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AN INVESTIGATION OF STUDENTS' APPROACHES TO STUDYING AND LEARNING LITERATURE IN ELT CONTEXT

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MASTER'S THESIS

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İNGİLİZ DİLİ EĞİTİMİ BAĞLAMINDA ÖĞRENCİLERİN EDEBİYAT ÖĞRENME YAKLAŞIMLARINA DAİR BİR İNCELEME

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ÖZ

Bu çalışmanın amacı İngiliz Dili Eğitimi öğrencilerinin İngiliz edebiyatı derslerine dair öğrenme ve çalışma yaklaşımlarını incelemektir. Bu hususta öğrencilerin öğrenme anlayışlarının sahip oldukları yaklaşımlarla ilişkisi ve öğrencilerin hedeflerinin dersin hedefleriyle olan ilişkisinden yola çıkılmıştır. Çalışmada hem nicel hem de nitel yöntemler kullanılmıştır. İlk olarak, 2014-2015 yılında Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalında edebiyat dersi almakta olan 166 öğrenciye öğrenme yaklaşımlarını belirlemek amacıyla ASSIST (öğrenme yaklaşımları ölçeği) uygulanmıştır. Elde edilen veriler PASW 18 istatistik paketiyle analiz edilmiştir. Öğrencilerin yaklaşımlarının belirlenmesinden sonra, 31 öğrenciyle yarı yapılandırılmış yüz yüze görüşmeler gerçekleştirilmiştir. Bu görüşmelerde öğrencilere söz konusu derslerle ilgili hedefleri ve öğrenme anlayışları ile ilgili sorular yöneltilmiştir. Bu sorular ışığında öğrencilerin öğrenme yaklaşımları ve öğrenme anlayışları arasında bir ilişki olup olmadığı ve öğrencilerin derse dair bireysel hedefleri ile dersin hedefleri arasında bir ilişki olup olmadığı incelenmiştir. Sonuçlar İngiliz Dili Eğitimi öğrencilerinin büyük çoğunluğun İngiliz edebiyatı derslerine karşı derinlemesine öğrenme yaklaşımına sahip olduklarını göstermektedir. Ayrıca, yüzeysel yaklaşıma sahip olan öğrencilerin yaklaşımlarıyla öğrenme anlayışları tutarlılık göstermektedir. Diğer yandan, derinlemesine ve yüzeysel yaklaşıma sahip öğrencilerin öğrenme anlayışları sahip oldukları yaklaşımlardan farklılık göstermektedir. Sonuçlar ayrıca öğrencilerin dersin hedeflerinden büyük oranda haberdar olduklarını ancak İngiliz edebiyatı derslerine dair kişisel hedeflerinin akademik ya da mesleki odaklı olmaktan çok bireysel odaklı olduğuna işaret etmektedir.

Bununla beraber, öğrencilerin bireysel hedeflerinin edebiyat derslerinin hedefleriyle kayda değer ölçüde ayrıştığı anlaşılmıştır.

Anahtar Kelimeler **:** öğrenme yaklaşımları, öğrenme anlayışları, ders hedefleri, İngiliz Dili Eğitimi, İngiliz Edebiyatı , İngiliz Edebiyatı ve Dil Öğretimi

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AN INVESTIGATION OF STUDENTS' APPROACHES TO STUDYING AND LEARNING LITERATURE IN ELT CONTEXT

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ABSTRACT

The incentive behind this study was to investigate ELT students' approaches to learning and studying in the context of the study of literature. To this end, relationship between students' approaches to learning and their conceptions of learning as well as the relationship between students' aims and the objectives of the literature courses were sought. A mixed method approach was used in conducting the study. Firstly, ASSIST (18-item) was administered to 166 students who were taking literature oriented courses at Gazi University in 2014-2015 term to determine whether they held a deep, surface or strategic approach to learning literature. Data gathered via ASSIST were analysed using PASW Statistics 18. After the identification of the students' approaches to learning and studying literature, 31 participants were interviewed using semi-structured questions. They were asked questions about their conceptions of learning, their personal aims and perceived aims of the course, and learning orientations. Their responses were analysed using constant comparison technique to look for possible relationships between their approaches to learning and studying and conceptions of learning. Also, possible relationships between students' aims and objectives of the literature courses were scrutinized. Results showed that a majority of the ELT students took a deep approach to learning and studying literature. Furthermore, the surface approach students' conceptions of learning were consistent with the approaches they took. On the other hand, the learning conceptions of deep and strategic approach students were relatively inconsistent with the approaches they held. The results also indicated that students had a good

understanding of the objectives stated in the syllabi although a majority of them had personal orientations rather than vocational or academic. It could be drawn from the results that there was a considerable mismatch between the students' aims and objectives of the course.

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

CHE: Council of Higher Education (Yüksek Öğretim Kurulu)

SAL: Students' Approaches to Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

CFA: Confirmatory Factor Analysis

CHAPTER I

INTRODUCTION

One of the main aims of higher education is to reach desirable learning outcomes (Chambers & Gregory, 2006). Regardless of the subject matter, student learning in higher education has been the consideration of many researchers since 1970s. In their studies, researchers claimed that students' approaches to learning and studying is of great importance in order to ensure quality learning especially in formal education (Ramsden, 1992).

In the era where teaching is no longer regarded as transmitting knowledge but engaging students in active learning, how students approach learning has gained prominence. In their seminal work in 1976, Marton and Saljo (1984) proposed that students approach learning tasks in different ways and they identified two main approaches adopted by students, namely deep approach that is based on the understanding of the course material and surface approach which is based on memorization of the materials. Students who take a surface approach to learning and studying tend to be emotionally reluctant, have an intention to get the task out of the way with minimum effort, engage in low cognitive level activities, rely on rote learning, and focus on isolated facts (Biggs & Tang, 2007). On the other hand, students who adopt a deep approach tend to engage in the tasks meaningfully, focus on main ideas and underlying meaning, engage in high cognitive level activities, and have more positive feelings towards the tasks (Biggs & Tang, 2007).

Ongoing investigations carried out in Britain and Sweden in 1970s identified one more approach, strategic approach, which calls for obtaining the highest marks or grades in a course (Richardson, 2010). Students who take strategic approach combine both approaches to get the possible highest marks and tend to put effort to organized studying and employ self-regulated learning (Entwistle & Peterson, 2004).

Research on student learning implies that a deep approach to learning is generally associated with high quality learning outcomes; however, a surface approach to studying is associated with lower quality learning outcomes (Ak, 2008). For that reason, learning about students' approaches to studying and learning is crucial so as to promote deep learning and create a fruitful learning environment for quality learning.

In literature, there are several influences on students' approaches to learning. Some of them have their roots in the learning contexts such as task demands, assessment, workload, and teaching methods (Prosser & Trigwell, 1999), while others depend on the personal differences of the students such as their age, gender, conceptions of learning and learning orientations (Entwistle & Peterson, 2004). Students' approaches to learning and studying are influenced by the context in which the students are in an interaction with. (Evans, 2014). This present study focuses on the study of literature as the context because it provides numerous benefits to student teachers as both language learners and future professionals. If put briefly, using literature in language teaching is believed to contribute to the overall language proficiency and awareness, cultural and communicative competence in students, and the development of critical thinking abilities (Lazar, 1993).

Literature has always been a subject matter in language teaching. It has gained prominence since 1980s in English Language Teaching (ELT) with the influence of a common belief that there is a need for an authentic and meaningful context for language learning (Kramsh & Kramsh, 2000).

The growing interest in the use of literature in language classroom has made its way into the teacher education curriculum. Inevitably, to be able to make use of literature in language classrooms, student teachers need to have a necessary background in literature and the culture of the target language (Zorba, 2013). To meet this need, the Council of Higher Education (YOK) incorporated literature oriented courses into the curriculum of ELT departments, defining the scope and the context of the courses in order to set up a framework across the country. The courses basically include the study of major texts in English and American literature in the context of study of literature. The study of literature traditionally requires an orientation towards an exclusive focus on the literary analysis of movements, basic genres and themes with little or any overt focus on language development (Paesani, 2011).

