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AN ANALYSIS OF
THE ATTITUDES OF THE INSTRUCTORS AND STUDENTS
TOWARDS THE USE OF LITERATURE
IN ENGLISH LANGUAGE TEACHING

A Master's Thesis

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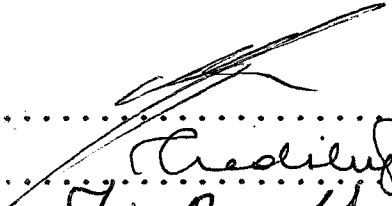
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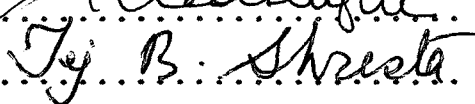

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ABSTRACT

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This thesis aims at investigating the relationships between the study of literature and language teaching in preparatory classes. The study also intends to investigate whether there exists a statistically significant difference between the opinions of instructors and students on the study of literature in language teaching with particular reference to their departmental affiliations. For this purpose subjects were chosen randomly from three different universities --Gaziantep University, Atatürk University and Van 100. Yıl University-- having English Language and Literature Department Preparatory Classes. Subjects were also included from two other departments that offered English instruction as a service course for students from other departments in the University of Gaziantep, Foreign Languages Department and Girne American University Business Management Department Preparatory Section.

A descriptive type of investigation has been undertaken in this study. In order to collect data, a questionnaire has been prepared and administered to the subjects. After the administration of the questionnaire the differences between the opinions of instructors at the departments and opinions of students based on the departmental affiliations have been analyzed. The percentages of the results have been illustrated in the tables and the results have been tested by the non-parametric test of 'significance', chi-square.

The analysis of data indicated that there existed a significant difference between the opinions of students and instructors for some of the questions on the use of literature in language teaching. This difference originates from the departments they study in. In the light of the findings of this study further recommendations have been made.



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ÖZ

ÖĞRETMENLERİN VE ÖĞRENCİLERİN

İNGİLİZ DİLİ EĞİTİMİNDE

EDEBİYATIN KULLANIMI İLİŞKİN TUTUMLARININ ANALİZİ

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Bu çalışma hazırlık sınıflarında dil öğretimi ile edebiyatın kullanımı arasındaki ilişkiyi araştırmayı amaçlamaktadır. Bu çalışma aynı zamanda bölümleri ile ilgili olarak öğrencilerle öğretim elemanlarının dil öğretiminde edebiyatın kullanımı ile ilgili görüşleri arasında farklılık olup olmadığını araştırmayı da amaçlamıştır. Bu amaçla, örneklem İngiliz Dili ve Edebiyatı Bölümü Hazırlık sınıfı olan Gaziantep Üniversitesi, Atatürk Üniversitesi ve Van 100. Yıl Üniversitelerinden tesadüfen seçilmiş öğrenci ve öğretim elemanlarını kapsamaktadır. Bunun yanı sıra İngilizcenin servis dersi olarak okutulduğu bölümlerden; Gaziantep Üniversitesi Yabancı Diller Bölümü hazırlık sınıflarından ve Girne Amerikan Üniversitesinden öğrencilerle öğretim elemanları aynı amaçla çalışmaya dahil edilmiştir. Bu bir descriptive çalışma olup verilerin toplanması için bir anket hazırlanmış ve uygulanmıştır. Anketin uygulanmasından sonra öğrenci ve öğretim elemanlarının düşünceleri arasındaki farklılıklar analiz edilmiştir. Sonuçların yüzdeleri tablolarda gösterilmiş ve anlamlılıkları chi-square testi ile sınanmıştır.

Sonuçlar öğretim elemanları ve öğrencilerin bu konudaki düşünceleri arasında bazı yönlerden farklılık göstermektedir. Bu farklılıklar öğrenci ve öğretim elemanlarının buldukları bölümlerden kaynaklanmaktadır. Bulgular ışığı altında ileriye dönük bazı önerilerde bulunulmuştur.

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LIST OF SYMBOLS

- FL: Foreign Language
- EPS: English Preparatory School
- ELT: English Language Teaching
- EFL: English as a Foreign Language
- ESL: English as a Second Language
- TEFL: Teaching of English as a Foreign Language
- TESL: Teaching English as a Second Language
- FLPS: Foreign Languages Department Preparatory School
- LDPS: Literature Department Preparatory School

CHAPTER I

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

1.1.1. Language and Language Learning

Language is the reflection of human thought processes. Thus, language learning depends on the way in which the mind observes, organises and stores information. So, the key to successful language learning and teaching lies in the understanding of the structure and process of the mind.

As Richards (1977) puts it language learning is a kind of data processing and hypothesis forming activity of a cognitive sort.

According to Brown(1980:7):

" learning is acquisition or "getting", learning is retention of information or skill, here retention implies storage systems, memory, cognitive organization".

He defends the idea that learning involves active, conscious focus on and acting upon events outside or inside organism. Learning is not permanent but temporary and subject to forgetting. It involves some form of practice. Learning is a change in behavior.

The traditional assumption in English language teaching, especially in situations where English was the medium of instruction, was to offer the same literary materials overseas as in Britain, and to attempt to make the route to it easier by the extensive use of graded readers.

In reality, the learning of an internationally useful language is a positive achievement for the university, the student, and the foreign language department. Nevertheless, the quality of the courses offered must be such that the students truly acquire the level of knowledge, proficiency, and good command of a foreign language demanded by the overall investment of time, financial resources, and effort.

In learning a language the learner is engaged, therefore, in a creative process of "making meanings" and increasing his "language capacity". By actively encouraging the students to make predictions, draw inferences, and test out their hypotheses as they read, we encourage them to the extent their capacity for "making meanings" in English. In order to interpret a novel, the reader is forced to pay more attention than usual to the kind of language used in the novel and their general awareness of how language items acquire meaning is developed.

Widdowson (1984:246) talks about the "language capacity".

By this he means:

"the ability to exploit the resources for making meaning which are available in the language whether these have been codified or not".

According to Brooks (1964) both language and literature are parts of the verbal symbolization of experience called discourse.

1.1.2. Language and Literature

Language, the medium of communication; and literature, the product of language are closely related with each other. As Bloom (1971) puts it literature is the product of its culture and it is used in order to convey the message. Literature is language in use, so it cannot be separated from language. In a literary context, it is possible for the learner to accomplish a great knowledge of vocabulary and grammar. Students can use some of the lexical items in suitable sentences of their own, and this helps them to incorporate the items into their active vocabulary. Literature provides learners with an ability to comprehend the message given and an ability to express their personal opinions about the event in a literary text. At the same time literature can be a source for writing in EFL both as a model and as subject matter. Literature motivates students to use their oral skills. Students can practice their language knowledge effectively.

1.2. PROBLEM

Should literature be used in language teaching?

This is the question which will certainly be discussed in this study.

As it is claimed by Joanne Collie and Stephen Slater (1987), literature is the embodiment of a static, convulated kind of language, and it is far removed from daily conversation. Literature offers a great deal of written materials which are important in the sense that they say something about human issues, and which is permanent rather than temporary.

Literature is a medium of language teaching to some of the writers. It provides an opportunity for the students to achieve the correct and perfect use of the language being taught/learnt through experiencing cultural points in the works they study. It bears the features of the culture the language belongs to and this also helps the students gain a more realistic interpretation skill about the features of the language.

After surveying the literature review on this area it is likely to say that the use of literary works in language classes facilitates the language teaching and has some advantages. First, it broadens the students' horizons by giving them a taste of the classics of the literature. Then it improves students' general cultural awareness and stimulates the students' creativity, literary imagination and develops their appreciation of the literature. Literature can also be used to enrich students' awareness of the linguistic and rhetorical structure of literary discourse. Literature provides a cultural enrichment. Many language learners can learn the ideas, feelings, customs, and possessions of target country easily by studying its literature.

By looking at all the advantages above, it can be said that the use of literary works in language teaching has countless functions and there is a need for the use of literature in language classes.

Therefore, the problem of this study is to investigate the use and place of English and American Literature in the English Preparatory Schools of English Language and Literature Department at Van 100. Yil, Atatürk, and Gaziantep University, Foreign Languages Department Preparatory Section of Gaziantep University and Business Management Department Preparatory Section of Girne American University.

1.3. PURPOSE

There is not much research done on the use of literature in language teaching in the field of foreign language teaching up to now. Therefore, a study on this matter may provide a fruitful insight into foreign language education.

It has been realised that the use of literature in language teaching is important in utilizing the language because it enriches the learner's awareness of the linguistic and rhetorical structure of literary discourse.

Within the scope of this study, the main purpose is to investigate the attitudes of the teachers and students towards the use and place of literature in facilitating the language teaching and learning at Preparatory Classes of English Language and Literature Departments of three different universities and Preparatory Classes of Gaziantep University Foreign Languages Department and Girne American University Business Management Department. The differences of the opinions of students and instructors at all Preparatory Classes have also been investigated.

1.4. SCOPE

The two tables below show the whole population and the selected sample group in numbers.

Population Subjects	Gaziantep U		Atatürk Univ. LDPS.	Van 100. Univ. LDPS.	Girne Ame.Univ EPS.	TOTAL
	FLPS	LDPS.				
STUDENTS	431	27	75	28	30	591
INSTRUCTORS	30	13	6	6	10	65

Sample Subjects	Gaziantep U		Atatürk Univ. LDPS.	Van 100. Univ. LDPS.	Girne Ame.Univ EPS.	TOTAL
	FLPS	LDPS.				
STUDENTS	79	22	65	23	28	217
INSTRUCTORS	30	11	2	6	4	53

The population for this study consists of three different universities having English Language and Literature Department Preparatory Section. The universities have been randomly chosen as samples for this study. Two other departments have been included in the sample group in order to investigate the difference between the opinions of students and instructors on the subject mentioned in the problem section. The reason for including two other department preparatory classes is to determine whether there exists a statistically significant difference between the opinions of instructors and students on the use of literature in FL teaching related with the department they belong to. The reason why Girne American University Business Management Department has been chosen is that it is a university which has a preparatory section and gives its education according to American system, speaking English is compulsory there and it was easy to administer the questionnaire.

As for the reason why Gaziantep University Foreign Languages Department Preparatory Section has been chosen to be the setting, it is the department which has English Preparatory Section and it was easy for the researcher to control the administration of the questionnaires.

This study is limited to the opinions of 110 English Language and Literature Department Preparatory Class students and 19 instructors at the same Department, 107 students and 34 instructors at other Departments. Totally there are 217 students and 53 instructors in the sample group.

1.5. HYPOTHESES

The following hypotheses are formulated for this study in null form:

A- There is no statistically significant difference between the opinions of the instructors and the students in the departments on the use of literature in language teaching.

B- There is no statistically significant difference between the opinions of students at English Language and Literature Department and students at other department preparatory classes on the use of literary works in language teaching.

C- There is no statistically significant difference between the opinions of instructors at English Language and Literature Department preparatory classes and opinions of instructors at other departments on the use of literary works in language teaching.

1.6. ASSUMPTIONS

In this study it is assumed that the tool used in determining the relationship between literature and language teaching is valid and reliable. The reliability and validity of the questionnaire has been verified by consulting some experienced instructors at Gaziantep University. The answers given by the subjects in the questionnaire are assumed to be sincere.

CHAPTER II

REVIEW OF LITERATURE

2.0. PRESENTATION AND HISTORICAL BACKGROUND

This chapter deals with the review of what has been done so far on the use of literature in language classrooms. Looking through TEFL/TESL writings of the late 1970s and early 1980s we find little about the use of literary works in language teaching. This shows that the relationship between literature and language has been neglected. During the 1980s a great change has occurred and literature has taken an important place in language teaching.

2.1. ADVANTAGES OF USING LITERATURE IN LANGUAGE CLASSES

Using literature in language teaching has many advantages for some researchers. However, some of the factors, such as the differences in students' language level, cultural background etc., should be taken into consideration to achieve great success.

The student must have an ability to comprehend and appreciate the literary text. If he is unable to do it, it is impossible for him to benefit from the literary text in learning language.

Spencer (1979:46) argues:

" literature can play an important role not 'as an end itself' but as a means of beginning a creative process in the minds and emotions of the students'".

In order to achieve such a creative process, a teacher must select a present literature that contains some common emotional and experiential elements with which students can actively identify.

According to Marckwardt (1978:19):

" there is a justifiable and profitable place for literature in the English curriculum, although it will differ in nature as the role of the language differs".

He says that the expectations and restrictions on the teaching of foreign languages also bear upon the teaching of English literature in ESL/EFL programs, particularly with respect to the teaching of foreign literature in translation.

The availability of English literature in translation is an important factor for consideration of its use on the college or university level.

Language enrichment is one of the other advantages sought through literature. Literature provides a rich context and every individual, lexical or syntactical items is made more memorable in such a context.

The sentence structure and its functions, different kinds of structures and different ways of connecting ideas enlarge and enrich the learners' own writing skills. By reading a substantial and contextual body of text, students become familiar with many features of the written language such as the formation and the function of the sentences, the variety of possible structures, the different ways of connecting ideas and all these broaden and enrich their own writing skills. The learners will have a greater, richer, deeper and more comprehensive understanding of English language. Literature would provide the learner with the widest variety of syntax, the richest variations of vocabulary discriminations and examples of language. The learner can learn the ideas, feelings, customs and possessions of target country through a mere exposure to the country's literary works. (Stern, 1987)

İçöz defends the idea that literature course should be offered only to the students who have the ability to read and comprehend the meaning of a text.

