A SUGGESTED FRAMEWORK FOR DESIGNING A SYLLABUS FOR THE ELECTIVE COURSE "ENGLISH LITERATURE" IN HIGH SCHOOLS

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ÖZ

Türkiye'de ortaöğretim kurumları müfredatına ahiren eklenmiş olan İngiliz Edebiyatı dersi, işbu araştırmanın odak noktasını oluşturmaktadır. Bu ders müfredata dercedilerek uygulamaya sokulmuş olmasına karşın, genel amaçlar, edebiyat türleri, değerlendirme prosedürleri, öğretim teknikleri ve sınıf faaliyetleri gibi referans noktalarından yoksun durumdadır. Bu dersin ülkemizde Yabancı Dil İngilizce kapsamında müfredata eklendiği gerçeğini dikkate alarak, münhasır eğitim programı eksikliğinin anılan dersin verilmesinde ciddi uygulama sorunlarına yol açtığı görülmektedir. İngilizce öğretmenlerinin birçoğu yabancı dilde edebiyat eğitimi vermek için gerekli uygun araçlara sahip olmadıklarından, takip edecekleri eğitim programını kendileri belirlemek zorunda kalmaktadırlar. Sonuç olarak, eğitmenlerin aldıkları sağlam zemine dayanmayan sözkonusu kararlar, İngiliz Edebiyatının nitelik olarak öğretilmesinde, Türkçe çerçevenin anlaşılması bakımından da olumsuz etkide bulunmaktadır. Yukarıda kaydedilen eksikliği gidermeye yönelik olarak, işbu araştırmada, sağlam temeller üzerinde başarılı ve en uygun programın ortaya konulabilmesi için genel amaçlar, edebiyat türleri, değerlendirme prosedürleri, öğretim teknikleri ve faaliyetlerini içerecek şekilde, İngilizce öğretmenlerinin yapıcı görüşlerine başvurulması yöntemi benimsenmiştir. Buna ilave olarak, İngiliz Edebiyatının öğretilmesinde karşılaşılabilecek muhtemel sorunlu alanların, herhangi bir eğitim programının uygulamaya konulmasından önce tanımlanarak giderilmesi icap ettiğine ilişkin kanaat işbu çalışmaya yansıtılmıştır. Bu çalışmada, gerekli bilgileri toplamak için öğretmen anketleri ve öğrencilere yönelik dil yeterlilik testleri olmak üzere iki

araçtan istifade edilmiştir. Bu çalışmada, İngiliz Edebiyatı Eğitim Programının, dil yeterliliğini ve öğrencilerin bireysel performanslarını geliştirmelerini sağlamak üzere bir dil-geliştirme yaklaşımına sahip, dil-temelli etkinlikler ve değerlendirme tablolarını haiz bir İngiliz Edebiyatı Eğitim Programının hazırlanması tavsiye edilmektedir. Bu çerçevede, öğretimin, daha fazla öğrenci odaklı ve onların daha başarılı bir öğretim görmelerini sağlayacak şekilde düzenlenmesi tavsiye edilmektedir. Böylece, bu araştırmada varılan sonuçlardan hareketle, İngiliz Edebiyatı Eğitim Programının içeriğinin kısa öyküler, dram, popüler edebiyatı, sadeleştirilmiş edebiyat gibi unsurlardan oluşan bir içeriğe kavuşmasının daha tercihe şayan olacağı; keza macera, gizem, mizah, resimli kitap, çizgi roman, roman, grafikli roman, halk edebiyatı, şarkı, peri masalları, masal ve nükte gibi temalı eserlere yer verilmesinin; ayrıca, İngilizce konuşan toplumlardan modern edebiyat türlerini içermesinin yararlı olacağı değerlendirilmektedir. Kısaca, İngiliz Edebiyatı Eğitim programı öğrencilerin çoğuna daha yakın gelecek ve onları en fazla motive edecek şekilde öğretim araçlarına sahip kılınmalıdır. Bu çalışma, İngiliz Edebiyatının, Avrupa Ortak Dil Kriterleri Çerçeve Programı kapsamında öğretiliyor oluşu nedeniyle, öğrencilerin dil yeterlilik seviyelerinin, eğitim programının dil gereksinimlerinin belirlenmesinde kritik bir rol oynadığını ve bu itibarla, öğrencilerin yeterlik seviyelerinin, öncelikle tespit edilmesi lazım geldiğini göstermektedir. Bu noktada, çalışmada, lise öğrencilerine yönelik bir İngilizce yeterlilik testi, mevcut bilgi seviyelerini ölçmek için kullanılmıştır. Eğitim Programı Dil Gereksinimlerine ilişkin öneriler, Avrupa Birliğinin standartlarına iştirak etmeye yönelik ulusal siyasayla uyumlu olacak şekilde, Türk Milli Eğitimince kabul edilmiş olan Avrupa Ortak Dil Kriterleri Çerçeve Programındaki (CEFR) tanımlar uyarınca yapılmıştır. Bu şekilde, öğrencilerin görece düşük İngilizce seviyelerini dikkate alacak bir İngiliz Edebiyat Eğitim Programının oluşturulmasına ihtiyaç duyulduğu ortaya konmaktadır. Sonuç olarak çalışmada, İngiliz Edebiyatının öğretilmesinde öğretmenlerin muhtemel sorun alanları olarak gördükleri hususlar irdelenmektedir. Sözkonusu öğretmenlerin, öğrencilerin dil seviyeleri ile çalışma motivasyonlarındaki yetersizliklerinin, İngiliz Edebiyatının öğretilmesinde ana sorunu teşkil ettiği kanaatini taşıdıkları saptanmıştır. Bu tespit, öğretmenlerin çoğunluğunun, talebelere ilişkin etkenlerin edebiyat öğretiminde ciddi problemlere yol açtığını düşündüklerini gösteren niteliksel bulgularla desteklenmektedir. Bu araştırmanın bulguları temelinde işbu çalışmanın, istenen eğitim programının oluşturulmasında istifade edilebilecek yararlı rehber ilkelere ilişkin yararlı tavsiyeleri ortaya koymaktadır.

Anahtar Kelimeler: İngiliz edebiyatı, program tasarımı

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(Ph.D. Thesis)

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ABSTRACT

The course of English literature recently introduced in secondary education curriculum in Turkey became the focus of the present study ever since finding that, although introduced and implemented, this course was not provided with the reference points on what should be the general aims, literature types, assessment procedures, teaching approaches and classroom activities. Considering the fact that this course was introduced in an EFL-context, such as Turkey, the lack of syllabus should present serious problems related to the practical implementations of the course. English teachers, many of whom are not properly trained to teach literature in a foreign language, have to come up on their own with the decisions about syllabus designing. By consequence, these decisions, not grounded on the sound understanding of the Turkish educational environment, should negatively affect the quality of English literature teaching. In order to fill this gap the present study attempted to build a solid foundation for a successful syllabus design by taking into account opinions of English teachers on the basis of which it became possible to put forward some critical suggestions to enlighten the course of the English literature syllabus design in the form of statements of aims, types of literature, teaching approaches, activities, assessment procedures, and syllabus types and formats which should be most suitable for this course. In addition to this, it explored potentially problematic areas in teaching of English literature as it was necessary to identify

and remedy these, prior to starting any syllabus implementations. The study employed two instruments to collect the necessary information, a teacher questionnaire and a language proficiency test for students. According to the results, it was suggested that English literature syllabus should be based more on language-development approaches, language-based activities and assessment schemes which would target language proficiency and learners' individual performances. It was also suggested that teaching should be more learner-centered and should cater learners' interests to ensure that successful learning takes place. The study also found that it would be more preferable if English literature syllabus specified its contents in the form of short stories, drama, popular literature, simplified or graded literature; incorporated such thematic genres as adventure, mystery, comics, picture books, cartoon stories, graphic novels, folk literature, songs, fairy tales, fables, comedy, humor; and included contemporary literature from English-speaking communities. In short, English literature syllabus should be more student-friendly and incorporate such teaching materials as would motivate students the most. Owing to the fact that English literature is taught in the EFL context, it was emphasized that proficiency levels of students should gain critical importance as to determining the language requirements of the syllabus and, therefore, should be identified prior to the designing. To this effect, the study employed an English proficiency test on high school students in order to establish their actual proficiency levels. Suggestions for syllabus language requirements were made afterwards according to the descriptors of the Common European Framework of Reference for Languages (CEFR) adopted by Turkish national education in compliance with the national policy of the adhesion to the standards of the European Union. It was discovered that students generally had low proficiency levels. In this circumstance, the English literature syllabus must be designed accordingly. Finally, the study investigated the major potential problem areas as perceived by teachers with regard to the teaching of English literature. As a result, teachers appeared to relate most of the problems to students' low proficiency levels and low motivation. This finding was supported by the qualitative results which showed that the majority of teachers' opinion was that student-related factors constituted the most serious problems in literature teaching. From the results of this research, the present study advanced many useful recommendations to serve as a guide for a successful English literature syllabus design.

Key Words: English literature, syllabus design

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Supevisor: Assoc. Prof. Dr. Aslı Özlem TARAKÇIOĞLU

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LIST OF SYMBOLS AND ABBREVIATIONS

AHS	ANATOLIAN HIGH SCHOOL
CEFR	COMMON EUROPEAN FRAMEWORK OF REFERENCES FOR LANGUAGES
CLT	COMMUNICATIVE LANGUAGE TEACHING
EFL	ENGLISH AS A FOREIGN LANGUAGE
ELL	ENGLISH LANGUAGE AND LITERATURE
ELT	ENGLISH LANGUAGE TEACHING
MNE	MINISTRY OF NATIONAL EDUCATION
L1	NATIVE LANGUAGE
RRA	READER RESPONSE APPROACH
SLA	SECOND LANGUAGE ACQUISITION

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

English studies are multidimensional in perspective. Literature is only a part of English studies along with language, culture, civilization and society. It is true that in Turkey as in most English as a Foreign Language (EFL) contexts abroad learning English language has been usually considered far more important than learning, for example, English literature or English culture (Demircan, 1988; Demirel, 2008; Doğan, 1996). In terms of English language learning a great deal of work on curriculum development has been undertaken with the aim of improving language teaching at state schools. However, in terms of English literature teaching in Turkey not a single syllabus document has been put forward so far. Inclusion of the elective course of English literature into state high school curriculum has actually brought out a new perspective on high school education in general. This decision demonstrated that an understanding has been finally reached not only on the necessity to teach English language but to teach English literature as well. Official circulars issued by the Ministry of Foreign Affairs of Turkey (MNE, 2014) titled "High School Weekly Lesson Plans for Education Year 2014-2015" gave the following explanations regarding the ways in which elective courses at secondary education and, English literature in particular, were to be implemented:

> Secondary Education Implementation Guidelines:
>
> - Syllabuses of elective courses lacking their own curriculums are to be designed, planned and implemented by branch teachers in compliance with the aims and principles of the related curriculums, provided these exist, for these courses.
> - Syllabus for English literature course is to be designed, planned, and implemented in accordance with course contents to be devised by branch teachers. (researcher's translation from Turkish)

As understood from these statements teachers are required to produce English literature syllabus themselves. However, no guidance on the ways in which teachers should do this is provided. Hence, a multitude of questions arise: What English literature should be taught: classics or non-classics? Should translations from non-English titles be included? Are high school students proficient enough to follow this course successfully? Has there been done a proper needs analysis? Have teachers' opinions been taken into account? Are there enough resources for the teaching and study of English literature? These questions left unanswered, unfortunately, teachers have to make arbitrary decisions about syllabus design.

In this light, Nunan (1987) states that there is a shared feeling that syllabus development needs to be done by professionals and experts rather than ordinary teachers who feel it is wrong to expect them to do what they are not trained to do in the first place. Nunan (1987) also states that "while it is realized that few teachers are in the position of being able to design their own syllabuses, it is hoped that most are in a position to interpret and modify their syllabuses in the process of translating them into action".

On close analysis of some instances of English literature syllabus designs in Turkey it appeared that these designs would suit native language L1environments rather than Turkish EFL contexts (AppendixA). With strong Eurocentric bias; dominance of Anglo-Saxon literature; higher language proficiency requirements; reading materials restricted to literary canon; absence of clear statements of aims; applicability and suitability of such designs at secondary education in Turkey is doubtful. With widespread recognition of English language as a lingua franca, i.e. international language, more and more scholars advocate that in order to be teachable and reliable, English literature syllabus needs to include translations from world literature to reflect cultural sensitivities of all sides (Martin, 1983; Perren, 1963). British-style syllabus designs have been coming under severe criticism worldwide for their disconnectedness from local contexts. Perren (1963) has criticized English teachers working in EFL contexts for assuming that "what is right in Britain", regarding English studies, should be "valuable overseas" (p.13).

Latest developments in the teaching of literature in EFL contexts have revealed a growing concern for a necessity to integrate language learning with literature learning (Collie and Slater, 1987; Lazar, 1993; Parkinson and Thomas, 2000). Teaching literature, as is argued,

should involve teaching and learning of the language in which it was written, especially if it is being taught in EFL contexts. In parallel with this, recent debates have evolved around whether literature and language should be taught separately or in an integrated manner. Discussions around these two components of English studies in wider international context suggest that Turkey is just one out of many countries that has finally begun to consider the issue of integrating literature studies with language studies. McRae (1991) argues that "too often … literature study is not related to language learning; one is considered something of a superior discipline, the other an inferior exercise (often entrusted to lower-level personnel)". In parallel with this, Pope (1998) writes about "a growing concern with theory in practice, especially the politically and pedagogically urgent question of who learns and teaches what, how and why." This kind of arguments demonstrate importance of syllabus design and presentsyllabus designers reference points for the "what, how and why" in education.

Definition of syllabus as "clear expectations of material to be learned, behaviors in the classroom, […] efforts on student's behalf to be put in the course, […] a roadmap of course organization/direction […] and objectives of the course" sufficiently explains what a syllabus is and what it should comprise (Wikipedia, 2015).Just as there are so many definitions of syllabus, there are as many interpretations of ways in which it should be organized. Some course designers believe that syllabus should be organized around concepts of content selection and grading, others underline classroom-based tasks and activities. Yet even despite these different views and opinions most syllabuses seem to have some common points of reference. Thus, they all include statements of aims often expressed as learning outcomes or objectives; content specifications often expressed in terms of topics and themes; suggestions for reading materials, methodologies and assessment procedures. Thus, as Nunan (1988) suggests, "we must make judgments in selecting syllabus components from all the options which are available to use" (p.10).

It can be concluded that English literature syllabus in Turkish secondary education is lacking the following components: statements of aims, content specification, suggestions for teaching approaches, for classroom activities and assessment procedures. In addition to determining these,it is also needed to determine syllabus format for literature teaching.

Moreover, during program development, syllabus designers have to address potential problem areas to prevent any undesirable situations likely to occur during the implementation. In other words, prior to designing, they need to identify problems likely to be encountered during implementation. Thus, in contexts of English literature being taught in foreign language, language proficiency levels of students have been usually regarded to be a major shortcoming (Ganakumaran, 2002; Krishnasamy, 2015). In this vein, Krishnasamy (2015) argues that, if students' proficiency levels are not taken into account, this problem can lead to "a mismatch between the text selected and students' language ability" (p.139). Thus, actual proficiency levels of students assume importance in terms of language requirements of syllabus design. In Turkey, in accordance with "English Language Teaching (ELT) Program of National Curriculum for Primary Education" (Ministry of National Education [MNE], 2013) which covers 7 years of foreign language instruction for grades 2-8, students of 8th grade are expected to pass A2 (elementary) level of language proficiency in accordance with curricular specifications of learning outcomes for seven years of instruction in English language. The implications for syllabus design are that, in accordance with the principle of continuity in education, 9th grade students would be expected to study English literature at level B1, should pass it and continue to study 10th grade at level B1-B2, and so on and so forth. Thus, it becomes important to verify whether Turkish high school students at 9th grades are really capable of studying at level B1, as expected from them.

In addition to problems listed above, other important problems were noted in relation to English literature in EFL contexts such as low motivation and low self-confidence on the part of both teachers and students (Arvidson and Blanco, 2004, Brown, 2000, Katz, 2001). Teachers' lack of knowledge in teaching literature was often stated as a major drawback. Thus, Katz (2001) argues that language teachers perceive themselves to be incompetent in literature teaching as their pre-service training focused mostly on language teaching. Findings of a study conducted by Ganakumaran et al (2003) support this view by demonstrating that teachers' lack of training on literature teaching was the major cause of failures in literature teaching.

1.2 Research questions

In the light of the above statement of the problem this study attempts to answer the following questions:

1. What should be the aims of teaching English literature at Turkish high schools?
2. What types and genres of English literature should be taught to help students achieve these aims?
3. What teaching approaches and activities should be adopted for English literature teaching to ensure attainment of these aims?
4. What kinds of assessment procedures should be adopted for English literature teaching to determine the extent of students' attainment of aims?
5. What syllabus format and shape would be most suitable for English literature teaching?
6. What problems are likely to be encountered in English Literature teaching?
7. What are the differences between teachers' opinions with regard to English literature teaching in terms of gender, age, employment place, length of service and education status?
8. What are the levels of English language proficiency of students to be suggested for English literature syllabus design?

1.3 Aims of the study

The purpose of the current study is to gain insights into English literature syllabus design at Turkish state high schools. Therefore, it intends to:

1. Identify the aims of teaching English literature at Turkish high schools.
2. Identify types and genres of English literature to be taught at these schools.
3. Determine teaching approaches and activities for English literature teaching.
4. Determine assessment procedures for English literature teaching.

5. Determine format and shape of English literature syllabus.
6. Identify likely problems to be encountered in teaching of English literature.
7. Identify the differences between teachers' opinions with regard to English literature teaching in terms of gender, age, employment place, length of service and education status.
8. Determine language proficiency levels of students to be suggested for English literature syllabus design.

1.4 Significance of the Study

The current study is actuallya pioneer seeking to make contribution to the teaching and study of English literature at Turkish state high schools. It is not only the first study that attempted to investigate major components of English literature syllabus design but it is also the first in drawing nationwide attention to the issue of English literature teaching at secondary education. In the context when educational reforms inTurkey begin to gain momentum with English language teaching keeping dominant position in school curriculums, the present study has sought to bring the issue of English literature teaching into limelight since it believes that literature teaching is very benefitial for both language learning and literature learning. That is why this study aimed to identify major parts of literature syllabus by establishing the consensus among English teachers who were asked for the first time to state their opinions and preferences about what should be the aims, the contents, approaches, activities and assessment types of this course. Instead of having to make individual and, therefore, biased decisions as they used to do before, teachers were given an opportunity to identify, cooperatively, the type of syllabus they would wish to have for the English literature course.

1.5 Assumptions

The current study assumed that all the participants understood clearly all the items of the data collection tools (the teacher questionnaire, the English proficiency test) and gave their answers honestly and sincerely.

It was assumed that teachers knew the major constituent parts of the English literature syllabus for high schools as they are the first-hand implementers of school programs and are well-placed to identify the aims of the course, approaches, classroom activities and assessment procedures suitable for high school education.

The present study also assumed that teachers were not aware of the rationale given by Ministry of National Education (Appendix B) for the inclusion of English literature into high school curriculum which the Ministry stated as the improvement of students' proficiency levels in English.

1.6 Limitations

First of all, this study is limited to the sampled number of participants. Therefore its findings cannot claim to have global effect on the whole population. However, it believes to have contributed in a positive way to the issue of syllabus design for English literature course at state high schools.

The data collected was related to a human factor in terms of teachers' opinions, beliefs, thoughts and preferences. Due to individual diversity characterized by differences in the way people perceive, think and believe, the data collected comprised, as a matter of fact, accounts of considerable variations across all the participants. This study is fully aware of its own limits in terms that it was physically impossible to examine all sides. Thus it could not avoid facing "… the fact that the final picture will always be a function of whom this study has selected to obtain data from".(Dornyei, 2007, p.27).Solution to the issue of sample for this study included selecting a sample as large as possible within the limits of research. The purpose was to ensure that the sheer size of the sample would smooth out idiosyncratic differences related to each particular individual participant so that, as Dornyei (2007) suggests, the pooled results would largely reflect the commonalities that existed in the data(p.27).

1.7 Definitions of the Key Terms

Curriculum and syllabus- According to Candlin (1984), curriculum is understood as a set of general statements about learning, learning purpose, evaluation, and the roles of teachers and

students, whereas syllabus is concerned with what actually goes on in a classroom. In other words, it is the application of a curriculum in practice.

Syllabus -It is the vehicle through which policy makers convey information to teachers, textbook writers, examination committees, and learners concerning the program. It is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level (Dubin and Olshtain,1986, p.35). Widdowson (1987) gives his definition of syllabus as:

> … specification of a teaching program or pedagogic agenda which defines a particular subject for a particular group of learners. Such a specification provides not only a characterization of content, the formalization in pedagogic terms of an area of knowledge or behavior, but also arranges this content as succession of interim objectives (p.65)

Aims – These refer to the broad intentions, orientations and purposes of the course of study and what the educational institutions are trying to achieve by their means as well as the pedagogical intentions of teachers. In other words, aims refer to what the course has to offer students.

Approach – According to Moody (1983), this term refers to "… a framework, or sequence of operations to be used when we come to actualities" (p.23). This term also refers to a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom.

Activity – Duppenthaler (1987) defines the term as anything that is designed to increase students' motivation, participation in the learning process and the interaction between learners.

Assessment –According to Cambridge Dictionary Online this term refers to the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made. In education, however, the term is used to refer to the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Literature – It is used to refer to a body of written works. It can be classified according to a variety of systems including language, historical period, national origin, genre and subject matter (Encyclopedia Britannica).

CHAPTER 2

REVIEW of LITERATURE

2.1 Aims in Education

Tyler (1949) suggests that in any rational program development, aims should be defined and specified first, while content should be specified after. This is because aims play important role in guiding other phases of syllabus design since they are likely to affect decisions related to contents selection, classroom activities, methodologies, and assessment types.

The term ‘aim’ usually refers to general purposes of teaching a particular course. In Nunan’s (1988) opinion, aim statements are usually imprecise as they ‘act as general signposts … to be fleshed out in order to provide information for course and program planners. The ‘fleshing out’ of aims, as argued, can be achieved through their specification. Nunan further adds that aims “are really nothing more than a particular way of formulating or stating content and activities” (p.61). In fact there is a considerable amount of disagreement about how precise statements of aims should be. Some school programs have statements expressed in broadly defined terms while others formulate them in much more specific terms. As an example of a broadly defined aim, ‘improving general cultural awareness’ can be given, whereas ‘identifying cultural elements in a given text’can be given as a specific aim. Tyler (1949) gives his typology of different ways of stating aims, as shown in Table 1:

Table 1.

Typology of Different Ways of Stating Aims

Different Ways of Stating Aims
1.Specify the things that the teacher or instructor is to do
2.Specify the course content (topics, concepts, generalizations, etc.)
3.Specify generalized patterns of behavior (e.g. 'to develop critical thinking')
4.Specify the kinds of behavior which learners will be able to exhibit after instruction

The first two ways of formulating aims seem not to be quite appropriate for students. As is argued it is not important what teacher should do in the class but rather what learners should do. In the same manner, stating aims in terms of contents seems to be useless since it does not show what exactly is going to take place in the class or how this content is going to be related to actual classroom performances. The most important thing about formulating aims of a course, according to the above typology, is to put it in such precise and clear terms that anyone should be able to understand what the student is expected to be able to do at the end of instruction (Tyler, 1949). Aims formulated in more precise terms are usually defined as performance aims of a course. Performance aims seem to be more realistic in that they show everyone (teachers, students, parents, administrators) the feasibility of achievement of these aims. The realistic nature of aims makes it easier to devise assessment plans and procedures (Gronlund, 1981). Students who know exactly what is expected from them are more eager to learn than those who have no idea where they are heading (Mager and Clark, 1963). Another benefit of stating aims as performance aims lies in the fact that they provide solid ground on which content specification can be done. In other words, one sees better what contentsand materials should be selected to achieve this or that aim.

2.2 Aims of Teaching English Literature

Aims which could be suitable for teaching English literature are so diverse that it becomes necessary that they should be classified. Certainly, not all aims can be regarded suitable, as there might be very different contextual situations in education. However, they all have to be considered since different stakeholders might have different preferences. For instance,

Ministry of National Education of Turkey stated that the primary aim of teaching English literature at secondary education should be the improvement of students' language proficiency levels and their preparation for tertiary education:

> As is stated in weekly lesson plans for Lower and Upper Secondary Education, [….],9, 10, 11 and 12 grade students are entitled to enroll only one timeEnglish literature coursefor 1-2 hours a week. The rationale for incorporation of this course […..] is to promote students' (especially EFL students) language proficiency levels as suits best their tertiary education goals, their interests and needs. (Appendix B) (translated by researcher)

However, considering multidimensional orientation of literature teaching, restricting it only to linguistic aims may not be right. Holistic approach has been widely adopted in education worldwide for its benefits of promoting multidirectional development of individuals (Haynes, 2009). Just as it is important to learn languages, it is equally important to learn culture and literature and develop individual qualities. Therefore, it would be preferable to define multiple aims of literature teaching. A great many of studies have been conducted on identification of aims of literature teaching (Carter and Long, 1991; Collie and Slater, 1987; Lazar, 1993; Parkinson and Thomas, 2000; Tarakçıoğlu, 2003, 2004; Taylor, 2000). They mostly agree that literature teaching pursues four types of aims: linguistic aims, literary aims, cultural aims and individual aims. Thus, these can beconsidered asessential parts of literature studies.

2.2.1 Literary Aims

Not so long ago literature was consideredto be a key source for studying a foreign language. It was believed that only selected works of literary authorities like Shakespeare, Hemingway, Marlow, Thomas Moore, etc. should be studied regardless whether the purpose was to study language or to study literature. Literature was taught as body of knowledge or subject matter that dominated school program (Carrolli, 2002; Delanoy, 1997). However, with development of language learning methods (Functional Approach, Community language learning, Suggestopedia, Silent Way, Total Physical Response, Natural Approach, Communicative Approach) role of literature in language learning was reconsidered and the subject was nearly eliminated from school programs (Delanoy, 1997). In fact, supporters of banning literature from EFL classes argued that nature of literature and its learning had nothing to do with nature of language and its learning, and emphasized thus the need to use language communicatively and without literature (Rodgers, 2001). Nevertheless, this apparent stance against literature in

language learning has not stood the proof of time. Literature has become once again popular in language learning. With development of literary theory and applied linguistics, literature has made its comeback into language classrooms all over the world. Findings in fields of stylistics and discourse analysis have revealed increased interest in literature as learning material that emotionally engages and intellectually stimulates language learning experience for learners (Delanoy, 1997).

Different teaching approaches identify different literary aims. Thus, Reader Response Approach targets reader and interaction between reader and text. It defines meaningful reading as its main aim. No single meaning is imposed on reader any more. It is aesthetic reading that is aspired and which expects from readers to bring their own experiences to the process of interpretation of literary texts. Just as appreciation of aesthetic values in literature is an important literary aim, so drawing moral values is also an important aim.

Carter and Long (1991) argue that exclusion of English literature from language classrooms has been a mistake and it is necessary to distinguish "between the study of literature and the use of literature as a resource". In the same vein, Tarakcioglu (2003) suggests that "literary works of art can be used as invaluable materials since they can serve many purposes related to language teaching when they are used as resources in EFL classes." In her reference to Carter and Long (1991), Tarakcioglu (2003) argues that literature study "involves a considerable baggage of critical concepts, literary conventions and meta-language and the requirement is often that students should show an ability to use such terms and concepts in talking and writing about literature". Accordingly, it becomes clear that literary aims in teaching literature focus on various literary conventions and traditions, background information about authors, biographies, information about cultural, social, historical, political, philosophical and religious characteristics of periods in which these works were written. Students are expected to become literary critics at the end of instruction. They are expected to develop their knowledge of major literary movements and be familiar with literary terminology, literary concepts and different types of literary genres.

2.2.2 Linguistic Aims

View of literature as a resource puts emphasis on linguistic aims in teaching literature which means that they aim at improving students' linguistic competence. The ultimate purpose is not to train literary critics or developstudents' literary competence, it is rather to provide "students with many opportunities to gain access into the heart of the target language" (Tarakcioglu, 2003). Looked from this point, aims of English literature teaching seem to agree with the aims of English language teaching. Thus, knowledge development of grammatical structures, vocabulary, syntax, communicative language learning, language functions and notions can be considered as aims of English literature teaching.

English literature has been regarded as ideal source of authentic materialsin line with the major tenets of Communicative Language Teaching (CLT) Approach. As is known, CLT underlines importance of authentic situations and authentic communicative acts in language learning. Quality of literature renders it an invaluable sourse of authenticity. Authors being natives of language communities where they live and write are well equipped to reflect the authenticity of these natural environments, cultures, ideologies, traditions, lifestyles, etc. They are, in a way, natural providers of authentic material resources. As Tarakcioglu (2003) points out, it is inevitable that the writer or the poet makes use of actual and common language used by ordinary people in a scene or manner peculiar to his culture and community. There is no need to look elsewhere for authentic language situations or acts of communicationas they can easily be found in literature. Moreover, as language is used in everyday life in so many varieties of style, dialect and register, specific to particular social contexts, so is literature providing richness of all these varieties.

Literature helps students to learn and practice more efficiently such English grammar components as syntax, morphology, semantics, phonetics and vocabulary. As Chapman (1973) points out "the strength of literature is seen to lie in its controlled use of features which did not destroy regular communication, but are developed from familiar usages and arranged for the best effect" (p.73). Among different benefits of literature teaching, vocabulary development was frequently emphasized by many researches as an important aim of literature without which teaching literature cannot be effective (McKillop and Yoloye, 1966; Taylor, 1966; cited in Mwape, 1984, p.14). That literature learning cannot go without language learning has been

supported by many studies (Obeidat, 1997; Widdowson, 1984; cited in Abdullah, Zakaria, Ismail, Wan Mansor, and Abdulaziz, 2007). In addition, these studies indicated that literature learning should be in less stressful ways for students, whose first need in literature learning is improvement of language knowledge. They also indicated that students do not want much to learn literary concepts and terms because the deviant nature of literature makes it difficult for them to identify these elements in a text. On the other hand, it is also often stated that literature by providing examples of out-of-standard usages – deviances – motivates those students who have fear of making mistakes. In support, Widdowson (1986) states that "in literary writing it is common to find instances of language use which cannot be accounted for by grammatical rules" (p.16). These exceptions of rules in literature motivate students and provide them with opportunities to do different experiments with words, phrases and phrasal expressions.

It is possible to define linguistic aimsin terms of development of articulacy, accuracy and fluency in students. Though these have been usually considered to be traditional aims inELT practice, as Tarakcioglu (2003) points out, literature has power to render students' "expressions …. more accurate and more fluent since they are supposed to acquire an extensive store of words as well as a wide range of grammatical rules, variations, deviations and forms, because literature demonstrates all-inclusive, wide-ranging, complete, and discerning vocabulary usages as well as convoluted literal syntax" (p.217). In support of this view, she gives the following citation from Chapman (1973):

> While other styles show recurrent features, literature is distinguished by what can be described overall as pattern. The text will show selection and arrangement of items that contribute to the total effect; elements that would be absent or incidental in other styles are important for the fulfillment of the purpose… Figures of rhetoric will give unusual prominence to certain items… the use of special devices which heighten the affect of linguistic acts through patterning (Tarakcioglu, 2003,p.217)

In addition, literary texts are widely used to teach four language skills: reading, listening, speaking and writing. Development of study skills such as scanning for factual information, skimming texts for gist, summarization, recalling, argumenting, inferencing, guessing and predictingare also considered as aims easily attainable due to the fascinating power of literature to train these skills. Literature has power of helping readers to understand efficiently figurative meanings of language, colloquial expressions, idioms, figures of speech, culture-

related andcontext-specific expressions. Literature makes it easy to understand language uses that are not bound by grammar rules. As Widdowson (1986) argues:

> It is common to find sentences in literature which will not be generated by grammatical rules. It is possible to specify the nature of the deviation of these sentences by referring to the base rules of deep-structure, like category rules, sub-categorization rules, and selection restriction rules, and to the transformational rules which derive different surface structures from a single base (p.24).

This way, studentsdevelop sensitivity to the wide range of language uses and become more perceptive to how language patterns communicate various meanings.

Though much criticized by many educationalists, memorization and recall are still considered to be important study skills in education today. Literature is seen as ideal means for training them. In this vein, Parkinson and Thomas (2000) argue that in earlier times in Europe, and even now in some other parts of the world, large chunks of 'classical' writing were and are learned by heart, and the speech and writing of educated people was laced both with direct quotations from older authors and with imitations of their style. However, this 'rhetoric' view of teaching literature has been approached with caution as it isbelievedthat memorizing without understanding is harmful in education. Memorizing is believed to have detrimental effects on learning in the sense that it de-motivates students. However, if dealt carefully, literature has a talent for training memory in least harmful ways. It has been long recognized that such genres of literature as poems, songs, children rhymes and nursery rhymes help train memory in best ways. As Maley and Moulding (1985) argue "… poems are often easy to remember. They stick in our minds without conscious effort. One reason for this is that they frequently repeat patterns of sounds or words". Another virtue of poems is that they facilitate assimilation of rhythmic language. Thus, provided it is not abused, rhetoric can be beneficial. Collie and Slater (1987) support this by saying that"reading a substantial and contextualized body of text, students gain familiarity with many features of the written language … which broaden and enrich their own writing skills".

Literature also aims at teaching different varieties of language styles. Through engagement with text readers develop understanding of how different language patterns and forms create different meanings in terms of style, register, dialects and text-genres. Duff and Maley (1990) argue that literature presents genuine samples of"very wide range of styles, registers and texttypes at many levels of difficulty" and thus motivates readers by giving them the "genuine

feel" of touch with reality unlike many faked simulations which are so popular in language classrooms:

> Literary texts are non-trivial in the sense that they deal with matters which concerned the writer enough to make him or her write about them. In this they are unlike many other forms of language teaching inputs, which frequently trivialize experience in the service of pedagogy. This 'genuine feel' of literary texts is a powerful motivator, especially when allied to the fact the literary texts so often touch on themes to which learners can bring a personal response from their own experience. (p.43)

2.2.3 Cultural Aims

Cultural aims in teaching English literature can be defined in the broadest termas helping students "penetrate and grasp the values, ideologies and philosophies of another culture, of which language they study, at present and in the past" (Tarakcioglu, 2003, p.215). There is no doubt that literature aims at teaching culture that its language belongs to. Tarakcioglu (2003) supports this by citing from Carter and Long (1991):

> Literature expresses the most significant ideas and sentiments of human beings and teaching literature represents a means by which students can be put in touch with a range of expressions – often of universal value and validity – over an historical period or periods. Teaching literature within a cultural model enables students to understand and appreciate cultures and ideologies different from their own in time and space and to come to perceive tradition of thought, feeling, and artistic form within the heritage the literature of such cultures endows. (p.218)

Literature embodies cultural, social, political, intellectual, philosophical and linguistic characteristics of allhistorical periods across which it passes. Students studying literature with the aim to learn culture have opportunity to study important cultural issues which evolved across different historical periods. From specific expressions in the text readers can see thatparticular referencesare made to culture.Moreover, authenticity of literature provides solid assurance of validity that these references are true. Parkinson and Thomas (2000) quote from Collie and Slater (1987) who argue that literature provides sort of 'cultural enrichment' which is the reason why literature has to be taught:

> It is true 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. A reader can discover their thoughts, feelings, customs, possessions: what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors.(p.9).

In many countries today multicultural literature has been widely promoted in English literature studies and, in particular in contexts where it is taught in foreign language by non-native teachers to non-native students. The notion of multicultural literature has been a matter of

heated debates with regard to what should be taught as a subject of English literature and, whether it should go beyond British-style literature and include literature of different origins (Martin, 1983; Mwape, 1984).

2.2.4 Individual Aims

Individual aims of English literature teaching focus on the importance of developing individual qualities in students in cognitive and emotional sense. Literature targeting individuals presents exclusive examples ofthe power of human imagination and creativity. Readers get fascinated by creative skills of authors. In education literature serves as perfect model on which students can experiment themselves and challenge their own skills of imagination and creativity.

Individual aims in literature teaching are diverse. Thus, according to Widdowson (1986), literature can aim at "training intelligence and sensibility, cultivating sensitiveness and precision of response, providing an initiation into the nature and significance of that tradition"(p.73). In literature classes, imagination encourages students to put themselves in place of literary characters and see how they feel, think, react, and behave as if they were real. In other words, they learn to empathize with literary characters, which is quite difficult to achieve through traditional language teaching methods.

Just as a literary work stands to represent culture in which it is written it also represents individual experiences, that is experiences of the writer, which, as Tarakcioglu (2003) argues, "stand for and embody a kind of universal knowledge" (p.220). In support of this view she cites from Wellek and Warren (1956,) who state that:

> …each work of literature is both general and particular, or –better possibly – is both individual and general. Individuality can be distinguished from complete particularity and uniqueness. Like every human being, each work of literature has its individual characteristics; but it also shares common properties with other works of art, just as every man shares traits with humanity with all members of his sex, nation, class, profession, etc.(Tarakcioglu, 2003, p.220)

Almost everyone can find something in literary work that has individual appeals in terms of feelings, emotions, experiences, beliefs etc. Though cultural references in literature can alienate students, individual references expressed through feelings, emotions, thoughts and beliefs of characters can appeal to them since they are common to all and recognizable. Students gain sense of satisfaction and self-fulfillment. They feel understood by others and not

alone in this world. This individual approach of literature teaching helps them look at the world from different angles. It also helps them look differently at their own society, its values, traditions and ideologies. Carter and Long (1991) emphasize concept of "personal growth" as an important aim for teaching English literature. They define it in the following terms:

> This personal growth is rewarding because it results from learning how to appreciate and evaluate complex cultural artifacts; it is fulfilling because it is stimulated by an understanding of our society and culture and of ourselves as we function within that society and culture (p.3).

Intellectual development of students is based on development of their analytical and critical thinking skills as individuals. Task of training intelligence and personal growth is challenging. However, considering overall benefits, it is worthwhile as an aim in itself.

Tarakcioglu (2003) lists many individual aims of literature teaching such as acquisition of "open-mindedness, non-judgmental attitudes, tolerance, and flexibility for cultural differences, variances and dissimilarities" (p.221). Wellek and Warren (1956) give a supportive argument by stating that "novelists can teach you more about human nature than the psychologists" (p.33). Literature in terms of individual aims has power of destroying barriers between people, nations and cultures. It helps individuals overcome their prejudices towards others and, teaches them to be more tolerant and sharing.

Leavis (1943) promotes idea of mental training which, he argues, "…trains, in a way no other discipline can, intelligence and sensibility together, cultivating sensitiveness and precision of response and a delicate integrity of intelligence" (p.78). However, this opinion has often beencriticized as untrue and supercilious. Parkinson and Thomas (2000) quote from Widdowson (1975), who criticizes Leavisby that "almost any academic subject can develop these general intellectual qualities, and we must seek more specific justifications for the study of literature" (p.10).

2.3 Types and Genres of English Literature

Along with aims of teaching literature, what to teach in English literature has been equally preoccupying minds of many educationalists and syllabus designers. To determine the content of study one should be well familiar with different types and genres of literature and have knowledge of benefits and disadvantages of each. Gill (2006) gives detailed account of different types of literature in his outstanding work on English literature. The account includes

four major literary genres such as novels, short stories, drama and poetry. Campbell (2007) provides useful insights for different literary genres suitable for high school. She (2007) argues that literature should be selected so as to challenge students "rather than overwhelm them" (p.14). Literature dichotomies along the lines of classics versus non-classics, original literature versus simplified literature have long been an issue of debates in literary circles. In addition to this, many discussions have been going around which historical periods, cultural origins, text genres and themes should be included in literature studies.

2.3.1 Novels

Although there are many similarities between novels and short stories, teaching novels follows a rather different path than teaching short stories. In teaching novels main goal is usually development of reading strategies in general. Parkinson and Thomas (2008) express some considerations relevant to the teaching of novels. They express importance of background knowledge on text and author. They argue that this kind of information "may help bring a text to life for the student". The second consideration is related to what they term as the "authorial intention". Primary idea is that even if there might be secondary literature about "authorial intention", "it is important to remember that this is only one meaning out of many possible meanings". According to this view, author's intention, even it "may hold some particular interest", is "not the ultimate authority". In fact they argue that it is irrelevant to discuss which approach is better since both have their own advantages and disadvantages, and both contribute in its particular way to the development of literary and linguistic competence (p.108).

Novels are generally perceived as one of the most difficult literary genres for EFL students considering that they present particular challenges even for native university students. Teachers working in EFL contexts usually tend to avoid using novels or, at least, not make them the first choice of literary genres. An interesting research study conducted in Turkish Anatolian high schools (AHS), based on the results of a survey among students, demonstrated that students described novels to be "the most effective literary form" that helped them to "develop their linguistic skills and cultural awareness" (Akyel and Yalcin, 1990).

Teachers very often do not know what to do and how to do to make students enjoy reading novels. Reading long novels within strict time schedules of school programs appears rather intimidating not only for students, but for teachers as well, no matter how wonderful these novels may be. One possible solution could be allowing teachers to have a choice among literary texts and genres provided they comply with literature syllabus in general.

Teaching novels to students puts additional responsibility on teachers in that, in EFL contexts due to language barriers faced by students when required to read whole novels and in original language, students are often inclined to use shortcuts by relying on online translations, summaries and essays. This has been commonplace even with native students. Careful planning of literature lessons is believed to prevent or at best minimize this kind of problems (Campbell, 2007; Robb, 2013).

2.3.2 Short Stories

When deciding on which genre to use in literature teaching, high school teachers usually put their preferences on short stories. Campbell (2007) in her book on teaching literature with short stories describes in-depths all the benefits of using short stories in high school literature classroom. Because they are texts of short length; settings, plots, characters and major themes are far less complexand put less intellectual strain on EFL students. Context is simple, straightforward and easy to identify. Short stories do not require visualization and performance skills as drama. From linguistic point of view, they are simpler, have less deviant features and breaking of rules than poetry. Short stories are considered most suitable for EFL language learning classes as they have many qualities that make them very attractive in the eyes of teachers. They generate a wide range of classroom activities for teaching and learning of both language and literature. Significant amount of literature has been written on possible classroom applications of short stories. Collie and Slater (1987) published a famous book about language classroom activities using short stories. A work by Lazar (1993) presents resourceful ideas for using short stories in EFL contexts. These sources offer a rich material that teachers can make use of and adapt for their own practice.

