GAINING INSIGHTS INTO ALTERNATIVE TEACHING APPROACHES EMPLOYED IN AN EFL LITERATURE CLASS*

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ABSTRACT

Having used an integrated approach comprising language-based approaches and stylistics as a pedagogical framework, the present paper serves to illustrate the impact of the proposed way of literature teaching in the Turkish EFL context. The main focus of the paper is to investigate and reflect the responses of Turkish undergraduates to the proposed teaching approach which is hoped to encourage students to experience literary texts directly as a part of a process of meaning-creation. The study groups involved in the research consisted of two comparable groups; an experimental group and a control group. However, only the experimental group students were exposed to the proposed teaching approach. The students in the control group, on the other hand, kept undergoing the teaching process they were used to having. In order to reveal the students' responses to teaching methodologies employed in their classes, qualitative and quantitative investigations of the data gathered through interviews, questionnaires and field notes both in the experimental group and control group were compared and contrasted. The analyses of the data revealed significant differences in the nature of the students' responses to the teaching approaches they received in their control and experimental groups. It was observed that there was a significant relation between the teaching methodologies employed in both classes, and levels of motivation, involvement and appreciation of the literary texts under study. The findings suggested that application of the proposed teaching approach significantly increased levels of students' involvement and changed the classroom dynamics in a positive way.

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* The data presented in this paper are part of a larger research. Detailed information regarding the actual teaching activities, interview questions, questionnaires, etc. can be obtained from the author.

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RESUMEN

Tras utilizar un enfoque que integra como marco pedagógico estilística y enfoques basados en la lengua, este artículo trata de ilustrar el impacto que tiene esta propuesta de enseñanza de literatura en un contexto de enseñanza del inglés en Turquía. Este artículo se centra en investigar y reflexionar sobre las respuestas de estudiantes universitarios turcos frente al enfoque de enseñanza propuesto, del que se espera que anime a los estudiantes a acercarse a textos literarios directamente, como parte de un proceso de creación de significado. La investigación se desarrolló sobre dos grupos comparables, un grupo experimental y un grupo de control. Sin embargo, sólo los estudiantes del grupo experimental recibieron el enfoque didáctico propuesto. Por otro lado, los estudiantes del grupo de control siguieron con los procedimientos didácticos a los que estaban acostumbrados. Con objeto de descubrir la respuesta de los estudiantes a las metodologías didácticas utilizadas en sus clases, se compararon y contrastaron investigaciones cualitativas y cuantitativas con datos recogidos a partir de entrevistas, cuestionarios y anotaciones de campo, tanto para el grupo experimental como para el de control. El análisis de los datos mostró diferencias significativas en la naturaleza de la respuesta de los estudiantes a los enfoques didácticos experimentados en cada uno de los grupos. Se observó que existía una relación significativa entre las metodologías utilizadas en cada clase y los niveles de motivación, implicación y apreciación de los textos literarios estudiados. Los resultados sugerían que al aplicar el enfoque didáctico propuesto, se incrementa significativamente el nivel de implicación de los estudiantes y se transforma en sentido positivo la dinámica del aula.

PALABRAS CLAVE

Enseñanza de literatura, enfoques basados en la lengua, contexto de enseñanza del inglés como lengua extranjera, contexto de enseñanza del inglés en Turquía, investigación empírica.

RÉSUMÉ

Le présent travail a pour but d'exposer quelles sont les influences d'une méthode d'enseignement de littérature, composé de "language-based" et "stylistics", que l'on applique dans un cadre pédagogique dans des classes "Turkish EFL". La focalisation de la présente étude est d'étudier et de révéler les réactions des étudiants de licence turcs envers cette méthode qui vise à les encourager à considérer les textes littéraires comme une partie du processus direct de la création de signification. Le groupe d'enquête sur lequel on travaille est divisé en deux groupes comparables tels que le groupe expérimen-

tal et celui de contrôle. Mais, c'est seulement les étudiants du groupe expéri-
mental qui ont subi cette méthode proposée. Ceux du groupe de contrôle ont
suivi la méthode traditionnelle. Pour révéler les réactions des étudiants sur les
méthodes appliquées dans leurs classes, les données qualitatives et quantita-
tives, obtenues par des interviews, des questionnaires et des notes d'observa-
tion, ont été comparées les unes avec les autres. Les analyses des données
obtenues ont montré que les réactions des étudiants de deux différents groupes
sont, elles-aussi, différentes. Les motivations et les participations des étudiants
sont directement liées à la méthode appliquée dans la classe. Selon les suites
de ce travail, il est clair que la méthode proposée a augmenté considérable-
ment le niveau de motivation et de participation des étudiants.

