

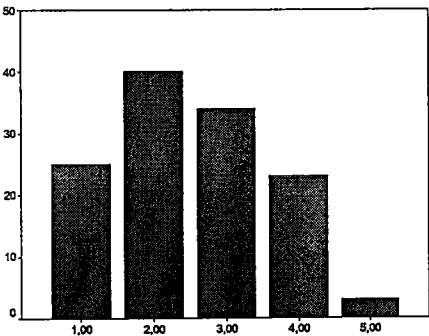
As it has been stated before, the type of responses of the students in the third part of the questionnaire includes the frequency of the events. Scoring is done as follows:

- 1: Never**
- 2: Rarely**
- 3: Sometimes**
- 4: Often**
- 5: Always**

Statement 14: The attitude of the instructor in the class towards studying literary texts is to study them in terms of its linguistic features, such as lexical and syntactical features.

Table 14

	Frequency	Percent
Valid 1,00	25	20,0
2,00	40	32,0
3,00	34	27,2
4,00	23	18,4
5,00	3	2,4
Total	125	100,0



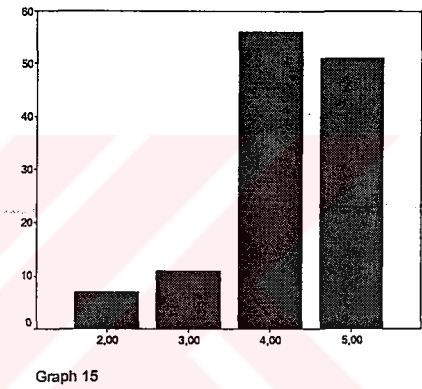
Graph 14

Thirty two percent of the students point out the frequency of the statement as rarely. Twenty percent of the students choose never. Twenty seven percent of the students choose sometimes, 18 % of the students choose often and 2 % of the students choose always.

Statement 15: Cultural, social and historical pieces of information about the text are given by the instructor.

Table 15

	Frequency	Percent
Valid 2,00	7	5,6
3,00	11	8,8
4,00	56	44,8
5,00	51	40,8
Total	125	100,0

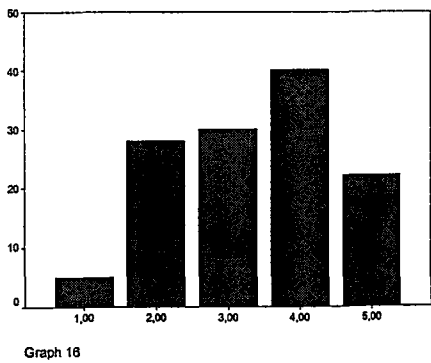


Fifty six students state the frequency of the statement as often and 51 of the students state it as always. Eleven students choose sometimes and 7 of them choose rarely. It can be referred that cultural, social and historical features are often given by the instructor.

Statement 16: My/our personal fulfillment and taking pleasure from the text are given high importance during literature courses.

Table 16

	Frequency	Percent
Valid 1,00	5	4,0
2,00	28	22,4
3,00	30	24,0
4,00	40	32,0
5,00	22	17,6
Total	125	100,0

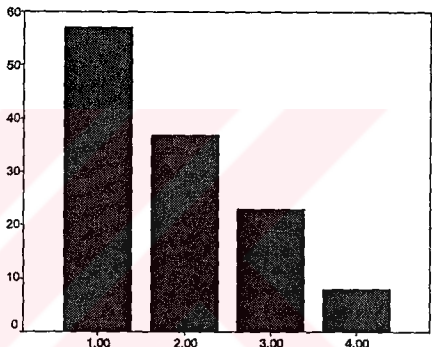


Thirty two percent of the students state that their personal fulfillment and taking pleasure from the text are often given high importance. Twenty four percent of the students mention it as sometimes. Twenty two percent of the students point it out as rarely. Seventeen percent of them point it out as always and last of all only 4 % of them point it out as never.

Statement 17: Grammatical and structural parts of the text are analysed during the course.

Table 17

	Frequency	Percent
Valid 1,00	57	45,6
2,00	37	29,6
3,00	23	18,4
4,00	8	6,4
Total	125	100,0



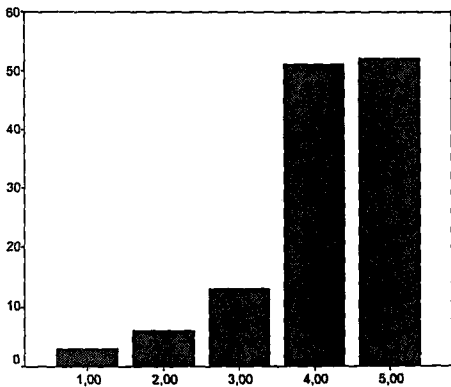
Graph 17

Fifty seven students claim that grammatical and structural features of the text are never analysed. Thirty seven students reply to the statement as rarely. Twenty three students reply as sometimes and 8 of them reply as often.

Statement 18: The focused subjects during the course are the historical, cultural and social facts in the text.

Table 18

	Frequency	Percent
Valid 1,00	3	2,4
2,00	6	4,8
3,00	13	10,4
4,00	51	40,8
5,00	52	41,6
Total	125	100,0



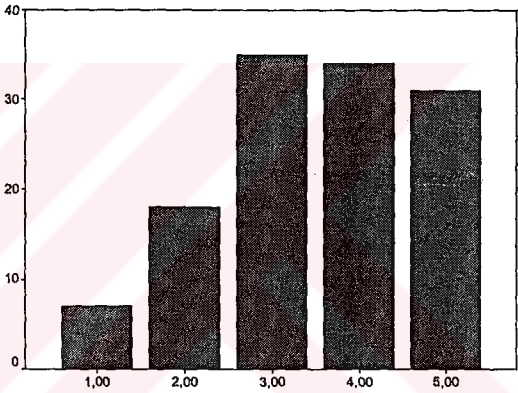
Graph 18

Fifty two students claim that historical, cultural and social facts in the text are always the focused subjects and 51 of the students point it out as often. Thirteen students believe that it is sometimes done. Six students believe that it happens rarely and 3 of them believe it never happens.

