

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI
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CONTENT BASED INSTRUCTION (CBI) FOR LITERATURE
STUDENTS' PROFICIENCY DEVELOPMENT

Yüksek Lisans Tezi

MÜJGAN BÜYÜKTAŞ KARA

İstanbul, 2011

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ABSTRACT

This study analyzes how Content Based Instruction (CBI) can be used in English Preparatory Schools to prepare English Language and Literature students for the proficiency exams they take at the end of the year. In the first chapter, Content Based Instruction, its models and the current applications in English Language and Literature Departments in universities throughout Turkey is investigated. In the second chapter, TOEFL İBT is analyzed in detail as all the universities in Turkey recognize it as a standard exam and accept it for entry to their departments as an equal to their proficiency exams. All through the analysis, the parallel requirements of the English Language and Literature Departments and why CBI is an ideal tool to prepare English Language and Literature students to proficiency exams is examined. In the third chapter, the practical issues such as designing syllabi, selecting and adapting materials, developing lesson plans and testing and assessment in a literature based EFL Program is given in detail. A sample overall syllabus for a typical module, a detailed weekly syllabus, a lesson plan, and a sample midterm exam is provided for reference. This part can also be used as a guide for the universities' preparatory schools in their English Language Introduction programs for English Language and Literature students. This research and its findings can be seen as a guide that provides universities with an alternative and practical technique for preparing literature students for TOEFL İBT during their preparatory year.

Keywords: CBI, ELL, TOEFL İBT, ELT, English Preparatory Schools.

ÖZET

Bu çalışmada İngiliz Dili ve Edebiyatı öğrencilerinin sene sonunda girdikleri yeterlilik sınavına hazırlanmaları için İçerik Temelli Öğretim'den nasıl faydalanılacağı ele alınmaktadır. İlk bölümde, İçerik Temelli Öğretim, modelleri, ve Türkiye'deki üniversitelerin İngiliz Dili ve Edebiyatı bölümlerinde yapılmakta olan uygulamalar incelenmektedir. İkinci bölümde okuma ve yazma becerileri, TOEFL İBT sınavındaki “entegre beceriler” soruları ışığında ele alınmakta ve bu becerilerin yeterlilik sınavlarına hazırlanırken neden önceliklendirilmesi gerektiği tartışılmaktadır. Daha sonra, Türkiye'deki bütün üniversitelerin standart bir sınav olarak kabul ettiği ve kendi yeterlilik sınavlarına denk saydıkları TOEFL İBT sınavının detaylı bir incelemesi yapılmaktadır. Bu analiz boyunca İngiliz Dili ve Edebiyatı bölümünün ve TOEFL İBT sınavının ortak gereklilikleri incelenmekte ve neden İçerik Temelli Öğretim'in edebiyat öğrencilerinin yeterlilik sınavlarına hazırlanmasında ideal bir teknik olarak düşünüldüğü tartışılmaktadır. Üçüncü bölümde ise, edebiyat temelli İngilizce programı için müfredat hazırlama, metaryal seçme ve adapte etme, ders planı hazırlama, ölçme ve değerlendirme gibi daha uygulamaya yönelik konular ele alınmaktadır. Aynı zamanda bir modül (8 hafta) için örnek bir müfredat ve vize sınavı için öneriler verilmektedir. Bu araştırma ve sonuçları, üniversitelerin hazırlık okullarında eğitim gören İngiliz Dili ve Edebiyatı öğrencilerinin TOEFL İBT'ye hazırlanması için alternatif ve uygulanabilir bir teknik öneren yardımcı bir kaynak olarak görülebilir.

Anahtar Kelimeler: İngilizce Öğretimi İçerik Temelli Öğretim, TOEFL İBT, İngiliz Dili ve Edebiyatı.

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LIST OF ABBREVIATIONS

CBI: Content Based Instruction

CELTA: Certificate of English Language Teaching to Adults

CLIL: Content and Language Integrated Learning

ICELT: In-service Certificate of English Language Teaching

IELTS: International English Language Testing System

DELTA: Diploma of English Language Teaching

ELL: English Language and Literature

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

IBT: Internet Based Test

TBI: Task Based Instruction

TENOR: Teaching English for No Obvious Reason

TESOL: Teaching English to Students of Other Languages

TOEFL: Test of English as a Foreign Language

INTRODUCTION

English is one of the most important means of communication and interaction in today's world. People all over the world learn English in order to study, work and communicate in a global environment. It has become a sector of its own, spawning internationally accredited certificate programs and tests, computer-assisted language learning software, and books and courses for students, instructors and their trainers.

There is great potential for improvement and innovation within English Language Teaching. "No period in the history of living languages has shown as noticeable progress as the last few years," Kelly (1969) translates what Schweitzer and Simmonot wrote in their *Méthodologie des langues vivantes* (1903), "Everywhere, under the impetus of the necessities of modern life, the teaching of foreign languages has undergone profound reforms, whose happy results can now be seen" (382). It is this interest in learning and teaching English that has led to the development of methods for teaching English more effectively. These include the Direct Method, the Eclectic Method, Audio-Lingualism, Cognitive-Code Reaction, the Communicative Method and the Post-Communicative Method, as well as their various techniques. However, no technique can supply the required proficiency in foreign language acquisition or learning. Therefore, instructors have tried different types of instruction like Task Based Instruction (TBI), Content and Language Integrated Learning (CLIL), Content Based Instruction (CBI), etc.

This study analyses how CBI can be used in English Preparatory Schools to prepare English Language and Literature (ELL) students for the proficiency exams they take at the end of the year. It attempts to prove that CBI is the most effective technique in preparing Literature students for proficiency exams like Test of English as a Foreign Language Internet Based Test (TOEFL iBT).

In proving this hypothesis, this study answers a number of important research questions. In the first chapter CBI as a whole, as well as the current applications in English

Language and Literature Departments, are explored, asking: "What are the characteristics of the CBI?" and "What are the linguistic proficiency requirements of a Literature Department?" In the second chapter TOEFL İBT is analyzed in detail, asking: "What are the linguistic proficiency requirements of the TOEFL İBT?" We analyze the question types in each main skill, as well as the required sub skills, finding how they interrelate with the requirements of the Literature Departments. Finally, we ask: "How CBI, literature and TOEFL İBT can be blended together for success?" This is answered in the third chapter, where the practical issues of a literature based EFL Program is examined in detail. In this chapter, we focus on designing syllabi, selecting and adapting materials, developing lesson plans, and testing and assessment. There is a sample overall syllabus for one module (8 weeks) and midterm exam suggestions for reference.

The aim of this research is two-fold: 1) To find out how to prepare students for the proficiency exam they take at the end of the year; 2) To prepare students for their discourse community via CBI instruction – in this case, the ELL Department. The findings of this research aim to prove CBI to be the most effective technique to meet our aims.

As the researcher, I tried to inform myself about the requirements of TOEFL İBT and CBI. Therefore, I decided to do a literary survey on these topics. This study aims to provide universities with an alternative and practical technique for preparing literature students for TOEFL İBT during their preparatory year and to enhance ELL students' language proficiency skills.

CHAPTER I

1. AN EXPOSITORY STUDY OF CBI AND THE APPLICATIONS OF ELL DEPARTMENTS

1.1. Literary Survey on CBI

Content Based Instruction (CBI) is a term commonly used to describe the various approaches towards integrating language and content instruction. Over CBI's 25 year history its importance has increased theoretically as well as practically. Its first rationale, Krashen's (1985) "comprehensible input theory," suggests language is best acquired incidentally through extensive exposure to comprehensible second language input. "Comprehensible," in this instance, means level appropriate, contextually coherent and interesting – otherwise students might find it difficult to concentrate on the language materials. Teaching social studies students English through physics, for example. This would challenge the students' level of concentration and motivation, as is usually the case in a General English class.

"Depth of Processing Research," as reported by Anderson (1990a), shows that students process coherent and meaningful information more deeply, and this leads to more entrenched processing of the target language. The value of this argument should not be underestimated considering the variables inherent in any teaching environment, where one of the most important factors is the students' intrinsic motivation. When students are presented a target language through familiar topics, or topics which interest them, they will be more able to maintain their motivation throughout the learning process.

The growing interest in CBI also encouraged Turkish academicians to do research in the field. Uzel (2002), for instance, has done thorough research on the initiation and implementation stages of curricular change in English Preparatory Schools. The curricular change she offered was from general purpose English Instruction to CBI.

Surprisingly, Uzel notes: “Instructors reported highly positive feelings about the change process” (1). However, they had some concerns regarding the implementation of technique. The concerns of the instructors is understandable considering the workload and impracticality of a implementing a curricular change in all the departments in universities. Uzel provides some very effective suggestions to tackle these problems.

Canbay (2006) has also conducted a thorough research for a needs analysis for strengthening a content based instruction curriculum in the preparatory schools. The questionnaires was completed by 128 content are teachers and 13 heads of departments at KTU on which one of the four English skills had the priority in the departments. The results showed that the majority of content teachers in the departments considered reading to be the most important academic skill among the other in the English medium departments.

Considering the two researches mentioned above, among all the content areas that can be integrated with language, it is almost impossible not to realise the inherent qualities of literature as a useful content area for implementing CBI in English Preparatory Schools. This will be discussed further in the light of linguistic requirements of the proficiency exams and the English.

The most common models for CBI, according to Brinton, Snow, & Wesche (1989), are the theme-based, sheltered, and adjunct models. The primary objectives of these three models differ. Brinton’s review of the characteristics of the different models of CBI (Definition and General Models, n.d.), is summarized in the table below:

Table 1

Different Models of CBI

| Name of the Model of CBI | Main Features |
|---|---|
| Theme Based Model (the course is organized around a theme or topic rather than around another organizing feature such as a grammatical syllabus) | <ul style="list-style-type: none"> - Topics of high interest to students. - The units incorporate all language skills. - Topics are presented as a vehicle for language development - Teaching language (not content) is the main goal. - Courses may cover a variety of topics or treat one topic more in depth. |
| Sheltered Content Instruction (classes in which students study content through a second language) | <ul style="list-style-type: none"> - The class is taught by a content instructor. - The content instruction is sensitized to students' language needs and abilities. - Content is not watered down. - The focus is on content rather than language. |
| Adjunct Model (approach in which students are enrolled in "linked" or concurrently offered content and language classes) | <ul style="list-style-type: none"> - The classes are taught by content and language instructors. - The purpose of the content class is content mastery; the purpose of the language class is to master elements of the second language. - The syllabi of the classes are negotiated with respect to each other. The content course provides a point of departure for the language class. - Coordination between the instructors is essential. - Language instructors need to be familiar with the content material - The materials development load on the language teacher is heavy. |

Adapted from Brinton (n.d)

As can be seen from the table above, the primary concern of the first model of CBI, where language is organized around a single theme or topic, is to teach the language. The topics are chosen from the topics that the students are most interested in. This type of CBI is common at all levels of English Instruction. The instructors are language instructors who are not specialized in the content area.

