

İNGLİZCE ÖĞRETMENLİĞİ PROGRAMI ÖĞRENCİLERİNİN EDEBİYAT
DERSLERİNE İLİŞKİN GÖRÜŞLERİ

THE VIEWS OF EFL STUDENTS
TOWARDS LITERATURE IN
ENGLISH LANGUAGE
TEACHING DEPARTMENT

İ. Murat Glgeli
(Yksek Lisans Tezi)
Eskiřehir, 2006

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LANGUAGE TEACHING DEPARTMENT

İ. Murat GÖLGELİ

MA THESIS
English Language Teaching Program
Advisor: Prof.Dr. İlknur KEÇİK

Eskişehir
Anadolu University
Institute of Educational Sciences
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YÜKSEK LİSANS TEZİ
İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Prof.Dr. İlknur KEÇİK

Eskişehir
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü
Kasım, 2006

To my family...

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Danışman: Prof.Dr. İlknur KEÇİK

Bu çalışma Anadolu Üniversitesi İngiliz Dili Eğitimi anabilim dalı öğrencilerinin edebiyata ilişkin görüşlerini ve bu görüşleri etkileyen faktörleri belirlemeyi amaçlamıştır. Bu çalışmaya 1, 2, 3 ve 4 sınıflarda öğrenim gören 220 kişi katılmıştır. Çalışmaya katılacak öğrencileri belirlemek için “Rastsal Tabakalı Örneklem” metodu kullanılmıştır.

Veri toplamak için edebiyat görüş anketi, okuma motivasyon anketi, TOEFL testinin yapı ve okuma bölümleri ve öğrencilerle mülakat olmak üzere dört araç kullanılmıştır

Verilerin istatistiksel değerlendirmesi çalışmaya katılan öğrencilerin çoğunluğunun edebiyata karşı olumlu görüşleri olduğunu ortaya koymuştur. Öğrencilerin edebiyat ile ilgili görüşlerini etkileyen etmenler açısından çalışmanın

sonuçları incelendiğinde, hem İngilizce hem de Türkçe edebiyata ilişkin görüşleri arasında bir ilişki olduğu görülmüştür.

Ayrıca öğrencilerin İngilizce edebiyat dersleri ile kendilerinin ifade ettiği İngilizce yeterlilik seviyeleri, kişisel okuma zevkleri, geçmişten taşıdıkları okuma alışkanlıkları, İngilizce okuma dil yeterlilikleri ve okuma motivasyonları arasında bir ilişki olduğu saptanmıştır. Bununla birlikte öğrencilerin ana dildeki edebiyata ilişkin görüşleri ile de kişisel okuma zevkleri, geçmişten taşıdıkları okuma alışkanlıkları ve okuma motivasyonları arasında bir ilişki olduğu görülmüştür.

Bundan başka, bu çalışmanın sonuçlarına göre öğrencilerin görüşlerini etkileyen faktörler arasında tüm sınıf katılımlı tartışma aktivitelerinin tercih edilen edebiyat öğretim metodu olduğu bulunmuştur

Bu çalışmanın sonuçları arasında öğrencilerin sınıf dışında İngilizce kitap okumalarının İngilizce edebiyata ilişkin görüşleri üzerine etkisi olduğu görülmüştür. Ana dilde okunan kitap sayısı ile öğrencilerin Türkçe ve İngilizce edebiyat ile ilgili görüşleri arasında bir ilişki olduğu saptanmıştır. Öte yandan, hedef dilde okunan kitap sayısı ile sadece İngilizce edebiyata ilişkin öğrenci görüşleri arasında bir ilişki olduğu da tespit edilmiştir.

Bu çalışmadan elde edilen sonuçlar edebiyat ve dil öğretimi yapan kurumların edebiyat derslerine ilişkin müfredatlarını oluştururken yapacakları içerik seçimlerinde yol gösterici olabilecektir. Bunun ötesinde bu çalışmanın sonuçları bugün müfredatında edebiyat dersi bulunan kurumların bu müfredatlarını tekrar gözden geçirmeleri için yönlendirici olabilecektir.

M.A. THESIS ABSTRACT

THE VIEWS OF EFL STUDENTS TOWARDS LITERATURE IN ENGLISH
LANGUAGE TEACHING DEPARTMENT

İ. Murat GÖLGELİ

Anadolu University
Institute of Educational Sciences
English Language Teaching Program
Advisor: Prof.Dr. İlknur Keçik

This study was designed to investigate the views of EFL students towards literature and the possible factors that influence these views at English Language Teaching Department of Anadolu University, Turkey. 220 participants from 1st, 2nd, 3rd, 4th grade students took part in this study. Two groups out of each grade were randomly selected. In the selection procedure of the participants, Stratified Random Sampling was used.

The data for the study was collected through four different instruments: a literature views questionnaire, a reading motivation test, the grammar and reading sections of the TOEFL test, and semi structured interviews.

The statistical analysis of the data revealed that the majority of the ELT students at Anadolu University employ positive views towards literature. In terms of the possible conditions that influence the students' views towards literature classes the results of the present study depicted that there is a correlation between views about literature in Turkish and views about literature in English.

Additionally, the study revealed that there is a correlation between students' perceived proficiency levels, personal taste in reading, upbringing and habits, reading proficiency levels and reading motivations and views about literature classes in English and there is a correlation between personal taste in reading, upbringing and habits and reading motivation and views about literature in Turkish.



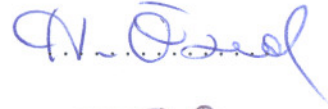
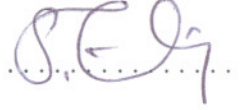

Another finding of the present study is that the ELT students at Anadolu University generally prefer the whole class discussion activities in their literature learning and teaching procedures, and this technique is among the factors effecting students' views about literature in English.

The present study revealed that students' reading additional books in English has an effect on views about English literature.

Furthermore, the present study figured out that there is a correlation between number of books read in L1 and the views about literature both in English and Turkish, and there is a correlation between number of books read in L2 and views about literature in English.

The findings of this study may yield to further insights for implementing literature teaching techniques in the curriculum of institutes where literature and language education are combined. Furthermore, findings of this study may yield to further insights for reviewing the curriculum of the literature classes in EFL context especially at Anadolu University.

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	Adı-Soyadı	İmza
Üye (Tez Danışmanı)	: Prof.Dr.İlknur KEÇİK	
Üye	: Prof.Dr.Zülal BALPINAR	
Üye	: Doç.Dr.Hülya ÖZCAN	
Üye	: Doç.Dr.Sibel TÜRKÜM	
Üye	: Yard.Doç.Dr.Belgin AYDIN	



Prof.Dr.İlknur KEÇİK
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürü

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ÖZGEÇMİŞ

Murat GÖLGELİ

İngiliz Dili Eğitimi Anabilim Dalı
Yüksek Lisans

Eğitim

Lisans 1996 Hacettepe Üniversitesi, Edebiyat Fakültesi

İş

2000- Öğretim Görevlisi, Anadolu Üniversitesi, Eğitim Fakültesi

1996-2000 Okutman, Atılım Üniversitesi, Hazırlık Okulu

Kişisel Bilgiler

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CHAPTER 1

INTRODUCTION

The place of foreign literature classes in foreign language classrooms has started to be widely discussed especially in the last two decades. In the process of foreign language teaching the literature courses are widely assumed to be a valuable source in language teaching and learning environment. For instance, researchers in the field of language teaching and literature as Brumfit and Carter, 2000; Long, 2000; Short and Candlin, 2000; Burke and Brumfit, 2000; Thiong'o Ngugi wa, 2000; Marx, 2005; Krsul, 1986 commonly agree that literature has several contributions to learning and teaching of the target language and the culture of the society where the target language is spoken. It would be illuminative to review the role and the growth of literature in language teaching within its historical development.

1.1 Historical Background of Literature in EFL

The place of literature in language education dates back to the early years of this century when literature was considered as a high prestige in language study (Widdowson, 1984; cited in Zafeiriadou, 2001). Literature in general was used for the aesthetic education in 1910s, for the literacy in 1920s, for professional raise between the years of 1930 and 1940s, for national concept in 1950s, for humanistic inspiration between the dates of 1960 and 1970s, and it was considered as authentic material for practice of the target language and culture between 1980s and 1990s (Kramersch 2000).

More specifically, as Long noted, the place and the role of literature in the language classrooms were questioned by different ELT approaches during 1960-1980. In those years students were not encouraged to develop skills to understand what the text mean. (Long, 2000) In the beginning of that period, with regard to structural approaches to language learning, the emphasis on correctness in grammatical form and repetition of a restricted lexis were dominant ideas over language teaching; and these ideas were conflicting with the teaching of literature (Long, 2000; Zaferiadou, 2001). Later years, with the emerge of Communicative approach, which gave importance to the term communicative competence which was introduced by Hymes (1972; cited in Richards, 2002), the ideas on teaching language changed its teaching concept and put more emphasis on communication. “Hymes’s theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community” (Richards and Rodgers, 2002). Furthermore, Krashen (1985) highlighting the importance of acquisition claimed that learners can develop their communicative competence in language with sufficient comprehensible input and with plentiful opportunities for meaningful production of the target language. Additionally, Krashen (1985) also argued that the natural approach can provide learners to master the language in much the same way as a child acquiring his or her mother tongue. It was a new concept for the age and the new approach took many researchers’ attention.

With the emerge of the idea of communicative competence, researchers and the educators of language teaching and learning in the field of both first language acquisition and second language learning have recognized that language learners can gain many benefits from integrating authentic texts into language teaching

environment. The reason for this idea is that the communicative competence means something more than learning the structures and the forms. It involves acquiring the ability to use the language in both written and spoken medium. For this reason, the use of literature in language classrooms can provide a powerful pedagogic tool in learners' linguistic development (Savvidou, 2005; Zafeiriadou, 2001). The idea of integrating literature into language teaching and learning inspired the educators to place the literature courses into the language learning curriculums.

This idea attracted many researchers' attention and many of them explored the ways of utilizing it in classrooms (Wasanasomsithi, 1998). Although, the researchers supported authentic text usage, especially the literature works which belonged to the classical period - they were considered to be the best tools for the good examples of language in ELT classes - they realized that the usage of such literary texts were not as practical as they thought. Classical literary texts created problems in the classrooms so the researchers as Zafeiriadou (2001) suggested that the communicative approach to language teaching during the 1970's and early 1980's emphasized the study of language for practical purposes and literature in language classrooms had no practical usage, thus using literature contributed nothing to the objectives of language teaching. As a result of this opinion, literature found no place in language teaching classrooms for several years.

1.1.1 Classical Period Literature versus Modern Period Literature

As mentined above Zafeiriadou (2001) think that using classical period literature in language learning and teaching environments was unpractical. The reason behind the idea is that the texts in classical period literature in language

learning and teaching processes may not serve the aims of communicative approach. In other words, classical literature was considered unpractical for its complicated and difficult use of language. However, communicative approach was there to search more practical methods in second language learning. Regarding this fact, it was thought that modern English Literature would best serve for the aims of using authentic texts in language teaching process and it would provide suitable conditions to expose the students to the best use of English Language.

On the other hand, using modern period English literature in language learning classrooms was linguistically distinct from classical period English literature since the modern writers were often breaking the rules of the language in their works. As a result of difficulty in comprehending heavy English Literature works and breaking the rules in modern literary works caused English Literature in language teaching to vanish from the language classrooms. Instead of using difficult works of English Literature, educators attempted to implement a surrogate literature into the language classrooms in the form of textbook dialogues and short tales (Short and Candlin, 2000). By using extracts of novels and short stories in textbooks, the emphasis was rather given to students' language development than to their literary development. Using surrogate literature in language teaching process, students' critical ability development and personal growth which literature itself can provide for the learners seemed to be underestimated.

Nevertheless, during 1980's there was a reawakening of interest in literature in language teaching process. Several researchers like Widdowson (1984; cited in Zafeiriadou, 2001); Brumfit and Carter, 2000; Long, 2000 argued that using literature in language learning and teaching is a valuable source because it provides

authentic materials for the classrooms, and these authentic materials may help enable the language learners to understand the text by means of establishing an interaction between themselves as a reader and the text. As Brumfit (2000) states that literature can guide students to infer meanings that facilitates interaction with the text. He gives the explanation of ‘interacting with the texts’ as;

... things are often deliberately left unclear in literary text. The nature of the communication can be problematic, and the student has to search both backwards and forwards, in and across and outside the text for clues which might help to make sense of it. The meaning is self-contained in the language but it is not to be discovered by appeal to neat, simple, conventional formulas. It has, as Widdowson puts it to be inferred by procedural activity. Such training in deciphering the communication, in working out its status as a communication, is a crucial factor in the development of language learning abilities. (Brumfit, 2000:14)

However, to enable the learners to read and to understand the texts, the proficiency level of the learner should be taken into consideration. The learner is supposed to have a required linguistic competence to read and understand the literary works, or the literary works should be chosen according to the language proficiency level of the learner (Brumfit and Carter, 2000; Tarakçıoğlu, 2004; Savvidou, 2005; Akyel and Yalçın, 1990; Baştürkmen, 1990; Brown, 2004; Ghosn, 1998; Gwin, 1990).

As a common consensus the educators, who deal with the integration of literature into language teaching, believe that if the learners’ language proficiency is sufficient enough to deal with the literary works of English, it may be a suitable way to apply literature in language learning. Moreover, any literary texts may be used in the language classrooms as long as the level of the text and the proficiency of the learner match. Furthermore, using literature in such condition mentioned above provides enjoyable and stimulating atmosphere for the learners in the classroom

(Brumfit, 2000). To sum up, it is quite possible to mention that in today's language education process literature in language teaching curriculum has regained its own place.

1.2 Definition of Literature

Before giving the definition of what literature is, it is worth mentioning what English Language is because the assumed definition of literature is rarely explicitly given (Wasanasomsithi, 1998). For instance, Fowler (1965) states that although there is no final definition of the question, what English is, most English teachers would accept the statement of Commission English of the College Entrance Examination Board (CEEB) that there are three main subjects in English curriculum; Language, Literature, and Composition. Similarly, while giving one of the definitions of English, die.net dictionary presents literature as one of the components of English;

"...of or relating to or characteristic of England or its culture; "English history"; "the English landed aristocracy"; "English literature"

As it is seen from above definitions, literature is mentioned as one of the components of English, and Fowler (1965:217) makes a clear definition of literature:

"Literature is the record of the attempt of writers to express and communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature deals with the life of man in moments of crisis and anguish, with his most intimate relationships, with his innermost thoughts and his deepest loves and hates, with his "courage, honor, hope, pride, compassion, pity, and sacrifice."

Similarly, American Heritage Dictionary of the English Language gives the definition of literature as:

1. The body of written works of a language, period, or culture.
2. Imaginative or creative writing, especially of recognized artistic value: *“Literature must be an analysis of experience and a synthesis of the findings into a unity”*

Lazar (1993: 1) was also interested in the place of literature in English and has gathered the definition of literature from a group of teachers from all over the world, and they defined literature as:

- Literature is ‘feelings’ and ‘thoughts’ in black and white.
- Literature is the use of language to evoke a personal response in the reader or listener.
- Literature is a world of fantasy, horror, feelings, visions...put into words
- Literature means ...to meet a lot of people, to know other different points of view, ideas, thoughts, minds...to know ourselves better.

The definitions above highlight that literature plays an important role in Languages. Considering the function of literature courses in English language it can be assumed that literature courses should also have a role in English Language Teaching.

1.3 Literature and Language Teaching

While expressing the purpose of language Vandrick (1997:1) states that “The purpose of language is connection; through fiction and the emotions it arouses, we connect with ourselves, with each other, and with humankind.” In other words, language is a medium of communication and the literature is the product of language, so it is possible to say that literature and language are closely related to each other. Furthermore, it is also possible to say that ‘literature is language in use’ and therefore they cannot be separated from each other (Baştürkmen, 1990; İçöz, 1992; Özkeçeci, 1994; Ruiqing Du, 1986). Literature demonstrates the language structures in use and this allows learners to practice their language skills (Littlewood, 2000).

Short and Cadlin (1989; cited in Zafeiriadou, 2001) claimed that if the students were continually exposed to the best use of language, for instance in literature works, they would have the opportunity to perform well in the language. Similarly, Hill (1986; cited in McKay, 1989) points out that literature is great source for students to absorb the language. What is more, it helps learners to increase their motivation and provides a real like language in context.

Under the lights of above statements it is possible to state that literature itself is good for practicing the language because literature provides authenticity and helps language learners to have cultural and language enrichment. Since literature represents language in use, it offers various benefits to language learners with its language in social setting and with its usage in meaningful contexts.

Literature provides several opportunities for learners to learn about the culture of people whose language is being studied. In other words, literature offers learners to explore cross-cultural values (Baştürkmen, 1990; Strong, 1996). It is because literature can be seen as the outcome of the target culture, and it functions as a model of that culture. While exploring the culture of the societies of the target language, learners are able to find an opportunity to compare their own culture to the one within a given literary text. Hence, the literary texts may help learners to increase their cultural awareness, and may help to broaden their general knowledge.

As researchers in the field agree that it is possible to use literature in teaching any area of language study (Dicker, 1989; Strong, 1996). In other words, learners can benefit from the literature in terms of learning target language skills. Reading literary works can be a good opportunity to practice English grammar, vocabulary learning, reading comprehension, writing and speaking abilities and to practice such skills as

summarizing, analyzing and thinking critically. Moreover, literature provides a meaningful context for writing and discussion.

Furthermore, literature helps students to enjoy reading, so it may increase their motivation to respond to a text, and this would increase their reading proficiency (McKay 2000). Researchers such as Gwin (1990) and Vandrick (1997) claim that while reading a literary text, learners may face with unknown vocabulary items. This can lead learners to realize the context clues to interpret the unfamiliar vocabulary. In other words this realization may provide an opportunity for learners to acquire new vocabulary in the usage of a real context.

Learning new vocabulary items through literary works, learners can use some of the lexical items in their own sentences and this may help them to incorporate the items into their active vocabulary and help them to express themselves more colorfully in oral and written contexts. Moreover, reading literary works enrich students' awareness of the linguistic patterns and rhetorical structure of literary discourse (Akyel, 1990).

1.4 Statement of the Problem

When the relevant literature is reviewed it is observed that many researchers such as McKay (2000) and Long (2000) state the benefits of literature in language classrooms and they indicate that the use of literature in language teaching enriches the learners' awareness of the linguistics and rhetorical structure of literary discourse. However, not many researchers discuss how the students feel about their literature classes or how these classes fulfill the students' expectations. In other words, students' views towards literature classes are not widely questioned. Taking students' perceptions into consideration should be an important component of

curriculum design. As for the reason some authors believe that when designing a literature course curriculum it is crucial to take the students' views into consideration (Hirvela & Boyle, 1988; Davis et. al. 1992). In this context, students' views towards literature classes should be considered because if the learners' expectations and the aim of course do not match, students might not benefit from the courses.

Concerning the fact that literature courses should have a place in language teaching programs, departments should design their curriculums considering their students' aims and views. This might also serve to student centeredness in language teaching curriculum. The curriculum which is designed regardless of students' opinions may not serve to the objectives of learner centered teaching. Therefore, there might be a mismatch between the objected benefits of the course and students' expectations. As Davis et. al (1992) stated, students may prefer not to take the literature course if the students' objectives and language department curricula mismatch. So a proper EFL curriculum is supposed to combine language teaching with literature teaching appropriately (Tarakçioğlu, 2004).

It is known that in Turkish EFL context the language teaching departments' curriculum is provided by Council of Higher Education as basis for their own syllabus for their programs. The curriculum that Council of Higher Education submitted to ELT departments supposes to cover the needs of the students for their literature classes in English Teaching program. The curriculum involves teaching basic concepts of literature and analysis of good examples of literary movements. In other words, it suggests course providers to teach characteristics of short stories, novels, plays and poems. (Appendix D). The instructors of literature classes in the department of English Language Teaching at Anadolu University form their own

syllabus within the limitations of the curriculum that Council of Higher Education has submitted. This syllabus handles literature teaching in detail. (Appendix E). The course providers design their own syllabuses for their courses; however, generally they do not consult students' opinions. Regarding this fact, the researcher aimed at conducting a study which takes students' opinions towards literature courses into consideration.

1.5 Aim of the Study

As it is stated in the previous section, literature review on the studies of literature and language teaching depict that there are several studies dealing with effect of literature courses on language teaching and learning process, especially literature courses' contribution on language skills and areas such as grammar, vocabulary, reading and writing (İçöz, 1992 and Krsul, 1986). Moreover, there are some studies which focused on the aspects of literature teaching methodology in English Language Teaching profession, such as contribution of Drama, Short Story and poetry teaching to language development (Zyngier, 1988; Spack, 1985; Lazar, 1990; Collie and Slater, 1996). Literature review also shows that there are a few studies which take the students' and instructors' views into consideration in the effects of literature courses in ELT (Davis et.al., 1992). Some of those studies have been conducted in countries where English is spoken as a first or second language, and few of them are held in countries such as Turkey where English is spoken as a foreign language.