Brumfit (1986:25) says,

"although the texts being used are literary, and some of the responses of readers will be discussed in literary terms, the prime intention is to teach language, not the literature, and the texts may be used as contexts for exemplification and discussion of linguistic items which have no bearing on the value of work as literature".

According to Brumfit the main reason of using a literary text is to teach a language and the texts can be used as a material to show the linguistic items clearly. They must not carry the value of work as literature.

Povey (1972:187) says :

" literature will increase all language skills because it will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax".

Collie and Slater (1987) defend the idea that if the learner enjoys literature, he will achieve great language knowledge and he will get the pleasure of reading literary texts in his new language. So, literature must be a more significant part of a language teaching program and it must be used in such a way as to further the learner's mastery in four language skills; listening, speaking, reading and writing.

In reading literary texts, students have also to cope with the language intended for native speakers, and thus they gain extra familiarity with many different linguistic uses, and forms and conventions of writing: such as irony, exposition, argument, narration and so on.

McKay (1982) says that literature can foster an increase in reading proficiency, an evaluation of which rests on an understanding of what is involved in the reading process.

As Mackay (1982:530) puts:

" Reading is not a reaction against to a text but an interaction between reader and writer mediated through the text".

In addition to this, reading necessitates the ability to interact with a text by decoding the language and comprehending the concepts presented. In this situation the reader must be willing to interact with a particular text. It is claimed that literature provides the affective, attitudinal and experiential factors which will motivate students to read. The criterion of suitability depends on each particular group of students, their needs, interests, cultural background and language level. If the literary work is meaningful and enjoyable it stimulates the personal involvement and reading has a lasting and beneficial effect upon learners' linguistic and cultural knowledge. So it is better to set the balance between the learners' expectations and the work they will be asked to read.

As McKay (1982) proves; literature, which can be useful in developing linguistic knowledge both on a "usage" and "use" level, offers several benefits to ESL classes. Most present day literary texts assume that literature provides a basis for extending language usage. As it is known "usage" involves a knowledge of linguistic rules, whereas "use" requires knowing how to utilize these rules for effective communication. Using literature for this purpose has one advantage of presenting language in discourse. Language that illustrates a particular register or dialect exists within a social context, and thus, there is a basis to determine why a particular form is used. As such, literature is the best way of developing an awareness of language use.

What is important to a reader in aesthetic reading is the enjoyment acquired by participating in the text. Usage comes into play only when it impedes or highlights that experience.

To do other than this in the classroom results in a way that Widdowson (1979:80) puts it as a lack of authenticity, for example; an inappropriate relationship between the text and the reader.

Cultural enrichment is another advantage of the use of literary works in language teaching. Many language learners can learn the ideas, feelings, customs and possessions of target country easily by studying its literature.

As it is known, studying literature enables the reader to understand the foreign culture more clearly. A syllabus intended to provide valuable cultural information should include literary texts together with other information, and sources of stimulus, including historical and journalistic material, samples of art forms, accounts of scientific, technical and sociological factors.

According to Brumfit(1989) the course should seek to relate the development of an integrated language and literature curriculum at the school level with that of the post - school tertiary institutions.

As literature is the product of a particular culture and is more culture-bound than language, İçöz (1992) says that some awareness of the culture of English speaking countries is indispensable to an understanding and evaluation of literature written in English.

Stern (1987) says that literature provides information about the culture of its speakers as it deals with universal human experience within the context of particular setting and consciousness of particular people.

The students may have a chance to learn about history, customs and life styles within which these works were written. The writer's own world view, attitudes, beliefs and so on, can assist students. If the students are competent in the language and have familiarity with the literary conventions, they can concentrate on the literariness of the text - plot, characterization, value, motivation etc. At last, it can be said that the work should appeal to the students to achieve greater success. The students should like the text, and the language level should be up to the students' knowledge.

If the language is too difficult and the cultural references are inaccessible they will certainly have difficulty in understanding.

Stern (1987) proves that literature can help students understand, and eagerly participate in the target culture. Just as the language is both reflective of and determined by its speakers' culture, so is its literature. In fact, language, literature, and culture are integrally related. Literature can incorporate a great deal of cultural information. Literature can be described as a mirror, key, or link to a culture.

Thus, literature can be regarded as a window opening to the culture of the target language.

Reading a literary work willingly immerses the student into the world it depicts, as it involves him with its characters, plot and themes, surrounding him with the setting and the language.

Povey (1967) claims that language and culture are intertwined. (The cultural attitudes of a native speaker reflect his speech patterns). The language is the product of the culture and they reinforce each other. According to him literature guides a few more gifted students towards their own creativity by examples derived from the reading of literary works.

Stern (1987:47-48) puts that literature offers a special depth to language learning. It offers tremendous potential for ESL/EFL, linguistically, culturally and aesthetically, particularly in light of the current emphasis on teaching, communicatively.

Collie and Slater (1987) say that literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country, whose language is being learned.

In summary, literature has several benefits to ESL classes. It can be useful in developing linguistic knowledge both on a "usage" and "use" level. Then, to the extent that students enjoy reading literature, it increases their motivation in participating in the text and increases their reading proficiency. At last, the knowledge about a foreign culture through literature increases their understanding of that culture and they have an ability to create their own imaginative works.

2.2. THE ROLE OF THE TEACHER

The teacher has an important role as he has to provide information about the writer's attitude toward his work and about the conventions underlying the work. Teachers should guide the students. The teacher of literature has to be aware that his ultimate aim is to teach language and he has to provide the students with the attitudes and abilities relevant to the reading of literary texts. The teacher has to start a communication with his students. He has to assist and guide students, not to bombard them with information.

If he wants to develop a literary awareness, he should guide students in generalizing from the given text, in exploring relationships between literary text and everyday life and between types of literary texts.

According to Gillian Lazar (1990) the teacher should make the cultural background more accessible to the students. When considering cultural background, it is important to include all kinds of literary and social values underlying it, such as, political, historical, economical facts which may form the background to the novel and even the complicated set of social values.

2.3. THE CONTENT AND INTENSITY OF LITERARY TEXTS

A teacher's selection of passages must depend on the two important factors: the length of the course and the students' linguistic capacity.

Renate A. Schulz (1981) defends the idea that through careful selection of literary works according to learners' linguistic difficulty, it is possible to increase the comprehension, appreciation and enjoyment of literature.

The key to success in using literature in the ESL class rests in the literary works which are selected. The choice of the literary text is as important as its use in language teaching. If the texts are chosen according to the students, they may be helpful.

The texts should be readable. If the vocabulary, sentence length, plot, character or cultural aspects are easy to understand, the reader will be attracted and start to utilize it in learning.

Literature is thought as helpful in the language learning process, as it fosters the personal involvement in readers. Literary work should stimulate the kind of personal involvement. It must arouse the learners' interest and should provoke strong, positive reactions from them. If it is meaningful and enjoyable, reading is more likely to have a continuing and beneficial effect upon the learners' linguistic and cultural knowledge. It is important to choose books which are relevant to the life experiences, emotions or dreams of the learner. Language difficulty has to be considered as well.

Because they have to bridge the linguistic and cultural gap at first, otherwise foreign students may not be able to identify with or enjoy a text which they perceive as they are frightened with difficulty, every step of the way. Interest, appeal and relevance are all more important. The aim should be to encourage the learners to feel that they can read and enjoy books on their own.

Like Collie and Slater (1987), Brooks (1964) believes that language and literature cannot be separated and must be contrasted for the benefit of both; if there are different areas these must be definable, the teacher must define and describe such differences from the point of view of the language classroom. He brings another dimension to this relationship; he says that if language is oriented essentially toward a restatement or symbolic transformation of experience, literature is oriented toward the conscious creation of an illusion of reality. He says that literature is originated from language itself and it is possible to rediscover certain features in literature which are peculiar to and basic in language.

Billows (1961) defends the idea that while teaching a learner to read, easy materials and a language which has been well learnt orally must be used. The aim is that he can concentrate on acquiring the skills of reading, matching what he sees to the sounds he knows, without being distracted at the same time by meeting new vocabulary:

Both Ayşe Akyel and Eileen Yalçın (1990) agree with Billows(1961) and say that there should be a more balanced selection of classroom texts and activities. The linguistic level must be taken into consideration and the works must be of all kinds and must appeal to the students' interest. There should be a planned approach to the selection of a variety of texts suitable for extensive reading.

They believe the necessity of using literary texts in language classes as it broadens students' general cultural awareness, stimulates students' creativity and literary imagination and develops their appreciation of literature, broadens their horizons and they have a knowledge of the world at large .

CHAPTER III

METHOD OF DATA COLLECTION

3.0. PRESENTATION

This chapter deals with the way how the data were gathered. The methodology intending to find out whether or not Preparatory Class students and instructors differ in their attitudes towards the use of literature in FL teaching, will be the descriptive one as it is a present situation survey.

In order to collect data related to the purpose of this study, a questionnaire was prepared and administered to both student and instructor groups.

3.1. SETTING AND THE SUBJECTS

The subjects of this investigation consisted of 217 students and 53 instructors, totally 270 subjects. The study was conducted in 1992-1993 academic year. Foreign Languages and English Language and Literature Department Preparatory Class students and instructors of Gaziantep University, English Language and Literature Department Preparatory Class students and instructors of Atatürk and Van 100. Yıl University, and Business Management Department Preparatory Class students and instructors at Girne American University were selected as the subjects of this study. The questionnaire was administered at four universities in order to compare and generalize the attitudes. The subjects to answer the questionnaire were chosen randomly.

20% of the students and 30 instructors at Gaziantep University Foreign Languages Department, 22 out of 27 students and 11 out of 13 instructors at Gaziantep University English Language and Literature Department, 65 out of 75 students and 2 out of 6 instructors at Atatürk University English Language and Literature Department, 23 out of 28 students and 6 out of 6 instructors at Van 100.Yıl University, 28 out of 30 students and 4 out of 10 instructors at Girne American University Business Management Department Preparatory Section were taken as sample group.

Since the purpose is to analyze the relationship between literature and language teaching and to see the differences between the opinions of students and instructors on the use of literary works in FL teaching in terms of how and to what degree it is used, a questionnaire was administered.

3.2. MEASURING TOOLS

In this study only one tool was used. That is the questionnaire which was administered to two different groups, the instructors and the students to investigate the differences between the opinions of both groups on the use of literature in language teaching.

The questionnaire consists of 20 questions, 9 of which are "yes-no" questions, 11 of which are "multiple-choice" questions. The final question is a kind of question which is open to interpretations or suggestions of the subjects. All of the questions are related to the hypotheses put forward in the first chapter of this study.

CHAPTER IV
METHODOLOGY

4.0. PRESENTATION

This chapter deals with the way how the data were collected and analyzed.

As stated previously, in this study data for the investigation of the problem described in the first chapter, were collected by a questionnaire. Each question in the questionnaire relates to the premise that literature has an important role in language teaching. Subjects were asked to investigate the use of literature in language classes.

4.1. PROCEDURE OF DATA ANALYSIS

As it is mentioned, the number of the subjects whom the questionnaire administered was 270 in total. It was found out that most of the questionnaire forms were returned and all of the questions were answered. As it is a test of statistical significance and it helps the researcher to find out whether a systematic relationship exists between two variables, chi-square test has been applied in this study.

After the raw data were gathered by spotting on the papers designed by the researcher, all were reported and tabulated by means of a computer through the non-parametric test of significance which is called "chi-square" (Gay, 1981:340). The formula is as follows:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

In this formula f_o is equal to the observed frequency in each cell and f_e is equal to the expected frequency calculated as:

$$fe = \frac{\sum c_i \cdot r_i}{N} \quad (\text{Nie, 1975: 223})$$

Here c_i is the frequency in a respective column marginal, r_i is the frequency in a respective row marginal and N stands for the total number of valid cases. In the formula \sum refers to the sum of all X^2 values. This formula was used for 19 questions in the questionnaire.

The degrees of freedom (df) were calculated for each table separately. The df varies with the number of rows and columns in the table.

$$df = (c-1)(r-1)$$

This formula was used to calculate the degrees of freedom. Here c is equal to the number of columns and r is equal to the number of rows. After obtaining the concrete percentages of valid cases, X relations were realized according to the results gathered from the responds of the subjects for the questions related with the hypotheses.

In this study two-group-comparison design was used. Student and instructor groups were compared and the differences between their opinions were investigated.

At first the opinions of students and instructors at different departments were investigated. Then, the results were analyzed and evaluated by means of a computer at Gaziantep University Electrical Engineering Department Computer center, they were put into percentages in order to see the most favorable preferences.

In order to determine whether a systematic relationship exists, the observed X^2_o value was compared with the appropriate value in the critical values of X^2_c table.

During the analysis of data obtained from the questionnaires of students and instructors, the concrete percentage of distribution of responses of each choice has been shown on the columns.

The tables, tested through chi-square formula, were provided with the results, by identifying; degrees of freedom (df), $p = .05$, which indicates the column where the degree of freedom was found, calculated and the table values of X^2 were also given as X^2_o and X^2_c respectively. X^2_o was compared to the X^2_c and the significance of difference between the two groups were analyzed.

The figure (-) indicates that no statistically significant difference exists between the two groups, whereas the figure (+) indicates a statistically significant difference.

Almost all of the questions in the questionnaire were analyzed in the same way, with chi-square formula. One of the questions was an open-ended question, so the results were interpreted in the "Comments" section of this study. At the same time the questions were evaluated with their percentage values.

CHAPTER V.