Regardless of the context, to be able to reach desired learning outcomes, course decision makers need to make sure that the learning environment encourages a deep approach to learning. To meet this end, learning about student factors such as conceptions of learning, perceptions of the learning environment, and approaches to learning is essential. Data presented in this study could provide the necessary insight into developing a more fruitful learning environment for ELT students in the context of the study of literature.

Problem Situation

The input that facilitates learning and production is of great importance in language teaching and learning. "Most language teaching materials have a hidden agenda that is targeting fluency, accuracy, or both, rather than building linguistic competence allied to the ability to think in the target language and work freely within its language system." (McRae, 1996 p.18) Moreover, the language of literary texts involves discussion, reflection, and consideration of meaning. For that reason, the integration of literary texts into language teaching is essential. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of foreign language system (Collie &Slater, 1987).

For all those reasons, engaging with literature as prospective teachers constitutes great importance for ELT students with its potential to provide authentic discourse to play with language and improved critical thinking skills. On the other hand, it is questionable whether every student can benefit from the merits of the study of literature or not, since assessment and course grades cannot always be taken as an indicator of student success in learning (Biggs & Tang, 2007). Furthermore, although they are offered several literature courses, language teachers have several problems in integrating literature in language teaching due to lack of appropriate materials and lack of background and training in teaching language through literature (Hismanoglu, 2005). This could imply that there is a need to explore student teachers' approaches to learning and studying literature in that they have a considerable effect on the quality of learning.

The approaches students adopt are shaped by their conceptions of learning and their learning orientations and they influence the quality of learning achieved (Prosser & Trigwell, 1999). Students' approaches to learning and studying are also shaped by their understanding and interpretation of the target (Entwistle & Smith, 2002). The difference between students' and teachers' understanding and interpretation of the target is another aspect that affect the

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quality of learning outcomes. Therefore, that the target understanding of the teacher and the personal understanding of the student match is essential for quality learning. Target understanding reflects the formal requirements of the syllabus from the teacher's own perspective, while personal understanding derives from the student's perception of the subject matter influenced by the teacher's view, as well as his/her prior educational and personal history (Entwistle & Smith, 2002).

With all these in mind, the main incentive behind this study is to explore ELT students' approaches to learning and studying literature by investigating their conceptions of learning, learning orientations, and personal aims of the course. It is believed that results could shed light into how students perceive learning literature and how they approach learning it, which could provide course decision makers valuable information in enriching students' learning experiences to achieve desired learning outcomes and eliminate possible mismatches between personal understandings of the students and the target understanding.

Aim of the Study

The aim of this study is to investigate ELT students' approaches to studying and learning in the context of the study of literature with reference to their relationship with students' personal aims and aims of the course. To this end, the study seeks answers to the following research questions:

1. What are the ELT students' approaches to studying and learning literature?
a) Is there a significant difference in students' approaches to studying and learning literature between genders?
b) Is there a significant difference in students' approaches to studying and learning literature between second year and third year students?

2. How are students' conceptions of learning related to their approach to studying and learning in literature oriented courses?
a) What are the students' conceptions of learning in general?
b) What are the students' conceptions of learning literature?

3. How are the students' aims related to their approach to studying and learning in literature oriented courses?
a) What are the aims of the students who take a deep, surface and strategic approach to studying literature?

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b) What are learning orientations of the students who take a deep, surface and strategic approach to studying literature?

4. Do the students' personal aims match with the targets stated in the syllabus?

Significance of the Study

It is widely accepted that the study of literature is an essential complement of language teaching and learning, especially in ELT departments in higher education. Although the beliefs and attitudes of ELT students towards literature and literature oriented courses have been investigated recurrently, their approaches to studying have not been a subject matter of research. The study is important in that it would shed light on the approaches to learning and studying literature adopted by ELT students. Learning about the students' approaches to learning and studying enables course decision makers and scholars to evaluate the quality of student learning and encourage a more systematic approach to academic teaching (Duff, 2004). What is more, comparing the students' personal aims with the objectives of the course, possible differences in target and personal understandings can be eliminated.

Assumptions

The sample of the study consists of 166 students who were taking literature oriented courses at Gazi University ELT Department in 2014-2015 Academic Year, and it is assumed that it represents similar learner groups in similar contexts. It is believed that students have different approaches towards studying and learning literature, and among the factors that influence their approaches to studying and learning are their conceptions of learning, their learning orientations, and their personal aims of the course. All the participants in the study are assumed to respond the inventory and the questions in semi-structured interviews frankly representing their genuine ideas. It is also assumed that data collection tools are appropriate for gathering the intended data and students' approaches to learning, their conceptions of learning, and their aims of the course can be fairly measured by the tools.

Limitations

The study has the following limitations:

- The study is limited to 166 students at Gazi University English Language Teaching Department.
- The reported approaches of the students are limited to study of literature context.
- ASSIST (18 -item) is used for diagnostic purposes and it is limited in fully explaining the approaches of the students take towards literature.
- The validity of the inventory used in the study depends on the students' state of minds while answering the inventory.
- This is a thesis of a limited scope, however data collected are regarded as sufficient.

Definitions

Some of the key concepts related to the study:

Approaches to learning and studying: The term expresses levels of processing adopted by students towards learning tasks (Entwistle, 1991).

Study of literature: Carter and McRea (1996) define the study of literature in language teaching as "an approach to texts as aesthetically patterned artefacts" without an overt focus on linguistic aspects of the language (p.xx).

Conceptions of learning: Conception of learning is "a coherent system of knowledge and beliefs about learning and related phenomena" (Vermunt & Vermetten, 2004, p.362).

Learning orientation: The term expresses all the "attitudes and aims which express the student's individual relationship with a course of study. It is the collection of purposes which form the personal context for the individual students' learning" and play a role in judging "success and failure in terms of the extent to which students fulfil their own aims" (Beaty, Gibbs, & Morgan, 1997,p.76).

CHAPTER II

REVIEW OF LITERATURE

To be able to relate ideas efficiently, it is necessary to set up the framework of the study. To meet this aim, this chapter deals with the basic concepts related to the study. First of all, the role of literature in language teaching and study of literature which makes up the context of the study is discussed. After that, approaches to learning and studying and the related concepts are clarified.

What is literature?

The commonly accepted definition of literature in educational discourse implies an open-ended set of texts that are either oral or written in origin. What distinguishes literary texts from non-literary ones is that they are not fashioned to provide us with information, but enrich our imaginative, metaphorical, and symbolic needs (Brumfit, 2001).

Carter (2007) makes a distinction between literary texts and mentions two types of texts. According to him, Literature with capital "L" refers to canonical texts of literature, while literature with small "l" refers to the selection of texts that are not commonly regarded as literary such as advertisements, jokes, puns, newspaper headlines, and examples of verbal play. As further suggested by Carter (2007), texts of this kind have some elements of literariness inherent in them and can be regarded as literary as their discourse is displayed in an interpretive way. Moreover, these texts demonstrate everyday language and creativity, which enables to promote language awareness and cultural awareness.

McRea (1996), making an essential distinction, categorizes language teaching materials as referential texts and representational texts. In simple terms, representational materials are texts where meaning can be interpreted in several ways and the interpretation must be worked out by imagination. Referential materials are, however, texts that use language which

is normally interpreted in the same way by all receivers. Literary texts as representational materials are especially valuable in ELT with their authentic and meaningful contexts, motivation, and potential to promote creativity and interpretive skills.

Literature in Language Teaching

Literature has always been a component of language teaching, however, its role has gone through certain changes in line with the changes in language teaching practices. As summarized by Kramsh and Kramsh (2000, p.568):

> Literature has been used for the aesthetic education of the few (1910s), for the literacy of the many (1920s), for moral and vocational uplift (1930s-40s), for ideational content (1950s), for humanistic inspiration (1960s-1970s), and finally providing an authentic experience of the target culture (1980s-1999).

As Carter (2007) also offers, from the mid-1980s language based approaches became more distinctive and definitive in that they integrate language and literature study, which makes literary texts more accessible to learners from all levels. Even today, literature maintains its place as an authentic context for the learning of language and culture.