The second model is “sheltered content instruction.” As the name “sheltered” suggests, students enrolled in this kind of a program are usually sheltered from their peers. It assumes their acquisition of the content cannot be at the same pace of native speakers, as it is their second language. This model is usually applied in primary and secondary level education. Teaching the content matter through the medium of English Language is the primary concern of this kind of education. Therefore, the instructors are, ideally, content instructors capable of communicating in English.

The third model is the “adjunct model,” where both content and language are of equal importance. It is a technique best applied in higher education institutions and is more suitable for vocational and faculty education rather than the preparatory schools. A certain level of proficiency is crucial in the adjunct model of CBI.

Alternatively, Stoller & Grabe (1997) argue that "practically all instruction is theme-based" (p.82). They claim that sheltered and adjunct instruction are "not alternatives to theme-based instruction. They represent two different organizational structures for carrying out theme-based instruction and therefore see the terms “content-based instruction” and “theme-based instruction” as exchangeable.

The definitions of the different models of CBI are flexible and even controversial. However, the main approach (integrating language and content instruction) is agreed by all the theorists researched for this study. The aims of the different programs differ. The aim of providing different models and their explanations is to not limit the technique that will be proposed. Therefore, in this study it is avoided to name our approach with the exact CBI Model, instead, it is termed here as “literature based English as a Foreign Language (EFL) program”.

The aim of the program is two-fold: 1) to prepare literature students for the proficiency exam in their preparatory year at university; 2) to prepare them for their discourse

community – the ELL Department. With this aim we will try to formulate the most effective program for ELL students.

It should be noted that the English level of the students accepted into the English Language and Literature Departments, depending on the university, is considerably better than the students of other departments, as these students are admitted to the Literature departments through a foreign language exam. They are not beginners; that would make teaching English through English Literature more difficult. Therefore, this technique is not suitable for all the content areas.

Apart from its many other uses that will be discussed throughout this study, especially at university level, CBI is “intended to assist nonnative speakers in mastering the academic language and the study skills necessary for success in the content course” (Weigle and Jensen, 1997, p.202). The Adjunct Model of the CBI technique is certainly the most suitable for the aims of a literature based EFL program.

General purpose language instruction is the most popular technique for teaching foreign languages, especially in the preparatory year of universities. Following the first proficiency exams, students are placed in General English Courses according to their level of English. They learn English through text books that have a different topic each week, ranging from business to crime, education to design. In each unit students have a target grammar and vocabulary, as well as sub skills of the main skills, which successfully build on one another. The themes are not central to the curriculum, but they add-on the target language and the vocabulary of that week. In this sense, it is similar to theme based model of CBI. However, each week the content changes – only occasionally do students encounter content that actually relates to their field of interest. Students feel a lack of knowledge building in their learning process when they are not able to relate the content knowledge of one week’s lesson with another. Unable to make the necessary connections between the different content matters, they begin to focus on the language itself, which is the only thing that seems to build upon one another. They

gradually lose the ability to learn language intrinsically, which is considered to be the ideal way of learning a language.

In general purpose language instruction, as also noted by Mohan (1986) “We overlook the fact that content is being communicated” (p.1), it is considered only as a vehicle that should be disposed of after using it for the primary objectives of the language. However, the brain doesn’t function through a desired filter model, where students are expected to soak up the necessary language from the content and throw the rest away. By wrapping the language within the content of a student’s interest, we are involving the brain in a unique process where students not only learn the necessary language, but also learn “the demanding linguistic, rhetorical, and contextual challenges of the real world,” which Ann (1997) thinks is not possible with general purpose language instruction or Teaching English for no obvious reason (TENOR) (p. 364). CBI, which aims to teach language skills and target language through the use of factual content, adds another dimension to language learning, where students must deal with concepts and principles that they must relate to the factual content throughout the learning process (as opposed to the two dimensional General purpose language instruction). This leads to the use of English through a meaningful context and improves language skills and comprehension of the content matter.

1.2. The Current Applications in ELL Departments in Universities in Turkey

The English Language and Literature Departments of Turkish universities usually accept a yearly quota of approximately 20-50 students in each faculty according to the academic structure of the university. The education period in each department lasts four years. However, students who cannot pass the proficiency exam – held in the beginning of the academic year – or cannot submit a minimum score of 79-86 (depending on the university) from the TOEFL İBT, must attend a one-year Preparatory Program offered by the School of Foreign Languages.

Students in all the departments in universities where at least 30% of the instruction is in English, should study the preparatory year, with a change in the required score of the proficiency exam they have to submit which can be as low as a score of a minimum of 65 or as high as 74 (depending on the university) in the TOEFL IBT. The students who cannot demonstrate English Language proficiency are assigned to varying levels of General English courses A1, according to the Common European Framework Chart. Students are not classified according to their department within these classes, but according to their level of English. Therefore, it is inevitable that a literature student will be in the same General English class with a student from the engineering, law or business administration departments.

The content of lessons in most of these universities is the same within undergraduate programs of the English Language and Literature Departments. They aim to familiarize students with the most important movements, literary works and authors. The most important skill learned in Literature departments is the critical stance students develop towards different texts, which allows them to compare and contrast ideas while creating unique arguments of their own, arguments they can then discuss and prove. This becomes clear when we look at the curriculum of the English Language and Literature departments which, during the senior years, usually includes literary criticism courses and a dissertation. It also occasionally includes a project through a “Research and Writing” course that allows students to develop a discussion based on the literary studies they have encountered throughout their academic career.

The lessons on offer enable students to have a thorough understanding of world literature, particularly western literature. Another goal is to familiarize students with literary, historical, and even mythological terminology and ideology, which further improves the student’s analytical thinking and interpretation skills. The students also learn about British society and culture and the turning points within British history that gave shape to contemporary British culture.

When we examine the curriculum and explore the current applications within Undergraduate Programs of the English Language and Literature Departments of Turkish universities, we see that, apart from time spent in the class, around 80% of the course work should be done by the student at home through individual study and extensive reading. Instructors usually question students and use class discussions during lessons, which inspire the students to think critically about the reading material. The ability to compare and contrast at least two books in a 100 minute literature lesson requires students to spend at least three times that studying outside of class. Therefore, this study claims that CBI is suitable for ELL students to acquire the required proficiency in English to survive in their departments.

CHAPTER II

2. LINGUISTIC PROFICIENCY REQUIREMENTS OF TOEFL İBT AND ELL DEPARTMENTS

2.1. TOEFL İBT

One of the most important issues today is education. Every year millions of students around the world compete with one other for acceptance into university. Top ranking universities accept the best students from around the world while national universities tend to cater to the needs of local students. However, it should be noted that in both types of universities, especially in the former but also, lately, in the latter, the number of the departments where the language of instruction is English increases every year, making English Language proficiency a prerequisite for acceptance into university. Even if the profession itself seems to have little to do with English, universities usually offer some courses in English to enable international communication among students for academic, social and professional purposes.

Because English proficiency is crucial to university education, the importance of testing and assessing a student's level of proficiency has increased tremendously. This has inevitably increased the importance of the standardized language exams. The world's top rank international universities require English Language proficiency as a prerequisite and they accept International English Language Testing System (IELTS) and TOEFL scores as eligibility criteria. The other universities, which provide education mostly to their national students, also accept IELTS and TOEFL scores as criteria to pass. Our choice to analyze the TOEFL İBT is for the sake of appealing to a greater interest, since TOEFL İBT is more common among Turkish students.

The format analyzed here is the most common, the TOEFL İBT – taken by nearly a million people every year. The test is done online, lasts 4 ½ hours, and tests proficiency

in all four English skills (Reading, Listening, Speaking and Writing) both separate and integrated.

A better grasp of the IBT format can be obtained from the table below (TOEFL IBT Tips, p.6, n.d.), which illustrates the number of questions and the amount of time allocated to each skill.

Table 2
TOEFL IBT Format

| Test Section | Number of Questions | Timing |
|--------------|---|----------------------|
| Reading | 3–5 passages, 12–14 questions each (36 – 70 questions) | 60–100 mins. |
| Listening | 4–6 lectures, 6 questions each 2–3 conversations, 5 questions each (34 - 51 questions) | 60–90 mins. |
| Break | Break 10 minutes | 10 mins. |
| Speaking | 6 tasks: 2 independent and 4 integrated | 20 mins. |
| Writing | 1 integrated task, 1 independent task | 20 mins. 30 mins. |

As can be seen from the table above, there are five integrated tasks within the speaking and writing sections, where students are not only asked to perform independent tasks but to combine their skills in order to answer questions. This is because, in an academic environment, students are asked to discuss their ideas about articles and lectures through written exams or class discussions. In these cases they need reading skills to read the article, listening skills to listen to the lectures, writing skills to express their ideas in a written exam, and even speaking skills for a possible class discussion. The importance of improving critical thinking skills in an academic environment is obvious, but the ability to express these opinions is equally important. This is why these skills are tested in the TOEFL IBT. We see tasks that require students to combine their skills in parts such as:

- Read, listen and then speak in response to a question
- Listen and then speak in response to a question
- Read, listen and then write in response to a question.

Score Scales

Listening 0–30

Reading 0–30

Speaking 0–30

Writing 0–30

Total Score 0–120

The total score is the sum of the four skill scores. (TOEFL iBT Tips, p.7, n.d.)

This integration of these skills provides a more realistic evaluation of the students' ability to perform tasks during lessons. Social situations on campus will also require the ability to express oneself, which also integrates these skills.

2.2. Four Sections of a TOEFL iBT

In this part we look deeper into each skill, and the requirements of each skill section in order to score well on the exam.

2.2.1. Reading

Foreign language skills are usually classified, both in course books as well as exams, to include one receptive and one productive skill. These pairs include: “listening-speaking” and “reading-writing,” as is naturally expected in a conversation interaction pattern (listen and speak), or in an individual study (read and write). Individual study is a key term here, considering the dominant nature of most academic studies.

No one denies the enormous leap forward in the development of civilizations when history and oral literature first started being written down as opposed being passed on

orally, which made it nearly impossible to transmit information objectively. As communication between people changed from local interactions into a more global form, people increasingly relied on reading and writing in order to share information through the new forms of information technology, especially computers and internet. One simple question will make us understand the importance of “reading-writing” over “listening-speaking” in transmitting information: “Would you rather use a computer with a keypad and a screen only (as is normally the case) or only with headphones and a microphone?” The answer leads us to the dominant mode of communication and information sharing around the world in contexts such as business, education and, especially, self-learning. Therefore, reading can be said to be the most important receptive skill both in the academic life and in the TOEFL İBT. Foreign students who haven’t successfully improved their listening skills usually rely on reading skills to survive in an academic setting.