Short stories help attain a variety of aims of literature teaching. Literary aims become comparatively easy to attain. Simple language of short stories facilitates language learning and

increases students' proficiency levels. Syntactic analysis of short stories has uses for development of grammatical competence. Students are more inclined to analyze short stories than long novels. Personal involvement and genuine interest are a good driving force for learning.

Among classroom activities based on short stories, storytelling plays an important role for the development of both literary and linguistic competence. This activity can be adapted to all kinds of proficiency levels. Students generally enjoy telling stories to each other as it is usually an everyday activity in their native language. The 'shortness' of short stories renders them particularly suitable for summary writing. These are definite advantages of short stories over longer narratives such as novels as they present much simpler ordering of events, organization of time, and other features.

2.3.3 Drama

Drama deals mostly with two things: reading and performing. Drama performance, if properly handled, makes it a valuable source for development of multiple skills (Ayckbourn, 2004; Styan, 1967; Watson, 1983). In recent times, there has been movement away from traditional full-scaled stagings of drama plays, often criticized for taking too much class time and energy from students, towards classroom-based activities such as mini-dramas (Zingher, 2006). Knowledge of different methods to analyze whole drama texts, though useful at tertiary education, offers few benefits for secondary school students who would rather engage with small-scale activities for being valuable in terms of development of language awareness and language competence. Properly prepared mini-drama activities, mostly focused on selected scenes, can be very valuable in helping high school students to learn how to read and perform a passage from drama. They are enjoyable and pleasant as they aim at development of such skills as focus-on-detail, knowledge of stage directions, contextual visualization, reading aloud, the use of pauses and sound effects, tones of voice, and so on. It is apparent that drama-based classroom-activities help develop in different manners variety of skills (linguistic, literary, cultural, social). Students learn in easy ways how to maintain an oral discourse in proper manner, by means of using functions specific to drama performances such as communicating messages by acting on stage, pronouncing speech acts with right use of voice,

stress and tone, listening and understanding what other students on stage say, moving and using body language while acting, putting oneself in place of others and seeing the world from the eyes of others.

Concept of rehearsals is important in drama teaching from the point of view of speaking skills development. Rehearsals are entertaining ways to practice speaking, listening, pronunciation, vocabulary, grammar, fluency and accuracy. In addition, drama gives students confidence and self-control. It is very likely that some high school students might find drama and drama-related activities embarassing or childish, so it might be necessary to consider alternatives for less accepting students. With regard to this type of students, Parkinson and Thomas (2000) recommend not to "give up drama activities entirely but to negotiate what will be acceptable". They continue by saying that a class can always be convinced to do some kind of performance, "however limited – standing up, moving a few chairs around", if they realize that this is going to "contribute to understanding and general language improvement". It is important, as they believe, to avoid forcing a drama performance on students if they feel uncomfortable about acting or think it is a waste of time (p.125). When organizing a mini-drama activity in a classroom, it could be useful to remember Styan's (1975) argument that "drama is not made of words alone, but of sights and sounds, stillness and motion, noise and silence, relationships and responses".

2.3.4 Poetry

Poetry is usually least preferred of all literary genres in literature classrooms (Gill, 1985). Students as well as teachers, both view poetry as more problematic than short stories, novels and drama. What is interesting is that even native speakers have difficulties in teaching and studying it. Due to difficulties in understanding poetic language, Lazar (1993) recommends making language of poetry the basis for classroom study in order to facilitate students' understanding. Reading poetry even in one's own language is not always easy. Poetry is often seen as magic puzzle, crossword, labyrinth through which one is expected to find way out. No wonder students develop negative attitudes to poetry. Parkinson and Thomas (2000) claim that it is possible with thoroughly designed materials and lesson plans to convert students into "tolerant" and "sympathetic" poetry lovers. Problematic in poetry are its complex and multiple

meanings which can easily alienate students who feel as if they struggle in vain trying to find them. In contexts with EFL students with low language proficiency levels educationalists recommend the use of "easy" poetry as it contains less sophisticated and less demanding language.

Whether there is a point in teaching high school students 'rhyme', 'assonance', 'alliteration' and 'meter' is a disputable matter. English teachers themselves are not always aware of this terminology and its meanings. However, knowledge of this terminology is believed to develop students' sensitivity for poetry and to stimulate knowledge transfers.

Poetry distinguishes itself from other literary genres (except drama) in that it is useful in many respects, for example, when it is read aloud. It is in reading aloud that they become more aware of the uses and functions of such literary devices as rhyming, meter, alliteration, assonance, and consonance. It is in reading aloud that they are able to identify which lines end in the same sound, are able to count beats or stressed syllables by tapping fingers on table, and so on. These kinds of activities with poetry can be very useful. However, Parkinson and Thomas (2000) warn that teachers need to assist their students in "rhythm spotting" as it is not always possible to identify poetic patterns (p.60).

There is a great deal of literary devices in poetry. They create special stylistic effects as isusually associated with poetry. They are deviance, semantic ambiguity, metaphor and so on. The opposite of what is 'normal' in poetry is defined in terms like 'deviation' or 'deviance'. What is 'deviant' for one type of reader might seem rather 'normal' for another. So it has some measure of relativity of meaning. The meaning of this term can also change from one social group to another or from one culture to another. For example, what is 'deviant' in Russian culture might appear quite 'normal' in British, or where the Turkish would laugh, the French might stay indifferent. All depends on how 'norms', 'rules' or 'standards' are perceived. ELT teachers usually introduce weaker forms of deviance using awareness-raising strategies about literary deviations. In parallel, Parkinson and Thomas (2000) suggest explicit counseling to help the process of understanding. They further emphasize how important the knowledge of deviance is for those students who wish to advance their language studies and that the best way to achieve it is through extensive exposure to a "wide variety of native language models", and that students should learn that not all of these models can be imitated

and should also learn to "recognize different language varieties and what to use and not to use in their own speaking and writing" (p.70).

2.3.5 Classical Literature and Non-Classical Literature

The notion of literature is associated with that of value. However, the term 'value' does not usually enjoy a wide agreement about its definition. What some may consider as 'value' in literature, others may disagree and state that this or that piece of work is 'valueless' and cannot be accepted as literature. The proof of these radically opposed views lies in the very existence of the notion of 'literary canon'. As Parkinson and Thomas (2000) note, "the existence of canon indicates that there are 'official' views on what constitutes good or bad literature, or at least what is 'high' and what is 'low'" (p.24). It is quite common among literature teachers to choose texts from literary canon as this is prompted by their pre-service training. However, with recent tendency in literature expanding beyond the canon, teachers resort more and more to popular works or best-sellers that they believe could be useful in language classrooms. Long-standing debate has been about what constitutes literary canon and what not. In other words, what books can or cannot be included into the canon. It is also a question of whether the notion of canon itself can be expanded and altered to include broader range of literature works. An insight into history of English literary canon reveals that the dominant ideology was primarily "nationalist (and implicitly imperialist), socially and educationally middle to upper class and almost entirely male oriented" (Parkinson and Thomas, 2000, p.25). It is not surprising therefore that English literary canon has come under severe criticism from post-colonialist and feminist literary movements all over the world. Writers and critics from various social groups and strata, including Brtish themselves, attacked it for not being representative of these groups or subgroups as well as of minority groups and Britain's ex-colonies. Martin (1983) and Perren (1963) described these oppositionary movements as having perceptions of "imperialist orientation" of British-style literature. There are different views over English literary canon, one is as radically set as to propose complete abandonment of the whole idea of canon altogether. However, canon has been there for such a long time and not only in English literature that it is impossible to give it up all together. Parkinson and Thomas (2000) suggest a more balanced approach since "it is important to recognize that many literature syllabuses require students to engage with works which are on

the syllabus simply because they are canonical and that this may pose (and should, we believe, encourage) specific questions about ideology, relevance and the social significance of literature" (p.25).

It is interesting to note that there are many works of literature which enjoy immense popularity but which are not included in the canon, whereas, on the other hand, unpopular works have been officially recognized as works of authority worthy of canonization. It is true that some popular writers have not received recognition but long after their deaths. It is apparent that official approval and recognition does not mean that the work is popular with the masses. Literary critics reviews in serious literary magazines and journals play important role in acclaiming this or that writer as an important figure of literary authority. Joseph Conrad has been thus included into literary canon by Leavis who described him as representative of great tradition of the English novel. This critique hasindeed ensured constant presence of Conrad's novels as set books in many school syllabuses. Insistency on certain literary works in literature syllabuses has been a source of concern in the statement by Achebe (1987) as he harshly criticizes inclusion of Joseph Conrad in school syllabuses:

> Whatever Conrad's problems were, you might say he is safely dead … Unfortunately, his heart of darkness plagues us still. Which is why an offensive and deplorable book can be described by a serious scholar as 'among the half-dozen greatest short stories in the English language'. And why it is today perhaps the most prescribed novel in twentieth century courses in English Departments in American Universities (p.57).

2.3.6 Original Literature and Simplified Literature

Alongside with original texts, simplified texts or graded readers arevery popular in many EFL literature teaching classes today.Because of the increased uses in EFL contexts of simplified readers asa common type of activity more and more publishers have been rushing to mass markets with supplies of graded reaaders. Thuse, Edinburgh Project in Extensive Reading has been launched by the Institute for Applied Language Studies at the University of Edinburgh. This project serves as consulting agency for teachers and provides them with necessary materials and information about graded readers. However, simplifications have been often criticized as damaging authenticity of original texts. As a solution, Vincent and Carter (1986) advise children's books as ready materials originally written in simple language. Indeed, literature has plenty of works written at all levels of linguistic and literary competence that can

suit any type of EFL student without need for simplification. Parkinson and Thomas (2000) indicate that major variable is the reader's personal enthusiasm and not simplification or literary quality.

2.3.7 Thematic Genres

Besides general classification of literature genres as novels, poetry, drama and short story, literary texts have been also defined according to major thematic genres. Literary works are classified according to different thematic genres as shown in Table 2, adapted from Conklin-Frank (2006):

Table 2

Thematic Categories of Text Genres

Thematic categories of text genres			
Adventure	Historical fiction	Poetry	Memoir Diary or journal
Epic	Horror	Realistic fiction	Travel book
Fable	Humor and satire	Science fiction	Atlas
Fairy tale	Legend	Autobiography	Textbook
Fantasy	Mystery	Biography	Reference text
Folk tale	Myth		

Multiple thematic genres have been a focus of many discussions reflecting a general view of a need to take into account students' individual interests (Gee, 2000; Heath and Dewitt, 1993; Moje, Young, Readance and Moore, 2000). Richison, Hernandez and Carter (2002) in article "Blending Multiple Genres in Theme Baskets" argue that:

> We need to provide students with multiple forms of representation. Often readers with learning disabilities or second language issues become frustrated with traditional texts and give up. Such negative experiences cause them to develop a resistance to reading. Adolescent literacy is being nurtured in a complex and uncertain set of social and discourse systems, and we must choose texts that adolescents value. Today's students read pop culture and media texts with ease and embrace alternative representations such as drawings, film, cartoons, newspapers, and photographs (p.76).

From the quote above, it is evident that such visual representations of literary works as cartoons, pictures and films can be successfully adopted in teaching literature. Wilhelm (1997) gives a good summary of several studies in support of this claim by stating:

> Visual imaging encourages students of all backgrounds to access and apply their prior knowledge as they read, increases comprehension, and improves the ability to predict, infer, and remember what has been read. [Researchers] have also shown that the use of visual imagery while reading helps students to monitor their comprehension (pp.117-18).

Considering poor literacy skills of young learners such visual forms of literary texts as picture books, comics, graphic novels and cartoon stories can be a good springboard for their progressive development to more complex texts from canon literature.

Two more text genres can be added to the list above. 'Romantic story', or 'love story', has been one of the most popular genre as they tend to have emotionally satisfying endings. Jane Austen's novels certainly fall under category of love romance and, undoubtedly, have mass-market quality due to high popularity rates. It has been established that romance stories are most popular literary genre judging by high sale rates in North America, Europe and Australia.

Detective fiction is another thematic category which has been enjoying wide popularity since the middle of the 19th century when Edgar Allan Poe's '*The Murders in the Rue Morgue'* was published. Central themes of detective stories are mostly about ascertaining the truth to solve a crime through complex process of logic reasoning, observing and using skills of deduction. Charles Dickens, Arthur Conan Doyle, Agatha Christie stand among most famous writers of the detective story genre.

2.3.8 Historical Periods

Literary works appear in chronological order and are thus found on the time continuum across different historical periods. There is usually a point of beginning which signifies times when the first important piece of literary work was written. In English literature several periods are defined beginning with Old English when first serious writings were noticed. In Old English the epic poem 'Beowulf' made its appearance as the most famous work. Old English stands between 8th and 11th centuries. It is followed by Middle English between 12th and 15th centuries. The most famous work of that period was 'Canterbury Tales' by Geoffrey Chaucer. Next comes Renaissance Age between 16th and 17th centuries which is mostly famous for William Shakespeare. Elizabethean Age stands at the height of Renaissance Age. Restoration Age refers to last decades of the 17th century and usually is not considered for its literary qualities as the only literature written at that time was written for the king, about the king and the court of the king. John Milton's works are considered as exception. Romantic Agein

English literature covers period between 18th and 19th centuries. This age has distinguished itself by some of its greatest writers. Major themes of the Age were nature and respect for it, the supernatural, evocation and criticism of the past, the cult of sensibility with its focus on women and children, isolation of an individual and human psychology. Edgar Allan Poe, Nathaniel Hawthorne, Lord Byron, William Blake, William Wordsworth, Walter Scott, Mary Shelley, Samuel Taylor Coleridge, Robert Burns, Jane Austen, Emily and Charlotte Bronte are cited among literary celebrities of the Age. Poetry was most dominating literary genre. Victorian Age in English literature covers the period between late 19th century and early 20th century. Its most dominating literary genre was novel. Thomas Hardy, Charles Dickens, George Eliot, Robert Browning, George Bernard Shaw, Oscar Wilde, Elizabeth Gaskell, Arthur Conan Doyle, H.G. Wells stand among most prominent writers of the Victorian Age.

Modern Age in English literature occupies roughly the period from the early 20th century until the end of the Second World War (1945). The inner self and consciousness, experimentation and individualism were major preoccupations of literary movements at that time. Ideas of growth and progress, beliefs in and adorations of nature were no longer in fashion. Notions of human decay, degradation and alienation preoccupied people's minds. No more concern for beauty, nature and aesthetics. Two World Wars which took place in that short time span left a shocking imprint on world views of Modernist writers. Not world outside but human mind inside and its deceptive appearances became central themes of literary explorations. The mind's eye was turned inward. Most famous Modernist writers are Ezra Pound, T.S. Eliot, Ernest Hemingway, F. Scott Fitzgerald, Joseph Conrad, William Faulkner, and Virginia Woolf.

Contemporary Age in English literature was the last period on the time continuum. It roughly covers the time from the Second World War through the current time. Characteristics of contemporary literature usually include reality-based stories with strong characters and a believable story. William Golding, Graham Swift, George Orwell, John Steinbeck, Samuel Beckett, J.R.R. Tolkien, Harper Lee, John Irving, Paulo Coelho, J.K. Rowling are cited among representatives of the Contemporary period in English literature.

2.3.9 Cultural Origins

English literature has traditionally represented literature of English-speaking communities such as American, British, Australian, etc. Recently this approach has come under serious criticism for incorporation of literary works which do not reflect students' own cultural experiences. Considering the fact that even English language is being studied in mostly non-English speaking communities all over the world and that most teachers are non-natives, multicultural literature has begun to find its way into literature syllabuses. Multicultural literature has been consideredto be "literature by and about those members of groups considered to be outside the socio-political mainstream" (Sims,1993, p.39). Sims (1993) argues that multicultural literature "acts both as a mirror and a window into students' own experiences, as well as those of their peers and society" (p.41). Adopting multicultural literature has been believed to improve students' comprehension skills and to motivate them through their own background knowledge. Everyone has accepted the fact that teaching multicultural literature is beneficial for increasing cultural awareness (Piper, 1986; Tway, 1989). Accurate representations of the history, customs, values, and language of a particular cultural group (Sims, 1982) encourage students' understanding and appreciation of literary heritage that comes from diverse backgrounds (Norton, 1990). Literature that reflects one's own culture helps develop a sense of self-importance and pride. Literary works selected from other cultures promote understanding and cultural exchanges. As Norton (1983) argues, studying multicultural literature increases students' knowledge about other cultures as it reveals differences and similarities existing between their own culture and culture of others. There is sufficient research evidence to support this argument in favor of multicultural literature. Thus, incorporating multicultural literature into literature syllabus is believed to "expand students' awareness and decrease negative stereotyping of individuals from other cultures" (Litchner and Johnson, 1973). According to Rasinski and Padak (1990) literature presents clear contrasts in perspectives and helps understanding one's own cultural heritage and that of others.

2.4 Approaches and Activity Types of English Literature Teaching

In literature teaching a number of approaches have been adopted for classroom applications. Different materials and activities have been designed and planned, and a great many ideas have been borrowed from ELT fields (McDonough and Shaw, 1998). However, not all literature teaching approaches are suitable for a given social situation or an EFL context. The choice often depends on such aspects as aims, methodology, educational ideology, students' proficiency levels, etc. Among commonly known approaches in literature teaching there are Reader Response Approach, Language-based Approach, Literature as Content Approach or Cultural Approach, Literature for Personal Growth Approach, Practical Criticism Approach, New Criticism, Traditional Criticism, Story Grammar Approach, and Stylistics.

Among these two approaches stand out as radically opposed. On the one hand, Traditional Approach regards literature as self-contained academic discipline, a sole purpose of which is achievement of literary aims. On the other hand, Language-based Approach regards literature only as a source of materials to be used to learn language. However, as Parkinson and Thomas (2000) assert, "the boundaries between the two types, …, should not be drawn too sharply. Many real-life teaching situations have features of both 'types', together with a measure of ambiguity and room for negotiation, and even when the 'types' are distinguishable, identical or analogous theoretical reasoning or practical procedures can sometimes be usable in both" (p.2). Some approaches do not seem to have clear-cut boundaries and often overlap with each other. Though it has become commonplace to differentiate between old and modern approaches, one should be careful not to draw strict lines between them. Thus, Allwright (1991) makes a statement on the "death of the method" stating that no method can explain what goes on in classrooms, and that classroom events can be explained specifically through interaction of different variables, some observable and others not.

Classroom activities for literature teaching approaches described by the present study have been selected from a variety of sources (Campbell, 2007; Carter and Long, 1991;Collie and Slater, 1987; Culler, 1982; Lazar, 1993; Littlewood, 1986;Moody, 1983;Nash, 1986;Ramsaran, 1983;Rodger,1983;Thomson, 1992;Widdowson, 1983).

2.4.1 Traditional Criticism

Practitioners of Traditional Criticism have followed what they call 'the tradition'for almost 3000 years. The 'tradition' has been their motto. They have advocated 'great literature' and have been concerned with development of literary canon. They have always suggested highly elitist literature as reading material which only experts in literature can fully appreciate and understand. The notion of 'high literature' has been widely recognized as collection of authority books which provide models for 'good' writing. Classical works have been the only works accepted for reading by educated people with whole passages being learned by heart or memorized. This approach has been believed to be the only way of educating culturally sensible individuals by making them eloquent speakers and writers with style.

Traditionally literature teaching has involved grammar translations and discussions of selected passages from literary canon. Translation activities have often involved sentence-by-sentence patterns. This method is still common today in both public and private schools. It has been though criticized for difficulties presented in practice. The main argument has been that in order to be successful translators students need to be already proficient in language. However, no one can deny that thorough dictionary-based translation work can also teach a language. Making translation a taboo in literature or language classroom is not going to help those students who feel most comfortable using this method to learn a foreign language. It might be useful to bring a quotation from Parkinson and Thomas (2000) concerning the use of translation method:

> …learners often need some recourse to translation, perhaps at the word level, perhaps at phrase or sentence level, which can either be supplied ready-made, usually by the teacher, or found by the learner in dictionaries or notes, or constructed (guessed or worked out) by the learner and then checked; but all such translation is partial and selective, and the aim is that as the learner progresses more and more of texts should be understood 'directly', and the role of translation –written, spoken, even 'in the head' – should be progressively reduced. (p.29).

Traditional criticism approach has included second literature readings on different background information. Students are expected to find and learn what others have said and commented about the text. Sometimes overuse of this method could result in excellent secondary knowledge on the authors and no knowledge on the texts themselves. Lewis (1961) argues thus that:

> On every play, poem or novel, they produce the view of some eminent critic. An amazing knowledge of Chaucerian or Shakespearean criticism sometimes co-exists with a very inadequate

> knowledge of Chaucer or Shakespeare. Less and less do we meet the individual response. The all-important conjunction (Reader meets Text) never seems to have been allowed to occur of itself and develop spontaneously. Here, plainly, are young people drenched dizzied, and bedevilled by criticism to a point at which primary literary experience is no longer possible. (pp.128-9)

Secondary literature is useful if it does not substitute primary texts and is not viewed as an aim in itself. Students should be encouraged to give their own critical opinions with secondary literature standing as stimulator of learning process.

2.4.1.1 Suggested Activities Based on Traditional Criticism

Classroom activities based on Traditional Criticism that can be used in literature classes are shown in Table 3.

Table 3

Suggested Classroom Activities Based on Traditional Criticism Approach

Activities
Teacher lecturing
Teacher-centered learning on the plot and main theme of novels, stories and plays
Factual information about the author' life and work from secondary literature
Relevant background on history, politics, etc.
Memorization of factual information
Memorization of literary extracts
Memorization of the extracts from literary criticisms
Summary, essay and composition writing
Translation
The use of L1
Internet and library research

2.4.2 Language-Based Approach

Language-Based Approach advocates the use of literature as resource for language learning and not as the aim in itself (Savvidou,2004). It promotes integration of language syllabus with literature syllabus where linguistic aims have priority over literary aims. Multiple language-based activities are designed and used to read and analyze literary texts. Literary texts also provide ample examples of rich vocabulary, grammatical structures, metaphorical uses of words and words associations presented in all sorts of styles and registers. Literature provides wonderful opportunities by exposing students to authentic language uses. This approach has been sometimes criticized for being mechanistic and preventing students from personal

engagement with literary text because it broke down the text into isolated language parts and disregarded holistic approach to literature teaching.

Language-based approach explores linguistic functions of text. Different language patterns in terms of grammar are at the center of its attention. It closely studies and manipulates text language. It has complete disregard for all external factors such as historical or political background.There is substantial support for such manipulative procedures in literature. Pope in his book *Textual Intervention* (1995) suggests that "the best way to understand how a text works […] is to change it: to play around with it, to intervene in it in some way (large or small), and then try to account for the exact effect of what you have done" (p.77). Indeed, these suggestions to manipulate literary texts go as far as tocreation of the"parallel, opposed and alternative texts." The range of activities suggested for classroom application isvery extensive: changing a text to students' liking; assuming a position from the point of view of another character or even making up a new character and making comments in this newly acquired situation; rewriting poems in prose; rewriting formal conversation patterns in casual tone; making different speculative comments about the text and the events happening in the text, going as far as to writing evaluations about the times in which the text was written, etc.

2.4.2.1 Suggested Activities Based on Language-Based Approach

Table 4 exemplifies classroom activities that reflect language-based approach.

Table 4

Suggested Classroom Activities Based on Language-Based Approach

Activities
Rewriting parts of dialogues taken from a play in reported speech;
Filling in the gaps in a text where some structural parts have been removed (for example, all adjectives or adverbs);
Writing summaries of a short story;
Improvising and role-playing on what happens next;
Matching or inventing titles for texts;
Putting verbs in appropriate tense forms in a text from which all the tenses have been removed;
Reading critical opinions of a literary text and deciding which one is the most convincing;
Answering True/False questions about a reading comprehension;
Providing synonyms for vocabulary items;
Reading aloud to practice pronunciation;
Listening comprehension exercises
Preparing oral presentations;
Gap-fill exercise (phrasal verbs);
Sentence-completion and ordering activity.

2.4.3 Stylistics Approach

The purpose of stylistics is to understand how the meanings are being transmitted through the close study of linguistic features. According to Turner (1973) and Haynes (1995) stylistics is a branch of English which studies varieties of English language. This term is usually used in very wide sense. As understood from its definition, stylistics closely examines literary language and literary style but is not limited to these methods. When one tries to define the whole range of possible language varieties one becomes keenly aware that it is not possible to put a finite number to them. Classification of varieties based on the taxonomy of Benson (1993) and Crystal and Davy (1969) is given in the Table 5, adapted from Benson (1993) and Crystal & Davy (1969):

Table 5

Classification of Language Varieties

Language Varieties
geographical variety as dialects (Scottish or Irish, for example)
geographical variety as accents (the Cockney accent)
Social class variety
education variety
Social group variety (hippies, for example)
Age variety (teenager language, for example)
Archaic language variety
Occupational language variety (lawyer's language)
Language borrowed from a foreign language (French words commonly used in English)
Gender-based language varieties
Children's language
Foreigners' language
Oral versus written language varieties
Formal versus informal language varieties
Religious language
Newspaper language
Bureaucracy language

As Lazar (1993) argues, stylistics guides the students "towards a more sensitive understanding and appreciation of the literary text itself" (p.31). He explains that stylistics has got two main

objectives. One is making meaningful interpretations of literary text and the other is expanding students' knowledge of language in general. He actually implies that this approach has both literary and linguistic goals due to extensive language practice and study of literature. Widdowson (1975,p.4) defines stylistics as discipline mediating between linguistics and literary criticism. In support of this view, Lazar (1993) asserts that:

> Linguists are largely interested in the codes which transmit particular messages, but not really in the messages themselves. The literary critic, on the other hand, is concerned with the interpretation and evaluation of literary works. Stylistics provides a link between the two in that it uses linguistic analysis to understand how messages are conveyed.

In other words, stylistics plays important role of negotiator between language and literature. Among classroom-based activities traditional procedures like grammatical descriptions are often applied. Thus stylistics can be said to help students develop their knowledge of language and to enable them understand and appreciate literature. They develop linguistic awareness of different styles and registers. Main criticism directed at Stylistics is its failure to provide students with information about cultural, social or historical background.

2.4.3.1 Suggested Activities Based on Stylistics Approach

Suggested classroom activities that reflect the stylistics approach in education are shown in Table 6.

Table 6

Suggested Classroom Activities Based on Stylistics Approach

Activities
Stylistic and linguistic analysis: scanning the text and highlighting specific language items (for example, the most frequently used; the most recurrent themes); uncommon linguistic features (for example, the words that, if other words were used instead, might have different effect on the meaning); grammatically incorrect linguistic features
Paraphrasing the text, phrases, paragraphs, words
Analyzing grammatical structures like tenses, punctuation, possessive pronouns, etc.
Expressing one's feelings, emotions and opinions about the text based on the stylistic analysis of its linguistic features
Different grammar- and vocabulary-based activities to increase awareness of the importance of language for stylistic effects
Study of idioms and colloquial expressions
Brain storming, composition exercises, discourse analysis

2.4.4 Practical Criticism

This approach expects readers to make meaningful interpretations and critical judgments of a literary text all by themselves based solely on their intuitions. No guidance is provided to them as to how they can arrive at these meanings and judgments. In English literature course based on this approach students are provided with a text that they have to form opinions about and appreciate spontaneously. This approach was criticized for being too difficult for EFL students because they differ from native speakers in terms of their cultural, literary and linguistic backgrounds. Consequently, without this knowledge their intuitions about literary meanings of a text might lead them in wrong directions and cause them to make wrong judgments. Indeed, proponents of this approach often argue that it is not possible even for an average reader to apply it successfully. Only the specially-skilled are capable of finding ways of interpreting and comprehending literature correctly. As a fact, average readers, who usually lack this skill, often get frustrated and lose motivation to study literature when faced with difficult tasks of interpretation.

Practical Criticism, requiring advanced skills, has played a critical role in establishing literature as a subject for academic university study in the early 20th century. Bellow follows an illuminating quotation from Parkinson and Thomas (2000):

> Practical Criticism means that a reader/student is given a text to read as it stands, without being provided with or looking for background information, and is asked to understand and interpret it as fully as possible by means of clues which are given in the text itself; by so doing it is argued that the reader develops particular skills and techniques of reading, together with an increasing awareness of how texts work internally (p.19).

According to the principles of this approach, students gradually develop a capacity to evaluate what they read and use language efficiently. Contrary to Traditional Criticism it "usually requires students to give responses to a previously unknown text, using their own ideas more than in (the other) approaches…" (Parkinson and Thomas, 2000, p.30).Just as Traditional Criticism, Practical Criticism has also come under considerable attack for the aesthetic and literary bias it puts on over-emphasizing close reading of literary canon.Even teachers often find this approach as too demanding on students. In the context where students are studying English literature in EFL classes, one needs to be prudent when deciding to apply this approach.

2.4.4.1 Suggested Activities Based on Practical Criticism

Suggested classroom activities reflecting Practical Criticism Approach are given in Table 7.

Table 7

Suggested Classroom Activities Based on Practical Criticism Approach

Activities
Extensive reading/ individual reading
Close reading
Think-aloud
Brainstorming
Guessing
Inferencing
Oral and written presentations
Personal interpretation
Individual or whole class discussions, commentary
Problem-solving

2.4.5 Literature as Content Approach or Cultural Approach

This approach has been considered close to Traditional Approach and has been commonly applied in tertiary education. It approaches literature as academic discipline. It studies literature for the sake of literature. Lazar (1993,p.24) describes this approach as the study of different literary movements in different social, political and historical contexts. Moreover, it explores literary genres,literary theories, concepts, rhetorical devices, etc. Biographies of different authors, usually most famous ones, and their most prominent literary works arebeing studied. Students are required to read prescribed texts (which are usually selected from literary canon) and critical literature about texts. The use of native language is usually allowed for discussions of texts. Such classroom activities as translations from native language into English and vice versa are commonplace. Higher levels of study and linguistically-difficult materials make it traditionally teacher-centered and more suitable for advanced students keen on studying literature. Teacher helps students to go through difficult passages. This sometimes turns them into passive receivers of knowledge.

Another important feature of this approach, it helps establishing cross-cultural links. It teaches literature across cultures. As Lazar (1993) points out, "readers invariably interpret texts in the light of their own world-view and cultural experience". Studying English literature exposes students to another culture and increases their awareness of this culture, its values, beliefs, social traditions and structures. The rationaleis that it widens cultural horizons and reduces imprisonment of ideas and beliefs in local contexts (Parkinson and Thomas, 2000). Through this approach students learn about other cultures and ideologies, increase their general cultural knowledge.

There have been a few criticisms regarding this approach. Teaching cultural references, it has been argued, takes too much classroom time. So teachers are advised against putting too much emphasis on trying to explain each cultural reference. Another problematic area has concerned teaching of culture. Risks are in perceptions of acts of cultural imposition. Pushing students to study foreign culture might have an opposite effect with students negatively reacting to the subject of study seeing in it a threat of cultural assimilation. In situations like this it is advised to select texts either culturally neutral or with universally-accepted values that do not risk alienating students. This approach accepts works of popular literature read for pleasure rather than for critical analysis. Parkinson and Thomas (2000) assert that this approach helps students understand and empathize with each other. Although supportive, they have some reservations. Thus, they believe that:

> Cross-cultural awareness raising also belongs in other parts of the curriculum, especially history, geography and social studies, and that works of literature can be used there; …these ideas can be reinforced, but should not dominate to the extent that content squeezes out form, and the distinctive contribution to education of these different curriculum subjects is reduced (Parkinson and Thomas, 2000,p.32).

2.4.5.1 Suggested Activities Based on Literature as Content or Cultural Approach

Examples of classroom activities that reflect the Literature as Content or Cultural Approach are shown in Table 8.

Table 8

Suggested Classroom Activities Based on Literature as Content or Cultural Approach

Activities
Analyzing historical, socio-economic, religious, philosophical, cultural and political issuesreferred to in the text
Study of literary movements popular at the time when the text was written
Exploring different literary genres
Studying the author's style/biography
Describing one's opinions about the text based on the background or contextual information
Giving background information as a pre-reading or post-reading activity
Research projects and students' oral or written presentations (if there are sufficient library facilities) (essay writing, poster presentation, etc.)
Reading and listening comprehension
Teacher lecturing
Finding cultural references in the text (customs, rituals, traditions, festivals, beliefs, superstitions, taboos, humor, morality and so on)
Comparing and contrasting cultural references in the text with one's own culture
Finding references of 'objects' specific to one's culture
Discussing social issues highlighted in the text (the role of women, the status of children, etc.) and comparing them with one's own society
Study of proverbs, idioms, formulaic expressions that reflect culture

2.4.6 Literature as Personal Growth or Enrichment Approach

Literature as Personal Growth has been regarded as process of engagement with literature that goes beyond the classroom. Passing exams has no relevance. Its main aim can be described as developing real or genuine liking for literature. Most educational systems today share in common a number of features which can be described as concentrating mostly on the accumulation of skills, knowledge and competences due to "rapid development of media, children's abilities in communication and technologies, new teaching strategies and resources" (Stan, 2015). This emphasis on cognitive learning produces overcrowded curriculums with little space for imagination and creativity development. Stan (2015) asserts that it has become commonplace with recent generation of children to spend most of their time in front of computers. Even their homework requires them to spend lots of time in front of computers. Teachers increasingly use methods that require use of technology both in the classroom and outside of the classroom. Bauman (2000) calls this process as 'liquid identity' development.

This means that reading among all age groups has dramatically declined which affected young learners' senses of self-identity. There is nothing constant or stable in the way their personal experience or personal development takes place. They have got nothing to 'stick to', to build their character on. To counter these negative effects on learning it is important to re-evaluate the role education, and literature, in particular, play in students' personal development. To quote from Stan (2015), "literature holds a prominent role in children's personal development since it is not only a tool in language learning but also a source of personal growth for young learners". To achieve this aim, teachingto love reading becomes an important challenge faced by education today.

Literature using this approach is traditionally regarded as a useful tool to encourage students to engage their own "experiences, feelings and opinions" (Lazar, 1993,p.24). It helps stimulate emotional and intellectual development in students. It is not preoccupied so much with knowledge, skills and competence development as with one's inner life and personal development. The rationale of this approach is that learners emotionally engaged with literary texts are naturally inclined to engage themselves in learning. Thus, selection of appropriate texts plays important role. Literature helps students to develop positive interpersonal attitudes towards others, helps them empathize with others and develop tolerance for others.

Classroom activities most suited for this approach are group works. Texts and materials are selected on the principle of how interesting themes are for students and how much they involve them personally. It might be difficult to find and select texts that would appeal to all. The teacher can decide what might be the students' major interests based on the amount of time spent with a class. On the other hand, students can select texts from a list that includes also a brief description of the content. A questionnaire survey of students' interests can also be accomplished.One important disadvantage of this approach lies in that 'some groups of students may dislike having to discuss personal feelings or reactions' (Lazar, 1993, p.25).

2.4.6.1 Suggested Activities Based on Literature as Personal Growth or Enrichment Approach

Table 9 shows activities that can be used in the classroom adopting Literature as Personal Growth or Enrichment approach.

Table 9

Suggested Classroom Activities Based on Literature as Personal Growth or Enrichment Approach

Activities
Pre-reading activities to engage students' prior knowledge relevant to the theme in the text and their own life experiences
Pair-based or group-based activities and works
Discussions
Activities aimed at students' power of imagination, ability to make guesses and predictions
Eliciting strong personal responses to a text
Paragraph and essay writing
Brainstorming around the central theme (or the title of a text as a pre-reading activity) to see how their own ideas overlap with those in the text
Letter writing requiring students to imagine as if they were one of the characters writing a letter to another and giving their advice
Sentence completion to provide an insight into the main themes or topics of the text ('A guided fantasy' linked to the text)
Cross-cultural links in the text to motivate students

2.4.7 New Criticism

New Criticism was established and gained popularity in 1940s and 1950s. Ever since it has been criticized by other approaches, but managed to survive in some form or another in language and literature classrooms. It is known for formalist views of literature. Literary texts are studied through 'close reading' methods. Primary attention is given to the study of text itself. Nothing but the text matters according to New Criticism. Methods of 'close reading' view the text as sole object of study. Background information is completely disregarded. The main argument is that literary text (primarily, poetry) stands on its own independent from any other kinds of knowledge. As Parkinson and Thomas (2000)argues "it is a unity in itself and cannot be reduced to paraphrasing – or, at any rate, that to paraphrase is a profoundly reductive exercise, in the process of which the true poem is lost" (p.20). This approach does not allow any changes or manipulations of the text and requires that the reader somehow finds the inherent meaning and unity.

New Criticism was established in response to Traditional Approach which it criticized for viewing literature teaching as the study of background information. However, for its principled rejection of any study of contextual references, it has suffered from similar accusations for imposing its ideology on education.

2.4.7.1 Suggested Activities Based on New Criticism

Classroom activities that reflect the New Criticism Approach are shown in Table 10.

Table 10

Suggested Classroom Activities Based on New Criticism Approach

Activities
Close reading
Structural analysis
Linguistic analysis
Analysis of literary language, devices and concepts

2.4.8 Reader Response Approach

Reader Response Approach (RRA) is often presented to be crucial to the most modern literature teaching theories. It is often commended for unifying power that brings together the best ideas and practices from different fields. Thus, Parkinson and Thomas (2000, p.4) list literary theory, general educational theory and Communicative Language Teaching approach as major source of inspiration in RRA. They (2000) suggest that RRA has two important characteristics:

1. That response is (or can be or should be) individual, with no belief or reduced belief in 'right' and 'wrong' answers;
2. That response is creative, not just understanding the text, not even just 'appreciating' it, but doing something active with it, creating another text, perhaps even creating the original text (p.4).

Widdowson' (1992; 1995) views also agree with Reader Response Approach. He states that true interpretation of text should be a work of individual. Each interpretation is unique in its kind and particularity. In his opinion, there is not one correct answer but many. However, he adds that not everything, not every answer can be accepted as correct. Reader Response Approach encourages creativity in students by pushing them to provide their personal

responses to a text through assuming the role of an author themselves and creating alternative texts either in imitation of the original one or completely independent from it. This encouragement of independent self-expression on the part of students is considered an attempt to 'demystify literature' so as not to view it as the unique source of meaning, the only answer option, which students should try to find in the text. On the contrary, the main philosophy of this approach states the importance of students valuing their own feelings and answers and even taking risks in their learning processes. Risk-taking is quite common when it means active involvement of students with texts. Such strategies as making guesses, asking and answering questions to make possible connections, making inferences about the text-related issues, briefly, constructing and adding to the text in one's mind as one's own idea usually necessitate a great deal of mental and physical effort on the part of a teacher who is expected to devise and invent a number of interesting ways in terms of classroom activities and tasks.

RRA supporters usually try to demonstrate how a text can actually force the reader into a state of active learning by creating in his/her mind a text in parallel to the original as they undergo the reading process. In other words, to put it simply, we start interpreting the text we read from the very first lines, and this interpretation itself embodies, in fact, the text we create on the way. There are even extreme views (Fish, 1980) according to which meanings do not lie in the texts but are inside the reader's mind. So there can co-exist as many meanings as the reader makes of the text. To relate this specific idea to a classroom context would imply a text having as many meanings as there are students in the classroom. From pedagogical view, such radical approach can be problematic in terms of practicality of application

To balance these radical views of RRA, Ricoeur (1981) suggested that reading process should follow three phases. The first phase, he describes, as objective reading, when reader pays attention only to the text, its content, structures, shape and form in as objective manner as possible. The second phase begins when the reader gets actively involved or drawn into the text by creating or constructing a text as it appears in his/her head in the process of reading. This process can be called a "subjective interpretation". The last phase is a sort of extension of the second phase when the reader begins thinking and reflecting on the final version of the text as it has been created in his/her mind. This is what can be called "reflective interpretation".

Reader Response Approach seems to be quite challenging for foreign language learners. This is because students find it difficult to express themselves on the text while they have to cope with the text linguistically. As Parkinson and Thomas (2000) suggest "in many classes, students expect the teacher to tell them what to read, and will say little about what they really like. Such habits and attitudes can be changed only slowly" (p.35).

Besides shortcomings it has a number of advantages as well. The fact that it makes a reader an important stakeholder in the process, whose opinions count and are appreciated, has positive effects on students as it encourages them to go on. In this way it is mostly likely that they would have enough reasons to read literature with enjoyment and emotional commitment, as well as would spend a good deal of personal effort in trying to understand it. In line with the philosophy of CLT, RRA can probably be considered as more communicative than other approaches. Caution is needed though not to make personal responses 'too personal' as they may cause pain and embarrassment.

2.4.8.1 Suggested Activities Based on Reader Response Approach

Table 11 shows some of the classroom activities that reflect the use of the Reader Response Approach in education.

Table 11

Suggested Classroom Activities Based on Reader Response Approach

Activities
Extensive reading
Read aloud protocols
Discussion, presentations, brainstorming
Eliciting personal responses, interpretations and commentary
Drama and role-playing
Guessing, predicting
Creativity and imagination development-based activities
Writing exercises: essays, compositions, rewriting
Stylistic analysis
Study of cultural references for purposes of comparative analysis

2.4.9 Story Grammar Approach

Story Grammar Approach studies literature with the purpose of identifying the most important elements of the story such as plot, setting, main characters, problem, conflict, resolution, actions and reactions of main characters, and main themes. It emphasizes the development of reading comprehension and wants to increase students' understanding of the text structure by encouraging them to explore the ways of the writer's organization of ideas within the text. The main purpose of this approach is to teach literary analysis to students.This approach has been developed from the analysis of folktales being retold many times. It has been revealed that each retelling follows a certain pattern recurrent at each attempt (Dimino, Gersten, Carnine amd Blake, 1990). This pattern is referred to as story grammar (Mandler and Johnson, 1977; Stein and Trabasso, 1982; Thorndyke, 1977). Many studies have attempted to find out whether explicit story grammar instruction helps students comprehension of literature. They demonstrated that story books have certain narrative structure which makes it easy for readers to comprehend. Story books written for children have simple narrative structures compared to story structures of novels. Teaching narrative structures has been termed as Story Grammar Approach and it is often used to improve language and literacy skills. Story grammar teaches students to identify the problem or the conflict of the story, describe what was done to solve this problem, describe the chronology of events that led to the solution of that problem and investigate characters' actions/reactions in resolution of the problem.