The researcher observed some problems in using literature in ELT classes during his teaching experience. One of them is the boredom of the students when the

issue is literature. The students seem to lose their interest sometimes so quickly, maybe because of lack of sufficient vocabulary knowledge, maybe because mismatch of proficiency levels of students and the level of the books or because of uninteresting pieces of literature work. When the related literature was reviewed it was seen that many researchers also mention similar problems about using literature in language classes. The problems that were observed and the literature review on literature and language teaching, especially the research titled “Readers and Foreign Languages: A Survey of Undergraduate Attitudes toward the Study of Literature” (Davis et. al., 1992) inspired the researcher to scrutinize the views of students on literature courses in English Language Teaching Department at Anadolu University.

Considering the fact that there is not a sufficient number of studies dealing with students’ beliefs and literature in ELT context, this study aimed at investigating the views of students toward their literature classes. The researcher believes that the match and the mismatch between the students’ expectations and the aim of the course provider is one of the factors that affect students’ views towards literature classes. That might mean that if there is a mismatch, the students may not benefit from the literature classes offered by the department.

Within the scope and the stated purpose above, the present study attempts to investigate the views of the EFL students towards the place of literature in their courses in English Language Teaching Department at Anadolu University. The findings of this study may yield to further insights for implementing literature teaching techniques in the curriculum of institutes where literature and language education are combined. Furthermore, findings of this study may yield to further

insights for reviewing the curriculum of the literature classes in EFL context especially at Anadolu University.

1.6 Statement of Research Questions

In terms of investigating the stated problem within the aim of the study, the following research questions were addressed:

1. What are the ELT students' views toward literature in general?
 - a. What are the views towards literature in Turkish?
 - b. What are the views towards literature in English?
2. Is there a relationship between students' views about literature either in English or in Turkish and
 - a. perceived proficiency?
 - b. personal taste in reading?
 - c. upbringing and habits?
 - d. English proficiency test levels?
 - e. reading motivation?
3. What are the other factors that influence the students' views toward foreign literature?
 - a. Does teaching technique have an effect on views about literature in English?
 - b. Does visiting an English speaking country have an effect on students' opinions about literature in English?
 - c. Does taking literature courses in secondary school have an effect on students' opinions about literature in English?

- d. Does reading in L1 have an effect on students' opinions about literature in English?
- e. Does additional reading in English have an effect on students' views about literature both in English and Turkish?
- f. Is there a relation between number of books read in L1 or L2 and the views of the students?

CHAPTER 2

REVIEW OF LITERATURE

This chapter will cover the review of what has been done so far on the use of literature in foreign language learning and teaching, and the effects of literature on foreign language skills and areas. As the first step, it is worth mentioning the reasons for learners' having positive attitudes towards literature courses in EFL since many studies in the field supports the advantages of using literature in language learning environments.

2.1 Reasons for Learners' Having Positive Attitudes towards Literature Courses in EFL

Many researchers (McKay, 2000, 1989; Collie and Slater, 1996; Lazar, 1993; Chattopadhyay, 1983; Long, 2000; Burke and Brumfit, 2000; Littlewood, 2000; Pettit, 2000; Carter, 2000) commonly agree that literature provides many advantages for language teaching and learning settings. Moreover, they strongly defend that literature can be considered as a valuable resource in language instruction and also maintain that foreign language instructors cannot ignore various benefits learners can gain from literary works.

Under the lights of the views of above researchers, the advantages of using literature in language classrooms can be summarized as follows; first of all, literature helps students to gain a more realistic interpretation skill about the features of the language. Second, it broadens the students' horizons by having a taste of literature.

Third, many language learners can learn the ideas, views and the customs of the target country easily by the help of literature. Povey (1972; cited in McKay, 2000) states that; “literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax” (p.191)

As Duff & Maley (1990) indicates learners can benefit from literature from three aspects; linguistically, motivationally, methodologically. Linguistically, presentation of wide range of authentic texts may able learners to become aware of variety of types and difficulties of English language. Motivationally, literary texts bring enjoyment to the readers, so the readers become motivated. Methodologically, literary texts sensitize readers to the process of reading, such as the use of schema, strategies for extensive or intensive reading courses.

In short, we can say that literature provides learners with opportunity to use their cognitive and creative skills while developing their language abilities.

The considerations about the advantages of literature use in language teaching and learning process will be discussed under three main headings, contributions to language learning, motivation and knowledge of culture.

2.1.1 Literature Increases Learners’ Language Skills and Language Areas

Advocates of using literature in language classrooms claim that literature courses can be very fruitful for the learners to increase their language skills within EFL context. Since as Spack (1985) points out the resources of the language are fully and skillfully used in the literature. The language resources in the literature give

learners opportunity to see how the language is used with an effect. Moreover, Bassnett and Grundy (1993) argue that by representing the most skillful use of the language, literature can most appropriately serve learners who seek knowledge of the target language that goes beyond the functional level.

Similarly, İçöz (1992) states that literature provides learners variety of examples of subtle and complex use of the grammar and vocabulary of the language. In other words learners improve their overall language skills through reading literature; and therefore, literature can be easily adapted to language classrooms in terms of increasing language skills. Similarly, Yorke (1974; cited Weed and Reed, 1987) conducted a study on the reasons for teaching literature. The results of the study revealed that teaching literature helps the language skills and subject areas.

The following subtitles will attempt to cover the advantages of literature in terms of language development of reading skills, grammar in use, communicative competence and writing skills.

2.1.1.1 Literature Supports the Development of Reading Skills

McKay (2000) mentions that literature can help language learners to increase their reading proficiencies. Moreover, she suggests that literature helps students to enjoy what they are reading. This enjoyment may increase their motivation to respond to a text and may increase their reading proficiencies.

Furthermore, the authentic literary texts might provide a pleasant classroom environment for the foreign language learners since those texts enable learners to experience the real use of target language. The learners experiencing the real use of language in authentic texts can take the pleasure of reading and hence they may

develop their own reading skills. Flowers and Roos (1994) conducted a study on literature-based reading programs, and the results of the study revealed that the variety of authentic reading materials seems to give children reason to read. Their study also revealed that using authentic literary reading materials in reading programs brings meaning and pleasure to the process of reading.

Strong (1996) maintains that it is more difficult to teach students how to use a strategy for reading skills. The skills for reading literary works are not explicit. In other words, the contextualizing devices in expository prose, such as introductions, transitions, and complex grammar structures are less explicit in literature. Nevertheless, these difficulties of literature provide rich reading materials for language learners to arise the awareness of the target language.

Shrum and Glisan (1994; cited in Wasanasomsithi, 1998) claim that using authentic literary materials also develop language learners' reading skills. They recommend the use of authentic literary texts to develop language learners' reading comprehension. A number of empirical studies such as Bacon (1989), Herron and Seay (1991), Vigil (1987; cited in Wasanasomsithi (1998) prove that exposition to literary works and interacting with authentic texts have positive results on language learners' comprehension levels.

Moreover, literature can also play an important role in extensive reading programs which can help language learners to gain new vocabulary and grammatical structures. Extensive reading programs through literature courses may encourage students to develop positive attitudes towards reading. The International Association for the Evaluation of Educational Achievement, mentioned in Davis et al. (1992) and Wade and Reed (1987), conducted a survey on adolescent readers in ten countries.

The data suggest that the opportunity to read, the availability of books and exposure to literature outside the school context are highly correlated with positive attitudes. The main reason for students' having positive attitudes towards reading literature through extensive reading program is that the learners are free to select their own reading materials (Strong, 1996). If the language learners in extensive reading programs are guided properly, they might select literary works that they find interesting for the sake of reading. Thus, not only may they enjoy reading literary works, but they also may develop their reading skills in a meaningful way.

That is, reading texts require interpretation and thus an interaction between the reader and the text has to take place. Literary texts may facilitate this interaction and help readers develop their reading skills. Many researchers agree that reading is an interactive process. For instance, Brumfit and Carter (2000) are the supporters of the idea that literature can encourage learners to develop the ability to infer meanings through interacting with the text.

Similarly, Widdowson (1979) considers reading as not a reaction to a text but as interaction between the writer and the reader mediated through the text. He adds that reading is a kind of process that the reader combines the information in the text with the information that one has in mind. From the point of this view it can be said that reading process does not solely mean to extract information from the text but it is a kind of process that activates a range of knowledge in the readers' mind towards reading material. Thus, reading can be considered as a kind of dialogue between the reader and the text (Grabe, 1998).

Similarly, Eisterhold and Carrell (1998) and Steffenson (1984; cited in Gwin, 1990) agree that there is an interactive process between the readers and the text.

Dunning (1989) supporting the idea of interaction between the reader and the text claims that;

“... readers need to respond to literature emotionally.... We do not approach a text with empty-handed, but bring to it our own emotional baggage. This means that each reader’s response is unique... We can become better, more experienced interpreters of texts, however, by reading more and by discussing what we read with the others.”

In terms of using literature through reading, Wasanasomsithi (1998) claims that authentic literary texts should involve learners in the reading process, not simply to obtain information from the text, but to interact with the texts interpretatively, critically and imaginatively. Then, the reader can accomplish the highest possible level of understanding and appreciation of the text. When reading a literary text a reader not only decodes the words to understand the meaning, but s/he interacts with the text in order to grasp the overall meaning. (Jones, 1985; cited in Wasanasomsithi, 1998)

Similarly, Widdowson (1975) argues that reading literary texts provide a unique advantage over non-fiction ones. When reading a literary text the reader has to interpret with the reading material in order to understand the text. In other words, understanding the literary text heavily depends on readers’ interpretations. Through establishing an interaction with the text the reader understands the text more clearly (McKay 2000). It is because “text itself has no meaning, it only provides direction for the reader to construct meaning from the reader’s own experience” (Cadorath and Harris, 1998:188)

Wang (1999) conducted a study on reader responses in foreign language education. The findings of the study show that the participants’ written responses focus on interpretations, associations, and self involvement. This finding indicates

that the students associate ideas and events in the story with their own experience, and involve themselves in the behavior and emotions of characters.

2.1.1.2 Literature Supports the Development of Grammatical Knowledge

Literature may provide an authentic atmosphere for instructors to teach grammar to their students. Using literature for teaching grammar may be useful for instructors to avoid traditional grammar instruction. Traditional grammar instruction is learning the grammar rules in systematic way (Nunan, 1991). Using traditional methods may offer only artificial language practice and may not contribute much to learners' proficiency levels.

By using literary texts in a foreign language setting, it is possible for learners to accomplish a considerable knowledge of grammar. Students can use some of the lexical items and the structures in their own sentences and this may help them to learn the usage of the structures unconsciously and to incorporate the items into their active vocabulary (Özkeçeci, 1994). As Krashen (1985) claims, grammatical structures will be subconsciously acquired when learners are exposed to structures that are a little beyond their current level of competence and automatically internalized when the learners use the structures for any purpose. Literary texts may provide a perfect language learning setting in which learners can acquire the grammatical structures as well as lexical items subconsciously. In other words, by using literature in classrooms, learners may find chance to familiarize themselves with the targeted grammatical structures while their attention is focused on the meaningful and functional use of the language (Wasanasomsithi, 1998).

Moreover, literature can help learners to develop linguistic knowledge in not only on a usage level but a use level (McKay 2000). McKay (2000) explains the terms ‘usage level and use level’ as; “usage” involves knowledge of linguistic rules, whereas “use” requires knowing how to use these rules for effective communication. In other words, it is possible to use literature in language development both to enrich students’ awareness of the linguistic patterns and rhetorical structure of literary discourse and to help them improve their skills of language use.

2.1.1.3 Literature Supports the Development of Communicative Competence

Literature can provide excellent examples of authentic language use and can stimulate discussions in which learners can practice communication. It is important to have creativity in a language classroom to provide a successful communicative setting (Candlin, 1996). To provide the creativity in a language learning setting, literature can be the perfect tool. It can be used to develop learners’ creative abilities to communicate with each other through the engagement of literary texts. In other words, literature can be considered as a resource which gives priority to creative uses of language.

Akyel and Yalçın (1990) argue that studying literature for language learning help learners to determine and comprehend the operations of language for different communicative functions. Moreover, literature may motivate language learners to interact among each other. While having interaction, learners can have the opportunity to listen to others’ opinions and can have chance to practice the language in a meaningful language context. Similarly, Wasanasomsithi, (1998) states that;

“...literary texts offer learners opportunities to go beyond basic levels of factual communication and develop an awareness of how language can be used for different communicative functions.”

Regarding the fact that creativity is an important factor in language learning context, literature can provide a basis for learners to create variety of communicative use in classrooms.

2.1.1.4 Literature Supports the Development of Writing Skills

Reading literary works can help to improve the reading proficiency and the improved reading proficiency may lead to improve other skills, like writing. Similarly, Özkeçeci (1994) argues that literature can help EFL students to develop their writing skills. Likewise, Krashen (1993; cited in Wasanasomsithi, 1998) points out that there are many studies on the relationship between reading literary works and the skills and the results of the studies revealed that reading is a powerful tool for building communicative and linguistic proficiency. The findings of the study also revealed that the language learners who engaged themselves in reading activities showed satisfactory improvement in other areas, including vocabulary development, writing fluency and oral language abilities. As Krsul (1986) also argues that reading literary works provide learners to increase their reading and writing skills. In other words, the more language learners read, the better they can write.

2.1.2 Literature Increases Learners' Motivation

Using literature in language learning and teaching context may be highly motivating for the language learners, and motivation may lead learners to take an active part in language learning process. Some researchers like Lazar (1996; cited in

Thompson, 1999); Ghosn (1998) and McKay (2000) argue that literature texts can be considered as rich sources for classroom activities that can be very motivating for learners since authentic literature provides a motivating atmosphere for language learning settings, so learners can take place in language learning process fully.

When the learners are motivated in reading in English, they may internalize the language. Likewise, Hill (1986; cited in McKay, 1989) points out that literature is a valuable source for learners to internalize the language.

The study presented by Machura (1991; cited in Ghosn, 1998) revealed that using authentic literary material did not contribute much to language learning achievements of the students but it revealed high motivation levels of the students.

2.1.3 Literature is an Access to the Target Culture

Collie and Slater (1996) maintain that for many language learners the best way to learn the life in the country where the target language is spoken is to visit the place or is to follow the radio and television programs or is to read literary works of the country. The characters in literary works may reflect the social and cultural background of the target language. The reader can discover the thoughts, views and the customs of the people in the target country through the characters in the literary works. As for the reason, literature can be considered as a perfect tool for learners to gain some knowledge about the culture of the target country.

Similarly Lazar (1993) points out that literature can provide learners with access to the culture of the people whose language they are studying and states;

It can be argued that reading literature in English does encourage students to become broadly aware of the social, political and historical events which form the background to a particular play or novel. At the same time, literature does seem to provide a way of contextualizing

how a member of a particular society might behave or react in specific situation. (p 17)

Collie and Slater (1996) and Strong (1996) claim that literature provides cultural enrichment and regarding the fact that literature can be used as a powerful tool for learners to explore the target culture. When exploring the other peoples' cultures, learners may understand and evaluate the written works better.

Many students may have big curiosity about the other cultures and enjoy studying its literature since they may have the feeling that literature provides key insights about that society. Likewise, Sage (1987) argues that literature is necessary for increasing cultural awareness, exposing learners' literary language and broadening their general knowledge.

Özkeçeci (1994) explains in her study that literature provides an opportunity for the students to face the correct and the perfect use of language with its cultural sides. This improves students' general cultural awareness and stimulates the students' creativity, literary imagination and develops their appreciation of the literature. Additionally McKay (1989) says that "for all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions".

In the following section the use of literary genres and their place in language teaching and learning context will be mentioned. Not only do these genres play significant roles on language teaching and learning environments, but they also are required to be included in the curriculums of ELT departments.

2.2 The Use of Literary Genres in EFL Context

When using literature in language learning setting, learners should be provided with variety of examples of literature. This section briefly discusses the

overall characteristics of genres of literature together with the advantages of each for language learning.

2.2.1 Short Story

Short stories generally have few characters and the narrated event take place in a short period of time, and evolve around the plot which is more concentrated and less complicated. Zyngier (1988) claims that there are at least three good reasons to utilize short stories to language classrooms and continues; “It has unity, independent existence, and embryonic character. When the story is not too long, the student can gulp it in one mouthful, and motivation is required only once”. In other words, as Spack, (1985) declares short stories are easy literary forms for language learners to accomplish. Thus, short stories might seem an ideal way to introduce language learners to literature in the foreign language classrooms and using them in language classrooms has some advantages. Collie and Slater (1996) summarizes the advantages of using short stories in foreign language learning context as follows:

- Their practical length means they can usually be read entirely within one or two class lessons. Slightly longer works can be sectioned in the same way as novels or plays, but still be completed in a few lessons.
 - They are less daunting for a foreign reader to tackle or to reread on his or her own, and are more suitable when set as home tasks. Students get that feeling of achievement at having come to end of a whole work, much sooner.
 - They offer greater variety than longer texts. A teacher can choose very different short stories, so that there is a greater chance of finding something to appeal to each individual’s tastes and interests.
 - Short stories are especially valuable for sessional courses, summer courses or the like: or for teachers with shifting classes: evening courses, for example, or continuous-intake adult classes.
- (Collie and Slater 1996:196)

However, when reading short stories in a foreign language learning setting, learners should be careful since the stories are so brief. This may cause readers to be less involved in the story. Another point is that the writer of the story encapsulates the themes and the plot in a linguistically economic way. This compression may make it difficult for learners to understand the underlying meaning of the story even though they may understand its surface meaning. For this reason a careful selection of a short story and a good preparation are necessary for an effective and fruitful literature lesson in EFL settings. (Collie and Slater, 1996)

2.2.2 Novel

Another widely used genre in EFL context is novel. Novels can be regarded as difficult and long selections of literature genres by many language learners whose language proficiency levels are limited, or by some learners who are not enthusiastic readers. However, Lazar (1990) points out that even though novels have complicated plots, if they are well chosen regarding the proficiency levels of learners, they can provide good educational opportunities and linguistic developments for the learners.

A novel may contain many unknown vocabulary items in it and this may be frustrating for the readers. However, Lazar (1990) claims that many activities might easily be used to solve this problem. In other words, language instructors may find various vocabulary activities to help learners to overcome unknown vocabulary problems.

Furthermore, readers may face many unfamiliar cultural contents when reading a novel. As Lazar (1990) suggests, the instructors should provide cultural,

historical, social background information necessary for language learners to comprehend the novel. After overcoming the stumbling blocks such as unknown vocabulary and cultural contexts, reading and comprehending a novel successfully may provide learners with the feeling of satisfaction and self confidence as they achieve something they consider beyond reach. This can be considered as a good motivation tool. (Wasanasomsithi, 1998)

Yarlott and Harpin (1970; cited in Wade and Reed, 1984) conducted a study with 1000 participants on students' interests in literature. The results of the study revealed that they prefer studying novel in all the literary forms.

2.2.3 Poetry

Many language instructors have misconceptions about using poetry in language learning contexts. It is because they consider that poetry is too complicated and thus beyond learners' imagination and comprehension (Wasanasomsithi, 1998). On the other hand, Collie and Slater (1996) maintain the advantages of using poetry in the language classrooms as:

“Poems offer a rich varied repertoire and are a source of much enjoyment for teacher and the learner alike. There is the initial advantage of length- many poems are well-suited to a single classroom lesson... They often explore themes of universal concern and embody life experiences, observations and the feelings evoked by them. Their brilliant concision and strong imagery combine to powerful overall effect. Moreover, poems are sensitively turned to what, for language learners, are the vital areas of stress, rhythm and similarities of sound. Reading poetry enables the learner to experience the power of language outside the strait-jacket of more standard written sentence structure and lexis (p. 226).

As stated above, poetry has many advantages in language learning setting, and using poetry can be very fruitful to language learners. Wasanasomsithi (1998) claims that even learners with limited proficiency level can take the enjoyment of

reading poetry in language classrooms. Thus, poetry may be integrated in EFL context since it may be considered as an appropriate resource for learners regardless of their level of proficiency. Maley (1996) supports this view by describing poetry as a genre which uses everyday language in an extraordinary way. Language learners may observe the different use of language in poetry, and they can have an opportunity to examine the use of figurative language.

2.2.4 Drama

Another genre which is used to enrich language teaching and learning environments is drama. The dialogues in the plays are considered to be similar to the ones in daily life, and they are generally clear enough to understand. Studying a dialogue of a play may provide learners with meaningful context for learning and practicing the target language. The language learners usually study new phrases or formulaic expressions by noticing how and under what circumstances these expressions or phrases are used by the characters in the play (Lazar, 1993). In other words, plays are very useful in foreign language classrooms since they reveal fundamental communicative competence maintained by the characters in the play; furthermore, a play may present coherent and organized or daily conversations, the tensions, conflicts and power struggles that human beings are involved in when interacting with others (McCarthy, 1999).