DATA ANALYSIS AND RESULTS

5.0. PRESENTATION

Descriptive research is concerned with the conditions and relationships that exist; practices that prevail; beliefs, point of views, attitudes that are going on; effects that are being felt; or trends that are developing. (Hubert Blalock Jr. and Ann Blalock, 1968:5-13)

The process of descriptive research goes beyond the mere gathering and tabulating of data. It involves an element of analysis, interpretation of the meaning or significance of what is described. Thus the description is often combined with comparison or contrast, involving measurement, classification, analysis and interpretation.

The total scores of subjects' questionnaires were evaluated and presented in the following order.

5.1. ANALYSIS OF THE RESULTS

5.1.1. This section is concerned with the analysis of the questionnaire results of the students and instructors in general at all the departments in the sample group. Responses to each question will be presented in percentages and the number of the actual respondents will also be given for each table together with the distribution of the percentages. The opinions of EPS students and instructors at the departments on the questions they are asked, will be compared.

Table 1: The place of literature
in the departments.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	55	25	11	20	66	25
No	102	47	23	43	125	47
Partly	58	26	19	35	77	29
TOTAL	215	100	53	100	268	100

df=2 $X^2_c = 5.99 > X^2_a = 1.72$ $p = .05$ (-)

Application of the X^2 test for the question 1 has shown that there is no statistically significant difference between the opinions of all students and instructors on this subject, because calculated values of X^2 is lower than the critical value of X^2 at $p = .05$

47 % of the students and 23 % of instructors have expressed that literary works are not used in language program. 20 % of instructors and 25 % of students said that there is a place for literature in the materials. On the other hand 26 % of the students and 35 % of the instructors have claimed that literature partly exists in the materials used in language teaching.

Table 2: The content of literary works in the materials.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Sufficient	55	57	14	58	49	58
Rare	36	37	10	41	46	38
Too much	5	5	0	0	5	4
TOTAL	96	100	24	100	120	100

df=2 $X^2_c = 5.99 > X^2_a = 1.32$ $p = .05$ (-)

Chi-square test did not indicate a significant difference between the opinions of students and instructors, since the calculated X^2 value was found lower than the critical value of it at accepted probability level $p = .05$.

The responses to second question reveal that the content of literature in materials is adequate and there is no statistically significant difference between the opinions of students and instructors on this matter. 57 % of students and 58 % of instructors have found the content of literary works in the materials sufficient. 37 % of students and 41 % of instructors have found the content inadequate whereas 5 % of students and none of the instructors have found it too much.

Table 3: The main purpose of giving place for literature in FL teaching.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
present lang. use	26	12	23	42	49	19
teach Eng. originally	32	15	5	9	37	14
inform culturally	61	29	12	22	73	28
better motivate	62	29	8	14	70	27
Other	23	13	6	11	34	13
TOTAL	209	100	54	100	263	100

df=4 $X^2_c = 9.48 < X^2_a = 26.52$ $p = .05$ (+)

After the application of X^2 test, it has been observed that there is a high significant difference between the opinions of students and instructors for the preference of the main reason of giving a place for literature in FL teaching, since the calculated X^2 value was found higher than the critical X^2 value of it at $p = .05$

As it is seen in the table, there is a statistically significant difference between the opinions of students and instructors for the choice of the main reason of using literature in FL teaching. 29 % of the students and 14 % of the instructors think that literature motivates, helps reinforce the present knowledge and increases in-class participation. On the other hand, 42 % of the instructors and 12 % of students think that literature presents the varieties of language use. 15 % of the students and 9 % of the instructors say that the main purpose of giving place for literature in FL teaching is to teach English originally. On the other hand, 29 % of the students and 22 % of the instructors think that literature informs students culturally.

Table 4: The kind of literary curriculum.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Grammar Translation	60	28	3	5	63	24
ESP	24	12	18	33	44	17
Program inc. lit.	14	6	6	11	20	8
Commu. Approach	75	35	17	32	92	35
Other	35	17	9	16	47	18
TOTAL	213	100	53	100	266	100

df= 4 $\chi^2_c = 9.48 < \chi^2_o = 22.65$ $p = .05$ (+)

According to the result of the question χ^2 test has shown that there is a statistically significant difference between the opinions of students and instructors as calculated χ^2 value is found higher than χ^2 critical when $p = .05$.

Among the responses to this question, it has been observed that there is a statistically significant difference between the opinions of students and instructors. 35 % of the students have found the Communicative- Approach based curriculum as the most beneficial one, whereas 33 % of the instructors have found ESP based curriculum as the most beneficial one. 28 % of the students and 5 % of the instructors have told that Grammar-Translation method is the best one. 6 % of the students and 11 % of the instructors have accepted the program including literature as an important one. 17 % of students and 16 % of instructors have suggested other type of curriculum.

Table 5: Do literary works contribute to the progress of language skills?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	184	85	47	88	231	87
No	30	14	6	11	36	13
TOTAL	214	100	53	100	267	100

df= 1 $\chi^2_c = 3.84 > \chi^2_a = 0.46$ p= .05 (-)

The application of χ^2 test did not indicate a significant difference between the preferences of both subject groups, because the calculated χ^2 value was found lower than the critical χ^2 value at p= .05.

Literary works are accepted as having an important role on the progress of language skills by 85 % of the students and 88 % instructors.

Table 6: Which of the five skills it contributes mostly?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Reading	47	24	41	85	88	37
Writing	32	16	3	6	35	15
Speaking	44	22	2	4	46	19
Listening	5	2	0	0	5	2
Translation	65	33	2	4	67	28
TOTAL	193	100	48	100	241	100

df= 4 $X^2c= 9.48 < X^2o= 51.44$ $p= .05$ (+)

X^2 test has indicated a statistically significant difference between the opinions of students and instructors at $p= .05$, since calculated X^2 value was found higher than critical X^2 value.

The result of the test has shown a statistically significant difference between the subjects as a result of departmental factors. 30 % of the students and 4 % of the instructors think that literature contributes to translation whereas 85 % of the instructors and 24 % of the students think that it contributes to reading skills. On the other hand, 16 % of the students and 6 % of the instructors say that the use of literary works contribute to writing skill. 22 % of the students claim that it contributes to speaking ability whereas only 4 % of the instructors think so. For none of the instructors literary works contribute to listening skill, but for 4 % of the students it contributes to listening.

Table 7: Which type of literary works will be effective?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
In-class Activities	43	20	12	23	55	21
Poetry	7	3	0	0	7	3
Novel	6	2	1	1	7	3
Short Stories	14	6	8	15	22	8
All included in one	143	67	31	59	174	66
TOTAL	213	100	52	100	265	100

df= 4 $X^2_c = 9.48 > X^2_o = 6.28$ $p = .05$ (-)

The application of X^2 test has shown that there is no statistically significant difference between the answers of both groups involved in this study, since X^2_c is lower than X^2_o when $P = .05$

The option which is concerned with all activities including reading novel, short stories, poetry and acting on the stage etc., has been found as the most effective one in teaching a foreign language. There is no statistically significant difference between the opinions of students and instructors 67 % students and 59 % instructors have chosen the same option. 20 % of the students and 23 % of the instructors have thought that literary works used as in-class activities will be effective. For 2 % of the students and 1 % of the instructors, novel can be an effective type. 6 % of the students and 15 % of the instructors thought that short stories will be the most effective type. For none of the instructors, poetry is the effective type whereas for 3% of the students it is an effective type.

Table 8: Which literary work would you prefer?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Classical Works	28	13	2	2	30	11
Contemp. Eng. Works	50	23	12	16	62	22
Contemp. Ame. Works	39	18	13	17	52	18
Translated Turkish W.	42	19	8	10	50	2
Other	53	25	38	52	91	32
TOTAL	212	100	73	100	285	100

df= 4 $X^2_c = 9.48 < X^2_o = 21.82$ $p = .05$ (+)

X^2 test has proved statistically significant difference between the preferences of both groups, as X^2_c is higher than X^2_o at $p = .05$.

Contemporary English and American works have been preferred by 25 % of the students and 52 % of the instructors. Some other part of students and instructors have said that all kinds of literary works would contribute to FL learning. 13 % of the students and 2 % of the instructors have preferred classical works. 23 % of the students and 12 % of the instructors have preferred Contemporary English works. 17 % of the instructors and 18 % of the students have accepted the Contemporary American works as the best literary type to apply. The other 19 % of the students and 10 % of the instructors have accepted the translated Turkish works as the best type.

Table 9: Suitable atmosphere for the application of literary works.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
At labs	47	21	1	1	48	18
In class	61	37	31	58	112	4
As extra activity	45	21	12	22	57	21
Other	41	19	9	16	50	2
TOTAL	214	100	53	100	267	100

df= 3 $\chi^2_c = 7.81 < \chi^2_a = 13.99$ $p = .05$ (+)

After the application of χ^2 test, it has been observed that there is a high significant difference between the opinions of students and instructors for the preference of the most suitable place for the application of literary works. Calculated χ^2 value was found higher than critical χ^2 value when $p = .05$.

There is a statistically significant difference between the opinions of both groups for the preference of the most suitable atmosphere for the use of literary works. 37 % of the students and 58 % of the instructors have accepted the classes as the most suitable place. The labs. have been preferred by 21 % of the students and 1 % of the instructors as the most suitable atmosphere. 21 % of the students and 22% of the instructors have recommended that literary works can be applied as extra activity. And other 19 % of the students and 16 % of the instructors have chosen the last option.

Table 10: Do you have students listen to some simplified literary works?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	178	89	43	82	221	85
No	29	14	9	17	38	15
TOTAL	207	100	52	100	259	100

df=1 $\chi^2_c = 3.84 > \chi^2_o = 0.36$ $p = .05$ (-)

χ^2 test did not turn out to be significant because χ^2_o was lower than χ^2_c at $p = .05$ for the preference of the subjects on the use of simplified works at language labs.

No statistically significant difference has been found between the opinions of students and instructors for this question. 85 % of the students and 82 % of the instructors have indicated a positive response to the question, concerning the listening of simplified versions of literary texts.

Table 11: Does role-playing increase the interest for learning?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	197	92	51	98	248	94
No	15	7	1	1	16	6
TOTAL	212	100	52	100	264	100

df= 1 $X^2_c = 3.84 > X^2_o = 1.95$ $p = .05$ (-)

After the application of X^2 test, it has been observed that there is no statistically significant difference between the opinions of students and instructors involved in this study since calculated X^2 value was found lower than critical X^2 value when $p = .05$.

92 % of the students and 98 % of the instructors have told that role-playing and acting on the stage in students' spare time increase the interest for learning a foreign language.

Table 12: Having closed-circuit TV system broadcasting literary works contribute to language learning.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	191	89	50	96	241	91
No	23	10	2	3	25	9
TOTAL	214	100	52	100	266	100

df= 1 $X^2_c = 3.84 > X^2_a = 2.33$ $p = .05 (-)$

No statistically significant difference has been found as a result of X^2 test between the opinions of students and instructors for the preference of having closed-circuit TV system broadcasting literary works. Calculated X^2 value was found lower than X^2_c at $p = .05$

Having a closed-circuit TV system, video cassettes, radio which broadcast examples of literary works have been accepted as a positive factor for the contribution of literature in FL learning by 89 % of the students and 96 % of the instructors.

Table 13: Showing and having students listen to some video cassettes of literary works help motivation.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	188	89	50	96	238	90
No	23	10	2	3	25	10
TOTAL	211	100	52	100	263	100

df= 1 $X^2c= 3.84 > X^2a= 2.41$ $p= .05$ (-)

After the application of X^2 test, it has been observed that there is no statistically significant difference between the answers of students and instructors involved in this study since calculated X^2 value was found lower than critical X^2 value when $p= .05$.

89 % of the students and 96 % of the instructors believe that showing and having students listen to some video cassettes of varying literary works help motivation.

Table 14: At canteen or public places, does having a TV and radio which broadcasts literary works in English help language learning?

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	143	76	34	64	197	74
No	51	23	19	35	70	26
TOTAL	214	100	53	100	267	100

df= 1 $X^2_c = 3.84 < X^2_o = 100.86$ $p = .05$ (+)

A high statistically significant difference has been found between the opinions of students and instructors for the preference of the option whether the study of literary works motivate students or not. Calculated X^2 value was found higher than the critical value of it at $p = .05$.

76 % of the students and 64 % of the instructors think that having a TV and radio at the canteen or public places broadcasting literary works help motivation. On the other hand 36 % of the instructors have thought that it does not help motivation. As it is seen in the table students highly agree upon this idea.

Table 15: Having simplified versions of literary works develop students'abilities.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	197	91	49	92	246	92
No	18	8	4	7	22	8
TOTAL	215	100	53	100	268	100

df=1 $X^2_c = 3.84 > X^2_o = 0.03$ $p = .05$ (-)

Chi-square test did not indicate a significant difference at $p = .05$, since calculated X^2 value was found lower than critical X^2 value.

There is no statistically significant difference between the choices of students and instructors. 91 % of the students and 92 % of the instructors have preferred the same option and thought that having literary works at library and advising students to read them extensively develop their language abilities.

Table 16: Organizing literary days has a role to increase students' interest in FL learning.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	156	73	40	75	196	74
No	57	26	13	24	70	26
TOTAL	213	100	53	100	266	100

df= 1 $X^2c= 3.84 > X^2\alpha= 0.10$ $p= .05$ (-)

X^2 test has shown that there is no statistically significant difference between the preferences of both groups, as X^2c is lower than $X^2\alpha$ at $p= .05$.