Reading is our most important means of receiving information. Students in universities can usually find hardcopies or notes of lectures or conferences, but they can hardly find an audio script of a reading text. University level students, especially those who study in fields where they barely have time to cover what they’ve read during class, or in subjects requiring students to read long pieces of texts, such as medicine, law and literature, or in departments where attendance is not a requirement, the student’s primary means of receiving information is through reading. It is the only means of improving our critical thinking skills, which are crucial in academic studies. The lectures we hear are usually interpretations of academics. The only way to interpret and agree with or refute these ideas is to read the authentic texts themselves. For this reason reading is the longest section in the exam in terms of time allocated, which may increase up to 100 minutes, and also in terms of the number of questions asked, which may be as many as 70 questions. The details of the reading section can be seen in the table below. (TOEFL İBT Tips, p.8, n.d.).

Table 3

TOEFL IBT Reading Section

| Length of Passage | Number of Passages and Questions | Timing |
|-------------------------|--|----------------|
| Approximately 700 words | 3–5 passages, 12–14 questions each (36 – 70 questions) | 60–100 minutes |

In the TOEFL IBT Reading Section passages are usually taken from academic textbooks and challenge the student’s ability to read texts they may encounter throughout their academic studies. Texts are chosen from different academic contexts. The texts are usually not changed, but the meanings of some words appear on the left side of the screen, with the help of the glossary feature if students click on a highlighted word. This is done only to the most technical words and when their meanings are not included in the text. However, students must usually guess the meanings of most vocabulary items from the context. Therefore, students should not only have a good vocabulary, but the skills necessary to derive definitions from the context.

CBI (literature based) EFL teaching is hypothesized to improve English Language and Literature students’ reading skills. It’s hard to imagine a literature student looking up every single unknown word in the dictionary while reading a book. What happens is that, after some time, students become comfortable with seeing an unknown vocabulary item, and through constant exposure to this kind of experience their ability to guess the meaning from context improves greatly. Unlike other students, who want to check each word in the dictionary and become unmotivated when they encounter an unknown word, literature students have a high motivation, even an eagerness, to guess the word’s definition. They successfully pattern words in their mental dictionary and are seldom concerned with producing an exact definition. Development of this skill is important in terms of answering vocabulary questions.

The types of questions in the TOEFL IBT Reading Section vary: they include multiple choice, the insertion of a sentence to complement a paragraph, and paraphrasing.

Perhaps the most challenging question type is the “reading to learn” questions, where students must place the given sentences in a category chart, or summary, where the objective is to see whether a student can successfully distinguish facts from ideas within the passage.

In the Reading Section, the questions are designed in a way to test each reading sub skill separately. They are basic reading to find information which is also known as scanning, basic comprehension questions also known as skimming and reading to learn questions.

The first skill which we will refer here as scanning, the aim is to test the reader’s ability to “effectively scan the text for key facts and important information” (TOEFL IBT Tips, p.8). This skill is especially important in an academic environment where reading fluency and rate is important. Although scanning can be most effectively mastered through relevant instruction and practice, it is an agreed fact that finding implicit meanings is always more difficult than doing the scanning questions where we look for explicit information. If we use extensive reading texts in the preparatory year of literature students, they can gradually become experts in reading between the lines and if they see other questions where their scanning skills are tested, as these questions are more explicit, they can deal with them easily. Because as we have already stated above, it is the reading to learn questions that most students find difficult to deal with, not scanning.

The second skill which is skimming, the aim is to “understand the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references” (TOEFL IBT Tips, p.8). It is important for the students to be able to identify and understand the ideas that are implicitly suggested, but not explicitly stated in a passage. This skill is especially important when students go through a number of articles and have to identify the articles that might be of importance to their study and select the appropriate ones. One important reason why literature texts would help students in these kinds of questions would be, as also claimed by Gajdusek (1988), that in the literature

texts “the primary purpose is not just to convey information, but to involve the reader in direct experience” (p.229). Most literature scholars would agree that the meanings in the literature texts are more implicit than explicit, and this is the very reason why literature students’ reading skills such as skimming improve to a great extent.

The third sub skill is reading to learn and its aim is to help students “recognize the organization and purpose of a passage, understand the relationships between ideas, organize the information into a category chart or a summary in order to recall major points and important details and infer how ideas throughout the passage connect” (TOEFL IBT Tips, p.8). This sub skill is especially important when we think about the stages in an academic study where students first find the articles of interest to their study we mentioned above in the reading for basic comprehension part and then read the texts in further detail to be able to learn the details and respond to questions for the aim of producing critical ideas about that certain topic.

The primary reason why the literature students are more successful in “reading to learn” questions, is named by Gajdusek (1988) as “the unique advantage of literature’s greater lack of context and explicit contextualization” (p.230). After having to do a considerable amount of reading, students become aware of the fact that they have to step back and take into account other factors such as the author, the period, the movements, the history and background information together with the whole picture that the text has to offer from the beginning to the end and not the single lines being read at the time. Gajdusek reminds us of Widdowson’s (1982) interpretation of this necessity as “interrelating each line with the others to create an internally coherent meaning” and “making sense of expressions referring them to other parts of the text (discourse) in which they occur” (p.230), literature students become able to read between the lines throughout the process of reading with a constant urge for interpretation in each line. This necessarily suggests the involvement of the reader in the text, which in the end leads to a deeper learning process.

Grabe and Stoller's (1997) article reminded us that: "Elley (1991) has provided strong evidence that students who engage in extensive reading across a range of topics increase their language abilities in reading, writing, vocabulary, speaking and listening skills; they also develop greater content knowledge and higher motivation" (p.9). This is called skills transfer. Using literature as content for EFL instruction not only improves the students' reading skills for a proficiency exam, but also improves students' writing, listening and speaking skills. As Arthur (1968) stated: "second language instructors interested in using literature in their classes must be aware of how literature can teach second language skills while, at the same time, retaining its literary value for second language learners" (p.199). This quality is rare in any other content area.

2.2.2. Listening

Listening is the second most important skill after reading. Both reading and listening skills are in the group receptive skills. Improving the Listening skills especially important for students who study at universities where the medium of instruction is in English. It is not very difficult to agree when we think about the lectures delivered by the academic staff during the lessons and the conferences and seminars where we mostly rely on our listening skills to receive the information given. Listening is important in conversations. We can usually find the hardcopies of the lectures delivered by the academic staff; however it is not possible to rewind a spoken conversation. In a conversation we need to use two of our skills effectively: listening and speaking, and it shouldn't be surprising that these skills are usually grouped together when we group one receptive and one productive skill especially in course books. Students need their Listening skills, because it is one of the two important components of effective communication of ideas. It is the students' listening and speaking skills that they use in study groups and in everyday university situations. This is why in the TOEFL IBT students do tasks that require an integration of one or two of the receptive skills and one

productive skill which we will be dealing later on in the analysis of speaking and writing sections.

The time allocated to Listening Skills in the TOEFL IBT is around 60–90 minutes and the number of questions differs between 34 - 51 questions. The details of the listening section can be seen in the table below (TOEFL IBT Tips, p.12, n.d.).

Table 3
TOEFL IBT Listening Section

| Listening Material | Number of Questions | Timing |
|--|------------------------------|---------------|
| 4–6 lectures, 3–5 minutes long each, about 500–800 words | 6 questions per lecture | 60–90 minutes |
| 2–3 conversations, about 3 minutes long, about 12–25 exchanges | 5 questions per conversation | 60–90 minutes |

As we can also see from the table above, the listening material in the exam both consists of academic lectures and conversations. The academic lectures are usually introduction of academic topics within a class environment or the type of lesson where an academic instructor introduces the topic and one or two students respond to the question or discuss it. The picture on the computer screen reflects the type of interaction pattern differing from teacher and students together or teacher fronted class.

The conversation type questions are also taken from an academic setting, but they are usually not taken from a class environment. They occur during office meetings with academic staff or are related to services students may receive, such as “housing payment, registering for a class, or requesting information at the library” (TOEFL IBT Tips p.13). The question types may be multiple choice with a single correct answer or questions with more than one correct answer. The students first hear the lectures or

conversations and then see and hear the question. The aim is to make students listen for the main ideas – the most important listening skill in many situations. It should also be noted that the students are allowed to take notes throughout the listening portion. In another type of question, students must order the events or steps in a process. This also tests the student’s ability to grasp the general information of the conversation or lecture in question. Another type of question measures the students’ ability to understand the speaker’s attitude. The part where students are asked to guess the speaker’s degree of certainty or purpose is replayed after the conversation is finished. The students listen to that particular excerpt again and answer a related multiple choice question. This part is especially important when idioms or phrases that do not necessarily reflect their literal meaning are used. Here the listener has to use other skills, such as discerning voice tone, to guess the certainty of the speaker, or they must use the other clues to determine how the speakers feel about the topic they are discussing. This replay format can also be seen in other questions. In these sections students can repeat the related part of the listening material in order to answer the question. This part helps the student answer questions not relying solely on memory, but rather their ability to interpret the listening data. As we can see, the literature students’ ability to infer implicit meanings from an expression is very useful when dealing with the listening and speaking sections of the TOEFL iBT. Gajdusek interpreted the ideas in Bateson’s article and concluded that because literature is “simultaneously intellectual, emotional and even physical, in experiencing literature we discover these connections, explore and come to appreciate the meaningful interaction of the embedded patterns”(p.231). Through the extensive reading of literature and subsequent discussion about that literature in class, literature students are able to familiarize themselves with the countless hidden meanings of a conversation. It’s hard to imagine any other content area providing such a useful experience to help students in this part of the TOEFL.

2.2.3. Speaking

Speaking is one of two productive skills; the other is writing. Most English language learners and test takers find it easier to deal with reading texts and listening materials rather than produce spoken sentences. Speaking wasn't tested in paper and computer based TOEFL Tests, as it was impossible to conduct the speaking section. However, speaking is crucial to academic success and internet-based tests now make it possible to test one's speaking skill. In this new section, the test taker speaks into a microphone and their responses are recorded and later assessed by TOEFL raters.

The speaking section is 20 minutes, much shorter than the receptive skills section and occasionally shorter than the other productive skill – writing. However, as we have mentioned in the previous sections, its weight equals other sections in the exam (30 points). It's not short because it's considered to be less important than the other three skills, but because it is more difficult and demanding to produce spoken language.

Being able to participate in discussions and express ideas within the class environment are the basic necessities of speaking skills within an academic environment. Another important aspect is the ability to survive on campus and be involved in social interactions, i.e. buying books or, more importantly, solving problems.

There are six tasks in the speaking part. The details of the speaking section can be seen in the table below (TOEFL IBT Tips, p.18, n.d.).