2.4.9.1 Suggested Activities Based on Story Grammar Approach

Classroom activities generally applied in education adopting the Story Grammar Approach are shown in Table 12.

Table 12

Suggested Classroom Activities Based on Story Grammar Approach

Activities
Story-telling, retelling
Basal, theme questions
Analysis of literary terms, devices and concepts
Analysis of structure and organization of text
Visual story maps, character maps
Story-boards
Visual and graphic presentations
Brainstorming, guessing/predicting
Task-based activities: information-gaps, reasoning-gap
Problem solving
Summary writing, paraphrasing
Composition, essay writing
Creative writing

2.5 Types of Assessment Procedures in Literature Teaching in EFL Contexts

MNE demands that all courses of secondary education are assessed and evaluated. In the context when English literature is introduced with primary goal to develop language proficiency in students, assessment procedures in literature teaching need to be closely investigated. Many works of literature have been written on what needs to be assessed in literature classes (Brindley, 1989; Brown, 1989; Brumfit, 1991; Hughes, 1989; Nunan, 1988; Spiro, 1991; Spolsky, 1994; White, 1988). Proponents of integrating literature syllabus with language syllabus have argued on the necessity of assessing literary competence and linguistic competence of EFL students in an integrated manner (Collie and Slater, 1987; Lazar, 1993; Parkinson and Thomas, 2000; Sinclair, 1982; Taylor, 2000). Their major argument is that literature learning cannot go without language learning. Learning literature and language at the same time is complementary: the more one becomes language proficient, the more one enjoys reading, and vice versa. Parkinson and Thomas (2000) support this view that "… the two reinforce each other, producing a person whose pleasure in a foreign literature is reinforced by self-assurance in his or her own factual knowledge, aesthetic understanding and linguistic

mastery of it" (p.143).It has become a common practice for literature programs in many countries to give a score for both literature and language.

Compared to linguistic competence literary competence is more challenging for EFL students as they are expected to be sufficiently proficient in language. Hence, assessment requirements for literary competence are often set higher than those for linguistic competence. Students are expected to demonstrate knowledge and use of important literary theories, literary movements, literary concepts,and literary devices. Spiro (1991) describes literary competent students as able to recognize and define literary patterns in any literary texts; as able to give competent responses to these texts; as able to appreciate "both the uniqueness of a text, and its connection to other texts"; and as able "to apply this knowledge to both known and 'unseen' texts" (p.33). In terms of assessing literary competence of students she warns that many problems emerge from assessment procedures which set literary competence as an overall aim because, as she argues, "enjoyment, appreciation and personal response [are] too imprecise to be workable …. [since] every participant [….] has a personal interpretation of this competence, and each as a result, is failing the other's expectations" (p.55). Spiro thus makes a recommendation that students should not be evaluated only for their abilities as literary critics but also for their skills as competent language users (p.18).

In EFL literature contexts,when language proficiency has been set as one of the primary aims, linguistic competence assumes important role in any assessment scheme. Different language areas can be assessed: vocabulary, grammar, pronunciation, syntax, four language skills, structures, communicative skills, etc. Literature studies have for a long time focused on development of reading skills leaving other language skills in the background. It terms of reading skills Crabbe (1993) makes useful suggestions on the ways of assessing them. However, latest tendencies for integration of literature and language syllabuses have put additional responsibilities on assessment schemes to asses all four language skills including speaking, listening and writing.

Norm-based and criterion-based assessment types have been traditional parts of most assessment schemes with one type sometimes prevailing over the other. Parkinson and Thomas (2000) argue that the two types have to be balanced. Criterion-based assessment is important because it evaluates each individual student's performance according to his/her

personal progress in education and does not compare his/ her performance with other students'. On the other hand, norm-based assessment being the most popular assessment means in education is indispensable in situations when students have to be scored by rank-ordering. This often applies when learning does not take place, and when students, teachers and parents need to know where students stand in learning process.

Thus, generally speaking, in EFL literature class assessment procedures comprise a score for literature and a score for language. In addition, time-limited tests such as traditional examinations always constitute part of assessment procedures along with other types such as in-class tests, out-of-class assignments, and a range of alternative assessment tasks.

In recent times, such modern assessment types as self-assessment, peer-assessment and formative feedback have risen in popularity in most learner-centered curriculums. Self-assessment is one of the most powerful tools that students use to understand and improve their own educational performance. It is a process of reflecting upon self and the results of one's performance. It informs decision-making processes by enabling students to see what they have achieved so far and what they have not. Self-assessment helps students see their own weaknesses and strengths so that they can develop specific strategies to improve their performances.

In peer-assessment students assess each other. The purpose is to encourage and push students to taking more responsibility for their learning, to help them learn from their own mistakes, to see their weak and strong points, and to convince them not to give up by assuming more active roles in learning.

Another important part of assessment procedures involves formative feedback. Formative feedback is about instant acts of communicating information to students with purpose of encouraging them to reflect on their learning and to act on this promptly. Formative feedbacks generally represent a response to students' actions or behaviors and can take different forms. Verifying accuracy of student's response, correcting mistakes are examples of formative feedback. These forms of formative feedback are very motivating for students since they can see a genuine concern on the part of teachers for their educational involvement.

2.6 Problems Encountered in Literature Teaching in EFL Contexts

In order to be able to understand in what ways literature teaching should be organized in EFL contexts, syllabus designers need to identify potential problems that can be encountered during instructional process. Many research studies were conducted on identification of problems in education in Turkey. However, too few concerned literature teaching in secondary education, probably because literature has been only recently incorporated in high school curriculum and did not draw attention of researchers (Çıraklı and Kılıçkaya, 2011; Türker, 1991). There was a study conducted by a group of academics on pre-service language teachers' perceptions towards teaching literature in EFL contexts which found that such aspects as teaching materials in forms of coursebooks and anthologies focusing primarily on literary canon, their irrelevance to students' needs and interests were considered to be important problems in teaching literature in EFL contexts (Çıraklı and Kılıçkaya, 2011). On the other hand, since English literature is closely related to English language, it could be relevant to investigate its problems from English language perspective as well. From this point, a study by Solak & Bayar (2015) presents interesting insights on the current challenges faced by English teachers in Turkey. They indicate insufficient pre-service training of English teachers, inappropriate choice of methods and learning materials as important drawbacks in language learning. Moreover, in support of this view they refer to the study conducted by Gedikoğlu (2005) in which the latter identified major shortcomings in terms of lack of well-trained teachers and limited resources (p.108). Karcı and Vural (2011) also found that English teachers' perceptions of themselves as competent teachers were very low and that they did not see themselves well qualified to teach English. Such perception of self-insufficiency both in teachers and students were considered to be major causes for low motivation and low self-confidence. Çelebi (2006) also contributed to discussion of problems in his statement that materials selected for learning were inadequate for Turkish context from the point of cultural perspective, ways of thoughts and lifestyles of Turks. Aydın and Zengin (2008) extended problems' list by adding teacher behaviors, cultural diversities, different lifestyles and student anxieties. Different language levels of students, crowded classes, exams, insistence on out-of-date assessment methods were problems emphasized by Büyükyavuz and İnal (2008).Low proficiency levels and low motivation of students were indicated as serious problems in literature teaching according to the findings of the study by Abdullah et al (2007). Kapinga

(cited in Mwape, 1984, p.15) in his study revealed that students had serious anxieties related to the study of literature, which was perceived as "too difficult to comprehend and … understand independently without the assistance of their teachers" and suggested that the studies should begin with the mastery of English language. Results of a study by Kızıldağ (2009) indicated that challenges faced by English teachers at state schools were threefold. Firstly, there were istitutional problems such as poor curriculum planning; secondly, instructional problems related to the lack of appropriate materials and infrastructure; and thirdly, socio-economic problems related to socio-economic positions of students' families. All these factors seemed to negatively affect English teachers' performance. Furthermore, Çetintaş (2010) indicated that lack of in-service training was another important problem in Turkey.

2.7 Language Proficiency Levels of EFL High School Students in Turkey

Language proficiency levels play important role in EFL literature classes. Texts have to be selected according to proficiency levels of students. Language proficiency is often associated with linguistic competence which is defined by Chomsky (1957, pp.31-33) as knowledge of language. High school EFL students have certain degree of language knowledge, so it is important to identify their proficiency levels prior to starting instructional course.

Turkish national education has adopted the Common European Framework of References for languages (CEFR) which contains a detailed description of foreign language proficiency levels. Thus, CEFR descriptors specify six proficiency levels: starter A1,elementary A2, pre-intermediate B1, intermediate B2and advanced levels C1 and C2. In accordance with Turkish curriculum for 2-8 years of primary education students of final grade, 8^{th} grade, are expected to pass level A2 at the end of this grade. This implies in fact that at 9^{th} grade they should be expected to study at level B1. However, English language curriculum for secondary school states that 9^{th} grade students will revise A1/A2 levels that they have learned at primary education instead of continuing to B1 level. Whatever the reasons, this seems to go contrary to the principle of continuity in education, in particular in what concerns foreign language learning. It seems to imply that students have failed in language learning. It also does not take into account the possibility that students' actual levels might not require any revision of previously learned material and that this revision should last for the whole year of instruction.

The present situation apparently needs to be clarified and in case if important facts are revealed concerning students' actual language proficiency levels, the current program for primary and secondary education should be suggested for reconsideration.

From the point of syllabus design for English literature course at Turkish state high schools, identifying real proficiency levels of Turkish students assumes critical importance. Despite multiple reforms in education, and in foreign language learning in particular, it appears that Turkey has failed in learning English language effectively. According to a recent report by the Economic Policy Research Foundation of Turkey (TEPAV, 2014) Turkey has ranked 43rd out of 44 countries in the English Proficiency Index (EPI). The findings of this study by EPI which was conducted on more than two million adults demonstrated the poor performance of Turkey in English language learning. Many educationalists and experts in English language teaching discussed and investigated the problem of low foreign language proficiency levels in Turkey trying to identify real causes of these problems and suggest solutions for overcoming them. Their opinions mostly agree on insufficient quality of ELT programs, lack of coordination between educational authorities, strict orientation of national education towards exams and narrow focus on grammar translation methods in teaching as major causes of these problems (Çelebi, 2006; Demirel, 1999, 2006; Işık, 2008).

2.8 Syllabus Types

2.8.1 Syllabus Types According to General Orientation: Product-Oriented and Process-Oriented

In critical processes of syllabus design, decisions often concern which syllabus type to choose as an appropriate type for syllabus design: product-oriented or process-oriented. Syllabuses of product-oriented type have traditionally been known as syllabuses according to which students are expected to know or be able to do certain things at the end of instruction. The content of these syllabuses is usually stated in terms of the outcomes of instruction (Nunan, 1988, p.11). In other words, product-oriented syllabuses focus on knowledge and skills that students gain at the end of instruction.The second type of syllabus has been known as process-oriented. The focus is rather on methodology than outcomes. Activities and tasks which make up the process of instruction and learning have been viewed as primary means which help to bring about the

desired outcomes. Just as product-oriented syllabus focuses on the knowledge and skills gained by students, process-oriented syllabus focuses, on the contrary, on processes through which these knowledge and skills are gained. Nunan (1988) gives his own understanding of syllabus types: "What we mean when we refer to 'process' is a series of actions directed toward some end. The 'product' is theend itself" (p.11).

In addition to these two general categories of syllabus types, syllabuses are also classified according to different sets of criteria. Thus, in the category of product-oriented syllabuses there are functional-notional syllabuses, situational syllabuses, skill-based syllabuses and structural syllabuses; in the category of process-oriented syllabuses there are content-based syllabuses, task-based syllabuses, and procedural syllabuses. This list can also be extended to proportional syllabuses, lexical syllabuses, historical syllabuses, stylistic syllabuses, and mixed syllabuses. Depending on the shape and format of a syllabus, there can be distinguished linear syllabus, cyclical syllabus, matrix syllabus, modular syllabus, and story-based syllabus. There is a great deal of studies on different categories and types of syllabuses (Alexander, 1979; Allen, 1977; Breen, 1984; Brumfit, 1981, 1984; Candlin, 1984; Dobson, 1979; Finnochiaro, 1978; 1979; Guntermann and Phillips, 1981; Martin, 1978; Mohan, 1977;Nunan, 1985, 1988; O'Neill, 1970; Richards, 1984; Wilkins, 1976).

2.8.2 Syllabuses According to Organizing Principle

2.8.2.1 Structural Syllabus

A structural syllabus takes its roots from formalist or grammar-based approach to syllabus planning. McDonough (1981) describes it in the following terms: "the transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next; and conversely for material in the next to appear to grow out of the previous one" (p.21).

The major assumption about structural syllabus is that it selects and grades its grammatical input in accordance with rules and notions of complexity and simplicity. This is still the most common type of syllabus. It has been criticized for the strict control of the language input which makes it difficult for students to transfer the knowledge of language to real-life situations. The language spoken outside of this controlled space does not look like the language they encounter in the classroom.

Studies in SLA (Bailey, Madden and Krashen, 1974; Dulay and Brut, 1973) investigate processes of acquisition of language structures and found that there was a pre-determined order of sequence which was similar for children and adults from different language backgrounds. The implications of these findings are important for syllabus design as Johnston (Johnston cited in Nunan, 1988) makes the following suggestions:

> Assuming the existence of stages of development, a logical step for syllabus design might seem to be writing these stages directly into a new syllabus. … On the other hand, if learners pass through developmental stages in a fixed sequence, then it might seem equally logical to disregard the question of how the syllabus is written – at least as regards structures – since learners will organize this aspect of learning for themselves. (Nunan, 1988, p.33)

This statement in fact suggests that syllabus can be designed by grading its input in a particular order and that this input should not be grammatical structures, however, if it has to be structures, their ordering should be determined not by notion of complexity and simplicity from grammatical point of view but by "how difficult those items are to process psycho-linguistically" (Nunan, 1988, p.33). Assumptions of SLA researches have been also criticizedin that learners are not uniform in how they progress through their developmental stages, just as they are not equal from the point of view of grammatical proficiency levels. It is known that many structures can be learned at the same time and not just one structure at a time (Long, 1987).

In addition to these critical arguments, some in favor, others against grammatical ordering of a syllabus, Rutherford (1987) suggests that grammatical structures should not be presented as products of instruction but rather as processes of learning.

2.8.2.2 Functional-Notional Syllabus

This type of syllabus assumes role of communicative purposes for which language is used. Main question is what students need language for. This is most practical approach to language learning. On the other hand, it seems difficult to identify all functional needs. It isalso difficultto decide how to grade functional items, as Nunan (1988) argues, "there are few apparent objective means for deciding that one functional item, for instance, 'apologizing' is either simpler or more difficult than another item such as 'requesting'" (p.37). Widdowson (1979) in his contribution gives a supporting argument for this criticism of functional syllabus

design when he points out that just as grammatically structured syllabuses do not reflect the realities of learning processes so neither do functionally-oriented ones.

2.8.2.3 Situational Syllabus

Situational syllabus presents social situations that most frequently occur in real life. An example can be given for social exchanges that take place in shops, in banks, in restaurants etc. It draws attention to the language used in different social contexts. Accordingly, language learning cannot be isolated from the context. This type of syllabus is criticized on the grounds that it is difficult to predict all situations for the use of language. There might be unpredictable instances of language uses. This type of syllabus is believed to be limited as it cannot meet all the language needs of students.

2.8.2.4 Skill-Based Syllabus

This syllabus is organized around four language skills such as speaking skills, listening skills, reading skills and writing skills. In addition, it aims at academic study skills such as scanning, skimming, note taking, guessing, finding main idea, summary writing. These study skills are supposed to help students in their academic careers throughpromoting independent learning and encouraging learner autonomy.

2.8.2.5 Content-Based Syllabus

The organizing principle of this type of syllabus design comes from the fact that language is not an end in itself but rather a means for communicating something. In other words, by placing the content of some other subject area in this syllabus type it seems possible to achieve two goals at the same time: learn this other subject and learn a language about it. In the context of the subject of English literature the subject content seems to be already well-defined within its own academic field of science.

One of the reasons advanced by advocators of content-based syllabuses in the area of foreign language learning is that it gives opportunities to study something else in addition to the foreign language. Thus a syllabus based on the content of the subject area of English literature has double benefit of teaching language and literature at the same time. In the same vein,

Mohan (1986) defends content-based syllabuses by arguing that they stimulate and facilitate learning not only *through* language but *with* language (Mohan cited in Nunan, 1988):

> We cannot achieve this goal if we assume that language learning and subject-matter learning are totally separate and unrelated operations. Yet language and subject-matter are still standardly considered in isolation from each other(Nunan, 1988, p.49).

This type of syllabus design has also come under severe criticism. Its major drawback, as it assumes, is that though it is graded according to the subject matter content it is not structured or graded linguistically. As a result, students might feel themselves less capable of carrying out communicative tasks. In support, Hutchinson and Waters (1983) note that:

> In the content-based model … the student is frustrated because he is denied the language knowledge that enables him to do the tasks set. Despite appearances to the contrary, the content-based model is no more creative than the language-based model. Although communicative competence encompasses more than just linguistic competence, linguistic competence is nevertheless an essential element in communicative competence (p.101).

2.8.2.6 Procedural Syllabus and Task-Based Syllabus

It is assumed that procedural and task-based syllabuses are based on the same organizing principle. They are organized around tasks with slight differences in classroom applications. Below follows a description ofthe type by Richards, Platt and Weber (1985):

> … a syllabus which is organized around tasks, rather than in terms of grammar or vocabulary. For example the syllabus may suggest a variety of different kinds of tasks which the learners are expected to carry out in the language, such as using the telephone to obtain information; drawing maps based on oral instructions; performing actions based on commands given in the target language; giving orders and instructions to others, etc. It has been argued that this is a more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake.(p.289)

This type of syllabus focuses on the process rather than the product of the course. It does not require from students to demonstrate knowledge of grammar items or communicative skills at the end of the course. Instead the focus is on learning processes, on what actually goes on in classrooms. There is no list of items that students have to learn one by one, instead there is a specification of tasks and activities. Prabhu (1987) is considered to be the most prominent figure in promoting the procedural syllabus, as he has become known after publication of his famous 'Bangalore Project'. In his proposal he suggests that:

> … teaching should consequently be concerned with creating conditions for coping with meaning in the classroom, to the exclusion of any deliberate regulation of the development of grammatical competence or a mere simulation of language behavior.(Prabhu, 1987, pp.1-2)

Tasks are the major component of procedural and task-based syllabuses and many scholars suggest this type of syllabusis suitable for language learningas it givesclear picture both to teachers and students of what is going to take place in the classroom.

2.8.2.7 Lexical Syllabus

This type of syllabus organizes its content on the basis of a thorough analysis of the target language. It offers a list of most frequent words with variety of meanings, collocations, typical patterns and situations in which they frequently occur. Though this syllabus also includes grammar, notions and functions, its main organizing principle is lexical.

2.8.2.8 Historical Syllabus

As understood from the name, this syllabus is organized with the main purpose of teaching the subject content in chronological order of its appearance in historical time. Thus, it begins with Old English, thenproceeds to Middle English and ends up with Modern English. One of the aims is to demonstrate the evolutionary phases of the language and different influences affecting its development.

2.8.2.9 Stylistic Syllabus

This type of syllabus explores various stylistic effects in uses of language. Stylistic approach is adopted for classroom applications to teach students how different language varieties create particular meanings in a text. Methods of linguistic analysis and literary analysis are commonplace in this approach. The role of the reader is essential as it requires the reader- the text interaction to identify various stylistic effects in meaning creation.

2.8.2.10 Mixed Syllabus

As there are many types of syllabuses, each having its own strong and weak points, it becomes difficult for syllabus designers to decide which one to adopt and which to exclude. In fact they are not even obliged to adopt just one type as they can always have a choice of integrating several syllabus types by bringing together their most strong sides and establishing a certain balance for the satisfaction of all. This type of syllabus is sometimes referred to as mixed,

multi-dimensional or layered. It is very flexible and allows for syllabus designers to cater for different language needs of students.

2.8.2.11 Proportional Syllabus

This syllabus is sometimes referred to as balanced. It has much in common with the mixed type of syllabus with the only slight difference that it usually integrates two types of syllabuses: structural and functional. The main idea of this type is that structures should be taught first and functions later.

2.8.3 Types of Syllabus Format

Dubin and Olshtain (1997) point out that "the basic dilemma which course planners must reconcile is that language is infinite, but a syllabus must be finite" (p.51). This is equally true when it comes to selecting the right format of syllabus. After selecting the content of the course, decisions are made on how to organize this content so that it is appropriate to the main aims and objectives of the course. Dubin and Olshtain (1997) present five types of syllabus format: linear, cyclical, matrix, modular, and story-based.

2.8.3.1 Linear Format

The linear format presents discrete elements of the course content, for example, grammar and structure, sequenced and graded according to a set of criteria. Teachers cannot change the order of units or skip a unit at their will. Thus this format is not flexible in terms of content selection.

2.8.3.2 Cyclical Format

The organizing principle of the cyclical format is that it enables teachers and students to work with the same content more than once at different levels of complexity.

2.8.3.3 Matrix Format

This format is considered most suitable for situational syllabuses as it allows students and teachers to choose any topic randomly from a table of contents.

2.8.3.4 Modular Format

This format suits courses, which integrate thematic and situational contents with the skills-learning contents. Students have maximum flexibility in choosing learning materials.

2.8.3.5 Story-Based Format

The story-based format is based on a narrative. Though it is different from all other kinds of syllabuses it can be used in integration with any them. This format presents language in the form of a story to ensure there is certain measure of thematic continuity and coherence. It is believed to be most suitable for young learners.

2.9 Overview of English Literature Syllabus in Malaysia, Singapore, Papua New Guinea, and India: Mini-Study

Getting insights from experiences of other countries often helps contribute to the understanding of the research question. The present study has thus investigated English literature syllabuses for secondary education in Malaysia, Singapore, Papua New Guinea, and India. These syllabuses have been analyzed in terms of aims, content, methods and assessment procedures.The primary purpose of the analysis of these syllabuses has been to highlight important reference points in syllabus designs.

2.9.1 Overview of English Literature Syllabus in Malaysia

In 2000 the Ministry of Education in Malaysia introduced English literature into high school education making thus English literature play a prominent role in Malaysian lower and upper secondary schools. Moreover, it became tested for crediting at the Secondary National Exams. The major aims of teaching English literature at high schools in Malaysia were multifold: to enable students to communicate effectively in English, to advance in their educational careers,

to improve and motivate reading habits, to increase language proficiency levels, to generate interest in literature, to contribute to personal development and character building, to widen students' worldview, to enable them to produce personal responses to literary texts, to draw moral values from themes and issues highlighted in these texts, to understand and appreciate other cultures, etc. Malaysia was keen on introducing English literature as a subject in high schools and demonstrated the seriousness of intention by making considerable investments into teacher training programs both, at home and abroad. The aim was to provide teachers with the necessary knowledge in foreign literature teaching (Kaur and Mahmor, 2014,pp.119-124).

English literature in Malaysian secondary school has one interesting feature. Secondary schools have 'Literature in English' Syllabus as an elective subject of the Integrated Curriculum for Upper Secondary Schools and 'English Literature' as a component of the compulsory English Language Curriculum for Lower Secondary Schools. The Literature in English syllabus is offered as an elective subject at the upper secondary school level. This level comprises Form 4 and Form 5 for 16- and 17-years-old students respectively. Above this level there is a pre-university level called Higher School level for Form 6 which prepares students for tertiary education and which is not available at all schools.

In 2012 English Literature was officially announced for re-introduction into curriculum as a compulsory subject in secondary schools to take place in the period of 2013-2025(Chapman, 2012). 'Literature in English' is Malaysian Upper Secondary School Syllabus (Malaysian Ministry of National Education, 2006). The current study examined this syllabus and has identified the aims, literature types, and methods, as shown in Table 13, adapted from Malaysian 'Literature in English' Syllabus (Malaysian Ministry of National Education, 2006).

Table 13

Aims, Literature Types, and Methods of the Malaysian Syllabus

Aims	Literature types	Methods
Constructing meaning from text and context	translated works	Internet
Discussing issues of universal concern	classics, contemporary works	Multimedia
Identifying and interpreting themes and messages	Foreign and Malaysian literary works	Recitations
Analyzing, understanding and interpreting plot, characters and setting	Original, unabridged and of reasonable length	Writing
Understanding point of view	prescribed texts + teacher-selected texts	Role-playing
Identifying and interpreting literary devices	short story, novel, poetry and drama	Illustrations
Communicating a personal response to the texts	themes: relationships, perceptions of self, conflicts	Graphics
Producing a piece of verbal or visual work in response to texts		Simulations
Identifying and interpreting language devices		Caricatures
Dramatizing simple plays		Essays
Understanding and appreciating textual forms		Dialogues
Writing one's own text		Comic strips
		Paintings
		Mimes
		Speaking

It is seen that the Malaysian syllabus applies the eclectic approach using almost all known methods and approaches in literature teaching. It has been also found that'Literature in English' syllabus attaches equal importance to the development of students' knowledge and skills in both English language and literature.

2.9.2 Overview of English Literature Syllabus in Singapore

The education system in Singapore seems to have adopted a different approach to the issue of teaching English literature in high schools than Malaysia. It has a single syllabus titled 'Literature in English' (Singaporean Ministry of National Education, 2013) forthe Lower and Upper Secondary levels. There is no sharp delineation between both levels. Aims, objectives and learning outcomes are written together without distinction among levels. Only one reference is made for two or three objectives to be more suitable for the Upper Secondary or for the advanced students. The Singaporean syllabus emphasizes that literature should be taught as a separate discipline standing on its own.In contrast to the Malaysian 'Literature in

English' Syllabus, there is no indication to regard this one as a component of the English language curriculum. It has its own curriculum and its own syllabus. What is important is that there are two independent English literature courses: one is compulsory and the other is elective. The syllabus does not differentiate between compulsory and elective courses in terms of aims, objectives, learning outcomes and other areas in literature teaching. The only exception concerns the types of literary genres suggested for the Elective Literature Course wheredrama is excluded. The 'Literature in English' syllabus emphasizes the study of literary texts to teach students the skills of critical analysis with an in-depth exploration of variety of themes and issues. The syllabus emphasizes importance of literary skills, reading skills, personal and critical responses to literary texts; meaning-construction; real-life connections, etc. There is also an aimto teach students universal values and characteristics of human nature. Table 14 gives a brief summary of the 'Literature in English' syllabus in terms of its aims, literature types, methods and assessment procedures. It has been adapted from Singaporean 'Literature in English' Syllabus (Singaporean Ministry of National Education, 2013).

Table 14

Aims, Literature Types, Methods and Assessment Procedures of the Singaporean Syllabus

Aims	Literature type	Methods	Assessment Procedures
1.Interpreting and Engaging with Texts Demonstrating understanding of plot Demonstrating understanding of characters Demonstrating understanding of setting/atmosphere Demonstrating understanding of theme Demonstrating understanding of style Demonstrating understanding of context (historical, political, cultural, economic, social) Making meaningful connections between texts, the self, other texts and the world Reading and critically appreciating texts independently 2.Developing and Communicating Responses to Texts Developing personal and critical responses to texts Constructing and effectively communicating arguments Responding to different views and perspectives 3.Reading and Appreciating a Wide Variety of Texts Reading and appreciating texts across genres Reading and appreciating texts that reflect diverse contexts and concern	Novels Short stories Poetry Drama (only for compulsory course) Different time periods World literature Singapore or local literature Whole texts. No excerpts allowed. Original texts. No film scripts allowed for drama. Teacher-selected texts 'Seen' Texts for Lower Secondary 'Seen and Unseen' texts for Upper Secondary	Discussions Textual analysis Contextual analysis Intertextual analysis Linguistic analysis Stylistic analysis Critical analysis Inferencing Interpreting Evaluating Comparing and Contrasting Describing Synthesizing Skill transfer Argumenting Skimming and scanning Reasoning Articulating Critical writing Secondary sources Extensive reading Contextual reading	formative feedback to students and teachers self-assessment peer assessment course-work (portfolio, performance tasks, short-answer questions, etc.) various modes of assessment norm-based a score for literature

Critical examination of the contents of the Singaporean syllabus reveals that among four major aims of teaching literature, namely, literary, linguistic, cultural and individual, this syllabus gives priority to the literary aims in teaching English literature to high school students. As for

cultural, linguistic and individual sub-aims, it can be concluded that these are given minor importance. Judging from the aims and methods employed in literature classrooms, it becomes apparent that these areof higher order requiring advanced knowledge and proficiency levels in English language, as well as higher levels of cognitive and affective development in students. The syllabus seems to offer the kind of activities and methods that associate mostly with the Reader Response, Practical Approach, Story Grammar, Stylistics, Traditional and Cultural Approaches, as well as Literature as Content Approaches. On the other hand, it is evident that Language-based Approach is being disregarded as there are no aims, sub-aims, learning outcomes and suggestions for classroom applications that could be associated with this Approach. Thus, the syllabus does not set a goal of developing language proficiency or even four language skills which would be commonplace in the syllabus based on the language-based approach.

On the question of the selection of literary texts it appears that teachers are given a certain degree of freedom in selecting texts with the only requirement that they are selected in alignment with the course objectives. Besides, not explicitly stated, it can be inferred from the syllabus that only original texts are allowed for teaching. Neither simplified or abridged versions, nor graded readers seem to be allowed by the syllabus. The syllabus aligns assessment and evaluation part of the teaching and learning processes with the aims and the objectives specified therein. Teachers are given opportunities to adapt their teaching methods depending on the needs, abilities and interests of their students. Teachers are also required to give timely and useful feedback to students so that they can improve their learning.

In terms of the assessment procedures it seems that a norm-based type of assessment is preferred, though there is no explicit reference to it in the syllabus. In line with the course aims and objectives, it is also evident that there is no formal independent assessment of the language component of literature learning.

Reflecting on the overall qualities of the Singaporean Syllabus, one becomes tempted to make hasty conclusions on its complete unsuitability to the Turkish context considering Turkey's poor record in teaching literature in foreign language.

2.9.3 Overview of English Literature Syllabus in Papua New Guinea

The syllabus titled 'Language and Literature: Upper Secondary Syllabus' (Papua New Guinean Ministry of National Education, 2008)was issued for free to Upper Secondary schools by the Department of Education of Papua New Guinea in 2008. Australian Government provided its support for the development of this document through the 'Education Capacity Building Program'. In its introductory letter to the Syllabus, the Minister of Education emphasized the purpose of the syllabus to be teaching students to "explore many texts and identify the roles that language can play, either purely as a medium of communication or as a means to transfer specific knowledge about a particular subject". This syllabus is presented as a "vehicle of communication for all aspects of learning". This syllabus actually presents the official curriculum for both language teaching and literature teaching to be used in all Upper Secondary schools in Papua New Guinea. It states to be"designed for students with a good command of English and is largely literature-based." Its basic premise is to ensure that "students' language use develops through a study of literature, media studies and associated activities."

The syllabus offers a theme-based approach which means that course unites are designed and presented through themes "relevant to students' life experiences"and the texts are selected according to these themes. Though a set of texts is suggested, teachers are free to choose texts they think to be more suitable for the students. Four language skills – reading, writing, speaking and listening – are set as aims. Literary aims such as critical analysis and ability to interpret texts in terms of "their aesthetic and functional values" are also set as aims. On the other hand, there is a strong orientation towards learning cultural values of other societies and one's own as well. There is also emphasis on individual aims such as critical thinking skills, creative and imaginative skills, independent thinking skills, and integral human development. The course is compulsory and timetabled for 6 hours of lessonsper week. Table 15 shows the aims, literature types and methods of the Papua New Guinean Syllabus, as adapted from 'Language and Literature: Upper Secondary Syllabus' (Papua New Guinean Ministry of National Education, 2008).

Table 15

Aims, Literature Types and Methods of the Papua New Guinean Syllabus

Aims	Literature Types	Methods
Four language skills Language functions Communicative skills Effective oral communication Using correct and appropriate conventions of the English language in speaking and writing Developing accuracy and fluency Develop awareness of language uses in a variety of contexts Critical and original thinking skills Planning and organizational skills Reading and responding to texts Develop an appreciation of literature in its own right to promote students' enjoyment of reading Identifying and evaluating the morals, values and ethics Stimulating imagination and creative expression Encouraging the expansion of a Papua New Guinean literary 'voice' Developing understanding, tolerance and positive appreciation of the global diversity of cultures and belief systems	Novel Short story Drama Poetry Film Documentary Autobiography Biography Biographical drama Biographical film Contemporary (1945 –) Local literature National literature World literature Whole texts Oral literature included School-selected Suggested selection Library sources Internet sources Television Themes: Journeys and Quests, Cultural Contexts, Life stories, Writers' Workshop	Analyzing language techniques and structures Applied linguistics methods Writing/rewriting paraphrasing writing text/report/ article/essay Argumenting Problem solving Inferencing Deducing Summarizing Skimming and scanning Edward de Bono's 'Six Thinking Hats' strategy Close reading Extensive reading Analyzing literary concepts Comparing and contrasting Discussion Multiple source-based research Creative writing of imaginative and functional texts Analytical essays Role-playing Dramatization Film viewing Analyzing and evaluating text-based cultural constructions Techniques in influencing opinion on a range of social and cultural issues Multiple source-based research

The content is organized through theme-based units in a sequential order starting with the theme of 'Journeys and Quests' and ending with 'Writers' Workshop'. Each unit is specified in terms of components of study. Under the theme 'Journeys and Quests' literary genres of

novel, short story, and drama are included for study. Under the 'Cultural Contexts' a range of documentary sources, novel, drama and poetry are included.

2.9.4 Overview of English Literature Syllabus in India

English literature syllabus in secondary education in India is included within general curricular revised and brought out by the Secondary Education Board every year (Indian Board of Secondary Educatiion, 2013). The exact title of the syllabus is 'English – Language and Literature' for 9^{th} and 10^{th} classes which states that India attaches equal importance to teaching both English language and English literature in secondary education. The syllabus provides a detailed account of the aims and purposes for studying English language and literatureas well as describes the methodology and different in-school and out-of-school activities. Additionally, it states its aim is to "fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner".

Summative assessment procedures stated in the syllabus aim primarily at evaluation of reading, writing, grammar and literature knowledge and skills of learners whereas formative modes of assessment seem to aim at evaluating oral skills and knowledge of learners, namely, speaking and listening skills which, as the syllabus states, are better assessable through such mostly informal modes of the non-threatening character as the teacher's observation and monitoring of each learner's progress throughout the year based on regular feedbacks received from learners.

All the aspects related to the essential elements of any syllabus as discussed above, namely, the aims, the types of literature, classroom activities and methods of assessment, are shown in Table 16 as a short summary account of the adapted Indian syllabus'English – Language and Literature' (Indian Board of Secondary Educatiion, 2013).

Table 16

Aims, Literature Types, Methods and Assessment Procedures of the Indian Syllabus

Aims	Literature Types	Methods	Assessment procedures
General: Develop the learner's imagination Communicative skills Speaking skills Writing skills Confidence and proficiency in oral and written communication Develop ability and knowledge required to engage in independent reflection and inquiry Use appropriate English to communicate in various social settings Equip learners with essential language skills Built competence in different registers of English Develop sensitivity to and appreciation of other varieties of English, Indian English, and the culture they reflect Empower learner to access knowledge and information through reference skills Develop curiosity and creativity through extensive reading Facilitate self-learning to enable them to become independent learners Review, organize and edit their own work and work done by peers Reading Project: Reading silently at varying speed Adopting different strategies for different types of texts, both literary and non-literary Recognizing the organization of a text Identifying the main points of a text Understanding relation between different parts of a text through lexical and grammatical cohesion devices Anticipating and predicting what will come next Deducing the meaning of unfamiliar lexical items in a given context Consulting a dictionary to obtain information on the meaning and use of lexical items Analyzing, interpreting, inferring (and evaluating) the ideas in the text Selecting and extracting from text information required for a specific purpose Retrieving and synthesizing information from a range of reference material using study skills such as skimming and scanning Interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge) Reading extensively on their own for pleasure	Contemporary and authentic texts Accessible and culturally appropriate Prose Fiction Poetry Schools' own choice of books Different levels Culturally appropriate texts World literature Literature in other and native language Unseen passages Level-adapted texts	General: Electronic and print media Role playing Simulating real-to-life Dramatizing and miming Problem-solving and decision making Interpreting information given in tabular form and schedule Using newspaper clippings Using language games, riddles, puzzles and jokes Interpreting pictures/sketches/cartoons Debating and discussing Narrating and discussing stories, anecdotes, etc. Reciting poems Working in pairs and groups Using media inputs – computer, television, video cassettes, tapes, software packages Reading Project: Short review Dramatization of the story Commentary on the characters Critical evaluation of the plot, story line and characters Comparing and contrasting the characters within the story and with other characters in stories by the same author or by other authors Extrapolating about the story's ending or life of characters after the story ends Defending characters' actions in the story Making an audio story out of the novel/text to be read out to younger children Interacting with the author Holding a literature fest where various characters interact with each other Acting like authors/poets/dramatists to defend their works and characters Symposiums and seminars for introducing a book, an author, or a theme Finding similar text in other languages, native or otherwise and looking for differences and similarities Creating graphic novels out of novels/short stories read Dramatizing incidents from a novel or a story Creating their own stories	Formal time-bound examination Summative assessment Formative assessment Regular descriptive feedbacks for teachers and learners Self-assessment Peer-assessment Diagnostic assessment Regular informal assessment procedures (field trips, visits, observations) Assessment for conversation skills (speaking and listening) Observation-based assessment Coursework-assessment (monitoring) Assessment for class participation Written assignments Verbal and written progress reports Diary entries Short quizzes Worksheets

Compared to the previously discussed syllabuses from Malaysia, Singapore and Papua New Guinea the Indian syllabus looks more substantiated and comprehensive. The aims and objectives of the syllabus as well as other components are well-detailed and expressed in clear-cut terms that leave no space to ambiguity.

CHAPTER 3

METHODOLOGY

3.1 Research Method

This study used primary research methods based on collecting, analyzing and discussing of the original data. Although different types of non-numerical information (gender of the participants, training background, etc.) were collected, the bulk of the dataset collected was predominantly numerical.The choice of the quantitative approach was made to ensure systematicity of the data analysis and to avoid "the researcher's subjective interpretations" (Dornyei, 2007, p.28). To this purpose, a set of statistical tools was used to sum up all individual cases and provide average descriptions of sample groups.

In addition to the quantitative method an element of qualitative method was also incorporated. It has become quite popular in recent research studies to use qualitative and quantitative methods together. By using this technique, as Richards (2005) argues, researchers make use of "different ways of recording observations of the same world". Incorporation of the qualitative element to this mainly quantitative research had purpose of legitimizing the findings, of enhancing validity of the research, and of strengthening the researcher's hand in data analysis and discussions. Teddlie and Tashakkori (2003) describe this as "design validity" of the study. Dornyei (2007) defines this as "data triangulation". He explains the concept of "triangulation" to involve multiple methods, sources or perspectives (p.61). This technique was used to represent, in Dornyei' (2007) words,"a micro-perspective" of the views displayed by individual participants through qualitative data, to be compared with "a macro-perspective" of the same values displayed the average participant through quantitative data. In other words, "micro-perspective" reflects personal sensitivities of the participants of study about topic while "macro-perspective" reflects the middle range of the participant sample.

The current study can also be described as cross-sectional as it aimed to provide "a snapshot analysis of the target phenomenon at one particular point in time, focusing on a single time interval" (Dornyei, 2007). The cross-sectional datawas used to describe the multiple variables of the study, to set possible patterns of relationships among them, and to compare different groups of respondents. For example, this study compared English teachers in terms of their background information: graduates from ELT departments with graduates from English literature departments; male teachers with female teachers; experienced teachers with inexperienced, etc.

3.2 Participants

Aware of the importance of the participant factor the present study gave serious considerations to the sampling decisions as they were likely to impact such aspects of the study as reliability, generalizability and statistical significance of the findings, timing and scheduling, as well as the costs to be covered. The sampling procedures targeted two different populations, teachers and students. The first group represented English teachers employed at state Anatolian high schools in Turkey and the second group represented students studying at state Anatolian high schools. For the success of the study it was important that both groups were, in their overall characteristics and features, truly representative of their populations. Considering the sheer impossibility to examine all the people within the given population, the issue of sampling or representativeness was all the more vital since, as Milroy and Gordon (cited in Dornyei, 2007,p.96) indicate, the strength of the conclusions that the researcher draws from the results obtained depends on how accurately each particular sample represents the larger population. Given the enormity of size of the two populations targeted by the present study - millions for the state Anatolian high school students and tens of thousands for English teachers -adequate samples were selected using the method of stratified random sampling. According to Dornyei's (2007,p.97) definition of the procedure, stratified random sampling is a combination of randomization and rational grouping in which the population is divided into groups, or 'strata', and a random sample of a proportionate size is selected from each group. The random sampling method was used to avoid critical comments usually targeting those studies that involve self-selected participants or, in other words, when sample is chosen not as a result of

systematic selection but is selected out of willing volunteers. The researcher made thus a reasonable selection of samples from each population within the means of the study.

Selecting samples in large sizes was undertaken to protect the study against any unforeseen or unpredictable situations and to ensure there are enough participants to make the research results statistically significant. It often happens that for different reasons studies run the risk of the participant dropouts. Out of this concern, it was imperative to include as many participants as possible within the study.

3.2.1 Teacher Participants

English teachers selected by the present study are employed at state Anatolian high schools in seven geographical regions of Turkey. The list of all Anatolian high schools in the country is accessible through the official website of the Ministry. In total 108 teachers participated in this study, as shown in Table 17.