Mots-clé

Enseignement de Littérature, optiques basées sur la langue, contexte de
l'enseignement de l'anglais comme langue étrangère, contexte de l'enseigne-
ment de l'anglais en Turquie, recherche empirique.

Introduction

Having used an integrated approach comprising language-based
approaches and stylistics as a pedagogical framework, the present paper
serves to illustrate the impact of the proposed way of literature teach-
ing in the Turkish EFL context. The main focus of the paper is to inves-
tigate and reflect the responses of Turkish undergraduates to the pro-
posed teaching approach which is hoped to encourage students to
experience literary texts directly as a part of a process of meaning-cre-
ation. The study groups involved in the research consisted of two com-
parable groups; an experimental group and a control group. However,
only the experimental group students were exposed to the proposed
teaching approach. The students in the control group, on the other
hand, kept undergoing the teaching process they were used to having.
In order to reveal the students' responses to teaching methodologies
employed in their classes, qualitative and quantitative investigations of
the data gathered through interviews, questionnaires and field notes
both in the experimental group and control group were compared and
contrasted.

Teaching literature in EFL context: some underlying issues

The suggested teaching approach comprising language-based
approaches and stylistic analysis necessitates the teaching of literature

to move away from teacher-centredness to a more student-centredness, it also implies that the teacher functions more as a facilitator rather than a judgmental authority. As facilitators, teachers need to enable a genuine interaction between reader and text to enable them to respond and reflect about the meaning by examining the language closely. Language-based approaches are 'essentially integrative approaches and they seek to integrate language and literature study. They also offer approaches to literary texts which are accessible not just to more advanced students but to a wider range of students' (Carter, 1996, p. 2).

Champions of language-based approaches to literature teaching believe in a closer amalgamation of language and literature in the classroom. By incorporating language-based approaches with stylistic analysis, it is hoped that not only will the teachers have more student-centred classes, but also during the teaching process, which is activity-based and process-oriented, students will be able to bridge their linguistic and literary competence. It is also hoped that this will lead to an awareness that 'linguistic potential is not distinct from a sense of literary effect' (Widdowson, 1992).

The teaching of literature in most of the Turkish EFL contexts, however, is highly traditional and when it comes to following a systematic approach to literature teaching it can be said that in many teaching contexts 'meaning is established without method' (Carter, 1982). The teaching/learning process has usually been a teacher-centred process, in which the teacher utilises most of his/her time talking and explaining to students. In taking the centre stage, teachers often ask 'a long series of questions' and it is they who are "working through" the text, not the students (Carter and Long, 1991, p. 24). Moreover, such an approach generally emphasises the text as a body of knowledge which has to be imparted and conveyed to the students in the form of "background" to be memorised and reproduced when the situation –usually in the form of examinations– requires it (Carter and Walker, 1989). However, such methods of presenting literature have done very little to develop the students' skills in reading literary texts for themselves, or to learn how to make their own meanings *(ibidem)*. Consequently, the students become dependent on the teacher and books on literary criticism and so called exam-guides to memorise the texts for 'narrow instrumental purposes' (*ibidem,* p. 4).

The undesirable effects of teacher-centred approaches in the Turkish EFL literature teaching/learning context, as has also been mentioned by Akyel and Yalcin (1990), strongly suggest the necessity of equipping

teachers with proper teaching methodologies, and equally the importance of classroom research which would enable the practitioners 'to gain insight into alternative teaching techniques used in EFL literature classrooms' (Akyel, 1995, p. 64).

Therefore, apart from the aim of suggesting an integrated teaching approach to the teaching of literature in the Turkish EFL context, with the merging of language-based approaches and stylistic analysis, the present paper has an empirical nature as well. It basically serves to illustrate the impact of the proposed way of literature teaching on the Turkish undergraduates. To this end, the current paper presents qualitative and quantitative data gathered in a genuine teaching/learning context.

LOCATING A DEPARTMENT TO CONDUCT THE STUDY

Locating a department to conduct the study has been one of the most important decisions to take for the current research. The initial difficulty was to find a department which was willing to tolerate the research for a certain period of time. In order to find the most proper research environment, some English language and literature departments in Turkey were contacted explaining the nature of the study and possible involvements for the teaching staff and students required by the study. Eventually, the English Language and Literature Department at the University of Selcuk in Konya, declared that they were willing to provide the researcher with the research environment. The University of Selcuk is one of the developing state universities and located in the centre of the country. It can be considered as an average university in Turkey and the academic ranking of the department is just above the average and this fact has also been very convenient for the purpose of the current study since neither a very good nor a very bad sample can be considered as a good sample. During the initial appointments with the teaching staff at the department, it was observed that the academic staff themselves also complained about the lack of students' active participation in literature classes and they noted that they were all willing to take part in the study and would be very pleased to be introduced to teaching methodologies other than the methodologies they had been using in literature classes. Therefore, it has been decided to conduct the study at the English Language and Literature Department, Faculty of Letters, Selcuk University, Turkey.