Table 5

TOEFL iBT Speaking Section

| Task Type | Task Description | Format |
|---|--|--|
| Independent Tasks | | |
| 1. Personal Preference | Expressing and defending a personal choice from a given category. i.e.: important people, places, events or activities, etc. | Preparation time: 15 seconds Response time: 45 seconds |
| 2. Choice | Making and defending a personal choice between two contrasting behaviors or courses of action. | Preparation time: 15 seconds Response time: 45 seconds |
| Integrated Tasks | | |
| Read/Listen/Speak | | |
| 3. Campus Situation Topic: Fit and Explain | <ul style="list-style-type: none"> • A reading passage presents a campus-related issue. • A listening passage comments on the issue in the reading passage. • The test taker summarizes the speaker's opinion within the context of the reading passage. | Preparation time: 30 seconds Response time: 60 seconds |
| 4. Academic Course Topic: General / Specific | <ul style="list-style-type: none"> • A reading passage defines a term, process, or idea from an academic subject. • An excerpt from a lecture provides examples and specific information to illustrate the idea from the reading passage. • The test taker combines and conveys important information from the reading passage and the lecture excerpt. | Preparation time: 30 seconds Response time: 60 seconds |
| Listen/Speak | | |
| 5. Campus Situation Topic: Problem/ Solution | <ul style="list-style-type: none"> • The listening passage is a conversation about a student-related problem and two possible solutions. • The test taker demonstrates an understanding of the problem and to expresses an opinion about solving the problem. | Preparation time: 20 seconds Response time: 60 seconds. |
| 6. Academic Course Topic: Summary | <ul style="list-style-type: none"> • The listening passage is an excerpt from a lecture and explains a term or concept and gives concrete examples to illustrate that term or concept. • The test taker to summarizes the lecture and demonstrates an understanding of the relationship between the examples and the overall topic. | Preparation time: 20 seconds Response time: 60 seconds |
| Total: | | 20 minutes |

As can also be seen from the table, the real life necessities of the speaking skill are directly reflected in the TOEFL IBT speaking tasks, where students have to deal with different types of questions directly testing their ability in various situations. The questions also come in different categories, where students use their sub skills to summarize, explain, express problems and come up with possible solutions. It should be noted that the questions are designed in independent and integrated skills tasks. In the former, students merely show their ability to effectively express themselves on the topic given, which is usually chosen from a familiar topic, making the monologue easier. In the latter, however, students are asked to integrate their skills of both reading and listening in one task, and only listening in the other. This better enables them to produce ideas on the given input. Throughout their speech students must refer to information provided to them through the reading and listening materials.

Although students are not evaluated according to the ideas they produce, from the types of questions they're asked it's obvious that their ability to interpret by relating to information using different language skills is tested to a great extent. This is something that has been practiced in the latest versions of the TOEFL IBT. Here the speaking task's resemblance to real life is striking, considering the students in a real academic environment do not always produce sentences in a monologue; rather, they are usually required to comment on something that has been read and even discussed in the class environment. This is not something peculiar to the speaking section. We will also see that students are asked to complete a task by integrating their receptive skills in the following writing section.

Returning to our argument that extensive reading skills could be transformed into success in listening and speaking skills, Short (1997) claims that "many of the processes involved in performing social studies language tasks and functions... could be transferred to other subject area demands" (p.218). Let us explain how this could be realized. Gajdusek (1988) defined literature as a "two-way process of matching incoming data with our existing knowledge, not only of the language system, but of the

world” (p.231). The demand on the reader to constantly activate their schemata in order to contextualize the reading material, and the value of silent reading and its immediate transformation into internal talk, especially during conversation parts are attributes unique to literature. In other words, the readers give life to texts in an effort to interpret them and create an imaginary mental picture where conversations take place nearly as vividly as they would if they had been heard.

Krashen’s refutation of the “Comprehensible Output Hypothesis” (a theory developed by Swain (1985) against Krashen’s (1985) “Comprehensible Input Hypothesis”) is also a good support for the argument above. Swain claimed that speaking can be improved when the speakers see a gap between what they say and what they want to say. However, Krashen (1998) stressed that speaking practice in EFL classes does not result in language acquisition. He further suggested that it can indirectly assist language acquisition, though the ability to speak is not the cause of language learning. He means that comprehensible output is the result of language acquisition and not the cause of it.

Therefore, we can say that through improving students’ receptive skills, which is very effectively done by extensive reading, students can also improve the listening and speaking skills that will help them pass the TOEFL İBT.

2.2.4. Writing

The final skill of the TOEFL İBT to be analyzed in detail here is the productive skill of writing.

In terms of its use in an academic setting, writing is undoubtedly the most important productive skill in English. Although presentations and active participation during discussions are vital in the academic world, evaluation of academic success through a written exam is much more important. The written exam is the most fair and practical

way to evaluate a student's understanding of a certain issue. It's impossible to force every student to talk about the same issue, take notes, evaluate the issue fairly and then retain these records. But we *can* have them state their opinion of a certain issue in their own handwriting simultaneously along with other students. Nor is it very easy for students to state their opinions on certain issues orally. They may have difficulties producing a structured speech, as it's difficult to create spontaneous outlines – they may forget some of their supports, or details and examples regarding their topic. Some students may have anxiety problems, or even speech disorders. For this reason writing skills have always been the most reliable way of evaluating academic success.

Let's explore the circumstances where a student must express themselves in written English within the academic setting. Students usually read about a certain topic and afterwards receive critical instruction from the academic instructor. Then students have an in-class discussion about the topic. Later on, students have regular written exams to discuss these issues. In the written exam, students might have to summarize the topics they read about and relate them to the ideas of the professor's lectures. Here we see the importance of integrating more than one skill to complete a written task. As we have seen from the order above, students usually read, listen and then write about a topic in an academic setting. This is why the TOEFL İBT Writing Section asks students first to read about a certain topic, and then to listen to a speaker discuss the topic from a different perspective; then they are asked to write an essay summarizing the important points of the topics discussed, demonstrating how these different ideas relate to one other. However, students are not always asked to integrate their skills to complete the writing tasks. There is also an independent task in the writing section where students are asked to state their opinions on a given topic, and then support and explain that opinion using examples and details relating to their experience. A more detailed analysis of the writing tasks can be seen in the table below (TOEFL İBT Tips, p.23, n.d.).

Table 6
TOEFL iBT Writing Section

| Task Type | Task Description |
|---|---|
| <p>Task 1: Integrated Writing Task Read/Listen/Write</p> | <ul style="list-style-type: none"> • Test takers read a text of about 230–300 words for 3 minutes on an academic topic and take notes. • The reading passage disappears from the screen and test takers listen to a speaker for 2 minutes discuss the same topic from a different perspective and take notes. • The reading passage reappears and test takers write a summary of important points made in the listening passage, and explain how these relate to the key points of the reading passage in 150–225 words. |
| <p>Task 2: Independent Writing Task Writing from Experience and Knowledge</p> | <ul style="list-style-type: none"> • Test takers write an opinion essay that states, explains, and supports their opinion on an issue in 300 words. |

As can also be seen from the chart, test takers are asked to complete two writing tasks, one integrated, one independent, both of which should be around 300 words. The students are required to type their essays on the computer.

ELL students prove their writing skills much better than the students of other departments. One reason is the process we termed skills transfer, which has already been mentioned in the other skill sections. After continuous exposure to the different kinds of language forms and vocabulary that literature offers, students improve their language accuracy and become more familiar with structures they will inevitably use in their own writing.

In university, the students of ELL Departments must also write reflection papers and sit in written exams. Often these have no word limit as an encouragement for the students to write. This continuous practice and feedback cycle results in the improvement of the students' writing skills.

Another reason is the opportunity to write about a topic that students have received enough input necessary to produce on. Here, the importance of integrating language and writing skills with content will become apparent. Most language instructors understand that the main problem in writing lessons usually occurs when students have to brainstorm ideas and create an outline, not when students actually write down their ideas. For example, students find it challenging to come up with four supporting points "why the death penalty is not a good idea." They find the topics difficult to identify with. The meager input in the preceding stages makes it very difficult for students to come up with a well organized five paragraph essay. Shih (1986) notes that content based writing instruction "develops the thinking, researching and writing skills needed for academic writing tasks" (p.617). He further claims that the traditional writing instruction mentioned above isolates rhetorical patterns and leads to writing from personal experience. What is interesting here is that in academic writing lessons, the language instructors strongly defend that the use of "I" language and personal examples should be avoided altogether. However, when students are confined to personal experience in writing lessons, with nothing to comment on, compare, contrast or argue about, they will inevitably come up with "I" language and personalized essays.

CHAPTER III

3. USING CBI IN THE PREPARATORY YEAR OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENTS

3.1. Training the Instructor

In practice, it's not very easy to sort out the instructor issue in a literature based EFL Program. Let us take the Engineering Based EFL Program as an example. Can it be said that the English Language Instructors of any university Preparatory School are proficient enough in the content area to teach the students Engineering Based EFL? Or, if we take it the other way round, is it possible to say that the content teacher can easily teach students English through Engineering-based lessons even if they are highly proficient in English Language? These instructors will probably not know the pedagogical tools and techniques required for effectively teaching a foreign language. Assuming that one of the above instructors can do the other's job as effectively as the other implies an undermining of the instructor's profession.

Another technique, performed by some institutions who want to implement CBI more effectively, is collaboration between the content teacher and the English Language instructor. The curriculum, lesson plans and activities could be prepared through collaboration between the two instructors. Although collaboration is possible in primary and secondary institutions, in the Preparatory School of Higher Education Institutions this is not so easy to implement. One reason is that these two are thought to be separate from each other, usually located on different campuses and reporting to other bodies. Collaboration would mean to make considerable changes in the academic structure, which might not be practical at all. Another reason is the level of English and the content knowledge that is being taught. In primary and secondary level institutions, the level of the English Language and the content area are still in the introductory, or at a slightly

upper, level. However, in higher institutions deep and thorough study is the core of academic education.

In the Preparatory Schools of Turkish universities a considerable number of instructors are graduates of English Language and Literature Departments, though the majority are English Language Education graduates. Some have completed their pedagogical formation, the rest usually have internationally accredited English Language Teaching Certificates and Diplomas, such as ICELT, CELTA, TESOL and DELTA; all have on the job training. This is a great advantage for the training of instructors in a literature based EFL Program. Instructors can be easily chosen among the instructors who have internationally accredited English Language teaching certificates, teaching experience and are literature graduates themselves.

Therefore, in terms of training the instructor, Literature-based EFL instruction is the least problematic in using CBI. The instructors of these specific classes can attend in-service training activities and faculty literature seminars and conferences within the university. They can also get help from department faculty members, if necessary, and create a strong collaboration with other Literature-based EFL instructors within their institution. This number would be at most four, considering the maximum number of the students that are accepted to Literature departments of the universities each year, that is – 50.