Table 17

Teacher Participants from the Study

State Anatolian High Schools	Regions	Number of Teachers
İnönü Anadolu Lisesi (ANKARA)	Central Anatolia	2
Kirami Refia Alemdağoğlu Anadolu Lisesi (ANKARA)		6
Ümitköy Anadolu Lisesi (ANKARA)		4
Cumhuriyet Anadolu Lisesi (KONYA)		4
Mehmet-Hanife Yapıcı Anadolu Lisesi (KONYA)		4
Kocasinan 75.Yıl Cumhuriyet Anadolu Lisesi (KAYSERİ)		5
Aydınlıkevler Anadolu Lisesi (KAYSERİ)		4
Bahçelievler Anadolu Lisesi (İSTANBUL)	Marmara	5
Bakırköy Anadolu Lisesi (İSTANBUL)		5
Hayrettin Duran Anadolu Lisesi (İZMİR)	Aegean	6
Nevzat Karalp Anadolu Lisesi (DENİZLİ)		5
Cumhuriyet Anadolu Lisesi (DENİZLİ)		4
Bafra Anadolu Lisesi (SAMSUN)	Black Sea	5
Yeşilkent Anadolu Lisesi (SAMSUN)		3
Akçaabat Anadolu Lisesi (TRABZON)		4
Gazi Anadolu Lisesi (TRABZON)		3
Akdeniz Anadolu Lisesi (ANTALYA)	Mediterranean	3
Muratpaşa Anadolu Lisesi (ANTALYA)		6
Yenişehir Mersin Anadolu Lisesi (MERSİN)		6
Ziya Gökalp Anadolu Lisesi (ERZURUM)	Eastern Anatolia	3
Mehmet Akif Ersoy Anadolu Lisesi (ERZURUM)		3
Kars Alpaslan Anadolu Lisesi (KARS)		3
Cumhuriyet Anadolu Lisesi ((KARS)		3
Siirt Anadolu Lisesi (SİİRT)	South Eastern Anatolia	2
Mustafa Kemal Anadolu Lisesi (ŞANLIURFA)		4
Siverek Türk Telekom Anadolu Lisesi (ŞANLIURFA)		3
TOTAL	-	108

3.2.2 Student Participants

The number of high school student population in Turkey is estimated in millions. Due to the limitations of the present study only a small sample was selected. The language proficiency test was administered to 131 students from 9th grades (two classes "A" and two classes "B") at two state Anatolian High Schools, as shown in Table 18.

Table 18

Student Participants from the Study

School	District	Students	Class
Esenevler Anatolian	Ankara/Altındağ	33	9A
High School		32	9B
Ayhan Sümer Anatolian	Ankara/Çankaya	32	9A
High School		34	9B
Total	-	131	-

The study did not look for such demographic characteristics of the participants like gender, English learning experiences, age, abroad experience, socio-economic status, knowledge of other languages etc. This information was not sought by the study. Its aim was to determine English proficiency levels of the students by means of the proficiency test.

3.3. Data Collection

Questionnaires and language tests are known to be the most common and popular instruments for collecting quantitative data. Comparing both research methods Dornyei (2007) states that:

> The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible. Indeed, the frequency of use of self-completed questionnaires as a research tool in applied linguistics is surpassed only by that of language proficiency tests (p.102).

The present study chose thus to use these two types of research methods to be its main data collection tools. The questionnaire and the test were believed to suit best the purposes of the study. Although both tools were used to collect quantitative data, the questionnaire contained also one part designed for the qualitative data collection. The questionnaire targeted English teachers employed at state high schools in Turkey, and the test targeted high school students. The test had an all-evaluative purpose of measuring students' competence in English

language. The questionnairewas non-evaluative and did not have the purpose of "gauging [teachers'] performance against a set of criteria" (Dornyei, 2007, p.103). In other words, the questionnaire items were not analyzed for good or bad responses.

Since the study aimed at state schools, it had to fulfill necessary legal requirements to obtain official permissions to use both research tools. The legal process was time-consuming as the researcher had to make numerous visits to the Ministry. It took about two months (October – November 2016) to obtain official permissions from the Ministry for the administration of both tools (Appendix C).

3.3.1 Research Ethics

A great deal of literature on research methodology agrees that in educational research ethical concerns should not be addressed in the same manner as they are in other social sciences, like psychology or medical research, since this kind of studies seldom run the risk of inflicting mental and physical harm on participants or cause them minimal or no risk at all (Johnson and Christensen, 2004). Still, educational research studies have to give careful considerations to these concerns. The present study was aware of the importance of research ethics and has strictly complied with legal regulations of Turkey concerning the proper handling of data collection tools and ways of administering them. The questionnaire and the test were carefully treated for any potential-risk elements that could have negative bearings on the final results. They both were analyzed for the amount of information which the researcher believed needed to be kept at necessary minimum and to be shared with the participants. Possibilities of influencing the respondents' answers or causing likely dropouts among them had to be neutralized. Another issue concerned the anonymity of the participants. Even though it is widely accepted that participants should be kept anonymous, this study used indirect means of identification necessary for its purposes. Teachers and students were not required to give their names. However, they were made identifiable through the inclusion of personal information items. While the teachers' identification was provided by their places of employment, their educational background, the age and the gender, the students were identified by their student numbers on the tests.

The present study, out of ethical concerns, informed its participants on some aspects of the research. Thus, the questionnaire included an introductory letter (Appendix D) which provided the teachers and the school administrations with information about the aims of the research and the purposes of data collection. It also included brief guidelines about the content and explained future benefits of their participation to the study. Finally, assurances were included to keep their responses in the strictest confidence and not to use them beyond the purposes of the study.

3.3.2 Teacher Questionnaire

3.3.2.1 Design

The questionnaire items were designed by the researcher drawing largely from the insights of the review of literature, her own knowledge of the field and the consultations with the experts. Since the areas of the study under investigation are rather wide in scope it was decided to keep questionnaire items at a reasonable minimum. The first draft of the questionnaire was submitted to a group of experts on language and literature teaching who decided on the content validity of the items. Dornyei (2007) argues that the content validity concerns the "expert judgement about test content" (p.51). Following a few constructive remarks from the experts, necessary adjustments were made and the agreement was reached that the items sufficiently covered the scope of the study and suited well its purposes.

Different methodological issues concerning the design and administration of the questionnaire were also attended with necessary care.The study decided to usea self-administered and pencil-and-paper type of questionnaire which Brown (2001) describes a s"any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.6). Then it was decided on the types of data to be obtained. The first type of data concerned the factual information about participants (the demographic characteristics like gender, age, educational background, work experience, place of employment, etc.). The other type related to non-factual information (attitudes, opinions, beliefs, and thoughts of the respondents).The preliminary draft consisted of 165 items. As a result of the consultations held with the experts the final version was adjusted with the number of items reduced to 135.

During the questionnaire design process the researcher was particularly careful about the wording of the questionnaire items, as the wrong wording was likely to have unpredictable effects on the responses due to the individual differences in perceptions among the participants. Indeed, a change in wording can produce radically different results. To avoid the unpredictability of the effects on the teachers' responses, the study employed Liekert type multi-item scales as the most appropriate type of a questionnaire. As proved by a great many of studies Liekert scales tend to produce accurate results of measurements. In this light, the current study agrees with Dornyei (2007)who states that with Liekert type scales "any idiosyncratic interpretation of an item would be averaged out during the summation of the item scores" (p.104).

The questionnaire consists of 9 parts in total. The first two parts ask teachers eleven factual questions about their gender, their age, their current place of employment, duration of their employment, their pre-service and in-service training. The last item in this part asks teachers to express their opinions in terms of their perceived need for in-service training in literature teaching. The third part consists of 29 items asking teachers to rate their opinions about different categories of the aims in literature teaching. The fourth part consists of 23 items asking teachers to rank their opinions about different literature types and genres. The fifth part consists of 37 items and asks teachers to indicate the extent of their agreement or disagreement on different teaching approaches and types of activities suitable for the use in literature teaching. The sixth part consists of 9 items asking teachers to rate their opinions about different types of assessment procedures that could be used in literature teaching. The seventh part consists of 18 questions asking the teachers' opinions on different syllabus types that could be used as models for literature syllabus design. The eighth part has 6 items asking teachers to rate their opinion about different problems that are likely to be encountered in the teaching of English literature course. The last part of the questionnaire consists of 1 item which was designed as an open-ended question and aimed to strengthen the quantitative data of the eighth part. This item asks teachers to use the space provided to write about any other problem they think as likely to occur in the teaching of English literature course. The blank space allows teachers to freely express their personal opinions about the topic.

Formatting of the questions varied in terms of the types of questions. In addition to the five-point Liekert scales used in the majority of the questionnaire, the 'yes-no' type of closed-ended questions were also included in the second part. These questions ask information that can normally be obtained only through the 'yes' or 'no' questions. The five points Liekert scales provide ranking choices in terms ofthe (1) Strongly Disagree, (2) Disagree, (3) Undecided/Uncertain, (4) Agree, and (5) Strongly Agree. The four-point Liekert scales in the eighth part were changed based on the results from the pilot study to three-point scales with the final choices in terms of (1) Not at All a Problem, (2) Moderate Problem, and (3) Serious Problem. The questions were formulated in such way as to avoid biasing the answers. Special attention was paid thus to their phrasing using neutral terms and simple language. The items are sequenced following the order of the research questions.

The overall formatting of the questionnaire follows the standard type. The title was included to allow the respondents to make accurate inferences about the main themes of the study. The title was meant to activate the teachers' background knowledge. The introductory statement was incorporated at the beginning of the questionnaire with the brief description of the study and the assurances of the confidentiality and anonymity. There also were included instructions on how teachers were supposed to answer the questions. The additional information provided contained the name, the address, and the telephone of the researcher in case if the respondents wished to make a contact. Finally, after a few adjustments were made into the questionnaire in compliance with the Ministry's granting permission, the final draft was made ready (AppendixE and F) and applied.

3.3.2.2 Pilot Study: Reliability and Validity

It was considered important by the present study to ensure that prior to the final administration the questionnaire produced reliable and valid measurements and scores. Reliability of scores and measurements implies the research producing consistent results with different samples and in different contexts. In Silverman's (2005) definition of the term, reliability is a "degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions" (p.224). In other words, "the same results should be expected in case the research study was to be replicated" (Morse and Richards, 2002,

p.168). Apart from the quality concerns, the study also wanted to check if all of the variables were covered by the questionnaire to avoid any unpleasant surprises at the final results. In order to ensure the reliability of the data, the draft questionnaire was piloted on a small group of teachers at five state Anatolian high schools in different regions of Turkey as shown in Table 19.

Table 19

Participants from the Pilot Study

Schools	Cities/Districts	Regions	Teachers
Karşıyaka Anatolian High School	İzmir/ Karşıyaka	Aegean	8
Uluğbey Anatolian High School	Ankara/ Altındağ	Central Anatolia	4
Ömer Seyfettin Anatolian High School	Ankara/ Çankaya	Central Anatolia	4
Atatürk Anatolian High School	Mersin/Center	Mediterranean	6
Atatürk Anatolian High School	Siirt/Center	South Eastern Anatolia	2
Total	-		24

In order to obtain the fast returns from teachers a few strategies were used, following the wise advice from Dornyei (2007) who suggests that researchers can use their skills to convince teachers and school administrators that "the survey [is] related to a worthy cause and that their opinion matter[s]" (p.114). The purpose of establishing these direct contacts with the administrators and teachers was to secure their cooperation for participation in the study. By winning support of these authority figures the study also hoped to ensure their positive attitudes.

The responses of the pilot group were put through the statistical analysis. The questionnaire was scrutinized for any "(a) missing responses and possible signs that the instructions were not understood correctly; (b) the range of the responses elicited by each item.... and (c) the internal consistency of multi-item scales" (Dornyei, 2007, p.113). The study wanted to eliminate statistically irrelevant items such as could be"endorsed by almost everyone or by almost no one because they [were] difficult if not impossible to process statistically" (Dornyei, 2007).

The 20.0 version of Statistical Package for Social Science (SPSS) was used to analyze the Cronbach's Alpha coefficient values and the items co-relation values. It was found that the

questionnaire based on the 5-point Liekert scaleshad one ineffective item which reduced the total value of the questionnaire to 0,157. When the item was removed, the total Cronbach's Alpha coefficient was increased to **0.960**, as shown in Table 20. Necessary adjustments made, it was possible to declare all the items and the sub-items reliable.

Table 20

Reliability Statistics: Cronbach's Alpha Coefficient Values for Five-Point Liekert Scales Questionnaire with One Item Removed (pilot study results)

			Scale Mean (item removed)	Scale Variance (item removed)	Total Item Score Correlation (item removed)	Cronbach Alpha coefficient (item removed)	
LITERATURE TEACHING AIMS	**LINGUISTIC AIMS**	ITEM12	456,04	1502,216	,717	,959	,948
		ITEM13	455,83	1509,623	,656	,959	
		ITEM14	455,79	1509,476	,591	,959	
		ITEM15	456,08	1505,384	,529	,959	
		ITEM 16	455,75	1502,370	,615	,959	
		ITEM 17	455,96	1501,433	,606	,959	
		ITEM 18	455,92	1495,471	,646	,959	
		ITEM 19	456,08	1486,688	,754	,959	
	CULTURAL AIMS	ITEM21	455,88	1485,158	,815	,959	,959
		ITEM22	455,79	1493,042	,765	,959	
		ITEM23	455,83	1492,493	,739	,959	
		ITEM24	455,79	1491,389	,842	,959	
		ITEM25	455,75	1497,935	,781	,959	
		ITEM26	455,79	1493,650	,646	,959	
		ITEM27	455,63	1494,071	,688	,959	
	INDIVIDUAL AIMS	ITEM28	456,13	1506,897	,636	,959	,933
		ITEM29	455,96	1506,476	,604	,959	
		ITEM30	456,17	1501,971	,612	,959	
		ITEM31	456,08	1513,036	,551	,959	
		ITEM32	456,13	1493,940	,673	,959	
		ITEM33	456,08	1521,645	,366	,960	
	LITERARY AIMS	ITEM34	456,13	1486,897	,859	,959	,936
		ITEM35	455,96	1490,737	,723	,959	
		ITEM36	455,92	1503,210	,642	,959	
		ITEM37	456,42	1471,558	,858	,958	
		ITEM38	456,29	1482,911	,770	,959	

		ITEM39	455,92	1502,949	,646	,959	
		ITEM40	455,92	1507,645	,614	,959	
		ITEM41	456,08	1493,558	,734	,959	
LITERATURE TYPES		ITEM42	456,38	1506,418	,502	,959	,825
		ITEM43	455,46	1519,389	,552	,960	
		ITEM44	455,79	1510,259	,502	,959	
		ITEM45	456,33	1489,362	,679	,959	
		ITEM46	456,25	1499,413	,660	,959	
		ITEM47	455,88	1508,027	,642	,959	
		ITEM48	457,29	1531,781	,473	,960	
		ITEM49	455,96	1526,216	,483	,960	
		ITEM50	456,17	1518,232	,507	,960	
		ITEM51	456,29	1529,694	,417	,960	
		ITEM52	455,67	1519,188	,549	,960	
		ITEM53	455,54	1520,085	,468	,960	
		ITEM54	455,83	1498,754	,734	,959	
		ITEM55	455,79	1527,476	,307	,960	
		ITEM56	455,79	1542,172	,319	,960	
		ITEM57	455,58	1523,732	,515	,960	
		ITEM58	455,75	1511,978	,355	,960	
		ITEM59	457,54	1526,955	,398	,960	
		ITEM60	457,04	1514,737	,370	,960	
		ITEM61	456,04	1516,650	,509	,960	
		ITEM62	455,58	1515,471	,388	,960	
		ITEM63	456,04	1519,781	,413	,960	
		ITEM64	456,46	1519,824	,386	,960	
TEACHING APPROAHES AND ACTIVITIES	APPROACHES	ITEM65	455,83	1521,971	,467	,960	,809
		ITEM66	456,33	1528,667	,465	,960	
		ITEM67	456,58	1514,688	,399	,960	
		ITEM68	456,54	1513,520	,461	,960	
		ITEM69	456,17	1514,014	,379	,960	
		ITEM70	456,92	1517,471	,359	,960	
		ITEM71	456,17	1514,928	,375	,960	
		ITEM72	456,33	1515,536	,334	,960	
		ITEM73	455,83	1515,797	,454	,960	
	ACTIVITIES	ITEM74	456,42	1518,601	,328	,960	,819
		ITEM75	456,79	1516,259	,351	,960	
		ITEM76	455,42	1518,254	,334	,960	
		ITEM77	456,67	1518,841	,327	,960	
		ITEM78	455,79	1532,781	,390	,960	

		ITEM79	455,92	1515,558	,479	,960	
		ITEM80	455,88	1518,201	,459	,960	
		ITEM81	455,79	1514,346	,553	,959	
		ITEM82	455,96	1504,129	,567	,959	
		ITEM83	455,79	1529,998	,360	,960	
		ITEM84	456,08	1510,080	,305	,960	
		ITEM85	456,38	1511,375	,385	,960	
		ITEM86	455,67	1510,667	,345	,960	
		ITEM87	456,08	1513,384	,441	,960	
		ITEM88	455,92	1513,471	,448	,960	
		ITEM89	455,83	1521,797	,422	,960	
		ITEM90	455,92	1514,254	,545	,959	
		ITEM91	455,58	1537,645	,365	,960	
		ITEM92	456,00	1509,130	,538	,959	
		ITEM93	455,83	1516,319	,446	,960	
		ITEM94	455,83	1510,928	,577	,959	
		ITEM95	455,71	1531,868	,341	,960	
		ITEM96	456,08	1526,428	,311	,960	
		ITEM97	456,46	1521,650	,345	,960	
		ITEM98	455,83	1509,623	,600	,959	
		ITEM99	456,58	1541,123	,338	,960	
		ITEM100	456,50	1521,565	,369	,960	
		ITEM101	456,58	1521,906	,337	,960	
ASSESSMENT PROCEDURES	**ASSESSMENT PROCEDURES**	ITEM102	456,54	1533,303	,351	,960	,673
		ITEM103	456,33	1542,058	,333	,960	
		ITEM104	456,13	1552,462	,390	,960	
		ITEM105	456,04	1529,694	,337	,960	
		ITEM106	456,04	1508,303	,568	,959	
		ITEM107	456,21	1534,781	,346	,960	
		ITEM108	456,00	1538,783	,303	,960	
		ITEM109	456,17	1525,971	,399	,960	
		ITEM110	456,08	1524,862	,419	,960	
SYLLABUS TYPES	**SYLLABUS TYPES**	ITEM111	456,21	1523,216	,603	,960	,805
		ITEM112	456,08	1556,688	,308	,960	
		ITEM113	456,38	1531,810	,388	,960	
		ITEM114	456,17	1518,928	,494	,960	
		ITEM115	456,54	1531,042	,311	,960	

ITEM116	456,33	1533,014	,334	,960
ITEM117	456,04	1527,520	,359	,960
ITEM118	456,13	1526,984	,389	,960
ITEM119	456,58	1528,601	,373	,960
ITEM120	455,96	1525,955	,436	,960
ITEM121	456,79	1492,346	,610	,959
ITEM122	456,58	1493,210	,739	,959
ITEM123	456,21	1520,607	,493	,960
ITEM124	456,67	1524,754	,316	,960
ITEM125	456,42	1515,036	,425	,960
ITEM126	456,67	1509,101	,435	,960
ITEM127	456,54	1531,650	,348	,960
ITEM128	456,21	1527,303	,352	,960

N= 24 (α) = 0,960 Number of Variables = 116

To test the reliability of the questionnaire items, together with the Cronbach's Alpha values, the total score correlation values also need to be calculated (Şencan, 2005, 257-62; Büyüköztürk, 2004, 165). Accordingly, these values should not be less than 0,30. As shown in Table 20, the analysis from the pilot study of the 5-point Liekert scales revealed that there was no value lower than **0,31**.

In what concerns the 4-point Liekert scales, following the results of the pilot study it was decided to change the four-point Liekert scales in the eighth part of the questionnaire to the three-point Liekert scales to strengthen the reliability statistics for the six items in this part. This procedure allowed to increase the Cronbach Alpha coeffiecient for these items to **0,625**, as shown in Table 21. It was possible thus to declare these items also reliable.

Table 21

Reliability Statistics: Cronbach's Alpha Coefficient Values for 3-Point Liekert Scales Questionnaire (pilot study results)

	Scale Mean (item removed)	Scale Variance (item removed)	Total Item Score Correlation (item removed)	Cronbach Alpha coefficient (item removed)	
ITEM129	12,13	3,158	,323	,598	
ITEM130	11,83	2,928	,451	,538	
ITEM131	11,96	3,085	,450	,542	
ITEM132	11,50	3,739	,223	,625	,625
ITEM133	11,38	3,375	,491	,543	
ITEM134	11,63	3,549	,240	,624	
N= 24	(α) = 0,625Number of Variance = 6				

Most studies conduct the factor analysis to test the validity of measuring devices. For this purpose, they apply Kaiser-Meyer-Olkin (KMO) and Barlett tests. If KMO test results are over 0,5 and the Barlett test results are found meaningful then it is possible to conduct the Component Factor Analysis to identify the principal components of the tested device. In order to determine the number of factors the Eigenvalue statistics is calculated. Factors with Eigenvalue over 1 are considered meaningful. (Kalaycı et al, 2006, pp.321-322). On the other hand, it is preferable to have the factor-loading value as 0,40 and more (Büyüköztürk, 2004). Thus, following the pilot study analysis, KMO test value was found to be **0,619** which was more than 0,50. Kalaycı (2006) states that the closer KMO value to 1 the more suitable is the dataset for the factor analysis(p.327). The Barlett test values were also calculated and the sig.value was found meaningful at **p = 0,000<0,01** / $\chi 2$=4662,007. Deciding on the number of factors the study wanted to ensure that the Eigenvalue was more than 1, and the factor-loading value was 0,40 or more. In the end, the factor-loading values were found more than 0,46 which explained 85,612% of the total variable variance for the 116 items.

In what concerns the 3-point Liekert scales, during the factor analysis phase, Keiser-Meyer-Olkin (KMO) test value was found to be **0,522** which demonstrated the suitability of the dataset for the factor analysis. The Barlett test sig.value was found meaningful at **p =**

0,007<0,01 / $\chi 2$=29,706 which demonstrated the meaningfulness of the correlation between variables. Finally, the factor-loading value was found to be more than 0,64 which explained 64,635% of the total variable variance for the 6 items.

3.3.2.3Final Administration: Reliability and Validity

The final data collection procedure started in April 2016 and lasted for about one month. 150 questionnaires implemented on hardcopies were sent through postal delivery services to 32 state Anatolian high schools in different parts of the country. 120 questionnaires were returned. Several questionnaires were discarded from the data analysis for missing information. Some questionnaires were returned completely empty or no returned at all. There were also instances when teachers simply did not want to participate in the study or were not available in the period of the data collection for different reasons (abroad trips, sick leaves, maternity leaves etc.). Therefore, out of 150 questionnaires, 108 in total were used for the quantitative analysis. From 108 questionnaires, only 22 contained answers to the open-ended question and were included in the qualitative analysis.

Following the results of the final administration of the questionnaire, the reliability and validity statistics were calculated again, as shown in Table 22. The Cronbach's Alpha coefficient value for 116 items based on 5-point Liekert scales was found again to be **0,960** which allowed the study to declare these items reliable. The total score correlation values for the 5-point Liekert scales demonstrated that there was no item found with value less than **0,34**. Therefore, it was possible to declare these items reliable.

For the six items in the last part of the questionnaire based on the 3-point Liekert scales the Cronbach's alpha coefficient value was found to be **0,682** and their total score correlation value no less than **0,39**. Therefore, it was possible to declare these items reliable too.

The KMO value for the 116 items on the 5-point Liekert scales was calculated to be **0,861** which showed the suitability of the scales for the factor analysis. The Barlett test sig.value was found meaningful at **p = 0,000<0,01** / $\chi 2$=4865,085. The KMO value for the 6 items based on the 3-point Liekert scales was calculated to be **0,672** which showed that these items were also suitable for the factor analysis.

Table 22

Reliability and Validity Results for the Teacher Questionnaire

	Literature Syllabus Components	**Reliability Coefficient (α-Cronbach's Alpha)**	**KMO**
Aims	Linguistic Aims	,871	,818
	Cultural Aims	,900	,871
	Individual Aims	,889	,855
	Literary Aims	,936	,894
Different Types of Literature	Literary Genres	,718	,689
	Classics/Popular	,684	,500
	Original/Simplified	,646	,500
	Thematic Genres	,841	,795
	Periods	,779	,588
	Cultural Origins	,644	,500
Approaches and Activities	Approaches	,787	,716
	Activities	,927	,831
Assessment Procedures	Assessment Procedures	,762	,734
Types of Syllabus	General Orientation	,663	,500
	Organizing Principle	,881	,837
	Format	,671	,681
Problems	Problems	,682	,672

3.3.3 Language Proficiency Test

In December 2015 the present study administered the language proficiency test (Appendix G) on one hundred thirty one (131) 9th grade students studying at state high schools, as shown in Table 19 with the purpose of establishing their actual English proficiency levels. The test was provided by the ‘Cambridge University Press’and titledthe *‘English Unlimited Placement*

Test'. The test was retrieved from the official website of the 'Cambridge University Press'. As the test was available for public use the study did not have to obtain the provider's permission to administer it. The only permission needed was from the MNE. Since the 'Cambridge University Press' always provides guarantees and quality insurances for its products the present study did not have to verify the reliability and validity of the test.

In compliance with the legal regulations onthe study ethics all references to the name of the provider and the original name of the test were removed prior to the administration. The original test contains 120 written multi-choice questions, 20 for each language level covering in total the six CEFR levels from A1 to C1. As the test was conducted onhigh school 9th grades, out of practicality reasons, the researcher had to consider limiting the test to the four CEFR levels (A1, A2, B1, B1-B2) as shown in Table 23.

Table 23

CEFR Levels for English Proficiency

	Starter	**Elementary**	**Pre-intermediate**	**Intermediate**
CEFR levels	**A1**	**A2**	**B1**	**B1-B2**
Written test score	0-15	16-35	36-55	56+

During the procedure students were given written instructions on how to complete the test. They were required to spend no more than 40 minutes and stop when the questions became too difficult. The researcher used the written test key provided with the original test to place the students at one of the four levels.

The main intention for conducting the test was to verify whether the 9th grade students' actual levels were what they were supposed to be according to the national curriculum. Thus, in accordance with the "English Language Teaching Program of the National Curriculum for Primary Education" (MNE, 2013) covering 7 years of foreign language instruction between 2-8 grades, the students of the last 8th grade are expected to pass A2 (elementary) level of proficiency as this has been defined to be the learning outcome of the seven years of instruction for levels A1 and A2 of the English language course. In other words, 9th grade students should be expected to study at level B1 and be able to pass B1 level at the end of the

grade. By establishing the actual proficiency levels of the student, the current study would be able to suggest at what preliminary level the syllabus for English literature teaching should be actually designed.

3.4 Data Analysis

Statistical operations for the analysis of the quantitative data were based on the computer package program (version 20.0) SPSS (Statistical Package for the Social Sciences) which accomplished the bulk of the mathematical work and produced the straightforward results. Apart from the reliability and validity statistics of the questionnaire items presented in the data collection section of the study, the data analysis also demonstrated the distributional frequencies and percentages in terms of the teachers' demographic characteristics. Independent sample t-test, one-way ANOVA, Tukey and LSD tests were used to demonstrate the participation rates of teachers to the questionnaire items and to determine whether there were significant differences between sample means in terms of their demographic characteristics.

Content analysis method was used to process the qualitative data collected from the open-ended item of the questionnaire. Since the open-ended item presented only one theme, the responses were analyzed to identify any meaningful sub-themes which were later coded, organized, grouped and commented by the researcher. The content analysis required a measure of interpretation skills and a measure of skills for summarizing on the part of the researcher. The respondents' answers to this item contained textual information which had to be condensed in order to produce a meaningful set of values.

For closed-ended questionnaire items the coding was not complex. As Likert scales had pre-determined response options it was rather easy to assign a numerical value to each. For factual information questions the coding was more complex because there were as many coding categories as there were answers in all the questionnaires. As Dornyei (2007, p.199) points out, "with such items the coding frame is continuously extended during the processing of the data, with every new language mentioned by the respondents being assigned a new number". Nevertheless, it was possible to identify, code and mathematically transform the different sub-categories based on textual responses. The first and second parts of the questionnaire

contained the textual data which in the data analysis phase was converted through the coding procedure into numbers. Each variable was identified and defined for itself to make its numerical value meaningful and easy to understand.

The coding of the language test was not as complicated as it was for the questionnaire because the test scores were in themselves the values of each variable. Thus the test scores were admitted as having true values and did not have to go through any additional identification or coding procedure.

As common practice in statistical operations a certain amount of data manipulation involving slight changes in the dataset was undertaken to "make it more appropriate" for statistical calculations. Such changes were not intended to have any negative impact on the outcome of the results. Data was manipulated on several points: "handling missing data and standardizing the data" (Dornyei 2007,p.204). It was not known however whether the data were missing deliberately or by accident. Dornyei (2007, p.205) stresses the necessity of providing valid values for every variable per each person. Otherwise, he argues, the respondent will be automatically excluded from the entire data analysis. He argues that this issue is particularly important in multivariate statistics when many variables are examined at the same time (p.205). It is quite common in questionnaire surveys to have some missing values. Eliminating the entire sample from the analysis does not serve the purposes of the research. As Dornyei (2007,p.205) rightly points out, the research risks losing as much as half of its sample this way, which is clearly undesirable. Thus, whenever the study encountered such problematic instance, it used the SPSS program to compensate for the missing data without any bias to the ultimate results. The maximum likelihood estimates were thus introduced. Instead of deleting the whole case from the statistical operations, the research used data-saving or data-compensating statistical procedures to keep the sample alive and to continue to use it for the rest of the analysis.

In agreement with Dornyei's (2007) suggestion that in a "well-designed questionnaire [which] contains multiple items focusing on each content area […..] parallel items need to be summed up in 'multi-item scales' for the purpose of analysis" (p.206), during the data manipulation phase, some of the data reduction procedures were used to make the size of the variables more manageable. Reducing the dataset to more manageable size was intended to get at "fewer but

broader variables that carry almost as much information as the original variable" (Dornyei 2007, p.206).

The present study analyzed the participating rates of the teachers' responses on the 5-point and 3-point Liekert scales of the questionnaire. As shown in Table 24 and Table 25, arithmetic mean scores were calculated on the basis of the formula for rating scales known as "Gap Width = Sequence Width/ Group Count" which determine score intervals as 4/5=0,80 (Tekin,1996).

Table 24

5-Point Liekert Scales Score Intervals

(5) Strongly Agree	4,20 – 5,00
(4) Agree	3,40 – 4,19
(3) Undecided/Uncertain	2,60 – 3,39
(2) Disagree	1,80 – 2,59
(1) Strongly Disagree	1,00 – 1,079

Table 25

3-Point Liekert Scales Score Intervals

(3) Serious Problem	2,44 – 3,00
(2) Moderate Problem	1,67 – 2,43
(1) Not at all Problem	1,00 – 1,66

CHAPTER 4

RESULTS and DISCUSSIONS

The present study sought to find answers to the following eight questions. First, what should be the aims of teaching English literature? Secondly, what literature types should be taught? Thirdly, what teaching approaches and activities should be adopted for English literature teaching? Fourthly, what kinds of assessment procedures should be adopted for English literature? Fifthly, what syllabus type and shape would be most suitable for this course? Sixthly, what problems are likely to be encountered in English literature teaching? Seventhly, what are the differences between teachers' opinions with regard to English literature teaching in terms of gender, age, employment place, length of service and education status? Finally, what are the levels of English language proficiency of students suggested for taking English literature course? On the basis of the quantitative and qualitative results the study shall attempt to provide answers to these questions.

4.1 Quantitative Results: Teacher Questionnaire

4.1.1Demographic Characteristics

The first two parts of the teacher questionnaire provided three-fold information about the teachers' demographic characteristics. First, information was provided about teachers' gender, age, places of employment, length of employment, education status, academic status and pre-service training. Secondly, information was provided about teachers' experience in terms of in-service training in English literature teaching, andteachers' experience in terms of teaching English literature course. Finally, the study revealed information about teachers' opinions in

terms of what they thought about the necessity for an in-service training on English literature teaching.

As shown in Table 26, among English teachers in the study there were 79 female and 29 male teachers in the study. Females made 73,1% of the total number. Males made 26,9% of the total number of participants. In sum, the majority of participants were females.

Table 26

Statistics of Teachers' Gender

Characteristics	**N**	**%**
Gender		
Female	79	73,1
Male	29	26,9

Table 27 shows that among English teachers there were 17 teachers aged 25 and less, who made 15,7% of the total number of teachers. There were 11 teachers aged between 26-30, who made 10,2% of the total number. There were 17 teachers aged between 31-35, who made 15,7% of the total number. There were 28 teachers aged between 36-40, who made 28% of the total number. There were 18 teachers aged between 41-45, who made 16,7% of the total number. There were 27 teachers aged 46 and more, who made 25% of the total number. Thus, a majority of English teachers in the present study were aged 36 and over.

Table 27

Statistics of Teachers' Age

Characteristics	**N**	**%**
Age		
25 –	17	15,7
26-30	11	10,2
31-35	17	15,7
36-40	28	25,9
41-45	18	16,7
46 +	27	25,0

As shown in Table 28, in terms of the regions and districts of teachers' employment, it was found that among English teachers 17 teachers were employed in the Mediterranean Region (11 teachers in Antalya, 6 teachers in Mersin), 12 teachers were employed in the Eastern Anatolia Region (6 teachers in Erzurum, 6 teachers in Kars), 15 teachers were employed in the Aegean Reagion (9 teachers in Denizli, 6 teachers in İzmir), 9 teachers were employed in the South Eastern Anatolia Region (2 teachers in Siirt, 7 teachers in Şanlıurfa), 29 teachers were employed in the Central Anatolia Region (12 teachers in Ankara, 9 teachers in Kayseri, 8 teachers in Konya), 16 teachers were employed in the Black Sea Region (9 teachers in Samsun, 7 teachers in Trabzon) and 10 teachers were employed in the Marmara Region (10 teachers in İstanbul). Thus, compared to the numbers of teachers from different regions, teachers from Central Anatolia Region were in majority (29 teachers). The least number of teachers was from the Mediterranean Region (7 teachers), followed by the South Eastern Anatolia Region (9 teachers). In terms of the districts of employments, a majority of teachers were from Ankara (12 teachers), and a minority of teachers were from Siirt (2 teachers).

Table 28

Statistics of Regions and Districts of Teachers' Employment Area

Characteristics	**N**	**%**
Regions of Employment		
Mediterranean	17	15,7
Eastern Anatolia	12	11,1
Aegean	15	13,9
South Eastern Anatolia	9	8,3
Central Anatolia	29	26,9
Black Sea	16	14,8
Marmara	10	9,3
Districts of Employment		
Mediterranean/ Antalya	11	10,1
Mediterranean/ Mersin	6	5,6
Eastern Anatolia/ Erzurum	6	5,6
Eastern Anatolia/ Kars	6	5,6
Aegean/ Denizli	9	8,3
Aegean/ İzmir	6	5,6
South Eastern Anatolia/ Siirt	2	1,9
South Eastern Anatolia/ Şanlıurfa	7	6,5
Central Anatolia/ Ankara	12	11,1
Central Anatolia/ Kayseri	9	8,3
Central Anatolia/ Konya	8	7,4
Black Sea/ Samsun	9	8,3
Black Sea/ Trabzon	7	6,5
Marmara/ İstanbul	10	9,2

As shown in Table 29, among English teachers from the study 19 teachers had 1-5 years-in-service experience (17,6%), 9 teachers had 6-10 years-in-service experience (8,3%), 24 teachers had 11-15 years-in-service experience (22,2%), 35 teachers had 16-20 years-in-service experience (32,4%), and 21 teachers had 21 years and more years-in-service experience (19,4%). Thus, teachers with 16 and more years-in-service experience were in majority.

Table 29

Statistics of Teachers' Years-in-Service Experience

Characteristics	**N**	**%**
Years in Service		
1-5 Years	19	17,6
6-10 Years	9	8,3
11-15 Years	24	22,2
16-20 Years	35	32,4
21 Years and more	21	19,4

As shown in Table 30, there were 67 teachers who were graduates from ELT departments of university which constituted 62,0% of the total number. There were 35 teachers who were graduates from (ELL) English Language and Literature departments which constituted 32,4% of the total number. There were 6 teachers who graduated from other departments of university which constituted 5,6% of the total number. Thus, a majority of teachers were graduates from ELT departments of university.

Table 30

Statistics of Teachers' Departments of Graduation

Characteristics	N	%
Department of Graduation		
ELT	67	62,0
English Language and Literature - ELL	35	32,4
Other	6	5,6

As shown in Table 31, among the teachers 98 teachers had BA (Bachelor) degrees and constituted 90,7% of the total. 10 teachers had MA (Master) degrees and constituted 9,3% of the total. Thus, teachers from the present study who had BA degrees were in majority.

Table 31

Statistics of Teachers' Academic Title

Characteristics	N	%
Academic Title		
Bachelor	98	90,7
Master	10	9,3

As shown in Table 32, among English teachers of the study there were 67 teachers who were trained to teach English language which constituted 62,0% of the total number. There were 35 teachers who were trained to teach English Language and Literature constituted 32,4% of the total number. There were 6 teachers who were trained to teach other subjects which constituted 5,6% of the total number. Thus, a majority of teachers from the present study were trained to teach English language.

Table 32

Statistics of Teachers' Pre-Service Training

Characteristics	N	%
Pre-Service Training		
ELT	67	62,0
English Language and Literature	35	32,4
Other	6	5,6

As shown in Table 33, there were 48 teachers (44,4%) who received in-service training on English literature teaching. There were 60 teachers (55,6%) who did not receive in-service training on English literature teaching. Thus, a majority of English teachers from the present study did not receive in-service training on English literature teaching.

Table 33

Statistics of Teachers' In-Service Training in English Literature Teaching

Characteristics	N	%
In-Service Training on English Literature Teaching		
Yes	48	44,4
No	60	55,6

As shown in Table 34, 37 teachers had previous experience in teaching English literature course, which constitutes 34,3% of the total number. 71 teachers did not have previous experience in teaching English literature course, which constitutes 65,7% of the total number. Thus, a majority of teachers from this study did not have previous experience in teaching English literature course.

Table 34

Statistics of Teachers' Experience in Teaching English Literature Course

Characteristics	N	%
Experience in Teaching English Literature Course		
Yes	37	34,3
No	71	65,7

As shown in Table 35, there were 21 teachers who taught English literature course to one grade, which constitutes 19,4% of the total number. There were 6 teachers who taught English literature course to two grade, which constitutes 5,6% of the total. There were 5 teachers who taught English literature course to three grades, which constitutes 4,6% of the total and there were 5 teachers who taught English literature course to four grades, which constitutes 4,6% of the total number. Thus, a high majority of teachers taught English literature course to one grade.

Table 35

Statistics of the Number of Grades Teachers Taught English Literature Course

Characteristics	N	%
Number of grades that teachers taught English Literature Course		
1	21	19,4
2	6	5,6
3	5	4,6
4	5	4,6

As shown in Table 36, there were 57 teachers who thought there was a need for in-service training on English literature teaching. They constituted 52,8% of the total number. There were 24 teachers who thought there was no need for in-service training on English literature

teaching. They constituted 22,2% of the total number. There were 27 teachers who were not sure whether there was a need for in-service training on English literature course. They constituted 25% of the total number. Thus, a clear majority of teachers stated their opinion in favor of a need for in-service training on English literature teaching.

Table 36

Statistics of Teachers' Opinions on a Need for In-Service Training in English Literature Teaching

Characteristics	**N**	**%**
Need for in-service training in English Literature teaching		
Yes	57	52,8
No	24	22,2
Not sure	27	25,0

4.1.2 Aims of English LiteratureTeaching

Table 37 shows the results of the mean scores of the participants' responses to the third part of the questionnaire on the possible aims of English literature teaching where they were asked to rate for each aim the extent of their agreement or disagreement to include it into the elective English Literature course teaching syllabus.

Table 37

Mean Scores of Teachers' Responses on the Aims of English Literature Teaching

		Aims of English Literature Teaching	**Mean**	**Standart Deviation**
Linguistic Aims	13	Improve language proficiency levels	4,06	,812
	14	Develop linguistic skills (four language skills)	4,03	,767
	15	Develop comprehension skills (meaningful learning)	4,21	,737
	16	Develop communicative skills (effective communication with others inEnglish)	3,97	,942

	17	Develop vocabulary knowledge	4,40	,655
	18	Develop knowledge of language forms, grammatical structures andlinguistic varieties in style, register, and genre.	4,07	,817
	19	Develop awareness of and a practical skill in metaphorical uses of language (understanding different meanings of the same word)	4,30	,714
	20	Expand articulacy, accuracy and fluency	3,95	,790
Cultural Aims	21	Develop awareness of the literature of English speaking communitiessuch as British, American, Australian Literature	3,95	,847
	22	Develop understanding / appreciation of cultures, ideologies and values of others	4,04	,784
	23	Develop understanding / appreciation of one's own culture, ideologies and values	4,10	,748
	24	Develop capacity to compare and contrast one's own culture and another one	4,19	,712
	25	Develop awareness of universal values of humanity	4,19	,712
	26	Develop knowledge of intellectual, social, political and cultural traditions	4,18	,708
	27	Develop awareness about manners, attitudes, beliefs, feelings	4,17	,803
Individual Aims	28	Give access to authentic language sources, real life contexts, authentic situations and genuine acts of communication in target language	4,01	,815
	29	Give lifelong pleasure and enjoyment from reading literature	4,01	,881
	30	Develop cognitive and affective skills (social and emotional skills)	4,00	,773
	31	Develop critical thinking skills using imagination and creativity	4,19	,699
	32	Train intelligence	3,89	,857
	33	Cultivate a sense of self-fulfilment	3,96	,831
Literary Aims	34	Develop capacity to find inherent meanings in literary texts.	4,03	,837
	35	Develop capacity to draw moral values from literary texts and relate them to one's own life by giving free expression to feelings, ideas and thoughts	3,97	,767
	36	Develop understanding and appreciation of the aesthetic values of literature	4,01	,767
	37	Develop knowledge about literary canon (high literature /works of authority)	3,84	,888

38	Develop understanding of literary deviations from rules and norms	3,79	,865
39	Develop knowledge and the use of key literary concepts: plot, setting, turning point, theme, narrator, characterisation etc.	4,07	,851
40	Develop knowledge about literary genres, movements, authors, biographies	4,08	,775
41	Develop knowledge and ability to use key literary devices: allegory, metaphor, alliteration, simile etc.	4,04	,885

According to the mean scores of teachers' responses as shown in Table 37 it was found that within the category of linguistic aims of English literature teaching teachers rated all the items with "strongly agree" and "agree" as the choices of their response and gave the highest scores tosuch aims as "develop comprehension skills (meaningful learning)", "develop vocabulary knowledge" and "develop awareness of and a practical skill in metaphorical uses of language (understanding different meanings of the same word)" in items 15, 17, 19 respectively.Within the category of cultural aims teachers rated all the items with "agree" as the choice of their response and gave high scores to such cultural aims as "develop capacity to compare and contrast one's own culture and another one" and "develop awareness of universal values of humanity" in items 24 and 25 respectively. Within the category of individual aims of English literature teaching teachers also rated all the items with "agree" as the choice of their response givinga high score tothe aim "develop critical thinking skills using imagination and creativity" in item 31. Within the category of literary aims teachers again rated all the items by choosing "agree" asthe choice of their response and gave high scores to such aims as "develop knowledge and the use of key literary concepts: plot, setting, turning point, theme, narrator, characterization etc.", and "develop knowledge about literary genres, movements, authors, biographies" in items 39 and 40 respectively. However, the analysis of the mean scores compared among four categories of aims revealed that teachers gave the highest score to linguistic aims. The second highest score was given to cultural aims. Individual aims were rated third in score. In terms of literary aims, the mean scores of teachers' responses rated them lower than the other three categories. Thus, although teachers in general agreed that linguistic aims, cultural aims, individual aims and literary aims should be included into the syllabus, the analysis showed that literary aims were last in the ratings and linguistic aims were first.