The programme is a four-year training course leading to a BA degree, and consist of 8 semesters of 14 weeks each. The students enter the department by means of a highly competitive University Entrance Examination which is held by the Turkish Higher Education Institution Board. The exam tests students' competence both in English and their mother tongue through multiple-choice questions.

Some of the literature courses taught in the department are History of English Literature, different periods of Fiction, English and American Drama, English and American Novel, Poetry and Prose Appreciation, English and American Poetry, Short Story Appreciation, Shakespeare, Chaucer and Literary Criticism.

Formation of the study groups

The study groups of the present research consist of two comparable groups: an **experimental group** and a **control group**. These two groups were equal in terms of number of the subjects (students) in each group, but only the experimental group students were exposed to the treatment. The adequateness of having a control group and an experimental group for researches which are similar in nature to the current study is emphasised by many scholars. Frankfort and Nachmias (1997, p. 113) note that 'researchers control intrinsic factors by using a control group from which they withhold the experimental stimulus. Ideally, the control and experimental groups have been selected randomly… the groups experience identical conditions during the study except for their exposure to the independent variable. Thus features of the experimental situation or external events that occur during the experiment are likely to influence the two groups equally and will not be confounded with the effect of the independent variable'. Therefore, for the present study, assignments of the subjects to either the experimental group or the control group were based on random selection and only students in the experimental group were exposed to the treatment proposed by the study.

The attitudes and opinions of the students in both groups to teaching literature methodologies in their classes were gathered through pre-treatment questionnaires and pre-interviews with the students.

STUDENTS

The present study was conducted with a total number of 60 second year Turkish undergraduates majoring in English language and literature, having an equal number of 30 students in both **control group** and **experimental group**. The participants in the control group consisted of 9 males and 21 females aged between 18-24, with an average age of 21. The participants in the experimental group on the other hand, consisted of 7 males and 23 females aged between 19-24 with an average age of 21; the same age average with the control group. As has already been indicated, students in both control group and experimental group were assigned randomly. In classroom research, random assignment refers to 'the method of selecting and assigning subjects to experimental and control groups. The notion of randomisation is of crucial importance since it allows the researcher to have two comparable groups... if the experimental and control groups are relatively equivalent, then the researcher can feel fairly confident that everything except the treatment is the same. Any difference between the groups after instruction can be associated with the treatment' (Hatch and Farhady, 1982, p. 19).

THE COURSE

The course during which control group and experimental group were observed for eight teaching weeks was Short Story Appreciation. Since the same courses are offered to both day classes and evening classes and are taught by two different teachers, it provided the researcher with the most suitable research environment. It was a two-hour per week course, the objectives of which –as spelled out by the teachers– are to expose students to a wide range of short stories from English and American literature and examine the literary aspects of selected short stories.

THE ROLE OF THE RESEARCHER DURING THE FIELD RESEARCH

Since the qualitative nature of the present study requires the researcher to make many observations during the research process, it was crucial to decide what type of a role the researcher would adopt

in the classes. At the initial stage, two types of field research have been considered; **complete participant** and **participant-as-observer**.

In complete participant type of research, observers become participating members of the group of interest without revealing their identities or research goals to the group. However, this type of research poses several methodological problems; first, since researchers may become so self-conscious about revealing their true selves that they may easily lose the research perspective. Second, it is difficult for the researcher to decide what to observe because he/she cannot evoke responses or behaviour and must be careful not to ask questions that might raise the suspicions of the persons observed. Third, recording observations or taking notes is impossible on the spot; these have to be postponed until the observer is alone. Nevertheless, time lags in recording observations may cause selective bias and distortions through memory (Frankfort and Nachmias, 1997, pp. 282-285).

In participant-as-observer type of research, on the other hand, observers become participants during the treatment of the group by revealing their identities and the goal of their research. In this type of observation method, researchers are able to 'discern ongoing behaviour as it occurs and are able to make appropriate notes about its salient features' (Cohen and Manion, 1994, p. 110).

In view of the limitations of complete participant type of field research, contemporary field workers most often assume the participant-as-observer role (Frankfort and Nachmias, 1997, p. 285). When researchers adopt this type of role, they inform the group being studied that there is a research agenda. Researchers make long term commitments to this type of research, and the members of the group serve as both informants and respondents *(ibidem)*.

Therefore, considering the qualitative nature and goals of the study, it seemed more adequate to adopt the role of participant-as-observer during the field research.

DATA COLLECTION INSTRUMENTS

A variety of qualitative data collection methods were utilised during the field research to facilitate validation and triangulation. Data gathering instruments used in this study are: pre-and post treatment questionnaires for students, pre-interviews with teachers, pre- and post treatment student interviews, audio-tape recordings.