Statement 19: Literary texts are analysed to help us grow emotionally and psychologically.

Table 19

	Frequency	Percent
Valid 1,00	7	5,6
2,00	18	14,4
3,00	35	28,0
4,00	34	27,2
5,00	31	24,8
Total	125	100,0



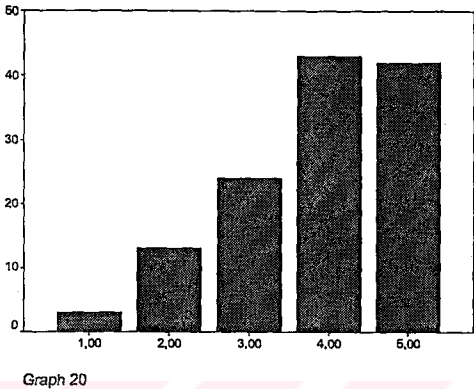
Graph 19

Twenty eight percent of the students state that literary texts are sometimes analysed to help them grow emotionally and psychologically. Twenty seven percent of the students state that they are often analysed for this purpose and 24 % of the students point the statement as always. Fourteen percent of them point it out as rarely and 5 % of them point it out as never.

Statement 20: The problem of linguistic difficulty of a literary text is solved through the clarifications and explanations made by the instructor.

Table 20

	Frequency	Percent
Valid 1,00	3	2,4
2,00	13	10,4
3,00	24	19,2
4,00	43	34,4
5,00	42	33,6
Total	125	100,0

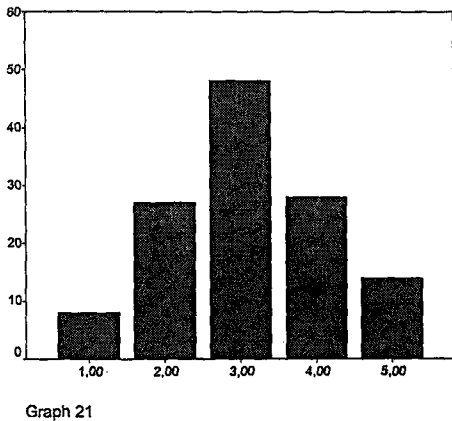


Thirty four percent of the students state that the problem of linguistic difficulty is often solved by the instructor. Thirty three percent of the students point it out as always. Nineteen percent of the students point it out as sometimes. Ten percent of the students point it out as rarely and 2 % of them point it out as never.

Statement 21: During literature courses facts are assigned more importance rather than interpretations.

Table 21

	Frequency	Percent
Valid 1,00	8	6,4
2,00	27	21,6
3,00	48	38,4
4,00	28	22,4
5,00	14	11,2
Total	125	100,0

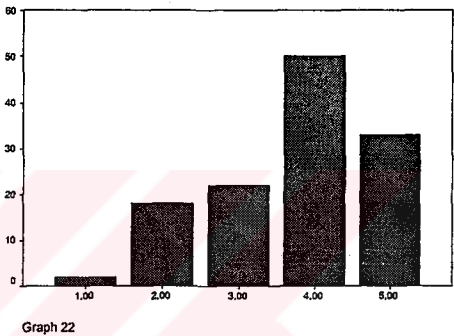


Forty eight students mention that it sometimes happens that facts are assigned more importance rather than interpretations. Twenty eight students reply to the statement as often. Twenty seven students reply to it as rarely. Fourteen of them reply to it as always and 8 of them reply to it as never.

Statement 22: Critical thinking that may be gained from the text is emphasized during the course.

Table 22

	Frequency	Percent
Valid 1,00	2	1,6
2,00	18	14,4
3,00	22	17,6
4,00	50	40,0
5,00	33	26,4
Total	125	100,0

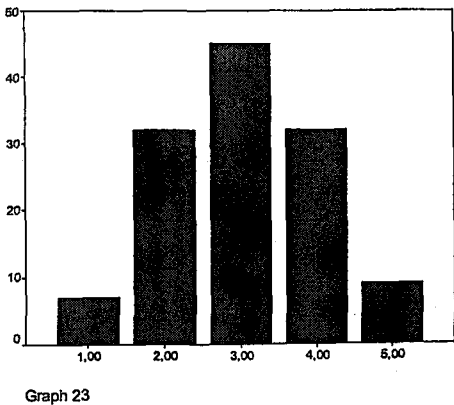


Fifty students state that critical thinking is often emphasized and 33 of the students state that it is always emphasized. Twenty two students state that it is sometimes emphasized. Eighteen students state that it is rarely emphasized and 2 of them state that it is never emphasized.

Statement 23: The instructor puts emphasis on the relationship between language and literature during the course.

Table 23

	Frequency	Percent
Valid 1,00	7	5,6
2,00	32	25,6
3,00	45	36,0
4,00	32	25,6
5,00	9	7,2
Total	125	100,0

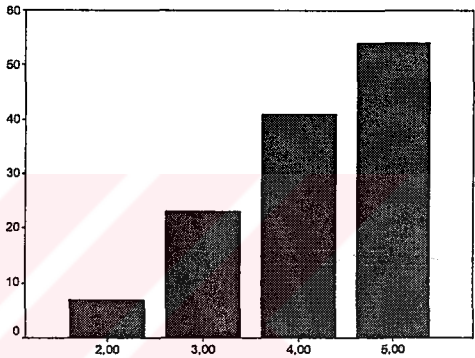


Thirty six percent of the students mention that the relationship between language and literature is sometimes emphasized. Twenty five percent of the students reply to the statement as rarely and equally 25 % of the students reply to it as often. Seven percent of the students reply to it as always and 5 % of the students reply to it as never.

Statement 24: Literary texts are treated as products of human beings through which we can get information about social, cultural, historical events.