4.1.3 Types of English Literature

Table 38 shows the results of the mean scores of participants' responses to the fourth part of the questionnaire on the key aspects of English literature in terms of the types of literature. Teachers were asked to rate each aspect by indicating the extent of their agreement or disagreement to include it into the elective English Literature course teaching syllabus.

Table 38

Mean Scores of Teachers' Responses on the Key Aspects of English Literature in Terms of the Types of Literature

		Types of English Literature	Mean	Standart Deviation
Literary Genres	42	Prose: Novels	3,61	1,126
	43	Prose: Short stories	4,36	,603
	44	Drama	4,13	,876
	45	Poetry	3,66	1,078
Classics/Non-classics	46	Classics/ canonized texts/ the most representative or central works in a period or genre/ high literature/ elite/ officially recognized as literary models	3,55	1,088
	47	Popular/ Best-sellers/Alternative (written for the masses and large audiences with the aim to entertain)	3,87	1,033
Original/ popular	48	Original/ unmodified	2,94	1,044
	49	Simplified/ graded readers/ adapted to students' proficiency levels	4,19	,787
Thematic Genres	50	Realistic fiction/ autobiography	3,91	,838
	51	Tragedy / horror/ violence	3,53	,932
	52	Adventure / mystery	4,20	,608
	53	Comics (picture novels, graphic novels, cartoon stories)	4,18	,747
	54	Folk literature (songs, legends, fairy tales, epic, fables, proverbs, idioms etc.)	4,05	,790
	55	Fantastic / Science-fiction	4,02	,773
	56	Love stories/ romanticism	3,89	,857
	57	Comedy / humour/ parody / satire	4,13	,821
	58	Detective stories	4,19	,755

Periods	59	Old Ages – Middle Ages	3,11	1,088
	60	Renaissance/ Elizabethean/ Restoration / Romantic/Victorian (1500-1900)	3,28	1,134
	61	Modern period (1900 – 1945)	3,92	,844
	62	Contemporary period (1945 – the current age)	4,13	,876
Cultural Origin	63	Literature of English-speaking countries: American, British, Australian etc.	4,04	,722
	64	Multicultural literature / World literature	3,81	,952

According to the mean scores of teachers' responses as shown in Table 38, it was found that in terms of literary genres short stories and drama in items 43 and 44 scored the highest with the teachers strongly in favor for the inclusion of these genres into the English literature syllabus. Though novels and poetry scored high as well, their scores were much lower compared to those for short stories and drama. Between classic genre and non-classic genre (popular genre), although agreeing on both, teachers scored popular literature in item 47 higher than classic literature. In terms of the types of literature defined according to the levels of difficulty, teachers gave significant scores to simplified literature in item 49 preferring it to original literature. Simplified literature scored the highest with the average teacher ticking the "strongly agree" response, while original literature scored low with the average teacher ticking the "undecided/uncertain" response. Within the category of thematic genres of literature, teachers gave the highest scores to adventure/mystery, comics (picture novels, graphic novels, cartoon stories), comedy/humor/parody/satire and detective stories,rating them by ticking the "strongly agree" responses in items 52, 53, 57 and 58. Thematic genre of tragedy/horror/violence in item 51 received the lowest score among all thematic genres with the average teacher's opinion being very close to "undecided/uncertain". According to the periods of English literature, teachers gave high scores to Modern Period and Contemporary Period in items 61 and 62, clearly stating their preferences for these periods over Old Ages-Middle Ages Periods and Renaissance/ Elizabethean/ Restoration/ Romantic/ Victorian Periods in items 59 and 60, which received low scores with the average teacher's opinion being "undecided/uncertain". Literature of English-speaking countries in item 63 scored higher than multicultural literature/ world literature in item 62, demonstrating thus the average teacher's preference for the literature of English-speaking countries: American, British,

Australian, etc. So to conclude, from the list of the different types of literature rated by teachers, the results showed that the average teacher's opinion was the highest for the following types: shorts stories, drama, popular literature, simplified literature, adventure/mystery, comics, comedy/humor/parody/satire, detective stories, Modern period, Contemporary period, and literature of English-speaking countries.

4.1.4 Approaches and Activity Types for English Literature Teaching

Table 39 shows the results of the mean scores of participants' responses to the fifth part of the questionnaire on teaching approaches and types of activities that can be used in English literature course. Teachers were asked to rate each teaching approach and each type of activity by indicating the extent of their agreement or disagreement for their inclusion into the elective English Literature course teaching syllabus.

Table 39

Mean Scores of Teachers' Responses on the Teaching Approaches and Types of Activities

		Teaching Approaches and Types of Activities	Mean	Standart Deviation
Approaches	65	**Reader Response Approach (Transactional Theory):** Meaning is self-constructed based on the past experiences, expectations, assumptions of the reader and his affective aspects such as feelings, emotions, opinions and beliefs which he expresses freely.	3,84	,751
	66	**Practical Criticism (Applied Criticism):** Students are expected to develop spontaneously an appreciation of literary qualities of a text based solely on their intuitions. Historical context or author's biography is ignored.	3,61	,852
	67	**New Criticism (text-oriented approach, formalist approach, personal response approach):** It is based solely on the evidence found by the text itself. Author's biography and any kind of background information are excluded. Language, form and structure are primary. There is only one inherent meaning in the text and the reader must find it.	3,48	,902
	68	**Traditional Criticism:** It investigates author's biography, and historical, social, moral, political and philosophical contexts in which the text was written.	3,43	,969
	69	**Story Grammar:** It studies such elements of the story as setting, characters, plot, the problem,	3,94	,771

		actions, and theme. Focus is on reading comprehension,understanding of the text structure, how the author organized his ideas within the text.		
	70	**Stylistics**: It is a linguistic study of such language devices as rhetorical figures and syntactical patterns that are considered to produce expressive or literary style.	3,40	,831
	71	**Language-based approach (integrated approach):** language and literature syllabuses are integrated. Learning language is as important as learning literature.	3,76	,819
	72	**Literature as content or cultural approach**: This approach selects texts from literary canon (the classics) with focus on historical, social, political and cultural background. It explores literary genres and rhetorical devices and analyzes literary movements	3,70	,846
	73	**Literature as Personal Growth or Enrichment**: Materials are chosen on the criteria of its appropriateness to students' interests in order to stimulate a high level of personal involvement and encourage students to freely express their feelings and opinions and have personal experiences with the text.	4,06	,783
Activities	74	Teacher lecturing, providing information, commenting about text and the author.	3,44	1,017
	75	The use of L1 in teaching English literature	3,40	1,076
	76	Audio-visual support (movies/ films / video/ overhead projector)	4,44	,631
	77	Grammar translation exercises	3,11	1,138
	78	Reading exercises: extensive reading, reading aloud, close reading	4,25	,672
	79	Story-boards/ picturing / drawing characters, settings, scenes as the reader imagines them in his/her mind	4,28	,695
	80	Character maps / story maps	4,22	,715
	81	Visual and graphic representations to illustrate the story grammar (plot, characterization, theme etc.)	4,21	,749
	82	Guided text-based writing exercises: finding factual information, summary writing, paraphrasing, rephrasing	4,05	,790
	83	Language skills development activities: cloze test, vocabulary exercises, predicting lexical collocations, word associations, jigsaw	4,05	,921
	84	Task-based activities: information-gap, reasoning-gap, opinion-gap	4,08	,775

85	Rhythm and rhyme exercises	3,64	,901
86	Listening comprehension exercises	4,15	,807
87	Study of idioms and colloquial expressions	4,06	,789
88	Drama techniques: story-telling, role-play etc	4,26	,715
89	Identifying literary devices: plot, characters, setting, turning point etc.	4,21	,711
90	Internet and library research	4,20	,783
91	Brain storming	4,39	,653
92	Students' oral presentations	4,28	,747
93	Small group or whole class debates and discussions (students expressing their own thoughts, views and feelings)	4,29	,724
94	Students' comments /interpretations about the text and/or the issues raised by it	4,30	,673
95	Guessing /predicting (What is going to happen next?)	4,43	,630
96	Composition exercises: inferencing, idea formulation, generalization, criticaland creative thinking, theme discussion, speculating on literary devices & style	4,05	,741
97	Identifying literary terms: simile, metaphor, imagery, irony, personification, semantic ambiguity etc.	3,70	,899
98	Culture awareness, comparing/ contrasting different cultures with one's own	4,08	,822
99	Stylistic/ linguistic analysis	3,46	,942
100	Discourse analysis	3,55	,961
101	Use of computer programs	3,59	,977

Analysis of teachers' responses on teaching approaches revealed that teachers gave high scores to the totality of items under this category. On the other hand, out of nine approaches three approaches were found with scores higher than others. Thus, Story Grammar, Literature as Personal Growth or Enrichment, and Language-Based Approach in items 69, 73 and 71 scored higher than the rest of approaches. It must be noted, though, among these three approaches, Literature as Personal Growth or Enrichment scored the highest.

Analysis of teachers' responses on types of activities that can be used in English literature teaching revealed that among all activity types asked to teachers the average teacher scored the

highest audio-visual support (movies/ films/ video/ overhead projects), brain storming, students' comments/ interpretations about the text and/or the issues raised by it, and guessing/ predicting in items 76, 91, 94 and 95 respectively. On the other hand, such activities as teacher lecturing, use of L1, grammar translation exercises, stylistic analysis/ linguistic analysis and discourse analysis in items 74, 75, 77, 99 and 100 respectively scored the lowest among all. In addition to these, it was found that teachers also expressed their strong agreement with reading exercises, story-boards, picturing, drawing, character maps, story maps, visual and graphic representations of the story grammar, drama techniques, story-telling, role play, students' oral presentations, small group or whole class debates and discussionsin items 78, 79, 80, 81, 88, 92 and 93 respectively.

4.1.5 Types of Assessment Procedures for English Literature Teaching

Table 40 demonstrates the mean scores of teachers' responses to the sixth part of the questionnaire where they were asked to rate their opinion on the inclusion of each type of assessment procedures into the English literature course teaching syllabus.

Table 40

Mean Scores of Teachers' Responses on the Types of Assessment Procedures

		Types of Assessment Procedures	Mean	StD
Assessment Procedures	102	Norm-based assessment (students are ranked on a comparative basis in relation to one another).	3,20	,915
	103	Criterion-based assessment (students are assessed according to their individual performance regardless of the performance of others).	3,69	,861
	104	Score for language (four language skills, grammatical competence, communicative competence).	3,86	,814
	105	Score for literature (recognizing and decoding key literary concepts, devices/ interpreting texts/ background information about authors, literary trends etc.)	3,70	,835
	106	Coursework assessment (unit-related performance, task assignments, projects, PowerPoint works, porfolio, tests, quizzes etc.)	4,03	,703
	107	Final examinations	3,92	,844
	108	Self-assessment	4,01	,803

	109	Peer assessment	3,83	,859
	110	Formative feedback to provide information both to teachers and students about the learning process	4,03	,742

On analyzing the mean scores of teachers' responses as shown in Table 40, the present study found that among nine types of assessment procedures teachers scored the highest coursework assessment (unit-related performance, task assignments, projects, PowerPoint presentations, portfolio, tests, quiz), self-assessment and formative feedback in item 106 and 110 respectively. Norm-based assessment in item 102 received the lowest score from teachers who were found uncertain about this type of assessment. Analysis of the scores between norm-based assessment and criterion-based assessment in items 102 and 103 respectively demonstrated that criterion-based assessment scored higher than norm-based assessment. Significant difference was also found between a score for language and a score for literature in items 104 and 105 respectively. Teachers agreed more ona score for language in item 104than they did on a score for literature in item 105.

4.1.6 Types of Syllabus for English Literature Teaching

Table 41 provides the mean scores of teachers' responses to the seventh part of the questionnaire about what type of syllabus they would agree to have adopted as a model for the teaching syllabus of English literature course.

Table 41

Means Scores of Teachers' Responses on the Types of Syllabus

		Types of Syllabus	**Mean**	**Standart Deviation**
General Orientation	111	**Product-oriented** – the focus is on the knowledge which learners should gain as a result of instruction at the end of the course.	3,56	,910
	112	**Process-oriented** – the focus is on the learning experiences gained in the process of instruction.	3,97	,703
Syllabys Organizing Principle	113	**Process-based /Task-based / Procedural:** Based on meaning-focused tasks. Vocabulary or structure are not explicitly taught. Real world tasks (buying food, drawing maps), pedagogical tasks (jigsaw activities, problem-solving tasks)	3,93	,770

	114	**Skills-based:** skills are at the center of attention (listening for gist, listening for main ideas, scanning a reading passage for specific information, inferencing, analyzing, writing memos and research reports, summarizing etc.)	4,08	,657
	115	**Grammatical/structural**: discrete items are introduced one at a time and taught separately; materials are based on topics, themes, settings and situations.	3,46	,847
	116	**Functional-Notional:** conceptual categories called notions (duration, time, quantity etc.) and functions (ability to apologize, to request etc.) form the meaning and communicative capacity as basis of the syllabus	3,79	,854
	117	**Situational:** social situations are at the center of attention (at the bank, in the shop, at the post office etc.)	3,98	,797
	118	**Content-based/ topic-based/ theme-based**: the aim is to give information or teach content. The focus is on the topic or theme (pollution, television, ecology etc.)	3,95	,728
	119	**Proportional/ balanced**: it is a mixture of structural and functional elements. Structures are taught first, then functions.	3,69	,954
	120	**Lexical**: most frequent words are taught.	3,86	,690
	121	**Historical**: it teaches Old English Ages, Middle English Ages, the Renaissance and Modernism. Literary texts are taught in order of historical appearance.	3,31	1,020
	122	**Stylistic**: Explores how language patterns create particular meanings in a text. Meaning is created through reader-text interaction.	3,64	,826
	123	**Mixed or multi-strand**: It is ecclectic and incorporates several syllabuses (topics, tasks, functions, notions, situations, skills, grammar and vocabulary).	3,70	,846
Syllabus Format	124	**Linear**: content is sequenced one discrete item after another. Each unit of progression requires knowledge of previous units.	3,57	,856
	125	**Cyclical/Spiral**: a topic is studied several times at different levels from easy to complex. It is a matter of complexity.	3,66	,929
	126	**Matrix**: old material is studied several times but in diverse contexts and with different topics. It is a matter of diversity rather than of complexity.	3,39	,915
	127	**Modular**: course is divided into independent non-linear units. Each module is complete in itself and doesn't require knowledge of previous modules.	3,30	,969
	128	**Story-line**:syllabus is built on notions and functions which are studied in a narrative-like fashion to ensure thematic continuity and coherence.	3,71	,786

Analysis of teachers' responses on types of syllabus revealed that, within the category of general orientation of syllabuses, process-oriented syllabus scored higher than product-oriented syllabus. Within the category of organizing principle of syllabus, from out of 11 types of syllabuses in items between 113-123 skills-based syllabus in item 114 received the highest score. Teachers also agreed, though in lesser degree than for skill-based syllabus, on the necessity to incorporate into the English literature teaching syllabus process-based/task-based/procedural syllabus typesin item 113 and content-based/ topic-based/ theme-based syllabustypes in item 118. The lowest scores were given to grammatical/structural syllabus type and historical syllabus type in items 115 and 121 respectively. Within the category of syllabus formats, analysis of teachers' responses for items 125 and 128 revealed that cyclical/spiral format and story-line format scored higher than other types of syllabus format.

4.1.7 Problems Encountered in English Literature Teaching

Table 42 demonstrates the mean scores of teachers' responses to the eighth part of the questionnaire on problems that are likely to be encountered in the teaching of English literature course. Teachers were asked to rate their opinions on 3-point scales designed for six items numbered between 129-134.

Table 42

Mean Scores of Teachers' Responses on Problems in English Literature Teaching

		Problems in English Literature Teaching	Mean	StD
Problems	129	Insufficiency or lack of training in literature teaching	2,45	,689
	130	Unavailability of materials to teach literature.	2,33	,723
	131	Teachers lacking self-confidence in teaching literature.	2,22	,789
	132	Low language proficiency levels in students.	2,62	,559
	133	Students' low motivation in learning foreign literature.	2,60	,655
	134	Poorly-equipped libraries.	2,45	,702

Analysis of the mean scores of teachers' responses on problems of English literature teaching revealed that teachers thought that low language proficiency levels of students and students' low motivation in learning foreign literature were serious problems in teaching of English literature. Teachers' responses also indicated that they thought that teachers lacking self-confidence was a moderate problem in literature teaching. Thus, it appears that student-related problems constitute the biggest part of problems.

4.2. Analysis of Differences between Teachers' Opinions: Quantitative Results

4.2.1. Gender

Table 43 shows results of the analysis of differences between teachers' responses from the point of gender.

Table 43

Statistics of the Differences between Teachers' Responses from the Point of Gender

	Gender	Mean	Standart Deviation	t	P
31.Develop critical thinking skills using imagination and creativity	Male	3,90	,772	-2,673	,009
	Female	4,29	,644		
40.Develop knowledge about literary genres, movements, authors, biographies	Male	3,83	,928	-2,111	,037
	Female	4,18	,694		
48. Original/ unmodified	Male	3,41	1,119	2,993	,003
	Female	2,76	,964		
53. Comics (picture novels, graphic novels, cartoon stories)	Male	4,41	,682	2,035	,044
	Female	4,09	,754		
56. Love stories/ romanticism	Male	3,55	1,088	-2,538	,013
	Female	4,01	,725		
80. Character maps / story maps	Male	3,97	,680	-2,307	,023
	Female	4,32	,708		
83. Language skills development activities: cloze test, vocabulary exercises, predicting lexical collocations, word associations, jigsaw	Male	3,69	1,039	-2,497	,014
	Female	4,18	,844		
84. Task-based activities: information-gap, reasoning-gap, opinion-gap	Male	3,72	,797	-3,028	,003
	Female	4,22	,728		
87. Study of idioms and colloquial expressions	Male	3,76	,786	-2,504	,014
	Female	4,18	,764		
97. Identifying literary terms: simile, metaphor, imagery, irony, personification, semanticambiguity etc.	Male	3,34	1,010	-2,578	,011
	Female	3,84	,823		
98. Culture awareness, comparing/ contrasting different cultures with one's own	Male	3,66	,857	-3,443	,001
	Female	4,24	,755		
99. Stylistic/ linguistic analysis	Male	3,14	1,060	-2,213	,029
	Female	3,58	,871		

Results of the analysis demonstrated that there was a significant difference in favor of female teachers in items 31, 40, 56, 80, 83, 84, 87, 97, 98 and 99. Thus, female teachers' opinions were stronger than those of male teachers on three aspects: firstly, in terms of individual aim such as "develop critical thinking skills (social and emotional skills)" (p:0,009<0,01) and literary aim such as "develop knowledge about literary genres, movements, authors, biographies" (p:0,037<0,05); secondly, in terms of thematic genres such as "love stories/ romanticism" (p:0,013<0,01); and thirdly, in terms of types of classroom activities such as "character maps/ story maps" (p:0,023<0,05), "language skills development activities: cloze test, vocabulary exercises, predicting lexical collocations, word associations, jigsaw" (p:0,014<0,05), "task-based activities: information-gap, reasoning-gap, opinion-gap" (p:0,003<0,01), "study of idioms and colloquial expressions" (p:0,014<0,05), "identifying literary terms: simile, metaphor, imagery, irony, personification, semantic ambiguity" (p:0,011<0,05), "culture awareness, comparing/contrasting different cultures with one's own" (p:0,001<0,01), and "stylistic/linguistic analysis" (p:0,029<0,05).

Compared to female teachers, male teachers scored higher only in two items - 48 and 53. Thus, there was found, in terms of thematic genres of literature, a significant difference between male teachers and female teachers with male teachers favoring original/unmodified literature (p:0,003<0,01) and comics (picture novels, graphic novels, cartoon stories) (p:0,044<0,05) more than female teachers.

It can be argued thus, that female teachers were keener to develop students' critical thinking skills and their literary competence than male teachers. They also seemed to attach more importance to the use of variety of classroom activities in English literature class than male teachers. Moreover, they seemed to demonstrate a more balanced view with regard to the use of teaching methods as they showed a preference of those classroom activities which aimed at multidirectional development of students: language development activities, study of key literary terms and study of culture. As for the types of literary texts, it can be stated that while male teachers preferred original literature with comics as their favorable genre, female teachers' most favorable themes were love and romance.

In terms of problems in English literature teaching no significant differences were found between teachers' responses in terms of their gender.

4.2.2 Age

Table 44 shows results on the differences between the teachers' opinions from the point of age.

Table 44

Statistics of the Differences between Teachers' Responses from the Point of Age

	Age	Mean	Standart Deviation	F	P	Df
34. Develop capacity to find inherent meanings in literary texts.	25 and less	4,43	,535	2,846	,019	1-6
	26-30	3,82	1,250			
	31-35	4,35	,606			
	36-40	4,29	,713			
	41-45	3,72	,752			
	45 and more	3,74	,859			
41. Develop knowledge and ability to use key literary devices:allegory, metaphor, alliteration, simile etc.	25 and less	4,86	,378	2,560	,032	1-6
	26-30	3,91	1,221			
	31-35	4,29	,772			
	36-40	4,14	,803			
	41-45	3,78	,732			
	45 and more	3,78	,934			
48. Original/ unmodified	25 and less	2,71	1,254	3,203	,010	3-5 3-6
	26-30	2,82	1,250			
	31-35	2,29	,849			
	36-40	3,07	,900			
	41-45	2,72	1,018			
	45 and more	3,44	,974			
76. Audio-visual support (movies/ films /video/ overhead projector)	25 and less	4,57	,535	2,622	,028	2-4 2-5
	26-30	4,91	,302			
	31-35	4,59	,507			
	36-40	4,21	,738			
	41-45	4,28	,575			
	45 and more	4,48	,643			
96. Composition exercises: inferencing, idea formulation, generalization, critical and creative thinking,	25 and less	4,86	,378	2,498	,035	1-5 1-6
	26-30	4,82	,405			
	31-35	4,53	,717			

themediscussion, speculating on literary devices & style	36-40	4,32	,723			
	41-45	4,39	,502			
	45 and more	4,22	,577			
129. Insufficiency or lack of training in literature teaching	25 and less	2,57	,787	3,396	,007	1-5 1-6
	26-30	2,27	,786			
	31-35	2,47	,624			
	36-40	2,64	,559			
	41-45	2,78	,428			
	45 and more	2,87	,781			

The analysis demonstrated that there was a significant difference between teachers' responses on the inclusion into the literature syllabus of literary aim "develop capacity to find inherent meanings in literary texts" (p:0,019<0,05) in item 34 in terms of their age. Thus, teachers aged 25 and less scored this aim higher than teachers aged 45 and more. A significant difference was found in item 41 between teachers aged 25 and less and teachers aged 45 and more. Teachers aged 25 and less scored literary aim "develop knowledge and ability to use key literary devices: allegory, metaphor, alliteration, simile etc." (p:0,032<0,05) higher than teachers aged 45 and more. A significant difference was found in item 48 between teachers' opinions about the use of original/unmodified texts in literature class. Teachers aged 45 and more scored original literature (p:0,011<0,05) higher than teachers aged 31-35. There also was found a significant difference between teachers' responses in item 76. Teachers aged 26-30 rated audio-visual support (p:0,023<0,05) higher than teachers aged 36-40. A significant difference was found in item 95. Teachers aged 25 and less scored guessing and predicting (p:0,035<0,01) higher than teachers aged 45 and more. A significant difference was found between teachers' responses to the item 129. Teachers aged 45 and more scored insufficiency or lack of training in literature teaching (p:0,007<0,01) higher than teachers aged 26-30. Thus, teachers aged 45 and more agreed more that insufficiency or lack of training on literature teaching was a big problem for literature teaching. As seen, younger teachers agreed more that different types of audio-visual supports like movies, films, videos, overhead projectors should be used in literature teaching. They also stated their opinion in favor of teaching key literary terms. They seemed to believe it was important to teach students to find inherent meanings in

the text. Results showed that this belief of younger teachers on the necessity to teach inherent meanings was consistent with their stated support for guessing- and predicting-based activities.

4.2.3 Places of Employment

Table 45 shows results of the differences between teachers' opinions from the point of view of their places of employment.

Table 45

Statistics of the Differences between Teachers' Opinions from the point of Places of Employment

	Place of Employment	**Mean**	**Standart Deviation**	**F**	**P**	**Df**
22. Develop understanding / appreciation of cultures, ideologies and values of others	Mediterranean	4,00	,612	3,368	,005	2-3 2-7
	Eastern Anatolia	3,50	,674			
	Aegean	4,27	,704			
	South Eastern Anatolia	4,67	,707			
	Central Anatolia	3,90	,772			
	Black Sea	3,88	,957			
	Marmara	4,50	,527			
23. Develop understanding / appreciation of one's own culture, ideologies and values	Mediterranean	4,06	,556	2,457	,029	4-2 4-5
	Eastern Anatolia	4,08	,669			
	Aegean	4,27	,704			
	South Eastern Anatolia	4,67	,500			
	Central Anatolia	3,76	,872			
	Black Sea	4,13	,806			
	Marmara	4,40	,516			
27. Develop awareness about manners, attitudes, beliefs, feelings	Mediterranean	4,12	,697	2,795	,015	4-1 4-2 4-3 4-5 4-6
	Eastern Anatolia	3,75	1,138			
	Aegean	4,27	,704			
	South Eastern Anatolia	4,89	,333			
	Central Anatolia	4,00	,655			

	Black Sea	4,06	,998			4-7
	Marmara	4,60	,516			
75. The use of L1 in teaching English literature	Mediterranean	4,06	,429			
	Eastern Anatolia	3,17	1,115			1-2
	Aegean	3,07	1,100			1-3
	South Eastern Anatolia	2,67	1,500	2,927	,011	1-4 1-5
	Central Anatolia	3,34	1,078			1-6
	Black Sea	3,31	,873			1-7
	Marmara	4,00	1,054			
77. Grammar translation exercises	Mediterranean	3,76	,664			
	Eastern Anatolia	3,17	,937			1-2
	Aegean	3,13	1,187			1-3
	South Eastern Anatolia	2,33	1,323	2,812	,014	1-4 1-5
	Central Anatolia	3,31	1,004			1-6
	Black Sea	2,88	1,204			1-7
	Marmara	2,40	1,430			
93. Small group or whole class debates and discussions (students expressing their own thoughts, views and feelings)	Mediterranean	4,78	,470			
	Eastern Anatolia	4,29	,452			1-2
	Aegean	4,00	,655			1-3
	South Eastern Anatolia	4,19	,441	2,785	,015	1-4 1-5
	Central Anatolia	4,03	,865			1-6
	Black Sea	4,31	,873			1-7
	Marmara	4,40	,516			
113. **Process-based /Task-based / Procedural:** Based on meaning-focused tasks. Vocabulary or structure are not explicitly taught. Real world tasks (buying food, drawing maps), pedagogical tasks (jigsaw activities, problem-solving tasks)	Mediterranean	3,47	,800			
	Eastern Anatolia	4,17	,389			
	Aegean	3,53	,834			1-2
	South Eastern Anatolia	4,00	,707	2,769	,016	1-5
	Central Anatolia	4,03	,731			1-6
	Black Sea	4,13	,806			
	Marmara	4,30	,675			
119**. Proportional/ balanced**: it is a mixture of structural and functional elements. Structures are taught first, then functions.	Mediterranean	3,82	,809			7-1
	Eastern Anatolia	3,58	1,165	2,781	,015	7-2
	Aegean	3,67	,900			7-3

	South Eastern Anatolia	3,67	1,000			7-4 7-5
	Central Anatolia	3,52	,871			7-6
	Black Sea	3,31	,946			
	Marmara	4,70	,675			
128. **Story-line**:syllabus is built on notions and functions which are studied in a narrative-like fashion to ensure thematic continuity and coherence.	Mediterranean	3,76	,664	2,784	,015	7-1 7-2 7-3 7-4 7-5 7-6
	Eastern Anatolia	3,67	1,073			
	Aegean	3,47	,743			
	South Eastern Anatolia	3,89	,601			
	Central Anatolia	3,41	,780			
	Black Sea	3,94	,680			
	Marmara	4,40	,516			

According to results of the analysis, a statistically significant difference was found between opinions of teachers from South Eastern Anatolia (Şanlıurfa and Siirt) and opinions of teachers from the rest of regions about the importance of such cultural aims as "develop understanding/appreciation of cultures, ideologies and values of others" (p:0,005<0,01), "develop understanding/appreciation of one's own culture, ideologies and values" (p:0,029<0,05), and "develop awareness about manners, attitudes, beliefs, feelings" (p:0,015<0,05) in items 22, 23, 27. Teachers from South Eastern Anatolia scored these three aims higher than teachers from other regions of Turkey. It can be argued thus, that teachers from South Eastern Anatolia were sensitive to issues of culture as they seemed to think it was important to understand and appreciate different cultures, different ideologies and different values as well as to understand and appreciate one's own culture, ideology and values. They also seemed to have stronger opinions on the issue of diversity of lifestyles in terms of manners, attitudes, beliefs and feelings.

A significant difference was revealed between opinions of teachers from Mediterranean region and opinions of teachers from the rest of regions of Turkey in items 75, 77 and 93. Accordingly, teachers from Mediterranean region scored higher such classroom activities and techniques in English literature teaching as "the use of L1 in teaching English literature" (p:0,011<0,05), "grammar translation exercises" (p:0,014<0,05), "small group or whole class debates and discussions (students expressing their own thoughts, views and feelings"

(p:0,15<0,05). Interestingly enough, teachers from South Eastern Anatolia scored the lowest items 75 and 77 being, thus, much less in favor for the use of L1 and grammar translation methods in English literature class. A meaningful statistics was revealed about opinions of teachers from Marmara region. On issues of culture, the use of L1 and grammar translation methods in English literature teaching their opinions were found very similar to opinions of teachers from South Eastern Anatolia.

A significant difference was found between opinions of teachers from Marmara region and opinions of teachers from all other regions of Turkey in items 113, 119 and 128. Thus, it was found that in terms of different types of syllabus, teachers from Marmara region (İstanbul) scored high such types of syllabus as "process-based/task-based/procedural" (p:0,016<0,05), "proportional/balanced" (p:0,015<0,05) and "story-line". It can be argued that teachers from Marmara region preferred process-based/task-based/procedural, proportional/balanced and story-line types of syllabus as models that should be adopted for English literature syllabus in Turkey.

4.2.4 Length of Service

Table 46 demonstrates results of the analysis of differences between teachers' responses from the point of view of the length of their services.

Table 46

Statistics of the Differences between Teachers' Responses from the Point of the Length of Service

	Years in Service	Mean	Standart Deviation	F	P	Df
17. Develop vocabulary knowledge	1-5	4,63	,496	2,639	,038	1-4 1-5
	6-10	4,89	,333			
	11-15	4,33	,816			
	16-20	4,26	,657			
	20 and more	4,29	,561			
24. Develop capacity to compareand contrast one's own culture and another one	1-5	4,15	,597	2,801	,030	1-2 1-3 1-4
	6-10	4,00	,500			
	11-15	4,13	,741			

	16-20	4,17	,664			1-5
	20 and more	3,95	,805			
46. Classics / canonized texts	1-5	3,21	1,182			
	6-10	2,78	1,093			
	11-15	3,96	,859	2,639	,038	1-3
	16-20	3,63	1,140			
	20 and more	3,57	,978			
54. Folk literature (songs, legends, fairy tales, epic, fables, proverbs, idioms etc.)	1-5	4,47	,612			
	6-10	3,78	,833			1-3
	11-15	4,17	,565	2,820	,029	1-4
	16-20	3,80	,901			
	20 and more	4,05	,805			
59. Old Ages – Middle Ages	1-5	2,84	1,259			
	6-10	2,22	,833			3-2
	11-15	3,42	,717	2,578	,032	3-4
	16-20	3,31	1,183			
	20 and more	3,05	1,024			
72. Literature as content or cultural approach	1-5	4,05	,848			
	6-10	3,00	1,000			
	11-15	3,75	,794	3,414	,012	1-5
	16-20	3,83	,664			
	20 and more	3,43	,926			
75. The use of L1 in teaching English literature	1-5	2,84	1,344			
	6-10	2,89	1,269			1-4
	11-15	3,42	,929	2,782	,031	1-5
	16-20	3,66	,765			
	20 and more	3,67	1,155			
87. Study of idioms and colloquial expressions	1-5	4,26	,733			
	6-10	4,11	,782			
	11-15	4,50	,722	4,097	,004	1-4
	16-20	3,80	,759			
	20 and more	3,81	,750			
93. Small group or whole class debates and discussions	1-5	4,79	,419			
	6-10	4,00	1,323	3,241	,015	1-4
	11-15	4,25	,676			1-5

	16-20	4,20	,719			
	20 and more	4,14	,478			
122. Stylistic	1-5	3,53	1,020	2,864	,027	2-3 2-4
	6-10	3,00	1,000			
	11-15	3,96	,624			
	16-20	3,74	,741			
	20 and more	3,48	,750			
126. Matrix	1-5	3,26	1,046	3,714	,007	2-3 2-4 2-5
	6-10	2,44	,882			
	11-15	3,67	,868			
	16-20	3,37	,808			
	20 and more	3,62	,805			

Analysis of teachers' responses from the point of length of their service was conducted with the purpose of verifying whether length of service had any significant impact on their opinions on various aspects of English literature teaching. In this light, the present study paid attention primarily to finding significant differences between opinions of teachers with the work experience between 1-5 and 6-10 years and teachers withthe work experience between 16-20 and 20 and more years or, in other words, between less experienced teachers and more experienced teachers. The results demonstrated that indeed there were significant differences between opinions of less experienced teachers and more experienced teachers in items 17, 24, 46, 54, 59, 72, 75, 87, 93, 122, and 126. Thus, in items 17, 24, 54, 72, 87, and 93 less experienced teachers scored higher than more experienced teachers. In this light, it can be said that less experienced teachers agreed more than more experienced teachers on the importance of such aims of English literature teaching as "develop vocabulary knowledge" (p:0,038<0,05) and "develop capacity to compare one's own culture and another one" (p:0,030<0,05) in items 17 and 24. So contrary to more experienced teachers they seemed to think that these linguistic and cultural aims were more important. Among types of literature less experienced teachers scored higher folk literature (songs, legends, fairy tales, epic, fables, proverbs, idioms etc.) (p:0,029<0,05) in item 54, while more experienced teachers stated stronger preferences for classic literature (0,038<0,05) and Old and Middle Age English literature (p:0,032) in items 46 and 59 respectively. Thus, it can be argued that more experienced teachers preferred to teach English literature with rather traditional types of literature or, in other words, works of

authority - high literature - going as back as Old Ages and Middle Ages, while less experienced preferred to teach rather entertaining kinds of literature mostly of short length and written for ordinary people such as songs, legends, fairy tales, fables, proverbs, idioms. Literature as content or cultural approach in item 72 (p:0,012<0,05) was more preferred by less experienced teachers than by more experienced teachers as teaching approach for the English literature course. This seems to be consistent with opinions of less experienced teachers with regard to cultural aims discussed above where they were found to have stronger opinions than more experienced teachers. Less experienced teachers scored higher such types of classroom activities as study of idioms, study of colloquial expressions (p:0,004<0,01), debates and discussion involving group works in items 87 and 93, while more experienced teachers scored higher the use of L1 in teaching of English literature (p:0,031<0,05), in item 75. Thus, it can be argued that less experienced teachers stronger agreed that class-based works, group works and activities based on very short texts would be more effective in teaching English literature, whereas more experienced teachers agreed more on the use of L1 as effective technique to teach literature in foreign language. A significant difference was found between less experienced teachers (between 1-10 years of service) and more experienced teachers (11 and more years of service) in item 122. Thus, among different types of syllabuses more experienced teachers scored higher than less experienced teachers on stylistic type of syllabus (p:0,027<0,05) and matrix type of syllabus (p:0,007<0,01) in items 122 and 126. Thus, it can be said that more experienced teachers believed that designing syllabus according to stylistic type and matrix type would be more suitable for English literature teaching.

In terms of problems in English literature, there were no significant differences found between teachers' responses from the point of view of length of service.

4.2.5 Education Status

Table 47 indicates the results of the analysis of differences between teachers' responses from the point of their education status. As English literature is special concern of this study, it has aimed particularly at establishing significant differences between opinions of teachers, who

had graduated from ELT departments and teachers, who had graduated from English Language and Literature (ELL) departments.

Table 47

Statistics of the Differences between Teachers' Responses from the Point of Education Status

	Education Status: department of graduation	Mean	Standart Deviation	F	P	df
45.Poetry	ELT	3,49	1,035	2,891	,045	1-2
	ELL	3,94	1,110			
	Other	3,83	1,169			
46. Classics/high literature	ELT	3,37	1,126	3,525	,035	2-1
	ELL	3,86	1,004			2-3
	Other	3,67	,816			
60. Renaissance/ Elizabethean/ Restoration / Romantic /Victorian	ELT	3,09	1,111	4,127	,011	2-1
	ELL	3,69	1,105			2-3
	Other	3,00	1,095			
72. Literature as content or cultural approach:	ELT	3,57	,857	3,836	,024	1-2
	ELL	3,97	,822			
	Other	3,67	,516			
75. The use of L1 in teaching English literature	ELT	3,21	1,135	3,824	,027	1-2
	ELL	3,71	,957			
	Other	3,67	,516			

Significant differences were found between ELT teachers and ELL teachers in items 45, 46, 60, 72 and 75 respectively with ELL teachers scoring higher on all these items. Thus, it can be argued that teachers who had graduated from English literature departments preferred such traditional types of literature as poetry (p:0,045<0,05), classics (p:0,035<0,05), and literature covering periods such as Renaissance, Elizabethean, Restoration, Romantic and Victorian periods (p:0,011<0,05). Their preference for traditional types of literature actually was consistent with their training background as these were exactly the types of literature that ELL graduates are usually taught at tertiary education. It was found also that ELL teachers' opinions were higher on such a literature teaching approach as literature as content or cultural approach (p:0,024<0,05) in item 72 and on use of L1 in English literature teaching (p:0,027<0,05) in item 75. ELL teachers' preferences of this approach seemed to be rather

consistent with their training background as teachers of literature. As for the use of L1 in literature teaching, it seems that ELL teachers were in favor of using students' native language as an effective means to teach English literature.

In terms of problems in English literature teachings, no significant differences were found between teachers' responses from the point of their educational background.

4.3 Language ProficiencyTest

The present study conducted language proficiency test on 131 students from 9th grade A and 9th grade B studying at Ayhan Sümer AHS and Esenevler AHS in two different districts of Ankara. The study wanted to verify students' actual proficiency levels for the purposes of its research in syllabus design for English literature course at the state Anatolian high schools. The analysis of the dataset provided by the test revealed that there were significant differences between students' levels of proficiency. Students from Ayhan Sümer AHS scored higher than students from Esenevler AHS. Thus, it was found that majority of students from Ayhan Sümer AHS in Çankaya disctrict of Ankara had proficiency levels B1 (pre-intermediate) according to CEFR level descriptors, as shown in Figure 1for class 9-A and in Figure 2for class 9-B.

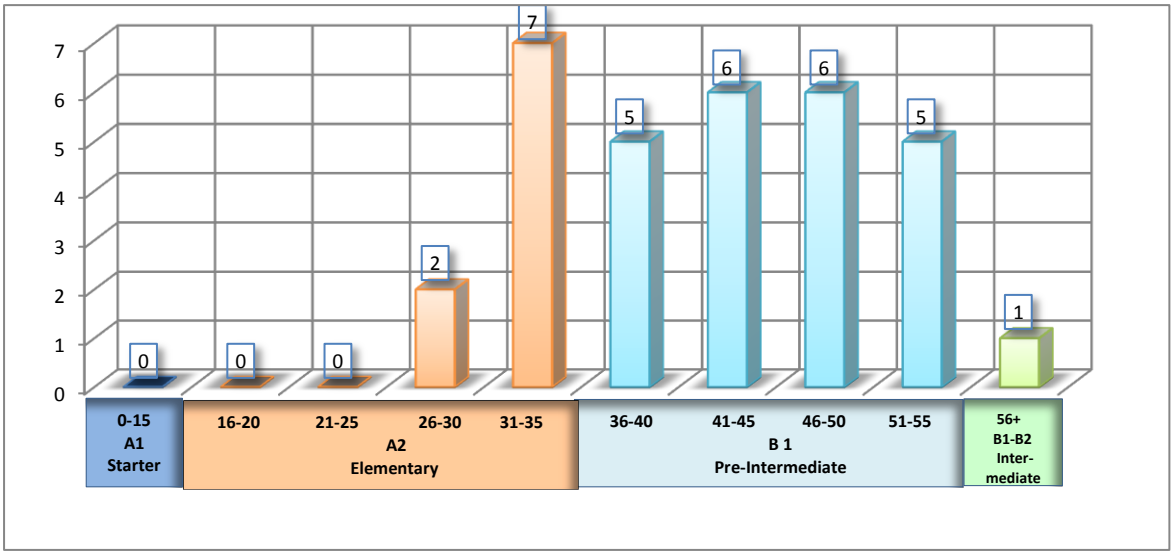

Figure 1 English proficiency levels of 9-A students from Ayhan Sümer AHS.