Data analysis methodology

For the current study, the data collection activities were carried out in close proximity to a local setting for a sustained period of time. As is mentioned earlier, the data gathered are based on observations, field notes, tape-recorded teaching sessions and interviews. However, since such data are not usually immediately accessible for analysis and require some processing, raw field notes needed to be corrected, edited, typed up and tape recordings needed to be transcribed and corrected. This phase of the study has proved to be problematic and far from being simple, mainly due to the limitations that surround any qualitative research and qualitative data analyst. I believe that it is necessary to admit and acknowledge these limitations which might be minimised by linking qualitative and quantitative paradigms.

Linking qualitative and quantitative data rationale

Traditionally qualitative and quantitative research approaches have been seen as opposing methodologies. In my view, however, it is useful to view qualitative and quantitative research as complementary approaches and promote their joint use whenever it is possible since these are the different ways of looking at the research environment with its realities and truths from different perspectives, either in depth or breadth.

Godwin and Godwin (1996, pp. 161-168) examine the similarities and complementarities between qualitative and quantitative research. From their point of view, the knowledge generated by each approach and the measurement methods of each approach are complementary. They also suggest that each approach can inform and assist the other approach. Qualitative research produces knowledge that emphasises process, extrapolation, understanding, and illumination and quantitative research produces knowledge that focuses on outcomes, generalisations, predictions and casual explanations *(ibidem)*.

Rossman and Wilson (1984) point out three broad reasons to link qualitative and quantitative data:

– to enable confirmation or corroboration of each other via triangulation;

– to elaborate or develop analysis, providing richer detail;

– to initiate new lines of thinking through attention to surprises or paradoxes, turning ideas around and providing fresh insights.

Similarly, Firestone (1987) suggests that, on the one hand, quantitative studies persuade the reader through de-emphasising individual judgement and stressing the use of established procedures, leading to more precise and generalizable results. On the other hand, qualitative research persuades through rich depiction and strategic comparison across cases, thereby overcoming the "abstraction inherent in quantitative studies".

However, as Gheardi and Turner (1987) suggest, the issue is one of knowing when it is useful to count and when it is difficult or inappropriate to count at all. Therefore, although the present study seeks to incorporate both qualitative and quantitative paradigms where possible, as Salomon (1991) also points out, for the research objectives of the study and the present researcher, the issue is not qualitative-quantitative at all, but whether we are taking an "analytic" approach to understanding a few controlled variables, or a "systematic" approach to understanding the interaction of variables and what is going on in a complex research environment.

PRE-INTERVIEWS WITH THE TEACHERS AT THE RESEARCH SETTING

For the pre-interviews with the teachers, structured interview questions were used. All interviews carried out in teachers' own rooms at the department and took 25-30 minutes. Although interviews with the teachers provided rich qualitative data, due to the length restrictions, main focus will be on the students' responses, and the teachers' responses will only be reported in this paper.

Almost all of the teachers at the research setting complained about teacher-centred classes, students' lack of reading abilities, low motivation and tendency towards relying on the teacher's interpretation of the literary text being studied. The transcribed interviews with teachers proved that in the classroom the teacher utilises most of the time talking and explaining "facts" about literature to the students. Inevitably, in the class it is the teacher who "works through the text", not the students. As Collie and Slater (1987, p. 7) also indicate, in such a traditional classroom, the teacher 'takes the role of an importer of information'.

The participants in the control group and in the experimental group were interviewed individually and asked questions in order to discover their motivation and contribution in class and to find out whether they feel confident whenever they are required to interpret any linguistic realisations, different form-effect meanings without having to rely on their notes dictated by their teachers and their attitudes towards literature teaching methodologies employed in their classes. Interviews were conducted in a room provided by the department, taking 15-20 minutes to complete and were in Turkish. Interview sessions were audio recorded.

When the students were asked to describe their level of motivation and contribution in literature classes, the majority of the students said that their motivation in the class is very low and they do not make enough contribution. One of the students stated that the teachers have lost their hope and given up trying to motivate them. He said:

> Few of us show interest in literature classes…there is not much contribution to the class discussions…not many students make their own comments, as a result even the most experienced teacher at the department gives up, and start talking on the text…it's only the teacher doing the talking, we just listen to her during the lecture…some of us even don't listen to…they [teachers] gave up, and think that there is no hope…

When students were asked whether they feel competent and confident when they are required to interpret any linguistic realisations, different form-effect meanings, almost all of them said they do not know how to approach a literary text from this point of view properly. One of them said:

> No one has given us any information on these…that's why we find it very difficult and tend to rely on the teacher's opinion…