Table 24

		Frequency	Percent
Valid	2,00	7	5,6
	3,00	23	18,4
	4,00	41	32,8
	5,00	54	43,2
	Total	125	100,0

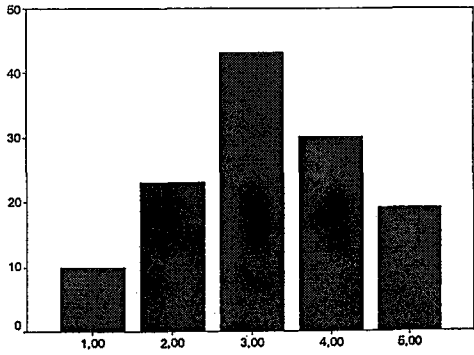


Forty three percent of the students point the statement out as always and 32 % of the students point it out as often. Eighteen percent of the students state that it sometimes happens and 5 % of the students state that it rarely happens.

Statement 25: The literary text is treated as an instrument to develop our personality.

Table 25

		Frequency	Percent
Valid	1,00	10	8,0
	2,00	23	18,4
	3,00	43	34,4
	4,00	30	24,0
	5,00	19	15,2
	Total	125	100,0

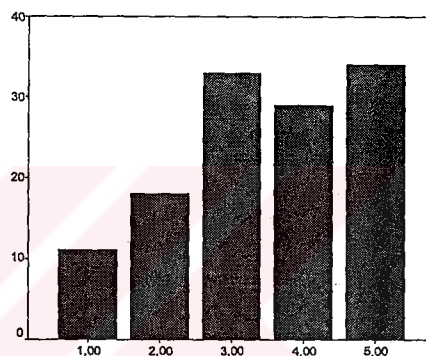


Thirty four percent of the students mention that the literary text is sometimes trated as an instrument to develop their personality. Twenty four percent of the students mention that it is often treated as it is stated. Eighteen percent of the students reply to the statement as rarely. Fifteen percent of the students reply to it as always. Eight percent of the students reply to it as never.

Statement 26: I can express my ideas individually about the literary texts in the class.

Table 26

	Frequency	Percent
Valid 1,00	11	8,8
2,00	18	14,4
3,00	33	26,4
4,00	29	23,2
5,00	34	27,2
Total	125	100,0



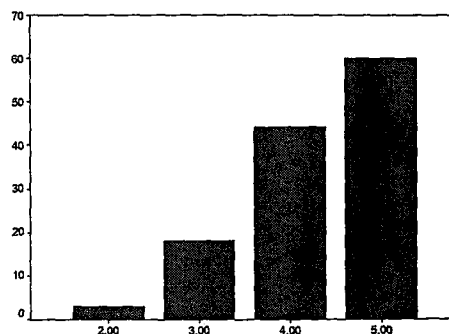
Graph 26

Thirty four students state that they can always express their ideas individually about literary texts. Thirty three students state that they can sometimes do it. Twenty nine students state that it often happens. Eighteen students state it rarely happens and 11 of the students state it never happens.

Statement 27: The necessary background information about the text is given by the instructor.

Table 27

	Frequency	Percent
Valid 2,00	3	2,4
3,00	18	14,4
4,00	44	35,2
5,00	60	48,0
Total	125	100,0



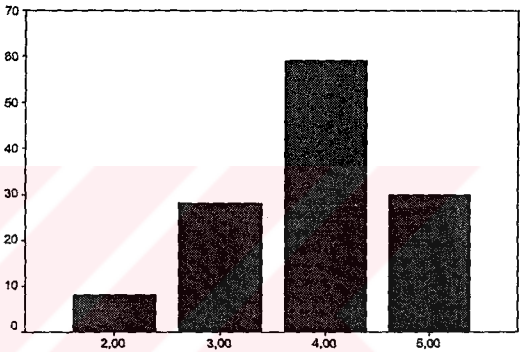
Graph 27

Forty eight percent of the students state that the background information is always given by the instructor. Thirty five percent of the students state that it is often given by the instructor. Fourteen percent of the students mention that it is sometimes given by the instructor and 2 % of the students mention that it is rarely given by the instructor.

Statement 28: The interpretation about the literary text is made by the instructor.

Table 28

		Frequency	Percent
Valid	2,00	8	6,4
	3,00	28	22,4
	4,00	59	47,2
	5,00	30	24,0
	Total	125	100,0



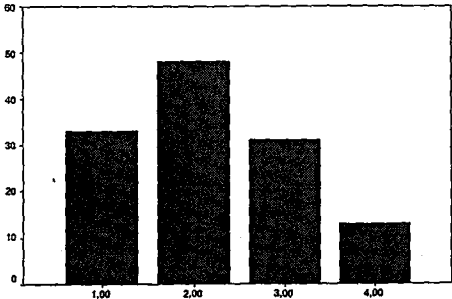
Graph 28

Forty seven percent of the students reply to the statement as often and 24 % of the students reply to it as always. Twenty two percent of the students state that the instructor sometimes interpretes about the literary text and 6 % of the students state it as rarely.

Statement 29: The teaching of how to use literary texts in TEFL is included in the syllabus of the literature course.

Table 29

		Frequency	Percent
Valid	1,00	33	26,4
	2,00	48	38,4
	3,00	31	24,8
	4,00	13	10,4
	Total	125	100,0



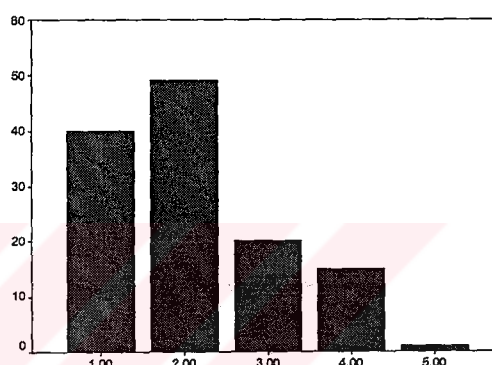
Graph 29

Forty eight students point out that the teaching of how to use literary texts in TEFL is rarely included in the syllabus. Thirty three students mention that it never happens. Thirty one students mention that it sometimes happens and 13 of the students mention that it often happens.

Statement 30: We learn the methodology of teaching literature in TEFL during the literature courses in the department.