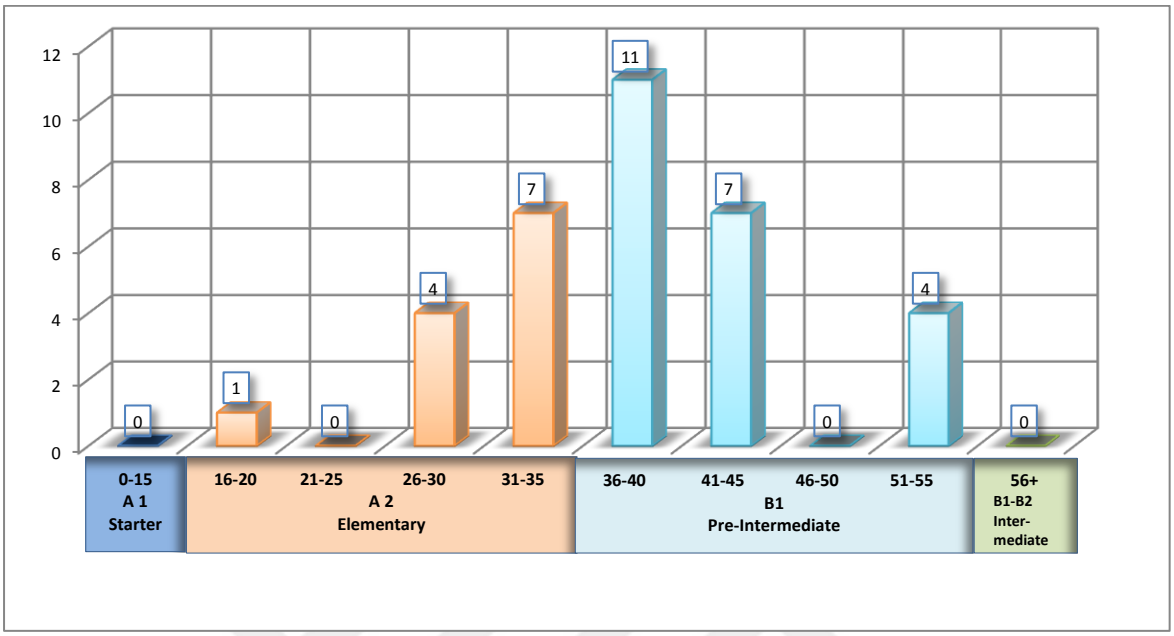

Figure 2 English proficiency levels of 9-B students from Ayhan Sümer AHS

Figure 3 shows combined percentage results of English proficiency levels of students from Ayhan Sümer AHS. Accordingly, 67% of all the students who participated in this study from this school were B1 levels, 32% of students were A2 levels and 1% were B1-B2 levels.

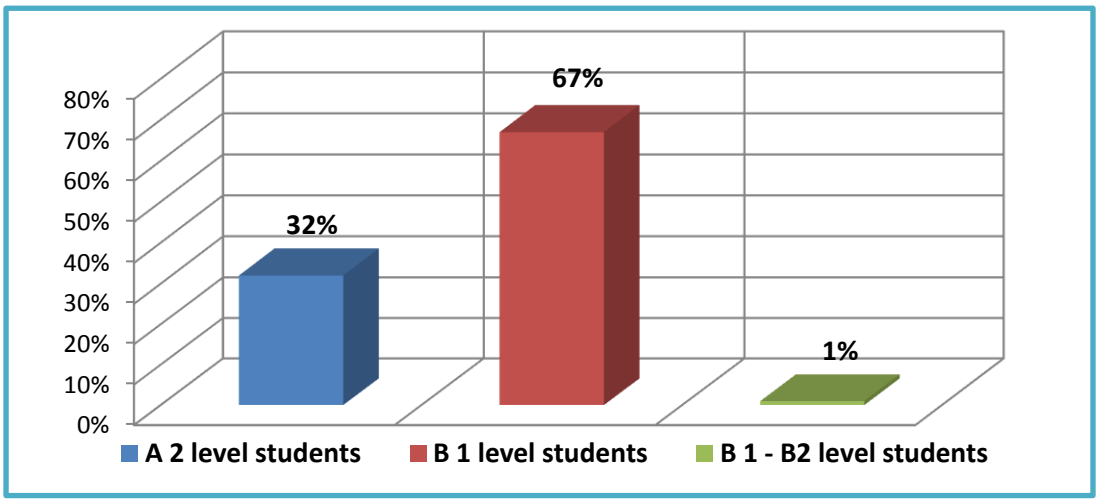

Figure 3 Combined percentage results of English proficiency levels of students from Ayhan Sümer AHS.

As for students from Esenevler AHS, it was found that majority of them scored significantly lower on the same test than students from Ayhan Sümer AHS. Thus, as shown in Figure 4 for

class 9-A and Figure 5for class 9-B majority of students from this school had proficiency levelsA2 (elementary) according to CEFR level descriptors.

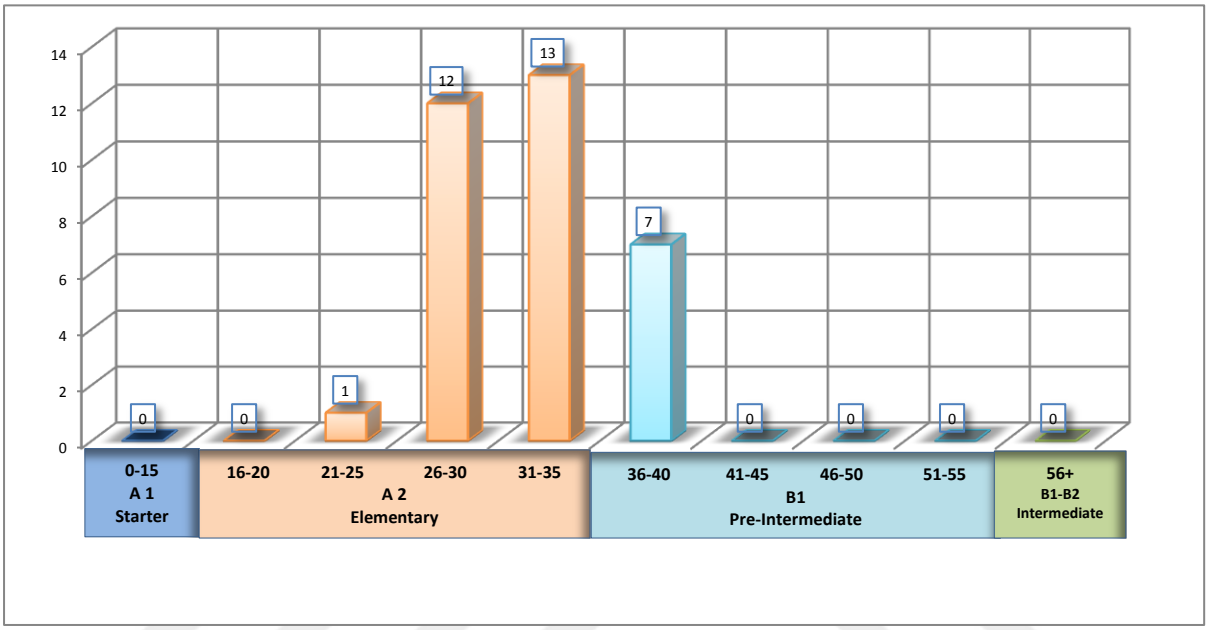

Figure 4 English proficiency levels of 9-A students from Esenevler AHS

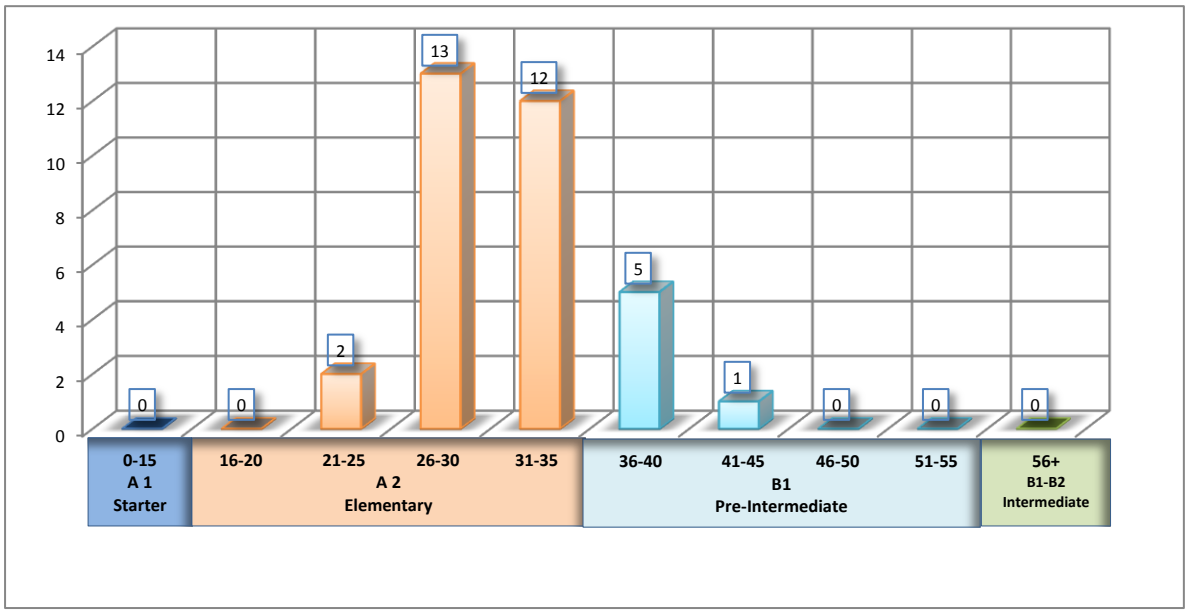

Figure 5 English proficiency levels of 9-B students from Esenevler AHS

Figure 6 shows combined percentage results of English proficiency levels of students from Esenevler AHS. Accordingly, 80% of all the students who participated in this study from this school were A2 levels and 20% of students were B1 levels.

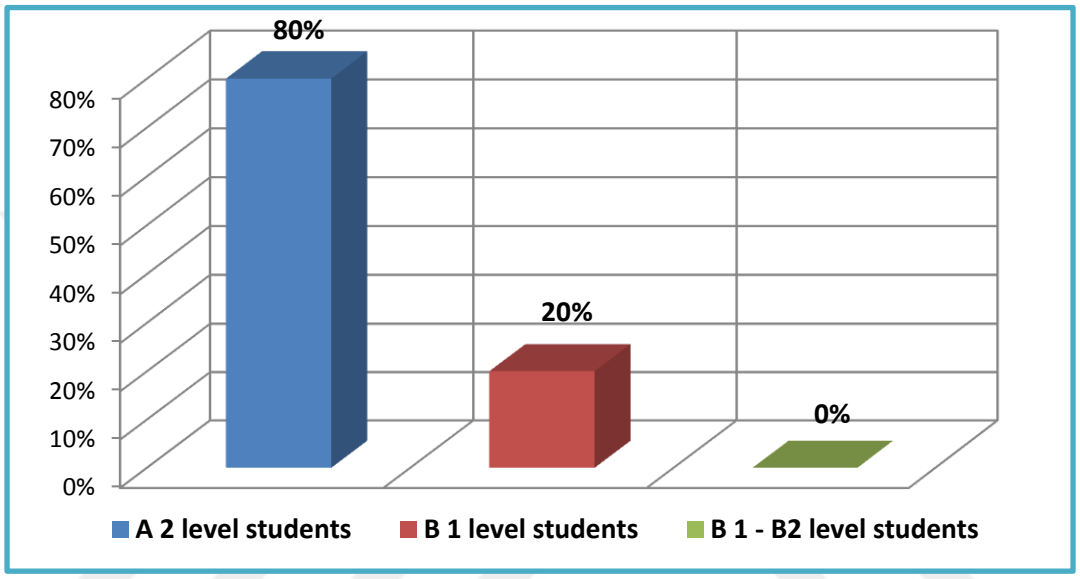

Figure 6 Combined percentage results of English proficiency levels ofstudents from Esenevler AHS

Based on the results of the test of English proficiency levels, it can be argued that, although studying in the same school category of secondary education (State Anatolian High School), students from different schools demonstrated different levels of language proficiency. At the same time, it can be said that proficiency levels of students were consistent between different classes of the same grade at the same school (class A and class B).There was found one level of difference between proficiency levels of students from different schools.

It appears there is a need to further investigate causes which might have had impact on performances of these students. Different socio-economic factors, which it is generally impossible to control, might have played important role in the results of language proficiency test in this study. A great deal of studies to this date actually demonstrated that students from socio-economically poor backgrounds were less successful in education than students from socio-economically well-off backgrounds.

4.4 Qualitative Results: Teacher Questionnaire

4.4.1 Content Analysis of Open-Ended Question

Qualitative results were obtained from teachers' responses to the open-ended question in the questionnaire asking them to indicate problems likely to occur in the teaching ofEnglish literature course. The aim was to complement quantitative data gathered onthe same topic from the eighth part of the questionnaire. In the process, researcher's subjective interpretations, training and experience had to be relied upon to reflect the study's individual-based sensitivity.

Only 22 out of 108 participants, which pertains to 20,4% of all participants from the study, responded to this item. From demographic information provided by teachers in terms of gender 13 were female teachers and 9 were male teachers. In terms of places of current employment 9 were from Central Anatolia region, 5 were from Black Sea region, 3 were from Eastern Anatolia region, 2 were from Marmara region, 2 were from Mediterranean region, and 1 was from Aegean region. In terms of training background 11 teachers were graduates from ELL departments and 11 were graduates from ELT departments. In terms of tertiary education 5 teachers were graduates from Ataturk University, 4 from Selçuk University, 2 from İstanbul University, 2 from Ankara University, 2 from Erciyes University, 2 from 19 Mayıs University, 1 from Hacettepe University, 1 from Anadolu University, 1 from Gazi University, 1 from Abant İzzet Baysal Unversity and 1 from Mersin University. In terms of age 20 teachers aged in the range between 31 and 53, and only 2 were in the range between 25 and 30. In terms of in-service training on English literature 13 teachers indicated they had had it, and 9 teachers said they had not. 8 teachers indicated to have experience in teaching English literature at high school while 14 teachers indicated they did not. In relation to the item asking whether they felt the need for in-service training in teaching English literature, 12 teachers indicated that in-service training was needed, 7 teachers did not feel the need and 3 were 'not sure'.

Based on demographic information, it was found that half of teachers who responded to the open-ended item were graduates from English literature departments and half of them were ELT graduates. Moreover,it was found that in terms of length of service they were experienced teachers, and in terms of age, they were aged 31 and 53. Thus, it can be concluded that teachers with advanced age and long work experience were more willing to

spend their time answering open-ended questions and express their individual opinions in writing.

After all of the responses to the open-ended question were decoded, 15 types of problems in the field of teaching English literature were identified: low language proficiency levels, lack of reading skills, lack of speaking skills, low motivation, lack of self-confidence, lack of student awareness of the importance of learning literature, attitudes of authorities, lack of prior literature knowledge, lack of training, wrong choice of teaching methodologies, university entrance exams, different preferences of subjects of study, cultural prejudices, crowded classes and insufficient number of lessons. There were teachers who commented on more than one problem. Thus, there were 28 comments in total, as shown in Table 48.

Table 48

Problems in Teaching of English Literature: Qualitative Results

Problems	Number of comments
1. Low language proficiency levels	1
2. Lack of reading skills	1
3. Lack of speaking skills	2
4. Lack of self-confidence	2
5. Low motivation	5
6. Lack of prior literature knowledge	2
7. Cultural prejudices about foreign literature	1
8. Lack of student awareness of the importance of learning literature	2
9. Different preferences of subjects of study	2
10. Lack of training	1
11. Wrong choice of teaching methods	2
12. Insufficient number of lessons	2
13. University entrance exams	2
14. Crowded classes	1
15. Attitudes of authorities	2
Total	28

Teachers, who identified problems in terms of students' low language proficiency levels, lack of language skills, low motivation, lack of self-confidence, lack of awareness of the importance of learning literature, cultural prejudices, lack of prior literature knowledge, and different preferences of study subjects, made the following statements:

"I'm sorry to inform you it is almost impossible to teach literature to students in state schools because they lack reading even in their native language but this can be possible in private schools. Thank you…"(İzmir, Hayrettin Duran AHS.)

"Students may lose their self-confidence and motivation in learning English if they feel unsuccessful especially because of their low language proficiency levels."(Konya, Cumhuriyet AHS).

"Students' lack of knowledge about the literature is another serious problem."(Kayseri, Aydınlıkevler AHS).

"There may be prejudices. I'm not sure that people are ready to make their children take English literature lesson because different culture is a suspicious thing for them. To motivate the people, we should tell them that literature is something that makes us rich and satisfied. English literature is an opening gate to world, and studying it is a great pleasure."(Antalya, Akdeniz AHS).

"In our school, there is no language class now. And, students and their parents give more attention to the digital lessons. (mathematics, chemistry, physics")(Trabzon, Akçaaabat AHS).

"…2) The students are too reluctant to learn foreign languages. They are unaware of the importance of the foreign languages. 3) Their focus is on the other lessons rather than English. They prefer to study and learn the lessons such as Maths, Physics and Chemistry instead of foreign languages."(Trabzon, Akçaabat AHS).

"I have been teaching English literature for two years. The main problem is students' low motivation in learning foreign literature. Yet, some of the students are really interested in literature. I didn't have any difficulty choosing a book of literature." (Ankara, İnönü AHS).

Teachers made the following statements on problems in terms of the lack of training in literature teaching and the wrong choices of teaching methodology:

"Teachers need training to teach English literature no matter they graduated from Education or Literature Faculties, and that is a mammoth task for the Ministry of Education." (Kayseri, 75.Yıl Cumhuriyet AHS).

"We should teach the English literature courses like we teach Turkish literature. There's no need to teach eras, names of movements, styles that writers used, approaches etc. Instead we should read four or five simplified popular books from English or American Literature. We

need to teach students to enjoy English literature, not to memorize approaches or disciplines." (Trabzon, Gazi AHS).

"Not only English literature, but also all kinds of literature especially world classics are really necessary for learning English. Thanks for it." (Antalya, Muratpaşa AHS).

In terms of problems relating to university entrance exams, attitudes of authorities towards language learning, crowded classes and insufficient number of lesson hours, the following comments were made:

"University Entrance Exam is the MOST SERIOUS PROBLEM in all teaching foreign language efforts and achievements." (Samsun, Bafra AHS).

"Crowded classes, no question in YGS or in all parts of LYS, and students' less knowledge on importance of learning literature." (Kars, Alpaslan AHS).

"Hours of English lesson are very limited. It must be prep-class in high schools." (Kayseri, 75.Yıl Cumhuriyet AHS).

"The attitudes of the authorities towards language learning is a serious problem." (Konya, Cumhuriyet AHS).

"1)The number of the lessons isn't enough for the teachers to have a good environment and condition for teaching English literature effectively…" (Trabzon, Akçaabat AHS).

It appears teachers had different views about problems in literature teaching in terms of factors they identified as major causes of these problems. Out of all responses, the most widely made comment (5 comments) identified low motivation of students in literature learning as a serious problem. To make statistical results more meaningful the researcher grouped problems into three major sub-categories: teacher-related, student-related and external factors. Nine problems identified as low language proficiency levels, lack of reading and speaking skills, low motivation, lack of self-confidence, lack of prior literature knowledge, lack of student awareness of the importance of learning literature, different preferences of subjects of study and cultural prejudices were identified under a sub-category of student-related problems. Two problems identified as lack of training and wrong choices of teaching methods were grouped as a sub-category of teacher-related problem. Finally, four problems identified as university entrance exams, insufficient number of lessons, crowded classes and attitudes of authorities were grouped as a sub-category of problems related to external factors. On the basis of these

sub-categories, as shown in Table 49, it was found that student-related problems were more numerous than teacher-related problems and external problems taken together.

Table 49

Sub-Categories of Grouped Problems in English Literature Teaching: Qualitative Results

Problem Type	**Number of Comments**	**Percentage**
Student-related	18	64%
Teacher-related	3	11%
External	7	25%
Total	28	100%

Thus, it can be argued that majority of teachers (64%), who replied to the open-ended question, thought that the biggest problems in English literature teaching were student-related. 25% thought problems were rather external, such as university exams, insufficient teaching materials etc. Only a minority (11%) of the total number thought that teachers themselves were the cause of problems occurring in English literature teaching.

Figure 7 indicates the percentage for each sub-category of grouped items identified in the content analysis of teachers' opinions about problems in literature teaching.

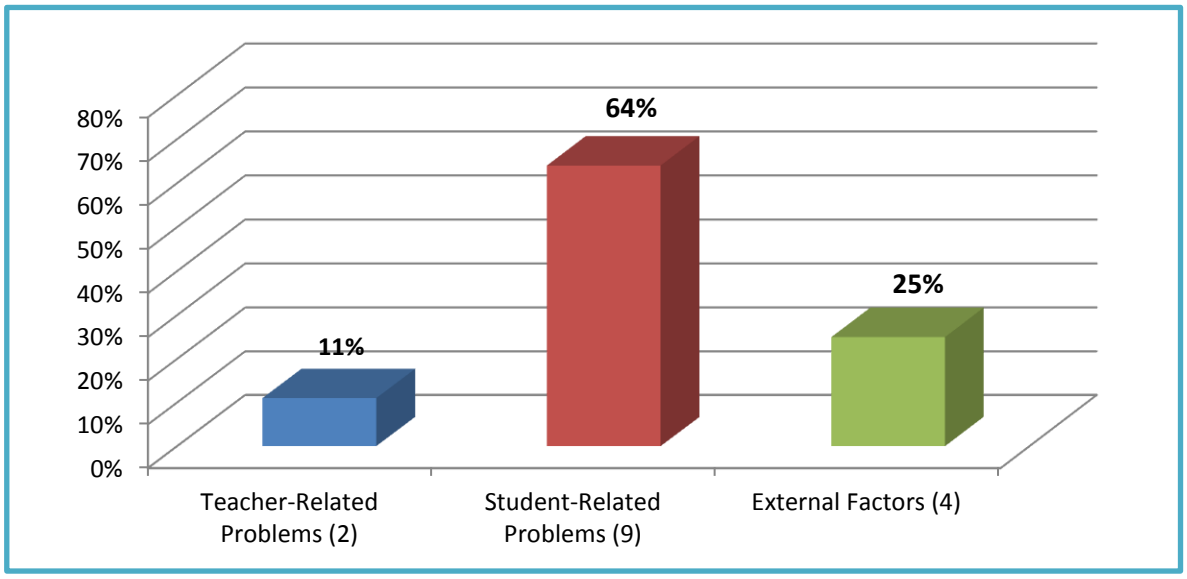

Figure 7 Problems identified by teachers in responses to open-ended question: qualitative results.

4.4.2 Triangulation

The eighth part of questionnaire contained six closed-ended items asking teachers to rank on three-point Liekert scales problems encountered in teaching of English literature course. In the data analysis these six items were sub-categorized following the same procedure for the open-ended question. Thus, item 129 (*Insufficiency or lack of training in literature teaching*) and item 131 (*Teachers lacking self-confidence in teaching literature*) were put under a sub-category of teacher-related problems; item 132 (*Low language proficiency levels in students*) and item 133 (*Students' low motivation in learning foreign literature*) were put under a sub-category of student-related problems; and finally, item 130 (*Unavailability of materials to teach literature*) and item 134 (*Poorly equipped libraries*) were put under a sub-category of problems related to external factors.Table 50 shows percentage results of three sub-categories for six items on 3-point Liekert scales.

Table 50

Sub-Categories of Grouped Problems in English Literature Teaching: Quantitative Results

Problems sub-categories	**Problems**	**Mean**	**Stan. Dev.**	**(%)**
Teacher-related problems	129. Insufficiency or lack of training in literature teaching	2,33	,61	%49
	131. Teachers lacking self-confidence in teaching literature			
Student-related problems	132. Low language proficiency levels in students	2,61	,51	%73
	133. Students' low motivation in learning foreign literature			
External factors	130. Unavailability of materials to teach literature	2,39	,61	%54
	134. Poorly equipped libraries			

The quantitative analysis of teachers' responses to six items in part 8 of the questionnaire about problems in English literature teaching revealed that teachers scored the highest student-related problems, regarding them as serious problems. They gave lower scores to teacher-related problems regarding them as moderate problems. Thus, it can be argued that the findings of the quantitative analysis confirm the findings of the qualitative analysis about likely problems in English literature teaching. Student-related problems were found in both

methods as biggest and serious problems. On the other hand, the findings also converged on the point that in general majority of English teachers did not see themselves to be a source of serious problems in English literature teaching.

CHAPTER 5

CONCLUSIONS

> Research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process. (McKay, 2006)

5.1 Summary of Findings

The present study sought to identify the following components of English literature syllabus: aims, types of literature, teaching approaches, classroom activities, and assessment procedures, in the aim of suggesting them for inclusion into English literature syllabus design. It also sought to investigate potential problems in English literature teaching, which needed to be accounted for, to ensure reliability of syllabus design. In addition, in view of the fact that English literature is being taught in English as a foreign language, this study investigated actual proficiency levels of high school students to establish initial language level requirements of English literature syllabus.

The findings from this study by and largely reflect recommendations of a number of studies conducted in relation to various aspects of English literature teaching in EFL contexts (Brumfit, 1970, 1982; Hilton, 1966 (cited in Mwape, 1984); Moody, 1969 (cited in Mwape, 1984); Mwape, 1984; Povey, 1979). Accordingly, what was understood from these studies as a primary matter was that, in contexts where EFL students have poor command of English, as compared to L1 students entering English literature class, English literature should be taught with the purpose of teaching English language. It was also understood that popular literature

should be used more than English classical literature, with lesser focus on literary canon. Teachers' preferences from the present study, indeed, reflected these findings as they highlighted a need to pursue mostly linguistic aims of literature study and a need to make a careful selection of literary texts with themes and genres that would most likely motivate and interest students.

Generally, teachers can be said to have positive opinions towards various elements proposed for English literature syllabus at secondary schools.

5.1.1 Summary and Discussion of Aims

In response to the first research question the findings of this study demonstrated that among four major categories of aims in English literature teaching, although all the aims were rated positively, there was found significant difference between linguistic aims and other three categories of aims. Teachers, by stating their strong agreement to teach English literature for the attainment of linguistic aims, and by relating in this way literature study with language learning, appeared to agree with Tarakçıoglu's (2003) statement that "literary works … can serve many purposes related to language teaching". In a way, it can also be considered as a disapproval of arguments that literature and language learning were not related (McRae, 1991). This agreement of teachers can also be viewed as an answer to Pope's (1998) urgent question of "who learns and teaches …. why". The fact that in Turkey English has a status of a foreign language brings forth an issue of language proficiency of students. In agreement with Ganakumaran (2002) and Krishnasamy (2015), teachers appear to be aware that language proficiency is a major shortcoming in English literature teaching, and, therefore, have made a strong statement for necessity to incorporate linguistic aims.

Teachers can be said to prefer teaching English literature in ways that target language proficiency development of students. Within the category of linguistic aims development of comprehension skills, development of vocabulary knowledge, and development of awareness of and abilities to use figurative meanings of language were found as most favored by teachers. Among these three linguistic aims, vocabulary knowledge development was rated the highest among all the aims. In support to this finding, it can be said that insufficiency of students in terms of vocabulary knowledge has been also noticed by a number of studies as the

most important factor influencing learning. Thus, Mwape (1984, p.14) in reference to these studies (McKillop and Yoloye, 1966; Taylor, 1966), notes that many EFL students "lack a critical vocabulary to enable them read a book intelligently and skillfully".

At the same time it can be said that, although linguistic aims were prioritized, cultural, individual and literary aims were also stated as important for English literature teaching, although less important than linguistic aims. The fact that all major aims received in general positive views from teachers supports Obeidat's (1997) statement that literature does not pursue only linguistic aims but also exerts beneficial influence on cultural, intellectual, social and psychological development of students (quoted in Abdullah et al, 2007, p.24). Teachers by agreeing to pursue such cultural aims as development of capacity to compare one's own culture and another one, and development of awareness of universal values of humanity seemed to agree with Tarakçıoğlu's (2003, p.215) definition of cultural aims of teaching English literature which she defined as grasping of values, ideologies and philosophies of another culture. Among individual aims, preference for development of critical thinking skills using imagination and creativity seems to match Tarakçioğlu's (2003) definition of individual aims as "open-mindedness (and) non-judgmental attitude". Among literary aims, development of knowledge and use of key literary concepts such as plot, setting, character, turning point, theme, and narrator, were also marked as suitable aims for English literature teaching. These aims agree with the definition of literary aims by Tarakçıoğlu (2003) who argued that literature teaching involves "a considerable baggage of critical concepts and meta-langauge and (….) students' (….) ability to use such terms and concepts".

Although, on the overall, all the aims were found important and necessary from teachers' point of view, when considered from the standpoint of their position on the rating scales, it should be said that linguistic aims ranked first, cultural aims second, individual aims third, and literary aims ranked last on the scales. The lesser preference for literary aims expressed by teachers in comparison to other categories can be explained in two ways. Firstly, teachers may not be familiar with English literature as a subject of study because of insufficient pre-service training on literature teaching at ELT departments of tertiary education. Teachers who were trained to teach language may simply not know how to teach literature or how to pursue literary aims. To change teachers' perceptions of self-insufficiency on teaching English

literature, ELT programs may be reconsidered to increase the role of literature studies. Secondly, teachers' strong agreement on linguistic aims and lesser agreement on literary aims in literature teaching may be explained by them thinking that language-based approach accommodating two syllabuses at the same time - literature syllabus and language syllabus - is more appropriate for adoption, since it seems to be the best way to manage low proficiency levels of students and to facilitate their study of English literature. Teachers seem to be aware that by putting emphasis on improvement of language knowledge students can learn to appreciate literature in less stressful ways. The study conducted by Abdullah et al (2007, p.48) confirms the existence of such a need on the students' part. As they cite from Widdowson (1984, p.146), students are not keen on learning literary terms and concepts, because they find too difficult to identify these elements in a text owing to the nature of literary language, which is too deviant and hard to understand. That is why teachers must have chosen language-related aims not out of fear for being incompetent in literature teaching themselves, but rather out of a pedagogical concern to meet the need of their students to improve proficiency levels. In addition it can be said that language-related aims are considered widely popular in EFL contexts worldwide. In addition, teachers by scoring the highest linguistic aims demonstrated that their opinions agreed with the rationale of MNE for the inclusion of English literature, which was improvement of students' language proficiency levels.

In conclusion, it is suggested that syllabus design for English literature course includes explicit statements of linguistic aims and bases its teaching methodologies on the achievement of language-related aims. However, these suggestions should not be perceived as drawing strict borders between different approaches in syllabus design as it is believed syllabuses should be flexible enough to allow teachers to adjust and modify them as suits best their educational and pedagogical purposes. In embracement of Haynes' (2009) principles of holistic approach in education for multidirectional development of individuals, the study would like to suggest incorporating those literary, cultural and individual aims which have received relatively high scores within each category. Thus, among literary aims it would be beneficial to incorporate such aims as development of knowledge and the use of key literary concepts such as plot, setting, turning point, character, theme, and narrator. Among cultural aims it would be beneficial to incorporate such aims as development of capacity to compare and contrast one's own culture and another one, and development of awareness of universal values of humanity.

Finally, literature teaching would benefit by inclusion of such aims as development of critical thinking skills and skills of imagination and creativity.

5.1.2 Summary and Discussion of Literature Types

In response to the second research question, the study found that among four main genres of literature - novels, short stories, poetry and drama - short stories and drama were found to have higher rates in teachers' opinions than novels and poetry. There was found a significant difference between short stories and drama on the one hand, and novels and poetry on the other hand. This finding seems to agree with Campbell's (2007) argument in favor of the use of short stories in high schools. She indicated that a growing number of teachers choose to use short stories in EFL/ESL contexts because of their multiple benefits: shortness of texts, simplicity of plot, simplicity of settings, simplicity of themes and characters, lesser instances of breaking of rules and deviances, suitability for language development, reading enjoyment, usefulness of storytelling for language skills development, and so on. As for the drama method it was also accepted by teachers from this study as an appropriate genre for literature teaching. However, while teachers expressed a strong agreement for the use of short stories, their agreement to use drama in English literature class, although positive, was yet moderate. This could be explained by general perceptions of drama as being a difficult method to put in practice and that, although enjoyable and pleasant, it requires a great deal of preparation (Thomas and Parkinson, 2007). Whatever the drawbacks of drama in literature class, the high score drama received from teachers indicates that teachers seem to be aware of its far more numerous benefits in developing language skills, speaking and listening in particular, fostering self-confidence and self-control, promoting empathy with others and so on and so forth. On the other hand, poetry received a score significantly lower than short stories and drama. This seems to agree with Gill's (1985) statement that poetry is least preferred of all literary genres by both students and teachers in high shools. It appears that teachers like poetry less probably owing to the fact that they find difficult to understand and explain the deviant nature of poetry. Besides, they might have been aware that teaching poetry requires prior knowledge of literary concepts and devices such as rhyming, alliteration, meter, assonance, consonance, and so on and so forth, which, as Parkinson and Thomas (2000) indicate, teachers need to know if they

want to help their students develop knowledge of these poetic patterns which is not possible if teachers are not familiar with the uses and functions of such patterns themselves.

Dichotomy along the lines of canonical literature versus popular literature was resolved in favor of popular literature which might be yet another evidence of worldwide tendency to include alternative literature into literature syllabuses. The fact that majority of teachers were ELT graduates might explain their preference for popular literature over classical literature. This seems to agree with Parkinson and Thomas's (2000) argument that pre-service training prompts teachers' choices of contents. Since literary canon is not the major subject of ELT graduates it is no wonder they refrain from choosing it as a content of study.

An interesting mismatch was revealed with regard to the preference for canonical literature between the average opinion of all English teachers and the opinion of more experienced teachers. As it appeared, while general opinion was less in favor for including canonical literature into the syllabus, more experienced teachers stated preference for canonical literature as more suitable type for the syllabus. It appears that from the perspective of more experienced teachers a similar trend has been noted by the findings of another study (Abdullah et al, 2007) where more experienced teachers were found to prefer canonical literature to popular literature. This can be explained probably by more experienced teachers being more willing to use cognitively challenging literature than the less experienced teachers. As for the divide between original literature and simplified literature, again teachers' average opinion expressed very strong support for the use of simplified literature. This might have been due to their concern about low proficiency levels of students, which presents problems for students' understanding of linguistically challenging original texts.

In terms of thematic genres, teachers were asked to identify the most appropriate genres for English literature teaching. As appeared, they chose mostly themes that were likely to draw students' attention, intrigue and motivate them for learning. This seems to be similar with suggestions of Gee (2000), Heath and Dewitt (1993), and Moje et al. (2000) who argued that multiple thematic genres should be a focus of literature classroom and should take into account students' individual interests. Thus, adventures, mystery, comics, picture novels, graphic novels, cartoon stories, folk literature, fairy tales, fables, songs, legends, comedies, humor, parody, satire and detective stories were selected as most suitable thematic genres.

Apparently, teachers thought that these were themes most convenient for high school learners, easy to understand and enjoyable. As appears, picture novels, graphic novels, comics and cartoons are frequent choices of many EFL/ESL teachers in secondary education because, as Campbell (2007) argues, with little textual input these visual representations of literature facilitate learners' understanding of literature and make reading really enjoyable. Interestingly, themes of horror, terror, violence and tragedy received the lowest score among teachers. It seems that teachers made a conscious choice to protect their students from themes containing violence, aggressive and offensive speech, and sad endings.

With regard to the periods of writing, there was found a significant difference between contemporary literature on the one hand, and modern literature, Old Age literature, Middle Age literature, and literature from the Renaissance period up to Victorian Age period, on the other hand. Teachers choosing contemporary literature as most suitable for English literature must have reflected, at the same time, the ideas of educational philosophy prevailing in the world today, according to which literature should contain works based on real-life contexts so that to encourage students to make connections with their own lives and bring their own experiences into the processes of interacting with texts. According to the general belief, contemporary literature is more suitable for these purposes as it contains plenty of real-life contexts.

In terms of cultural origins of literature, the study found that literature of English-speaking countries, such as American, British, and Australian were more preferred than multicultural or world literature. This is an interesting finding indeed as it seems to contradict the worldwide literary movements according to which in EFL contexts, outside of English-speaking countries, for English literature syllabus to be teachable and reliable, it is recommended to include translations from multicultural literature to reflect, as Perren (1963) and Martin (1983) point out, cultural sensitivities of students and teachers. Turkish teachers' lesser preference for multicultural literature also seems to disagree with Sims's (1993) argument who viewed multicultural literature as a "mirror and a window into students' own experiences" (p.39). As found from the literature review, such countries as India, Singapore, Malaysia, or Zambia, for instance, have included into their English literature syllabuses English translations from non-English multicultural or local literature. This striking difference from teachers from this study

preferring more English-style literature could be explained if certain historical realities are reflected upon. Unlike Turkey which succeeded to protect its political independence and sovereignty in history, these countries, on the contrary, were a long-time British colonies in their past. No wonder that due to their colonial past they resent the idea of orienting their literature syllabuses towards the British-style literature. Martin (1983) and Perren (1963) referred to this as perceptions of "imperialist orientation". Together with the fact that Turkey has never had a colonial past, on the other hand, it can be argued that teachers' preference for the British-style literature might have been guided by Turkey's general orientation towards Western values and standards. Hence, teachers' preference for a cultural aim such as "develop capacity to compare and contrast one's own culture and another one" could be understood as "develop capacity to compare and contrast one's own culture and the culture of English-speaking communities".

In conclusion, based on these findings the present study would like to suggest the following types and genres of literature to be included into English literature syllabus: short stories, drama, popular genre, simplified genre, thematic genres of mystery, adventure, comics, picture books, graphic novels, cartoon stories, folk literature, fairy tales, fables, songs, legends, comedy, humor, parody, satire, contemporary genre, and literature of English-speaking countries.

5.1.3 Summary and Discussion of Teaching Approaches and Types of Activities

In response to the study's third research question on which teaching approaches and classroom activities should be incorporated in English literature syllabus, the present study found there was a significant difference between Literature as Personal Growth or Enrichment approach, Story Grammar approach, RRA and Language-based approach, on the one hand, and all other approaches, on the other hand. Thus, out of 9 approaches altogether teachers' opinions were found higher on these three approaches in particular. This is, at the same time, consistent with the findings on teachers' opinions about the aims in literature teaching. Thus, the choice of Literature as Growth or Enrichment approach seems to agree with teachers' preference for individual aim of developing critical thinking skills, and skills of imagination

and creativity. At the same time it should be said that among these three approaches which received scores higher than the rest of approaches Literature as Growth or Enrichment approach has received the highest of all scores for all of the approaches. This brings to mind that teachers may be well familiar with the many qualities of this approach, which in McKay's (1982) words is known for its power to develop linguistic competence and literary competence of students, on the one hand, and to expand their individual qualities, such as critical thinking skills, on the other hand. This is also in line with Stan's (2015) emphasis that "literature holds a prominent role in children's personal development since it is not only a tool in language learning but also a source of personal growth". Thus it can be inferred that teachers believed that adoption of this approach would be most beneficial for English literature teaching in reflection of Lazar's (1993) view of this approach in literature teaching as a tool that engages students' own "experiences, feelings and opinions" (p.24). On the other hand, the fact that this approach helps develop linguistic competence of students, as mentioned before, matches teachers' preferences for linguistic aims to all other aims. Furthermore, preference for Literature as Personal Growth appears to agree with Carter and Long's (1991) emphasis on the importance of the concept of "personal growth" as an important aim of English literature teaching.

Although with a lesser score than for Literature as Personal Growth approach, Story Grammar approach also received high scores as an approach suitable for the teaching of English literature. This approach is usually applied when literary aims are pursued. Although literary aims were scored lower than all the rest of the aims, within this category the highest score was given to the development of the knowledge of literary concepts such as plot, setting, turning point, themes, narrator and characters. As appears Story Grammar approach is applied particularly when it wants to pursue this aim. Thus it can be said that there is a certain amount of consistency between the findings. On the other hand, teachers' agreement on the use of story-telling activity appears to match their preference for Story Grammar approach which Dimino et al. (1990) described as having been developed from the analysis of folktales being retold many times.

Although Language-based approach was the third choice of preference among all approaches, when considered together with the first choice of approach - Literature as Personal Growth - it

becomes obvious that teachers strongly agree that English literature should be taught for the purpose of language development of students which is in fact the aim of both approaches.

To conclude, the study would like to suggest incorporating into English literature syllabus Literature as Growth or Enrichment approach, Story Grammar approach and Language-based approach as three major approaches which could be used in a mixed approach manner.

As for the classroom activities, teachers scored high on (1) audio-visual support, movies, films, videos, overhead projectors, (2) brain storming, (3) guessing, predicting (4) reading exercises, extensive reading, reading aloud, close reading, (5) story-boards, picturing, drawing characters, drawing settings, drawing scenes, (6) character maps, story maps, (7) visual and graphic representations to illustrate the story grammar, (8) drama techniques, story-telling, role-play, (9) students' oral presentations, (10) small group work, whole class work, (11) students' comments and interpretations about text and issues raised in it. Thus, out of 28 different activities, 11 activities were higher in scores compared to all other activities. On the other hand, within these 11 activities (1) audio-visual support, (2) brain storming and (3) guessing/ predicting were scored the highest. As appears these activities are all student-centered and reflect most contemporary methods of teaching, since they target multiple competence development of individuals. Teachers seem to have chosen mostly those classroom activities and techniques which they believe themselves and students would feel most comfortable with. In other words, they preferred the activities which are less challenging, and require less preparation and less prior knowledge from students and teachers. This confirms the findings of Abdullah et al (2007, 49) that teachers choose mostly those kinds of teaching methods that they believe to be most suitable for EFL students. Besides, these activities are also known as interactive methods of learning (group discussions, movies, films, drama, story-telling, students' commentary etc). This also reflects Richison et al's (2002) argument that students need to be provided with non-traditional forms of learning such as pop culture, media texts, and "alternative representations such as drawing, film, cartoons, newspapers, and photographs" (p.76). Teachers' choice of audio-visual and graphic forms of representation also echoes Wilhelm's (1997) statement, when he referred to other studies, that the use of visual imagery encourages students' comprehension and abilities to "predict, infer, and remember what has been read" (pp.117-18).