73 % of the students and 75 % of the instructors have agreed on the idea of organizing literary days to introduce literary works as it increases the interest in foreign language.

Table 17: A program including translation of literary works increase the interest to learn a foreign language.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Yes	144	67	29	54	173	65
No	70	32	24	45	94	35
TOTAL	214	100	53	100	267	100

df= 1 $\chi^2_c = 3.84 > \chi^2_o = 2.95$ $p = .05$ (-)

There is no statistically significant difference between the opinions of students and instructors at $p = .05$, since calculated χ^2 value was found lower than critical χ^2 value.

No statistically significant difference has been found between the opinions of students and instructors for the preference of a program including the translation of literary works as it increases the interest to learn a foreign language. 67 % of the students and 54 % of the instructors have believed that it has a positive effect in FL learning.

Table 18: The most important recommendation for the use of literary works.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Place for; literature	32	14	12	22	44	16
encouraging activities	147	68	36	67	183	69
organize poetry days	7	3	0	0	7	3
Other	28	13	5	9	33	12
TOTAL	214	100	53	100	267	100

df= 3 $\chi^2_c = 7.81 > \chi^2_o = 3.71$ $p = .05$ (-)

The application of χ^2 test has shown that there is no statistically significant difference between the answers of both groups involved in this study. since χ^2_c is lower than χ^2_o when $p = .05$

68 % of the students and 67 % of the instructors have chosen the same option and have recommended that giving a place for the activities to encourage students to participate, is the most important thing for literature to take a more effective part in school program. 14 % of the students and 22 % of the instructors have thought that there must be a place for literature. 3 % of the students have believed the importance of organizing poetry days whereas none of the instructors have thought so.

Table 19: The cause for the difficulty in FL learning as a result of intensive literature use.

Options	Students		Instructors		TOTAL	
	N	%	N	%	N	%
Complex Sentences	120	65	30	58	150	64
Different Syllabuses	21	11	18	35	39	17
Students' Unwilling.	34	18	3	5	37	16
Teachers' Unwilling.	8	4	0	0	8	3
TOTAL	183	100	51	100	234	100

df= 3 $X^2c= 7.81 < X^2\alpha= 20.15$ $p= .05$ (+)

Application of X^2 test in this final question has shown that there is a high statistically significant difference between the answers of both groups involved in this study for the choice of the reason why the use of literature cause difficulty. Calculated X^2c was found higher than $X^2\alpha$ when $p= .05$

Complex sentences in literary works have been shown as the reason why it is difficult to learn language by the help of literature, by 65 % of the students and 58 % of the instructors. 18 % of the students and 5 % of the instructors have told that lack of interest of students in literature is also very important reason of the problem mentioned. Teachers' disinterest in literature has been accepted as the cause for the difficulty in FL learning by 4 % of the students but none of the instructors have accepted this. 11 % of the students and 35 % of the instructors have accepted the different syllabusses at the departments as the reason for the difficulty.

5.1.2. This section is concerned with the analysis of the results of the questionnaire administered to the students at different departments in the sample group. Responses to each question will be presented in percentages and the number of the actual respondents will also be given for each table together with the distribution of the percentages. The opinions of EPS students at different departments on the questions they are asked, will be compared.



Table 1: The place of literature in the departments.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	4	4	51	47	55	26
No	72	67	30	28	102	47
Partly	31	29	27	25	58	27
TOTAL	107	100	108	100	215	100

df= 2 $\chi^2_c = 5.99 < \chi^2_o = 57.74$ $p = .05 (+)$

Application of χ^2 test for the question one has shown a statistically significant difference between the opinions of students at other and English Language and Literature departments, as calculated χ^2 value was found higher than critical χ^2 value at $p = .05$.

Among the responses given to this question, 67 % of students at other departments and 28 % of the students at literature departments have claimed that there is no place for literature in FL curriculum at their departments whereas 47 % of the students at English Language and Literature departments have indicated that there is a place for literature in FL curriculum at their departments. 4 % of the students and 47 % of the students at other departments have said that there is a place for literature in FL teaching. 29 % of the students at other departments and 25 % of the students at literature departments have said that there is partly a place for literature in the materials used in FL teaching.

Table 2: The content of literary works in the materials.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Sufficient	15	48	40	62	55	57
Rare	13	42	23	35	36	38
Too much	3	10	2	3	5	5
TOTAL	31	100	65	100	96	100

df= 2 $\chi^2_c = 5.99 > \chi^2_d = 4.72$ p= .05 (-)

As a result of χ^2 test, it has been observed that there is no statistically significant difference between the opinions of the students both at English Language and Literature departments and other departments, as calculated χ^2 value was found lower than critical value of it at p= .05.

62 % of the students at English Language and Literature departments and 48 % of the students at other departments have found the percentage of literary works in the materials sufficient. 42 % of the students at other departments and 35 % of the students at Literature Departments have found it inadequate and the rest of the students at the both departments have found the percentage too much.

Table 3: The main purpose of giving place for literature in FL teaching.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
present lang. use.	13	12	13	13	26	12
teach.Eng. originally	17	16	15	14	32	15
inform culturally	26	25	35	34	61	29
better motivate	48	47	14	13	62	30
Other	1	1	27	26	28	13
TOTAL	105	100	104	100	209	100

df=4 $X^2_o = 9.48 < X^2_c = 44.24$ $p = .05 (+)$

Application of X^2 test for the question three has shown a statistically significant difference between the opinions of students at other and English Language and Literature departments, since X^2_o was found higher than X^2_c when $p = .05$.

47 % of the students at other departments and 13 % of the students at literature departments have thought that the main reason for using literary works in language teaching is that they motivate, help reinforce the present knowledge and increase in-class participation. 34 % of the students at literature departments and 25 % of the students at other departments have thought that they inform students about the culture of the target language.

Table 4: The kind of literary curriculum.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Grammar Translation	33	31	27	25	60	28
ESP	23	22	3	3	26	12
Program inc. lit.	5	5	9	8	14	7
Commu. Approach	35	33	40	37	75	35
Other	9	9	29	27	38	18
TOTAL	105	100	108	100	213	100

df= 4 $X^2_c = 9.48 < X^2_o = 27.97$ $p = .05$ (+)

Statistically significant difference has been observed as a result of X^2 test applied for this question, as calculated X^2 value was found higher than the critical value of it at $p = .05$.

22 % of the students at other departments have found ESP based curriculum as the most beneficial one whereas, only 3 % of the students at literature departments agreed on this idea. 37 % of the students at literature departments and 33 % of the students at other departments have thought that Communicative- Approach based curriculum is the most beneficial one. 25 % of students at Literature Departments and 13 % of the students at other departments have thought that Grammar-Translation method is the best one in language teaching curriculum.

Table 5: Do literary works contribute to the progress of language skills?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	86	81	98	91	184	86
No	20	19	10	9	30	14
TOTAL	106	100	108	100	214	100

df= 1 $\chi^2_c = 3.84 < \chi^2_a = 4.10$ $p = .05$ (+)

There is a statistically significant difference between the opinions of students at different departments.

81 % of the students at other departments and 91 % of the students at the literature departments have said that literary works contribute to the progress of the language skills.

Table 6: Which of the five skills it contributes mostly?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Reading	22	23	25	25	47	24
Writing	11	12	21	21	32	17
Speaking	28	30	16	16	44	23
Listening	3	3	2	2	5	3
translation	30	32	35	35	65	34
TOTAL	94	100	99	100	193	100

df= 4 $X^2_c = 9.48 < X^2_a = 9.96$ $p = .05$ (+)

After the application of the X^2 test, it has been observed that a statistically significant difference between the students' preferences exist, since calculated X^2 value was found higher than the critical X^2 value at $p = .05$.

32 % of the students at other departments and 35 % of the students at the literature departments have thought that literary works contribute to translation mostly.

30 % of the students at other departments think that the use of literary works contribute to speaking mostly, whereas only 16 % of the students at the literature departments agree on this idea.

12 % of the students at other departments claim that literary works contribute to writing, besides 21 % of the students at literature departments claim this.

Table 7: Which type of literary works will be effective?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
In-class Activities	28	27	15	14	43	20
Poetry	6	6	1	1	7	3
Novel	4	4	2	2	6	3
Short Stories	10	10	4	4	14	7
All included in one	57	54	86	80	143	67
TOTAL	105	100	108	100	213	100

df= 4 $X^2_{obs} = 9.48 < X^2_{crit} = 16.58$ $p = .05 (+)$

There is a statistically significant difference between the opinions of the students at other departments and the literature departments, as calculated X^2 value was found higher than the critical value at $p = .05$.

54 % of the students at other departments and 80 % of the students at literature departments have chosen the same option which concerns all the activities including reading novels, short stories, poetry and acting on the stage, as the most effective one. 27 % of the students at other departments and 14 % of the students at literature departments have preferred in-class activities as the most effective one.

Table 8: Which literary work would you prefer?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Classical Works	15	14	13	12	28	13
Contemp. Eng. Works	28	27	22	21	50	24
Contemp. Ame. Works	17	16	22	21	39	18
Translated Turkish W.	24	25	16	15	42	20
Other	19	18	34	32	53	25
TOTAL	105	100	107	100	212	100

df= 4 $X^2_c = 9.48 > X^2_o = 8.11$ $p = .05$ (-)

Application of X^2 test has not shown a statistically significant difference between the opinions of the both student departments, since the calculated X^2 value is lower than the critical X^2 value when $p = .05$.

14 % of the students at other departments and 12 % of the students at literature departments have chosen the classical works as the best type of literary works to be administered.

27 % of the students at other departments and 21 % of the students at literature departments have chosen the contemporary English works as the best type to be administered.

16 % of the students at other departments and 21 % of the students at literature departments have preferred the contemporary American works. 32 % of the students at literature departments and 18 % of the students at other departments have made no exact preference and defended the idea of reading from all kinds.

Table 9: Suitable atmosphere for the application of literary works.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
At labs	29	27	18	17	47	22
In class	49	46	32	30	81	38
As extra activity	21	20	25	23	46	21
Other	8	7	33	31	41	19
TOTAL	107	100	108	100	215	100

df=3 $\chi^2c=7.81 < \chi^2a= 14.19$ $p= .05$ (+)

Statistically significant difference between the opinions of students at other departments and at English Language and Literature Departments has been observed after the application of χ^2 test. Calculated χ^2 value was found higher than the critical value of it at $p= .05$.

46 % of the students at other departments have preferred and accepted the classes as the most suitable atmosphere for the use of literary works, whereas 31 % of the students at literature departments have preferred the last option and expressed that the use of literature does not require a specific place, it can be applied at any place relevant to students. 27 % of the students at other departments and 17 % of the students at literature departments have found the language labs as the best atmosphere to administer the literary works. 20 % of the students at other departments and 23 % of the students at literature departments have claimed that literary works should be given as extra curriculum activities.

Table 10: Do you have students listen to some simplified literary works?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	77	75	91	97	168	85
No	26	25	3	3	29	15
TOTAL	103	100	94	100	197	100

df= 1 $X^2_c = 3.84 < X^2_o = 19.03$ $p = .05$ (+)

There is a statistically significant difference between the preferences of two student groups, as calculated X^2 value has been found higher than the critical value at $p = .05$.

75 % of the students at other departments have shown a positive response to the question concerning having students listen to some simplified versions of literary works and 25 % of them have shown negative response. On the other hand, 97 % of the students at the literature departments have claimed that they listen to some simplified versions of literary works.

Table 11: Does role-playing increase the interest for learning?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	93	92	99	93	197	93
No	8	8	7	7	15	7
TOTAL	106	100	106	100	212	100

df= 1 $\chi^2_c = 3.84 > \chi^2_o = 0.072$ $p = .05$ (-)

No statistically significant difference has been found between the opinions of the two groups, since the calculated χ^2 value is higher than critical χ^2 value at $p = .05$.

92 % of the students at other departments and 93 % of the students at literature departments have said that role-playing and acting on a stage in students' spare time increase the interest for learning.

Table 12: Having closed-circuit TV system broadcasting literary works contribute to language learning.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	85	80	106	98	191	89
No	21	20	2	2	23	11
TOTAL	106	100	108	100	214	100

df= 1 $\chi^2_c = 3.84 < \chi^2_o = 17.98$ $p = .05$ (+)

Statistically significant difference exists between the preferences of both groups, since the calculated χ^2 value is higher than the critical χ^2 value at $p = .05$.

80 % of students at other departments defend the idea that having a closed-circuit TV system which broadcasts some valuable works from English or American Literature contributes to English teaching. Besides, 20 % of the students at the same department have not agreed upon this idea. On the other hand, 98 % of the students at literature departments have claimed that having closed-circuit TV system contributes to English teaching.

Table 13: Showing and having students listen to some video cassettes of literary works help motivation.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	85	82	103	96	188	89
No	19	18	4	4	23	11
TOTAL	104	100	107	100	211	100

df= 1 $\chi^2_c = 3.84 < \chi^2_o = 11.47$ p= .05 (+)

Application of χ^2 test indicated a statistically significant difference between the opinions of students at other departments and literature departments for this question, since χ^2_o is higher than χ^2_c when p= .05.

82 % of the students at other departments believe that watching and listening to some video cassettes of varying literary works help motivation but 18 % of the students at the same department do not believe this. However, 96 % of the students at literature departments believe its importance.

Table 14: At canteen or public places, does having a TV and radio which broadcasts literary works in English help language learning?

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	73	68	90	84	163	76
No	34	32	17	16	51	24
TOTAL	107	100	107	100	214	100

df= 1 $X^2_c = 3.84 < X^2_d = 7.44$ $p = .05$ (+)

There exists a statistically significant difference between the choices of both groups, since the calculated X^2 value was found higher than the critical value of it at $p = .05$.