Table 30

		Frequency	Percent
Valid	1,00	40	32,0
	2,00	49	39,2
	3,00	20	16,0
	4,00	15	12,0
	5,00	1	,8
	Total	125	100,0



Graph 30

Forty nine students claim that they rarely learn the methodology of teaching literature in TEFL during literature courses in the department. Forty students claim that they never learn the methodology. Twenty students mention it as sometimes. Fifteen students reply to the statement as often and only one of the students reply to it as always.

3.4.2 The Central Tendencies of the Questionnaire

The observed mean is used as a cut point that is specified to dichotomize the chosen variables. Cases with value less than the cut point are categorized in one group and cases with values greater than or equal to the cut point are categorized in another group. Since the questionnaire is a 5-point Likert scale, the cut point for means is 3. Cases with values less than the cut point are examined separately and developed regarding with the cases of values greater than or equal to the cut point.

This part of the analysis also shows the Standard deviation and coefficient of variation which is calculated by dividing the standard deviation to the mean and this value is examined to make the standard deviation meaningful. It shows that whether variation has a large range or a narrow range for the options of responses. The coefficient of variation of statements is examined within the relevant table by comparing it with other statements. If the value of the coefficient of variation of a statement is higher than the value of the others, it means that variation has a large range for the options of responses regarding with the specific statement and vice versa.

Part I: Literature Courses in ELT Programmes (Overview)

	N	Mean	Std. Deviation	Coefficient of variation
Statement 1	125	3,4400	1,0349	0,300
Statement 2	125	4,2800	,9555	0,223
Statement 3	125	2,9520	1,1490	0,389
Statement 4	125	3,2960	1,2445	0,377
Statement 5	125	4,4000	,7513	0,170
Valid N (listwise)	125			

Table 1

The statements in Table 1 measure the general opinions of the students towards literature courses in ELT Programmes. Only the mean of the third statement ($m = 2.9520$) is lower than the cut point. This value shows that students do not want the number of literature courses in ELT Programmes to be increased. However, they find literature courses necessary in ELT Programmes, which is shown with the mean of the second statement ($m = 4.2800$). Therefore, it can be said that the number of

literature courses in the department is sufficient and necessary according to the responses of the students.

Another point that should be examined within this part is the mean of the fifth statement ($m = 4.400$) and the coefficient of variation of the fifth statement. The mean shows that the central tendency of the fifth statement is “agree” and “strongly agree” which means the students believe that a trainee teacher should have literary competence to some degree. As for the coefficient of variation, the value of the fifth statement is the lowest value (0.170) among the other statement. It points out that the variation has a narrower range for the options of responses.

Part II: Literary Texts in Literature Courses

	N	Mean	Std. Deviation	Coefficient of variation
Statement 6	125	3,4000	1,0776	0,316
Statement 7	125	3,5280	1,0440	0,295
Statement 8	125	3,7520	1,0212	0,272
Statement 9	125	3,0400	1,2789	0,420
Statement 10	125	3,2160	1,0594	0,329
Statement 11	125	3,1600	1,0731	0,339
Valid N (listwise)	125			

Table 2

The statements in Table 2 are asked to learn about the literary texts in literature courses. The values show that all the statements are greater than the cut point. So the central tendency of the statements in Table 2 can be summarized such as follows:

- The students prefer literary texts rather than non-literary texts.
- The students prefer contemporary texts.

- The students state that they improve their English better through literary text as they are used in a context.
- The students like the “unusual” language of the literary text.
- Texts in literature courses match with their interest and ideas.
- The students find reading literary texts difficult.

As for the coefficient of variation, the value of the ninth statement, that is 0.420, is the highest value. It means that variation has a large range for the options of responses.

Part III: Methodology

This part of the analysis is examined according to the three models of teaching literature courses and other methodological aspects of teaching literature courses in ELT Programmes.

The questions for these purposes were asked in different orders because it is aimed that students do not notice the similarities of the questions.

This part includes four statements for each model and five statements to measure other methodological aspects.

Linguistic Model

	N	Mean	Std. Deviation	Coefficient of variation
Statement 14	125	2,5120	1,0822	0,430
Statement 17	125	1,8560	,9393	0,506
Statement 20	125	3,8640	1,0727	0,277
Statement 23	125	3,0320	1,0155	0,334
Valid N (listwise)	125			

Table 3

The statements in Table 3 measure the methodology in literature courses in correspondence with linguistic model. The mean of Statement 17 ($m = 1.8560$) 'Grammatical and structural parts of the text are analysed during the course' is lower than the cut point which was determined. As it is seen with the values, grammatical and structural parts of the text are not analysed during literature courses. The mean of Statement 14 ($m = 2.5120$) supports the opinions in Statement 17. It shows that the attitude of the instructor in the class is towards studying them in terms of its linguistic features, such as lexical and syntactical feature.

The mean of Statement 20 ($m = 3.8640$) is greater than the cut point which was determined. Statement 20 shows that the problem of linguistic difficulty of a literary text is solved through the clarifications and explanations made by the instructor, which can lead the argument to the conclusion that literature courses are teacher-oriented in terms of linguistic difficulty.

The mean of Statement 23 ($m = 3.0320$) 'The instructor puts emphasis on the relationship between language and literature during the course' is equal to the cut point which was determined. It shows that the central tendency of this statement is towards 'sometimes'.

The value of coefficient of variation of the statements in Table 3 shows diversity. The value of coefficient of variation of statement seventeen (0.506) is higher than the other values. It means that variation of this statement has a large range for the options of responses.

Cultural Model

	N	Mean	Std. Deviation	Coefficient of variation
Statement 15	125	4,2080	,8260	0,196
Statement 18	125	4,1440	,9563	0,230
Statement 21	125	3,1040	1,0688	0,344
Statement 24	125	4,1360	,9100	0,220
Valid N (listwise)	125			

Table 4

The statements in Table 4 are related to the methodology in literature courses in correspondence with the cultural model. The means of all the statements in Table 4 are greater than the cut point which was determined. Especially, the means of Statement 15 ($m = 4.2080$), Statement 18 ($m = 4.144$) and Statement 24 ($m = 4.1360$) show that the central tendency is towards the option of 'often' and the values of the coefficient of variation of these statements point out that variation does not have a large range for the options of responses.