Some students said that sometimes they feel certain things when they read a passage, but they do not know how to "make it clear". One of them said:

> Sometimes I feel that there is something…like a particular meaning in a passage…but I don't know how to prove it…

Another one said:

There are times, when I read a passage, I am deeply affected by a sentence or sometimes even by a word…but, I don't know how to explain this effect and its reason properly…

As for the teaching approaches employed by the teachers in the literature classes, the majority of the students stated that it is teachers who are active, and they only take notes. One said:

For instance, we've done John Donne's *Canonisation* the other day…I bet my life on it that everybody in this class has more or less the same notes…things said by the teacher…none of the words in these notes belongs to us…they're all the teacher's opinions, explanations and comments…take all the notes taken by the students and compare these to those of the teachers, you'll see that they're exactly the same…that's what we do in class…

Another student said that they are not capable of analysing a text on their own and they rely on the teacher and that teachers usually give some historical information about the writer:

We are not capable of analysing a text on our own…when teachers explain it we understand it, though…But, on our own it's really difficult…Teachers usually give information about the writer or the poet, and they analyse literary works accordingly…that is, thinking that the author's life is very important and affects the meaning in the literary text…For instance, when we deal with Walt Whitman's poetry, we always take into account the life of Walt Whitman…But, I know that there will be times when I don't know anything about the writer, how am I going to interpret the text then?…there should be other ways, you know…

Regarding the teaching methodology one of the students said that although the teachers at the department know their subjects very well they do not know how to communicate this knowledge to their student. He explained it with a striking analogy:

You may be selling the best goods on earth, but if you're not a good salesman, nobody would buy it…at the end of the day you would end up facing bankruptcy…I think this is the case in our department…Many of the teachers know their stuff very well, but they don't know how to sell it…

Another student said that they are forced to memorise facts about literature and they easily forget all these in a very short time. She said:

> What we do is to memorise...then we easily forget...I don't think that many people could remember what we learned last year in many of the literature classes...

Another student stated that the emphasis should be on "how to approach" a literary work. She said:

> I believe that instead of studying one particular novel –we usually end up hating this particular novel– they should teach us how to appreciate a novel and how to approach a literary work...in this way we could embrace other literary works...One novel –imposed on you– doesn't mean anything...

One student said that it would not be fair to expect only teachers to try to make students better literature students, she said that students should also try to become better literature students. She stated:

> We can't blame teachers only...Sometimes we're given opportunities to make our own contributions, but many of us are not interested enough...For many students the most important thing is to get 60% and pass the course...not many students care about getting pleasure from literary works...so, the teachers feel that they have to explain everything for us...they don't have many options...we should try to be better literature students...

PRE-QUESTIONNAIRE FOR STUDENTS

All participants in both control and experimental group were given a pre-questionnaire consisting of multiple choice questions in order to gather some information about their educational background and more importantly some information about their attitudes towards literature classes and literature teaching methodologies employed in their classes. It took students approximately 30 minutes to complete the questionnaire. In this section of the study, some of the data gathered will be presented and discussed.

The questionnaire revealed some information about what kind of teaching the students experience during their literature classes:

Table 1. What strategies do the teachers usually
resort to in teaching of literature?

	EG	CG
he/she usually lectures the class and we take notes	27 (75%)	30 (75%)
translation	1 (3%)	1 (2.5%)
paraphrase	2 (6%)	6 (15%)
he/she uses systematic methodologies to encourage us to attempt our own analysis	3 (8%)	2 (5%)
other	3 (8%)	1 (2.5%)

* Students were allowed to tick more than one answer.

As presented in the above table, most of the teaching they experience is teacher centred; in other words, the teacher lectures the class and the students take notes. Only a small number of students mentioned being exposed to systematic methodologies to encourage them to attempt their own analysis. Four students in total added to the given list, two of them writing that "teachers use linear-boring way of teaching", and other two wrote that "teachers want us to make the same comments they do when teaching a text".

The students were also asked what kinds of questions they are mostly tested on in the examinations. The following table reveals the students' responses to this particular question:

Table 2. What kinds of questions are you mostly
tested on in the examinations?

	EG	CG
historical questions on the time the literary work was produced and the questions on the author's life and his/her works (e.g. the dates, the names of the literary works produced)	10 (21%)	7 (18%)
practical questions on analytical skills for a literary work	10 (21%)	4 (11%)
essays to analyse the link between linguistic features and meaning	4 (8%)	3 (8%)

Table 2. What kinds of questions are you mostly
tested on in the examinations? *(cont.)*

	EG	*CG*
questions on memorisation of what the teacher or the critic said about a given literary work	23 (48%)	24 (63%)
other	1 (2%)	-

*Students were allowed to tick more than one answer.