The undeniable role of literature in language teaching has been accepted by many scholars (Carter, 2007; Carter and Long, 1991; Carter and McRae, 1996; Collie and Slater, 1987; Ghosh, 2002; Hismaoglu, 2005; Lazar, 1993; Paran, 2008). Although literary texts are not fashioned for the purpose of language teaching, they provide authentic, rich and meaningful context for language study. Literary texts are valuable in that they are authentic as a quality of the text, as well as an experience (Maley, 2001). Literature encourages language acquisition with its meaningful and memorable context for processing and interpreting new language (Lazar, 1993). Students have the chance to access language intended for native speakers and gain familiarity with different linguistic uses and forms (Collie & Slater, 1987).

Literature motivates language learning as it exposes students to complex themes and unexpected uses of language. Students can relate their own lives and experiences to those in literary texts (Picken, 2007). Vural (2013) also touches upon the motivational benefits of using literature in an ELT classroom claiming that literature has a better potential to promote motivation when compared to simplified reading texts in course books.

Literature provides insight into the culture of the target language because reading literature encourages students to become aware of the cultural, historical and political events which form the background to literary texts. Students possibly meet many characters from different backgrounds and can discover their thoughts, feelings, customs, and beliefs.

Literature expands language awareness and helps learners become more sensitive to the features of the language. Contextual nature of the literary works provides students with variety of features of written language, ways of connecting ideas, which might broaden their own writing skills and expressing ideas (Collie & Slater, 1987).

Literature helps students to deal with linguistic aspects of language creatively (Picken, 2007). It also enhances students' interpretive skills as it is rich in multiple levels of meaning and can contribute to stimulate the imagination and creativity of students, and to develop critical thinking abilities.

The role of literature in language teaching is also exposed to objections. Common objections towards the use of literature in language teaching have been addressed to teacher-centred methods that teaching literature tends to employ and its linguistic difficulty. Edmonson (1997) suggests literary texts have no special role in developing language competence in language classrooms when compared to other materials used. Furthermore, as McRae puts forward, product and teacher-centred methods do not carry desired benefits such as critical thinking in that the meaning is pre-given by the authority. For that reason, these kinds of methods are unlikely to promote the development of language skills as well.

Paran (2008) depicts the relationship between literature and language learning as the intersection of two axes as can be seen in Figure 1(p.467). The horizontal axis represents the extent of the focus on literature or literary competence in a course or a program. The vertical axis, on the other hand, stands for the focus on language learning.

The first quadrant stands for the situation where both areas are focused on. Quadrant two represents a situation where literary texts are regarded as authentic materials to facilitate language study without any focus on literary aspects. The third quadrant shows a situation where there is no overt focus directed to language development but texts are discussed for the sake of literary value. The last quadrant exemplifies a situation where there is no focus either on literature or the language development as in the case of extensive reading.

Language Learning Focus

Literary knowledge and skills are focused on, but there is also a conscious focus on the lexis, grammar, etc. **1**	Literature is used just as a text with no focus on literary values, literary knowledge, or literary skills. **2**
Literature is discussed only as literature; any focus on language is on literary its effects. **3**	Extensive reading. **4**

Literary Focus (left)

No literary Focus (right)

No Language Learning Focus

Figure 1. The intersection of literature and language teaching. Adapted from Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, *41* (4), 465-496.

The study of literature which is depicted in quadrant three makes literature itself content or the subject of the language course, while the use of literature which is depicted in quadrant two makes use of literary texts as one of the sources among many others. Study of literature can claim to develop literary competence, however, the use of literature as a source cannot offer such a claim (Lazar, 1993).

Approaches to Teaching Literature

Apart from the benefits literature teaching offers, how to teach literature is of great importance. Three main approaches to teaching literature are cited in the literature; the cultural model, the language model, and the personal growth model. The models of teaching literature as presented by Carter and Long (1991) exhibit the theory as to how the teaching of literature is being viewed.

The Cultural Model views literature as a source of facts or information and therefore, reading tends to be based on obtaining information. Students are expected to explore and interpret

the social, political, literary, and historical context of a given text. In this model, the teacher transmits knowledge and information to the students. For that reason, it is often criticized as it tends to be teacher-centred and it leaves little room for extended language work (Carter & Long, 1991).

The Language Model embodies a closer integration between language and literature. Students can improve their language proficiency by using literature as a resource in language learning. The language model is characterized by the use of techniques and procedures used in language classrooms such as prediction exercises, role plays, and summary writing. There is little focus on literary goals. Due to this aspect of the model Carter and McRea (1996) describes it as a reductive approach to literature.

The Personal Growth Model provides the opportunity for students to relate and respond to the themes and issues by making a connection to their personal lives. Consequently, students' growth in terms of language, emotions and character development are stimulated (Carter &Long, 1991).

The models mentioned above reflect different principles of using literature in language classroom. Before implementing one of these models, the needs of the learners and the instructional aims of the institution should be regarded carefully. It can be taken that first two approaches are not suitable for the study of literature settings. The personal growth model when combined with reader- response theory could be beneficial for undergraduate study of literature in ELT context.

Bearing Paran's distinction in mind, the context of the study of literature differs from the contexts where the models mentioned in the previous section are used. In the context of the study of literature, literary understanding and interpretation lie in the core. Also, literature teaching is often practiced around literary theories. The most widely used of these are New Criticism, Structuralism, Stylistics, and Reader-Response Theory.

New criticism was introduced in the USA after the First World War and it basically deals with the form in an objective way. It also rejects the presence of a reader. It is argued that " the social, historical, and political background of the text, as well as the reader's reactions or knowledge of the author's intention, distract from and are not relevant to the interpretation of the text" (Van,2009, p.2). What is emphasized in new criticism is nothing more than the words one sees on a page. They regarded literary works as autonomous, self-sufficient, and self-contained unities and the readers' reaction or response to the text is regarded as

"affective fallacy" (Bennet & Royle, 2004). New Criticism theory does not fit the study of literature context in that it does not provide a desirable atmosphere to develop self-expression and critical thinking skills.

Structuralism, which gained popularity in 1950s, is quite similar to New Criticism and it emphasizes total objectivity in dealing with the texts and denies the presence of the readers' subjective responses (Van, 2009). Rather than emphasizing the aesthetic value of the text and description of experience, it focuses on the processes and structures in the production of making meaning. It does not seek to "produce new interpretations of works but to understand how they can have the meanings and effects that they do" (Culler, 1997, p.124). Structuralism can be objected to similar criticism as it poses little chance for the personal development of students in terms of cultural awareness and critical thinking skills.

Stylistics is another theory that has been used in the context of the study of literature since 1970s. It has two main aims; "first to enable students to make meaningful interpretations of the text itself; secondly, to expand students' knowledge and awareness of the language in general" (Lazar, 1993 p.31). As Widdowson (1975) claims the study of language cannot be separated from the study of literature and the latter is overtly comparative. If put simply, it compares the literary use and the conventional use of language. He argues that "understanding literature and understanding other kinds of discourse involve the same correlating procedure of matching code and context meanings but in understanding literary discourse the procedure is made more overt and self-conscious" (Widdowson,1975 p.83). The language of the literary text may not as neat, clear and immediately comprehensible as the conventional use of the language. For Carter (1996), that is the advantage of stylistics in that it gives students the chance to work with the language, make inferences and extract all the possible clues to meaning. It is possible to say that stylistics has both advantages and disadvantages when teaching literature is concerned. Carter (1996) outlines these advantages and disadvantages for ESL and EFL settings as follows:

Advantages
- Stylistics provide students with a method of scrutinizing texts. A pedagogically sensitive stylistics can give students increased confidence in reading and interpretation. (p.6)
- Basing interpretation on systematic verbal analysis reaffirms the centrality of language as the aesthetic medium of literature.

- Non-native students possess the kind of conscious, systematic knowledge about the language which provides the best basis for stylistic analysis. Therefore, non-native students are often better at stylistic analysis than native speakers.