The results show that the focused subjects during the course are the historical, cultural and social facts in the texts; cultural, social and historical pieces of information about the text are given by the instuctor and literary texts are treated as products of human beings through which the students can get information and literary texts are treated as products of human beings through which the students can get information about social, cultural and historical events.

Personal Growth Model

	N	Minimum	Maximum	Mean	Std. Deviation	Coefficient of variation
Statement 16	125	1,00	5,00	3,3680	1,1326	0,336
Statement 19	125	1,00	5,00	3,5120	1,1751	0.334
Statement 22	125	1,00	5,00	3,7520	1,0523	0.280
Statement 25	125	1,00	5,00	3,2000	1,1500	0.359
Valid N (listwise)	125					

Table 5

The statements in Table 5 measure the methodology in literature courses in correspondance with personal growth model.

The means of all the statements in Table 5 are greater than the cut point which was determined. The results show that during literature courses, critical thinking, personal fulfillment and taking pleasure from the text, personal development are taken into consideration.

As for the coefficient of variation, the values do not show diversity. There is not a clear difference between the relevant values of the statements.

Total Means Of Three Models

	N	Mean	Std. Deviation
Cultural Model	125	15.5920	2.1331
Personal Growth Model	125	13.8320	3.3810
Linguistic Model	125	11.4240	3.1245
Valid N (listwise)	125		

Table 6

Table 6 shows the total means of each model. For linguistic model, the means of Statements 14, 17, 20 and 23 are summed up. For cultural model, the means of Statements 15, 18, 21 and 24 are summed up. For personal growth model, the means of Statements 16, 19, 22 and 25 are summed up. The aim of this procedure is to find out the frequency of using each model. The cut point for this total means was determined as 12.

The mean of cultural model is 15.5920, which shows that during literature courses cultural model is used mostly. The mean of personal growth model is 13.8320, which shows that personal growth model is also used mostly during literature courses after the cultural model.

The mean of linguistic model is 11.4240, which is lower than the cut point that was determined. It means that linguistic model is not a focused model during literature courses.

	N	Mean	Std. Deviation
Statement 26	125	3,4560	1,2732
Statement 27	125	4,2880	,8014
Statement 28	125	3,8880	,8445
Statement 29	125	2,1920	,9478
Statement 30	125	2,1040	1,0146
Valid N (listwise)	125		

Table 7

The statements in Table 7 measure other methodological aspects of teaching literature in ELT Programme. The means of Statements 26, 27 and 28 are greater than the cut point which was determined. The results show that students can express

their ideas individually about the literary texts. However, the necessary background information and interpretation about the literary text is given by the instructor.

An essential point that should be examined is the means of Statements 29 and 30. They are lower than the cut point that was determined. It means that the teaching of how to use literary texts in TEFL is not included in the syllabus of the literature course and the students do not learn the methodology of teaching literature in TEFL during the literature courses in the department.

As for the coefficient of variation, the values of Statement 29, (0.432) and Statement 30 (0.482) show that variation has a large range for the options of responses.

3.5 Evaluation and Interpretation of the Data

The data analyzed is evaluated in this section. This section includes evaluation of the questionnaire and evaluation of the interview. Evaluation of the questionnaire consists of the interpretation of student responses. Second part of this section, which is evaluation of the interview, includes the interpretation of the answers given by the teachers to the interview.

3.5.1 Evaluation of the Questionnaire

The questionnaire given to 125 students taking up literature courses in the department aimed to collect necessary data about the attitudes of students towards literature courses in the department, literary texts in literature courses, particularly the methodology of literature courses in the department.

Since the first and the second parts of the questionnaire are used to have a general sense of the students' attitude towards literature, the third part of the questionnaire is to search for the methodological aspects of literature courses.

1) The results show that: students are aware of the importance of literature courses and what they can gain from these courses. They find the number of the literature courses adequate. They claim that literature courses in the department have changed their interest in literary texts.

2) The students prefer literary texts rather than non-literary texts as literary texts enable language in a context, which help them improve their English better. However, they find the 'deviant' language of the literary texts difficult to understand.

3) Students prefer contemporary texts rather than classical texts and they claim that texts in literature courses match with their interest and ideas. It can be inferred that students want to read contemporary texts and meanwhile text selection is done successfully in terms of taking students' interests and ideas into consideration.

4) Students mostly find reading literary texts difficult. They claim that language of the text is the most important reason of the problem; then comes the vocabulary of the text. It seems that they do not have any difficulty applying critical reading skills.

5) A considerable majority of the students find poetry as the most difficult genre due to its shortness which compels understanding the theme and language. Novel is also found difficult because of its length and having long descriptions and lots of unknown words. Students state that they find short-story difficult to understand since it has too many symbols. However, it seems that students do not have much difficulty in reading plays.

6) When the three models of teaching literature courses in language classrooms are taken into consideration, the results show that cultural model forms a huge bulk of the literature courses. It means that cultural, historical and social pieces

of information of the literary texts are the points that the instructor attaches importance during literature courses.

7) The other model which is used mostly is the personal growth model. Personal growth model focuses on aspects like students' personal fulfillment and taking pleasure from the text, emotional and psychological growth of the students and improving critical thinking of the students constitute a considerable part of the literature courses. The usage of this model makes literature courses more student-centered whereas the usage of cultural model makes the courses teacher-centered.

8) The linguistic model is the least used model among others. Linguistic features of the text are not analyzed during literature courses although the students state that they have difficulty in understanding the language and vocabulary of the literary texts.

9) The analysis of the questionnaire also brings out that teaching how to use literary texts in future language classes is not included in the process of literature courses although the name of the courses includes the term 'teaching'.

3.5.2 Evaluation of the Interview

Interview is done with 7 lecturers teaching literature courses in the department. It consists of 15 questions. The questions and overall answers are stated in the following:

1. Which bachelor programme are you graduated from?

Six teachers are graduated from English Language and Literature Program and one of them is graduated from English Language Teaching Program.