As can be seen in the Table 2, a great majority of students in both groups indicated that they are mostly tested on questions on memorisation of what the teacher or the critic said about a given literary work. Another large group is historical questions. Only few students, however, indicated that they are tested on essays to analyse the link between linguistic features and meaning. One of the students added to the list "comment on" questions.

Summary of students' views

The data on the students' attitudes towards literature classes and literature teaching methodologies employed in their classes were collected through pre-interviews and a pre-questionnaire. Results showed that the majority of the students complain about their motivation and rate their performances in literature classes as poor. It is apparent that classes are highly teacher-centred and students are usually tested on either memorisation of what the teacher or the critic said about a given literary work, or on historical questions on the time the literary work was produced and the author's life and his/her works. The majority of students also noted that the way teachers handle literature classes lacks a proper and systematic methodology and that the classes are boring. Moreover, the results revealed that the practice of using systematic methodologies to encourage students to attempt their own analysis and asking students to analyse the link between linguistic features and meaning is very rare.

All of these results, together with the teachers' responses to the interview questions and to the teachers' questionnaire, not only validated the existence of the previously stated problems in EFL literature class (i.e. teacher-centredness, low student motivation, lack of reading

ability, etc.) but also revealed once again the fact that to bombard the students with dry knowledge without providing them with analytical tools that will deepen their understanding and therefore lead to a greater pleasure, never seems to work.

POST-QUESTIONNAIRE

A short post-questionnaire which took 5 minutes to complete was also administered in both CG and EG immediately after every other completed teaching process to get the students' responses to that particular teaching. However, it should be noted that in the EG, students were exposed to teaching activities modelled upon two short stories through incorporating language-based approaches and stylistics analysis, whereas in the CG students kept undergoing the same teaching methodology which their teacher has been utilising. The post-questionnaire was administered on six occasions in both groups. In this section of the study, the data which were gathered in EG reveals the students' responses and attitudes towards the lesson and the teaching approach was compared and contrasted with those of the CG.

STUDENTS' RESPONSES TO TEACHING PROCESS

The students' responses in EG to the teaching methodology proposed by the study has been extremely positive. In total, 99.5% (179 out of possible 180 responses) of the students thought that the teaching process was systematic. The total percentage of the students in CG who thought that the teaching process they went thorough was systematic, is 11% (20 out of possible 180 responses). The majority of students in CG, 84% to be precise, stated that the teaching process was not any different from the others; a fact indicating that this type of teaching is more or less the common practice in their classes. In EG, on the other hand, only 0.5% (1 out of 180 possible responses) thought that it was not any different from the others; a result which indicates that for the students in the research setting this type of teaching was quite a novelty. Another pleasing result has been students' responses to the organised nature of the proposed teaching approach. After six exposures, none of the students in EG thought that the teaching practice was disorganised. In the CG, however, 76% of the students thought that the teaching process they experienced in their classes was disorganised. The following table reveals the above mentioned results:

Table 3.   The teaching process was:

Lesson Nº	CG							EG						
	1st	2nd	3rd	4th	5th	6th	tot.%	1st	2nd	3rd	4th	5th	6th	tot.%
not any different from the others	15	14	18	17	12	8	84 47%	-0-	-0-	-0-	1	-0-	-0-	1 0.5%
systematic	3	2	5	4	6	-0-	20 11%	30	30	30	29	30	30	179 99.5%
disorganised	12	14	7	9	12	22	76 42%	-0-	-0-	-0-	-0-	-0-	-0-	-0-

The students in both groups were also asked whether there was enough variety of activities in class. Their responses to that question is shown in the table below:

Table 4.   Was there enough variety of activities in class?

Lesson Nº	CG							EG						
	1st	2nd	3rd	4th	5th	6th	tot.%	1st	2nd	3rd	4th	5th	6th	tot.%
yes	1	4	2	3	8	-0-	18 10%	28	29	28	25	29	22	161 89%
no	29	26	28	27	22	30	162 90%	2	1	2	5	1	8	19 11%

As can be seen in the Table 4, the great majority of students in EG thought that there was enough variety of activities in the class. When the responses of students in CG are compared to those in the EG, it can be said that the proposed teaching methodology offers more activities than traditional ways of literature teaching. This result has been important especially in the sense that the proposed approach contains the necessary elements towards more student-centred classes.

STUDENTS' OVERALL EVALUATION OF THE DELIVERY OF THE MATERIALS AND THE TEACHING APPROACH EMPLOYED IN THE CLASS

In the post-questionnaire, students in both EG and CG were also asked to evaluate the delivery of the teaching materials and the teach-

ing approach employed in the class. To a certain extent, it can be said that students' responses revealed the points which students liked and disliked about the lesson. Table 5 below summarises these points.