3.2. Designing Syllabi and Selecting/Adapting Materials

In an effort to design an effective syllabus, it should be mentioned that the aim of a literature-based EFL program is two-fold: 1) to prepare students for the proficiency exam they take at the end of the year and 2) to prepare students for their discourse community, in this case, the ELL Department. However, as has been discussed in the previous chapter, the main reason why students are expected to learn how to approach

literature and the basic principles surrounding it is due to its effectiveness in helping students improve their other language skills and pass the standardized proficiency tests. Our aim is, after developing an appreciation of literature and studying the principles that help one interpret literary data, for students to be better able to improve their language skills in comparison with the other content areas aimed at this purpose. This will in turn help them pass the standardized language tests.

It should also be taken into account that ELL students at the university level, in order to be accepted into their departments, must pass an exam that tests their language proficiency. Although the student's proficiency may be below the score required for them to pass the preparatory year, it should not be underestimated that the English level of these students is usually way above their peers (depending on the university). The most prestigious universities accept students with the highest scores, so some students may have the chance to pass the proficiency exam in the beginning of the academic year without even studying it. However, some other universities, especially the private ones accept students with lower scores. Literature students usually start the preparatory year with an A2 - B2 level in the private universities and a B1 – C1 level in the state universities. This chapter will assume that the students are at a B2 level.

In the literature based EFL program it's important that the materials are authentic literary texts and not just simplified versions. Apart from the abundant meanings and implications literature has to offer, literary texts “may provide an excellent crucible for language work” (Holten, 1997, p.384). Furthermore, Holten claims, once students have analyzed the necessary literary data, such as background, character and plot analysis, they may want to have a closer look at what constitutes the text in terms of language and vocabulary. The first original texts should always be chosen from short stories or excerpts from novels to be level appropriate.

After getting their internationally accredited English language teaching certificates most EFL instructors in English Preparatory Schools complain about not being able to

implement new techniques into their lessons because of the syllabi designed by administration. This is because in general purpose English Instruction lessons are usually classified according to language skills, such as Listening, Speaking, and Reading and Writing. This skill-based classification explicitly states the main focus of the lesson and makes it difficult for students to focus on content matter. It also makes it difficult for instructors to prepare a lesson plan that meets the communicative aims of an ideal lesson.

In a literature-based EFL Program, the lessons will be designed according to CBI. Each skill should be integrated to the content, and the instructor should do the lesson with clear objectives of language and content. The students should be informed of these objectives so that they may become autonomous learners. The instructors shouldn't be concerned about the details of the content, such as the chronology of the period, when introducing a literary work or technical poetry analysis. Because although we have stated the two-fold aim of both in language and content, for the content to be comprehensible, it should be in linguistically comprehensible order for an EFL student.

When deciding on content, the instructor should be familiar with the curriculum of the ELL Departments and should agree on the final syllabus. It shouldn't be regarded as a problem if there is an overlap between the literary works covered in Preparatory School and those covered in the Departments, because the ones in former will usually have less demanding content objectives.

One can see in the syllabus below that the requirements of TOEFL IBT and the literature materials tried to be effectively integrated to meet the aims of CBI. The reading texts in TOEFL IBT usually come in three different categories. In some tasks students deal with a text that explains a certain topic, referred to on TOEFL's official webpage as "exposition" (TOEFL IBT Tips, p.8). In the other categories, passages come in a "historical" context, or as "argumentation." In the undergraduate programs of ELL Departments, students become more familiar with these categories than any other

content area. Therefore, in a literature-based EFL program students have a better opportunity to familiarize themselves with these categories for success in the proficiency exams.

Exposition here means “material that provides an explanation of a topic” (TOEFL İBT Tips, p.8, n.d.). Literature students become especially familiar with the “exposition” kind of reading in lessons such as Introduction to Literature, where they read introductory information about literature and literary approaches, as well as elective courses in science. Second category questions (historical type reading texts) deal with the history of people and events. Looking at the syllabus of English Language and Literature departments, we see students must take history lessons almost every semester. This is because literature is closely related to history (when analyzing a literary text the historical background information is also explored and the text interpreted accordingly).

The last category is argumentation, or “material that presents a point of view about a topic and provides evidence to support it” (TOEFL İBT Tips, p.8). This category includes texts that provide a critical overlook of a certain topic, with evidence provided to support it. The aim is to test the student’s reaction to the argumentation and their ability to approach the text with a systematic overlook, creating a mind map or mental outline. For English Language and Literature students these kinds of questions should be familiar. In the undergraduate program of ELL Department, we find the department’s ultimate aim is to create and improve critical and analytical thinking skills through intense reading and writing about Western, especially English, Literature. The program also familiarizes students with research techniques that will improve their intellectual growth. This will eventually help students with TOEFL İBT reading questions more than the any other content area. Therefore, in terms of being in line with the question categories of the TOEFL İBT, literature is one of the most suitable content areas for using CBI in preparatory schools.

The texts also present information in different organization types. It is crucial for learners to recognize whether the organization of the text is “classification,” “compare/contrast,” “cause/effect” or “problem/solution.” Literature students, throughout their studies, read and write in various genres and become familiar with different kinds of texts. While preparing the syllabus of literature students’ preparatory year, we can easily have the students read and write in these organization types. This would eventually help them both in the reading as well as the writing sections of the TOEFL iBT.

Below, there is a sample syllabus that can be used in a literature based EFL Program. As previously mentioned, the syllabus proposed here is for B2 level students. The main starting point in preparing this syllabus is to match the requirements of TOEFL iBT with literary materials and to produce level appropriate activities. Because reading is the most prevalent skill in social studies, especially literature, and because of the assumption that the skills acquired through extensive reading will be transformed into success with other skills, the primary material in the lessons will be short stories, plays, poetry and other related material. It’s assumed that students are assigned to read the literary work as homework, which will then be analyzed during the lesson.

The ideal duration for lessons per day should be 4 to 5 hours, making a total of 24 hours per week, as is the case in most English Preparatory schools. It is assumed that the year is divided to four modules according to Modular system and the syllabus is prepared for a module of 8 weeks. All the skills are integrated in one day and the instructor should decide on the schedule according to the needs of the students.

TABLE 7.a

A Sample Syllabus: Weeks 1-2

| | SKILL | TOEFL IBT SKILL | ELL SKILLS AND MATERIAL | |
|---------------|------------------|--|--|----------------------|
| WEEK 1 | Reading | <u>Category:</u> Exposition <u>Organization Type:</u> Classification <u>Skills:</u> Skimming and reading to learn | “The two major classification of literature: poetry and prose” | |
| | Listening | Making connections among pieces of information in a conversation or lecture: recognizing topic changes introductions and conclusions in lectures | “Different genres of literature”. (T prepares) | |
| | Speaking | Participating in academic discussions with other students | In class discussion about the literary texts that the students have read and their genres. | |
| | Writing | <u>Independent Writing Task:</u> Writing from Experience and Knowledge | Write about your favorite genre in literature. | |
| WEEK 2 | Reading | <u>Category:</u> Exposition <u>Organization Type:</u> Classification <u>Skills:</u> Skimming and reading to learn | “Introduction to sonnets and the Shakespearean Sonnet” A selection of Shakespearean sonnets (T prepares) | Vocab. Quiz 1 |
| | Listening | Listening for pragmatic understanding: recognize a speaker’s attitude and degree of certainty/attitude/function/purpose | Listening to audios of more sonnets | |
| | Speaking | Participating in casual conversations. | Debate: “Choose the best sonnet and defend your ideas” | |
| | Writing | <u>Skill:</u> use a range of grammar and vocabulary for effective expression | Paraphrase the sonnets | |

TABLE 7.b

A Sample Syllabus: Weeks 3-4

| | SKILL | TOEFL IBT SKILL | ELL SKILLS AND MATERIAL | |
|---------------|------------------|---|--|--|
| WEEK 3 | Reading | <u>Organization Type:</u> Cause/Effect <u>Skills:</u> Skimming and reading to learn | “A Room of One's Own” by Virginia Woolf | Presentation 1 Timed Writing1 1 |
| | Listening | Connecting and synthesizing information | “Introduction to Feminist Literary Approach I” (T prepares) | |
| | Speaking | Defending a personal choice from a given category | Debate about rights of men and women referring to feminism | |
| | Writing | <u>Category:</u> Argumentation <u>Integrated Writing Task</u> Read/Listen/Write (using the story and listening notes) | Process Writing 1: 1 st draft for cause/effect essay “Discuss the causes of gender inequality” | |
| WEEK 4 | Reading | <u>Organization Type:</u> Cause/Effect. <u>Skills:</u> Skimming and reading to learn | “The Story of An Hour” by Kate Chopin | Vocab. Quiz 2 |
| | Listening | Comprehending the main idea, major points, and important details related to the main idea | “Introduction to Feminist Literary Approach II” (T prepares) | |
| | Speaking | Fitting and explaining: summarize the speaker’s opinion within the context of the reading passage. | Group Presentation: Analyze "A Room of One's Own" and "The Story of An Hour" to Feminist Literary Approach. | |
| | Writing | Developing the essay by using reasons, examples, and detail. Use grammar and vocabulary accurately | Process Writing 1: 2 nd and 3 rd drafts for cause/effect essay “Discuss the causes of gender inequality” | |

TABLE 7.c

A Sample Syllabus: Weeks 5-6

| | SKILL | TOEFL İBT SKILL | ELL SKILLS AND MATERIAL | |
|---------------|------------------|--|---|----------------------|
| WEEK 5 | Reading | <u>Organization Type:</u> Problem/Solution <u>Skills:</u> Scanning/skimming and reading to learn | “The Old Chief Mshlanga” by Doris Lessing | Midterm 1 |
| | Listening | Comprehending the main idea, major points, and important details related to the main idea Recognizing the organization of information presented | Listening to the writer’s biography. (T prepares) | |
| | Speaking | Combining and conveying important information from the reading passage and the lecture excerpt. | Group Presentation. “Find parallels in the story you read and the writer’s life you listened to”. | |
| | Writing | <u>Category:</u> Argumentation <u>Integrated Writing Task:</u> Reading/Listening/Writing (using the story and listening notes) | Process Writing 2: 1 st draft for problem/solution essay “Discuss the protagonist’s problems and suggest solutions” | |
| WEEK 6 | Reading | <u>Organization Type:</u> Problem/Solution <u>Skills:</u> scanning/skimming and reading to learn | “The Red Headed League” by Sir Arthur Conan Doyle | Vocab. Quiz 3 |
| | Listening | Listening for basic comprehension | Listening “Inspiration for the character of Holmes”. (T prepares) | |
| | Speaking | Communicating with people in such places as the bookstore, the library, and the housing office | Role-playing a part between the two characters of the story | |
| | Writing | Expressing information in an organized manner | Process Writing 2: 2 nd and 3 rd drafts for problem/solution essay “Discuss the protagonist’s problems and suggest solutions” | |