Organizing learners to act out dialogues in a play may create a more cooperative classroom environment through forming group activities and encouraging students work together. That is, making learners work together in such activities can be considered as an excellent way of creating cohesion and cooperation

in a group. This feeling of involvement in role-play activities may motivate and encourage learners to take an active part in the group thus in the classroom (Lazar, 1993). Highlighting the importance of involvement in language classrooms, Chang (1990) states that “drama work also enables students to enjoy learning by becoming involved”.

The study conducted by Akyel and Yalçın (1990) investigates the use of literature in EFL context from various dimensions. One of the aims of their study was to figure out the effects of literary genres in EFL classes. Briefly, their study revealed that students feel that the most effective genre which helps to develop their linguistic skills and cultural awareness is the novel. Additionally, the results show that drama is regarded as the most effective genre in helping learners to improve their oral expressions. In other words, they reported that reading plays and acting activities improve students’ oral abilities and self-confidence. Nevertheless, short stories and poetry were regarded as the least effective genres over language skills.

Similar results about drama were found Yoshida’s (2003) study. He aimed to explore the use and the place of drama in language classrooms in Japan. He reported that drama promoted student-student and student-teacher interactions rather than teacher talk. His study also announces that collaborative learning through drama helped develop students’ communicative competence in the target language. Furthermore, he also reports that drama enriched Japanese students’ aesthetic experience in reading literary texts written in a foreign language.

Although the effectiveness of using different literary genres in EFL context is widely agreed in theory, there still is a controversy in putting theory into practice.

Reviewed literature suggests a couple of different approaches to using literature in language classrooms. The following section is going to focus on this issue.

2.3 Approaches and Models for Teaching Literature in ESL / EFL

Context

Carter and Long (1991) present three main approaches for teaching literature for EFL context, namely, teaching of literature, literature based language teaching and the personal growth model. The literature review on the field reveals that many language teachers mistake the use of the approaches especially, ‘teaching of literature’ and ‘literature based-language teaching’. To provide a successful language learning environment, it is important to select the right approach which serves the needs of EFL learners. Therefore, it is worth clarifying the distinction between the terms ‘the teaching and studying of literature’ and ‘literature-based language teaching’.

2.3.1 The Teaching of Literature Approach

This approach embodies the traditional way of teaching literature. According to Carter and Long (1991) teaching of literature covers reading literature with an academic purpose to obtain qualifications of literary studies. Teaching of literature also carries considerable amount of critical concepts, literary conventions and metalanguage. In other words, students of literature are expected to show their abilities to use such terms and concepts in talking and writing about literature. Moreover, teaching of literature provides the learners to view the literary texts with their historical, social and political background (Carter and Long, 1991).

Teaching of literature reveals different perspectives and ideas of different people, and it encourages learners to grasp different cultures and ideologies in relation to their own perceptions of the world.

However, this approach is rejected by many language instructors since the method is mainly teacher centered and does not provide enough language activities to involve the learners in the language learning process (Carter and Long, 1991)

2.3.2 The Literature-Based Language Teaching Approach

This approach is quite common among language instructors. In this approach language learners can easily find opportunity to exemplify specific linguistic features in a systematic and methodical way. The language model is suitable for different strategies and activities for language learning environment such as cloze procedure, prediction exercises, jumbled sentences, role plays and writing activities. Furthermore, literature-based language teaching may enable teachers to use literature as a resource for language teaching medium. For instance, many instructors utilize literary texts in their grammar, reading or even in their speaking courses (Carter & Long, 1991)

As Carter & Long (1991) noted that literature-based language teaching does not offer an academic level of reading literature. In this concept, literature provides many linguistic opportunities to the language teachers and allows them to have valuable exercises for language learning with a great interest and intense involvement of the learners. They also emphasize that literature is recognized and valuable resource for language teaching.

According to Wasanasomsithi (1993), the literature-based language teaching approach may be defined as ‘a teaching approach’ which encourages the use of literature as a main resource in language teaching environment. Furthermore, the aim of the approach is to develop the language proficiency levels of the language learners through the use of literature. However, it does not aim to develop the literary competence as in the traditional teaching and studying of literature. According to Carter and Long (1987), the main purpose of the approach is to help language learners to use the language as a basis for reading texts and comprehending the authentic literary sources. In other words the aim of this approach is to use authentic literary texts as supplementary materials but not to teach literature itself.

Moreover, Wasanasomsithi (1998) points out that the literature-based language learning activities may encourage the language learners to take active part in the learning process. Similarly, Bassnett and Grundy (1993) argue that using literature in language classrooms provides experimental activities that learners can involve in and discover their own abilities in language. However, some researchers claim that the learners may find the literary texts difficult to understand because of their insufficient proficiency levels. Nevertheless, teachers who use literary texts in their classes may not desire their students to understand the texts from the literary perspective; however, literature may be there to help learners to achieve to the desired level of language proficiency in the target language.

Additionally, in some of the resources the literature-based language teaching approach was also named as “The Language Based-Approach” such as in the works of Carter and Long (1991) and Lazar (1993). For instance, Lazar (1993; 27) makes the definition of a language based-approach as;

“A language-based approach is quite a broad approach which covers a range of different goals and procedures. Generally speaking, proponents believe in a closer integration of language and literature in the classroom, since this will help the students in achieving their main aim – which is to improve their knowledge of and proficiency in, English.”

The quotation clearly indicates that the language-based approach refers to the same teaching approach in which literature is mainly used. In other words literature-based approach and the language-based approach are the same approaches since their objectives are the same. (Wasanasomsithi, 1998)

On the other hand, Carter and McRae (1999) state their doubts about the effectiveness of this approach by saying that this language model does not serve for the sake of literature itself. From their point of view, any of the activities mentioned above can be applied to any text, thus these activities are disconnected from literary goals. In this approach literature is used in a rather mechanistic way in order to provide different series of language activities conducted by the instructor.

2.3.3 The Personal Growth Model

This approach can be considered to be the combination of the two approaches we mentioned above, since it focuses on both the usage of language and the cultural aspects of the text. Language learners can express their own personal and cultural experiences and can make connections with the ones presented in the text. Furthermore, learners can find opportunities to develop knowledge about the language content and formal schemata through different themes and topics. In other words, this model leads the learners to interpret the texts that they are reading (Carter and Long, 1991).

Each approach mentioned above has different aspects on teaching literature in EFL context. The first one can be regarded as cultural artifact, the second one mainly

focuses on grammatical and structural analysis and the third one combines the first two in it. When choosing one of the approaches in language teaching setting, it is necessary to consider the needs of the learners.

2.4 Reasons for Learners' Having Negative Attitudes towards Literature Courses in EFL

In the following section the negative attitudes of language learners towards literature classes will be discussed.

2.4.1 Mismatch of Expectations of Language Learners

The first reason for language learners to have negative attitude towards literature courses in EFL may be a mismatch of expectations of students. If the objectives and the aims of the course are well defined, literature courses may provide a fruitful setting for the target language learners and for the instructors. Otherwise, the literature course may have negative affect on language learners. It is important to remember that teaching of literature and the literature-based language teaching differs from each other. Carter (1999) points out that these two approaches imply different methodologies and has different aims, so it is quite important to select which one is suitable for the objective of the course. Otherwise the course would not fulfill the desires and the expectations of the learners and this may cause learners to find the literature courses awkward. Similarly, Davis et al. (1992) argue that students do not prefer to take literature courses when their objectives and the department curricula mismatch.

2.4.2 Lack of Cultural Background of the Literary Works in Target Language

Secondly, lack of sufficient background knowledge may lead students to have negative attitudes. Learners of foreign languages may have difficulties in responding to cultural aspects in the literary works that they are reading. Davis et al. (1992) mention a research on reading comprehension, and the research suggest that background knowledge including, familiarity with the target culture is a crucial factor in understanding texts. Learners who have little or no knowledge about the cultural background of the target language may find the literary texts frightening and troublesome. Similarly, Hirvela (1988) gives lack of cultural background as one of the reasons for having fear and anxieties.

İçöz (1992) argues that, literature is the product of a particular culture; therefore, when reading a literary text, it is indispensable for readers to be aware of the target culture, so that they can understand and evaluate the text. Candlin and Short (2000; 90) mention the necessities of having cultural background of the target language in order to comprehend the literary works as follows;

“For example, in David Lodge’s recent novel *How Far Can You Go?*, the following sentence appears: ‘It was necessarily a Registry Office Wedding.’ In order to understand this sentence you have to know that divorced couples in England cannot (usually) be married again in church.”

It is quite difficult to imagine the fact that the language learners would understand and evaluate such sentences among a myriad of others unless they learn enough cultural background of the language that they are learning. Without enough knowledge of cultural background of the language in other words, if the cultural references are not suitable, the language learners will have difficulty in

understanding the text (Özkeçeci, 1994). As for the reason it would be better for language learners to learn something about the historical and cultural background of the written work.

2.4.3 Selection of Literary Works of Target Language

Thirdly, the choice of the literary works may be a problem for the students. Hirvela (1988) explains that language learners have many fears and anxieties about studying the literature of the target language. The reason for these fears and anxieties mostly depend on the selection of inappropriate texts. Texts should be selected to demonstrate the fundamental aspects of literature like characterization, point of view within the framework of accessible language and structure. The texts that would be introduced to the learners should not be difficult and frightening.

Similarly, O'Sullivan (1991; cited in Brown, 2004) points out the importance of selection of texts and argues that the selection of the text should be appropriate for the proficiency level of the language learners. Choosing difficult texts may cause learners to feel frustrated and frightened. This may cause learners to lose interest towards literature. On the other hand if the selection of the text is easy for the learners, then they may feel bored.

When the language learners feel frustrated, the instructors and the course providers become reluctant to introduce original, unabridged and authentic literary works to the syllabus. There is a general perception that literature is particularly complex and inaccessible for the foreign language learners. Indeed, it may be difficult for language learners who have little or no knowledge of basic mechanics of the language to understand the stylistic features of the literary work (Savvidou,

2004). The research that Akyel and Yalçın (1990) conducted proves the idea above and reveals that the desire to broaden learners' horizons through exposure to classic literature usually has disappointing results.

Choosing long literary texts for the class hours can be another frightening factor for the learners. If the literary text is chosen to be read in the class hours, it is important to remember that, learners would prefer to read something short and readable in a short period of time (Çakır, 1990). As for the reason it can be said that the lengths of the texts may play an important role over language learners in the literature classes.

2.4.4 Proficiency Level of the Learners

The fourth reason for the negative attitude towards literature may be the proficiency levels of the students. The main problem of a piece of literary work for lower proficiency level of students is that they may find the syntax in the text unusual and difficult to understand. When reading literary texts, learners may face such different question forms as "*Where goes my love?*" or "*My love, where goes she?*" instead of the more common "*Where does my love go?*" (Baştürkmen, 1990). For the learners who have lower proficiency levels of English first two sentences above would be confusing in terms of question forms.

Moreover, literary works may contain large numbers of unknown vocabulary items in them, and this causes another problem for lower proficiency level of language learners. Giving extensive glossaries may help learners to cover the problems of unknown vocabulary, yet this might slow their reading rate down. Some words can be guessed from the context; however, if there are two or three unknown

words in the sentence, the guessing may not be the solution. It is best to select a work that has only limited number of unknown words (Baştürkmen, 1990).

2.4.5 No Reading Habits in Mother Tongue

The fifth reason can be the reading habits of the students in their mother tongue. Brumfit and Carter (2000) believe that the reading of literature affirmed with a basic competence in general reading. In fact, the reading rate is not in a satisfactory level even in highly literature cultures. In other words, many people in such cultures do a certain amount of reading as part of their daily life; however, they do not read any kind of imaginative literature at all. Not reading in ones own literature may make the things more difficult in understanding and evaluating the literary texts in the target language. Cummins, 1981 and Krashen 1997 (cited in Ghosn, 1998) have pointed out that it is necessary to have reading habits in mother tongue in order to become a good reader in second language.

Similarly, Pickett (2000); Lazar (1993) argue the same concept that if the language learners are accustomed to read literature in their own language, it will be easier for them to adapt themselves into the target language literature; furthermore, studying literature in target language can be interesting and provoking point for the learners.

2.5 Solutions for Negative Attitudes of the Language Learners towards Literature Courses

In the following section the solutions for negative attitudes of the learners will be discussed.

2.5.1 Choosing Appropriate Literary Texts

In order to prevent the fear of the language learners' towards the literary works, appropriate levels of text may be selected, or literature courses can be offered only to students at a certain level of language or reading comprehension. The language learners who have inadequate language competence or reading comprehension may not understand the implications of the work, and this may prevent reader to interpret the literary work. According to Baştürkmen (1990) only advanced language learners can profit from literature in terms of literary and linguistic aspects, can figure out unusual syntax, uncommon vocabulary, the writer's style, and literary devices. These activities may not be suitable for the lower levels of language learners. Cooper (1984; cited in Gwin, 1990) reported that number of studies revealed that unpracticed readers of a foreign language tend to use word by word approach while more practiced readers are able to chunk information. As for the reason, simple level of texts may be used for the lower level of students, and they should be encouraged to react to the work, share their experiences of it and their own personal experiences with each other.

Yet, there are counterarguments on the use of simplified literary texts. Honeyfield (1977; cited in McKay, 2000) states that there are serious disadvantages in using simplification of the text such as;

“...simplification tends to produce a homogenized product in which the information becomes diluted. The additional words in the text tend to spread the information out rather than to localize the information. Furthermore, the simplification of syntax may reduce cohesion and readability.”

Honeyfield, (1977; cited in Claridge, 2005) argues that simplified graded readers, by adjusting the vocabulary in a text, flatten and homogenize it, cause a distortion of language in which the communicative structure is disrupted.

Burk (1998) conducted a research on literature-based basal reader's effects on student achievement. She examined the third grade students' achievement test scores both before and after the adoption of a literature-based basal reading text. The results indicated that the use of literature-based basal reading had little effect on reading and language development.

On the contrary, Claridge (2005) found out that if the simplified text is well written in terms of use of structure, discourse markers, redundancy, collocations, and high and low frequency vocabulary, it will be as useful as the original one.

Gwin, (1990) agrees with the idea that appropriate reading selection should be carried out for language classes. Furthermore, he points out;

“The reading should be challenging for the students, but not overwhelming. To use Krashen's terminology, we need to expose them to language at the level of $i+1$. This does not mean that they need to understand every word that they read. In fact, one of the purposes of using literature is to help students learn to use context clues to interpret unfamiliar vocabulary and to strive for overall comprehension”

Brown (2004) points out that appropriate selection of literary works gives students exposure to new, illustrated vocabulary in contexts, provide repetition of key words and phrases that students can learn easier and provide a sense of accomplishment of finishing and understanding the literary work. Moreover, O'Sullivan (1991; cited in Brown, 2004) states that using literature has many advantages in language learning and teaching settings, but the key success in using literature in language classrooms depend primarily on the literary works selected. McKay (2000) also relates the success of literary education with the selection of literary texts. She quotes that;

“Our success in using literature, of course, greatly depends upon a selection of texts which will not be too difficult on either a linguistic or a conceptual level”

Moreover, if the literary text is chosen to be read in class hours, it is suggested not to select longer than ten pages, and the text should be readable in a required time. Otherwise, longer pages may cause loss of motivation over learners (Çakır, 1990). Furthermore, the vocabulary, sentence length, plot or the cultural aspects should be easy enough for the readers to be attracted and to find themselves in the context with full pleasure.

The literary text should also be appropriate to the linguistic and conceptual level of students so that they can understand the text and take pleasure from it. Otherwise, the objectives of using literature in language teaching and learning settings would become useless. Similarly, Tarakçıoğlu (2004:46) quotes;

While choosing a material, teachers should keep in mind that studying literature is not a reaction, but an interaction between the reader and the writer. So the text should not build up a barrier between them linguistically or conceptually.”

Another important factor that should be taken into consideration is that the reading material should interest the learners. If the literary works were chosen according to interest of the learners, they would read in enjoyment and benefit as much as they could, and then using literature for the language classroom would make sense. Even children's and young adults' literature can be used in university level. Tomlinson and McGraw (1997) carried out a study and examined whether children's and young adult literature could be used successfully as a learning material in a university level EFL course, and they wondered whether highly educated adults find this material interesting and therefore read and respond enthusiastically to the stories. Based on learners' written and verbal comments in response to these children's literature the results indicated a high level of engagement with reading material. The

researchers concluded that the materials for children and young adults can be successfully used with university level EFL learners.

For optimal language learning to take place, the language learner should become engaged in the literary text and want to understand the message (Gwin, 1990). Widdowson (1983; cited in Gwin, 1990) argues about the issue as;

“The language learner’s interest is an intrinsic part of the language-using process itself, not a state of mind it is desirable for learners to be in so as to make them more receptive to teaching”

A way of creating learners’ interest toward literature is that the instructor should consider the concern of the learners about reading materials, or the learners may be allowed to select their own reading material. The course provider may choose the reading materials which are relevant to the life experiences, emotions or the dreams of the learners, in short according to their interests (Özkeçeci, 1994). If learners choose the literary works according to their interests, they will have greater enjoyment of what they are reading, and that may become a fruitful reading activity. Similarly, a research indicates that when students select their own reading texts, their language abilities improve more. When students start to feel the real taste of the pleasure of reading a work of literature they can choose and read the texts independently with enjoyment (Sinclair, 1999; Strong, 1996).

When choosing suitable texts for the language learners their cultural background, social and political expectations should be taken into consideration. It would be difficult for many readers to understand for example ‘Jane Austen’ without having some knowledge of the class system and the values of the society in those years (Lazar, 1993).

2.5.2 Having Required Proficiency Level for Literature

Another important factor to understand the literary works is to have enough level of proficiency competence in target language. According to Tarakçioğlu (2004) competence can be categorized into three groups: linguistic competence, literary competence and stylistic competence. Many researchers agree that language learners should have a required linguistic competence before reading literature. This means that they should have no difficulties in reading, understanding and evaluating the literary work. Reading a literary text requires accuracy and fluency of learners to develop ideas over the written work. Only this way learners can practice and gain experience in the target language. The literary competence can stimulate students to become aware of the structures and the metaphorical uses in the literary work (Tarakçioğlu, 2004).

Chattopadhyay (1983) points out that there is a strong relationship between literature and language. The study of language can never be complete without a proper appreciation of the literary works in target language. The same is true for literature; it is difficult or mostly impossible to understand the literature of a country without having a control over the language.

The results of the study which Akyel and Yalçın (1990) conducted demonstrated that there is a link between students' language proficiency and their attitudes towards literature. Students who felt that they have high level of proficiency levels of English appreciated the selected literary texts. On the other hand, the students who rated their English abilities as average found many of the novels, short stories and plays too long, boring and too hard.

Hence, it can be stated that the required linguistic competence should be covered first, and then the foreign language learners may start studying literature. In other words, before presenting the literary text to the language learners or before starting to use literature in language classrooms, learners' performance and competence in target language should be evaluated. So it would be easier for instructors and for course providers to choose the level of the text (Tarakçıoğlu, 2004).

2.6 The Rationale of the Current Study

To encapsulate all the aforementioned arguments, the reviewed literature suggests that literature might have positive effects on students' language learning process. However, almost at the same breath we can say that the number of empirical studies focusing on students' views towards literature classes in EFL context is limited.

Davis et al. (1992) conducted a study on attitudes of students towards their literature classes. They developed 33 item questionnaire and they aimed to find out the attitudes of the students towards the literature classes and secondly the factors that are likely to influence the attitudes. The participants of the study were 175 university students enrolled in French and Spanish literature classes at Pennsylvania State University, University of Arizona and Dickinson College. The results of the study revealed that the general tenor of the students' attitudes toward the study of foreign language literature were positive. The results of the second questionnaire indicated that expressing their personal opinions, looking for the underlying meaning of the text and reading about people and experiences different from their own were

some of the related factors that are likely to influence the participants' attitudes positively. They also found that the participants strongly agreed that the students should be encouraged to take foreign literature courses. Additionally, the results revealed that the more often the participants' mothers read, the more often they were read aloud as children, and the greater the variety of books in the family library, the more likely they were to indicate a positive attitude toward literary study. Moreover, students' knowledge of foreign language culture was found to be negative.

Wade and Reed (1987) carried out a research on students' expectations of their literature courses. The participants of the study were 74 students from The American College and The British College. They conducted a questionnaire and structured interviews. The researchers aimed to investigate how British and American students view the study of literature teaching in their respective colleges. The results of the study concerning the students' expectations were classified under six categories some of which are enjoyment of literature, self improvement and preference in literature study. Majority of the participants' responses declared that they enjoy taking literature courses. The results also revealed that American students are more likely to believe that literature helps their self-improvement. The preferences of the students in literature study are novel, poetry and drama respectively. The students were asked whether their literature courses were much as they were expected them to be. The results revealed that the students in both colleges feel that they had what they expected from literature courses.