On the other hand, grammar translation exercises, teacher lecturing, the use of L1, stylistic analysis, linguistic analysis, and discourse analysis were classroom activities that teachers scored significantly lower. Low scores for these activities and methods of teaching could be explained by the perceptions of such methods being as outdated, unpopular and inefficient methods of teaching. In other words, grammar teaching and teacher-centered methods of instruction are considered to be less appropriate. These may also have been less preferred for being cognitively too challenging for learners. In other words, it can be said that teachers were aware of the fact that students' interests, needs and abilities should be taken into account.

5.1.4. Summary and Discussion of Assessment Types

In response to the fourth research question on assessment procedures, the present study has reached the following conclusions. Within dichotomy of norm-based and criterion-based assessment types, commonly employed in education, the findings of the present study revealed that criterion-based assessment was more agreed as an effective assessment type than the norm-based one. The choice of criterion-based assessment is meaningful since it underlines the importance of human element in learning as the basis for any assessment schemes. This finding is very important in terms that it draws attention to the need to reconsider assessment schemes currently in practice in Turkey which are generally exam-oriented and encourage competition among students with disregard for their individual sensitivities. On the other hand, that teachers stayed undecided about whether the norm-based assessment should be adopted or not, may imply, in line with arguments of Parkinson and Thomas (2000), that a more balanced approach could be adopted in relation to the two types of assessment, since both have their own advantages and uses.

The study found a significant difference between opinions of teachers on whether a separate score for literature and a separate score for language should be incorporated in the assessment scheme of English literature syllabus. Although both received positive scores, teachers' opinions were higher on a score for language that on a score for literature. This is consistent with teachers' views on Language-based approach, linguistic aims and classroom-activities that target language development of students. The fact that in a literature class a score should be also given for language learning reflects statements of previous researches about the

necessity to use integrated approach in literature teaching and assess literary competence together with linguistic competence of students (Collie and Slater, 1987; Lazar, 1993; Parkinson and Thomas, 2000; Sinclair, 1982; Taylor, 2000). At the same time, higher preference for a score for language than for a score for literature seems to agree with Spiro's (1991) argument that it is more difficult to assess literary competence than linguistic competence.

Another important finding concerns the fact that teachers scored assessment of different coursework types such as unit-related performances, task assignments, projects, PowerPoint assignments, portfolio works, tests and quizzes higher than final examinations. This means teachers are more sensitive to the process-oriented learning than the product-oriented one. Teachers appear to value more students' learning experiences than their abilities to demonstrate attainment of objectives at the end of instruction. Moreover, the fact that teachers gave higher score for formative assessment supports this conclusion. As known, this type of assessment does not aim at evaluating students' performance and behaviors by giving them bad or good marks but encourages them to reflect on their own learning, develop awareness of their own strengths and weaknesses, and develop strategies to improve their performances.

One point needs to be highlighted with regard to the choice of aims, as they have direct implications on the assessment procedures of the course. With linguistic aims being more preferred by teachers than individual, cultural and literary aims, it can be argued that teachers reflected the opinion, which prevails worldwide, that it is more difficult to assess affective and cognitive domains of literature as implied by these three categories of aims (Harrison, 1973; Paffard, 1962; cited in Mwape, 1984). Aims of developing literary appreciation and cultural awareness, for instance, are considered difficult to assess as such outcomes take much longer time to manifest themselves. Teachers can be said to have expressed preference for those outcomes in literature study which could be defined as "more measurable" in Mwape's terms (1984).

In conclusion, the study would like to suggest that English literature syllabus should incorporate such aspects of assessment types as criterion-based assessment, an assessment of language skills, coursework assessment and formative feedback, and at the same time, should

aim at measuring those skills and competences of students that present lesser difficulties for assessment.

5.1.5 Summary and Discussion of Syllabus Types

In response to the study's fifth question about syllabus types it was found that among different categories of syllabus types there were found significant differences between sub-items of each category. Thus, there was found a significant difference between process-oriented and product-oriented syllabuses as a separate category of syllabus types according to the general orientation of syllabuses. Teachers' preferences for the process-oriented type over the product-oriented type appear to be consistent with the high opinions they had on the assessment types that stress the learning processes, rather than learning products, and underline the necessity to put learners at the center of education. In terms of syllabus types according to major organizing principles, teachers presented consistency of opinions with regard to the process-oriented type of syllabus, as they stated their support for process-based, skill-based, situational and content-based types of syllabus. These types of syllabuses were more agreed upon than the types organized around grammar, structures and historical evolutions of English language which would be more consistent with the product-oriented type of syllabus. In terms of syllabus formats, teachers scored higher the story-line format. This format seems to be consistent with the nature of literature in general, as literature itself is a story being told. From the perspective of literary genre, this format seems to go along with teachers' preferences for short stories. The second-best choice of syllabus format made by teachers was a cyclical/ spiral format. This is also consistent with teachers' opinions about the need to incorporate language-based approach and linguistic aims, since cyclical format is generally considered to suit syllabuses that target language improvement of students.

In conclusion, for the successful implementation of the English literature course, the study would like to suggest that the following types of syllabus should be adopted as a model for English literature syllabus design: process-oriented, process-based (task-based, procedural), skills-based, situational, content-based (topic-based, theme-based), story-line and cyclical.

5.1.6 Summary and Discussion of Problems Encountered in English Literature Teaching

To find response to the sixth research question the present study used qualitative and quantitative methods to investigate most problematic areas in literature teaching. In both methods sub-items of problems were grouped into three major categories: student-related problems, teacher-related problems, and problems related to external factors. The results of both methods converged on the fact that teachers' opinions agreed on the student-related problems as the biggest problems in English literature teaching. According to quantitative results, within student-related problems teachers scored the highest students' low proficiency levels and students' low motivation to learn literature. Qualitative results supported this finding by showing that teachers considered language skills, language proficiency and low motivation of students as the biggest problems. On overall, these findings seem to support the findings of the study conducted by Abdullah et al (2007, 66) where teachers emphasized as top problems in literature teaching students' low proficiency levels and low motivation for learning literary elements. This finding also matches the findings of studies by Arvidson & Blanco (2004), Brown (2000) and Katz (2001) which showed that in addition to low proficiency levels, low motivation and low self-confidence on the part of students were also important problems in EFL contexts.

Teachers were less agreed to identify their own qualifications and competences as problems bigger than students'. Although, teachers' agreement on their insufficiency or lack of training were less stronger than on students' proficiency levels, the problem of insufficiency or lack of training, if taken separately from all other teacher-related problems, appeared to present a serious problem in teachers' opinions. Thus, it is consistent with majority of teachers' opinion that there is a need for in-service training on literature teaching. Besides, it appears to support Katz' (2001) argument that teachers perceive themselves to be incompetent in literature teaching because of insufficient pre-service training they receive. Insufficiency of pre-service training was also mentioned by other studies as one of the biggest problems not only in literature teaching but even in language teaching (Gedikoğlu, 2005; Karcı and Vural, 2011; Solak and Bayar, 2015). Apart from this item, in general, teachers do not seem to agree to constitute a serious problem in terms of their qualifications, characteristics and competences.

In conclusion, the study would like to suggest that student-related problems - low proficiency levels and low motivation of students, in particular - be taken into account during the processes of English literature syllabus design. Moreover, it suggests that in-service training should be organized to enhance teachers' qualifications for literature teaching.

5.1.7 Summary and Discussion of Differences between Teachers' Opinions in terms of Gender, Age, Employment Place, Length of Service and Education Status.

In order to contribute to understanding of the seventh research question, this study has conducted additional research to find out whether there were any significant differences between teachers' opinions in terms of their gender, age, employment places, lengths of services, and education status.

In terms of gender, it was possible to state that female teachers' (73,1%) opinions were found to be significantly higher on almost all of the items where statistical significance has been noticed (12 items in total). Female teachers can be said to be more sensitive on development of individual and literary competence of students. Moreover, they appear to attach more importance to the use of a variety of classroom activities. Analysis of their preferred classroom activities demonstrated a balanced approach with regard to teaching methodologies. They also indicated a need to combine language-based and literature-based approaches in literature teaching.

In terms of age, significant differences were found in 6 items. The study analyzed teachers' responses from the standpoint of differences displayed between younger (25 and less) and older teachers (45 and more). In addition, while a positive relationship was found between preferences of older teachers and male teachers for the use of original and unmodified texts, younger teachers and female teachers were found less in favor of these literature types. As older teachers' opinions on insufficiency or lack of training in literature teaching were higher than younger teachers, it can be concluded that they were more in favor for in-service training.

In terms of places of employment, there were 9 items in which the study found significant differences. It can be argued that there was one region in Turkey - South Eastern Anatolia - which stood out among other regions by being significantly different from them on a number

of issues. Thus, teachers from this region were less willing to use such old-fashioned teaching methods as grammar translation and the use of L1 than teachers from other regions. The only exception was Marmara region which also less agreed to use grammar translation methods and L1. Opinions of teachers from South Eastern region also revealed that teachers working in this region valued more multicultural development of individuals, appreciation and understanding of one's own and others' culture, ideologies and values, than teachers from other regions (except Marmara region). Teachers from Marmara region stated higher opinions on the adoption of process-based, proportional and story-line syllabus types for English literature syllabus design which converges with the general findings. Interestingly enough, it was found that teachers from Marmara region demonstrated similar opinions with teachers from South Eastern Anatolia on issues of culture and teaching methodologies as compared to teachers from other regions. This can be probably explained by similarity of demographic characteristics of the two regions, Marmara/Istanbul and South Eastern Anatolia. Just as South Eastern Anatolia is, so Marmara, represented by Istanbul, is considered as demographically diverse with its variety of social, religious, ethnic, confessional and cultural groups. Considering the fact that Marmara is socio-economically most developed region of Turkey, the study believes that opinions of teachers from this region need be taken into account.

In terms of the length of service, the study analyzed teachers' responses from the point of view of less experienced (10 and less) and more experienced (16 and more) teachers. There were 11 items in which the study found significant differences. Thus, it was possible to state that opinions of less experienced teachers were more or less consistent with opinions of all teachers about the need to incorporate linguistic and cultural aims, folk literature (fairy tales, songs, legends, fables, epic, proverbs, idioms), and a variety of student-centered classroom activities whereas it appears that more experienced teachers thought that teaching students literary canon, Old and Middle English literature, stylistics and using L1 would be more appropriate for teaching English literature. In overall, it can be argued that opinions of less experienced teachers agree more with opinions of all teachers with regard to all of these items.

In terms of education status of teachers in the study, five significant differences were found among opinions of ELT teachers, ELL teachers and teachers of other educational backgrounds. Since English literature was the main focus of the study, the study was keen to

establish whether teachers with majors from English Language and Literature (ELL) departments presented any significant difference of opinion as compared to ELT teachers from the study since they were assumed to be better familiar with English literature and literature teaching methodologies. Indeed, ELL teachers were found to score higher on all 5 items in which significant differences were found. Thus, it appeared they believed more that poetry, literary canon, and conventional approaches in literature teaching such as Literature as Content and the use of L1 would be more effective in literature classroom than ELT and other teachers did. As appears ELL teachers' opinions did not converge with opinions of all teachers on these particular items. Thus, this strengthens suggestion of the study that English literature syllabus should be designed primarily towards improvement of students' language proficiencies first and, then development of literary competence.

5.1.8 Summary and Discussion of Language Proficiency Test

The eighth research question aimed at establishing language proficiency levels of high school students. Language proficiency test was employed on 131 high school students to identify their actual proficiency levels in English. This was needed to answer question about what should be initial language level requirements of English literature syllabus. The findings on this item of the study cannot be generalized to all high school students since the selected sample could not claim to represent the whole population estimated in millions and, thus, make results statistically meaningful. However, they contribute to general understanding of the issue related to language proficiency levels of high school students.

In accordance with English teaching curriculum for primary education, it was assumed that high school students were to study 9^{th} grade at B1 level, as they were expected to finish A1-A2 levels at the end of primary education, according to the principle of continuity in education. In spite of this, it was found that students from different schools studied at different levels of proficiency. Thus, students from one of the schools were placed at B1 level and students from the other school were placed at A2 level in accordance with level descriptors of CEFR. In view of this discrepancy in proficiency levels, it was possible to conclude that language requirements of English literature syllabus for high schools should start from as low as A2 level, and not from B1, as would have been expected. CEFR describes A2 level as

elementary level and provides guidelines with regard to the attainment requirements for this level. In fact, A2 elementary level implies that students have only basic knowledge of language and their language skills are very limited. From the perspective of English literature syllabus design this has serious implications on its implementability, since it will have to accommodate language proficiency levels of students as low as A2. Thus, much shorter and simpler texts, graded readers, adapted to elementary levels of students will have to be incorporated. By consequence, because of low proficiency levels of students, teaching methodologies may have to be reconsidered to incorporate methods, approaches and techniques that would target language development of students. In the same vein, classroom activities aiming mostly at language development may have to be employed at the expense of higher order aims such as literary competence of students, for example. The main assumption is that students with elementary knowledge of English may have serious problems in understanding literature in a foreign language. It would be unrealistic to expect from them the attainment of such aims as developing appreciation for aesthetic values of literature, interpretation of issues raised by text, drawing moral values, understanding literary deviations and so on and so forth, if they are simply not able to understand what they read because of the linguistic barriers. In addition to this, not just teaching methodologies will have to take into account language proficiency levels of students, but assessment procedures should also be devised accordingly. Thus, rather than assessing and evaluating literary competence of students – a higher order of achievement (Chomsky, 1957) – students will have to be assessed and evaluated in terms of their linguistic competence, in other words, their knowledge of language.

The problem of syllabus implementability caused by low proficiency levels is often regarded as the problem of readability of the literature component.This was investigated by Kapinga's (1983) study conducted on EFL students at high schools which found that most of the students expressed deep concern about literature component as "too difficult to comprehend and … understand independently without the assistance of their teachers" (cited in Mwape,1984, p.15). It was suggested that the study of literature "should commence with the mastery of English language itself" (p.16). The implications were that literary texts should be very carefully selected for EFL students in view of the linguistic barriers they face while learning English literature. There were as radical suggestions as to propose that only advanced students

are allowed to study English literature. However, strong opposition has been set up against this proposal. The main argument from opposition was that literature should be "accessible to all students in school" since literature learning is "not always contingent upon student's proficiency in English" (Baird, 1969; Blunt, 1977;Hurley & Sullivan, 1973; Stone, 1964; Moody, 1975; Reids, 1978; cited in Mwape, 1984, pp.19-20). Moreover, Mwape (1984) argues that "the weak L2 student probably needs literature more than the more proficient L2 learner", and adds that what is needed is just to "avoid prescription of books beyond the average student's ability" (p.20).

5.2 Pedagogical Implications

Literature component of secondary school curriculum is a relatively new phenomenon in Turkish national education. Traditionally English literature is taught at literature departments of tertiary education. Today, recognizing its power for enhancing multilateral development of individuals, literature has become important part of English studies at secondary education as well.

The findings of the present study have important implications for English teachers in that a useful framework for English literature syllabus is proposed upon which teachers can reflect in terms of the aims suggested for literature teaching, and in terms of the teaching methodologies, techniques, and assessment procedures suggested for adoption in literature teaching. This study also has its significance in that it gives students the rationale why they are required to learn English literature, and gives them an idea of what they are going to learn, and which classroom activities they are going to be engaged in. This would play important role in motivating and stimulating students for learning.

The present study presented important evidence that language development should be considered the primary aim of English literature teaching at Turkish high schools. The study found that such classroom activities and techniques as audio-visual supports, movies, videos, films, overhead projectors, brain storming, guessing/predicting activities, drawing pictures, story-boards, maps, visual and graphic representations, drama techniques, story-telling, role-playing, small group works and whole class activities should be considered as the most efficient methods in literature teaching. In teachers' views, if these are to be employed,

literature can be learned in more efficient ways. Teachers' prevailing opinion implies that these methods are simpler and easy means for teaching and learning of literature. Moreover, their choice of literature types in terms of short stories, drama, popular literature, simplified literature, contemporary literature and graded readers also suggests that these are the most suitable types for effective English literature class. Based on this information, the study suggests that educational authorities should ensure there are sufficient resources, materials and technologies to make such classroom implementations possible. The 'Fatih Project', for instance, could be put to services of English literature classes. Teachers should be assisted in making effective use of this technology in English literature classroom.

The study found that, along with ELL graduates, ELT graduates were also massively involved in teaching of English literature. However, the fact that ELT teachers teach English literaturecourse could not mean that ELT graduates are indeed qualified to teach it. Although ELT programs include the subject of English literature, to what extent this training is effective can be questioned. That ELT teachers are not well equipped with the knowledge of teaching methodologies in English literature, has been confirmed by a number of studies on literature teaching in EFL context. As an example, a study by Kee (2002) (quoted in Abdullah et al, 2007) showed that ELT teachers had deepest concern for their own regard expressed in the form of perceptions of professional insufficiency in teaching literature. Since the majority of participants from the present study were of ELT backgrounds, their pre-service training qualifications acquire importance. As in confirmation of the assumption of inadequacy of ELT teachers in literature teaching, the majority of participants agreed that there was indeed the need for an in-service training on English literature teaching. This finding can be considered as a recognition of self-insufficiency in relation to teaching English literature.

High schools, caught in this self-contradicting situation with one of the curriculum subjects being taught by teachers who do not consider themselves to be qualified to teach it, are found in a situation further aggravated by the absence of a teaching syllabus for this subject. It could be suggested that in-service training programs on teaching literature should provide teachers with necessary skills to teach literature. Since majority of teachers from this study agreed on the need for in-service training program, the Ministry of National Education could be suggested to consider organizing in-service training projects for ELT teachers across the

country. On the other hand, in-service training programs may not be enough to ensure efficient literature teaching. Hence, the study would like to suggest that ELT programs be reconsidered so as to improve the quality of pre-service training in English literature. ELT programs could be thus re-evaluated to integrate ELL programs as well. As another more radical solution to avoid this contradiction at high schools, it can be suggested that English literature course be taught exclusively by ELL teachers who are well qualified to teach this subject.

The study found that teachers mostly agreed that approaches and methods targeting students' language development should be the first priority of English literature teaching. In this light, it seems useful to suggest that both ELT and ELL teachers develop their knowledge about the integrated approach which target teaching of literature and language in an integrated manner. ELT and ELL teachers being graduates from different departments may not be familiar with this approach since they were trained to teach language and literature as separate subjects.

In addition, the study found that there was significant difference in language proficiency tests between students from two different schools located in different areas of Ankara. While at one of the schools 9th grade students were found to have B1 level as was expected, students from the other school were found to have A2 levels, which was against the expectation. The fact that students were from different socio-economic backgrounds may explain this difference in language proficiency levels of students. Thus, it could be useful for syllabus designers to take into account the socio-economic status of students in terms of its potential impact on students' language proficiencies. On the other hand, apart from socio-economic status of students, another reason of different language levels could be the fact that high schools usually set different entry requirements for prospect students. The difference could be caused because the school where students were found with lower levels might have set lower entry requirements levels than the school where students were found with higher levels of proficiency.

Although English literature was introduced in high school curriculum years ago, the lack of syllabus continues to be its major shortcoming. The present study suggests that the Curriculum Development Committee launches a syllabus design project to deal with this issue and takes opportunity to suggest its findings as a contribution from its part to syllabus design process. In addition, it provides useful insights on specific problems likely to be encountered in literature

teaching and which are needed to be considered so that an appropriate action plan for dealing with them could be laid down.

5.3 Recommendations for Further Research

Further study is needed to gather information on how teachers and students are managing with English literature teaching and learning in general. Such a study could be important in order to identify possible shortcomings in the practical implementations of English literature course so as to offer solutions to overcome them. In case if suggestions of this study are taken into consideration and applied, additional investigation will be needed over a period of time to re-evaluate the syllabus and make necessary adjustments. This could certainly have bearings on pre-service and in-service training programs as well.

With students' proficiency levels found as low as A2 level for state Anatolian high schools, further research may be needed to investigate whether, in view of low proficiency levels in English, it is possible to implement English literature syllabus at these levels at all. Positive insights can be obtained from an experimental study to identify possible differences in language proficiency levels between an experiment group of students receiving a course of English literature and a control group of students receiving conventional course of English language. The ultimate goal could be to identify a possible relationship between literature and language learning.

Students could be surveyed on their perceptions, attitudes and opinions towards English literature learning. As an example, students could be asked whether they think that English literature learning improves their proficiency levels in English language, increases their vocabulary knowledge, is enjoyable, motivates them, and even if it is necessary at all.

Additional research can be conducted to investigate the feasibility of suggestions made above, particularly with regard to the issue of unqualified teachers. This issue should be addressed quickly to save unnecessary waste of teacher time, energy and school resources spend on designing and teaching English literature syllabuses as there are serious doubts for these syllabuses being reliable and valid.

The lack of syllabus as a guide to equip teachers with necessary skills on literature teaching has been a problem ever since incorporation of the subject into high school curriculum. The present study attempted to bridge this gap by putting forward some useful suggestions for the syllabus design. The extent of applicability and suitability of these suggestions necessitates additional research to find more supportive evidence. In fact, it could be important to investigate current practices at secondary education schools through extensive fieldwork and classroom observations. So far, no fieldwork-based evidence has been presented on the ways teachers handle English literature teaching at high schools. Perhaps, more illuminating could be obtaining personal accounts from teachers from face to face interviews. Teachers could be interrogated on teaching methodologies, assessment types, classroom-based activities and on their general perceptions and opinions related to the teaching of this course.

Since the present study presented the findings based only on teachers' opinions, further research could be suggested to be conducted on high school students to find their opinions, perceptions, views and preferences with regard to English literature class. This is important because syllabus designers have to ensure that all sides have been included into the need analysis. Just surveying teachers is not going to be enough to make conclusive suggestions. Collecting information from students is equally important for syllabus design. As Jordan (1978) points out, if students' reading preferences are not taken into account the syllabus is going to be misdirected (cited in Mwape, 1984, p.13). Jordan in a study conducted to identify reading preferences of secondary school children in Africa and Asia demonstrated that "students showed most preference for books about their countries". This result of Jordan's study apparently does not go along with the finding of the present study in which worldwide literature (including local one) was less preferred by teachers as compared to English-style literature. Thus, it can be argued that teachers and students might have different preferences with regard to the kind of literature they want to read. Likewise, there seems to be a similar trend with regard to the preferences for certain thematic genres. As appears from Jordan's study and the findings of present study, adventure stories, detective stories, popular works are found to be more preferred as compared to other themes. Moody (1977) also found that EFL university students mostly preferred these themes (cited in Mwape, 1984, p.14). A comparative study based on teacher and student surveys could be thus helpful, as it could contribute to the growth and development of English literature studies at secondary education.

A comparative study from other countries' experiences in teaching English literature at secondary education can be also suggested for further research. It could help to guide the process of syllabus design for English literature teaching in Turkey. Examples from different countries discussed at the literature review part of this study are good references for this kind of investigation. Close examination of their teaching practices with regard to the school subject of English literature could prepare the necessary ground for knowledge transfer in Turkey. Best practices could be thus transferred to Turkey in terms of how these countries have specified their aims of teaching English literature, what kind of literature they have adopted for teaching, what classroom activities and methods they have applied, and what assessment procedure they have employed.

Based on the findings, the present study would like to suggest that additional research is conducted on compilation of literature anthologies which would include literary types, genres and themes that were found by teachers as most suitable for high schools. Such anthologies would be expected to include short stories, drama, popular literature, simplified literature, contemporary literature, etc, in brief, all those elements which teachers preferred more than others.

In addition, this study suggests that important approaches in teaching English literature as were highlighted by this thesis such as Story Grammar, Literature as Personal Growth or Enrichment, Language-Based Approaches and RRAshould be explored in-depth in terms of their applicability to Turkish high school contexts.

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APPENDICES

APPENDIX A - SAMPLE OF ENGLISH LITERATURE COURSE YEAR PLAN IMPLEMENTED AT TURKISH HIGH SCHOOL (Retrieved online on 15.09.2015 from http://www.sorubak.com/12sinif-secmeli-ingiliz-edebiyati-dersi-yillik-plani-20152016_108760.htm)

2015 / 2016 EĞİTİM – ÖĞRETİM YILI …… LİSESİ 10. SINIFLAR SEÇMELİ İNGİLİZ EDEBİYATI DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI

Period			OBJECTIVES AND FUNCTIONS (HEDEF VE KAZANIMLAR)	THEME (KONULAR)	LANGUAGE TASKS AND STUDY SKILLS/METHODS (YÖNTEM VE TEKNİKLER)	MATERIALS (KULLANILAN EĞİTİM TEKNOLOJİLERİ-ARAÇ VE GEREÇLER)	EVALUATION/ TASKS (DEĞERLEN-DİRME)
Months	Week	Hour					
SEPTEMBER	WEEK 4	1	Meeting the students, talking about how to do an efficient course, talking about the materials Reading and learning about Old English and epic	• Introduction to the course	Matching exercises Sequencing Discussion in groups Asking and answering questions Fill in the blanks Narrating Communicative approach	Aygün Akman, The Crown of English Literature, Golden Key Publishing Dictionaries, maps youtube	Matching quiz
		1		What is English Literature and its periods			
OCTOBER	WEEK 1	1	Reading and Analyzing **''BEOWULF''**	Old English and Epic /**BEOWULF**	Matching exercises Sequencing Discussion in groups Asking and answering questions Fill in the blanks Narrating Communicative approach	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Matching quiz
		1	Learning about the term Alliteration and finding it in the epic poem	Alliteration			

OCTOBERRR	**WEEK 2**	1 1	Learning about the Middle English Period and its characteristics. Learning about chivalry in the Middle Age	Middle English and Chivalry **Sir Gawain and the Green Knight**	Infering True false questions Matching vocabulary Fill in the blanks exercises Whole class discussion the theme	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
OCTOBER	**WEEK 3**	1 1	Learning about the genre romance and analyzing an example Sir Gawain and the Green Knight Learning about the characteristics of the age Learning about the genre drama	Medieval Romance English Renaissance and Elizabethan Age Drama	Gap filling exercises Matching Asking and answering questions Group work Whole class discussion	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
OCTOBER	**WEEK 4**	1 1	Learning about the life of Shakespeare Reading and analyzing ''**King Lear''** **29 EKİM 1923- CUMHURİYET BAYRAMI: Cumhuriyetin İlanı, Cumhuriyetçilik İlkesi ve Önemi**	Tragedy and **Shakespeare** **King Lear Act 1 Scene 1**	Gap filling exercises Matching Asking and answering questions Group work Whole class discussion	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Cloze test

NOVEMBER	**WEEK 1**	1 1	Learning about dramatic end tragic flow and finding it throuh the text	**King Lear Act 1 Scene 2**	Matching Asking and answering questions Group work Whole class discussion Skimming and scaning Gap filling exercises	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Matching quiz
	WEEK 2	1 1	**Studying characterization in a work of literature** **Analyzing conflict in a literary text** **10 KASIM ATATÜK'Ü ANMA ATATÜRK HAFTASI: Atatürk'ün hayatı, kişiliği ve özellikleri**	Protagonist, antagonist, foil Conflict	Matching Asking and answering questions Group work Whole class discussion Skimming and scaning Gap filling exercises Matching prepositions to the phrasal verbs	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Consolidation 1
NOVEMBER	**WEEK 3**	1 1	**Learning about the genre of peotry and the types of it** Learning figurative language and the literary devices.	**Introduction to the poetry** **Lyric/ballad/sonnet** **Figurative language** metaphor, simile, imagery, symbol, personification, irony	Using literary devices to understand a poem Asking and answering questions Discussion about the theme Inference	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	1st written Exam

NOVEMBER	**WEEK 4**	1 1	Reading and analyzing a poem Reading and learning about the Classical age and Romanticism and their characteristics Learning and studying about the elements of the novel **24 KASIM ÖĞRETMENLER GÜNÜ**	**Shakespearean Sonnet** **Sonnet 130** Classical / Agustan Age and Romaticism An introduction to the novel Plot, conflict, setting, theme and characterization	Using literary devices to understand a poem Asking and answering questions Discussion about the theme Inference	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
DECEMBER	**WEEK 1**	1 1	Laerning and analyzing of characterization and narration Reading and learning about the biography of **Mary Shelley**	Characterization (flat and round character) Point of view (1st person, 2nd person, 3rd person omniscient) **Biography/ Mary Shelley**	Matching Asking and answering questions Group work Whole class discussion Skimming and scaning Gap filling exercises Matching prepositions to the phrasal verbs	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
DECEMBER	**WEEK 2**	1 1	Reading and analyzing a gothic novel Dealing plot in a novel Analyzing caharacterization in the novel	**Frankenstein Part I** **Frankenstein Part II**	Finding specific information from the text Critical thinking questions Vocabulary matching exercises Gap filling exercises Discussion whole class questions	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	

					Asking and answering questions		
DECEMBER	**WEEK 3**	1	Finding the gothic elements in the novel	**Frankenstein Part II**	Finding specific information from the text Critical thinking questions Vocabulary matching exercises Gap filling exercises Discussion whole class questions Asking and answering questions Finding the mistakes from the text	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Matching quiz
		1	Reading and analyzing a romantic poet.	**Wordsworth Poetry**			
DECEMBER	**WEEK 4**	1	Reading and analyzing a lyric poem of Romanticism	**I Wondered Lonely as a Cloud**	Using literary devices to understand a poem Asking and answering questions Discussion about the theme Inference	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple choice questions
		1	Reading and analyzing novels of manners and biography of Jane Austen	**Novels of manners and Jane Austen**			

DECEMBER	**WEEK 5**	1	Anayzing the characterization in a novels of manners	**Pride and Prejudice Part I**	Finding the main idea from the text Skimming/ scanning Matching exercises	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
		1	Analyzing the humour and satire in the novel	**Pride and Prejudice Part II**			
JANUARY	**WEEK 1**	1	Discussing about the wit in the novel	**Pride and Prejudice Part**	Finding specific information from the text Critical thinking questions Vocabulary matching exercises Gap filling exercises Discussion whole class questions Asking and answering questions Finding the mistakes from the text	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Matching quiz
		1	Making the students to do a literary analysis of the novel	**Pride and Prejudice**			
JANUARY	**WEEK 2**	1	Reading and learnin about the period of realism	Victorian Period and Realistic Period	Matching Asking and answering questions Group work	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps	2nd written exam

		1	Studying and learning about a writer of Aesthetic Movement	**Oscar Wilde and Aestheticism**	Whole class discussion Skimming and scaning Gap filling exercises Matching prepositions to the phrasal verbs	youtube	

JANUARY	**WEEK 3**	1	Reading and analyzing of a novel	**The Picture of Dorian Gray**	Matching Asking and answering questions Group work Whole class discussion Skimming and scaning Gap filling exercises	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple questions quiz
		1	Reading and analyzing a comedy of manners	Comedy of manners			

FEBRUARY	**WEEK 2**	1	Reading and learning about Modernism	Modern Period	Matching Asking and answering questions Group work Whole class discussion Skimming and scaning Gap filling exercises		Consolidation
		1	The consolidation of units 4-8	Consolidation			

FEBRUARY	**WEEK 3**	1	Reading and learning about the period of American Literature The characteristics of the age and movement	The Literature of Colonial America The Literature of Reason and Revolution The Literature of Romanticism	Inference Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
		1	Reading and analyzing the genre of short story	Short story of gothic horror			

FEBRUARY	**4** WEEK	1	Reading and learning about the biography of an American short story writer	**Edgar Allan Poe**	Inference Finding the speciific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
		1	Reading and analyzing 'the Cask of Amontillado' Dealing with suspense in the horror story	**The Cask of Amontillado**	Inferrence Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class		

MARCH	**WEEK 1**	1	Lerning and studying the five elements of the short story	The Cask of Amontillado Plot, theme, setting, point of view, characterization	Inference Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple choice quiz
		1	Learning and studying the period of transcendentalism and the characteristics of the age	The American Renaissance / Transcendentalism			
MARCH	**WEEK 2**	1	Reading and studying the biography of a romantic poet of the time **12 MART (1921) İSTİKLAL MARŞININ KABULÜ VE MEHMET AKİF ERSOY'UN HAYATI** **18 MART ÇANAKKALE ZAFERİ**	**Walt Whitman**	Using literary devices to understand a poem Asking and answering questions Discussion about the theme inference	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
		1	Reading and analayzing of a lyric poem/ elegy	**O CAPTAIN! MY CAPTAIN!**			
MARCH	**WEEK 3**	1	Reading and studying of the characteristics of the age and famous writers of the time	The Literature of Realism	Seguencing the story according to the choronological order Critical thinking questions Gap filling exercises Vocabulary related adjectives Finding the specific information from the text True False questions	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
		1	Reading and learning about a realist writer	**Mark Twain**/ Biography			

					Matching vocabulary with the definitions Discussions with whole class		
MARCH	**WEEK 4**	1 1	Reading and analyzing of an episode of a novel The characteristics of a picaresque novel	**The Adventures of Tom Sawyer** Picaresque Novel	Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple choice quiz
MARCH	**WEEK 5**	1 1	Reading and studying of the characteristics of the age and famous writers of the time Reading and studying of the biography of a writer of the movement Reading and analyzing of the novel of the Call of the Wild	**Naturalism and Jack London** **The Call of the Wild part I**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple choice quiz

APRIL	**WEEK 1**	1 1	Reading and analyzing of the novel of the Call of the Wild Analyzing characterization and conflict in a novel	**The Call of the Wild Part II** **The Call of the Wild**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
APRIL	**WEEK 2**	1 1	Reading and studying the Literature of Modernism, its characteristics and famous writers Reading and analyzing of a modernist novel	Modernism and Scott Fitzgerald **The Great Gatsby Part I**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Consolidation

					Discussions with whole class		
APRIL	**WEEK 3**	1 1	**Reading an analyzing of a novel of manners** **Reading and analyzing the rising, climax and falling action in a story.** **23 NİSAN ULUSAL EGEMENLİK VE ÇOCUK BAYRAMI**	**The Great Gatsby Part II** **The Great Gatsby II**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	1st written exam
APRIL	**WEEK 4**	1 1	**Reading and analyzing conflict in a story** Reading and studying the biography of a symbolist writer	**The Great Gatsby II** **John Steinbeck and Symbolism**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple questions quiz

MAY	**WEEK 1**	1 1	Reading and analayzing of a short story Analyzing setting in a short story **1 MAYIS İŞÇİ BAYRAMI**	**The Chrysanthemums** **The Chrysanthemums**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
MAY	**WEEK 2**	1 1	Analyzing the symbols in a short story Analyzing the theme in a short story	**The Chrysanthemums** **The Chrysanthemums**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Multiple Choice quiz
MAY	**WEEK 3**	1 1	Reading and studying the Literature of Harlem Renaissance, its characteristics and famous writers Reading and studying the Contemporary Literature , its characteristics and famous writers **19 MAYIS GENÇLİK VE SPOR BAYRAMI VE ATATÜRK'ÜN GENÇLİĞE VERDİĞİ ÖNEM**	**The Harlem Renaissance** Contemporary Literature	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	

MAY	**WEEK 4**	1	Reading and studying the biography of an Afro- American writer	**Alice Walker**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	
		1	Reading and analyzing the short story Everyday Use	**Everyday Use**			
JUNE	**WEEK 1**	1	Analyzing characterization in a short story	**Everyday Use**	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	2nd written exam
		1	Analyzing the point of view in short story	**Everyday Use**			
JUNE	**WEEK 2**	1	Analyzing the resolution in a short story	**Everyday Use**	Scanning and skimming Matching exercises Vocabulary related adjectives	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes,	Matching Quiz

		1	Answering the questions which cover the revious units.	Consolidation	Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Dictionaries, maps youtube	

JUNE	**WEEK 3**	1	Evaluation of the coursebook Evaluation of the course	Review of the term	Scanning and skimming Matching exercises Vocabulary related adjectives Finding the specific information from the text True False questions Matching vocabulary with the definitions Discussions with whole class	Aygün Akman, The Crown of English Literature, Golden Key Publishing Teacher's notes, Dictionaries, maps youtube	Consolidation
		1		Review of the term			

Bu yıllık plan 2536-2575 sayılı tebliğler dergisinde yayımlanan Anadolu Liseleri İngilizce Dersi Öğretim Programlarındaki konular esas alınarak;2561 sayılı tebliğler dergisinde yayımlanan ve Bakanlıkça hazırlanan kitaplara paralel olarak hazırlanmıştır. Atatürkçülük konuları 2104-2488 sayılı T.D'de yayımlanan Atatürk İlke ve İnkılapları Öğretim Esasları Yönergesine gore yıllık planda dağıtılmıştır. Yıllık plan, 2551sayılı T.D.de yayımlanan Eğitim ve Öğretim Çalışmalarının Planlı Yürütülmesine İlişkin Yönerge ve yıllık plan örneği dikkate alınarak hazırlanmıştır.

Zümre öğretmenleri:

NOT:

1. Yıllık Plânın "saat" kısmında gösterilen ders saatleri çeşitli tatiller ve bunların öğretmenlerin haftalık ders programına farklı biçimde yansıması nedeniyle değişebilir.Öğretmenler; ders saatlerinin artması durumunda, işlenen konuyu pekiştirici bir takım çalışmalar yaparak, azalması durumunda da konunun işlenişini hızlandırarak gerekli önlemleri alacaklardır.
2. Ayrıca okullar kendi öğrenci seviyesine göre yıllık planda belirlenen dönem, yazar ve eserlerler konusunda seçim yapabileceklerdir. Örneğin müfredatı öğrenci seviyesine ağır geldiğini düşünen okullar birer şiir ve roman ve bunların yazarlarını okutmama yoluna gidebileceklerdir. Bu seçim her okulun kendisine aittir.(Örneğin 1. Dönem için Worsdworth ve Oscar Wilde okutulmayabilinir.Aynı şekilde 2.Dönem ise Walt Whitman ve John Steinbeck ya da Alice Walker okutulmayabilinir.

Uygundur.
… / 09 / 2015

Okul Müdürü

APPENDIX B - LETTER OF MNE PROVIDING RATIONALE FOR INCLUSION OF ENGLISH LITERATURE AT STATE HIGH SCHOOL CURRICULUM

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Ortaöğretim Genel Müdürlüğü

Sayı : 84037561/600/10811150 23.10.2015
Konu: Araştırma İzni

GAZİ ÜNİVERSİTESİNE REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü)

İlgi: Gazi Üniversitesi Eğitim Bilimleri Enstitüsünün 12.10.2015 tarihli ve 80287700-302.10/4319 sayılı yazısı.

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Doktora öğrencisi Ceren IŞIKLI' nın, Yrd.Doç.Dr. Aslı Özlem TARAKÇIOĞLU' nun danışmanlığında yürüttüğü " A Suggested Syllabus for 9th Grade Elective Course " English Literatüre" In High Schools" isimli tezi ile ilgili olarak test ve anket uygulamasına dair ilgi yazı ve eki incelenmiştir.

Ortaöğretim Kurumlarında haftalık ders çizelgelerinde, şartları uygun olan ve isteyen Ortaöğretim kurumlarının zümre kurulunca, öğretim programlarının hazırlanması kaydıyla İngiliz Edebiyatı dersi haftada 1-2 saat 9-12. Sınıflarda 4 yıl süresince bir kez seçilmekte olup bunun seçmeli derslere eklenmesindeki amaç, özellikle yabancı dil sınıfında okuyan öğrencilerin ilgi ve istekleri ile hedefledikleri yükseköğretim programları da dikkate alınarak dil alanında gelişmelerini sağlamaktır.

Anketde yer alan soruların yukarıdaki açıklamalar gözönüne alınarak yeniden düzenlenmesi, 64 ve 122. soruların çıkartılıp müracaat edilmesi halinde söz konusu anket tekrar değerlendirilmeye alınacaktır.

Bilgilerinizi ve gereğini rica ederim.

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.
/20
23 Ekim 2015

Fevzi PARLAK
VHKİ

Yaşar KOÇAK
Bakan a.
Genel Müdür V.

Atatürk Blv. 06648 Kızılay/ANKARA
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e-posta: adsoyad@meb.gov.tr

Muammer AKSOY (Eğitim Uzmanı)
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APPENDIX C - MNE OFFICIAL PERMISSIONS TO ADMINISTER RESEARCH AT STATE SCHOOLS

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.12780970 11.12.2015
Konu: Araştırma izni

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
b) 04/11/2015 tarihli ve 4535 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Doktora Öğrencisi Ceren IŞIKLI' nın **"A Suggested Syllabus for the Elective English Literature Course in high School"** başlıklı tezi kapsamında çalışma yapma talebi Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama formunun (5 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Ali GÜNGÖR
Müdür a.
Şube Müdürü

Güvenli Elektronik İmza
Aslı İle Aynıdır.
11/12/2015
Yaşar SUBAŞI
Şef

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Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden bed6-be5e-3c18-8390-9f30 kodu ile teyit edilebilir.

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Ortaöğretim Genel Müdürlüğü

Sayı : 84037561/600/11542280 11.11.2015
Konu Araştırma İzni

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü)
ANKARA

İlgi : a) 07/02/2013 tarihli ve B.080.YET.00.20.00.0/3616 sayılı yazı (Genelge No:2012/13).
b) Gazi Üniversitesi Eğitim Bilimleri Enstitüsünün 04/11/2015 tarihli ve 80287700 -302.10/4536 sayılı yazısı.

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Bilim Dalı Doktora öğrencisi Ceren IŞIKLI'nın Yrd. Doç. Dr. Aslı Özlem TARAKÇIOGLU'nun danışmanlığında yürüttüğü "A Suggested Syllabus for Elective Course English Litarature In High Schools" konulu araştırma çalışması için anket uygulamasına dair ilgi (b) yazı ve ekleri incelenmiştir.