2. Which courses are you teaching in the department?

The lecturers who are the subjects of the interview are largely lecturing literature courses in the department. In addition, they teach linguistics, methodological and skill courses.

3. What do you think about the position of literature courses in the department?

According to the answers given, there exists a significant awareness of the importance of the literature courses within English Language Teaching Programme on the part of lecturers.

4. Do you think literature courses should be included among the courses in the department? Why?

All of the teachers think they should be included in ELT Programme as literature provides authentic material, it improves students' critical thinking and knowledge of English. Teachers believe that a trainee teacher should gain literary competence.

5. Do you think the number of literature courses in the department should be increased?

Three teachers think that the number of literature courses in the department is adequate. Others believe that courses including cultural elements or literary criticism should be added since the students have very compact literature courses. These compact literature courses lead students to have difficulty imbibing literature.

6. What kind of difficulties you have in literature courses?

On the basis of the answers given, the students do not much like reading or commenting; they have difficulties understanding the background information. These reasons lead the atmosphere of the courses to a more teacher-centered class.

7. Who does the text selection? If you do, which features are you looking for in a text while choosing it?

All of the teachers state that they choose the texts to be studied in literature courses. They point out that generally they use the works of the artists, which reflect that specific period or age. They are against using literary texts including extreme themes in terms of social and cultural features that can be misunderstood or overreacted by the students.

8. Do you think students have difficulty reading and interpreting the literary texts? If they do, what kind of problems do they have?

On the basis of the answers, students are not able to comment on the text that are full of symbols and have old English.

9. Do you give the necessary background information about the literary text?

All of the teachers state 'Yes' but they also state that they sometimes want students to search the background information before coming to the class.

10. Do you attach importance to what the students understand from the text or what they feel towards it?

Teachers point out that both of them is necessary but the students must understand the literary text to feel something towards it.

11. Which genre do the students like to read most?

On the basis of the answers, the students like to read short story due to its length and then drama as the students find plays enjoyable.

12. Which features of the literary text do you attach importance to during literature courses?

- a) Social and cultural features of the text**
- b) Linguistic features of the text**
- c) Features that enable personal growth**

The majority of the teacher reply to the question by ordering the items from the most used one to the least used one. First one is c) features that enable personal growth; second one is a) social and cultural features of the text; third one is b) linguistic features of the text.

13. What kind of activities do you do during literature courses?

Teachers list the activities such as follows: discussion, role-playing, dramatization, reading, question-answer, extra critical essays, quizzes, take home exam.

14. Do you teach students how to teach literary texts in TEFL during literature courses? What do you think about this subject?

On the basis of the answers, the teaching of how to use teach literary texts TEFL is not included in the syllabus. However, teachers state that students may infer the methodology of teaching literature during literature courses. Moreover, they claim that there is not enough time for doing this kind of teaching.

CHAPTER IV

CONCLUSION

4.0 Presentation

This chapter presents the summary of the study, some suggestions and implications for teaching and a conclusion.

4.1. Summary of the study

This study aims to present the literature courses in ELT programmes from a methodological perspective. The main objective of the study is to find out which model or models used in literature courses in ELT programme, how they are integrated into the courses and whether teaching the methodology of literature in language classrooms is included or not. The study also aims to present some suggestions by analyzing and evaluating the results and offering an eclectic approach. A survey of the literature is done to present the background information about what literature is, why and how it is used in language classrooms.

To set out the current position of literature courses in correspondence with the objective of the study, a questionnaire is given to 125 students and an interview is done with 7 instructors teaching literature courses in Gazi University English Language Teaching Programme.

The questionnaire has been analyzed by frequency and descriptive analysis. The results of the analysis show what the students think about literature courses in the department and how literature courses are taught.

The interview with the instructors has been realized to set out the argument from the teachers' point of view. The statements in the student questionnaire and teacher interview have similarities.

4.2 Suggestions and Implications for Teaching

The teaching of how to teach literary texts in language classrooms has three models which are cultural, linguistic and personal growth model. Since all the models have advantages and disadvantages, the instructor should see these and act accordingly. Thus, the best approach will be an eclectic approach which combines the best sides of each model without forgetting the objective of the curriculum in ELT Programmes at universities.

On the basis of data analysis and evaluation it seems that cultural model is the most used model among the others. As the cultural model is a product-based teaching that leads the instructor to focus on literary text as a product, the literary work is treated as a source of information. The model is defined as a teacher-centred, transmissive pedagogic model. It is recommended that through improving classroom techniques, the teacher-centred side can be softened. Activating students' background knowledge of the content area of the text may be a solution to help students join in the process of the course. Necessary background information about historical, biographical or social features of the text should not totally be given by the instructor. The students should be encouraged to search for these necessary information.

The analysis of the results shows that the other model used in the programme is personal growth model. It can be said that use of this model with cultural model makes the classroom atmosphere balanced in terms of teacher and learner-centred aspects as this model is the most learner-centred model among the others and it enriches personal development of the students.

The disadvantage of this model is exploiting a literary text as a resource for personal enhancement. It does not deal with the study of literature as it is done in the cultural model. This feature of the model should also be taken into consideration.

The results of data analysis show that linguistic features of the text are not focused on during literature courses. When the students having difficulty in the 'problematic' language of literary text are considered, it seems that there is a need for the linguistic model which helps students increase language awareness by looking into the literary texts closely from linguistic point of view. This model can be a solution for the instructors and students to overcome the language difficulty of the literary text.

Parallel with these three models, some overall considerations can be discussed. For example, literary texts should appeal to the students' interests, concerns, age and linguistic level. The instructor should not be the unquestionable 'authority' in the classroom. S/he should be an enabler or a guide in the student's journey to the world of literature.

Regarding teaching the methodology of teaching literary texts in future language classrooms, some suggestions and implications can be stated. For instance, the teaching of how to teach literary texts can be added to the methodology courses in the department or at the end of each term methodology of the teaching literary texts can be added to the last courses. For instance, at the last few classes of the course "Novel Analysis and Teaching" instructors may include how to teach novel in TEFL offering illustrated examples.