Hirvela and Boyle (1998) conducted a study on literature courses and the students' attitudes. The participants of the study were Hong Kong Chinese adult students who were studying English language and literature. The students were given

a questionnaire and the results revealed that they have many fears and anxieties about studying literature, especially poetry. These fears are found to be the lack of cultural background of the target language and limited knowledge of vocabulary. Additionally, the results showed that they feel literature is somehow different from other forms of writing in English.

Marie (1995) conducted a study investigating the thoughts and feelings of teachers of English as a Second Language concerning use of literature in their classes. The participants of the study were 20 native-English speaking teachers from different courses at the University of Edinburgh. The results showed that while many of the teachers did not feel the need for a specialized course in literature for ESL, most would welcome more background knowledge to increase their confidence in handling literary texts.

Similar study was conducted in Thailand with 194 participants by Wasanasomsithi (1998). The study aimed to investigate the teachers' attitudes toward the use of literature in Thai EFL classrooms. The participants were EFL teachers. He developed a questionnaire and held interviews with the participants. The results revealed that while a majority of participants believed that literature could successfully be used in EFL lessons for a variety of instructional purposes, some questioned the effectiveness of literature as a valuable tool for language learning.

Özkeçeci (1994) conducted a study on the attitudes of the instructors and the students towards the use of literature in English language teaching. She attempted to investigate the instructors' and the students' opinions towards using literature in language teaching setting. The participants of the study were 217 students and 53 instructors from Gaziantep University, Van 100. Yıl University and Girne American

University. The results of the study revealed that the participants are in favor of using literature in foreign language learning and teaching settings as it increased the interest for learning. Furthermore, the results also showed that literature contributes to the progress of language skills and it helps students to learn about the social and cultural history of the target culture. Moreover, most of the students think that the use of literary works in language learning setting contributes to translation whereas most of the instructors think that it contributes to reading skill.

Kim (2002) conducted a study and aimed to investigate the language learning process and the literary experiences of Korean students enrolled in a literature-based program in English as a foreign language setting. The results of the study revealed that the literature based program was viewed by students as a new experience of language learning, the students learned communication by communicating and the learning experiences for the students moved beyond language learning.

Another study was conducted by Ruiqing (1986) at Xi'an's five Universities and colleges in China. He had 58 participants and 48 of them responded the questionnaire as strong liking and a great interest in literature in language learning classrooms.

None of the studies mentioned above specifically focus on future teachers' views towards literature classes in EFL context. In this study we aimed at filling this gap. That is, the purpose of the study was to explore ELT students' views towards literature and the possible factors that may influence those views.

CHAPTER 3

METHODOLOGY

This chapter focuses on the procedures of data collection. The methodology intends to find out the views of EFL students toward the study of literature and the factors that influence those views in Language Teaching Department at Anadolu University.

This chapter consists of 8 sections: (a) participants, (b) courses, (c) instruments, (d) pilot study, (e) interview, (f) procedure, (g) data analysis.

3.1 Participants

English Language Teaching program is a four year undergraduate program. For each year the classes are divided into six groups adding up to 24 groups in total. The total number of students in English Language Teaching department was 720; out of which 220 of students took part in this study. 53 of the students were from 1st year, 57 of the students were from 2nd year, 60 of them were from 3rd year and 50 of the students were from 4th year. In the selection procedure of the participants, Stratified Random Sampling was used (Brown, 1995). In the process of Stratified Random Sampling, two groups out of each class were randomly selected. The participants' age ranged from 17-25. The age of the participants were not taken into account in this study. The study was conducted in 2005-2006 academic year.

The participants who took part in this study sat a university entrance exam OSS after completing their high school education. The English component of this

exam basically consisted of grammar, vocabulary and reading questions. Students who achieved the required scores then gained a place to study in Anadolu University. After their registrations, students then sat a language proficiency exam conducted by the School of Foreign Languages. Those who scored above 70 out of 100 were then registered in English Language Teaching department.

3.2 Courses

In their first year, the participants are to take language development courses to improve their grammar, reading, writing and speaking skills. They are not required to take literature courses in their first year program, yet they are asked to read two short story books as part of developing their reading skills. The participants are required to study literature during 2nd year of their education. They take Introduction to Literature I in fall and Introduction to Literature II in spring. In these courses, students study the following areas; various forms of texts in English Language including figures of speech and analysis interpretations. In their third year, the students then enroll into Teaching Short Story Analysis during fall term and in the spring term the students study Teaching Novel Analysis. In Teaching Short Story Analysis the students are responsible for learning the basic aspects of short stories and reading 14 various authors' works. In Teaching Novel Analysis they focus on the approaches needed when studying novels as a genre and read four different books of American and English authors. In their 4th year students take Teaching Drama Analysis in fall and Teaching Poetry Analysis in spring. The aim of Teaching Drama Analysis is to introduce students to the elements of drama, methods of analyzing and the literary movements. The Teaching Poetry Analysis course aims to help students

to learn the necessary approaches of the analysis of various periods' of Anglo-American poetry.

The courses mentioned above are compulsory and there are also some elective courses that students can take. The names of some of those elective courses are Contemporary English Drama, Contemporary American Drama, Selections from American Literature, Contemporary Novel Analysis I and II, Turkish Literature in English, Image in Literature, Selections from Literature for Children I and II, Contemporary English Poetry, and Native American Literature.

3.3 Instruments

Since the purpose of this study was to investigate the views of EFL students towards the study of literature as well as the conditions that affect their views in their departments, two research tools that are for eliciting the students' ideas about the issue were used. The research tools were 56-item five-point Likert-scale questionnaire (literature questionnaire) (Appendix A and B) and 54-item five point Likert Scale reading motivation questionnaire (Appendix C).

Beside these questionnaires a semi structured interview was conducted and a TOEFL test was used to determine the proficiency levels of the students after applying the instruments of the research.

3.3.1 The Literature Questionnaire

When developing the literature questionnaire, the study "Readers and Foreign Languages: A Survey of Undergraduate Attitudes toward the Study of Literature" (Davis, Kline, Gorell and Hsieh, 1992) was taken as basis. The questionnaire of the

mentioned study originally included 33 items. However, considering the context of this present study, some additions and changes were found to be necessary. So the 4th and the 3rd year students were asked to do a free writing about their views related to the literature courses that they had taken and they were taking at that time. They wrote their self reports at the last 15 minutes of their regular class hours under the supervision of the researcher. These written reports were read by the researcher, and a complete list of ideas was gathered. Having compared the ideas gathered from the students' reports with the ones in the original questionnaire, the necessary changes were produced and the new items were written. Finally, a 47-item five-point Likert-type and a 9-item three-point Likert type instrument with additional 10 Yes/No type of questionnaire were formed to get further information on students' involvement with reading and target language country visit.

28 questions in the literature questionnaire were to reveal the views of the students towards literature in their mother tongue and the literature in English in general, 13 questions to determine the reading habits of the students, 6 questions to reveal the perception of the students related to their own proficiency levels, 9 questions to learn the preferred literature learning techniques. Question 24 and 28 were reversed items.

The new version of the questionnaire was translated to Turkish, which is the native language of the participants, in order to prevent the language barriers. Translation of the items taken from the original questionnaire was done by using the back-translation method. Two English instructors at Anadolu University helped for the back translation.

Following Weir and Roberts' (1994) suggestion, face validity and content validity of the literature questionnaire were ensured by presenting the instrument to the instructors of the department for expert opinion, and the necessary changes were performed on the literature questionnaire according to their opinions.

Factor analysis was applied to the items 1-47 of the questionnaire and the feasible groups were determined (Appendix F). Questions regarding the preferred technique of instruction (questions 48 to 56) were removed from the factor analysis, since the mentioned questions were individual items related to different instructional techniques rather than views about literature. As a result of factor analysis the items 15, 17, 24 removed from the literature questionnaire.

In employing the factor analysis for the literature questionnaire, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity were applied and, Scree Plot was examined and as a result of those, the factor analysis revealed that there can be 5 components with eigenvalues exceeding 1. In other words, sub-components constituting the questionnaire and items in each component were determined with a factor analysis. The components were named as;

Component 1: Views about literature in English

Component 2: Views about literature in Turkish

Component 3: Proficiency

Component 4: Personal taste in reading

Component 5: Upbringing and Habits

3.3.2 Reading Motivation Questionnaire

In order to assess the reading motivations of the students, the reading motivation questionnaire was used. The reason of using reading motivation questionnaire for this study was that there is said to be a relationship between reading motivation and literature (Strong, 1996). In other words, reading motivation of one may affect his / her views towards literature; thus, reading motivation questionnaire was conducted. The reading motivation questionnaire was originally created with the name of the Motivation for Reading Questionnaire by Wigfield and Guthrie (1995) for children. However, the reading motivation questionnaire used in this study was taken from Aslan's (2006) study because Aslan has adapted the original instrument for university students (Appendix C).

The adapted version of the reading motivation questionnaire used in the present study comprises 54 items in total: 4 items in the "reading efficacy" part, 6 items in the "challenge" part, 7 items in the "curiosity" part, 6 items in the "reading involvement" part, 2 items in the "importance" part, 2 items in the "recognition" part, 6 items in the "grades" part, 2 items in the "social" part, 4 items in the "competition" part, 7 items in the "compliance" part, and finally 8 items in the "reading avoidance" part. Nevertheless the sub items were not taken into consideration and overall reading motivation scores of the students were examined. The items are scored on a 1 to 5 likert scale (1 = strongly disagree, 5 = strongly agree). The motivation questionnaire had an internal reliability of .80 (Cronbach's Alpha) at both the pilot and the actual administration.

This questionnaire was given in English as the original, because it consisted of simple sentences that did not cause any comprehension problems for the students.

3.3.3 The TOEFL Test

It is believed that one's proficiency level and the reading and understanding a work of literature are correlated to each other. It is difficult to imagine teaching the stylistic features of literary discourse to the learners who have little or no ideas of basic mechanics of English Language. Trying to teach literature to such students would end with disappointment (Savvidou, 2004); moreover, the student may grow negative views towards literature. As it is seen, the proficiency level may affect the views of the students towards literature. In order to examine the proficiency levels of the participants of this study, the TOEFL test was conducted.

Originally the TOEFL tests consist of four sections named as writing, listening, structure and reading. The TOEFL test which was conducted for the present study consisted of two sections; structure and reading. Since the structure and the reading sections are strongly related to reading and understanding of literary works, other sections were excluded from the test. There were 40 items in structure section and 50 items in reading section. 20 minutes were given for the structure section and 55 minutes were allowed for the reading section. The allowed times were original times given in the TOEFL tests.

3.4 Pilot Study

A pilot study was conducted with a small sample group. The purpose of the pilot study was to check duration of the testing time and confirming that all the questions were understood by the participants. Moreover, Weir and Roberts (1994) mention that piloting is a crucial stage to mark out the possible errors in the questionnaire. Piloting should be tried on a small sample from the real population.

Piloting is also necessary to check that the method of collecting data is suitable or not, and to check out the clearness of the questions.

After ensuring the validity, the literature questionnaire and the reading motivation questionnaire were piloted with 44 students in 2005-2006 academic year. The students took part in piloting were from 1st, 2nd, 3rd, 4th grade students. 11 students from each grade were randomly chosen and the students took part in piloting were excluded from the main study.

The pilot study was used to find out the internal consistency of the questionnaire. This was checked through calculating Cronbach's alpha. More specifically, alpha was used to see the degree to which the items that make up the scale hang together. Items that are negatively worded were reversed before checking the reliability of the questionnaire. After the pilot study, ambiguous items were revised and other necessary changes on the literature questionnaire were done. At the actual administration of the literature questionnaire, the alpha was (.876). Thus, the literature questionnaire had a high internal reliability. The motivation questionnaire, on the other hand, had also an internal reliability of .80 (Cronbach's Alpha).

3.5 The Interview

A semi-structured interview was employed to follow up on the responds that the participants gave to the literature questionnaire. After analyzing the questionnaire statistically, it was observed that there were 16 participants scored below 3 which was considered as neutral in the literature questionnaire and 36 participants scored above 4 in the Literature Questionnaire. The numbers of the ones who have positive views towards literature and the ones who do not have were not equal. In order to

make the groups equal the top scores from each group were chosen for the interview. 16 participants who responded positively and 16 participants who responded negatively in total number 32 participants were invited to interview. The interviews were conducted by the researcher and each interviewee was praised by a bar of chocolate.

The interview method here aimed to obtain more information about the questionnaire items in detail that the students might not find themselves free to express in the questionnaire. So the interview data was used to describe and interpret participants' views and opinions toward the literature classes. The interviews were tape-recorded, and the tape scripts were transcribed. The interview transcriptions were used for supporting and justifying the results of the questionnaires.

3.6 Procedure

All the data was collected in 2005-2006 academic year. The questionnaires and the TOEFL test were administered to the students by the researcher during their regular class hours. First, the literature questionnaire was administered. Students were informed that the literature questionnaire was designed to find out their views and opinions on literature classes in their department. Second, the reading motivation questionnaire was administered to find out how motivated readers they were and finally, the structure section and the reading section of the TOEFL test was administered to determine the proficiency levels of the students. The students were reminded to be sincere as possible as they could. There was no time limit to fill out the literature questionnaire and the reading motivation questionnaire; nevertheless, the students spent 10-15 minutes for the literature questionnaire and 5-10 minutes for

the reading motivation questionnaire. There was time limit for the TOEFL test. Originally TOEFL test allows 20 minutes for the structure section and 55 minutes for the reading section, and original time limits were given to the students for the present study. The questionnaires and the TOEFL test were administered and collected in the classes by the researcher. The collecting of data was completed in two weeks.

3.7 Data Analysis

Under this research design the study employed the following methods for data analysis to answer the research questions. As mentioned before, a 56-item Likert-scale literature questionnaire, 54 item Likert-scale reading motivation questionnaire and a TOEFL test consisted of the structure and the reading sections were administered to the students. In order to answer the research questions the data was analyzed as follows.

To answer the first research question concerning the general views of the students toward the study of foreign language literature, first the descriptive statistics (percentages and mean scores) of the literature questionnaire were calculated. Then, a one-sample t-test was conducted in order to compare the mean scores related to positive and negative views of the students compared to the neutral test value of 3.

Regarding the second research question, to find the relationship between the views of the students and the factors – perceived proficiency, personal taste in reading, upbringing and habits, English proficiency test levels, reading motivation (appendix G), Pearson correlation coefficient were calculated.

In order to find the effect of teaching techniques on the students' views about literature 9 way ANOVA was used; to find out whether other possible factors – visit

to an English speaking country, secondary school literature courses, reading literature in L1, reading periodicals in L1, additional reading in L2 and reading periodicals in L2 - have an effect on students views t-test were used and for the number of books read in L1 and L2 and the views the correlation coefficient was calculated.

The interview scripts were transcribed and the samples were used as support for the data findings gained from the quantitative analyses of the questionnaire.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of the study was to investigate the views of Anadolu University English Language Teaching department students towards literature classes and the possible conditions that influence these views. This section provides a comprehensive account of the quantitative results which are supported by the examples from the interview concerning the views of EFL students towards their literature classes at Anadolu University, Turkey.

4.1 Views of the Students towards Literature

In this section we will answer the first research question that is “what are the English Language Education Program students’ views toward literature?”

- a. What are the views towards literature in Turkish?
- b. What are the views towards literature in English?

The answers to these questions were gathered from the literature questionnaire, and the questions of 7, 8, 9, 10, 11, 12, 13, 19, 20, 21, 22, 23, 25, 26, 28, 34, 41 were related to the views about literature in English and 1, 2, 3, 4, 5, 6, 40 were about the views about literature in Turkish.

The main scores obtained from each part were over 3 which is considered to be the neutral value. The main score for the views about literature in English was 3,728 and for the views about literature in Turkish was 3,919 (table 4.1).

In order to find out if there is a significant difference between these values and the neutral value of 3 a one sample t test was conducted. The results indicated a

positive significant difference between the aforementioned values. The table below provides the mean scores of the participants on views about literature in English and in Turkish along with relevant t and p values.

Table 4.1

One Sample t-test on the Views about Literature in English and in Turkish

Variable	N	Mean	Standard Deviation	t value	p value
Views about literature in English	219	3,728	0,602	17,929	.001
Views about literature in Turkish	219	3,919	0,659	20,672	.001

The result of the first research question showed that the views of EFL students' towards the study of foreign language literature were positive. The finding of the current study corresponds with the findings of the studies conducted by Davis et al. (1992), Wade and Reed (1987) and Özkeçeci (1994). Interviews conducted with the participants of the study also corroborated this result. Most of the interviewed students stated that they have positive views towards literature in general. Following extract demonstrate how students feel about literature:

[Edebiyat sanatsa ve sanat güzellikler içeriyorsa, sanatı ve güzellikleri sevmeyen insan düşünülmez. Edebiyat ufak şeylerden bir bütünlük yaratabilmektir, en ufak şeyden mutlu olabilmektir, belkide bastırılmış duygularımızı ortaya çıkarabilmektir. Bir köleyseniz kurtuluşu aramaktır, bu sizin tamamen düşüncenize bağlı. Ben tamamiyle güzellik, estetik, harikalar hissediyorum edebiyata karşı.]

[If literature is an art and the art is beauty, it is impossible for one not to appreciate it. Literature means creating synergy by bringing all elements together whilst allowing one to express emotions which otherwise are hidden from the people around us. Literature is also used to express ones quest for freedom if you are a slave. In summary, literature will carry different meanings for everyone involved. I feel joy towards literature.]

4.1.1. Views about Literature in English

The following section will focus on the first part of the research question and discuss the results of the views of students' towards literature in English in terms of each question.

Table 4.2
Component 1 – Views about Literature in English

Question	N=220	Strongly disagree/ disagree %	Neutral %	Strongly agree/ agree %
7. I enjoy taking literature courses in English		13,6	20,0	78,8
8. Taking literature courses in English helps me in creative thinking		10,5	19,1	70,4
9. Taking literature courses in English helps me in critical thinking skills		10,5	20,5	69,1
10. Taking literature courses in English helps me in terms of my social skills		20,5	26,8	52,7
11. Taking literature courses in English helps me improve my English		3,2	5,5	91,3
12. Taking literature courses in English helps me in terms of my knowledge on English culture		3,6	3,2	93,2
13. TEFL students should be encouraged to take literature courses in the department		11,8	16,8	71,4
19. I think literature courses improve my knowledge of English grammar		16,4	19,1	64,5
20. I think literature courses improve my vocabulary in English		5,4	5,9	88,7
21. I think literature courses improve my writing skills in English		12,8	18,2	69,0
22. I think literature courses improve my reading comprehension		2,8	5,5	91,7
23. I think literature courses will be useful for my future career		8,2	17,3	74,5
25. I like the lecturers to examine the literary works in more detail		42,7	27,3	30,0
26. I enjoy doing literature homework		36,8	29,6	33,6
28. I dislike reading literary works assigned in literature classes (Reverse coded)		21,8	26,4	51,8
Question		Never & Rarely %	sometimes %	Often & Always %
34. I prefer reading literature in English to reading in Turkish		35,0	43,6	21,4
41. I enjoy looking for underlying meanings of what I read in English		14,6	23,2	62,2

The first component of the literature questionnaire, views about literature in English in EFL context, was inquiring the participants' views about literature in English. There are 17 items in the first component. For example, for item 7 (I enjoy taking literature courses in English) 78,8% of the participants responded that they strongly agree / agree with the item. When students were asked for their reasons in the interviews, they generally stated that literature is life, literature is an art and literature helps people to broaden their horizons. Following is an example:

[Edebiyat derslerinden keyif alıyorum ve kesinlikle alınmalı diyorum. Edebiyat insanın bakış açısını değiştiriyor, ufkunu geliştiriyor. Hepsinden önemlisi edebiyat bana zevk veriyor.]

[I find literature classes very enjoyable, and I certainly believe that literature courses should be studied by all the students. Studying literature changes our point of view, contributes to how we view life view whilst it broadening our horizon. Most importantly reading literature gives me pleasure.]

Although statistical tests favored positive views towards literature, 13.6 % of the participants had expressed negative views towards using literature in EFL context. Generally the reasons of the negative views stem from limited proficiency level of English, attitudes of the instructors and the techniques that are followed in the classes. They feel that the literature classes are boring and the instructors of literature ask too much from the students. Following are the examples:

[Aslında edebiyattan hoşlanıyorum ama bana verilen tarzda öğrenmeyi sevmiyorum. Hocaların sürekli beni onları anlamak

zorundaymışım gibi davranması hoşuma gitmiyor, ve buda beni edebiyattan soğutuyor.]

[I actually like literature, but I do not like studying it; especially, the way our instructors make me feel during the lectures. I feel we are forced to understand and analyze it and this puts me off.]