Gazi Üniversitesince kabul edilerek onaylı bir örneği Bakanlığımızda muhafaza edilen 135 sorudan oluşan veri toplama aracının (anket) , ilgi (a) Genelge doğrultusunda, eğitim ve öğretim aksatılmadan, gönüllülük esas olmak üzere, ders saatleri dışında, ilgi (b) yazı eki listede yer alan Genel Müdürlüğümüze bağlı Anadolu Liselerinde görev yapan İngilizce Öğretmenlerine yönelik olarak uygulanmasında bir sakınca görülmemiş olup gerekli duyurunun Üniversiteniz tarafından yapılıp araştırma tamamlandıktan sonra araştırma dokümanlarının bir örneğinin Bakanlığımıza gönderilmesi hususunda

Bilgilerinizi ve gereğini rica ederim.

Ercan TÜRK
Bakan a.
Genel Müdür

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.
/20
12 Kasım 2015

evzi PARLAK
VHKİ

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APPENDIX D – INTRODUCTORY LETTER TO PARTICPIPANTS FROM THE STUDY

Değerli İngilizce Öğretmenleri,
Değerli Meslektaşlarım,

Birkaç yıl önce T.C. Milli Eğitim Bakanlığı'nın kararı ile Ortaöğretim Kurumları Ders Programına 'İngiliz Edebiyatı' dersi seçmeli ders olarak konulmuştur. Ancak, bu derse ait yeknesak bir program halen hazırlanmamış olup bu durum İngilizce öğretmenleri için ciddi bir sorun oluşturmaktadır.Bu çerçevede, dersin amaçları, metodolojisi, içeriği, ölçme ve değerlendirme yöntemleri gibi temel unsurlar programın yokluğuna bağlı olarak kapsamlı şekilde belirlenememektedir.

Gazi Üniversitesi İngilizce Öğretmenliği Bilim Dalı Doktora Programı kapsamında yürüttüğüm *'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'* konulu araştırma ve bu kapsamda İngilizce öğretmenlerine yönelik geliştirdiğim bir anket, yukarıda söz edilen programın eksik temel unsurlarının belirlenebilmesi için Türkiye'nin yedi bölgesinde Anadolu Liselerinde görev yapan İngilizce öğretmenlerinin görüşleri alınarak veri toplamayı amaçlamaktadır. T.C. Milli Eğitim Bakanlığı Ortaöğretim Genel Müdürlüğü tarafından uygulanması onaylanmış olan bu anket, seçmeli 'İngiliz Edebiyatı' dersinin öğretim kalitesini arttırmak amacıyla öncelikle ihtiyaç analizi yaklaşımı temelinde geliştirilmiştir.Öğretmenlerin katılımı sağlanmak yoluyla, verilerin toplanması, analiz edilmesi ve değerlendirilmesi sonucunda geliştirilecek olan *Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı* üzerinde geniş mutabakat büyük ölçüde sağlanmış olacaktır.

Bu çerçevede okulunuzda görev yapan İngilizce öğretmenlerinin bu anketleri samimiyetle cevaplamaları ve posta masrafları alıcıya (araştırmacıya) ait olmak üzere, aşağıda belirtilen adrese göndermeleri rica olunur.Cevaplarınız araştırma projesinin amaçlarına hizmet edecek ve gizli tutulacaktır.

Saygılarımla teşekkür ederim,

Ceren IŞIKLI

Gazi Üniversitesi, Ankara
İngilizce Öğretmenliği BD Doktora/
Ahmet Yesevi MTAL İngilizce öğretmeni

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EK-2: Anketler (ingilizce)
Ek-3: Zarf

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APPENDIX E– ENGLISH VERSION OF TEACHER QUESTIONNAIRE

Dear English language teachers,
Dear colleagues,

It has been some years since the Ministry of National Education introduced into National Curriculum for Secondary Education the elective course of "English Literature". However, the lack of syllabus seems to have posed a serious problem for teachers left without guidelines about how to teach this subject. With the aim of providing these guidelines, this study is conducting a research about designing of the 'Elective English Literature Course Teaching Syllabus for High Schools' as part of a PhD project with the Gazi University in Ankara. As one aspect of this project, this study wishes to survey English teachers in order to gather data about a range of issues considered essential for the design of this syllabus. A questionnaire was developed as a part of needs analysis to ensure that the critical 'teacher input' has been taken into account and a certain degree of consensus achieved. These data will be analyzed, discussed and presented as part of the final PhD thesis. **You are kindly requested to sparea few minutes to complete this questionnaire. Your responses will serve the aims of this research study and shall be treated in the strictest confidence.** Thank you.

Ceren IŞIKLI (PhD ELT, Gazi University, Ankara)

TEACHER QUESTIONNAIRE

'Designing the Elective English Literature Course Teaching Syllabus for High Schools'

Table 1: Personal information
1.Gender: Male (…….) Female (…...)
2.Age: …….....
3.Current place of employment: ..……
4.Years in service: ……
Table 2: Pre-service and in-service training

5. Higher education institution/ university you graduated from:					
6. Department / faculty you graduated from:					
7. Your academic title (Bachelor, Master, PhD. etc.):					
8. Major subjects you were trained to teach in your pre-service training:					
9. Have you had in-service training in teaching of English literature?	Yes ( )	No ( )			
10. Have you taught English literature in high school?	Yes ( )	No ( )			
11. If your answer to the previous question is "Yes", please, specify which grades have you taught English literature to (If "No", pass to the next question):	9th ( )	10th ( )	11th ( )	12th ( )	
12.Do you think there is a need for in-service training in teaching English literature?	Yes ( )	No ( )	Not sure ( )		

Table 3 : Listed below are some of the many possible aims that English literature teaching wishes to achieve. For each aim, indicate the extent of your agreement or disagreement to include it into the Elective English Literature Course Teaching Syllabus for High Schools.

Tick the response that you have chosen.

1. Linguistic aims:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
13. Improve language proficiency levels					
14. Develop linguistic skills (four language skills)					
15. Develop comprehension skills (meaningful learning)					
16. Develop communicative skills (effective communication with others in English)					
17. Develop vocabulary knowledge					
18. Develop knowledge of language forms, grammatical structures and linguistic varieties in style, register, and genre.					
19. Develop awareness of and a practical skill in metaphorical uses of language (understanding different meanings of the same word)					
20. Expand articulacy, accuracy and fluency					

2. Cultural aims:	Strongly disagree	Disagree	Undecided/ uncertain	Agree	Strongly agree
21. Develop awareness of the literature of English speaking communities such as British, American, Australian Literature					
22. Develop understanding / appreciation of cultures, ideologies and values of others					
23. Develop understanding / appreciation of one's own culture, ideologies and values					
24. Develop capacity to compare and contrast one's own culture and another one					
25. Develop awareness of universal values of humanity					
26. Develop knowledge of intellectual, social, political and cultural traditions					
27. Develop awareness about manners, attitudes, beliefs, feelings					
3. Individual aims:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
28. Give access to authentic language sources, real life contexts, authentic situations and genuine acts of communication in target language					
29. Give lifelong pleasure and enjoyment from reading literature					
30. Develop cognitive and affective skills (social and emotional skills)					
31. Develop critical thinking skills using imagination and creativity					
32. Train intelligence					
33. Cultivate a sense of self-fulfilment					
4. Literary aims:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
34. Develop capacity to find inherent meanings in literary texts.					

35. Develop capacity to draw moral values from literary texts and relate them to one's own life by giving free expression to feelings, ideas and thoughts					
36. Develop understanding and appreciation of the aesthetic values of literature					
37. Develop knowledge about literary canon (high literature /works of authority)					
38. Develop understanding of literary deviations from rules and norms					
39. Develop knowledge and the use of key literary concepts: plot, setting, turning point, theme, narrator, characterisation etc.					
40. Develop knowledge about literary genres, movements, authors, biographies					
41. Develop knowledge and ability to use key literary devices: allegory, metaphor, alliteration, simile etc.					

Table 4: Listed below are some of the key aspects of English literature. For each aspect, indicate the extent of your agreement or disagreement to include it into the Elective English Literature Course Teaching Syllabus for High Schools. *Tick the response that you have chosen.*

Literary genres:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
42. Prose: Novels					
43. Prose: Short stories					
44. Drama					
45. Poetry					
Works defined as:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
46. Classics / canonized texts / the most representative or central works in a period or genre / high literature/ elite / officially recognized as literary models					
47. Popular / Best-sellers /Alternative (written for the masses and large audiences with the aim to entertain)					
Works according to the level of difficulty:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
48. Original/ unmodified					

49. Simplified/ graded readers/ adapted to students' proficiency levels					
Works according to thematic categories:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
50. Realistic fiction/ autobiography					
51. Tragedy / horror/ violence					
52. Adventure / mystery					
53. Comics (picture novels, graphic novels, cartoon stories)					
54. Folk literature (songs, legends, fairy tales, epic, fables, proverbs, idioms etc.)					
55. Fantastic / Science-fiction					
56. Love stories/ romanticism					
57. Comedy / humour/ parody / satire					
58. Detective stories					
Works according to the periods of writing:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
59. Old Ages – Middle Ages					
60. Renaissance/ Elizabethean/ Restoration / Romantic /Victorian (1500-1900)					
61. Modern period (1900 – 1945)					
62. Contemporary period (1945 – the current age)					
Works according to cultural origins:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
63. Literature of English-speaking countries: American, British, Australian etc.					
64. Multicultural literature / World literature					

Table 5: Listed below are some of the many teaching approaches and types of activities that can be used in English literature teaching. For each approach or type of activity, indicate the extent of your agreement or disagreement to include it into the Elective English Literature Course Teaching Syllabus for High Schools. *Tick the response that you have chosen.*

Approaches:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
65. **Reader Response Approach (Transactional Theory):** Meaning is self-constructed based on the past experiences, expectations, assumptions of the reader and his affective aspects such as feelings, emotions, opinions and beliefs which he expresses freely.					
66. **Practical Criticism (Applied Criticism):** Students are expected to develop					

spontaneously an appreciation of literary qualities of a text based solely on their intuitions. Historical context or author's biography are ignored.					
	Strongly disagree	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
67. **New Criticism (text-oriented approach, formalist approach, personal response approach):** It is based solely on the evidence found by the text itself. Author's biography and any kind of backround information are excluded. Language, form and structure are primary. There is only one inherent meaning in the text and the reader must find it.					
68**. Traditional Criticism:** It investigates author's biography, and historical, social, moral, political and philosophical contexts in which the text was written.					
69. **Story Grammar:** It studies such elements of the story as setting, characters, plot, the problem, actions, theme. Focus is on reading comprehension,understanding of the text structure, how the author organized his ideas within the text.					
70**. Stylistics**: It is a linguistic study of such language devices as rhetorical figures and syntactical patterns that are considered to produce expressive or literary style.					
71. **Language-based approach (integrated approach):** language and literature syllabuses are integrated. Learning language is as important as learning literature.					
72. **Literature as content or cultural approach**: This approach selects texts from literary canon (the classics) with focus on historical, social, political and cultural background. It explores literary genres and rhetorical devices and analyzes literary movements					
73. **Literature as Personal Growth or Enrichment**: Materials are chosen on the criteria of its appropriateness to students' interests in order to stimulate a high level of personal involvement and encourage students to freely express their feelings and opinions and have personal experiences with the text.					
Types of activity:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
74. Teacher lecturing, providing information, commenting about text and the author.					
75. The use of L1 in teaching English literature					

76. Audio-visual support (movies/ films / video/ overhead projector)					
77. Grammar translation exercises					
78. Reading exercises: extensive reading, reading aloud, close reading					
	Strongly disagree	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
79. Story-boards/ picturing / drawing characters, settings, scenes as the reader imagines them in his/her mind					
80. Character maps / story maps					
81. Visual and graphic representations to illustrate the story grammar (plot, characterization, theme etc.)					
82. Guided text-based writing exercises: finding factual information, summary writing, paraphrasing, rephrasing					
83. Language skills development activities: cloze test, vocabulary exercises, predicting lexical collocations, word associations, jigsaw					
84. Task-based activities: information-gap, reasoning-gap, opinion-gap					
85. Rhythm and rhyme exercises					
86. Listening comprehension exercises					
87. Study of idioms and colloquial expressions					
88. Drama techniques: story telling, role-play etc					
89. Identifying literary devices: plot, characters, setting, turning point etc.					
90. İnternet and library research					
91. Brain storming					

92. Students' oral presentations					
93. Small group or whole class debates and discussions (students expressing their own thoughts, views and feelings)					
94. Students' comments /interpretations about the text and/or the issues raised by it					
95. Guessing /predicting (What is going to happen next?)					
96. Composition exercises: inferencing, idea formulation, generalization, critical and creative thinking, theme discussion, speculating on literary devices & style					
97. Identifying literary terms: simile, metaphor, imagery, irony, personification, semantic ambiguity etc.					
98. Culture awareness, comparing/ contrasting different cultures with one's own					
99. Stylistic/ linguistic analysis					
100. Discourse analysis					
101. Use of computer programs					

Table 6: Listed below are some of the many types of assessment procedures that can be used in English literature teaching. For each type of assessment procedure, indicate the extent of your agreement or disagreement to include it into the Elective English Literature Course Teaching Syllabus for High School. *Tick the response that you have chosen.*

	Strongly disagree	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
102. Norm-based assessment (students are ranked on a comparative basis in relation to one another).					
103. Criterion-based assessment (students are assessed according to their individual performance regardless of the performance of others).					

104. Score for language (four language skills, grammatical competence, communicative competence).					
105. Score for literature (recognizing and decoding key literary concepts & devices/ interpreting texts/ background information about authors, literary trends etc.)					
106. Coursework assessment (unit-related performance, task assignments, projects, PowerPoint works, porfolio, tests, quizzes etc.)					
107. Final examinations					
108. Self-assessment					
109. Peer assessment					
110. Formative feedback to provide information both to teachers and students about the learning process					

Table 7: Listed below are the major types of syllabus used as models in the designing of school programs. For each type of syllabus, indicate the extent of your agreement or disagreement to adopt it as a model for the Elective English Literature Course Teaching Syllabus in High Schools. *Tick the response that you have chosen.*

According to general orientation of syllabus:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
111. **Product-oriented** – the focus is on the knowledge which learners should gain as a result of instruction at the end of the course.					
112. **Process-oriented** – the focus is on the learning experiences gained in the process of instruction.					
According to syllabus organizing principle:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
113. **Process-based /Task-based / Procedural:** Based on meaning-focused tasks. Vocabulary or structure are not explicitly taught. Real world tasks (buying food, drawing maps), pedagogical tasks (jigsaw activities, problem-solving tasks)					
114. **Skills-based:** skills are at the center of attention (listening for gist, listening for main ideas, scanning a reading passage for specific information, inferencing, analyzing, writing memos and research reports, summarizing etc.)					
115**. Grammatical/structural**: discrete items are introduced one at a time and					

taught separately; materials are based on topics, themes, settings and situations.					
116**. Functional-Notional:** conceptual categories called notions (duration, time, quantity etc.) and functions (ability to apologize, to request etc.) form the meaning and communicative capacity as basis of the syllabus					
117**. Situational:** social situations are at the center of attention (at the bank, in the shop, at the post office etc.)					
118. **Content-based/ topic-based/ theme-based**: the aim is to give information or teach content. The focus is on the topic or theme (pollution, television, ecology etc.)					
119**. Proportional/ balanced**: it is a mixture of structural and functional elements. Structures are taught first, then functions.					
120**. Lexical**: most frequent words are taught.					
121**. Historical**: it teaches Old English Ages, Middle English Ages, the Renaissance and Modernism. Literary texts are taught in order of historical appearance.					
122**. Stylistic**: Explores how language patterns create particular meanings in a text. Meaning is created through reader-text interaction.					
123**. Mixed or multi-strand**: It is ecclectic and incorporates several syllabuses (topics, tasks, functions, notions, situations, skills, grammar and vocabulary).					
According to syllabus format:	**Strongly disagree**	**Disagree**	**Undecided/ uncertain**	**Agree**	**Strongly agree**
124. **Linear**: content is sequenced one discrete item after another. Each unit of progression requires knowledge of previous units.					
125. **Cyclical/Spiral**: a topic is studied several times at different levels from easy to complex. It is a matter of complexity.					
126**. Matrix**: old material is studied several times but in diverse contexts and with different topics. It is a matter of diversity rather than of complexity.					
127. **Modular**: course is divided into independent non-linear units. Each module is complete in itself and doesn't require knowledge of previous modules.					
128. **Story-line**:syllabus is built on notions and functions which are studied in a narrative-like fashion to ensure thematic continuity and coherence.					

Table 8: Listed below are some of the many problems that are likely to be encountered in teaching of the elective English literature course in high schools. For each problem, indicate whether you would think it as *not at all a problem*, *a moderate problem*, *or a serious problem*. *Tick the response that you have chosen.*			
	Not at all a problem	**Moderate problem**	**Serious problem**
129. Insufficiency or lack of training in literature teaching			
130. Unavailability of materials to teach literature.			
131. Teachers lacking self-confidence in teaching literature.			
132. Low language proficiency levels in students.			
133. Students' low motivation in learning foreign literature.			
134. Poorly-equipped libraries.			
135. Please, use this space to write about any other problems you think likely to occur in the teaching of the elective English literature course in high schools:			

THANK YOU! **Tel. 05439322709 ceren.isikli@hotmail.com**

APPENDIX F - TURKISH VERSION OF TEACHER QUESTIONNAIRE

Değerli İngilizce Dersi Zümre Öğretmenleri, değerli meslektaşlarım,

Ortaöğretim Programında yer alan seçmeli 'İngiliz Edebiyatı' dersi Milli Eğitim Bakanlığınca müfredata birkaç yıl önce konulmuştur. Ancak, bu derse ait yeknesak bir program halen hazırlanmamış olup bu durum öğretmenler için ciddi bir sorun oluşturmaktadır.Bu çerçevede, dersin amaçları, metodolojisi, içeriği, ölçme ve değerlendirme yöntemleri gibi temel unsurlar programın yokluğuna bağlı olarak kapsamlı şekilde belirlenememektedir. Bu araştırmanın amacı, 'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'nı tasarlamaktır. Aşağıda sunulan anket, öncelikle ihtiyaç analizi yaklaşımı temelinde geliştirilmiştir.'İngiliz Edebiyatı' dersinin öğretim kalitesini arttırmak için veri toplanması amaçlanmaktadır.Öğretmenlerin katılımı sağlanmak yoluyla, verilerin toplanması, analiz edilmesi ve değerlendirilmesi sonucunda geliştirilecek olan çerçeve program üzerinde geniş mutabakat büyük ölçüde sağlanmış olacaktır.
Bu çerçevede anketi cevaplamanız rica olunur.Cevaplarınız araştırma projesinin amaçlarına hizmet edecek ve gizli tutulacaktır.Saygılarımla teşekkür ederim.

Ceren IŞIKLI (PhD İngilizce Öğretmenliği, Gazi Üniversitesi, Ankara)

ÖĞRETMEN ANKETİ

'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı' Tasarım Çalışması

Tablo 1: Kişisel bilgiler
1.Cinsiyet: Erkek (……..) Kadın (…….)
2.Yaş: …….....
3.Görevli olduğunuz okul: ..……
4.Memuriyette hizmet süreniz: ……..

Tablo 2: Hizmet-öncesi ve hizmet-içi eğitim				
5. Mezun olduğunuz yüksek öğrenim okulu:				
6. Mezun olduğunuz bölüm:				
7. Akademik ünvanınız (lisans, master, doktora vs):				
8 İngilizce öğretmeni olarak hangi derslere girebiliyorsunuz?:				
9. İngiliz edebiyatı öğretimine yönelik hizmet-içi eğitim aldınız mı?:	Evet ( )	Hayır ( )		
10. İngiliz edebiyatı dersine daha önce girdiniz mi?:	Evet ( )	Hayır ( )		
11. Önceki soruya cevabınız 'Evet' ise hangi sınıflara girdiğinizi belirtin: (cevabınız 'Hayır' ise, sonraki soruya geçin):	9. ( )	10. ( )	11. ( )	12. ( )
12. İngiliz edebiyatı dersi için hizmet-içi eğitime ihtiyaç duyuyor musunuz?	Evet ( )	Hayır ( )	Kararsızım( )	

Tablo 3: Aşağıda, seçmeli İngiliz edebiyatı dersi öğretimi kapsamında olası öğretim amaçları listelenmektedir. Lütfen, her bir amaç için, 'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'na dahil edilmesi gerektiği görüşüne ne kadar katılıp katılmadığınızı belirtiniz. *Uygun cevap seçeneğini tıklayınız.*

1. Dilsel amaçlar:	**Kesinlikle katılmı-yorum**	**Katılmıyo rum**	**Karar-sızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
13. Dil yeterlik seviyelerini yükseltmek					
14. Dört dil becerisini geliştirmek					
15. Eleştirsel düşünce kabiliyeti temelinde kavrama becerisini geliştirmek					
16. Diğerlerle İngilizce iletişimi etkili şekilde kurmak					
17. Sözcük bilgisini arttırmak					
18. Dil ve gramer yapıları ile stil, janr, diyalekt gibi unsurların çeşitliliği üzerine beceri ile bilgi düzeyini arttırmak.					
19. İngilizcenin mecazi kullanımları ile ilgili bilgi ve beceri yeterliği geliştirmek (aynı kelimenin farklı anlamlarını öğretmek)					
20. Dil ve telaffuzda akıcılık ve hatasızlık düzeylerini arttırmak					

2. Kültürel amaçlar:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
21. İngiliz, Amerikan ve Avustralya edebiyatı gibi İngilizce konuşan toplumlara ait edebiyatlar konusunda öğrencileri bilinçlendirmek					
22. Diğer kültür, ideoloji ve değerleri tanımak ve onları değerlendirme becerisini geliştirmek					
23. Kendi kültür, ideoloji ve değerlerini tanımak ve değerlendirme becerisini geliştirmek					
24. Kendi kültürü diğer kültürlerle karşılaştırma becerisini geliştirmek					
25. Evrensel insanlık değerleri hakkında öğrencileri bilinçlendirmek					
26. Entelektüel, sosyal, politik ve kültürel gelenekler hakkında öğrencileri bilgilendirmek					
27. Farklı inanç, tutum, duygu ile davranış gibi konular üzerine öğrencileri Bilinçlendirmek					
3. Bireysel amaçlar:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
28. Öğrencilere otantik dil kaynaklar ve gerçeğe benzer yaşantı ile iletişim yapma olanakları sunmak					
29. Edebiyatı hayat boyu sevdirmek					
30. Bilişsel ve duygusal gelişim sağlamak					
31. Eleştirel düşünce zemininde yaratıcılık ve imgeleme kabiliyetini Geliştirmek					
32. Zeka geliştirmek					
33. Kendini geliştirme duygusunu geliştirmek					
4. Edebi amaçlar:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**

34. Edebi metinlerde gizli anlamları bulma becerisini geliştirmek					
35. Edebi metinlerde ahlaki değerleri bulmak ve onları kendi hayatı ile özdeşleştirmek gibi becerileri geliştirmek					
36. Edebiyatın estetik değerlerini öğretmek					
37. Seçkin edebiyat temel kanunları öğretmek					
38. Edebiyat içinde kural ile normlardan sapmaların olabileceğini öğretmek					
39. Temel edebi kavramları öğretmek (olaylar örgüsü, zaman, mekan, dönüm noktası, ana tema, karakter vb.)					
40. Farklı edebiyat türleri, hareketler, yazarları hakkında bilgilerini arttırmak					
41. Temel edebiyat tekniklerini öğretmek: alegori, mecaz, benzetme, metafor vs.					

Tablo 4: Aşağıda, edebiyat alanına ilişkin tür, tema, tarihi dönem, öğretim metodu gibi unsurlar listelenmektedir. Her bir unsur için, 'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'na dahil edilmesi gerektiği görüşüne ne kadar katılıp katılmadığınızı belirtiniz. *Uygun cevap seçeneğini tıklayınız.*

Edebiyat türleri:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
42.Düzyazı: romanlar					
43.Düzyazı: kısa hikayeler, öyküler, kısa romanlar					
44.Drama/ oyun					
45.Şiir					
Eserlerin tanımına göre:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
46. Klasik/ bir tarz veya tarihi dönemi temsil gücü yüksek seçkin ana eserler /yüksek edebiyat/ elit edebiyat/ resmi olarak kabul gören edebiyat eserleri					
47. Popüler /En çok satılan eserler /Alternatif edebiyat (eğlendirmek amacıyla geniş okuyucu kitleleri için yazılan eserler)					

Zorluk derecesine göre:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
48. Orjinal/ değiştirilmemiş metinler					
49. Kolaylaştırılmış/ basamaklı derecelendirilmiş kitaplar/ öğrencilerin yeterlik seviyelerine göre uyarlanmış metinler					
Temaya göre sınıflandırılmış metinler:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
50. Realist/ gerçekçi kurgu /otobiyografi					
51.Trajedi / korku/ şiddet					
52. Macera/ gizem					
53. Mizah çizgi roman/ 'komiks'					
54. Halk edebiyatı: şarkı, efsane, masal, atasözü vs					
55. Fantastik / Bilim kurgu					
56. Aşk hikayesi/ romantik					
57. Komedi / mizah/ parodi / hiciv					
58. Polisiye					
Döneme göre:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
59. Eski Çağlar – Orta Çağlar					
60. Rönesans/ Kraliçe Elizabet dönemi / Restorasyon / Romantik dönem /Kraliçe Victoria dönemi (1500-1900)					
61. Modern dönem (1900 – 1945)					
62. Çağdaş dönem (1945 – bu güne kadar)					
Kültürel kökene göre:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
63. İngilizce konuşan ülkelerin edebiyatı: Amerikan, İngiliz, Avustralya					
64. Çok kültürlü edebiyat / dünya edebiyatı					

Tablo 5: Aşağıda, seçmeli İngiliz edebiyatı dersi öğretimi kapsamında uygulanabilir yaklaşım ve teknikler listelenmektedir. Her bir yaklaşım ve teknik için, 'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'na dahil edilmesi gerektiği görüşüne ne kadar katılıp katılmadığınızı belirtiniz. *Uygun cevap seçeneğini tıklayınız.*

Yaklaşım:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
65. **Okuyucu tepkisi teorisi (Transactional Theory):** Okuyucu metni kendi tecrübeleri, beklentileri, inançları ile duygular bağlamında anlamlandırmaktadır.					
66.**Pratik Eleştiri teorisi (Uygulamalı Eleştiri):** Öğrencilerden, metni sadece kendi sezgileriyle anlamlandırmaları ve takdir etmeleri beklenir. Tarihi bağlamlar, çevresel koşullar veya yazarın biyografisi bu süreçte önemsenmez.					
67.**Yeni Eleştiri teorisi (metin-merkezli yaklaşım, formalist, kişisel tepki yaklaşımı):** Bütün bilgiler sadece ve sadece metin içinden bulunur. Yazara herhangi atıfta bulunmaz. Tarih, sosyoloji, kültür ve çevre göz ardı edilir. Dile, dilin yapılarına ve formlarına öncelik verilir. Metnin sadece bir tane gizli anlamı var ve okuyucu onu bulmak mecburiyetindedir.					
68.**Geleneksel Eleştiri:** Yazarın biyografisi ve metnin yazıldığı tarihsel dönem, sosyal, ahlaki ve felsefi koşulları araştırılır.					
69. **Hikaye Gramer teorisi:** olaylar orgüsü, ana sorun, karakterler, temel temalar üzerine odaklanır. Okuduğunu anlama, örgütsel yapıları anlama, yazarın fikirlerini nasıl organize ettiğine odaklanır.					
70.**Stilistik**: Metinlerin dilbilimsel araştırması yapılır: retorik figürler, söz dizimsel kalıplar ve onların tesir edici, dokunaklı stilistik üslupları.					
71.**Dil-bazlı yaklaşım (entegrasyon yaklaşımı):** dil ve edebiyat öğretim programları kaynaştırılır.					
72. **İçerik olarak edebiyat veya kültürel yaklaşım**: Bu yaklaşımda metinler klasik eserlerden seçilir ve metnin yazıldığı tarih dönemine, içinde bulunduğu sosyolojik, siyasi ve kültürel koşullarına dikkat edilir. Edebiyat tarzları, retorik teknikleri ve edebi akımlar araştırılır.					
73. **Kişisel gelişim yaklaşımı**: materyaller öğrencilerin ilgilerine uygunluğu bakımından seçilir. Duyguları, görüşleri özgürce ifade					

etmeleri, metinler için bireysel tecrübe edinmeleri ve bu yolla kişisel katılımlar teşvik edilir.					
Teknikler:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
74. Öğretmen merkezli anlatım ve sunum					
75. Edebiyat öğretiminde anadilin kullanımı					
76. Görsel-işitsel destekli sunumlar /anlatımlar (sinema/ film / video, tepegöz)					
77. Gramer ağırlıklı çalışmalar (dilbilgisi, çeviri)					
78. Okuma etkinlikleri: yoğun okuma, sesli okuma, yavaş okuma					
79. Storyboardlar (hikaye çizimi)/ resim çizmek / okuyucunun hayal ettiği karakterlerin, zamanın, mekanların, sahnelerin resmini çizmek					
80. Karakter haritaları / hikaye haritaları					
81. Hikayenin gramerini, olaylar örgüsünü, karakterleri ve ana temasını gösteren görsel ve grafik sunumlar.					
82. 'Kontrollü yazma' etkinlikleri: gerçeğe dayalı bilgilerin toplanması, özet çıkarma, metnin yeniden ve farklı anlatımla yazılması.					
83. Dil becerileri geliştirme etkinlikleri: boşluk doldurma, söz dağarcığı genişletme, tahmin etme, kelime çağrışımları, jigsaw					
	Kesinlikle katılmı-yorum	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
84. Çeşitli 'iş' etkinlikleri: boşluk doldurma vs.					
85. Ritim ve kafiye egzersizleri					
86. 'Dinleme ve anlama' etkinlikleri					
87. Deyimler, tabirler, deyimleşmiş sözler araştırma etkinlikleri					

88. Drama teknikleri: doğaçlama, hikaye /öykü anlatımı, rol yapma					
89. Edebiyat teknikleri öğrenme etkinlikleri: olaylar örgüsü, karakterler, zaman ve mekan, dönüm noktası, ana tema vs.					
90. İnternet ve kütüphane araştırmaları					
91. Beyin fırtınası					
92. Öğrencilerin sözlü sunumları					
93. Küçük grup veya bütün sınıf temelinde tartışmalar					
94. Öğrencilerin metin ve ana temalar hakkında yorumları					
95. Öngörmek/ tahmin etmek /tahminde bulunmak (Hikayenin sonu ne olabilir?)					
96. Kompozisyon: anlam çıkarma, fikir üretme, genelleme, eleştirel ve yaratıcı düşünme, paragraf yazma, tartışma, teknik ve üslup üzerine tahmin yürütme					
97. Edebi kavram üzerine çalışmalar: teşbih, benzetme, mecaz, tasvir, betimleme, imgecilik, ince alay, kişiselleştirme, anlam belirsizliği vs.					
98. Kültürel farkındalık, farklı kültürleri kendi kültürü ile karşılaştırma					
99. Stilistik analiz / dilbilimsel analiz					
100. Söylev analizi					
101. Bilgisayar programı kullanımı					

Tablo 6: Aşağıda, seçmeli İngiliz edebiyatı dersi öğretiminde kullanılabilir ölçme ve değerlendirme prosedürleri listelenmektedir. Lütfen, her bir işlem için, 'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'na dahil edilmesi gerektiği görüşüne ne kadar katılıp katılmadığınızı belirtiniz. *Uygun cevap seçeneğini tıklayınız.*

	Kesinlikle katılmı-yorum	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**

102. Norm-referanslı ölçme değerlendirme (tek öğrencinin başarısı bütün grup başarısından etkilenir).					
103. Kriter referanslı ölçme değerlendirme (her bir öğrencinin başarısı grubun başarısından etkilenmez. Ölçüt önceden belirlenir ve değiştirilmez).					
104. Dil için ayrı puan verilmesi (yazma, okuma, dinleme, konuşma, gramer, iletişimsel beceri).					
105. Edebiyat için ayrı puan (edebi yetenekler: eleştirel düşünce, metin bilgisi, edebiyat türleri, olaylar örgüsü, karakterler, ana tema, zaman ve mekan, tarihi/ sosyal/kültürel bağlantılar, yazar biyografisi vs.)					
106. Dönem-içi değerlendirme (ders kitabına ilişkin performanslar, görevlendirmeler, projeler, PowerPoint sunumları, porfolyo, testler, quizz vs.)					
107. Dönem sonu sınavları					
108. Öz değerlendirme					
109. Akran değerlendirmesi					
110. Öğrenme sürecine ilişkin geribildirimler ve dönütler					
Tablo 7: Aşağıda, bir öğretim programının tasarım sürecinde örnek model olarak alınabilir program türleri listelenmektedir. Her bir tür için, 'Ortaöğretim Kurumları Seçmeli İngiliz Edebiyatı Dersi Çerçeve Öğretim Programı'na örnek model olarak alınması ve programın buna göre dizayn edilmesi gerektiği görüşüne ne kadar katılıp katılmadığınızı belirtiniz. *Uygun cevap seçeneğini tıklayınız.*					
Genel yönler açısından:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
111. **Ürüne-yönelik** – öğretim sonunda öğrencilerin öğrenmeleri gereken bilgilere odaklanır					
112. **Sürece-yönelik** – öğrenme sürecinde öğrenme yaşantılarına odaklanır.					
Programı düzenleyen ilkeler açısından:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
113. **Süreç-merkezli / Görev-merkezli / Prosedüral:** anlam-odaklı					

görev/iş verilir. Gramer ve kelimeler direk olarak öğretilmez. Gerçek hayat işleri (alış veriş yapmak, harita çizmek), pedagojik çalışmalar (jigsaw aktiviteleri, problem çözme odaklı işler)					
114. **Beceri-merkezli:** anlamlı dinleme, ana fikir bulmak, spesifik bilgi için okumak, anlam çıkarmak, analiz etmek, bildiri ve araştırma raporu yazmak, özet çıkarmak vs.					
115**. Dilbilgisel /gramer-merkezli**: gramer maddeleri ayrı öğretilir; materyaller temalar, konular, zaman, mekanlar ve farklı durumlar merkezindedir.					
116**. İşlevsel-Kavramsal:** kavram kategorileri (süre, zaman, miktar vs.) ve işlev türleri (özür dileme becerisi vs.)					
117**. Durumsal:** sosyal durumlara odaklanır (bankada, mağazada, postanede vs.)					
118. **İçerik-merkezli/ konu-merkezli/ tema-merkezli**: amaç, bilgi vermek ve içeriği öğretmek. Konu ve temaya odaklanır (hava kirliliği, televizyon, çevre vs)					
119**. Proporsyonel/ denge-merkezli**: dilbilgisi odaklı program ile işlev odaklı programın entegrasyonu. Önce dilbilgisi öğretilir, sonra işlevler.					
120**. Kelime merkezli**: en yaygın kullanılan kelimeler öğretilir.					
121**. Tarih-merkezli**: Eski İngilizce, Orta Çağ İngilizce, Rönesans ve Modernizm Dönemleri yansıtır.					
122**. Stilistik-merkezli**: Dil yapılarının metindeki özel anlamları araştırılır. Okuyucu ile metin arasındaki etkileşimler önemlidir.					
123**. Karışık**: Eklektik. Çok taraflı program karışımı: konu-merkezli, görev-merkezli, işlevsel, kavramsal, durumsal, beceri-merkezli, dilbilgisel					
Format açısından:	**Kesinlikle katılmı-yorum**	**Katılmı-yorum**	**Kararsızım**	**Katılı-yorum**	**Kesinlikle katılıyorum**
124. **Doğrusal**: içerikteki maddeler ayrı sıralanır. Önceki madde öğrenilmeden sonrakine geçilmez.					
125. **Sarmal**: bir konu farklı seviyelerde tekrarlanır (basitten zora doğru). Zorluk derecesi önem taşır.					
126**. Matriks**: eski konular farklı zamanlarda farklı durumlar içinde ve					

farklı temalar eşliğinde tekrarlanır. Çok çeşitlilik ve farklılık önem taşır.					
127. **Modüler**: bir ders programı bağımsız ünitelere (modüllere) bölünür. Her modül kendi içinde bir bütündür ve diğer modüllerden bağımsızdır.					
128.**Hikaye-merkezli**: program, 'hikaye anlatımı' şeklinde kavram ve işlev temelinde kurulur. Tema devamlılığı sayesinde ahenk ve uyum sağlanır.					

Tablo 8: Aşağıda, seçmeli İngiliz edebiyatı dersi öğretim sürecinde karşılanabilir problemler listelenmektedir. Her bir problem için, seçmeli İngiliz Edebiyatı dersi öğretimi açısından bunun ne derecede problem teşkil ettiğini belirtiniz. *Uygun cevap seçeneğini tıklayınız.*

	Hiç problem değil	**Orta derecede problem**	**Ciddi problem**
129. Yetersiz hizmet-öncesi ile hizmet-içi eğitim.			
130. Öğretim araç gereçleri eksikliği.			
131. Öğretmenlerin öz güven eksikliği.			
132. Öğrencilerin dil yetersizliği.			
133. Öğrencilerin öğrenme ile ilgili düşük güdülenme düzeyleri			
134. Kütüphane yetersizliği.			

135. Seçmeli İngiliz edebiyatı dersi öğretimi ile ilgili olarak eklemek istediğiniz diğer problemler varsa, lütfen, bu bölümde yazınız:

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APPENDIX G - LANGUAGE PROFICIENCY TEST

English

Placement test

ANADOLU HIGH SCHOOL: SINIF: NO:

Written test

A1 to B1

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1 Where _____ from?
I'm from Russia.
A you are B you C are you

2 We have _____ house in Moscow.
A any B a C an

3 I have two _____ , a boy and a girl.
A sons B daughters C children

4 I work in a _____ . I'm a doctor.
A hospital B hotel C supermarket

5 This is my brother. _____ name's Paul.
A Her B His C He's

6 _____ five people in my family.
A They are B There is C There are

7 I get up _____ 7 o'clock in the morning.
A for B at C in

8 I like apples, but I _____ bananas.
A don't like B like C do like

9 Excuse me, _____ speak French?
A do you B you do C you

10 How much are _____ shoes?
A this B these C that

11 Where are my glasses?
They're _____ the table.
A at B on C in

12 My sister _____ tennis very well.
A plays B play C playing

13 I usually go to work _____ train.
A on B with C by

14 I don't see my parents very often _____ they live in South Africa.
A so B but C because

15 Rosie stayed _____ home yesterday afternoon.
A in B at C to

16 Last night I _____ to the cinema.
A went B did go C was

17 The _____ is quite expensive but the food there is excellent.
A film B restaurant C book

18 Do you want to listen to music or _____ TV?
A see B look C watch

19 _____ were you at the weekend?
I was in Scotland.
A When B Where C What

20 _____ you have a good time at the party?
Yes, it was fun.
A Did B Were C Had

21 Are you _____ English teacher?
A Maria B Marias' C Maria's

22 Bob will meet _____ at the airport.
A us B we C our

23 I'm going to a concert tonight. _____ you like to come?
A Do B Are C Would

24 _____ use your dictionary?
Sure. Here you are.
A Could I B Could you C Do I

25 I like this apartment but the _____ is too expensive for me.
A money B rent C cost

26 Excuse me, how do I _____ to the bus station?
A come B get C arrive

27 Do you sell stamps?
Yes, we do. How _____ do you want?
A any B many C much

28 Sorry I'm so late.
That's _____ .
A OK B great C right

29 I'd like _____ milk in my coffee, please.
A some B any C a

30 _____ a bus stop near my flat.
A It's B Here's C There's

31 Is this a good time to talk?
Sorry, no. I _____ dinner.
A cook B am cooking C cooking

32 I think cycling is more dangerous _____ driving.
A as B like C than

33 We _____ going to the theatre next Saturday.
A will B do C are

34 _____ meet for coffee some time soon.
A Let's B Do you C Shall they

35 Kamal has got a holiday home near _____ sea.
A a B the C some

36 If you've got a headache, you _____ go home.

A should B did C had

37 _____ ever been to New York?

A Have you B Are you C Did you

38 I only get about five hours' sleep a night.

That's not _____ .

A enough B lot C too much

39 Did Amina finish the report?

No. She _____ it tomorrow.

A finishes B is going to finish C finished

40 Paula _____ loves working with children.

A very B really C much

41 Is Ottawa the capital of Canada?

I think _____ .

A is B yes C so D right

42 We never _____ a television when I was a child.

A have had B hadn't C had D didn't have

43 We paid the restaurant bill _____ credit card.

A to B with C on D by

44 The last time I _____ Joanna was in Paris.

A have seen B saw C see D was seeing

45 If you _____ money from a friend, you should always pay it back promptly.

A borrow B earn C spend D lend

46 Can I make myself a cup of coffee?

Of course. You _____ to ask.

A haven't B mustn't C needn't D don't have

47 I _____ a lot of sport in my free time.

A do B practise C make D exercise

48 _____ anywhere interesting recently?

A Do you go B Have you been C Are you going D Will you go

49 It's Walter's birthday on Friday. He _____ be 30, I think.

A should B can C will D shall

50 Learning the piano isn't as difficult _____ learning the violin.

A like B so C than D as

51 If the weather _____ bad tomorrow, we can go to a museum.

A will be B was C is D would be

52 About a billion cans of Coca-Cola _____ drunk around the world every day.

A is B are C was D were

53 My mum's not very well.

Oh, _____ .

A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.

54 Hans isn't here. He _____ to see his grandmother. He'll be back tomorrow.

A has gone B had been C has been D had gone

55 Would you mind changing my appointment? _____ time on Friday is fine.

A Next B All the C Every D Any

56 When I was a child, I _____ climb the wall and jump into our neighbours' garden.

A would B did C have D used

57 Have you finished _____ the wall yet?

A paint B to paint C painting D painted

58 Can you help me? I've tried _____ hotel in the city and can't find a room.

A many B any C every D all

59 Lena used to find work boring _____ she became a nurse.

A unless B until C if D since

60 If I _____ closer to my office, I could walk to work.

A lived B would live C had lived D live