  Disadvantages

- It holds an over-deterministic approach towards the text claiming that there is one central meaning to the text and it is located objectively.
- It is an approach to texts best suited to advanced study.
- Questions of point of view, author/reader relations, and historical and cultural knowledge have tended to take second place to the analysis of language.
- It tends to exclude genres other than poems and short stories. (p.7)

Reader-response theory is another well-known method for the study of literature. It is a student-centred and process-oriented approach that involves the reader actively in the process of dealing with the text including their unique responses to the text (Carlisle, 2000). It came into being in 1960s and 1970s as a reaction to New Criticism, which disintegrates the literary text and its meanings from the reader. Reader-response theory emphasizes the presence of the reader and critics such as Norman Holland and David Bleich investigated "ways in which particular individuals respond to texts, and with exploring ways in which such responses can be related to those individuals' identity themes, to their personal psychic dispositions – the individual character of their desires, needs, experiences, resistances" which is "often referred to as subjective criticism or personal criticism" (Bennet & Royle, 2004 p. 12). This active role of the reader in the process of making meaning is in line with the other growing trends in ELT, therefore, it is suitable for the study of literature contexts in ELT departments.

Reader-response theory has evolved into several directions in time depending on the degree to which the reader is seen in relation to the text. Critics such as Iser (1974, 1978, 1980) and Rosenblatt (1938, 1978) attributed an approximately equal role to the reader and the text, while a group of critics such as Bleich (1978), Fish (1970) and Holland (1968,1975) assigned the only interpretive role to the reader (cited in Hirvela,1996).

The use of reader-response theory attracted the attention of scholars in ELT departments in Turkey as well. Yılmaz (2013) conducted an experimental study on ELT students at Çanakkale Onsekiz Mart University to test the effectiveness of reader-response approach on

students' reading skills. An intervention of eighteen reading lessons using reader-response-based strategies was employed. Both qualitative and quantitative results showed that an application of a reader-response approach contributed to a significant improvement in the reading comprehension of ELT students.

Yet, the reader-response approach has some drawbacks as well. Van (2009), deriving from the personal experiences and discussions with co-workers, concluded that this approach can be problematic in certain cases:

- Student's interpretations may deviate greatly from the work, making it problematic for the teacher to respond and evaluate (p.6).
- Selecting appropriate materials can be problematic because the level of language difficulty and unfamiliar cultural content may prevent students from giving meaningful interpretations.
- The lack of linguistic guidance may hinder students' ability to understand the language of the text or respond to it.
- The students' culture may make them reluctant to discuss their feelings and reactions openly (p.7).

Full appreciation of literature requires an extensive, detailed and disciplined study that relies on historical, sociocultural, and biographical information about text, which is a principle component in any approach in teaching literature as literature (Carter & McRae, 1996).

Although it is agreed that learning literature has many benefits, the extent of it is highly determined by the teaching method used. For Bernhardt (2001), learning literature can be synthesized under seven rubrics: time on task, appropriate feedback, prior knowledge, situated learning, task difficulty, multiple solutions, and release of control.

Time on task in learning literature refers to spending significant amount of time reading and interpreting literature. However, as emphasized by Bernhardt (2001) this does not mean "listening to someone else interpret literature. For that reason learners of literature need to be given time to read and interpret literary texts by themselves.

Appropriate feedback in the context of literature not only has to refer to the appropriateness of the language used to express interpretive comments but also has to focus on the interpretation itself (Bernhardt, 2001).

Prior knowledge is another important aspect of learning literature. That learners have experienced studying literature in their native language does not necessarily mean that the knowledge they have gained is appropriate to the new learning situation. What is challenging for many learners who study literature is the fact that they lack enough cultural sophistication to interpret texts appropriately even though they have the necessary strategies they bring

with them from their earlier experiences of studying literature in their native language. As a result, they often end up in parroting interpretations provided by the teacher or other sources to pass the exams or complete tasks. For Bernhardt (2001), literature learners need to be provided with the knowledge structures they need for authentic interpretation.

Another aspect of learning literature is situated learning which means that learning should be relevant to the task at hand. In the context of studying literature, making authentic interpretations is the key. For that reason, learners need to be provided with the opportunity to use what they have learnt and it needs to be given in a contextualized way. As Bernhart (2001) propose:

> Contextualizing an interpretation task by asking students to write a book review; to follow the development of an essay that the instructor herself is composing; or to take on the personae of a "critic" are means of situating the students' learning. (p.204)

The following principle of learning literature is task difficulty, which requires starting from easy to difficult. It is often difficult to ensure this principle in contexts where diverse texts from multiple authors and multiple periods are studied. All in all, a systematic build-up of background knowledge would contribute students to build on what they already know.

The final two principles are multiple solution and release of control. The former refers to the necessity that learners need to try things out in different context. For that reason, different teaching tasks need to be used, such as dramatization of texts. The latter refers to the need for providing learners the opportunity to try literary interpretations without too many restrictions and too much hovering feedback (Bernhardt, 2001).

In short, language is not only a tool for communication but also a "resource for creative thought, a framework for understanding the world, a key to knowledge and human history, and a source of pleasure and inspiration" (Kern, 2008, p.367). With this in mind, the study of literature is crucial in developing language skills, communicative skills, creativity, and critical thinking skills in ELT context.

Approaches to Learning

Growing body of research into student learning since late 1970s, has revealed that students have qualitative differences in their approaches to learning tasks. Starting from Marton and Saljo's pioneering study in 1976, the argument that students go about academic tasks in

different ways, namely deep approach and surface approach, has attracted the attention of many researchers.

According to the scholars who set up the framework for student approaches to learning (Marton & Booth, 1997; Prosser & Trigwell, 1999), learning is about experiencing the world. Their perspectives of learning differ from other perspectives such as cognitivist and constructivist. As pointed out by Prosser and Trigwell (1999), those perspectives are dualistic in nature, and knowledge is either brought from outside or constructed on inside. However, their perspective, also referred to as constitutionalism or phenomenography, is non-dualistic and rejects the separation of the inner and the outer. Prosser and Trigwell (1999) further put forward "The individual and the world are not constituted independently of one another. Individuals and the world are internally related through the individuals' awareness of the world" (p.13) Marton and Booth (1997), in the same vein, claimed that "the world is not constituted by the learner, nor is it imposed upon her; it is *constituted* as an internal relation between them." (p.13).

However, SAL (Student Approaches to Learning) research tradition has been also motivated by constructivist theories of learning that calls for a more student-centred teaching and learning atmosphere. The basic characteristics of constructivist approaches to learning such as that learners construct their own meaning, that new learning builds on prior knowledge, that learning is supported by social interaction and the role authentic texts play in teaching, support the key concepts of the SAL tradition (Duff & Mladenovic, 2014). What distinguishes phenomenographic approach from constructivist approach according to phenomenographic researchers is the idea that phenomenography goes beyond constructivist theory of learning in students' interaction with the social world and the learning context.

Biggs and Tang (2007), among the forerunners of student learning research, argue that constructivism is also applicable to student learning research tradition and suggest that both constructivism or phenomenography claim that effective learning cause a change in how students see the world and it was not the acquisition of information but the way they structure that information brings about that change. They further claim that:

> Whether you use phenomenography or constructivism as that theory may not matter too much, as long as your theory is consistent, understandable and works for you. We prefer constructivism as our framework for thinking about teaching because it emphasizes what students have to do to construct knowledge, which in turn suggests the sort of learning activities that teachers need to address in order to lead students to achieve the desired outcomes (p.21).

Regardless of the learning theory behind it, experience is the key word of the theory of approaches to learning. Bowden and Marton (2004) emphasize that "Students react to learning environment as it is experienced by them. They experience the learning environment in accordance with their way of handling it- or the way around (p.7). Each individual is different and experiences the world in a different way because their experience is partial. Moreover, this experience is not free from the situation in which learning takes place. As put forward by Bowden and Marton (2004):

> The object of learning is not experienced as an abstraction, it is experienced in a situation. Therefore, the experience of the object of learning is just one of at least two aspects of the learner's experience. There is another aspect, the learner's experience of the very situation, in particular the experience of what they are trying to achieve in that situation, and the experience of what they are actually doing. This second aspect is what we call 'approaches to learning' (p.44).

Based upon the explanation above approaches to learning are what students do when dealing with academic subjects with a specific intention, either to develop personal understanding or to cope with course requirements with minimum effort. Entwistle and Peterson (2004) summarize the defining features of approaches to learning as in Table 1.