Similarly, another participant states the reason why she does not like literature courses:

[Edebiyat denince aklıma nedense kural geliyor. Belki alakasızdır ama bir edebiyat ve grameri aynı seviyede görüyorum. Edebiyat ağır bişeydir, onun kelimelerini çözmek gerekir, şiirleri yorumlamak gibi, onlarıda sevmiyorum çünkü dilleri ağır. Zaten ben şu an İngilizcede zorlandığım için edebiyat hani daha bi eski dil, daha bi ağır dil kullanıldığı için ondan daha çok zorlanacağımı düşünüyorum hep. Halbuki derslerde çağdaş eserler okutulsaydı, daha zevkli işlenseydi, uygulamalı gibi mesela, kelimeler terimler daha kalıcı olurdu. Mesela edebiyat dersleri çok monoton geçiyor ve hep şikayetçiler, hiç bir arkadaşım memnun değil. Bir İngilizce öğretmeni adayı olarak edebiyat derslerinde neden bu kadar zorlama oluyor anlamıyorum ben.]

[When I think of literature I think of rules. Maybe it is irrelevant; however, I consider grammar and literature to be equally important. Literature is a subject every word needs to be looked at and analyzed. Like poems, it needs to be

interpreted. I do not like all the effort I have to spend trying to understand it since I find this extremely hard due to its complex nature. Already, I am struggling with English a second language and feel it will be even more difficult to understand literature. If we were thought contemporary literature by making the lectures more enjoyable then it would have been easier to remember words and to truly appreciate literature. Literature lectures are very monotonous and none of my friends really enjoy it. As prospective teachers I do not understand why we all struggle with this subject.]

As it can be inferred from the extracts it is important for instructors to take the students' views into consideration when designing their literature curriculums. They should give place to contemporary texts as well as classics. The following extract proves the idea:

[Daha çağdaş anlaşılır bişi okursam zevk alırım. Kapalı anlamları çok bulamıyorum. Mesela ben bişi buluyorum o da kabul görmüyor. Bunlar da beni soğutuyor.]

[If I read something more contemporary, I would enjoy it more. I can't easily understand the underlying meanings easily, for example just when I think I find an angle, it is not accepted; eventually, this puts me off.]

Moreover, the techniques the instructors follow are also crucial. Many interviewees stated that they desire pleasurable literature classes. More importantly, the language of the texts should be in line with the proficiency levels of the learners.

Furthermore, some interviewees state that they do not like literature because they feel like they are obliged to read the works of literature not because they want to do so.

Following is an example:

[Normalde okumayı çok severim. İngilizce kitap okumak tabiki çok faydalı bununda bilincindeyim. Tüm arkadaşlarım da bilincinde ama bize bu romanlar zorunlu kılınıyor, zorunlu olan hiç bir şey de insana keyif vermez. İstedığınız zamanda istediğiniz şeyi okuyabilmelisiniz.]

[I like reading and I am well aware of the importance of reading; however, when reading is made compulsory it takes the fun out of reading. We should be able to read at any time we feel without being dictated.]

This extract above can also be an explanation for item 28 (I dislike reading literary works assigned in literature classes). The participants responded the item as strongly agree and agree with the percentage of 51,8. They generally state that they do not want to be forced to read. They want to make their own reading choices without having anxieties of grades.

It was observed in the interview that some participants actually like literature itself and they like reading literary works. However, when it is named as a ‘lesson’ they ultimately change their views into negative ones. Because it is perceived as a lesson, this induces grade or exam anxiety. Therefore, they think that they are reading just for the lesson and their only aim is to have good marks. Many of them stated that “even though I have different opinions, different ideas from my instructor about the text, I write just as my instructor wants it. In other words, I do not write my

thought but my instructors'. It is because of marks". Following extract explains the situation:

[Hani sınav kaygısı varya ve biz bunu bir ders olarak görüyoruz, hani ben o eserleri okumaktan hoşlanmıyorum ya, ben o yüzden onu sınav olarak yapmak zorundayım. Benim ilgim doğrultusunda olsa belki sınav olarak görmeyeceğim.]

[You know the churning feelings of those dreaded exams and we are taught literature as a lesson, and I do not like reading the literary works, so I have to consider the exams. If it would take my interest, maybe I would not treat it like an exam.]

Another interviewee states a similar trouble that he faces about literature classes:

[Sevmeyenlerin sevmeme nedenleri notlarının düşük olmasıdır. Böyle bir öğrenci psikolojisi var, hocanı sevmiyorsan dersi sevmessin, kötü not alırsan motivasyonun kırılır.]

[The reason why students dislike studying literature is because of low grades. It is a classic student attitude. Students don't like their lecturers this then results in taking an immediate dislike towards that lecture, if you get low grades, you lose your motivation.]

The students who participated in the interview sessions reported that taking literature courses help their creative thinking, critical thinking and their social skills. The items 8, 9, 10 in the first component were asking whether literature helps the students in their creative thinking, critical thinking and social skills. They responded

the items 8, 9, 10 with the percentages of 70,4; 69,1 and 52,7 respectively. The percentages prove that most of the students think taking literature courses help their creative and critical thinking and their social skills. The following extract supports that belief:

[Ne kadar çok okursak düşünce ve hayal gücümüz o kadar gelişecek, çünkü romanların içinde kendimizi buluyoruz biz. Böyle bir faydası olduğuna inanıyorum ben. Ayrıca okudukça daha güzel konuşacaksın, bir topluluğa girdiğin zaman kendini fark ettireceksin, konuşmandan tutta düşüncelerine kadar senin ne kadar bilgili, dolu olduğunu göstereceksin.]

[The more I read the more I feel my imagination developing. When reading novels I can find something to relate to. It will also improve my ability to converse more eloquently amongst people I will be able to express myself in more ways than I would have done without the accumulation knowledge advanced words. I will be able to stand out from the rest of the crowd.]

The interviewee states that she believes that literature helps her develop creative, critical and social skills; moreover, she also states the reasons behind her thoughts. She thinks that the more you read the more you will be noticed.

On the other hand, some participants responded the aforementioned items as strongly disagree / disagree with the percentages of 10.5% (taking literature courses helps me in creative thinking), 10.5% (taking literature courses in English helps me in critical thinking skills), 20.5% (taking literature courses in English helps me in

terms of my social skills). The reason behind the idea that some of the students do not think literature helps their creative, critical and social skills is generally the aim of the texts and the aim of students do not match.

[Yazın çalıştığım için yabancılarla ilişki kurup onların kültürünü öğrenmek hoşuma gidiyor. Şiir incelemeleri ve eserlerde bize verilen bişey olduğunu düşünmüyorum.]

[I work in the summers and make an effort to meet foreigners in order to understand their culture more closely. I don't believe analyzing that poems and novels will provide us with an insight of their culture.]

Moreover, another interviewee states that:

[Şimdi ben eleştirel düşünebiliyorum zaten. Dediğim gibi orda arabanın içinin kırmızı olması neyi ifade ediyor, ya da yağmurlu bir hava olması kasvetli bir ortamın göstergesi falan diye bunun böyle benim eleştirel düşünceme bir şey katacağını sanmıyorum. Ben zaten mantığımla hareket eden bir insanım o yüzden bunların sosyal ilişkilerimde faydalı olacağını düşünmüyorum.]

[I am a very logical person and my heart does not rule my head. I don't believe studying literature will to realize and appreciate the underlying meaning of a text. It does not mean anything. I don't believe it will contribute towards developing my interpreting skills.]

It can be inferred from the extract above that some students find exploring the texts as useless exercise. The extract above can be also an example for the participants who responded negatively to item 41 (I enjoy looking underlying meanings of what I read in English). 14.6% of the participants responded the item as never / rarely. The reason behind was that they have trouble when trying to find the underlying meanings. Thus, they are having negative views towards literature. The reason of having difficulties when trying to find the underlying meanings can be related to the number of books that the students generally read. Further the reading motivation scores (Appendix G) were lower for the ones who have negative views towards literature. This may explain the reason why they think literature is difficult. On the other hand 62.2% of the participants responded item 41 as often/always. It was seen in the interview that the ones who have positive responses to the item generally like reading.

Item 11 attempts to ask students whether taking literature courses improved their English or not. 91,3 % of the participants responded the item as strongly agree / agree. This reveals that nearly all the participants believe that literature courses improve their English. During the interview they generally state that literature improves their English unconsciously. Following is an example:

[Edebiyat okuma hızımızı geliştirir, ve farkında olmadan dilimizi geliştirir. Diksiyon düzelecek okudukça, kelimelerin kullanım alanlarını bileceksin. Aynı zamanda kendini daha iyi ifade edebileceksin.]

[Literature helps us to read faster, and unconsciously improves our language skills. Helps your dicsion, you will realize the

true meanings of the words, eventually, you will express yourself better.]

On the other hand, even they are few in number 3,2 % of the participants believe that literature does not help their English. The following extracts are the demonstrations of this belief:

[Edebiyatın dilimi geliştirdiğini düşünmüyorum. Dil gelişimi açısından değilde merakımdan okuyorum. Aman şunu okuyayım da dilimi geliştirsin muhabbetiyle hiç bir şey okunmaz zaten. Çünkü yazraların çoğu da dilbilgisine uyarak yazmıyorlar.]

[I do not think literature contributes to my language skills. I read not because of improving my language skills but because of my curiosity. I never read something on such purpose. Anyway, many writers do not follow the grammatical rules in their works.]

Another participant states his negative view about the item as follows:

[Açıkçası dil gelişimime faydası olduğuna inanmıyorum. Tek inandığım nokta balış açımızı değiştiriyor ama dil gelişimine katkısı oluyor mu tartışılır.]

[Actually I do not think it is useful for my language proficiency. I only believe that it changes our point of view, yet whether contributes to our language skills is open to discussion]

Even though the participants above think that literature classes do not improve their English in general, some researchers like Lazar (1990) strongly

suggest that there might be a positive correlation between reading literature and language proficiency. Therefore, the reason for some of the participants' negative views about this issue can be connected to their unawareness of the positive contribution of literature to their language proficiency.

Item 12 of the first component is about whether literature classes help students in terms of target culture or not. 93,2 % of the participants responded the item as strongly agree / agree. This reveals that most of the participants believe literature courses contribute to their cultural knowledge. The following extract is an example:

[Biz farklı kültürleri öğrenmiş olacağız. En basitinden nasıl yemek yiyorlar, birbirlerine nasıl davranıyorlar, o kültür hakkında baya bir bilgi sahibi olacağız.]

[Due to literature we can learn about different cultures such as how they eat what they eat, how they behave towards each other how they live and many others.]

On the other hand, 3.6% of the participants state that literature contributes nothing to their knowledge of target culture. Following is an example:

[Özellikle şiir, drama gibi derslerde oranın kültürüne dair bişiler aldığımı düşünmüyorum zaten. Bir homosexuelin yazdığı bir şey, birilerine aşkını yazmış ya da birilerini eleştirmiş. Ben onu okurken oranın kültürüne dair bişi öğrenmiyorum zaten.]

[When reading poems, drama, I don't believe I am gaining anything from their culture. It makes absolutely no difference

when reading about the love affair or the rift between two homosexual lovers. I really feel I have nothing to gain from this.]

As it was the case in language proficiency, in issues regarding cultural aspects of literary works, some students do not explicitly see the positive contributions of literature to their cultural understanding. However, Ruiqing (1986) argues that literature is a kind of tool to know the people, and it provides an environment for learners to become aware of the cultural aspects of the people. In other words, literature enhances ones cultural knowledge of the target language.

71.4% of the participants responded the item 13 indicating that TEFL students should be encouraged to take literature courses in the department as strongly agree / agree. This means that most of the students are in favor of taking literature classes and they suggest that everybody should take literature classes. Following is an example:

[Keşke daha fazla edebiyat dersi olsaydı. Bütün arkadaşlara öneriyorum zaten edebiyat derslerini seçin diye.]

[I wish there were more literature classes. I always suggest my friends to choose literature classes.]

On the other hand 11.8% of the participants responded the item as strongly disagree/disagree. When the reason was asked during the interview it was seen that some of the students find literature classes unnecessary. Following is an example:

[Bence bütün edebiyat dersleri seçmeli olmalı. Çok gereksiz geliyor bana bu bölümde bir sürü edebiyat dersi olması.]

[I think all the literature classes should be elective. I find it really unnecessary to have a lot of literature courses in ELT department.]

Items 19, 20, 21 and 22 of the first component of the literature questionnaire focused on the whether literature courses in English contribute to students' language skills and areas or not. The percentages of the items are as follows: 64,5 % (I think literature courses improve my knowledge of English grammar), 88,7 % (I think literature courses improve my vocabulary in English), 69,0 % (I think literature courses improve my writing skills in English) and 91,7 % (I think literature courses improve my reading comprehension) respectively. During the interview session the interviewees also stated that taking literature courses have improved their language skills. The following extract supports the idea:

[Biz buraya sadece gramerle geliyoruz. Ne kadar İngilizce kitap okursam geriye baktığımda daha çok konuşabiliyorum, daha iyi yazabiliyorum. Kelime ve context ten çıkarımlarımın çok geliştiğine inanıyorum.]

[All the students arrive at this faculty only with the knowledge of grammar. When I look back I can truly see the benefits of reading. I can speak more fluently, and write coherently. I have the ability to understand the underlying meaning from the context due to reading.]

Similarly, some participants also mention that literature classes have positive contributions to their skills and areas. Following is an example:

[Kelime açısından bir süre sonra o kelimeleri beyninizde canlandırabiliyorsunuz. Sözlüğe bakmak zorunda kalmıyorsunuz. O yüzden kelime kazanımımız oldu. Bize gramerden çok günlük dili öğrettiği için iletişim kurmamız daha kolaylaşıyor. Bakış açımız genişlediği için yazma becerimiz geliyor çünkü yazabileceğimiz alanlar artıyor. Okuma hızımız artıyor.]

[After a while when faced with new vocabularies you work out the meanings without having to use a dictionary. This contributes towards developing you vocabulary base. Because it teaches us more about the daily use of language rather than grammar it enables us to communicate more effectively. We can also write more coherently.]

On the other hand, for the item 19 (I think literature courses improve my knowledge of English grammar) 16.4%, for the item 20 (I think literature courses improve my vocabulary in English) 5.4%, for the item 21 (I think literature courses improve my writing skills in English) 12.8% and for the item 22 (I think literature courses improve my reading comprehension) 2.8% of the participants do not feel the same, and they believe that literature does not help their language skills and areas. The reason for such views is that they do not read to improve their skills and areas. A participant explains the reason as:

[Edebiyatın dilbilgisine pek bir faydası yok. Değişik bir kaç yapı görebilirsin ama özellikle yapıya odaklanmıyoruz okurken. Acquisition varya arada bir onu katıyorum. En fazla bir iki

kelime kaparsın o kadar. Bütün olarak okuduğum için dil bilgisi düzeyime bir katkısı olduğunu düşünmüyorum.]

[Literature does not contribute towards knowledge of a language. Apart from couple of different structures including language acquisition we don't actually focus on any specific structure. When doing the reading as whole I don't believe it contributes anything to language knowledge.]

The participants responded item 23 (I think literature courses will be useful for my future career) as strongly agree and agree with the percentages of 74,5. This means that most of the students believe that literature courses are useful and will be useful for their teaching career. They think that they can use literary texts in their language classrooms and by means of literature they think they can talk more effectively. The following is an example:

[Mesela YDS sınavına hazırladığım bir sınıftayım. Okuma parçası çözüyoruz ve elime gelecek İngiliz edebiyatı ile ilgili bir parça ve ben onu öğrencilere çözdüreceğim. Ben cevapları açıklarken yeni bilgiler vermek açısından o parçaya ben ekleyip anlatabilirim. Bir de bu bilgileri onların parçayı daha iyi anlamaları açısından kullanabilirim. Sınıfta edebiyat okuma ile ilgili olduğu için benim dolu oluşum, bilgilerim, genel kültürüm, konuşmam öğrencileri etkilemek açısından çok önemli olacak.]

[For example, you are teaching for language proficiency exam. When studying on a reading passage taken from English literature, I can help them to understand the correct answers to

the text by adding something from myself. I can then also use the text along with the explanations for better understanding. My knowledge and wealth of information regarding literature will encourage student's interest in this area. I believe this will act an effective tool for students.]

On the other hand, some students try to draw direct links between the literature courses and the curriculum they will follow when they become teachers. So 8.2% of them think that the literature courses that they are taking now will not be suitable for the curriculums of the secondary school and the lycee education. Following is an example:

[Edebiyat derslerinin çok fazla mesleğime faydası olacağını düşünmüyorum çünkü şu anki müfredata fazla uygun olacağını düşünmüyorum. Ben kalkıp öğrencilere Shakespeare den bahsetmiyeceğim mesela çünkü öğrencilere çok ağır gelecek ve onlar faydalanamayacak.]

[I don't believe studying literature will make a difference to my career in the future especially when taking the curriculum into an account. I can not see myself introducing Shakespeare since it is going to be too much for students to handle.]

The participants responded the items 25 (I like the lecturers to examine the literary works in more detail), 26 (I enjoy doing literature homework) as strongly disagree / disagree with the percentage of 42.7% and 36.8% respectively. During the interview session it was observed that the students think that the literary works were

already examined in detail and most of them feel the methodology of examining was not convenient. The following is an example:

[Biz zaten detaylı işliyoruz ki. Ama bu detayları tartışmalı yapsak daha çok ilgileneceğim]

[The literary works are already examined in detail. However, I'd prefer to discuss when examining the literary works. Then I would be more interested with the class.]

As for the item 26 (I enjoy doing homework) most of the interviewees state that they do not enjoy doing homework because they do not like either the course or the literary works that were assigned. Here is an example:

[Okuduğum kitabı sevmiyorum dolayısıyla dersi sevmiyorum. Nasıl zevk alayım ki ödev yapmaktan.]

[I don't like the book that I am assigned to read so I don't like the course. How can I enjoy doing homework?]

35% of the participants responded the item 34 (I prefer reading literature in English to reading in Turkish) as never/ rarely. When the reason was asked to the participants in the interview session, it was observed that they want to understand the work in detail. Reading in English prevents them to understand the work fully because of lack of sufficient vocabulary knowledge. Here is an example:

[Kendi dilimde okumayı tercih ediyorum. İngilizce okuduğumda tam anladığımı hissetmiyorum. Bilmediğim bir sürü kelime çıkıyor karşıma.]

[I prefer to read in my mother tongue. I don't feel I comprehend the book in detail since there are always lots of vocabulary that I do not know.]

However, 21.4% of the participants responded the item as often / always. The participants in the interview session stated the reasons for their response were generally they enjoy reading the works in their original language. Even they sometimes have troubles with the unknown vocabulary, they said they try to figure out the meaning of the unknown words.

In summary, as it is clearly seen from both the quantitative results and qualitative data, students generally have positive views towards the literature classes. Nevertheless, some of the students have negative views about literature classes. Some of the reasons of their negative views are stated above. The interview sessions showed that the ones who have negative views toward the literature classes actually like literature. However, as mentioned before sometimes expectations of the students' and the course providers' do not match, and this causes students to dislike the courses.

4.1.2 Views about Literature in Turkish

Table 4.3 below presents the percentages of the second component, namely the views about literature in Turkish.

The second component of the literature questionnaire was asking the participants' views towards literature in Turkish. The reason for asking students' views towards their native literature was to inquire their views towards literature in general and to find out that whether they like literature in general or not. It might be possible that one can favor native literature while s/he does not favor target literature.

Table 4.3**Component 2 – Views about Literature in Turkish**

Question	N=220	Strongly disagree/ disagree %	Neutral %	Strongly agree/ agree %
1. I enjoy taking literature courses in my mother tongue along with the ones offered in English		19,1	17,7	63,2
2. Taking literature courses in Turkish along with the ones in English helps me in creative thinking		10,9	15,9	73,2
3. Taking literature courses in Turkish along with the ones in English helps me in improving my mother tongue		10,0	12,7	77,3
4. Taking literature courses in Turkish along with the ones in English helps me in critical thinking skills		8,2	10,5	81,3
5. Taking literature courses in Turkish along with the ones in English helps me in terms of my social skills		17,3	17,3	65,4
6. Taking literature courses in Turkish along with the ones in English helps me in terms of my cultural development		2,7	2,7	94,6
Question		Never & Rarely %	sometimes %	Often & Always %
40. I enjoy looking for underlying meanings of what I read in Turkish		10,0	25,5	64,5

As it is seen from table 4.3, namely views about literature in Turkish, 63,2% of the participants responded the item 1 indicating that they enjoy taking literature courses in their mother tongue along with the ones offered in English as strongly agree / agree. The participants responded the item 2 indicating that taking literature courses in Turkish along with the ones in English helps them in creative thinking

with the percentage of 73,2. The responses to item 3 (taking literature courses in Turkish along with the ones in English helps me in improving my mother tongue) were strongly agree / agree with the percentage of 77,3. 81,3% participants responded the item 4 (taking literature courses in Turkish along with the ones in English helps me in critical thinking skills) as strongly agree / agree. 65,4% and 94,6% of the participants agree that taking literature courses in Turkish along with the ones in English help them in terms of their social skills item 5 and in terms of their social development item 6 respectively. 64,5% of the students responded the item 40 indicating that they enjoy looking for underlying meanings of what they read in Turkish.