Another suggestion is that ELT Programme may add a course called "Language and Literature" into the syllabus of the master of arts programme. The graduate students may be encouraged to learn the methodology of teaching literature in language classrooms.

4.3 Conclusion

Literature helps people open new dimensions and live extraordinary experiences in life. The unique features of literary texts have been noticed by many scholars in the course of time. The scholars dealing with foreign language teaching want to include literary texts in the teaching process.

Literary texts can be used for students of each level. However, the most appropriate group that can benefit from literary texts efficiently is the students of advanced level. Literary texts expose the learners to language being used in unconventional ways. The learners are informed about the culture of places where the foreign language is used. It also provides students with lexical knowledge and develop interpretive skills.

Although it seems that teaching literary texts have many advantages, literature is also rejected by some teachers and learners as being too difficult. Teachers may find literary texts difficult because adapting an authentic material in a language teaching atmosphere is challenging. It may force teachers to do some preparatory work. Learners may find it difficult due to linguistic difficulty and cultural diversity.

In order to solve these problems and develop ways of adapting literary texts in language classrooms, different approaches and methods have been offered. These can be summarised as using literary texts as a source of content for cultural references, as a source of language analysis or as a source of personal enrichment.

The teaching of literary texts in language classrooms may differentiate from one class or course to another. As literature courses are also included in the curriculum of English Language Teaching Programme in Faculties of Education, the objective will not be the same as it is in other foreign language teaching classrooms. The objective of foreign language teaching classrooms is to help students gain linguistic competence of English whereas the main objective of ELT Programmes is

to educate students to be English teachers. Thus the reason behind including literature courses in the curriculum is to realize this aim.

As a result, it can be stated that using literature in ELT Programmes helps students gain literary competence, which will provide a new perspective in their teaching life and personal life. When the instructors and the students in the programme know and imbibe literary texts, literature will forward them to positive and efficient results.



REFERENCES

Akyel, Ayşe and Eileen Yalcım. (1990). *Literature in the EFL Class: A Study of Goal-achievement Incongruence*. **ELT Journal**, 44 (3).

Amer, Aly Anwar. (2003). *The Reading Matrix*. [Electronic version] **Teaching EFL/ESL Literature**. Retrieved from www.readingmatrix.com/articles/amer/article.pdf

Brooks, Margaret E. (1989). *Literature in the EFL Classroom*. **English Teaching Forum**, 27 (2).

Brumfit, Christopher J. (1985). **Language and Literature Teaching: From Practice to Principle**. Oxford: Pergamon Press.

Brumfit, Christopher J. (1985). **Problems and Principles in English Teaching**. Oxford: Pergamon Press.

Brumfit, C.J. (1983). **Teaching Literature Overseas: Language Based Approaches**. Oxford: Pergamon Institute of English.

Carter, R. and M. Long. (1991) **Teaching Literature**. London. Longman.

Collie, Joanne and Stephen Slater. (1987) *Teaching Literature: Why, What and How*. **Literature in the Language Classroom**. Cambridge: Cambridge University Press.

Culler, J. (1975) **Structralist Poetics**. Routledge, London.

Dicker, Craig. (1989). *Introducing Literary Texts in the Language Classroom*. **English Teaching Forum**, 27 (2).

Eagleson, Robert and Leonie Kramer. (1976). **Language and Literature: A Synthesis**. London: Nelson.

Elliott, Roger. (1990). *Encouraging Reader-Response to Literature in ESL Situations*. **ELT Journal**, 44 (3).

Gerber, Ulrich. (1990). *Literary Role Play*. **ELT Journal**, 44 (1).

Ghosn, I. (2002). *Four Good Reasons to Use Literature in Primary School ELT*. **ELT Journal**, 56 (2).

Isenberg, Nancy. (1990). *Literary Competence: The EFL Reader and the Role of the Teacher*. **ELT Journal**, 44 (3).

John, Joseph. (1986). *Language versus Literature in University English Departments*. **English Teaching Forum**, 24 (4).

İçöz, Nursel. (1992). *Teaching Literature: Why, What and How*. **ELT Journal**, 30 (1).

Karolides, Nicholas J. (1991). **Reader Response in the Classroom: Evoking and Interpreting Meaning In**. New York: Longman.

Lazar, Gillian. (1990). *Using Novels in the Language-Learning Classroom*. **ELT Journal**, 44 (83).

Long, M.N. (1986). *A Feeling for Language: The Multiple Values of Teaching Literature*. In Brumfit, C.J. and R.A. Carter (ed.) **Literature and Language Teaching**. Oxford: OUP.

Mackay, Ray. (1992). *Lexicide and Goblin Spotting in the Language/Literature Classroom*. **ELT Journal**, 46 (2).

Mandler, J. (1984). **Stories, Scripts and Scenes. Aspects of Schema Theory.** Hillsdale: N.J. Erlbaum.

Murdoch, George S. (1992). *The Neglected Text. A Fresh Look at Teaching Literature.* **English Teaching Forum, 30 (1).**

Nunan, D. (1992). **Research Methods in Language Learning.** Cambridge: Cambridge University Press.

Oppenheim, A.N. (1992). **Questionnaire Design, Interviewing and Attitude Measurement.** London: Pinter Published Ltd.

O'Sullivan, Radhika. (1991). *Literature in the Language Classroom.* [Electronic version] **The English Teacher.** Retrieved from www.melta.org.my/ET/1991/main6.html.

Prodromou, Luke. (1985). *All Coherence Gone: Literature and EFL.* **English Teaching Forum, 23 (1).**

Ruiqing, Du. (1986). **Literature in English: An Integral Part of the EFL Curriculum.** **English Teaching Forum, 24 (4).**

Seliger, Herbert W. And Elana Shohamy. (2000). **Second Language Research Methods.** Oxford: Oxford University Press.

Tway, Eileen and Mary Lou White. (1988). *Literature and International Understanding.* **Literature in the Classroom: Readers, Texts, and Contexts.** Ed. by Ben F. Nelms. Urbana: National Council of Teachers of English.

Widdowson, H.G. (1984). **Explorations in Applied Linguistics.** Oxford: Oxford University Press.