68 % of the students at other departments think that having TV and radio, at canteens, which broadcasts literary works in English help language learning. 32 % of the same group think that it does not help language learning. On the other hand, 84 % of the students at literature departments think that, at canteens and public places, having TV or radio broadcasting literary works in English helps language learning.

Table 15: Having simplified versions of literary works develop students'abilities.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	94	88	103	95	197	92
No	13	12	5	5	18	8
TOTAL	107	100	108	100	215	100

df= 1 $X^2_c = 3.84 < X^2_o = 3.97$ $p = .05$ (+)

Application of X^2 test turned out to be significant, since the calculated X^2 value was found higher than X^2_c at $p = .05$.

95 % all the students at literature departments thought that having literary works at the library and advising students to read them intensively, develop their abilities. On the other hand, 88 % of the students at other departments accept that such recommendations are really important while 12 % of them think it to be unimportant.

Table 16: Organizing literary days has a role to increase students' interest in FL learning.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	69	66	87	81	156	73
No	36	34	21	19	57	27
TOTAL	105	100	108	100	213	100

df= 1 $\chi^2_c = 3.84 < \chi^2_o = 5.99$ $p = .05$ (+)

Statistically significant difference has been observed between the choices of the students at other departments and at literature departments, since the calculated χ^2 value was found higher than the critical χ^2 value at $p = .05$.

66 % of the students at other departments think that organizing literature days or weeks to introduce English and American Literature and to participate in discussions, increase the interest in foreign language. 34 % of the students at the same departments do not accept this idea. On the other hand, 81 % of the students at literature departments think that it is important.

Table 17: A program including translation of literary works increase the interest to learn a foreign language.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	42	58	82	77	144	67
No	45	42	25	23	70	33
TOTAL	107	100	107	100	214	100

df= 1 $X^2_c = 3.84 < X^2_o = 8.49$ $p = .05$ (+)

X^2 test has revealed that there is a statistically significant difference between the opinions of both groups, as the calculated X^2 value is higher than X^2_c at $p = .05$.

58 % of the students at other departments believe that a program including the translation of literary works increases the interest to learn a foreign language. 42 % of the same group do not believe this.

77 % of the students at literature departments believe that such a program increases the interest to learn a foreign language.

Table 18: The most important recommendation for the use of literary works.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
place for; literature	20	19	12	11	32	15
encouraging activities	79	75	68	63	147	69
organize poetry days	5	5	2	2	7	3
Other	2	2	26	24	28	13
TOTAL	106	100	108	100	214	100

df=2 $X^2c=7.81$ < $X^2a= 24.65$ $p= .05$ (+)

After the application of the X^2 test, a statistically significant difference has been observed between the opinions of both groups. Calculated X^2 value is higher than the critical value of it at $p= .05$.

75 % of the students at other departments think that it is necessary to give a place for activities to encourage students to participate for literature to take a more effective part in school program. 63 % of the students at literature departments think the same. 24 % of the students at literature departments have recommended that both giving a more place for literary works in course books and giving place for activities to encourage students to participate are important factors for literature to take more effective part in school program. 19 % of the students at other departments and 11 % of the students at literature departments have recommended that giving more place for literary works in course books will have an important role in FL teaching.

Table 19: The cause for the difficulty in FL learning as a result of intensive literature use.

Options	Students (Other)		Students (Literature)		TOTAL	
	N	%	N	%	N	%
Complex Sentences	34	44	86	81	120	66
Different Syllabuses	13	17	8	8	21	11
Students' Unwilling.	22	29	12	11	34	19
Teachers' Unwilling.	8	10	0	0	8	4
TOTAL	77	100	106	100	183	100

df=3 $X^2c=7.81 < X^2o= 47.33$ $p= .05$ (+)

Application of X^2 test has shown a statistically significant difference between the opinions of students at other departments and literature departments, as the calculated X^2 value was found higher than X^2c at $p= .05$.

44 % of the students at other departments have accepted the complicated sentences in literary works as the main reason for the difficulty in learning a language by the help of literature. 81 % of the students at literature departments have chosen the same option as the main reason.

17 % of the students at other departments think that different syllabuses at different departments cause difficulty. Only 8 % of the students at literature departments defend the same idea.

29 % of the students at other departments and 11 % of the students at literature departments have accepted that lack of interest of instructors causes the difficulty in FL learning.

10 % of the students at other departments think that unwillingness of instructors in literature is the main reason for this problem, but none of the students at Literature Departments claimed this.

5.1.3. This section is concerned with the analysis of the results of the questionnaire administered to the instructors at all departments in the sample group. Responses to each question will be presented in percentages and the number of the actual respondents will also be given for each table together with the distribution of the percentages. The opinions of EPS students and instructors at the departments on the questions they are asked, will be compared.



Table 1: The place of literature in the departments.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	4	12	7	37	11	21
No	14	47	7	37	23	43
Partly	14	41	5	26	19	36
TOTAL	34	100	19	100	53	100

df= 2 $\chi^2_c = 5.99 > \chi^2_o = 4.74$ p= .05 (-)

Application of χ^2 test has not shown a statistically significant difference between the opinions of instructors at other departments and literature departments, as the calculated χ^2 value was found lower than χ^2_c at p= .05.

Among the responses to this question, it has been observed that 47 % of the instructors at other departments have claimed that there is no place for literature in language teaching curriculum at their departments. 37 % of the instructors at literature departments have also claimed that there is no place for literary works in language teaching curriculum at their departments. 41 % of the instructors at other departments and 37 % of the instructors at literature departments have said that there is a minor place for literary works. And 12 % of the instructors at other departments and 37 % of the instructors at literature departments have also claimed that there is a place for literary works.

Table 2: The content of literary works in the materials.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Sufficient	8	24	8	80	14	42
Rare	6	35	2	20	10	30
Too much	9	39	0	0	9	27
TOTAL	23	100	10	100	33	100

df= 2 $X^2_c = 5.99 < X^2_a = 11.54$ $p = .05$ (+)

There is a statistically significant difference between the opinions of instructors at other departments and literature departments, as the calculated X^2 value was found higher than the X^2_c at $p = .05$.

39 % of the instructors at other departments have found the percentage of literary works too much, whereas 80 % of the instructors at literature departments have found its percentage sufficient.

Table 3: The main purpose of giving place for literature in FL teaching.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Present Lang. Use	19	53	4	22	23	43
Teach Eng. Originally	2	6	3	17	5	9
Inform Culturally	11	31	1	6	12	22
Better Motivate	3	8	5	28	8	15
Other	1	3	5	28	6	11
TOTAL	36	100	18	100	54	100

df=4 $\chi^2_c = 9.48 < \chi^2_o = 15.79$ $p = .05$ (+)

As a result of χ^2 test, it has been observed that a high statistically significant difference exists between the opinions of the both group instructors, since the calculated χ^2 value was found higher than the χ^2_c at $p = .05$.

53 % of the instructors at other departments and 22 % of the instructors at literature departments have thought that the main reason for using literary works in language is that they present the varieties of language use, whereas 28 % of the instructors at literature departments have thought that they motivate students and help reinforce the present knowledge and increase in-class participation. Again 31 % of instructors at other departments and 6 % of the instructors at literature departments have accepted that literary works inform students about the culture of the target language.

Table 4: The kind of literary curriculum.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Grammar Translation	0	0	3	16	3	6
ESP	15	44	3	16	18	34
Program Inc. Lit.	3	9	3	16	6	11
Commu. Approach	12	35	5	26	17	32
Other	4	12	5	26	9	17
TOTAL	34	100	19	100	53	100

df=4 $X^2_c = 9.48 < X^2_{\alpha} = 10.63$ $p = .05$ (+)

Application of X^2 test indicated a statistically significant difference between the opinions of instructors at the other departments and literature departments, since the calculated X^2 value was found higher than the X^2_c at $p = .05$.

44 % of the instructors at other departments and 16 % of the instructors at literature departments have preferred ESP based curriculum as the most beneficial one, whereas 26 % of the instructors at literature departments and 35 % of the instructors at other departments have preferred the Communicative-Approach based curriculum as the most beneficial. 12 % of the instructors at other departments and 26 % of the instructors at literature departments have recommended other type of curriculum.

Table 5: Do literary works contribute to the progress of language skills?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	29	85	18	78	47	82
No	5	15	5	22	10	18
TOTAL	34	100	23	100	57	100

df= 1 $X^2_c = 3.84 > X^2_o = 0.47$ p= .05 (-)

No statistically significant difference has been observed between the opinions of both groups, as the calculated X^2 value was found lower than the X^2_c at p= .05.

85 % of the instructors at other departments and 78 % of the instructors at literature departments have thought that literary works contribute to the progress of language skills.

Table 6: Which of the five skills it contributes mostly?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Reading	26	87	15	83	41	80
Writing	1	3	2	11	3	6
Speaking	2	7	0	0	2	4
Listening	0	0	0	0	0	0
Translation	4	13	1	6	5	10
TOTAL	33	100	18	100	51	100

df= 3 $X^2_c = 7.81 > X^2_{\alpha} = 2.94$ $p = .05$ (-)

Application of X^2 test did not indicate a statistically significant difference between the opinions of instructors at other departments and literature departments, since the calculated X^2 value was found lower than the X^2_c at $p = .05$.

87 % of the instructors at other departments and 83 % of the instructors at literature departments have claimed that the use of the literary works contribute to reading skills. A very small proportion of the instructors at both groups have preferred translation and writing as the skill which the use of literary works contribute mostly. None of the instructors have found a relationship between listening skill and use of literary works in FL teaching.

Table 7: Which type of literary works will be effective?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
In-class Activities	10	30	2	11	12	23
Poetry	0	0	0	0	0	0
Novel	0	0	1	5	1	2
Short Stories	6	18	2	11	8	15
All included in one	17	52	14	74	31	60
TOTAL	33	100	19	100	52	100

df= 3 $\chi^2_c = 7.81 > \chi^2_d = 5.26$ $p = .05$ (-)

No statistically significant difference has been found between the preferences of both group instructors, as the calculated χ^2 value was found lower than the χ^2_c at $p = .05$.

52 % of instructors at other departments and 74 % of the instructors at literature departments have preferred the same option and claimed that the type of literary works which include all activities from reading novels, short stories, poems etc. to in-class activities such as sketches, interview, conversation as the most effective type.

Poetry has not been found as effective kind by any of the instructors in the sample.

The option which is concerned with in-class activities has been preferred by 30 % of instructors at other departments and 11 % of the instructors at literature departments.

Table 8: Which literary work would you prefer?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Classical Works	1	3	1	5	2	4
Contemp. Eng. Works	11	34	1	5	12	24
Contemp. Ame. Works	8	25	5	26	13	25
Translated Turkish W.	4	19	2	21	6	16
Other	4	19	10	53	16	31
TOTAL	32	100	19	100	51	100

df= 4 $X^2_c=9.48 < X^2_a= 30.09$ $p= .05$ (+)

A high statistically significant difference has been found between the opinions of instructors at other departments and literature departments. As a result of X^2 test, the calculated X^2 value was found higher than the X^2_c at $p= .05$.

25 % of instructors at other departments and 26 % of the instructors at literature departments have preferred Contemporary American works as the best type of literary work to administer.

53 % of the instructors at literature departments and 19 % of the instructors at other departments have claimed that the type of literary works is not so important, any kind of literary work will do in language teaching. 34 % of instructors at other departments accept Contemporary English works as the best type, whereas only 5 % of the instructors at literature departments have preferred the same option. The Classical works have been preferred by only very small portion of instructors at both groups.

Table 9: Suitable atmosphere for the application of literary works.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
As labs	2	6	0	0	2	4
In class	18	51	13	68	31	57
As extra activity	12	34	0	0	12	22
Other	3	9	6	32	9	17
TOTAL	35	100	19	100	54	100

$\chi^2 = 3$ $\chi^2_{c} = 7.81 < \chi^2_{o} = 12.14$ $p = .05$ (+)

A high statistically significant difference has been observed between the opinions of instructors at other departments and literature departments, since the calculated χ^2 value was found higher than the χ^2_c at $p = .05$.

51 % of the instructors at other departments and 68 % of the instructors at literature departments have preferred the same option and claimed that the class is the best place for the use of literary works.

6 % of the instructors at other departments have said that language labs are suitable places for the application of literary works in FL teaching whereas none of the instructors at literature departments have agreed upon the idea of using literary works at language labs.

Again 34 % of the instructors at other departments have recommended the use of literary works as an extra curriculum activity, whereas none of the instructors at Literature Departments have agreed on this idea.

Table 10: Do you have students listen to some simplified literary works?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	25	76	18	95	43	83
No	8	24	1	5	9	17
TOTAL	33	100	19	100	52	100

df= 1 $X^2_c = 3.84 > X^2_o = 3.02$ p= .05 (-)

No statistically significant difference exists between the opinions of instructors at different groups, since the calculated X^2 value is lower than critical X^2 value at p= .05.

76 % of the instructors at other departments and 95 % of the instructors at literature departments have shown a positive response to the question on either having their students listen to some simplified versions literary works or not.

Table 11: Does role-playing increase the interest for learning?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	32	86	19	100	51	91
No	5	14	0	0	5	9
TOTAL	37	100	19	100	56	100

df= 1 $X^2_c = 3.84 < X^2_o = 77.34$ $p = .05$ (+)

A high statistically significant difference exists between the opinions of instructors at other departments and literature departments, since the calculated X^2 value was found higher than the X^2_c at $p = .05$.