TABLE 7.d

A Sample Syllabus: Weeks 7-8

| | SKILL | TOEFL İBT SKILL | ELL SKILLS AND MATERIAL | |
|--------|-----------|--|--|-----------------|
| WEEK 7 | Reading | <u>Category: History Organization</u> <u>Type: Compare/Contrast</u> <u>Skills: Skimming and reading to learn</u> | “A Brief History of Colonialism” (T prepares) | Timed Writing 2 |
| | Listening | Pragmatic Understanding: Making inferences and drawing conclusions on what is implied in the material | Listening to a poem: “Girl” by Jamaica Kincaid | |
| | Speaking | | | |
| | Writing | <u>Category: Argumentation</u> <u>Integrated Writing Task:</u> Reading/Listening/Writing (using the story and listening notes) | Process Writing 3: 1 st draft for compare/contrast essay “Discuss the differences of growing up in Jamaica and in Turkey” | |
| WEEK 8 | Reading | <u>Organization Type:</u> Compare/Contrast. <u>Skills: Scanning/skimming and reading to learn</u> | “Second Best” by D.H.Lawrence | Vocab. Quiz 4 |
| | Listening | Understanding the relationships between ideas presented (compare/contrast) | Material about the comparison of the two sisters in the story (T prepares) | |
| | Speaking | Defending a personal choice from a given category | Improvisation of what happens next in the story. | |
| | Writing | Using effective linking words to connect ideas and help the reader understand the flow of ideas | Process Writing 3: 2 nd and 3 rd drafts for compare/contrast “Discuss the differences of growing up in Jamaica and in Turkey” | |

3.3. Developing Lesson Plans

As mentioned previously, literature based EFL program will not be divided into language skills such as: Listening, Reading, and so on, where the student's expectations are manipulated, making it difficult for them to focus on the content and the learning process. For this reason the lessons will be conducted in an integrated skills format, where receptive and productive skills are appropriately placed in the stages of one lesson. Apart from weekly writing activities, some writing tasks will be conducted with the process-centered approach to writing, a very beneficial approach for the improvement of a student's writing skills.

The literature-based EFL program should integrate the ideal tools of EFL teaching, including: designing task-based activities (presentations), various interaction patterns (teacher – student, student – student) and communicative activities (discussions, debates). Therefore, literature is suitable to design highly interactive lesson plans aimed at teaching students techniques of involvement in the text. Similarly, Gajdusek (1988) states: “these techniques can then be transferred to enrich the reading of expository texts as well and they will encourage dialogue, self-expression and problem solving – in short highly communicative ESL classes” (p.233). The instructor's most important duty here is to determine the language areas to be focused on and to put them in order. Students should find examples of language in the simplified or adapted versions of these works. Literary texts are a great source for this.

3.4. Testing – Assessment

We mentioned earlier that CBI has three models that differ according to the focus of interest. In the theme-based model of CBI, where the primary interest is on language, students are tested on language items, not content. In the sheltered model, where the primary focus of interest is content, students are primarily tested on issues related to content. Literature-based EFL programs will be tested similar to the adjunct model of the CBI, where both the content and the language is of equal importance. The ultimate aim of this is helping students pass the standardized proficiency exams. In testing and assessment, therefore, both the content and language should be regarded as equally important. Considering the impracticality of testing language and content separately (which also poses the risk of alienating students from either the language or the content) the instructor, while giving feedback to the students, should make notes of both areas separately, and then inform the students of their mistakes.

Let us first remember the six qualities of test usefulness defined by Bachman and Palmer (1996): 1) reliability, or “consistency of measurement” (p.19); 2) construct validity, or “the meaningfulness and appropriateness of the interpretations that we make on the basis of test score”(p.21); 3) impact, or “the kinds of decisions to be made and the possible effects of using the test and of making these decisions” (p.137); 4) practicality, or “the relationship between the resources that will be required in the design, development and use of the test and the resources that will be available for these activities” (p.36); 5) authenticity, or “the degree of correspondence of the characteristics of a given language test task to the features of a TLU (target language use) task”(p.23); and 6) interactiveness, or “the extent and type of involvement of the test-takers’ individual characteristics in accomplishing a test task” (p.25).

Weigle and Jensen (1997) agree with Bachman and Palmer in emphasizing the last two of these characteristics - authenticity and interactiveness. They note that these are especially important in the assessment of a CBI course and claim that “the rationale for

this emphasis is that the goal of CBI is to foster language use through purposeful engagement with content,” and that the assessment should reflect this principle(207). This means that instead of introducing a new reading text or lecture about a new topic during the exam, students should be tested with material of a previously discussed topic. This would also have the impact of integrating content with language and creating a meaningful context for the students to discuss their ideas. The possibility of using their background knowledge during questions will help motivate students to a great extent.

Below are suggestions for a midterm exam:

1. Students answer multiple choice questions about a text they have read. It is crucial that the questions are multiple choice, for what we are testing is the student’s factual knowledge about the content and not their language proficiency.
2. Students are given a one page commentary about a short story or play that has been read but not analyzed in class. Students are given time to read the commentary.
3. Students keep the reading text and listen to another commentary on the same literary work, supporting or refuting the previous one (depending on the level of the students). Students can take notes.
4. Students keep their reading text and lecture notes and are expected to answer a question relating the text to the lecture. (see Table 6. TOEFL İBT Writing Section – Integrated Skills)

This is the same procedure that instructors follow in class. This prepares students for the integrated skills questions of TOEFL İBT and relieves exam anxiety both for the midterm and the TOEFL İBT.

In the last part, the student's ability to relate ideas in the reading text and additional sources is assessed alongside the correct usage of language properties. The first part, where students answer multiple choice questions about the content of the literary work, makes up about 20% of this kind of exam. 10% is for the language skills required to be able to answer the questions and 10% for the content knowledge.

The next written part, where students relate two commentaries to each other, should ideally be given 70% weighing. 35% of this should be about the content and literary principles of affective relating, interpreting and criticizing. The other 35% should be about the language skills, grammar and vocabulary. The remaining 10% goes towards organizational skills, i.e. affectively expressing a thesis statement, providing supporting sentences and details, and writing an effective introduction and conclusion.

Each paper should be read by two different instructors. The first teacher should evaluate the content quality of the paper, the other should evaluate the language and organizational skills. This hinders possible interference between the two objectives.

Assessment of process writing should be done through a process-centered approach, as it is very important for students to see their mistakes and improve them accordingly. Students will be given feedback on their language, vocabulary, and layout. This will be done twice on their drafts, through the use of the error correction code. After correcting their mistakes, students submit a third draft. This may be further developed by weaker students who don't meet the criteria. The instructor will also write notes about the content during the process to improve the draft. After the students complete their writing drafts, they can put them in their portfolios, which will then be evaluated in terms of in-class work.

This process-centered approach towards the evaluation of student writing performance is crucial to the successful improvement of academic writing and gives the teacher great flexibility, which is of great importance in a literature-based EFL Program. Shih (1986) emphasizes its importance, claiming "it takes student writing (rather than textbook

models) as the central course material and requires no strict, predetermined syllabus; rather, problems are treated as they emerge” (p.623). Instructors, through successive feedback on both content and language-related mistakes, can both improve the student’s writing and reflect on their own teaching.

In TOEFL IBT, as has already been analyzed in detail in Chapter 2, writing section students are asked to write two essays in a limited time. Therefore, students should also have timed writing experience in a module with one course-related and one personal topic.

The student’s speaking abilities will not be tested separately through one to one interviews – this creates anxiety in the students. Rather, it will be a part of in-class assessment. Students are expected to do two presentations in a module about a literary work that has been studied (see Table 3). Through in-class presentations the instructor will be able to evaluate a student’s improvement and grade their ability to use presentation techniques, language, and content.

Students will also have Vocabulary Quizzes every two weeks, which test the previous week’s vocabulary items. This is a good motivation for students to study word forms, collocations, synonyms and antonyms, and to improve their dictionary skills, all of which are crucial in an academic setting.

In a nut shell: students will have two midterms, two timed-writing practices, four vocabulary quizzes, two oral presentations and three process-writing assignments during a semester. The only exam-type evaluation will be the midterm exam. The rest will be in-class evaluations. This means that a student’s performance and improvement will be tested on a regular basis. 30% will be given to midterms (15% each), 70% will be given to in-class performance, 18% for timed writing practices, 16% for vocabulary quizzes, 18% for oral presentations, and 18% to process writing assignments. The list of means of assessment can be seen in the table below.

Table 3

Assessment in Literature-Based EFL Program

| | Means of Assessment | Number | Weighing | Total |
|-----------------------|-----------------------------|--------|----------------|-------|
| Exams | Midterms | 2 | 30% (15% each) | 30% |
| In -class performance | Timed writing exams | 2 | 18% (9% each) | 70% |
| | Vocabulary quizzes | 4 | 16% (4% each) | |
| | Oral presentation | 2 | 18% (9% each) | |
| | Process Writing Assignments | 3 | 18% (6% each) | |

Note: this system can easily be adapted to the requirements of the syllabus, as well as the students and instructors.

CHAPTER IV

4. CONCLUSION

4.1. Conclusion

In this study we analyzed how we can use Content Based Instruction (CBI) in English Preparatory Schools to prepare ELL students for the proficiency exams they take at the end of the year. The aim of this research is two-fold. The first aim is to find out how to prepare the students for TOEFL İBT. The second aim is to prepare the students for their discourse community. The findings of this research aimed to prove CBI is the most effective technique to meet our aims.

In proving this hypothesis, this study answered a number of important research questions, such as: "What are the characteristics of the CBI?", "What are the linguistic proficiency requirements of a Literature Department?", "What are the linguistic proficiency requirements of the TOEFL İBT?" and, finally, "How can CBI, literature and TOEFL İBT be blended together for success?"

In the first chapter we investigated CBI, its models, and the current applications in the ELL Departments of Turkish universities. In the second chapter TOEFL İBT was analyzed in detail, as all universities in Turkey recognize it as a standard exam and accept it for entry into their departments on par with their own proficiency exams. Throughout the analysis we examined the similar requirements of ELL Departments and why CBI is an ideal tool to prepare ELL students for proficiency exams. In the third chapter, practical issues such as designing syllabi, selecting and adapting materials, developing lesson plans and testing and assessment in a literature-based EFL Program was given in detail. A sample overall syllabus for a typical module and midterm exam suggestions are also provided for reference.

The ultimate aim of this research is to provide universities with an alternative, practical technique for preparing literature students for the TOEFL İBT during their preparatory year. The sample syllabus and the midterm exam suggestions in the third chapter can be used as a guide for the English Language Introduction programs for ELL students in a university's preparatory school.