This component consists of 7 items. These items attempted to depict participants' views about literature in Turkish. The percentages of the items in the component reveal that all the participants have positive views towards native literature. They responded that Turkish literature helps their creative, critical and social skills as well as their native language development. During interview sessions none of the participants stated negative views towards Turkish literature. They all said they like Turkish literature. Here is an example:

[Edebiyat hayattır, bizde bu hayatın bir parçası olduğumuza göre bence olması gerekiyor. Şu anda ana dilini çok iyi kullanamayan insanlar var, o yüzden gerekli diyorum. İlk önce kendi dilimizi kendi edebiyatımızı bilmemiz gerekiyor.]

[Literature is the source of life and since we are part of this life, it is imperative that we know about the subject. Right now there are still people who can not even engage in an meaningful

conversation their mother tongue. I believe education begins at home, first we should learn about our mother tongue properly and to learn our native literature.]

The positive views in both components might show us that the students generally like literature, in other words they like both English and Turkish literature. Here is an example:

[Edebiyatı ayırmamak lazım. Edebiyatı seven birisi onu her şeyiyle sevmeli. Bölümüm İngilizce olduğu için İngiliz edebiyatı büyük yere sahip.]

[Literature must not be segregated. If one loves literature, then one has to love everything about literature. Since I chose to study English language, English literature has special place in my heart.]

However, as stated below some students have some troubles and dislikes towards English literature because of the curriculum of the courses. This can be the case even for the students who generally like English literature. Following extract supports the idea:

[Edebiyatı edebiyat olarak değil de tarih olarak işlememiz daha sıkıcı yaptı edebiyatı. Yoksa ben seviyorum.]

[Studying literature as history reading made the courses very chore; otherwise, I really like reading the works of literature.]

4.2 Relationship between Views about Literature in English and Turkish and the Possible Factors

In the following section we will be discussing the relation between possible factors that can be effective on the views of the students, namely, a) perceived proficiency b) personal taste in reading c) upbringing and habits d) English proficiency test levels e) reading motivation. In other words, the answers to the second research question will be presented and be discussed.

Table 4.4
Relationships between Views about Literature and Possible Effecting Factors

(N=220)	Views about Literature in English		Views about Literature in Turkish	
	Correlation	p-value	Correlation	p-value
Views about Literature in Turkish	.342	.001*	_____	_____
Perceived Proficiency	.381	.001*	.018	190
Personal taste in reading	.406	.001*	.361	.001*
Up bringing and Habits	.468	.001*	.242	.001*
English Proficiency Test Levels (Grammar)	.045	.505	_____	_____
	.143	.033*	_____	_____
Reading Motivation (Reading)	.137	.047*	.185	.006*

* Correlation is significant at the 0.05 level

In order to see the relationship between participants' scores on views about literature in either in English or in Turkish and perceived proficiency, personal taste in reading, upbringing and habits, English proficiency test levels and their reading motivation, Pearson correlation coefficients (r) were calculated with p values. As the table demonstrates, all components except grammar section of English proficiency test levels had statistically significant positive correlation with the target component of our study, that is, opinions about literature in English. When the component under question is views about literature in Turkish, it was found that the relationship of the component with perceived proficiency was not statistically significant. However, personal taste in reading, upbringing and habits and reading motivation had statistically significant positive correlation with the aforementioned component. So it can be said that students' views about either Turkish or English literature are positively correlated with personal taste in reading, upbringing and habits and reading motivation. Moreover, views about English literature are also correlated with perceived proficiency and English proficiency test levels related to students' reading proficiency level. In the following section each of these components will be handled separately.

4.2.1 Perceived Proficiency

Perceived proficiency component attempts to inquire the perceptions of the students related to their language proficiency levels. The students responded the items 42 (My knowledge of English grammar for literature courses), 43 (My English writing skills for literature courses), 44 (My reading comprehension in English for literature courses) as strongly agree / agree with the percentages of 71,4 - 56,8 – 72,7

respectively. On the other hand, they responded item 45, 46 (My vocabulary knowledge of English for literature courses and My English speaking skills) as neutral (Appendix H).

The percentages of the items reveal that they do not think that their vocabulary knowledge is enough for literature classes; nevertheless, they feel sufficient enough in grammar, writing skills and reading skills.

4.2.2 Personal Taste in Reading

The component about the ‘personal taste in reading’ of the students contained 6 items. The participants responded item 14 (I enjoy reading literary works about people whose lives are similar to mine) and 16 (I enjoy reading literary works whose subject matters resemble my experiences) as strongly agree / agree with the percentages of 80,4 and 78,6 respectively (Appendix I). This reveals that greater number of students liked the idea of reading on familiar topics and people. Here is an example:

[Kendimi buluyorum o zaman ve sanki o karakter benim ve çok zevk alıyorum okumaktan o zaman.]

[I feel like I find my self in the story and I also feel like I am one of the characters in the story and this gives me the pleasure of reading.]

On the other hand, there were some students who think that reading something similar to their life story is nonsense. They expressed their felings as follows:

[Niye hoşlanıyorum ki. Adam zaten benim yaşantımın aynısını yaşıyor demek ki. Ben hayatımı zaten biliyorum. Aynısını gidip birisinden niye okuyayım ki.]

[Why should I enjoy studying literature since the man who wrote it had been living my life? Since I know everything about my life why should I go and read the same thing all over again?]

The participants responded the item 18 (I enjoy reading literature if I choose what I want to read) as strongly agree / agree with the percentages of 74,5. Most of the interviewees also stated that it is quite important for them to choose the books themselves. They generally state that it would be more enjoyable if the students could choose the books. Here is an example:

[Genelde öğrenciler de hocaların verdiği şeylerden nefret ediyor, benim arkadaşlarımdan gözlemlediğim kadarıyla, ama okuyacaklarımızın seçimleri bize bırakılsa sınıfta daha güzel şeyler ortaya çıkar.]

[In general students do hate all the materials given by lecturers. As far as I am concerned if we were given the chance to choose our own reading list, we would have more success.]

Another interviewee states that:

[Normalde okumayı seviyorum ama üniversiteye geldikten sonra zorla okutulan şeylerden nefret ettim.]

[I liked reading as a general rule before I came to the university. Now I came to hate reading since we were forced to read.]

On the other hand, lesser number of students who have more positive views towards literature and reading, state that it does not make any difference whether

they choose the books themselves or not. They take the same pleasure in both circumstances. Here is an example:

[Aslında benim için fark etmiyor, ben edebiyatı ve okumayı seven birisi olduğum için bana bu kitaplar dayatma gibi gelmiyor.]

[Because I really liked literature studying and reading about literature was not a chore but a pleasure for me.]

The participants responded items 37 (I go to the libraries to do my literature homework), 38 (I enjoy sharing my opinions with others on what I read in my mother tongue), 39 (I enjoy sharing my opinions with others on what I read in English) as always / often with the percentages of 58,1; 84,6 and 70,4 respectively. This may also explain that the students like reading, doing literature homework and like sharing the opinions about the books with friends in both languages. It may be because of excitement of the feeling of share. Here is an example:

[Okuduklarımı özellikle çok beğendiklerimi arkadaşlarımla paylaşmak için heyecan duyuyorum.]

[I really can't wait to share the books with my friends all I have read especially the ones I really liked.]

Similarly, Dunning (1989) points out that reading and discussing our views about the book with others make us better readers and more experienced interpreters with the texts.

4.2.3 Upbringing and Habits

Component 5 was about upbringing and habits. The items of the component attempt to inquire the reading habits of the students when they were children as well as today. The percentages of the items reveal that most of the students had poor reading habits in their childhood (Appendix J).

However, the participants responded the item 35 (I like reading literature both in English and Turkish) as always / often with the percentage of 58,6. This again also reveals that they like reading literature in both languages.

4.2.4 English Proficiency Test Levels

The statistical results revealed that there is a relationship between reading proficiency and views about literature in English ($r .143$, $p .033$). In other words, it may be concluded that the ones who have high proficiency levels like reading literary works in English. The interview sessions showed that the students who like reading have not serious problems in understanding the texts which they are reading. Here is an example:

[Seviyemin üzerinde gibi olan kitapları okurken önce çok zorlanıyorum. 15-20 sayfa sonra kolaylaşıyor ama.]

[It is really difficult to understand books that are above my language level; however, after reading 15 or 20 pages it becomes easier.]

Interview results provided supportive examples to reveal that the ones who do not have high proficiency levels in reading and the ones who have problems in

vocabulary of the target language have trouble when reading difficult texts, as in the example below:

[Okuduğum eserlerde eğer çok bilmediğim kelime varsa zevk almıyorum, hiç hoşuma gitmiyor, çok sıkıntıya giriyorum.]

[If there are many unknown words then I really don't enjoy the reading experience, in fact I don't like it and it really stresses me out.]

Leki's (1986) ideas corroborate this result. She states that "reading an author who is linguistically complex or culturally alien can be a waste of time for foreign language students, teaching them no more than to shy away from that literature" (p.3).

4.2.5 Reading Motivation

The results of the reading motivation questionnaire (appendix G) revealed that the participants have high motivation for reading. As it is seen from table 4.4 the statistical findings demonstrate that there is a relationship between the reading motivation scores and views about literature in both English and Turkish. It may be stated that the reason why the students have positive views toward literature can be explained as they also have a high level of motivation for reading. As it can be seen from the table there is a higher correlation between reading motivation and views about literature in Turkish ($r = .185, p = .006$). This point can be exemplified through one of the students' following words:

[Zaten en çok anadilimde ilgileniyorum edebiyatla. Özellikle halk edebiyatıyla.]

[I am more interested in reading about Turkish literature rather than English literature, especially in folk literature.]

Yet, there are students who have higher reading motivation and like reading literary works in both languages, as stated by the following example.

[Okumayı çok seviyorum. Hiç fark etmez İngilizce yada Türkçe. Sıkıntılı anlarımda en yakın arkadaşım ile bile konuşmak istemem ama kitap beni alır götürür.]

[I love reading and it makes no difference to me whether it is in English or Turkish. Even in my darkest moments when I don't even want to confide in my closest friends, books can take to places where no one can reach out for me.]

The result obtained by our study considering the idea that reading motivation is correlated with the views towards literature classes support the ideas and results discussed in the literature. For instance, Ellis (2002) claims that motivation is needed in every specific area including foreign language learning setting and without sufficient motivation even individuals with the best of the abilities cannot accomplish long-term goals. She also argues that maintaining motivation support the reading process.

Wigfield and Guthrie (1995) conducted a study on reading motivation of children. They developed an 82-item questionnaire and 105 fourth and fifth grade children were the subjects of the study. The study revealed that highly motivated children enjoy reading on variety of topics and they appear to like being challenged on reading. A similar study was conducted by Aslan (2006) with university students

who are learning English as a foreign language in Turkey. The results of the study revealed that motivated learners are eager to read more about the topics that they are interested in.

4.3 Other Possible Factors that Influence the Students' Views toward Literature

In this section we will be discussing the other possible factors, which are teaching techniques, visiting an English speaking country, taking literature courses in secondary school, reading in Turkish, additional reading in English and number of books read in L1 and L2, influence the students' views towards literature. In other words 3rd research question will be answered.

4.3.1 Teaching Techniques

Whether teaching techniques have an affect on views about literature in English or not will be discussed below.

Table 4.5
Teaching Technique Preferences of the Students

	Not Prefer		Neutral		Prefer	
	N	%	N	%	N	%
Small-Group Work	67	30,5	67	30,5	86	39
Lecture style	84	38,3	61	27,7	75	34
Whole-class Discussion	9	4,1	28	12,7	183	83,2
Warm-up questions offered by lecturer followed by individual reading and classroom discussion	10	4,5	36	16,4	174	79,1
Student-led	105	47,7	67	30,5	48	21,8
Group presentations	87	39,5	65	29,5	88	31
Prior knowledge offered by lecturer followed by individual reading	146	66,3	40	18,2	34	15,5
Individual research about the work followed by class discussion	8	3,6	26	11,8	186	84,5
Individual reading followed by one to one discussion with the lecturer	39	17,7	59	26,8	122	55,5

As it can be seen from the table above the most preferred techniques by the students were whole class discussion (83.2%), individual research about the work followed by class discussion (84.5%), warm up questions offered by lecturer followed by individual reading and classroom discussion (79.1%) and individual reading followed by one to one discussion with the lecturer (55.5%). The least preferred techniques were student-led (21.8%) and prior knowledge offered by lecturer followed by individual reading (15.5%). The participants responded that

they do not prefer lecture style (84%), the group presentations (87%) and small group work (67%).

In order to see the effects of 9 teaching techniques on views about literature in English a total of 9 one-way between groups ANOVAs were conducted. In this analysis, participants who preferred a specific technique, those who do not prefer that technique and those who are neutral about the technique were compared in terms of their views about the literature. In order to deal with inflated Type I error risk, the p value is reduced to .006 through Bonferroni Adjustment procedure (Huck, 2000; Pallant, 2001). The results revealed that the preference level of the students significantly differed for only two techniques that is 'the lecture style' ($F_{2,215}=8.189$, $p < .001$) and 'the whole class discussion technique' ($F_{2,216}=7.129$, $p < .001$). More specifically, students who prefer, do not prefer and who are neutral about these techniques differed from each other in terms of the target component of the study (i.e. views about literature in English) at a statistically significant level. Whereas in terms of small group work, warm-up questions, student-led, group presentations, prior knowledge, individual research and individual reading, the groups (i.e., neutral, prefer, not prefer) did not differ from each other at a significant level ($p < .05$). These results were further investigated through Scheffe test.

Scheffe test results revealed that students who do not prefer the lecture style had significantly lower scores on the 'views about literature in English' component of the literature questionnaire in comparison to those who prefer the lecture style or those who are neutral towards the lecture style. On the other hand, the same statistical analysis revealed that students who prefer the whole-class discussion technique had significantly higher scores on the 'views about literature in English'

component of the literature questionnaire in comparison to those who do not prefer the whole-class discussion technique or those who are neutral towards the whole class discussion technique.

According to the above analyses, whole-class discussion and lecture styles are found to be the techniques that affect views about literature in English. They generate entirely opposite results. More specifically, when the views about literature in English are in question, students who prefer ‘whole-class discussion technique’ had significantly higher scores than the other groups (i.e., neutral and not prefer). In contrast, in terms of views about literature in English, students who prefer ‘lecture style’ had significantly negative views than the other groups.

These statistical analyses show that both techniques had opposite results; in other words, students who like lecture style had low scores whereas students who love whole-class discussion had high scores on the views about literature in English component. The points mentioned during the interview sessions seem to support that the methodology of literature courses affects their views towards literature classes. Some of the students declared that methodology of the course sometimes can be the reason for having negative views about the literature classes. Following extract is an example:

[Öğretmen anlatsın, ben dinleyeyim. Çok sıkıcı bir durum. Hiç hoşuma gitmiyor ve derse bile gelmek istemiyorum.]

[Lecturer centred classrooms and students listen. This is really boring and I really dislike the situation I am in. I don't even want to come to the lectures.]

On the other hand, the participants stated that they would like to have more enjoyable literature classes. They like to talk and to be listened and to be appreciated by the instructor.

[Herkesin bir fikri vardır. Çıkıpta orda hocanın şu şöyledir, bu böyledir demesi hoşuma gitmiyor açıkçası. Tartışma şeklinde olsa, herkes kalksa katılsa ve hocada bu görüşlere önem veriyor olsa daha zevkli olur.]

[Everyone has their own opinion. And when a lecturer starts preaching about what is what, it is really off putting. If we had this lecture in a debate format, if everyone had participated their opinion and if the lecturers truly recognized and appreciated students in put, the lectures would be a joy rather than torture.]

Similarly, another interviewee states her reason why she prefers whole class discussion technique as follows:

[Derslerde farklı bir tartışma konusu açtığımız zaman çok farklı fikirler ortaya çıkıyor. Otomatikman öğrenciler de bir şeyler katıyor. Sonuçta birisi diğerinden farklı bir şey düşünüyor. Bizim düşüncelerimiz değişebiliyor, ve genişleyebiliyor ya da kendi fikirlerinizi eleştirel düşünebiliyorsunuz.]

[Different ideas surface when lectures are conducted in the debate form. This creates a vibrant environment in which students contribute many different ideas and can raise many

issues. Thoughts of students change and they are able to make constructive criticism.]

As Dunning (1989) argues on the same issue and points out that it is important for instructors to create student-centered classrooms where they can find chance to participate the classroom activities actively. In that way we can create an atmosphere for students to control their own learning. Furthermore, this active atmosphere can encourage students to talk and to listen to one another rather than only to instructors. Dunning (1989) also mentions about the role of a teacher and says the teacher should guide and coach the students. Then the students may enjoy the lesson more. Similarly, Akyel and Yalçın (1990) found out that students showed little improvement in teacher-centered activities. Finally, Brooks (1989) points out that teachers should see the things through their students' eyes and listen to them carefully. Moreover, they should be respectful to their students' ideas.

4.3.2 Visit to an English Speaking Country, Secondary School Literature Courses, Type and Frequency of Reading and the Effects of These on Students' Views towards Literature

In this section we continue to consider other factors effecting students' views towards literature such as visit to an English speaking country, taking literature courses in secondary school, reading literature in L1, reading periodicals in L1, additional reading in L2, reading periodicals in L2 and the number of book read in a month.

In order to find the effect of each item on the views about English Literature independent sample t test was conducted for the items which had sufficient numbers

(table 4.6). For the items visiting to an English speaking country, reading literature in L1 and reading periodicals in L1 such statistics could not be conducted. Each item will be discussed separately.

Table 4.6

Other Factors Affecting Students' Views towards Literature

Factor			N	%	mean	t	p
Secondary School Literature Classes N=216	Views about Literature in English	Yes	27	12.3	3.5851	-.1309	.192
		No	189	85.9	3.7477		
	Views about Literature in Turkish	Yes	27	12.3	3.9683	.433	.665
		No	189	85.9	3.9092		
Additional Reading in L2 N=220	Views about Literature in English	Yes	140	63.6	3.8526	4.210	.001
		No	80	36.4	3.5101		
	Views about Literature in Turkish	Yes	140	63.6	3.9452	.769	.443
		No	80	36.4	3.8741		
Reading Periodicals in L2 N=208	Views about Literature in English	Yes	105	47.7	3.794	1.694	.092
		No	103	46.8	3.652		
	Views about Literature in Turkish	Yes	105	47.7	4.0029	1.901	.059
		No	103	46.8	3.8296		

4.3.2.1 Visiting an English Speaking Country

The percentage results revealed that only 6 students (2.7 %) reported that they visited English speaking country. 214 students (97.3 %) reported that they did not visit an English speaking country.

4.3.2.2 Taking Literature Courses in Secondary School

As the table 4.6 above reflects total 216 participants responded the question, and 85,9 % of the participants responded that they had no literature education in their secondary school education. The statistical analyses were performed whether taking

literature classes in secondary school education effect views towards literature classes or not through 2 independent-samples t-tests.

The analyses did not reveal a significant difference between students who took literature courses in secondary school and those who did not. This can be explained as most of the students face English literature classes in the university and their views shape here. Thus, it can be possible to say that we make the students like or hate literature classes at the university level.

4.3.2.3 Reading Literary Works in the Mother Tongue

As the percentages revealed that only 4 students (2 %) reported that they did not read literary works in their mother tongue whereas 216 (98 %) students reported that they read literary works in Turkish.

4.3.2.4 Reading Periodicals in Turkish

The difference between students who read periodicals in Turkish and who do not in terms of their literature scores was also investigated. However, only 11 (4.1 %) students reported that they did not read periodicals in Turkish whilst 209 (95.9 %) students reported that they did.

4.3.2.5 Reading Additional English Books

As table 4.6 suggests 63,6 % participants of 220 responded that they read English books in addition to ones assigned at school. The statistical analysis showed that there is a significant difference between the participants who answered 'Yes'

and 'No'. That is greater number of students read English books. The statistical analysis of the item and the components are given below.

In order to see whether a significant difference existed between students who read literary works in English in addition to the ones assigned at school and those who do not for the component of views about English literature, 2 independent-samples t-tests were conducted.

As the table suggests, those who read English books outside the classroom had significantly higher scores than those who did not in terms of 'views about literature in English'.

There is no significant difference for the component 'views about literature in Turkish'. The findings are consistent with the findings of the study Davis et. al. (1992) conducted. They found that the amount of leisure reading done in the foreign language strongly correlated to positive views towards literature classes. The results also corroborate the International Association for the Evaluation of Educational Achievement's findings that the amount of reading and the availability of books especially at home and exposure to literature outside the school environment correlated to positive attitudes.