14 % of the instructors at other departments have claimed that role-playing or acting on a stage in students' spare time on their part does not increase the interest for learning. 86 % of the instructors at literature departments have claimed the opposite as they really believe that it increases the interest for learning. 100 % of the instructors at literature departments believe that role-playing will increase the interest for learning.

Table 12: Having closed-circuit TV system broadcasting literary works contribute to language learning.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	32	86	18	95	50	89
No	5	14	1	5	6	11
TOTAL	37	100	19	100	56	100

df= 1 $\chi^2_c = 3.84 > \chi^2_a = 0.89$ $p = .05$ (-)

There is no statistically significant difference between the preferences of instructors at both groups, as the calculated χ^2 value was found lower than the χ^2_c at $p = .05$.

86 % of instructors at other departments and 95 % of the instructors at literature departments have agreed upon the idea that having a closed-circuit TV system which broadcasts some valuable works from English and American Literature contributes to English teaching.

Table 13: Showing and having students listen to some video cassettes of literary works help motivation.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	33	87	18	95	51	89
NO	5	13	1	5	6	11
TOTAL	38	100	19	100	57	100

df= 1 $X^2_c = 3.84 < X^2_o = 21.38$ $p = .05$ (+)

Application of X^2 test indicates a high statistically significant difference between the opinions of instructors at both groups, since the calculated X^2 value was found higher than the X^2_c at $p = .05$.

87 % of instructors at other departments have believed that showing and having students listen to some video cassettes of varying literary works help motivation. 13 % of instructors at the same group have not believed this. On the other hand, 95 % the instructors at Literature Departments have claimed that having students listen to some video cassettes of varying literary works help motivation.

Table 14: At canteen or public places, does having a TV and radio which broadcasts literary works in English help language learning?

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	20	59	14	74	34	64
No	14	41	5	26	19	36
TOTAL	34	100	19	100	53	100

df= 1 $\chi^2_c = 3.84 > \chi^2_\alpha = 1.17$ $p = .05$ (-)

There is no statistically significant difference between the opinions of both group instructors, as the calculated value was found lower than the χ^2_c at $p = .05$.

59 % of the instructors at other departments and 74 % of the instructors at literature departments have found relationship between having TV or Video which broadcasts literary works in English at a canteen or public places. On the other hand, 41 % of the instructors at other departments and 26 % of the instructors at literature departments have found no relation.

Table 15: Having simplified versions of literary works develop students' abilities.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	31	86	18	95	49	89
No	5	14	1	5	6	11
TOTAL	36	100	19	100	55	100

df= 1 $\chi^2_c = 3.84 > \chi^2_a = 0.95$ $p = .05$ (-)

After the application of χ^2 test, no statistically significant difference has been observed between the preferences of instructors at other departments and instructors at literature departments, as the calculated value was found lower than the χ^2_c at $p = .05$.

86 % of instructors at other departments and 95 % of the instructors at literature departments have claimed that having literary works at library and advising students to read them intensively develop their language abilities.

Table 16: Organizing literary days has a role to increase students' interest in FL learning.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	23	68	17	89	40	75
No	11	32	2	11	13	25
TOTAL	34	100	19	100	53	100

df= 1 $\chi^2_c = 3.84 > \chi^2_\alpha = 3.14$ $p = .05$ (-)

No statistically significant difference has been observed between the preferences, as the calculated value was found lower than the χ^2_c at $p = .05$.

68 % of the instructors at other departments and 89 % of the instructors at literature departments have agreed with the idea of organizing literary days to introduce literary works as they increase the interest in FL learning.

Table 17: A program including translation of literary works increase the interest to learn a foreign language.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Yes	14	58	15	79	29	55
No	10	42	4	21	14	45
TOTAL	24	100	19	100	53	100

df= 1 $\chi^2_c = 3.84 < \chi^2_o = 4.43$ p= .05 (+)

Application of χ^2 test indicated a statistically significant difference between the opinions of instructors at other departments and literature departments, since the calculated χ^2 value was found higher than the χ^2_c at p= .05

68 % of the instructors at other departments have believed that a program including the translation of literary works increases the interest for learning a foreign language and 42 % of the instructors at the same group have not agreed on this. On the other hand, 79 % of the instructors at literature departments have believed such a program's importance.

Table 18: The most important recommendation for the use of literary works.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Place for; literature	4	14	4	32	12	23
encouraging activities	24	68	10	53	34	68
organize poetry days	0	0	0	0	0	0
Other	2	5	3	16	5	9
TOTAL	38	100	19	100	53	100

df= 2 $\chi^2_c = 5.99 > \chi^2_d = 3.62$ $p = .05$ (-)

There is no statistically significant difference between the preferences of instructors at both groups, as the calculated χ^2 value was found lower than the χ^2_c at $p = .05$.

68 % of the instructors at other departments and 53 % of the instructors at literature departments have recommended that giving place for activities to encourage students to participate, is the most important factor for literature to take a more effective part in school program.

None of the instructors at the departments have preferred the option concerning the organization of poetry reading days. No relation has been found between poetry reading and language learning.

Only 16 % of instructors at other departments and 32 % of the instructors at literature departments have accepted the option giving a more place for literary works in course books as the most important recommendation.

Table 19: The cause for the difficulty in FL learning as a result of intensive literature use.

Options	Instructors (Other)		Instructors (Literature)		TOTAL	
	N	%	N	%	N	%
Complex Sentences	23	70	7	39	30	59
Different Syllabuses	9	27	9	50	18	35
Students' Unwilling.	1	3	2	11	3	6
Teachers' Unwilling.	0	0	0	0	0	0
TOTAL	33	100	18	100	51	100

df=2 $\chi^2=5.99 > \chi^2_{\alpha}=4.89$ $p=.05$ (-)

There is no statistically significant difference between the answers of instructors at both groups, as the calculated χ^2 value was found lower than the χ^2_c at $p=.05$.

Complicated sentences in literary works have been accepted as the reason why it is difficult to learn a language by the help of literature by 70 % of the instructors at other departments and 39 % of the instructors at literature departments.

27 % of the instructors at other departments and 50 % of the instructors at literature departments have claimed that the different syllabuses at different departments is the main reason of this question.

3 % of the instructors at other departments and 11 % of the instructors at literature departments have claimed that the lack of interest of students in literature is the core point of difficulty.

None of the instructors at the departments have accepted the nonexistence of interest of instructors in literature as the core of the difficulty.



CHAPTER VI

SUMMARY AND CONCLUSIONS

6.1. Summary

The purpose of this study is to investigate the differences between the opinions of instructors and students, at different departments on the study of literature in FL teaching. For this purpose three main investigations have been done.

It has been assumed that the investigation may well serve to the aims of curriculum planners and material writers in formulating the procedures for the instruction of English courses at English Preparatory classes.

In this study, at first, some background information about the role of literature in FL teaching has been given and it has been mentioned that literary works have an important role in FL teaching and learning. Then, a literature review on this matter has been given.

The test of X^2 has been applied for analyzing data gathered from the students and instructors to the questions about their opinions on the subject mentioned through a questionnaire.

Data analysis and results have been presented in tables and each of the results has been discussed and some comments about the results have been given.

Finally, it has been concluded that teaching through literature will increase the students' motivation to learn a foreign language, improve their use of language skills, their attitudes towards target culture and their language level at the end of the course.

In this final chapter, the results obtained from the evaluation of the questionnaires administered to the EPS students and instructors, will be compared with the hypotheses formulated at the beginning of the study, to see whether these hypotheses were supported or not. In addition, some recommendations will be made, since the study may contribute to curriculum design and preparation of the materials.

6.2. Conclusions

6.2.1. Comments on the findings concerning the use of literature in FL teaching (Differences between the attitudes of students and instructors)

Firstly, the differences between students' and instructors' opinions on the use of literary works in FL teaching have been investigated and the following conclusions have been reached:

1- One of the most significant outcomes of the investigation is the agreement of most of the subjects on regarding the use of literary works in FL teaching, as it increases the interest for learning.

2- Another agreement is that the use of literature contributes to the progress of language skills.

3- Another significant finding is that the subjects learn about social and cultural history of target country by studying its literature in FL teaching.

4- According to the findings, most of the students at the departments think that the main purpose of using literature in FL classes is to better motivate and help reinforce the present knowledge and increase in- class participation, but for most of the instructors the main purpose is to present the varieties of language use.

5- Most of the students at the departments think that the use of literary works contributes to translation whereas most of the instructors think that it contributes to reading skill.

6- Over half of the students and instructors at the departments claim that all kinds of activities from reading novels, poems, short stories to in-class activities such as sketches, interviews and conversations, will be effective in FL teaching.

7- Answers concerning the kind of literary works have shown that most of the students prefer the contemporary English works, whereas most of the instructors prefer the contemporary American works. Again very high proportion of students and instructors at the departments have said that there is no need to make any categorization and any kind of literary work will do in FL teaching.

8- Language classes have been found as the most suitable place for the use of literary works by most of the students and instructors at the departments. On the other hand, very high proportion of students have preferred language laboratories in the second place whereas instructors have preferred out-class activities.

9- Almost all the respondents say that it will be better to listen to some simplified versions of literary works.

10- According to the findings most of the students and instructors claim that acting on a stage and performing English works will increase the interest for learning English.

11- Findings have shown that having a closed-circuit TV system, radio and video cassettes concerning literary works will have a positive effect in FL teaching.

12- Most of the students and instructors agree on the idea that at canteen or other public places, having radio or TV programs broadcasting literary works will contribute to FL teaching but some of the students do not agree on this matter.

13- Over half of the students and instructors at the departments have thought that the existence of simplified literary works at library and advising students to read them and organizing literary days to introduce literary works will have a positive effect in FL teaching.

14- Most of the students and instructors have claimed that having a kind of curriculum which encourages the translation of literary works will be effective.

15- Most of the students and instructors defend the idea that having a kind of activity which requires student participation is the most important thing in FL learning.

16- Complex sentences in literary works have been shown as the reason why it is difficult to learn a language by the help of literary works by most of the students and instructors. The other high proportion of students have thought that the students' unwillingness is the main reason whereas instructors have thought that different curriculum at different departments is the main reason of it.

6.2.2. Comments on the findings concerning the use of literature in FL teaching (differences between the opinions of students at different departments)

1- Results have indicated that students at literature departments and at other departments have different ideas on the place of literature in FL teaching. Most of the students at the department of literature have found it sufficient, whereas most of the students at other departments have found the weight given to literary works in the materials inadequate.

2- It has been observed that for most of the students at other departments the main reason of studying literary works in the materials is to help reinforce the present knowledge and increase in-class participation. But for most of the students at literature departments the main reason is to inform students about the culture of the target language.

3- ESP based curriculum has been accepted as the most beneficial one by most of the students at other departments. On the other hand Communicative-Approach based curriculum has been preferred by most of the students at literature departments.

4- Some of the students at other departments think that the study of literary works contributes to FL learning. However, almost all of the students at literature departments think that the study of literary works really contribute to FL learning.

5- For most of the students at literature departments, the use of literary works contributes to speaking ability but only some of the students at other departments think so.

6- Results have indicated that most of the students agree on the idea that contemporary English works are the best type of literary materials in FL learning.

7- Language classes have been found as the best atmosphere for the administration of literary works by most of the students at other departments, whereas most of the students at literature departments think that the use of literary works does not require a specific place, any place suitable for the students can achieve this goal.

8- Almost all the students at different groups agree on the idea that having a closed-circuit TV system which broadcasts some valuable works from English and American literature contributes to English learning.

9- According to the results, it has been observed that almost all the students at literature departments believe that watching and listening to some cassettes of varying literary works help motivate them but some of the students at other departments hesitate on this matter.

10- Findings have shown that for most of the students at literature departments a program including translation of literary works increases the interest to learn a foreign language, but a number of students at other departments do not think so.

11- Finally it has been observed that complex sentences in literary works have been accepted as the main obstacle to learn a foreign language according to half of the students in other departments. But most of the students at literature departments do not agree with the opinion. On the other hand, some of the students at other departments stated the unwillingness of instructors in literature as the main reason, while none of the students at literature departments have thought so.

6.2.3. Comments on the findings concerning the use of literature in FL teaching (differences between the opinions of instructors at different departments)

Then the different attitudes of the instructors towards the use of literature have been investigated.

Results have shown that instructors at different groups have had an agreement on most of the questions in the questionnaire form.

1- Most of the instructors at the departments say that there is a place for literary works in the language teaching curriculum at their departments.

2- Findings have indicated that most of the instructors at other departments have found the percentage of literary works too much, whereas most of the instructors at literature departments have found it sufficient.

3- The main reason for including literary works in FL teaching curriculum, for the instructors at other departments, is that they present the varieties of language use, whereas most of the instructors at literature departments have claimed that literary works motivate students and help reinforce their present knowledge, language skills and increase in-class participation.

4- Another finding is that ESP based curriculum has been accepted as the most beneficial one, whereas Communicative-Approach based curriculum has been preferred as the most beneficial by most of the instructors at literature departments.

5- Instructors at all departments have agreed upon the idea that the use of literary works contribute to the progress of language skills, namely the reading skills.

6- Some of the instructors at other departments rather than at English Language and Literature departments, have recommended that the use of literary works as extra curriculum activity will be helpful, but none of the instructors at literature departments have thought so.

7- For most of the instructors at literature departments, role-playing or acting on a stage in students' spare time increases the interest for language learning. On the other hand, the instructors at other departments do not think so.