Zafeririadou, Nelly. *On Literature in the EFL Classroom*. [Electronic version]
TESOL Greece Newsletter. July/Sept 2001. Retrieved from
http://www.developingteachers.com/articles_tchtraining/lit1_nelly.htm

Zughoul, M.R. (1986). *English Departments in Third World Universities. Language, Linguistics or Literature*. **English Teaching Forum**, 24 (4).



APPENDIX I:
QUESTIONNAIRE

Dear student,

This questionnaire is being administered for an MA Thesis, called “Teaching Literature in ELT Programmes: An Eclectic Approach”. The results of the questionnaire will be analysed in order to explore what can be added more to your literature courses in the department. Please answer the questions honestly and the research will definitely reach its aim.

The questionnaire consists of three parts. Part I includes questions about literature courses in ELT programmes in an overview manner. Part II includes questions about literary texts in literature courses. Part III includes questions about methodology in literature courses in ELT programmes.

Directions:

- 1. Read each statement. Think carefully about each statement and respond as truthfully as you can.
- 2. Put an X in the box of the item that best describes your classroom atmosphere.

Thank you for your cooperation.

PART I: LITERATURE COURSES IN ELT PROGRAMMES (OVERVIEW)

Notice that the items in the columns : **Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Agree**. Please answer the questions in Part I and Part II through taking these items into consideration.

- 1. Linguistic courses and the pedagogic programme in ELT Programmes are adequate to understand language in its natural context.
- 2. Literature courses must be included in ELT programmes.
- 3. The number of literature courses in ELT programmes should be increased.
- 4. The literature courses have increased my interest in and motivation towards literary texts and thus I read other literary texts outside the class.
- 5. A trainee teacher should have literary competence to some degree.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

PART II: LITERARY TEXTS IN LITERATURE COURSES

6. I prefer literary texts rather than non-literary texts.
7. I prefer contemporary texts rather than classical texts.
8. I improve my English better through literary texts because they are used in a context.
9. I like the “unusual” language of the literary text as I come accross the patterns of language which do not exist in daily language.
10. Texts in literature courses match with my interest and ideas.
11. I find reading literary texts difficult.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

12. If your response to the 11th question is “Strongly Agree” or “Agree”, circle the item/items that make the texts difficult:

- a) My background knowledge
- b) The language of the text
- c) Difficulty in applying critical reading skills
- d) The vocabulary of the text
- e) My interest in and motivation towards literature
- f) The text’s not being up-to-date
- g) Social and cultural features of the text.
- h) Other; please state: _____

13. Circle the genre that you find the most difficult.

- a) Novel b) Drama c) Short-story d) Poetry

Why?

PART III: METHODOLOGY

Please answer the following questions taking into the literature courses in the department. Notice that the items are different from the items of the first and the second parts. Please answer the questions according to the frequency of the events; **Always, Often, Sometimes, Rarely, Never.**

	Always	Often	Sometimes	Rarely	Never
14. The attitude of the instructor in the class towards studying literary texts is to study them in terms of its <u>linguistic</u> features, such as lexical and syntactical feature.					
15. Cultural, social and historical pieces of information about the text are <u>given by</u> the instructor.					
16. My/our personal fulfillment and taking pleasure from the text are given high importance during literature courses.					
17. Grammatical & structural parts of the text are analysed during the course.					
18. The focused subjects during the course are the historical, cultural and social facts in the text.					
19. Literary texts are analysed to help us grow emotionally and psychologically.					
20. The problem of linguistic difficulty of a literary text is solved through the clarifications and explanations made by the instructor.					
21. During literature courses facts are assigned more importance rather than interpretations.					
22. Critical thinking that may be gained from the text is emphasized during the course.					
23. The instructor puts emphasis on the relationship between language and literature during the course.					
24. Literary texts are treated as products of human beings through which we can get information about social, cultural, historical events.					
25. The literary text is treated as an instrument to develop our personality.					
26. I can express my ideas individually about the literary texts in the class.					

27. The necessary background information about the text is given by the instructor.
28. The interpretation about the literary text is made by the instructor.
29. The teaching of how to teach literary texts in TEFL is included in the syllabus of the literature course.
30. We learn the methodology of teaching literature in TEFL during the literature courses in the department.

Always	Often	Sometimes	Rarely	Never

31. Please state below the types of activities you do during literature courses.

APPENDIX II:

INTERVIEW

1. Which bachelor programme are you graduated from?
2. Which courses are you teaching in the department?
3. What do you think about the position of literature courses in the department?
4. Do you think literature courses should be included among the courses in the department? Why?
5. Do you think the number of literature courses in the department should be increased?
6. What kind of difficulties you have in literature courses?
7. Who does the text selection? If you do, which features are you looking for in a text while choosing it?
8. Do you think students have difficulty reading and interpreting the literary texts? If they do, what kind of problems do they have?
9. Do you give the necessary background information about the literary text?
10. Do you attach importance to what the students understand from the text or what they feel towards it?
11. Which genre do the students like to read most?
12. Which features of the literary text do you attach importance to during literature courses?
 - a) Social and cultural features of the text
 - b) Linguistic features of the text
 - c) Features that enable personal growth
13. What kind of activities do you do during literature courses?
14. Do you teach students how to teach literary texts in TEFL during literature courses? What do you think about this subject?
15. Do you want to add anything such as comments or suggestions?

APPENDIX III: THE ANALYSIS OF THE QUESTIONNAIRE

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Analysis of Variance

Source of Variation Prob.	Sum of Sq.	DF	Mean Square	F
Between People	416.3232	123	3.3847	
Within People	13611.7838	4464	3.0492	
Between Measures	9565.8570	36	265.7183	
290.8111 .0000				
Residual	4045.9268	4428	.9137	
Nonadditivity	101.0759	1	101.0759	
113.4297 .0000				
Balance	3944.8508	4427	.8911	
Total	14028.1070	4587	3.0582	
Grand Mean	2.6837			
Tukey estimate of power to which observations must be raised to achieve additivity = .0842				

Reliability Coefficients

N of Cases = 124.0

N of Items = 37

Alpha = .7300