Table 1

Defining Features of Approaches to Learning and Studying

Deep approach	Seeking meaning

Intention—to understand ideas for yourself

Holist process, looking at the broad picture
Relating ideas to previous knowledge and experience
Looking for patterns and underlying principles
Serialist process, being cautious and logical
Checking evidence and relating it to conclusions
Examining logic and argument cautiously and critically
Monitoring understanding as learning progresses
Engaging with ideas and enjoying intellectual challenge

Surface approach	Reproducing content

Intention—to cope with course requirements

Treating the course as unrelated bits of knowledge
Routinely memorizing facts and carrying out procedures
Focusing narrowly on the minimum syllabus requirements
Seeing little value or meaning in either the course or the tasks set
Studying without reflecting on either purpose or strategy
Feeling undue pressure and anxiety about work

Strategic approach	Putting effort into organized studying

Intention—to do well in the course and/or achieve personal goals

Self-regulation of studying
Organizing studying thoughtfully

Managing time and effort effectively
Forcing oneself to concentrate on work
Awareness of learning in its context
Being alert to assessment requirements and criteria
Monitoring the effectiveness of ways of studying
Feeling responsibility to self, or others, for trying hard consistently

Adapted from Entwistle, N.J. & Peterson, E.R. (2004). Conceptions of learning and knowledge in higher education: Relationship with study behaviour and influences of learning environments. *International Journal of Educational Research*, *41*, 407-428.

As seen in the table, students who take deep approach to learning, engage with tasks to seek meaning and they regard learning as a holistic process. On the other hand, students who take surface approach to learning have the tendency to reproduce content through memorization and treat the subject matter as unrelated bits and pieces often with a lack of engagement in learning activity. The earlier studies in 1970s only mention two approaches namely deep and surface approach to learning, however studies conducted by Ramsden (1979) and Biggs (1978) revealed that students sometimes combine these two approaches to do well in the course and they named another approach called strategic/achieving approach (cited in Entwistle & Entwistle, 2001). Students who take this approach aim to achieve the highest possible grade and put effort in organized studying to reach their personal goals.

Approaches to learning are not stable as a personal trait, and they change from situation to situation. Students adjust the approach to learning they take depending on the demands of the learning tasks and assessment method. Marton (1988) suggests that "approaches to learning are not something a learner has: they represent what a learning task or set of tasks is for the learner (cited in Ramsden, 1992, p.44). A student may take a surface approach to a learning task, while he may take a deep approach to another. What makes the difference is the nature of the learning environment and how the student experience it. Bowden and Marton (2004) further explains the issue as follows:

> Approaches to learning reflect our views of learning and, as the approach we adopt may vary from situation to situation, so does the view of learning expressed. This is so because learning might mean different things not only for different people but also for the same person in different situations.(p.54)

Models of Student Learning in SAL Tradition

Research on approaches to learning has revealed that the approach students hold is related to the students' prior experiences of teaching and learning, their perceptions of the learning environment, and the quality of learning outcomes.
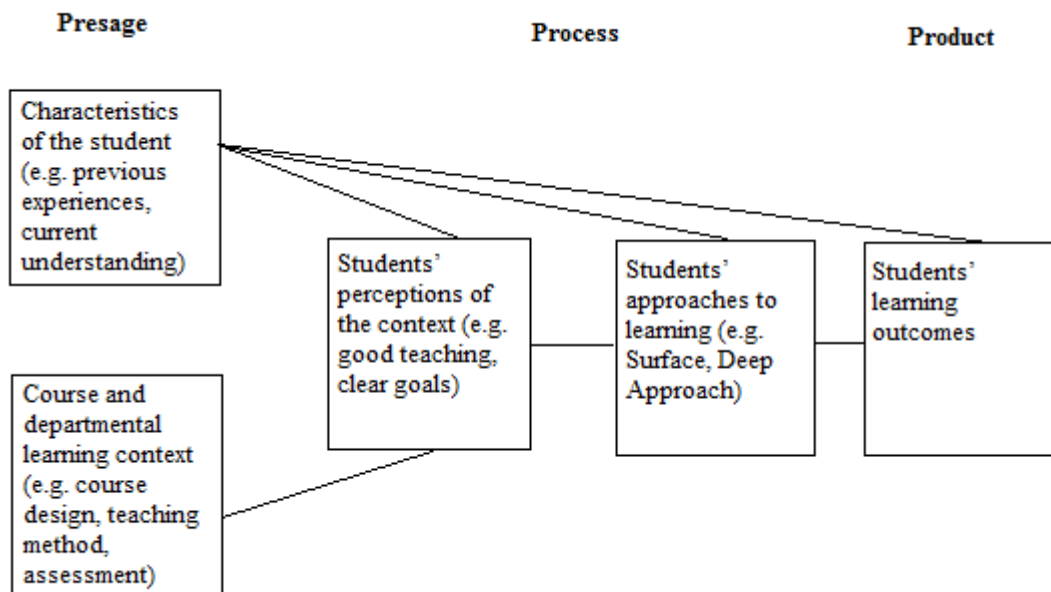
Figure 2. Presage-process-product model of student learning. Adapted from Prosser, M., &Trigwell, K. (1999). *Understanding learning and teaching: The experience of higher education.* Buckingham: SRHE & Open University.

Biggs (1978) and Prosser, et al. (1994) developed a model called Presage-Process-Product (3Ps) model of students learning to make sense of the interaction among learning environment, approaches to learning and learning outcomes (cited in Duff, 2004). According to 3Ps model depicted in Figure 2, learning outcomes are directly related to students' approaches to learning. Furthermore, the approaches students take are also affected by their perception of the learning context which is influenced by their personal characteristics such as pervious experiences and current understanding and characteristics of the learning context such as course design, teaching method, and assessment.

According to the model, student learning is depicted in three stages. The presage stage refers to the factors that are established before the learning take place and are brought in by both the students and the teachers in the form of teaching factors. Some of the most influential student characteristics and teaching factors are listed below (Biggs &Tang, 2007, p. 682):

Student characteristics:

- General ability
- Special abilities and competencies
- Prior knowledge relating to the present topic or problem

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- Interest in the particular topic or subject matter

- Age and experience

- General conception of learning

- Usual approach to learning

    Teaching factors

- Curriculum content

- Course structure (for example core or elective)

- Scheduled and expected time for learning

- Teaching methods

- Classroom climate

- Sources of stress (for example workload)

Process factors are the learning processes that the teacher and student collectively set in train and they are based on surface, deep, and achieving/strategic approaches to learning (Biggs &Tang, 2007). Product is the final stage in the 3P model, which refers to the outcome of learning. According to Biggs and Tang (2007), it can be described and evaluated quantitatively (how much was learnt), qualitatively (how well it was learnt), institutionally, and finally personally by the student (whether the student feels that the learning experience was positive and fulfilling or not). The outcome reached by the student is not always intended by the teacher. For that reason, the factors mentioned above should be taken into consideration to reach intended learning outcomes.

Moreover, Price and Richardson proposed another model called 4P (presage-perceptions-process-product) for predicting student learning outcomes in higher education (Price, 2014). It can be taken as an expansion of the model proposed by Biggs and Tang. What this models adds to the current literature is the role of the teacher and teaching. 4P model consists of four main group of factors: presage, perceptions, process, and product as can be seen on Figure 3. Arrows drawn indicate some causal relationship among factors. That is to say, presage factors such as student and teacher characteristics, social, institutional, and professional context influence students' conceptions of learning and teachers' conception of teaching. Students' and teachers' perceptions of the learning and teaching environment have an influence on their approaches learning and teaching. And finally, these approaches affect students' learning outcomes. Although the model does not show student development and

changes over time, it provides an overview of the factors affecting student learning (Price, 2014).

Presage factors, which are in place before learning and teaching begins, include things such as age, gender, prior knowledge, ability, motivation and other personal attributes (Price, 2014). They are basically what students and teachers bring with them to the teaching and learning environment.