4.3.2.6 Reading English Periodicals

As the table above suggests 47,7 % of 208 participants responded the item as 'yes'. In the interview sessions it was observed that some of the students go to the library to read English periodicals. Here is an example:

*[Tabi okuyorum. Kütüphaneye gidip takip etmeye çalışıyorum
Time, Newsweek. Anlamadığım zamanlar oluyor ama anlamaya
çalışıyorum. Bana çok faydası olduğunu düşünüyorum.]*

[Of course I read. I try to go to the library and keep up with the latest by reading The Times, The News Week. When I find it difficult to understand I try to make sense of the context as a whole rather than get stuck by unknown words. I believe it improves my language proficiency.]

As for the statistical analyses the final independent-samples t-test were conducted to see whether there were differences between students who read English periodicals outside the classroom and those who did not in terms of their views about literature in both English and Turkish. As it can be seen from the table, those who read English periodicals outside the classroom did not differ from those who do not in terms of their views about literature in both English and Turkish.

Table 4.7

Number of Books and the Students' Views towards Literature

					Views about Literature in English		Views about Literature in Turkish	
	1	2	3	4	correlation	p-value	correlation	p-value
N=220	%	%	%	%				
Number of books read in L1	37.7	38.6	15.5	8.2	.175	.01	.175	.01
Number of books read in L2	67.5	27.4	1.8	3.3	.281	.001	.113	.157

4.3.2.7 Number of Books Read in a month in Mother Tongue

As the table 4.7 suggests, 220 participants responded the question and the percentages of the responds of the participants for the item 'number of books read in mother tongue per month' are as follows: 37,7 % of the students read 1 book, 38,6 %

of them read 2 books, 15,5 % of the participants read 3 books and 8,2 % of them read 4 books in a month.

To further investigate the relationship between the view-related components of the literature questionnaire and reading books in mother tongue, correlation coefficients were calculated. Table 4.7 provides the correlation coefficients between the number of books read in mother tongue and the views about literature in both English and Turkish.

As the table suggests, both views about literature in English and views about literature in Turkish components had significant relationship with the number of books read in Turkish ($p < .05$).

Interview sessions provided supportive examples to reveal the relation with the number of books read in a month and views about literature. The following extract supports the idea:

[Bizim evde kütüphanemizde her türlü kitap vardı. Annem, babam ve ben bir kitabı okuduktan sonra ne çıkardığımızı tartışırız, ve ayda 2-3 kitap okuruz.]

[In my house there is a library with large selection of books. My parents and I love reading and thoroughly enjoy sharing our knowledge and we read at about 2 or 3 books every month.]

Similarly another interviewee states that:

[İlkokulda kitaplık kolu başkanıydım ve bütün kitapları okumak zorunda hissediyordum kendimi diğerlerine önerebilmek için, en büyük zevkim oydu. Ondan sonrada bırakmadım zaten.]

[I was in charge of looking after the books in the library in primary school. I felt almost guilty for not knowing the context of each books and found myself reading them in order to recommend it to others and since then I have not stopped. I truly enjoy reading.]

In order to get a clearer idea about the relationship between reading in the mother tongue and the views about literature in both English and Turkish, the correlation coefficients were calculated. The analysis revealed that views about the literature have significant correlations with the number of books read in the mother tongue.

4.3.2.8 Number of English Books Read in a Month

As it is seen from table 4.7; 67,5 % of the participants responded that they read 1, 27,4 % participants responded that they read 2, 1,8 % participants stated that they read 3 and 3,3 % of the participants responded the question as they read 4 books in a month. As percentages reveal that most of the participants read at least 1 book in a month.

To further investigate the relationship between the view-related components of the literature questionnaire and reading English books outside the classroom, correlation coefficients were calculated. Table 4.7 provides the correlation coefficients between the number of books read in English and views about literature in both English and Turkish.

As the table suggests, views about literature in English had a significant relationship with the number of books read in English ($p < .05$), while the correlation

coefficient between the number of books read in English and views about literature in Turkish was not significant.

This chapter focused on findings of the study and the findings were discussed. The following will discuss pedagogical and research implications that can be drawn from these findings.

CHAPTER 5

CONCLUSION

5.1. Summary of the Study

The main aim of the study was to investigate the views of EFL students towards literature classes in English Language Teaching department at Anadolu University in Turkey. Another aim was to investigate the possible factors that influence the students' views toward the study of foreign literature classes. In order to reach those aims, four data gathering instruments were conducted. The first instrument was a 56-item five-point Likert scale literature questionnaire, the second instrument was a 54-item five point Likert scale reading motivation questionnaire, the third instrument was the structure and the reading sections of the TOEFL and lastly semi structured interview sessions were held. The first mentioned three instruments were conducted with 220 1st, 2nd, 3rd, 4th year undergraduate students studying Teaching English as a Foreign Language at Anadolu University. In the selection procedure of the participants Stratified Random Sampling was performed. In other words, two groups of each class were randomly selected.

The literature questionnaire aimed at investigating the views and the conditions that influence those views of the students. The literature questionnaire was divided into five components as views about literature in English, views about literature in Turkish, perceived proficiency, personal taste in reading, upbringing and habits with regard to the factor analysis. Reading motivation questionnaire was conducted to investigate students' motivation toward reading, and structure and the

reading sections of TOEFL test aimed to find out the language proficiency levels of the students. In order to support the quantitative data with qualitative data, semi-structured interview sessions with the 32 participants were held as the fourth data gathering instrument. In the interview sessions, referring to their answers in the literature questionnaire, the reasons for their answers were asked to the interviewees.

The first research question of the study aimed at exploring the general views of the ELT students towards literature both in L1 and L2 at Anadolu University. Considering all the results and discussions regarding this question, we can conclude that the majority of the ELT students at Anadolu University employ positive views towards literature.

As for the second and third research questions which aimed to find out the possible conditions that influence the students' views towards literature classes we, first of all, can conclude that there is a correlation between views about literature in Turkish and views about literature in English.

Secondly, there is a correlation between students' perceived proficiency levels, personal taste in reading, upbringing and habits, reading proficiency levels and reading motivations and views about literature classes in English, and there is a correlation between personal taste in reading, upbringing and habits and reading motivation and views about literature in Turkish.

Thirdly, we can conclude that whole class discussion is preferred as a literature teaching technique, thus this can be considered as one of the effecting factors on students' views about literature in English. Fourthly, reading additional books in English has an effect on views about literature in English.

Lastly, we can conclude that there is correlation between number of books read in L1 and the views about literature both in English and Turkish, and there is a correlation between number of books read in L2 and views about literature in English. The results and the discussion of the gathered data were presented in Chapter 4.

5.2 General Conclusions of the Study

This section is going to present the general conclusions we have reached in the light of the results of this study.

Firstly, the results of the study lead us to the conclusion that the higher reading motivation triggers the habit of reading more literary works, and in return the students develop more positive views towards literature and the literature courses. In other words, it is more like a cycle, the more motivated they are the more they read, and the more they read the more positive views towards literature they develop.

Secondly, it can be concluded from the study that the text selection process has an important role on students' views towards literature classes. That is, the period and the language level of the literary work they read stand as important conditions of the positive views.

The influencing effects of the instructors' techniques can be put as the third conclusion drawn from the results of this study. That is, while the encouraging and motivating techniques followed in the literature classes can broaden the students' horizons in many aspects, the techniques which lead students to be passive listeners can have detrimental effects on the students' motivation.

5.3 Pedagogical Implications of the Study

We can suggest the following list of pedagogical implications under the light of the five main conclusions of this study:

- While selecting the materials for the literature classes, instructors should always take their learners' language proficiency level and interests into consideration.
- In addition, the course providers should add contemporary works as well as the classics in the reading lists they prepare for the courses.
- Moreover, it would help instructors to take students' opinions into consideration while selecting literary works for the course. This may make learners to be more interested in both the reading material and the literature class.
- In order to create a more pleasurable classroom atmosphere, the materials selected and the techniques followed in the literature classes should encourage students' creative and critical thinking abilities.
- Native language literature can be incorporated in the foreign literature classes to a certain extent. Instructors should encourage their students to read not only in the target language literature but also in the native language literature. The ultimate aim of the literature courses in ELT programs should be to provide the students a taste of "literature".
- Literature classes should be moved beyond classrooms by integrating the texts read in the classroom to the outside world with

the help of creating a meaningful discussion atmosphere and complementing homework assignments.

- Since the students cannot explicitly see the positive contributions of literature to their language skills and areas, they should be made aware of this aspect of literature classes. That is to say, literature instructors should follow appropriate techniques in their classes in order to help their students see the positive contributions of literature in their language improvement.
- In addition, as it is the case in language proficiency, some of the students do not explicitly see the positive contribution in culture-related aspect of literature. Therefore, it should be ensured that the students see how the cultural themes they are exposed to while reading literary texts improve their cultural understanding.
- It should be made in students' minds clear that literature courses they are taking can be carried to their professional lives in the future. In other words, language teacher candidates should not only be taught how to read and analyze a literary work, but they should also be equipped with necessary tools to use literature in their future classrooms for language teaching and learning.

5.4 Suggestions for Further Studies

One of the important findings of this study was that the literature teaching techniques have a great impact on students' views towards literature. On the other hand, as it was mentioned in Chapter 2, there are not many empirical studies which

investigated the effectiveness of different techniques. Therefore, a study can be conducted to find out the possible effects of various literature teaching techniques on students' views.

Another aspect of literature we could not include into the study is the effects of studying different genres on students' views towards literature courses. Further studies can be conducted in order to better understand if studying different genres cause different outcomes in the literature classes.

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APPENDIX A**ANKET**

Bu anket Anadolu Üniversitesi Eğitim Fakültesi Yabancı Diller Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğrencilerinin edebiyat dersleri hakkındaki görüşleri üzerine bilgi toplamak amacıyla gerçekleştirilecek bir çalışma için hazırlanmıştır. Sizden istenen her bir ifadenin karşısındaki boşluğa (X) koymanızdır. Yanıtlarınızı içtenlikle vermeniz araştırmanın güvenilir sonuçlar vermesi açısından önemlidir. Vereceğiniz cevaplar gizli kalacak ve bu araştırma dışında herhangi bir şekilde kullanılmayacaktır. Dürüst yanıtlarınız ve zaman ayırdığınız için teşekkür ederim.

Murat Gölgeli

KİŞİSEL BİLGİLER

- TC Kimlik No : _____
- Sınıf : 1 () 2 () 3 () 4 ()
- Cinsiyet : Kadın () Erkek ()
- Yaş : 16–18 () 19–20 () 21–23 () 24–26 () 27–30 ()

EDEBİYAT VE EDEBİYAT DERSLERİ HAKKINDAKİ GÖRÜŞLERİNİZ;					
1. Bölümde İngilizce edebiyat derslerinin yanı sıra ana dilimde edebiyat dersi almaktan keyif alırım.	()	()	()	()	()
2. Bölümde İngilizce edebiyat derslerinin yanı sıra ana dilimde edebiyat dersi almak bana yaratıcı düşünce becerilerim açısından yararlı olur.	()	()	()	()	()
3. Bölümde İngilizce edebiyat derslerinin yanı sıra ana dilimde edebiyat dersi almak bana ana dil gelişimim açısından yararlı olur.	()	()	()	()	()
4. Bölümde İngilizce edebiyat derslerinin yanı sıra ana dilimde edebiyat dersi almak bana eleştirel düşünce becerilerim açısından yararlı olur.	()	()	()	()	()
5. Bölümde İngilizce edebiyat derslerinin yanı sıra ana dilimde edebiyat dersi almak bana sosyal ilişki becerilerim açısından yararlı olur.	()	()	()	()	()
6. Bölümde İngilizce edebiyat derslerinin yanı sıra ana dilimde edebiyat dersi almak bana kültür birikimim açısından yararlı olur.	()	()	()	()	()
7. Bölümde edebiyat derslerini İngilizce almaktan keyif alıyorum.	()	()	()	()	()
8. Edebiyat derslerini İngilizce almanın bana yaratıcı düşünce becerilerim açısından yararlı olduğunu düşünüyorum.	()	()	()	()	()
9. Edebiyat derslerini İngilizce almanın bana eleştirel düşünce becerilerim açısından yararlı olduğunu düşünüyorum.	()	()	()	()	()

10.Edebiyat derslerini İngilizce almanın bana sosyal ilişki becerilerim açısından yararlı olduğunu düşünüyorum.	()	()	()	()	()
11.Edebiyat derslerini İngilizce almanın bana İngilizce dil gelişimim açısından yararlı olduğunu düşünüyorum.	()	()	()	()	()
12.Edebiyat derslerini İngilizce almanın bana İngiliz dili kültür birikimim açısından yararlı olacağını düşünüyorum.	()	()	()	()	()
13.İngilizce Öğretmenliği Ana Bilim Dalı öğrencileri bölümde edebiyat dersleri alma konusunda teşvik edilmeliler.	()	()	()	()	()
14. Karakterlerinin yaşamları benim yaşamıma benzeyen edebi eserleri okumaktan zevk alıyorum.	()	()	()	()	()
15. Karakterlerinin yaşamları benim yaşamıma benzemeyen edebi eserleri okumaktan zevk alıyorum.	()	()	()	()	()
16. Benimkine benzer yaşantılar üzerine yazılmış edebi eserler okumaktan zevk alıyorum.	()	()	()	()	()
17. Benimkinden farklı deneyimler üzerine yazılmış edebi eserler okumaktan zevk alıyorum.	()	()	()	()	()
18. Edebiyat derslerinde okuyacağım eserleri kendim seçtiğimde mutlu oluyorum.	()	()	()	()	()
19. Edebiyat derslerinin İngilizce dil bilgisi düzeyimi geliştirdiğini düşünüyorum.	()	()	()	()	()
20. Edebiyat derslerinin İngilizce kelime bilgimi geliştirdiğini düşünüyorum.	()	()	()	()	()
21. Edebiyat derslerinin İngilizce yazma becerimi geliştirdiğini düşünüyorum.	()	()	()	()	()
22. Edebiyat derslerinin İngilizce okuma anlama becerimi geliştirdiğini düşünüyorum.	()	()	()	()	()
23. Edebiyat derslerinin ileride mesleki yaşantımda yararlı olacağını düşünüyorum.	()	()	()	()	()
24. Edebiyat derslerinde eserler üzerine yapılan çıkarımlara katılmasam da kabul etmek zorunda kalıyorum.	()	()	()	()	()

25.Edebiyat derslerinde okuduğumuz eserlerin şimdiye kadar verilenden daha ayrıntılı işlenmesini tercih ederim.	()	()	()	()	()
26.Edebiyat derslerinde verilen ödevleri yapmaktan zevk alıyorum.	()	()	()	()	()
27.Anadili İngilizce olan ülkelerin kültürleri hakkında bilgim yeterli düzeydedir.	()	()	()	()	()
28.Edebiyat derslerinde okunması gereken kitapları istemeyerek okuyorum.	()	()	()	()	()

OKUMA ALIŞKANLIĞINIZ;					
29. Çocukken harçlıklarım ile kitap alırdım.	()	()	()	()	()
30. Çocukken arkadaşlarımla kitap değiş tokuşu yapardık.	()	()	()	()	()
31. Çocukken kütüphaneye giderdim.	()	()	()	()	()
32. Çocukken bana yüksek sesle kitap okurlardı.	()	()	()	()	()
33. Ailemin evinde farklı türde (roman, şiir, kısa öykü) kitaplar bulunurdu.	()	()	()	()	()
34. Anadilimdense İngilizce edebi eserler okumaktan zevk alıyorum.	()	()	()	()	()
35. Hem anadilimde hem de İngilizce de edebi eserler okumaktan zevk alıyorum.	()	()	()	()	()
36. Ödev olarak verilenin dışında da İngilizce her tür yayını (gazete, dergi, roman vb) okuyorum.	()	()	()	()	()
37.Derslerde verilen ödevleri yapmak için kütüphaneden faydalanıyorum.	()	()	()	()	()
38. Anadilimde okuduklarımı başkalarıyla paylaşmaktan zevk alırım.	()	()	()	()	()
39. İngilizce'de okuduklarımı başkalarıyla paylaşmaktan zevk alırım.	()	()	()	()	()
40. Anadilimde okuduğum edebi eserlerdeki örtük anlamları bulup çıkarmaktan zevk alıyorum.	()	()	()	()	()
41. İngilizce okuduğum edebi eserlerdeki örtük anlamları bulup çıkarmaktan zevk alıyorum.	()	()	()	()	()

SİZE GÖRE İNGİLİZCE DÜZEYİNİZ;					
42. Edebiyat dersleri için İngilizce dilbilgisi düzeyim;	()	()	()	()	()
43. Edebiyat dersleri için İngilizce yazılı olarak kendimi ifade etme becerim;	()	()	()	()	()
44. Edebiyat dersleri için İngilizce metinleri okuma anlama becerim;	()	()	()	()	()
45. Edebiyat dersleri için İngilizce kelime bilgim;	()	()	()	()	()
46. İngilizce konuşma becerim;	()	()	()	()	()
47. İngilizce'de dinlediğimi anlama becerim;	()	()	()	()	()

EDEBİYAT ÖĞRENİRKEN TERCİH ETTİĞİNİZ ÖĞRENİM YÖNTEMLERİ;					
48. Öğrenciler ders öncesi okudukları eseri, eserin bölümünü kendi aralarında küçük gruplar oluşturarak tartışır, gruptan bir kişi tüm sınıfa tartışmayı özetler.	()	()	()	()	()
49. Öğretim elemanı okunan eser hakkında genel bilgi verir, konuyu anlatır, arada öğrenci sorularına yanıt verir.	()	()	()	()	()
50. Öğretim elemanı öğrencilerin ders öncesi okudukları eser, eserin bölümü hakkında sorular sorar ve tartışma açar, öğrenciler soruları yanıtlarlar.	()	()	()	()	()
51. Öğretim elemanı öğrenciler eseri okumadan önce yönlendirici sorular verir, öğrenciler bu sorular yardımıyla eseri okur, inceler ve sınıfta tartışır.	()	()	()	()	()
52. Öğrenciler bireysel olarak eserin sözlü sunumunu yaparlar ve ardından sınıfça tartışılır.	()	()	()	()	()
53. Öğrenciler grup şeklinde eserin sözlü sunumunu yaparlar ve ardından sınıfça tartışılır.	()	()	()	()	()
54. Öğretim elemanı öğrenciler eseri okumadan önce eserin yorumunu yapar sonra öğrenciler eseri okurlar.	()	()	()	()	()
55. Öğrenciler eser hakkında araştırma yaparlar, kritikleri okurlar, eseri okurlar, sınıf içi tartışmaya katılırlar.	()	()	()	()	()

56. Öğrenciler eseri okurlar ve belirli aralıklarla öğretim elemanı ile öğrendiklerini birbir tartışır.	()	()
Diğer		

- İngilizce'nin baskın olarak konuşulduğu bir ülkede buldunuz mu? Evet () Hayır ()
- Ne kadar süre kaldınız? _____
- Gidiş Amacınız _____
- Ortaöğretimde İngilizce edebiyat dersleri aldınız mı? Evet () Hayır ()
- Anadilimde kitap (roman, kısa öykü, şiir, vb) okuyorum. Evet () Hayır ()
- Anadilimde ayda okuduğum kitap(roman, kısa öykü, şiir vb) sayısı 1() 2() 3() 4()
- Anadilimde süreli yayımları (gazete, dergi vb) okuyorum. Evet () Hayır ()
- Okulda verilenin dışında İngilizce kitap (roman, kısa öykü, şiir, vb) okuyorum. Evet () Hayır ()
- Okulda verilenin dışında ayda okuduğum İngilizce kitap (roman, kısa öykü, şiir vb) sayısı 1 () 2 () 3 () 4 ()
- İngilizce süreli yayımları (gazete, dergi vb) okuyorum. Evet () Hayır ()

NOT: Bu uygulanan anket hakkında konuşmak için araştırmacı ile görüşmeyi kabul ediyorum. Evet () Hayır ()

Katıldığınız için teşekkür ederim. **LÜTFEN DİĞER ANKETE GEÇİNİZ**

APPENDIX B
The Questionnaire

The questionnaire was developed with the purpose of evaluating the feelings of students at Anadolu University education Faculty, English Language Teaching Programme. All you are suppose to do is to put (X) next to the item which you think best expresses your opinion. Being sincere in your responses will have a significant value for the objectivity of the study. You are assured that the responses that you gave to the items in the study will be confidential and will not be used for any other purposes. I kindly thank all of you for sparing time and for being sincere.