4.2. Limitations of the study

As is the case in implementing any new technique in ELT, there might be certain limitations to starting a literature-based EFL program in English preparatory schools. However, with due research and action points thereof, we can easily overcome these limitations and enjoy the benefits that CBI has to offer.

The most important limitation of CBI is enabling cooperation between the content and the language instructors. It is for this reason that literature proves to be the most suitable content for applying CBI. Most EFL instructors in Turkey are ELL graduates who also have certificates in ELT. Therefore, one teacher can serve as both the content and the language instructor for a literature-based EFL program.

Another limitation is having enough ELL students at the same level of English proficiency. Institutions may not be eager to open a class for only a few students, especially in private universities. This problem will be rare in state universities, which accept many more students into their departments. Therefore, in state universities it will be easier to find enough students with equal English proficiency to start the program.

Another important issue in integrating literature with EFL is material production. The most problematic part is to find level appropriate listening material in literature. Some

sources can be found on the internet or through publishing companies. However, most of the time the listening material has to be recorded by the instructors themselves.

Institutions can easily overcome these problems with necessary action points in cooperation with their preparatory schools and ELL departments.

4.3. Further Researches

Institutions may not be eager to abandon their regular applications and risk failure. Therefore, in order to integrate literature with EFL, instructors must do action researches on the success of their students. The transition from regular practices of general purpose language instruction to CBI should always be smooth to observe the effectiveness of the program and not to risk failure during the first year of implementation.

For this purpose, literature-based EFL classes can be organized for voluntary ELL students in English Preparatory Schools as extra courses. This should be the experimental group. The control group would be another group of voluntary ELL students in the same institution attending extra general purpose language instruction courses. The group of students' success can be evaluated in comparison to each other.

This kind of a research can be a good opportunity for instructors to reflect on their own teaching and to prepare more effective syllabi, materials and tests.

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APPENDICES

Appendix A

SONNETS

By William Shakespeare

SONNET 3

Look in thy glass, and tell the face thou viewest
Now is the time that face should form another;
Whose fresh repair if now thou not renewest,
Thou dost beguile the world, unbless some mother.
For where is she so fair whose unear'd womb **5**
Disdains the tillage of thy husbandry?
Or who is he so fond will be the tomb
Of his self-love, to stop posterity?
Thou art thy mother's glass, and she in thee
Calls back the lovely April of her prime: **10**
So thou through windows of thine age shall see
Despite of wrinkles this thy golden time.
But if thou live, remember'd not to be,
Die single, and thine image dies with thee.

SONNET 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee

SONNET 80

O, how I faint when I of you do write,
Knowing a better spirit doth use your name,
And in the praise thereof spends all his might,
To make me tongue-tied, speaking of your fame!
But since your worth, wide as the ocean is,
The humble as the proudest sail doth bear,
My saucy bark inferior far to his
On your broad main doth wilfully appear.
Your shallowest help will hold me up afloat,
Whilst he upon your soundless deep doth ride;
Or being wreck'd, I am a worthless boat,
He of tall building and of goodly pride:
Then if he thrive and I be cast away,
The worst was this; my love was my decay.

SONNET 116

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come:
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

Appendix B

The Story of an Hour

By Kate Chopin

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under hte breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

When the doctors came they said she had died of heart disease--of the joy that kills.

Appendix C

Girl

By Jamaica Kincaid

Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on
Tuesday and put them on the clothesline to dry;
don't walk barehead in the hot sun;
cook pumpkin fritters in very hot sweet oil;
soak your little cloths right after you take them off;
when buying cotton to make yourself a nice blouse, be sure that it doesn't have gum on it,
because that way it won't hold up well after a wash;
soak salt fish overnight before you cook it;
is it true that you sing benna in Sunday school ?;
always eat your food in such a way that it won't turn someone else's stomach;
on Sundays try to walk like a lady and not like the slut you are so bent on becoming;
don't sing benna in Sunday school;
you mustn't speak to wharf-rat boys, not even to give directions;
don't eat fruits on the street - flies will follow you;
but I don't sing benna on Sundays at all and never in Sunday school;
this is how to sew on a button;
this is how to make a buttonhole for the button you have just sewed on;
this is how to hem a dress when you see the hem coming down and to prevent yourself from
looking like the slut you are so bent on becoming;
this is how you iron your father's khaki shirt so that it doesn't have a crease;
this is how you iron your father's khaki pants so that they don't have a crease;
this is how you grow okra - far from the house, because okra tree harbors red ants;
when you are growing dasheen, make sure it gets plenty of water or else it makes your throat
itch when you are eating it;
this is how you sweep a corner;
this is how you sweep a whole house;
this is how you sweep a yard;
this is how you smile to someone you don't like too much;
this is how you smile at someone you don't like at all;
this is how you smile to someone you like completely;
this is how you set a table for tea;
this is how you set a table for dinner;
this is how you set a table for dinner with an important guest;
this is how you set a table for lunch;
this is how you set a table for breakfast;
this is how to behave in the presence of men who don't know you very well, and this way they
won't recognize immediately the slut I have warned you against becoming;
be sure to wash every day, even if it is with your own spit;
don't swat down to play marbles - you are not a boy, you know;
don't pick people's flowers - you might catch something;
don't throw stones at blackbirds, because it might not be a blackbird at all;

this is how to make a bread pudding;
this is how to make doukona;
this is how to make pepper pot;
this is how to make a good medicine for a cold;
this is how to make a good medicine to throw away a child before it even becomes a child;
this is how to catch a fish;
this is how to throw back a fish you don't like and that way something bad won't fall on you;
this is how to bully a man;
this is how a man bullies you;
this is how to love a man, and if this doesn't work there are other ways, and if they don't work
don't feel too bad about giving up;
this is how to spit up in the air if you feel like it, and this is how to move quick so that it doesn't
fall on you;
this is how to make ends meet;
always squeeze bread to make sure it's fresh;
but what if the baker won't let me feel the bread?;
you mean to say that after all you are really going to be the kind of woman who the baker won't
let near the bread?

Appendix D

SECOND BEST

By D. H. Lawrence

“Oh, I’m tired!” Frances exclaimed petulantly, and in the same instant she dropped down on the turf, near the hedge-bottom. Anne stood a moment surprised, then, accustomed to the vagaries of her beloved Frances, said:

“Well, and aren’t you always likely to be tired, after travelling that blessed long way from Liverpool yesterday?” and she plumped down beside her sister. Anne was a wise young body of fourteen, very buxom, brimming with common sense. Frances was much older, about twenty-three, and whimsical, spasmodic. She was the beauty and the clever child of the family. She plucked the goose-grass buttons from her dress in a nervous, desperate fashion. Her beautiful profile, looped above with black hair, warm with the dusky-and-scarlet complexion of a pear, was calm as a mask, her thin brown hand plucked nervously.

“It’s not the journey,” she said, objecting to Anne’s obtuseness. Anne looked inquiringly at her darling. The young girl, in her self-confident, practical way, proceeded to reckon up this whimsical creature. But suddenly she found herself full in the eyes of Frances; felt two dark, hectic eyes flaring challenge at her, and she shrank away. Frances was peculiar for these great, exposed looks, which disconcerted people by their violence and their suddenness.

“What’s a matter, poor old duck?” asked Anne, as she folded the slight, wilful form of her sister in her arms. Frances laughed shakily, and nestled down for comfort on the budding breasts of the strong girl.

“Oh, I’m only a bit tired,” she murmured, on the point of tears.

“Well, of course you are, what do you expect?” soothed Anne. It was a joke to Frances that Anne should play elder, almost mother to her. But then, Anne was in her unvexed teens; men were like big dogs to her: while Frances, at twenty-three, suffered a good deal.

The country was intensely morning-still. On the common everything shone beside its shadow, and the hillside gave off heat in silence. The brown turf seemed in a low state of combustion, the leaves of the oaks were scorched brown. Among the blackish foliage in the distance shone the small red and orange of the village.

The willows in the brook-course at the foot of the common suddenly shook with a dazzling effect like diamonds. It was a puff of wind. Anne resumed her normal position. She spread her knees, and put in her lap a handful of hazel nuts, whity-green leafy things, whose one cheek was tanned between brown and pink. These she began to crack and eat. Frances, with bowed head, mused bitterly.

“Eh, you know Tom Smedley?” began the young girl, as she pulled a tight kernel out of its shell.

“I suppose so,” replied Frances sarcastically.

“Well, he gave me a wild rabbit what he’d caught, to keep with my tame one — and it’s living.”

“That’s a good thing,” said Frances, very detached and ironic.

“Well, it IS! He reckoned he’d take me to Ollerton Feast, but he never did. Look here, he took a servant from the rectory; I saw him.”

“So he ought,” said Frances.

“No, he oughtn’t! and I told him so. And I told him I should tell you — an’ I have done.”

Click and snap went a nut between her teeth. She sorted out the kernel, and chewed complacently.

“It doesn’t make much difference,” said Frances.

“Well, ‘appen it doesn’t; but I was mad with him all the same.” “Why?”

“Because I was; he’s no right to go with a servant.”

“He’s a perfect right,” persisted Frances, very just and cold.

“No, he hasn’t, when he’d said he’d take me.”

Frances burst into a laugh of amusement and relief.

“Oh, no; I’d forgot that,” she said, adding, “And what did he say when you promised to tell me?”

“He laughed and said, ‘he won’t fret her fat over that.’” “And she won’t,” sniffed Frances.

There was silence. The common, with its sere, blonde-headed thistles, its heaps of silent bramble, its brown-husked gorse in the glare of sunshine, seemed visionary. Across the brook began the immense pattern of agriculture, white chequering of barley stubble, brown squares of wheat, khaki patches of pasture, red stripes of fallow, with the woodland and the tiny village dark like ornaments, leading away to the distance, right to the hills, where the check-pattern grew smaller and smaller, till, in the blackish haze of heat, far off, only the tiny white squares of barley stubble showed distinct.

“Eh, I say, here’s a rabbit hole!” cried Anne suddenly. “Should we watch if one comes out? You won’t have to fidget, you know.”

The two girls sat perfectly still. Frances watched certain objects in her surroundings: they had a peculiar, unfriendly look about them: the weight of greenish elderberries on their purpling stalks; the twinkling of the yellowing crab-apples that clustered high up in the hedge, against the sky: the exhausted, limp leaves of the primroses lying flat in the hedge-bottom: all looked strange to her. Then her eyes caught a movement. A mole was moving silently over the warm, red soil, nosing, shuffling hither and thither, flat, and dark as a shadow, shifting about, and as suddenly brisk, and as silent, like a very ghost of joie de vivre. Frances started, from habit was about to call on Anne to kill the little pest. But, today, her lethargy of unhappiness was too much for her. She watched the little brute paddling, snuffing, touching things to discover them, running in blindness, delighted to ecstasy by the sunlight and the hot, strange things that caressed its belly and its nose. She felt a keen pity for the little creature.