8- According to one other finding, having closed-circuit TV system broadcasting some valuable literary works contributes to the learning of foreign language.

9- It has been observed that, having students listen to some cassettes of varying literary works, and read some simplified versions of various literary works help motivate them to learn a foreign language.

10- Another valuable finding is that a program including the translation of literary works increases the interest for learning a foreign language.

11- Finally it has been observed that encouraging students to participate in various literary activities is effective in school program. But complicated sentences in literary works have been determined as the main obstacle to learning a foreign language by the help of literary works.

6.2.4. Comments on the 20th question of the questionnaire

For students at literature departments the content and intensity of literature in the curriculum should:

- depend on the syllabus
- be given at regular intervals
- depend on the type of the program and student needs
- express the universal concepts and experience which can be shared by all the readers
- be useful and interesting
- be given as extensive and intensive reading inside or outside the class
- be compulsory
- be simplified
- be encouraging
- be easily understandable
- be suitable to the students' language capacity
- be given at labs

For the students at other departments the content and intensity of literature should:

- be dependent on the syllabus
- be related with students' language level
- be simplified and graded
- be far from learning by heart
- be given as outside class activity
- be a vehicle of learning not an aim
- the students should enjoy reading

For the instructors at literature departments:

- literary works should be suitable to the curriculum
- the method should be interesting
- the material should be selected according to the students' language level
- activities including student participation should be preferred
- activities enabling students to reveal their own ideas and fostering their interpretations should be preferred
- contemporary works should be given
- the teacher should give the students the literary points of both native and target language
- the students should be encouraged to extra-curricular activities

For the instructors at other departments:

- the material should be selected according to the students' language level
- literary works should be suitable to the curriculum
- short stories should be preferred
- simplified literary works should be chosen
- literary works should be given as extensive reading
- it must not be an intensive program

6.3. Recommendations

In order to obtain much more benefit and improve the quality of learning in the English Preparatory Classes, the followings could be recommended:

1. The instructors should be well aware of the detailed meanings of literature and literary works.
2. Supplementary materials and intensive reading opportunities should be provided in order to enable the students to practise the theoretical knowledge more. The supplementary materials should be designed at first according to the students' interest and then to the aims of the lesson. Literary works should appeal to the students' interest.
3. EPS instructors should have enough knowledge on some literary skills or they should be given a kind of in-service training on the use of literature in FL teaching.
4. The literary works should be used in such a way that they should support the lesson, encourage the students to participate in the lesson. This will make a positive effect on learning a foreign language.

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APPENDICES

APPENDIX A

THE TEACHER'S QUESTIONNAIRE

QUESTIONNAIRE

This questionnaire has been prepared to investigate the extent and the use of the contributions of literature in teaching English at Gaziantep University, Faculty of Arts and Sciences, The Department of English Language and Literature and at the Preparatory School of Foreign Languages Department.

The data gathered through this questionnaire will be analysed in terms of the goal mentioned above and as a result of view points of the teachers on the use of literature in language teaching education will be collected. Answers to be given will not be used for any other reason than above mentioned intention.

Thanks for your contributions.

Instructor: Tülin ÖZKEÇECİ
Gaziantep University
YADİMER

Put a tick across the faculty you graduated from

- The Faculty Of Arts And Sciences, The Department Of English Language And Literature
- The Department Of American Language And Literature
- Linguistics
- English Language Teaching
- The Department Of Simultaneous Translation
- Other.....

Your Sex

- Female
- Male

Your Age

- 18-25
- 26-35
- 36-45
- Over 45

Work Experience

- 0-5
- 6-10
- Over 10 years

APPENDIX A

THE TEACHER'S QUESTIONNAIRE

1. Is there any place for literary works in language teaching curriculum at your department?
 - 1.1. () Yes
 - 1.2. () No
 - 1.3. () Partly

2. If 'Yes' or 'Partly', what is the percentage of literary works in your materials? If 'No', skip to the question 3.
 - 2.1. () Sufficient
 - 2.2. () Inadequate
 - 2.3. () Too much

3. What can be the main reason for using literary works in language teaching?
 - 3.1. () To present the varieties of language use
 - 3.2. () To teach English from its original source
 - 3.3. () To inform students about the culture of the target language
 - 3.4. () To better motivate and help reinforce the present knowledge and increase in-class participation

4. What kind of curriculum, do you think, is more beneficial for your students?
 - 4.1. () Grammar-Translation based curriculum
 - 4.2. () ESP (English for specific purposes) based curriculum
 - 4.3. () A program which is also supplemented with literary works
 - 4.4. () A communicative-approach based curriculum
 - 4.5. () Other (Please write).....

5. Do you think the use of the literary works contribute to the progress of language skills?
 - 5.1. () Yes
 - 5.2. () No

6. If 'Yes', to which of the five skills does the use of literary works contribute mostly?
 - 6.1. () Reading
 - 6.2. () Writing

- 6.3.() Speaking
- 6.4.() Listening
- 6.5.() Translation

7. Which type of literary works, do you think, will be most effective, if there has been a place for them?

- 7.1.() In-class activities (sketches, interview, conversation)
- 7.2.() Poetry
- 7.3.() Novel
- 7.4.() Short stories
- 7.5.() All activities included in one

8. What type of literary works would you prefer if you were supposed to administer the literary works in language labs. or carry on an extensive reading class?

- 8.1.() Classsial works (by Homeros, Chaucer, Shakespeare)
- 8.2.() Contemporary English works (by G. Orwell, W. Woolf, A. Koestler)
- 8.3.() Contemoprary American works (by E. Hemingway, R. Frost, S. Bellow)
- 8.4.() English works translated from Turkish such as Mehmet My Hawk by Yaşar Kemal
- 8.5.() Other (Please write).....

9. In which type of atmosphere would you administer your classes if there might be a plan to make use of literary works?

- 9.1.() At language laboratories
- 9.2.() In classes
- 9.3.() As extra curriculum activities
- 9.4.() Other (Please write).....

10. Do you want to listen to some simplified versions of literary works? If 'No', skip to number '11'

- 10.1.() Yes
- 10.2.() No

11. Does role-playing or acting on stage in students' spare time on their own increase the interest for learning?

- 11.1.() Yes
- 11.2.() No

12. Does having a closed circuit TV system, which broadcasts some valuable works, which would be interesting for students, from English and American Literature contribute to English teaching?
- 12.1.() Yes
12.2.() No
13. Do you believe that listening to some video cassettes of varying literary works help motivation?
- 13.1.() Yes
13.2.() No
14. At the canteen or at public places, does having a TV and radio which broadcasts literary works in English help language teaching?
- 14.1.() Yes
14.2.() No
15. Do you think that having simplified versions of varying literary works at the library and reading them intensively have a role to develop your abilities?
- 15.1.() Yes
15.2.() No
16. Do you agree with the idea that organizing literature days or weeks to introduce English and American Literature and to guide students to participate in discussions, increase the interest in foreign language?
- 16.1.() Yes
16.2.() No
17. Do you believe that a program including the translation of literary works increase the interest to learn a foreign language?
- 17.1.() Yes
17.2.() No

18. Which of the recommendations below is important for literature to take a more effective part in school program?

18.1.() Giving a more place for literary works in course books

18.2.() Giving place for activities to encourage students to participate

18.3.() To organize poetry days

18.4.() Other (Please write).....

19. Why do you think that intensive literary study causes a difficulty in language learning?

19.1.() Due to the complicated sentence structures of literary works

19.2.() Due to the different syllabuses at different departments

19.3.() Due to the lack of interest of students in literature

19.4.() Due to the lack of interest of teachers in literature

20. What can you say about the intensity and content if you think that there should be more place for English and American Literature in the syllabus?

20.1.()

20.2.()

20.3.()

20.4.()



APPENDIX B

THE STUDENT'S QUESTIONNAIRE

APPENDIX B

THE STUDENT'S QUESTIONNAIRE

1. Is there any place for literary works in language teaching curriculum at your department?
 - 1.1. () Yes
 - 1.2. () No
 - 1.3. () Partly

2. If 'Yes' or 'Partly', what is the percentage of literary works in your materials? If 'No', skip to the question 3.
 - 2.1. () Sufficient
 - 2.2. () Inadequate
 - 2.3. () Too much

3. What can be the main reason for using literary works in language learning?
 - 3.1. () To present the varieties of language use
 - 3.2. () To teach English from its original source
 - 3.3. () To inform students about the culture of the target language
 - 3.4. () To better motivate and help reinforce the present knowledge and increase in-class participation

4. What kind of curriculum, do you think, is more beneficial for you?
 - 4.1. () Grammar-Translation based curriculum
 - 4.2. () ESP (English for specific purposes) based curriculum
 - 4.3. () A program which is also supplemented with literary works
 - 4.4. () A communicative-approach based curriculum
 - 4.5. () Other (Please write).....

5. Do you think the use of the literary works contribute to the progress of language skills?
 - 5.1. () Yes
 - 5.2. () No

6. If 'Yes', to which of the five skills does the use of literary works contribute mostly?
- 6.1.() Reading
 - 6.2.() Writing
 - 6.3.() Speaking
 - 6.4.() Listening
 - 6.5.() Translation
7. Which type of literary works, do you think, will be most effective, if there has been a place for them?
- 7.1.() In-class activities (sketches, interview, conversation)
 - 7.2.() Poetry
 - 7.3.() Novel
 - 7.4.() Short stories
 - 7.5.() All activities included in one
8. What type of literary works would you prefer if you were supposed to read the literary works in language labs. or carry on an extensive reading class?
- 8.1.() Classisal works (by Homeros, Chaucer, Shakespeare)
 - 8.2.() Contemporary English works (by G. Orwell, W. Woolf, A. Koestler)
 - 8.3.() Contemporary American works (by E. Hemingway, R. Frost, S. Bellow)
 - 8.4.() English works translated from Turkish such as Mehmet My Hawk by Yagar Kemal
 - 8.5.() Other (Please write).....
9. In which type of atmosphere would you administer your classes if there might be a plan to make use of literary works?
- 9.1.() At language labs.
 - 9.2.() In classes
 - 9.3.() As extra curriculum activities
 - 9.4.() Other (Please write).....
10. Do you want to listen to some simplified versions of literary works? If 'No', skip to number '11'
- 10.1.() Yes
 - 10.2.() No

11. Does role-playing or acting on stage in your spare time on your own increase the interest for learning?
- 11.1.() Yes
11.2.() No
12. Does having a closed circuit TV system, which broadcasts some valuable works, which would be interesting for you, from English and American Literature contribute to English learning?
- 12.1.() Yes
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13. Do you believe that listening to some video cassettes of varying literary works help motivation?
- 13.1.() Yes
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14. At the canteen or at public places, does having a TV and radio which broadcasts literary works in English help language learning?
- 14.1.() Yes
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- 15.1.() Yes
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- 16.1.() Yes
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17. Do you believe that a program including the translation of literary works increase the interest to learn a foreign language?
- 17.1.() Yes
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18. Which of the recommendations below is important for literature to take a more effective part in school program?

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18.3.() To organize poetry days

18.4.() Other (Please write).....

19. Why do you think that intensive literary study causes a difficulty in language learning?

19.1.() Due to the complicated sentence structures of literary works

19.2.() Due to the different syllabuses at different departments

19.3.() Due to the lack of interest of students in literature

19.4.() Due to the lack of interest of teachers in literature

20. What can you say about the intensity and content if you think that there should be more place for English and American Literature in the syllabus?

20.1.()

20.2.()

20.3.()

20.4.()

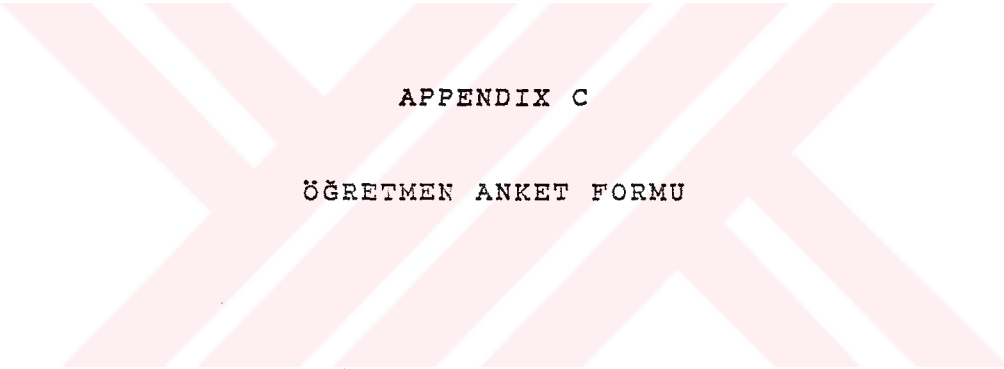
ANKET FORMU

Bu anket, Gaziantep Üniversitesi İngiliz Dili Ve Edebiyatı Bölümü ve Mühendislik Fakültesi Hazırlık sınıflarında "İngilizce Öğretiminde Edebiyatın Katkıları" ilgili olarak ne derecede, nasıl kullanıldığı ve katkılarının ne olduğunu belirlemek amacıyla hazırlanmıştır.

Bu ankettten elde edilecek veriler yalnızca yukarıda sözü edilen amaç doğrultusunda değerlendirilecek ve sonuçta İngilizce Hazırlık sınıflarında yapılan Yabancı Dil Eğitiminde Edebiyatın kullanımı ile ilgili görüşler saptanacaktır. Anketteki sorulara vereceğiniz yanıtlar kesinlikle başka bir amaç doğrultusunda kullanılmayacaktır.