Presage   **Perceptions**   **Process**   **Product**

Student characteristics

Social context

Institutional context

Professional context

Teacher characteristics

Students' conceptions of learning

Students' perception of the context

Teachers' perception of the context

Teachers' conceptions of teaching

Students' approaches to learning

Teachers' approaches to teaching

Learning outcomes

Figure 3. 4P model of student learning. Adapted from Price, L. (2014). Modelling factors predicting student learning outcomes in higher education. In Gijbels, D., Donche, V., Richardson, J.T.E. & Vermunt, J.D. (Eds.), *Learning patterns in higher education: Dimensions and research perspectives* (pp. 295-310). New York: Routledge.

Perception factors are made up of the beliefs that teachers and students hold about teaching and learning. Students conceptions of the context includes attributes such as assessment, workload, clarity of goals, student autonomy, quality of teaching, and discipline, while teachers' perceptions of the context encompass attributes as discipline, dominant teaching paradigm, educational goals appropriate, student workload, institutional aspirations, and teaching emphasis (Price,2014). They are important in that these conceptions have an impact on how students go about learning and how teachers go about teaching.

Process factors are made up of how students and teachers approach their tasks. As mentioned earlier, students approach tasks in different ways ranging from surface to deep approach. In the same way, teachers approach teaching in different ways ranging from teacher- centred to student-centred approaches. Studies show that students' approaches to learning are affected by teachers' approaches to teaching as well. Trigwell, Prosser and Waterhouse (1999) investigated the relationship between teachers' approaches to teaching and students' approaches to learning. Their study revealed that in the contexts where teachers regard teaching as transmitting knowledge and make use of teacher-centred methods, students are inclined to adopt surface approach to learning. On the other hand, in contexts where students are reported to employ deep approach, teachers tend to be oriented towards students and changing their approaches.

Teachers' conceptions and their approaches to teaching are factors that are of great importance in this model. They both have impact on students' approaches to learning and their learning outcomes (Trigwell & Prosser, 1999). Teachers may change their approaches to teaching in order to foster more desirable approaches for the part of the students (Price, 2014).

Influences on Approaches to Learning and Studying

As mentioned earlier, research on approaches to learning suggest that students have qualitative difference in their approaches to learning. This variation in the approaches students take to learning is investigated by several researchers (VanRossum & Schenk, 1984; Marton, Watkins, & Tang, 1997; Vermunt & Vermetten,2004; Richardson, 2010). They also found out that students with the same perceptions of the same course might have different approaches to learning and claimed that this was due to the difference in their conceptions of learning and the conceptions of themselves as learners (Richardson, 2010).

Conceptions of learning are basically the beliefs students hold about learning which encompass " knowledge and beliefs about oneself, learning objectives, learning activities and strategies, learning tasks, learning and studying in general, and about task divisions between students, teachers, and fellow students in learning processes" (Vermunt & Vermetten,2004, p.362). In their studies, Saljo (1979), Giorgi (1986), and Marton et al. (1993) identified six distinct ways of seeing learning by students as listed below (cited in Marton, et al. 1997): Learning as

- an increase in knowledge
- memorizing
- acquiring facts, procedures, etc., which can be retained and utilized in practice
- the abstraction of meaning (understanding)
- an interpretive process aimed at understanding of reality (seeing something in a different way)
- a change in a person (Benson and Lor,1999, p.463).

This distinction is depicted in a hierarchical order by Van Rossum and Schenk (1984) and they propose that the first three conceptions are related to surface approach, whereas the last three conceptions are related to deep approach to learning as can be seen in Table 2. Prosser and Trigwell (1999) proposed that "Conceptions of learning and of the subject being learnt are part of a student's prior experience. They may be a part of a student's awareness when he or she is focusing on an approach to learning" (p.16).

Table 2
A hierarchy of Conceptions of Learning by *van Rossum and Schenk*
Level

1	Increasing one's knowledge	
2	Memorizing and reproducing	Reproducing (surface approach)
3	Applying	
4	Understanding	
5	Seeing something in a different way	Constructive (deep approach)
6	Changing as a person	

Adapted from Duff, A. (2004). The revised approaches to studying inventory (RASI) and its use in management education. *Active Learning in Higher Education*, 5, 56-72.

First three conceptions imply remembering factual information often through rote learning. Students with these conceptions of learning regard education as the process of accumulating

the separate pieces of knowledge provided, ready-made, from a teacher or other source (Entwistle & Peterson, 2004).On the other hand, the last three conceptions of learning focus on understanding and integrating knowledge. Students with these conceptions of learning tend to be more active and see learning as something that they do.

Conceptions of learning lie in the core of students' approaches to learning as they influence how students deal with academic tasks. Constructive conceptions of learning end up in a deep approach and thus it affects the quality of students' learning outcomes. As Saljo claims, conceptions are context specific and they are affected from its specific social setting, where students try to interpret what is required of them in a particular situation on the basis of past events (cited in Entwistle & Peterson, 2004). This changeable nature of conceptions of learning and approaches to learning and studying gives educators a chance to influence students' beliefs of learning and the way they approach learning. For Ramsden (1992), changing students' approaches is not about changing students, but changing students' experiences, perceptions and conceptions of learning.

Other than students' conceptions of learning, the intentions of the students have an impact on their approaches to learning and studying. Students join higher educations with different intentions, which affect the amount of effort they put into studying (Entwistle, 1990). For that reason, to understand how they go about learning and studying, it is of crucial importance to understand those intentions as they influence students' conceptions of learning and their approaches to learning and studying respectively.

The intentions of the students are reflected into their aims in the form of learning orientations (Entwistle, Entwistle, & Tait, 1991). Four types of learning orientations are cited in literature, namely: vocational, academic, personal, and social. Students with vocational orientations tend to learn for future career purposes, while students with academic orientations are interested in the academic side of university. A personal orientation refers to the student's pursuit of personal development, whereas a social orientation is related to the social side of the university life.

To achieve desired learning outcomes, it is essential to ensure that target understanding of teachers matches with the personal understanding of the students. Target understanding, as Entwistle and Smith (2002) put forward, refers to the formal requirements of the syllabus as well as it is the interpreted from the teacher's own perspectives. They go on to claim that

personal understanding, on the other hand, reflects how students perceive the topic presented by the teacher, influenced by the teacher's view and prior educational and personal history. In this respect, communicating the objectives of a course is as important as understanding students' learning orientations and conceptions of learning because a lack of clarity in standards and objectives of a course ends up in negative evaluation, learning difficulties and poor performance (Ramsden, 1992).

When the study of literature is concerned, Chambers and Gregory (2006) also highlight the importance of communicating the curriculum aims claiming that "explanations of this kind are not arcane and need not be impossibly abstract; when they are advanced, the teacher's job becomes easier because the students' sense of what is at stake in literary study becomes clearer" (p.93).

To sum up, the study of literature offers numerous benefits in learning and learning to teach languages. In order to maximize these benefits, student teachers need to understand that it is necessary to see knowledge as complex, evolving, tentative, effortful, and evidence- based which is at the heart of deep approaches to learning (Evans, 2014). For that reason, fostering a deep approach to learning and studying is essential. Bearing the influencing factors on approaches to learning in mind, learning contexts can be designed to be able to promote better learning outcomes.

CHAPTER III

METHODOLOGY

In this section, the method of study is specified. First, the model of research is explained then the sample and the setting of the study, and the ways that data were gathered are clarified, and finally data analysis is discussed.

Research Design

The main incentive behind this study was to investigate studying and learning approaches of ELT students at Gazi University who were taking literature oriented courses by touching upon their conceptions of learning and their personal aims of the course. In order to have a fuller understanding of the relationships between variables, the study made use of both qualitative and quantitative research methods. Making use of both methodologies increases strengths and eliminates the weaknesses of using a single method on its own, provides multilevel analysis, and improves validity (Dörnyei, 2007).

The relationship between approaches to learning and the related variables is depicted in Figure 4. As can be seen in the figure there is a relationship between students' aims and objectives of the course. Students join higher education with some expectations and they first react to the learning situation by determining their aims that is also referred to as learning orientations (Biggs & Tang, 2007). Then, the content and the objectives of the course are communicated to the students through the syllabus which also reflects the target understanding of the teacher. "The teacher's target is interpreted by the students through the filter of their existing knowledge and personal histories, including their attitudes, beliefs, and self-concepts. All of these affect their motivation and approach to studying within the classroom" (Entwistle & Smith, 2002, p. 335).