“Eh, our Fran, look there! It’s a mole.”

Anne was on her feet, standing watching the dark, unconscious beast. Frances frowned with anxiety.

“It doesn’t run off, does it?” said the young girl softly. Then she stealthily approached the creature. The mole paddled fumblingly away. In an instant Anne put her foot upon it, not too heavily. Frances could see the struggling, swimming movement of the little pink hands of the brute, the twisting and twitching of its pointed nose, as it wrestled under the sole of the boot.

“It DOES wriggle!” said the bonny girl, knitting her brows in a frown at the eerie sensation. Then she bent down to look at her trap. Frances could now see, beyond the edge of the boot-sole, the heaving of the velvet shoulders, the pitiful turning of the sightless face, the frantic rowing of the flat, pink hands.

“Kill the thing,” she said, turning away her face.

“Oh — I’m not,” laughed Anne, shrinking. “You can, if you like.”

“I DON’T like,” said Frances, with quiet intensity.

After several dabbling attempts, Anne succeeded in picking up the little animal by the scruff of its neck. It threw back its head, flung its long blind snout from side to side, the mouth open in a peculiar oblong, with tiny pinkish teeth at the edge. The blind, frantic mouth gaped and writhed. The body, heavy and clumsy, hung scarcely moving.

“Isn’t it a snappy little thing,” observed Anne twisting to avoid the teeth.

“What are you going to do with it?” asked Frances sharply.

“It’s got to be killed — look at the damage they do. I s’ll take it home and let dadda or somebody kill it. I’m not going to let it go.”

She swaddled the creature clumsily in her pocket-handkerchief and sat down beside her sister. There was an interval of silence, during which Anne combated the efforts of the mole.

“You’ve not had much to say about Jimmy this time. Did you see him often in Liverpool?” Anne asked suddenly.

“Once or twice,” replied Frances, giving no sign of how the question troubled her.

“And aren’t you sweet on him anymore, then?”

“I should think I’m not, seeing that he’s engaged.”

“Engaged? Jimmy Barrass! Well, of all things! I never thought HE’D get engaged.”

“Why not, he’s as much right as anybody else?” snapped Frances.

Anne was fumbling with the mole. “Appen so,” she said at length; “but I never thought Jimmy would, though.”

“Why not?” snapped Frances.

“I don’t know — this blessed mole, it’ll not keep still! — who’s he got engaged to?”

“How should I know?”

“I thought you’d ask him; you’ve known him long enough. I s’d think he thought he’d get engaged now he’s a Doctor of Chemistry.”

Frances laughed in spite of herself.

“What’s that got to do with it?” she asked.

“I’m sure it’s got a lot. He’ll want to feel SOMEBODY now, so he’s got engaged. Hey, stop it; go in!”

But at this juncture the mole almost succeeded in wriggling clear. It wrestled and twisted frantically, waved its pointed blind head, its mouth standing open like a little shaft, its big, wrinkled hands spread out.

“Go in with you!” urged Anne, poking the little creature with her forefinger, trying to get it back into the handkerchief. Suddenly the mouth turned like a spark on her finger.

“Oh!” she cried, “he’s bit me.”

She dropped him to the floor. Dazed, the blind creature fumbled round. Frances felt like shrieking. She expected him to dart away in a flash, like a mouse, and there he remained groping; she wanted to cry to him to be gone. Anne, in a sudden decision of wrath, caught up her sister’s walking-cane. With one blow the mole was dead. Frances was startled and shocked. One moment the little wretch was fussing in the heat, and the next it lay like a little bag, inert and black — not a struggle, scarce a quiver.

“It is dead!” Frances said breathlessly. Anne took her finger from her mouth, looked at the tiny pinpricks, and said:

“Yes, he is, and I’m glad. They’re vicious little nuisances, moles are.”

With which her wrath vanished. She picked up the dead animal.

“Hasn’t it got a beautiful skin,” she mused, stroking the fur with her forefinger, then with her cheek.

“Mind,” said Frances sharply. “You’ll have the blood on your skirt!”

One ruby drop of blood hung on the small snout, ready to fall. Anne shook it off on to some harebells. Frances suddenly became calm; in that moment, grown-up.

“I suppose they have to be killed,” she said, and a certain rather dreary indifference succeeded to her grief. The twinkling crab-apples, the glitter of brilliant willows now seemed to her trifling, scarcely worth the notice. Something had died in her, so that things lost their poignancy. She was calm, indifference overlying her quiet sadness. Rising, she walked down to the brook course.

“Here, wait for me,” cried Anne, coming tumbling after.

Frances stood on the bridge, looking at the red mud trodden into pockets by the feet of cattle. There was not a drain of water left, but everything smelled green, succulent. Why did she care so little for Anne, who was so fond of her? she asked herself. Why did she care so little for anyone? She did not know, but she felt a rather stubborn pride in her isolation and indifference.

They entered a field where stooks of barley stood in rows, the straight, blonde tresses of the corn streaming on to the ground. The stubble was bleached by the intense summer, so that the expanse glared white. The next field was sweet and soft with a second crop of seeds; thin, straggling clover whose little pink knobs rested prettily in the dark green. The scent was faint and sickly. The girls came up in single file, Frances leading.

Near the gate a young man was mowing with the scythe some fodder for the afternoon feed of the cattle. As he saw the girls he left off working and waited in an aimless kind of way. Frances was dressed in white muslin, and she walked with dignity, detached and forgetful. Her lack of agitation, her simple, unheeding advance made him nervous. She had loved the far-off Jimmy for five years, having had in return his half-measures. This man only affected her slightly.

Tom was of medium stature, energetic in build. His smooth, fair-skinned face was burned red, not brown, by the sun, and this ruddiness enhanced his appearance of good humour and easiness. Being a year older than Frances, he would have courted her long ago had she been so inclined. As it was, he had gone his uneventful way amiably, chatting with many a girl, but remaining unattached, free of trouble for the most part.

Only he knew he wanted a woman. He hitched his trousers just a trifle self-consciously as the girls approached. Frances was a rare, delicate kind of being, whom he realized with a queer and delicious stimulation in his veins. She gave him a slight sense of suffocation. Somehow, this morning, she affected him more than usual. She was dressed in white. He, however, being matter-of-fact in his mind, did not realize. His feeling had never become conscious, purposive.

Frances knew what she was about. Tom was ready to love her as soon as she would show him. Now that she could not have Jimmy, she did not poignantly care. Still, she would have something. If she could not have the best — Jimmy, whom she knew to be something of a snob — she would have the second best, Tom. She advanced rather indifferently.

“You are back, then!” said Tom. She marked the touch of uncertainty in his voice.

“No,” she laughed, “I’m still in Liverpool,” and the undertone of intimacy made him burn.

“This isn’t you, then?” he asked.

Her heart leapt up in approval. She looked in his eyes, and for a second was with him.

“Why, what do you think?” she laughed.

He lifted his hat from his head with a distracted little gesture. She liked him, his quaint ways, his humour, his ignorance, and his slow masculinity.

“Here, look here, Tom Smedley,” broke in Anne.

“A mouidiwarp! Did you find it dead?” he asked.

“No, it bit me,” said Anne.

“Oh, aye! An’ that got your rag out, did it?”

“No, it didn’t!” Anne scolded sharply. “Such language!”

“Oh, what’s up wi’ it?”

“I can’t bear you to talk broad.”

“Can’t you?”

He glanced at Frances.

“It isn’t nice,” Frances said. She did not care, really. The vulgar speech jarred on her as a rule; Jimmy was a gentleman. But Tom’s manner of speech did not matter to her.

“I like you to talk NICELY,” she added.

“Do you,” he replied, tilting his hat, stirred.

“And generally you DO, you know,” she smiled.

“I s’ll have to have a try,” he said, rather tensely gallant.

“What?” she asked brightly.

“To talk nice to you,” he said. Frances coloured furiously, bent her head for a moment, then laughed gaily, as if she liked this clumsy hint.

“Eh now, you mind what you’re saying,” cried Anne, giving the young man an admonitory pat.

“You wouldn’t have to give yon mole many knocks like that,” he teased, relieved to get on safe ground, rubbing his arm.

“No indeed, it died in one blow,” said Frances, with a flippancy that was hateful to her.

“You’re not so good at knockin’ ’em?” he said, turning to her.

“I don’t know, if I’m cross,” she said decisively.

“No?” he replied, with alert attentiveness.

“I could,” she added, harder, “if it was necessary.”

He was slow to feel her difference.

“And don’t you consider it IS necessary?” he asked, with misgiving.

“W— ell — is it?” she said, looking at him steadily, coldly.

“I reckon it is,” he replied, looking away, but standing stubborn.

She laughed quickly.

“But it isn’t necessary for ME,” she said, with slight contempt.

“Yes, that’s quite true,” he answered.

She laughed in a shaky fashion.

“I KNOW IT IS,” she said; and there was an awkward pause.

“Why, would you LIKE me to kill moles then?” she asked tentatively, after a while.

“They do us a lot of damage,” he said, standing firm on his own ground, angered.

“Well, I’ll see the next time I come across one,” she promised, defiantly. Their eyes met, and she sank before him, her pride troubled. He felt uneasy and triumphant and baffled, as if fate had gripped him. She smiled as she departed.

“Well,” said Anne, as the sisters went through the wheat stubble; “I don’t know what you two’s been jawing about, I’m sure.”

“Don’t you?” laughed Frances significantly.

“No, I don’t. But, at any rate, Tom Smedley’s a good deal better to my thinking than Jimmy, so there — and nicer.”

“Perhaps he is,” said Frances coldly.

And the next day, after a secret, persistent hunt, she found another mole playing in the heat. She killed it, and in the evening, when Tom came to the gate to smoke his pipe after supper, she took him the dead creature.

“Here you are then!” she said.

“Did you catch it?” he replied, taking the velvet corpse into his fingers and examining it minutely. This was to hide his trepidation.

“Did you think I couldn’t?” she asked, her face very near his.

“Nay, I didn’t know.”

She laughed in his face, a strange little laugh that caught her breath, all agitation, and tears, and recklessness of desire. He looked frightened and upset. She put her hand to his arm.

“Shall you go out wi’ me?” he asked, in a difficult, troubled tone.

She turned her face away, with a shaky laugh. The blood came up in him, strong, overmastering. He resisted it. But it drove him down, and he was carried away. Seeing the winsome, frail nape of her neck, fierce love came upon him for her, and tenderness.

“We s’ll ‘ave to tell your mother,” he said. And he stood, suffering, resisting his passion for her.

“Yes,” she replied, in a dead voice. But there was a thrill of pleasure in this death.