Murat Gölgeli

PERSONAL INFORMATION

- ID NUMBER : _____
- Class : 1 () 2 () 3 () 4 ()
- Sex :Female () Male ()
- Age :16–18 () 19–20 () 21–23 () 24–26 () 27–30 ()

OPINIONS ABOUT LITERATURE AND LITERATURE COURSES				
1. I enjoy taking literature courses in my mother tongue along with the ones offered in English	()	()	()	()
2. Taking literature courses in Turkish along with the ones in English helps me in creative thinking	()	()	()	()
3. Taking literature courses in Turkish along with the ones in English helps me in improving my mother tongue	()	()	()	()
4. Taking literature courses in Turkish along with the ones in English helps me in critical thinking skills	()	()	()	()
5. Taking literature courses in Turkish along with the ones in English helps me in terms of my social skills	()	()	()	()
6. Taking literature courses in Turkish along with the ones in English helps me in terms of my cultural development	()	()	()	()
7. I enjoy taking literature courses in English	()	()	()	()
8. Taking literature courses in English helps me in creative thinking	()	()	()	()
9. Taking literature courses in English helps me in critical thinking skills	()	()	()	()

10. Taking literature courses in English helps me in terms of my social skills	()	()	()	()	()
11. Taking literature courses in English helps me improve my English	()	()	()	()	()
12. Taking literature courses in English helps me in terms of my knowledge on English culture	()	()	()	()	()
13. TEFL students should be encouraged to take literature courses in the department	()	()	()	()	()
14. I enjoy reading literary works about people whose lives are similar to mine	()	()	()	()	()
15. I enjoy reading literary works about people whose lives are unlike mine	()	()	()	()	()
16. I enjoy reading literary works whose subject matters resemble my experiences	()	()	()	()	()
17. I enjoy reading literary works whose subject matters do not resemble my experiences	()	()	()	()	()
18. I enjoy reading literature if I choose what I want to read	()	()	()	()	()
19. I think literature courses improve my knowledge of English grammar	()	()	()	()	()
20. I think literature courses improve my vocabulary in English	()	()	()	()	()
21. I think literature courses improve my writing skills in English	()	()	()	()	()
22. I think literature courses improve my reading comprehension	()	()	()	()	()
23. I think literature courses will be useful for my future career	()	()	()	()	()
24. I feel obliged to accept the literary analyses in class	()	()	()	()	()

25. I like the lecturers to examine the literary works in more detail	()	()	()	()	()
26. I enjoy doing literature homework	()	()	()	()	()
27. I have enough knowledge of cultures of English speaking countries	()	()	()	()	()
28. I dislike reading literary works assigned in literature classes (Reverse coded)	()	()	()	()	()

READING HABITS;					
29. I used to buy books with my pocket money when I was a child	()	()	()	()	()
30. I used to exchange books with my friends when I was a child	()	()	()	()	()
31. I used to go to libraries when I was a child	()	()	()	()	()
32. Someone read me aloud when I was a child	()	()	()	()	()
33. There were different types of books (novel, poetry, short story, etc.) in our house	()	()	()	()	()
34. I prefer reading literature in English to reading in Turkish	()	()	()	()	()
35. I like reading literature both in English and Turkish	()	()	()	()	()
36. I read all types of publications (newspaper, magazine, novel, etc.) along with the ones assigned in class.	()	()	()	()	()
37. I go to the libraries to do my literature homework	()	()	()	()	()
38. I enjoy sharing my opinions with others on what I read in my mother tongue	()	()	()	()	()
39. I enjoy sharing my opinions with others on what I read in English	()	()	()	()	()
40. I enjoy looking for underlying meanings of what I read in Turkish	()	()	()	()	()
41. I enjoy looking for underlying meanings of what I read in English	()	()	()	()	()

YOUR PROFICIENCY LEVEL OF ENGLISH;					
42. My knowledge of English grammar for literature courses;	()	()	()	()	()
43. My English writing skills for literature courses;	()	()	()	()	()
44. My reading comprehension in English for literature courses;	()	()	()	()	()
45. My vocabulary knowledge of English for literature courses;	()	()	()	()	()
46. My English speaking skills;	()	()	()	()	()
47. My listening comprehension skills;	()	()	()	()	()

METHODOLOGY THAT YOU PREFER WHEN TAKING LITERATURE CLASSES			
48. Small-Group Work	()	()	()
49. Lecture	()	()	()
50. Whole-class Discussion	()	()	()
51. Warm-up questions offered by lecturer followed by individual reading and classroom discussion	()	()	()
52. Student-led	()	()	()
53. Group presentations	()	()	()
54. Prior knowledge offered by lecturer followed by individual reading	()	()	()
55. Individual research about the work followed by class discussion	()	()	()
56. Individual reading followed by one to one discussion with the lecturer	()	()	()
Other			

- Have you ever spent time in a country where English is the dominant language?
Yes () No ()

- How much time did you spend there? _____

- What was your purpose? _____

- Did you take literature classes in secondary school? Yes () No ()

- I read literary works in my mother tongue. Yes () No ()

- Number of books I read in Turkish 1() 2() 3() 4()

- I read periodicals in my mother tongue Yes () No ()

- I read English books along with the ones assigned at school. Yes () No ()

- Number of English books I read aside from the ones assigned at school
1 () 2 () 3 () 4 ()

- I read English periodicals. Yes () No ()

PS: Would you like to have an interview with the researcher? Yes () No ()

Thank you for participating. **Please Continue with the Next Questionnaire**

APPENDIX C
Reading Motivation Questionnaire

The following statements are about your reading motivation in *English*. Please indicate the level of your agreement or disagreement with each statement by circling the appropriate number: 1 indicates strong disagreement, 5 indicates strong agreement.

	STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
1. I am a good reader.	1	2	3	4	5
2. I don't know why I sometimes get low grades in reading.	1	2	3	4	5
3. I know how well I am doing before I get my paper back.	1	2	3	4	5
4. I know how to get good grades in reading if I want to.	1	2	3	4	5
5. I like hard, challenging books.	1	2	3	4	5
6. I like to look up words I don't know.	1	2	3	4	5
7. I like it when there are questions that make me think about what I read in the text.	1	2	3	4	5
8. I don't like reading difficult texts.	1	2	3	4	5
9. I usually learn difficult things by reading.	1	2	3	4	5
10. If a topic is interesting I don't care how hard the text is.	1	2	3	4	5
11. If the teacher discusses something interesting, I might read more about it.	1	2	3	4	5
12. I have favourite subjects that I like to read about.	1	2	3	4	5
13. I like to learn new information about topics that interest me.	1	2	3	4	5
14. If I am reading about an interesting topic, I sometimes lose track of time.	1	2	3	4	5
15. I read about my hobbies to learn more about them.	1	2	3	4	5
16. I like to read about new things.	1	2	3	4	5
17. I enjoy reading about people in different countries.	1	2	3	4	5
18. I like to read about fantasy and imagine.	1	2	3	4	5
19. I like mysteries.	1	2	3	4	5
20. I like stories with interesting characters.	1	2	3	4	5
21. I make pictures in my mind when I read.	1	2	3	4	5
22. I read a lot of adventure stories.	1	2	3	4	5
23. I enjoy a long, involved story or fiction book.	1	2	3	4	5
24. It is very important for me to be a good reader.	1	2	3	4	5

25. In comparison to other activities I do, it is very important to me to be a good reader.	1	2	3	4	5
26. My friends sometimes tell me that I am a good reader.	1	2	3	4	5
27. I like to get compliments for my reading.	1	2	3	4	5
28. Grades are a good way to see how well you are doing on reading.	1	2	3	4	5
29. Getting graded in reading makes me nervous.	1	2	3	4	5
30. I like to get good grades in reading.	1	2	3	4	5
31. Getting a high grade in reading makes me proud.	1	2	3	4	5
32. I look forward to finding out my reading grade.	1	2	3	4	5
33. I read to improve my grades.	1	2	3	4	5
34. My friends and I like to trade things to read.	1	2	3	4	5
35. I talk to my friends about what I am reading.	1	2	3	4	5
36. I like being the best at reading.	1	2	3	4	5
37. I like to finish my reading before other students.	1	2	3	4	5
38. I like being the only one who knows an answer in something we read.	1	2	3	4	5
39. I am willing to work hard to read better.	1	2	3	4	5
40. I read as little as possible for my schoolwork.	1	2	3	4	5
41. I read because I have to.	1	2	3	4	5
42. It is important for me to do my reading work carefully.	1	2	3	4	5
43. I read things that are not assigned.	1	2	3	4	5
44. I always do my reading work as the teacher wants it.	1	2	3	4	5
45. Finishing every reading assignment is very important to me.	1	2	3	4	5
46. I always try to finish my reading on time.	1	2	3	4	5
47. I don't like to read loud out in class.	1	2	3	4	5
48. I think worksheets are boring.	1	2	3	4	5
49. I don't like vocabulary questions.	1	2	3	4	5
50. Complicated stories are no fun to read.	1	2	3	4	5
51. I don't like having to write about what I read.	1	2	3	4	5
52. I don't like reading stories that are too short.	1	2	3	4	5
53. I don't like reading something when the words are too difficult.	1	2	3	4	5
54. I don't like it when there are too many people in the story.	1	2	3	4	5

APPENDIX D

The Curriculum that YOK Submitted

Introduction to Literature I: to understand the basic concepts and literary analysis and to introduce the literary movements, and to analyze the literary works.

Introduction to Literature II: To introduce the literary movements and literary terms, to apply literary analysis techniques to the advanced literary texts.

Short Story analysis and teaching: the characteristics of short stories and their place in literature classes, the methods to analyze short stories, and to analyze some contemporary English and American short stories.

Novel analysis and teaching: Characteristics of novel as a literary genre, analysis of novels and analyzing American and English novels that are good examples of literary movements.

Drama analysis and teaching: characteristics of plays, types of plays, analysis of English and American plays that represent theatre movements.

Poetry analysis and teaching: the characteristics of poetry, analyzing the examples of English and American poems.

APPENDIX E

The Contents of the Courses in English Teaching Department at Anadolu University

Introduction to Literature I: various forms of texts in English literature: short story, poetry, drama, novel; works of English writers are analyzed from the perspectives of the writer; sample text forms: analysis, interpretation; developing skills of analysis; introduction to works of literature; language of poetry: comparing English poetry language with the Turkish poetry language; poetry; figures of speech: simile, metaphor, synecdoche; analysis of English novel: analysis, critical reading, point of view and perspectives, setting and time, character, protagonist, chronological order of events; development of English drama; types of drama.

Introduction to Literature II: periods and movements: old English period, Anglo-Norman period, Middle English period, neo-classic period, romantic period, Edwardian period, modern period: neo-classicism, romanticism, humanism, naturalism, existentialism; analyzing sample works of English writers; writers' perspectives; alternative approaches: epic poetry, novel, sonnets, drama; criticism of advanced text types.

Short Story Analysis and Teaching: basic aspects of short stories; place and importance of them in literature; methods for examining and analyzing short stories; finding main ideas, character-main character analysis, analysis of the events chronologically and summarizing, establishing cause-effect relationships between events, analyzing and commenting on people and events, relating the author and story, analyzing the story language, analysis of example short stories from American and English literature based on the methods stated above.

Novel Analysis and Teaching: approaches to the study of novel as a genre; critical analyses based on close readings of Anglo-American novels.

Drama Analysis and Teaching: elements of drama; types of drama; methods of analyzing drama; analyzing the literary movements of sample American and English dramas; the usage of drama texts in language learning; using drama texts in communication; using drama texts in reading; analyzing and understanding various levels of narration; using the dialogue in speaking skill.

Poetry Analysis and Teaching: approaches to analyses of Anglo-American poetry; critical reading and appreciation of poems from various periods of Anglo-American literature

APPENDIX F

The Factor Analysis of the Literature Questionnaire

Factor analysis is a statistical technique that helps the researcher determine if groups of items go together to form a factor or construct. It is a statistical tool often used in questionnaire development (Wigfield and Guthrie, 1995).

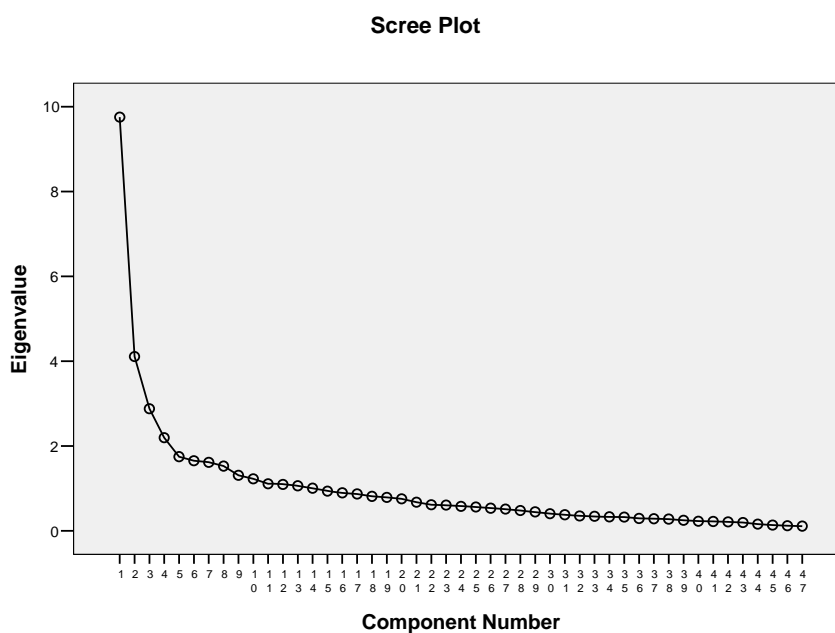
Factor analysis takes a large set of variables and finds a way that the data can be reduced or summarized using a smaller set of components (Pallant, 2001). Items of the questionnaire were subjected to principal components analysis (PCA). Prior to performing PCA, the suitability of data for factor analysis was assessed according to Field (2000) and Pallant (2001). Questions regarding the preferred technique of instruction (question 48 through 56) were removed from the factor analysis, since they were individual items related to different instructional techniques rather than views about literature. Besides, those questions reduced the Kaiser-Meyer-Okin Measure of Sampling Adequacy, which should be as high as possible. After removing the techniques questions, the suitability of data were inspected again. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above, which was necessary. Moreover, the Kaiser-Meyer-Okin Measure of Sampling Adequacy was .81, exceeding the recommended value of .6. Finally, Bartlett's Test of Sphericity reached a significance value of .001, which supports the factorability of the correlation matrix obtained from the items.

Along with the above considerations for the suitability of the dataset for factor analysis, the sample size was also ideal for the analysis. Pallant (2001) suggests that samples smaller than 150 participants should be examined with caution

in terms of factor analysis. The current study had 220 participants, which is ideal for factor analysis.

Principal component analysis revealed the presence of 5 components with eigenvalues exceeding 1, which explain approximately 44 per cent of the variance. The scree plot was examined using Catell's (1966) scree test. There was a clear break after the 5th component. Thus, it was decided to retain 5 components for further investigation (See figure below):

Scree Plot Showing the Distribution of the Components



Varimax rotation was performed to interpret the given components. Components and eigenvalues obtained from the rotated solution are given below. Items with absolute values less than .30 were suppressed as suggested by Pallant (2001):

Component 1 – Views about Literature in English

Question	Eigenvalue
7. I enjoy taking literature courses in English	.729
8. Taking literature courses in English helps me in creative thinking	.710
9. Taking literature courses in English helps me in critical thinking skills	.677
10. Taking literature courses in English helps me in terms of my social skills	.585
11. Taking literature courses in English helps me improve my English	.682
12. Taking literature courses in English helps me in terms of my knowledge on English culture	.672
13. TEFL students should be encouraged to take literature courses in the department	.673
19. I think literature courses improve my knowledge of English grammar	.603
20. I think literature courses improve my vocabulary in English	.585
21. I think literature courses improve my writing skills in English	.454
22. I think literature courses improve my reading comprehension	.608
23. I think literature courses will be useful for my future career	.586
25. I like the lecturers to examine the literary works in more detail	.419
26. I enjoy doing literature homework	.544
28. I dislike reading literary works assigned in literature classes (Reverse coded)	.362
34. I prefer reading literature in English to reading in Turkish	.329
41. I enjoy looking for underlying meanings of what I read in English	.316

Component 2 – Views about Literature in Turkish

Question	Eigenvalue
1. I enjoy taking literature courses in my mother tongue along with the ones offered in English	.801
2. Taking literature courses in Turkish along with the ones in English helps me in creative thinking	.811
3. Taking literature courses in Turkish along with the ones in English helps me in improving my mother tongue	.771
4. Taking literature courses in Turkish along with the ones in English helps me in critical thinking skills	.751
5. Taking literature courses in Turkish along with the ones in English helps me in terms of my social skills	.696
6. Taking literature courses in Turkish along with the ones in English helps me in terms of my cultural development	.505
40. I enjoy looking for underlying meanings of what I read in Turkish	.327

Component 3 – Proficiency

Question	Eigenvalue
27. I have enough knowledge of cultures of English speaking countries	.393
42. My knowledge of English grammar for literature courses	.575
43. My English writing skills for literature courses	.643
44. My English writing skills for literature courses	.607
44. My reading comprehension in English for literature courses	.656
45. My vocabulary knowledge of English for literature courses	.632
46. My English speaking skills	.520
47. My listening comprehension skills	

Component 4 – Personal Taste in Reading

Question	Eigenvalue
14. I enjoy reading literary works about people whose lives are similar to mine	.638
16. I enjoy reading literary works whose subject matters resemble my experiences	.668
18. I enjoy reading literature if I choose what I want to read	.520
37. I go to the libraries to do my literature homework	.414
38. I enjoy sharing my opinions with others on what I read in my mother tongue	.458
39. I enjoy sharing my opinions with others on what I read in English	.507

Component 5 – Upbringing and Habits

Question	Eigenvalue
29. I used to buy books with my pocket money when I was a child	.678
30. I used to exchange books with my friends when I was a child	.629
31. I used to go to libraries when I was a child	.550
32. Someone read me aloud when I was a child	.415
33. There were different types of books (novel, poetry, short story, etc.) in our house	.400
35. I like reading literature both in English and Turkish	.345
36. I read all types of publications (newspaper, magazine, novel, etc.) along with the ones assigned in class.	.392

As shown in the tables above, components revealed a number of strong loadings. Besides, all variables loaded substantially on only one component. The five factor solution explained a total of 44.38 per cent of the variance, with

component 1 contributing 13.55 per cent, component 2 contributing 8.71 per cent, component 3 contributing 7.51 per cent, component 4 contributing 7.40 per cent and component 5 contributing 7.21 per cent. According to results of the analysis, the questionnaire items were grouped under 5 categories.

APPENDIX G

Overall Reading Motivation Scores

The group's mean for the motivation questionnaire was 3.45 with a standard deviation of .26. This was examined through a one-sample t-test in order to see whether the group's average is significantly different from the neutral value (i.e. 3).

The Average of Reading Motivation Scores

Variable	N	Mean	Standard Deviation	t value	p value
Reading Motivation Scores	220	3.4493	.25799	25.775	.001

As the table suggests, the group's overall average (M=3.449) is significantly higher than the accepted neutral value at a probability value of .001.

APPENDIX H

Component 3 –Perceived Proficiency Levels

Question	N=220	Strongly disagree/ disagree	Neutral	Strongly agree/ agree
		%	%	%
27. I have enough knowledge of cultures of English speaking countries		56,0	34,5	9,5
Question	N=220	Very Bad & Bad	Fair	Very Good & Good
		%	%	%
42. My knowledge of English grammar for literature courses		1,8	26,8	71,4
43. My English writing skills for literature courses		10,0	33,2	56,8
44. My reading comprehension in English for literature courses		2,8	24,5	72,7
45. My vocabulary knowledge of English for literature courses		10,4	47,3	42,3
46. My English speaking skills		17,3	48,2	34,5
47. My listening comprehension skills		13,6	33,6	52,8

APPENDIX I

Component 4 – Personal Taste in Reading

Question	N=220	Strongly disagree/ disagree %	Neutral %	Strongly agree/ agree %
14. I enjoy reading literary works about people whose lives are similar to mine		11,0	8,6	80,4
16. I enjoy reading literary works whose subject matters resemble my experiences		10,9	10,5	78,6
18. I enjoy reading literature if I choose what I want to read		6,4	19,1	74,5
Question	N=220	Never & Rarely %	sometimes %	Often & Always %
37. I go to the libraries to do my literature homework		11,4	30,5	58,1
38. I enjoy sharing my opinions with others on what I read in my mother tongue		0,9	14,5	84,6
39. I enjoy sharing my opinions with others on what I read in English		7,3	22,3	70,4

APPENDIX J

Component 5 –Upbringing and Habits

Question	N=220	Never & Rarely %	sometimes %	Often & Always %
29. I used to buy books with my pocket money when I was a child		34,1	46,8	19,1
30. I used to exchange books with my friends when I was a child		20,0	34,1	45,9
31. I used to go to libraries when I was a child		35,9	27,7	36,4
32. Someone read me aloud when I was a child		71,4	20,5	8,1
33. There were different types of books (novel, poetry, short story, etc.) in our house		35,4	19,1	45,5
35. I like reading literature both in English and Turkish		7,3	34,1	58,6
36. I read all types of publications (newspaper, magazine, novel, etc.) along with the ones assigned in class.		20,9	52,3	26,8