Semi-structured Interviews

Administration of ASSIST

Students' Conceptions of Learning
Students' Aims of the Course
Students' Learning Orientations

Students' Approaches to Learning
and Studying

Aims of the Course(Course
Syllabus)

Constant – Comparison of the Qualitative Data
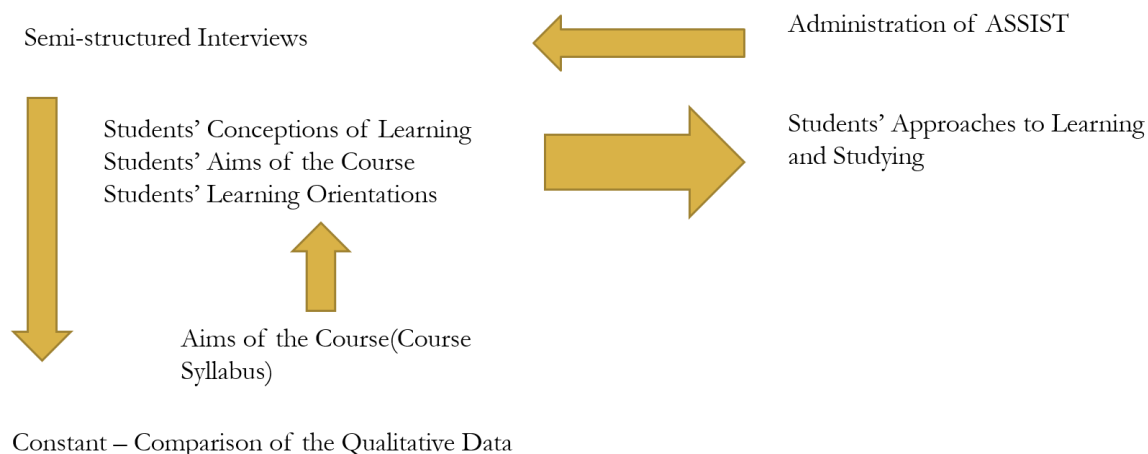
Figure 4. Research design

Another relationship is present between students' approaches to learning and their conceptions of learning. As Entwistle and Peterson (2004) suggest, students' conceptions of learning are influenced by the context (both personal and institutional) and they influence how students approach the learning tasks that is their approaches to learning and studying.

In this study, a sequential mixed method design was used. In sequential designs, data that are collected and examined in one stage inform the data collected in the next phase (Ary, 2006). In determining the students' approaches to studying and learning, quantitative methodology was implemented. In order to have a deeper understanding of the students' conceptions of learning, and personal aims of the course, qualitative methodology was used. Besides, to identify the similarities and differences in students' aims and objectives of the course qualitative methodology was used.

Setting and Participants

Setting

As mentioned in the previous chapter, literature is an inseparable part of language teaching. Regarding the relationship between literature and language teaching, it is worth differentiating between study of literature and use of literature as a source for language learning because the focus of teaching and the use of literature vary markedly. Study of literature requires dealing with texts for their own sake without no overt focus on formal aspects of language.

Gazi University ELT department offers two literature oriented courses in four terms: English Literature I, English Literature II, Literature and Language Teaching I, and Literature and Language Teaching II. English Literature courses are offered to second year students and Literature and Language Teaching courses are offered to third year students. The framework for these courses is defined by CHE (see APPENDIX 2), yet the content is designed by the instructors in line with the framework set by CHE.

Participants

Participants of this study are made up of 166 students who were enrolled in literature oriented courses at Gazi University ELT program in 2014-2015 Academic Year. In the selection of participants, two different sampling methods were used as the study made use of multiple research methodologies. In the quantitative step of the study, cluster sampling was used to ensure the representativeness of the study. In qualitative studies, the representativeness of the sample is not a major concern. The main goal of qualitative sampling is to find members who can provide rich and varied insights to the phenomenon under investigation (Creswell, 2012). For that reason, researchers who conduct qualitative studies make use of purposeful sampling methods, which requires selecting sites and participants that can best provide help in understanding the phenomenon.

In the qualitative step, convenience sampling was used due to the accessibility of the students in a limited period of time. 31 of the students who took the 18-item ASSIST were interviewed to gain insights about their conceptions of learning and their aims.

Table 3

Demographic Data of the Participants

		N	*frequency %*
Age	18-19	11	6.6
	20-21	99	59.6
	22-23	50	30.1
	24 or more	6	3.6
Gender	Female	139	83.7
	Male	27	16.3
Course Taken	English Literature II	68	41.0
	Literature and Language Teaching II	98	59.0

In the table above (see Table 3), information as to the course the participants were taking, their ages, and genders were presented. The ages of the participants who took part in the study ranged from 18 to 24 and more. 11 of the students with a percentage of 6.6 are 18-19 years old, 99 of the students were 20-21, 50 of the students were 22-23 with a percentage of 30.1, and 6 of the students were 24 or older.

In terms of gender, 139 of the participants were female with a percentage of 83.7 whereas 27 of them were male with a percentage of 16.3. When it comes to the literature course the participants take, 68 of them were taking English Literature II course and 98 of them were taking Literature and Language Teaching II course.

Data Collection Tools

In this study, data were collected both quantitatively and qualitatively. In the collection of quantitative data, short version of Approaches and Study Skills Inventory for Students (ASSIST) was used which was first developed by Entwistle, McCune, and Tait in 1970s. ASSIST has its roots in the pioneering work of Marton and Saljo on the approaches to studying and learning. The inventory uses a Likert scale for measuring attitudes which involves asking students to rate the extent of their agreement on a five-point scale with a series of related items that cover the aspects of a specific construct (Entwistle, McCune, & Tait, 2013). To be able to obtain insights into the students' conceptions of learning, personal aims of the course, the study made use of semi-structured-interviews with the students who participated in the first stage of the study. The questions asked in the semi- structured interviews were determined with reference to the theoretical framework of the study and related literature.

Validity and Reliability

The study employs multiple methods of data collection and analysis, which contributes to the validity and reliability of the results.

Reliability of ASSIST

ASSIST is one of the most widely used inventories used in the investigation of students' approaches to learning and studying. The original inventory is made up of 52 items that evaluates several variables related to the approaches to learning. In this study, however, 18-item short version of the inventory was used as a diagnostic tool to find out the approaches to learning and studying the ELT students at Gazi University take towards the study of literature.

The inventory was used by many researchers in different learning and teaching contexts and the internal consistency of the scale was proved to be sufficient. Spada,Nickevic,and Moneta (2006) used 18-item-ASSIST to investigate the effect of text anxiety on surface approach to studying and the reported Chronbah's alpha ranged from .75 to .87. Speth, Namuth, and Lee (2007) made use of the inventory to evaluate ınformation technology application and alpha coefficients were found to be .75 for deep approach, .80 for surface approach, and .70 for strategic approach. In their study to investigate the relationship between attention control and approaches to studying during academic preparation, Cermakova, Moneta, and Spada (2010) collected data from two separate group of participants, and the reported internal consistency of the scale ranged from .67 to .76, and from .65 to .76. Similarly, in the same year, Diseth and Kobbeltvedt (2010) looked at the relationship among achievement motives, goals, learning strategies, and achievement and found alpha coefficients to be .75 for deep approach, .80 for surface approach, and .70 for strategic approach. Speth and Lee (2013) used 18-item-ASSIST to evaluate students' approaches to learning for educational research development and the reported Chronbach's alpha was .65 for deep approach, .75 for strategic approach, and .70 for surface approach.

The alpha coefficients in the present study showed a similar tendency to those in previous studies. The scale has demonstrated internal reliability achieving a Chronbach's alpha of .73 which is regarded sufficient. The Chronbach's alpha for the subscales was found to be .82 for strategic approach, .63 for deep approach, and .68 for surface approach. Total item statistics of the inventory are presented in Table 4.