As can be seen from the Table 5, students' responses in EG revealed that teaching materials and the teaching approach utilised in their classes made a very remarkable impact on them. Only total 2.2% of the students in EG thought that the teacher talked all the time and they did not have any chance to express themselves. This percentage becomes more remarkable when it is compared to the total percentage of CG students' responses. As is shown on the table, 41.1% of the students in CG thought that the teacher did the talking all the time and they did not have any chance to express themselves. In other words, this result shows that the proposed teaching approach might be a step towards literature classes where teachers are not perceived as merely an information giver, but an enabler. The same result was supported by students indication that the teaching approach employed was appropriate to their needs. 67.2% of the students in EG stated that it was an appropriate approach for their needs in EFL literature class. Again, compared to 10% in CG who thought that the teaching approach in their class was appropriate to their needs, it can be considered as a remarkable result. It was also interesting to note that in CG 20.5% of the students thought that the text chosen was interesting, whereas in EG, almost three times higher percentage of students, 60.5% of the students thought that the texts chosen was interesting; a result which enables one to claim that the teaching approach employed in the class affects students' opinions of the texts under study.

Another important result for the present study was to see that 70% of the students in EG indicated that it was very encouraging for them to contribute to the class discussion. In CG, on the other hand, only 5% of the students thought in this way. In CG, 67.2% of the students stated that during their classes they kept note taking and did not think anything else, whereas in EG during the same period of exposure to the proposed teaching approach, none of the students said that they did not think anything because they were too busy taking notes; a result being highly complementary and encouraging to be able to claim that through the proposed approach teachers of EFL literature can have more student-centred classes.

As for raising language awareness and making students more sensitive to linguistic elements in the texts, students responses revealed that the study made an impact on the EG students and that they liked

Table 5. The points that describes best the lesson and students' overall evaluation of the delivery of materials and the teaching approach employed in the class. (Out of possible total 180 responses for each answer).

Lesson	CG							EG						
	1st	2nd	3rd	4th	5th	6th	tot.%	1st	2nd	3rd	4th	5th	6th	tot.%
very detailed	6	5	4	3	4	3	25 13.8%	7	14	9	13	10	7	60 33.3%
the text chosen was interesting	6	8	4	10	5	4	37 20.5%	21	21	18	13	23	13	109 60.5%
the teacher talked all the time and I didn't have any chance to express myself	11	10	17	11	10	15	74 41.1%	1	1	-0-	-0-	-0-	2	4 2.2%
creative	5	4	1	4	6	2	22 12.2%	14	19	17	21	19	22	112 62.2%
effective	2	5	-0-	10	3	2	22 12.2%	18	19	13	21	23	22	116 64.4%
the text chosen was not interesting	12	14	14	10	12	13	75 41.7%	-0-	3	1	-0-	-0-	2	6 3.3%
appropriate to our needs	4	2	4	4	1	3	18 10%	11	18	23	25	23	21	121 67.2%
the teacher dictated important points and warned us to underline important parts	15	11	14	16	12	7	75 41.7%	3	4	7	4	1	5	24 13.3%

Table 5. *(cont.)*

Lesson	CG							EG						
	1st	2nd	3rd	4th	5th	6th	tot.%	1st	2nd	3rd	4th	5th	6th	tot.%
very encouraging to contribute to the discussion	1	1	-0-	3	4	-0-	**9** **5%**	22	18	26	18	24	18	**126** **70%**
I kept note taking and didn't think anything else	21	20	22	17	14	27	**121** **67.2%**	-0-	-0-	-0-	-0-	-0-	-0-	-0-
group works were really good and useful	-0-	-0-	-0-	-0-	-0-	-0-	**-0-**	11	14	14	8	10	6	**63** **35%**
I have learned that I can support my intuitions through linguistic patterns in the text	1	-0-	-0-	1	2	1	**5** **2.7%**	18	15	23	19	17	18	**110** **61.1%**
I enjoyed approaching literature from a different perspective	2	1	2	4	1	2	**12** **6.6%**	22	21	12	31	22	18	**116** **64.4%**
repetitive	7	7	11	10	10	14	**59** **32.7%**	-0-	-0-	1	1	1	4	**7** **3.8%**
I had enough opportunity to express myself	1	2	-0-	2	2	-0-	**7** **3.8%**	10	10	12	8	8	7	**55** **30.5%**
I appreciated the way words are used and what an be done words	1	-0-	-0-	3	-0-	1	**5** **2.7%**	15	12	12	10	12	13	**74** **41.1%**