Katkılarınız için şimdiden teşekkür ederim.

Okt. Tülin ÖZKEÇECİ
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Bölümü.



APPENDIX C

ÖĞRETMEN ANKET FORMU

Mezun Olduđunuz Bölümü İşaretleyiniz.

- Fen Edebiyat Fakóltesi İngiliz Dili
Ve Edebiyatı
- Amerikan Dili Ve Edebiyatı
- İngiliz Dil Bilimi
- İngiliz Dil Eğitimi
- Mütercim Tercümanlık
- Başka

CİNSİYETİNİZ

- Bayan
- Erkek

YAŞINIZ

- 18-25
- 26-35
- 36-45
- 45 ve üzeri

MESLEK TECRÜBENİZ

- 0-5
- 6-10
- 10 ve üzeri

ÖĞRETMEN ANKET FORMU

1. Okulunuzda uygulanan İngilizce programında edebi eserlere hiç yer verilmekte midir?

- 1.1.() Evet
1.2.() Hayır
1.3.() Kısmen

2. Cevabınız 'evet' ise materyallerinizdeki edebiyat içeriği ne kadardır? 'Hayır' ise 3. soruya geçiniz.

- 2.1.() Yeterli
2.2.() Az
2.3.() Fazla

3. Sizce İngilizce eğitiminde edebiyata yer vermenin ne gibi amacı olabilir?

- 3.1.() Dilin kullanımıyla ilgili çeşitli örnekleri sunmak
3.2.() İngilizceyi an kaynağından öğrenmek
3.3.() Öğretilen dilin hakkında bilgi vermek
3.3.() Öğrenciyi daha iyi motive edip, mevcut dil bilgisini pekiştirmesini ve derse katılımını sağlamak
3.5.() Başka (Lütfen yazınız).....

4. İngilizce öğretiminde nasıl bir programın daha yararlı olacağını düşünürsünüz?

- 4.1.() Dilbilgisi-Çeviri ağırlıklı bir program
4.2.() Özel amaçlı İngilizce programı
4.3.() Edebiyata da yer veren bir program
4.4.() İletişimsel yönetime ağırlık veren bir program
4.5.() Başka (Lütfen yazınız).....

5. Sizce dil öğretiminde edebi eser kullanımı dil becerilerinin gelişmesine katkıda bulunur mu?

- 5.1.() Evet
5.2.() Hayır

6. Cevabınız 'Evet' ise, edebi eser kullanımını daha çok hangi dil becerisinin gelişmesine katkıda bulunur? Cevabınız 'Hayır' ise 7. soruya geçiniz.

- 6.1.() Okuma
- 6.2.() Yazma
- 6.3.() Konuşma
- 6.4.() Dinleme
- 6.5.() Çeviri

7. Bölümünüzde dil öğretim programında edebi eser kullanımına yer verilmiş olsa, hangi türün daha etkili olacağını düşünürdünüz?

- 7.1.() Uygulamalı sınıf içi etkinlikleri (skeçler, görüşme, karşılıklı konuşma)
- 7.2.() Şiir
- 7.3.() Roman
- 7.4.() Kısa hikaye
- 7.5.() Hepsini de içine alan etkinlikler

8. Edebi eserlerin programda, dil laboratuvarında ya da yaygın okuma olarak yer alması uygun görülseydi bunun daha çok ne tür eserler olmasını isterdiniz?

- 8.1.() Homeros, Chaucer, Shakespeare gibi yazarların klasik eserleri
- 8.2.() James Joyce, Charles Dickens, W. Woolf gibi çağdaş İngiliz yazarlarının
- 8.3.() Ernest Hemingway, Robert Frost, Saul Bellow gibi çağdaş Amerikan yazarlarının eserleri
- 8.4.() Bazı Türk yazarların İngilizceye çevrilmiş eserleri (Yaşar Kemal'in İnce Mehmet'i gibi)
- 8.5.() Başka (Lütfen yazınız).....

9. Okulunuzda dil öğretimde edebiyata yer verilmesi planlansa, ne tür bir ortamda uygulamayı düşünürdünüz?

- 9.1.() Dil laboratuvarında
- 9.2.() Sınıf içinde
- 9.3.() Ders dışı etkinlik olarak
- 9.4.() Başka (Lütfen yazınız).....

10. Dil laboratuvarında öğrencilere zaman zaman bazı basitleştirilmiş edebi tiyatro eseri ya da kısa hikayelerin dinletilmesi düşüncesine katılır mısınız?

- 10.1.() Evet
- 10.2.() Hayır

11. Öğrencilerin boş zamanlarını değerlendirmeleri için İngilizce oyunlar sergilemeleri İngilizce öğrenimine ilgiyi artırır mı?
- 11.1.() Evet
11.2.() Hayır
12. Okulunuzda, İngiliz ve Amerikan edebiyatından güzel eserlere yer veren kapalı devre bir televizyonun varlığı İngilizce öğretiminin daha etkili olmasını sağlar mı?
- 12.1.() Evet
12.2.() Hayır
13. Kütüphanede geçitli edebi eserlerin video bantlarının gösterilmesi ve dinletilmesinin İngilizce öğretiminde motive edici bir unsur olduğuna inanıyor musunuz?
- 13.1.() Evet
13.2.() Hayır
14. Kantinlerde ve öğrenciye açık diğer yerlerde İngilizce yayın yapan TV ve radyo programlarında edebi eserlere yer verilmesi ve dinletilmesi, dil öğretiminde faydalı olur mu?
- 14.1.() Evet
14.2.() Hayır
15. Merkezi kütüphanelerde geçitli basitleştirilmiş İngilizce edebi eserlerin öğrencilere yaygın bir şekilde okumalarının tavsiye edilmesinin okuma becerilerinin gelişmesinde rolü olacağını düşünüyor musunuz?
- 15.1.() Evet
15.2.() Hayır
16. Okullarda edebiyat günleri düzenleyip İngiliz ve Amerikan edebiyatını tanıtıcı eserlerin takdimine ve tartışılmasına imkan tanınmasının yabancı dil öğrenimine olan ilgiyi arttıracığı düşüncesine katılırsınız mı?
- 16.1.() Evet
16.2.() Hayır
17. Edebi eser çevirilerine de yer veren bir programın dil öğrenmeye ilgiyi arttıracığına inanıyor musunuz?
- 17.1.() Evet
17.2.() Hayır

18. Sizce edebiyatın okul programlarında daha etkin bir yer alabilmesi için aşağıdaki önerilerden hangisi daha önemlidir?

18.1.() Ders kitaplarında edebi eserlere daha çok yer verilmesi

18.2.() Öğrenci katılımını sağlayıcı etkinliklere yer verilmesi

18.3.() Şiir okuma günleri düzenlenmesi

18.4.() Başka (lütfen yazınız).....

19. Sizce materyallerde edebiyat ağırlığının artması neden dil öğretiminde güçlük yaratır?

19.1.() Edebi eserlerin cümle yapılarının karmaşık olması yüzünden

19.2.() Farklı bölümlerde farklı müfredat programı uygulanmasından

19.3.() Öğrencinin edebiyata karşı ilgisizliğinden

19.4.() Öğretmenin edebiyata karşı ilgisizliğinden

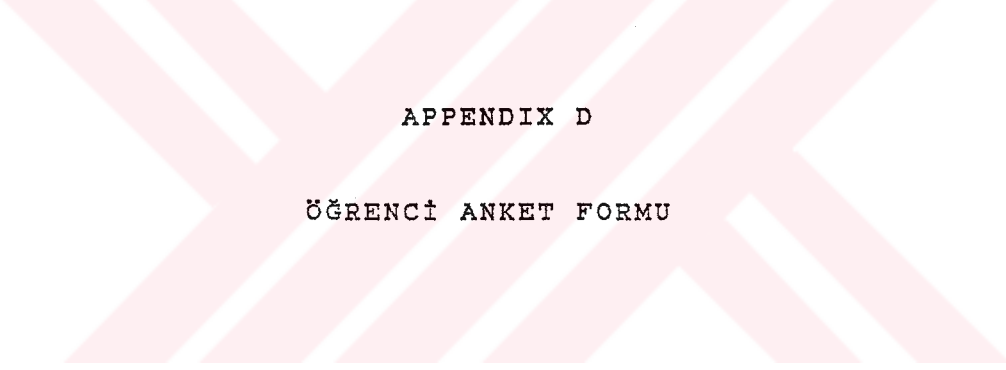
20. Eğer müfredat programında İngiliz ve Amerikan edebiyatına yer verilmesi gerekse bunun yoğunluğu ve içeriği hakkında ne söyleyebilirsiniz?

20.1.().....

20.2.().....

20.3.().....

20.4.().....



APPENDIX D

ÖĞRENCİ ANKET FORMU

ÖĞRENCİ ANKET FORMU

1. Okulunuzda uygulanan İngilizce programında edebi eserlere hiç yer verilmekte midir?

- 1.1.() Evet
1.2.() Hayır
1.3.() Kısmen

2. Cevabınız 'evet' ise materyallerinizdeki edebiyat içeriği ne kadardır? 'Hayır' ise 3. soruya geçiniz.

- 2.1.() Yeterli
2.2.() Az
2.3.() Fazla

3. Sizce İngilizce eğitiminde edebiyata yer vermenin ne gibi amacı olabilir?

- 3.1.() Dilin kullanımıyla ilgili çeşitli örnekleri sunmak
3.2.() İngilizceyi an kaynağından öğrenmek
3.3.() Öğretilen dilin hakkında bilgi vermek
3.3.() Öğrenciyi daha iyi motive edip, mevcut dil bilgisini pekiştirmesini ve derse katılımını sağlamak
3.5.() Başka (Lütfen yazınız).....

4. İngilizce öğreniminde nasıl bir programın daha yararlı olacağını düşünürsünüz?

- 4.1.() Dilbilgisi-Çeviri ağırlıklı bir program
4.2.() Özel amaçlı İngilizce programı
4.3.() Edebiyata da yer veren bir program
4.4.() İletişimsel yönetime ağırlık veren bir program
4.5.() Başka (Lütfen yazınız).....

5. Sizce dil öğreniminde edebi eser kullanımı dil becerilerinin gelişmesine katkıda bulunur mu?

- 5.1.() Evet
5.2.() Hayır

6. Cevabınız 'Evet' ise, edebi eser kullanımını daha çok hangi dil becerisinin gelişmesine katkıda bulunur? Cevabınız 'Hayır' ise 7. soruya geçiniz.
- 6.1.() Okuma
6.2.() Yazma
6.3.() Konuşma
6.4.() Dinleme
6.5.() Çeviri
7. Bölümünüzde dil öğretim programında edebi eser kullanımına yer verilmiş olsa, hangi türün daha etkili olacağını düşünürdünüz?
- 7.1.() Uygulamalı sınıf içi etkinlikleri (skeçler, görüşme, karşılıklı konuşma)
7.2.() Şiir
7.3.() Roman
7.4.() Kısa hikaye
7.5.() Hepsini de içine alan etkinlikler
8. Edebi eserlerin programda, dil laboratuvarında ya da yaygın okuma olarak yer alması uygun görülseydi bunun daha çok ne tür eserler olmasını isterdiniz?
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8.5.() Başka (Lütfen yazınız).....
9. Okulunuzda dil öğretimde edebiyata yer verilmesi planlansa, ne tür bir ortamda uygulanmasını düşünürdünüz?
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9.2.() Sınıf içinde
9.3.() Ders dışı etkinlik olarak
9.4.() Başka (Lütfen yazınız).....
10. Dil laboratuvarında siz öğrencilere zaman zaman bazı basitleştirilmiş edebi tiyatro eseri ya da kısa hikayelerin dinletilmesi düşüncesine katılırmısınız?
- 10.1.() Evet
10.2.() Hayır

11. Boş zamanlarınızı değerlendirmeniz için İngilizce oyunlar sergilemeniz İngilizce öğrenimine ilginizi artırır mı?
- 11.1.() Evet
11.2.() Hayır
12. Okulunuzda, İngiliz ve Amerikan edebiyatından güzel eserlere yer veren kapalı devre bir televizyonun varlığı İngilizce öğreniminin daha etkili olmasını sağlar mı?
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- 16.1.() Evet
16.2.() Hayır
17. Edebi eser çevirilerine de yer veren bir programın dil öğrenmeye ilgiyi arttıracığına inanıyor musunuz?
- 17.1.() Evet
17.2.() Hayır

18. Sizce edebiyatın okul programlarında daha etkin bir yer alabilmesi için aşağıdaki önerilerden hangisi daha önemlidir?

- 18.1.() Ders kitaplarında edebi eserlere daha çok yer verilmesi
18.2.() Öğrenci katılımını sağlayıcı etkinliklere yer verilmesi
18.3.() Şiir okuma günleri düzenlenmesi
18.4.() Başka (lütfen yazınız).....

19. Sizce materyallerde edebiyat ağırlığının artması neden dil öğreniminde güçlük yaratır?

- 19.1.() Edebi eserlerin cümle yapılarının karmaşık olması yüzünden
19.2.() Farklı bölümlerde farklı müfredat programı uygulanmasından
19.3.() Öğrencinin edebiyata karşı ilgisizliğinden
19.4.() Öğretmenin edebiyata karşı ilgisizliğinden

20. Eğer müfredat programında İngiliz ve Amerikan edebiyatına yer verilmesi gerekse bunun yoğunluğu ve içeriği hakkında ne söyleyebilirsiniz?

- 20.1.().....
20.2.().....
20.3.().....
20.4.().....