approaching literary texts from this perspective. 61.6% of students in EG stated that they have learned that they can support their intuitions through linguistic patterns in the text. Obviously such an approach was not the common practice in CG; only 2.7% of the students said that they learned how to support their intuitions through textual facts. The great majority of students, 64.4% of them to be precise, in EG indicated that they enjoyed approaching literature from a different perspective. In CG, however, only 6.6% said so. 35% of students in EG said that they found group work good and useful, in CG on the other hand, apparently there was no group work activity as none of the students mentioned the fact as good and useful. In EG, 30.5% of the students stated that they had enough opportunity to express themselves. This result also indicated a big difference in students' responses in CG and EG, because only 3.8% of the students in CG said that they had enough opportunity to express themselves during the data collection period. Although the time was limited and by all means not enough to raise a full awareness about the issue, it has also been pleasing for the present study to note that 41.1% of students in EG stated that they appreciated the way words are used and what can be done by words. In CG, on the other hand, a total 2.7% of students seemed to appreciate the same phenomenon.

POST-INTERVIEWS WITH STUDENTS IN EG

At the end of their exposure to the proposed teaching methodology, students in EG were interviewed in order to confirm their attitudes towards the teaching/learning they experienced in their groups. In the post interviews, the students were asked about their motivation and whether the proposed teaching approach helped them to understand literary texts better. Moreover, they were also required to mention positive and negative aspects of the teaching approach used in their classes, and to describe how they would teach the same course if they were the teacher.

During the interviews, the majority of the students in the EG said that they liked the teaching approach they experienced. They said that no one had taught in such a way in their classes before, and they were highly motivated throughout the whole experience. The following extracts from the interviews reveal some typical reactions of the students in EG:

> No one has done such a teaching in the class before… I liked it very much, and felt very motivated…I wish all other classes were like this…

> It was very nice…systematic, vivid, active…different than others…I think everybody in the class was very interested and awake all the time…

Some students noted the difference between the teaching they were exposed to and other lessons they had been experiencing at the department. They said:

> In other lessons the teacher does the talking all the time, he/she talks about the certain characteristics of the hero, theme, minor characters, etc. But in these classes it was us who figured out which character is stronger, and why they look as stronger or weaker than others in the story…It was shown us how to make connections between linguistic elements in the texts and their contribution to the meaning…How it was taught was a completely new experience for us, and we find it very interesting and useful…

Another one said:

> It was great to see how the characters are presented in the story, and what makes them to appear as passive or active characters in the story…it was very different…

Another student said that through the proposed teaching he felt privileged being a student in English language and literature department. He stated:

> I've learned how to support my ideas…now I'll be looking more closely at every pattern in the text…I feel privileged for being a literature student, and being able to see how certain messages are conveyed through language…

As for feeling more confident to work on their own on a literary text and carrying out an analysis of literary work after being exposed to proposed teaching approach, the great majority of the students in EG gave very positive feedback. One of them said:

> The other day I was in book store and I bought "Adam Oyku" [a literary magazine which publishes short stories written by various authors including some amateurs and published in Turkish]…after a while I realised that I was reading these short stories differently…more through…and understood them better and felt great…

Few students said that although they liked the whole experience and found it useful, they complained about their speaking abilities saying that although they had things to say they could not because of their belief that they are not good at speaking in English. Obviously these students needed more time and extra care to gain their confidence.

During the interviews students in EG were also asked to mention negative aspects of the teaching approach used in their classes. Some of the stated negative aspects were:

> It was very demanding.
> It was not enough, it should have continued at least one year.
> Difficult to guess what would be asked in the exams.
> I did not feel comfortable in group work activities, because I am a shy person.
> I could not take any notes.
> I don't think I can find these kinds of textual evidences on my own in the exams. I need some notes.

CONCLUSION

In this paper, it has been argued that in order to develop the capacity for Turkish EFL literature students to appreciate literary texts without simply telling them what to see and memorise, the teaching should be moved away from teacher-centredness towards student-centredness. Having used an integrated approach comprising language-based approaches and pedagogical stylistics as a framework, the present study served to illustrate the impact of the proposed way of literature teaching on Turkish undergraduates. The study groups involved in the research consisted of two comparable groups: an experimental group and a control group. Results showed that a great majority of the students in EG enjoyed the whole experience and stated that the proposed way of teaching affected their involvement in the class in a positive way and enabled them to understand literary texts better. Students also noted that the teaching process in their classes made a significant impact on their personal approach to literary texts, and made them read a given text better. Students in EG especially pointed out the advantages of being aware of what is done by language and its contribution to the meaning making process. The findings of the study confirmed that an integrated approach comprising language-based approaches and stylistics, can be of great interest for the purpose of research focusing on the practical pedagogical applications of literature teaching methodolo-

gies. However, it should be noted that the current study has dealt with a single EFL situation –the Turkish one. A comparative study could look at the students' responses in different EFL situations to find out whether the teaching approach which priorities language-based approaches and stylistics will have similar effects on other EFL contexts.

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