Table 4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S01	53.16	61.697	.217	.736
D02	51.98	61.187	.356	.723
T03	52.68	55.031	.545	.700
S04	53.72	65.850	.030	.749
T05	53.25	55.439	.520	.703
D06	51.92	62.684	.287	.729
T07	52.55	59.436	.368	.721
S08	53.64	63.541	.178	.737
T09	52.22	58.183	.453	.713
D10	51.71	61.504	.462	.719
D12	52.28	61.344	.336	.724
T13	52.51	58.421	.415	.716
S14	53.08	61.067	.265	.731
D15	52.64	61.614	.287	.728
S16	53.36	58.037	.339	.724
D17	52.20	62.124	.273	.729
S18	52.83	62.800	.167	.740

Factor Analysis

Validity is related to extent to which an instrument measure what it is supposed to measure. Factor Analysis is a way of evaluating an instrument in terms of validity. As stated by Tabachnick and Fidel (2006) "Variables that are correlated with one another but largely independent of other subsets of variables are combined into factors" (p.607).

As the initial dimension of exploratory factor analysis, Barlett's Test of Sphericity and Kaiser-Meyer- Olkin of Sampling Adequacy (KMO) tests were conducted. The result for Barlett's test was 693.412 and p= 0 .000 the result for KMO was .796. As p= .000 <0.05 the results of Barlett's test are meaningful. When KMO value is closer to 1, it is assumed to be perfect (Tabachnick & Fidel, 2006). In the present study KMO is found to be .796 which proves that the size of sampling is sufficient for factor analysis. The result of the exploratory factor analysis is shown in Table 5.

Table 5

The Result of the Exploratory Factor Analysis

	Rotated Component Matrix		
	Component		
	1	2	3
T13	.809		
T03	.777		
T07	.716		
T05	.671		
T09	.655		
S08		.760	
S01		.711	
S16		.605	
S14		.579	
S18		.534	
S04		.525	
D12			.604
D15			.561
D10			.548
D17			.453
D02			.445
D06			.346

Extraction Method: Principal
Component Analysis.
 Rotation Method: Varimax with
Kaiser Normalization.

 a. Rotation converged in 7 iterations.

In factor analysis, items with loading rates lower than 0.30 were not included in the analysis. Furthermore, Strategic Approach Item T11 "I don't find it at all difficult to motivate myself." was omitted because it was regarded as a separate dimension other than the commonly defined dimensions. After the factor analysis, three subscales emerged as in the original inventory. The three subscales of the inventory are shown below in Table 6.

Table 6

Three Subscales of ASSIST (18-Item)

Deep Approach
D02   When I'm reading an article or book, I try to find out for myself exactly what the author means.
D06   Before tackling a problem or assignment, I first try to work out what lies behind it.
D10   When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
D12   Often I find myself questioning things I hear in lectures or read in books.
D15   Ideas in course books or articles often set me off on long chains of thought of my own.
D17   When I read, I examine the details carefully to see how they fit in with what's being said.
Strategic Approach
T03.   I organize my study time carefully to make the best use of it.
T05.   I work steadily through the term or semester, rather than leave it all until the last minute.
T07.   I'm pretty good at getting down to work whenever I need to.
T09.   I put a lot of effort into studying because I'm determined to do well.
T13.   I think I'm quite systematic and organized when it comes to revising for exams.
Surface Approach
S01.   I often have trouble in making sense of the things I have to remember
S04.   There's not much of the work here that I find interesting or relevant.
S08.   Much of what I'm studying makes little sense: it's like unrelated bits and pieces.
S14.   Often I feel I'm drowning in the sheer amount of material we're having to cope with.
S16   I'm not really sure what's important in lectures, so I try to get down all I can.
S18.   I often worry about whether I'll ever be able to cope with the work properly.

Confirmatory Factor Analysis

To find out the extent to which the model matches with the observed data and to ensure the construct validity of ASSIST, confirmatory factor analysis (CFA) was conducted. As noted earlier, the ASSIST was administrated to 166 ELT students at Gazi University. Prior to the

CFA analysis, the data were evaluated for missing values and outliers. Missing values and outliers were eliminated using SPSS.

The sample variance-covariance matrix was analysed using LISREL 8.71 and a maximum likelihood minimization function (see APPENDIX 1). Goodness of fit was evaluated using the standardized root mean square residual (SRMR), root mean square error of approximation (RMSEA), comparative fit index (CFI). Guided by suggestions provided in Brown (2006), acceptable model fit was defined by the following criteria: RMSEA $\leq$ .06, SRMR $\leq$ .08, CFI $\geq$ .95, and TLI (also referred to as NNFI) $\geq$ .95. CFI and TLI values in the range of .90-.95 can also be regarded as an indicator of good fit (Brown, 2006). The above mentioned goodness of fit indices suggested that the model fitted the data well in the present study (RMSEA=.053, SRMR= .073, CFI= .95, and TLI= .94).

Validity of Semi Structured Interviews

To ensure the trustworthiness and dependability of the qualitative data, the factors in the semi-structured interview were determined initial to the study based on related literature and feedback was sought from external experts.

Data Collection Procedure

This sequential mixed method study employed several procedures in the data collection process. Initially, 166 students who were taking the literature courses at Gazi University filled in the short form of ASSIST, and their approaches to studying and learning literature were identified. After the identification of the approaches adopted by students, 20 students from each approach were invited to the semi-structured interviews to investigate their personal aims of the course. However, only seven of the surface approach students, 11 of the strategic approach students, and 13 of the deep approach students agreed to be interviewed due to time constraints of both the students and the researcher. In total, 31 students took part in the interview. Finally, syllabi of the literature oriented courses were provided from the instructors of the course to scrutinize the similarities and differences in students' aims and objectives of the courses.

Data Analysis and Interpretation

Due to the fact that the study made use of multiple data collection tools, data were analysed in different ways. In the analysis of ASSIST, both descriptive and inferential statistics were used depending on the research questions using PASW Statistics 18. For the first research question and its sub-questions aiming to find out the students' approaches to studying and learning, measures of central tendency and Mann Whithey U test were used. As to the second, third, and fourth research questions and its sub-questions, data were analysed qualitatively. After the initial coding, categorizing, and elimination steps, processed data were compared and contrasted to data obtained from ASSIST to look for meaningful relationships between the students' conceptions and aims. In categorization process of students' conceptions of learning a framework offered by van Rossum and Schenk was used. Finally, to find out possible similarities and difference between students' aims and objectives of the literature courses constant comparison technique was used. In the analysis of qualitative data, frequencies were calculated manually.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, results of the analysis to answer the research questions are presented. The chapter is made up of descriptive statistics, inferential statistics and analysis of semi-structured interviews in relation to the research questions and their sub-questions.

Descriptive Statistics

Under this heading percentages, mean, and standard deviation values for variables of ASSIST were presented as an answer to first research question.

What are the ELT Students' Approaches to Studying and Learning Literature?

In the following table (see Table 7), the distribution of the responses to the deep approach items are presented. As can be seen in the table items, D02 (When I'm reading an article or book, I try to find out for myself exactly what the author means.) and D06 (Before tackling a problem or assignment, I first try to work out what lies behind it.) are related to seeking meaning. D10 (When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.) and D15 (Ideas in course books or articles often set me off on long chains of thought of my own.) are related to relating ideas, and D12 (Often I find myself questioning things I hear in lectures or read in books.) and D17 (When I read, I examine the details carefully to see how they fit in with what's being said.) are related to use of evidence. The distribution of responses to deep approach items was presented in Table 7.

Table 7

Distribution of Responses to ASSIST Deep Approach

DEEP APPROACH ITEM	D	DS	U	AS	A	M	SD
				Frequencies			
D02 Seeking meaning		12.7	5.4	50.6	31.3	4.01	.937
D06 Seeking meaning		9.6	4.2	56.0	30.1	4.07	.854
D10 Relating ideas		3.6	5.4	51.2	39.8	4.27	1.179
D15 Relating ideas	1.8	25.3	19.9	42.8	10.2	3.34	1.025
D12 Use of evidence	1.2	14.5	14.5	53.0	16.9	3.70	.956
D17 Use of evidence		17.5	8.4	52.4	21.7	3.78	.979

D: disagree   DS: disagree somewhat   U: unsure   AS: agree somewhat   A: agree   M: Mean   SD: Standard Deviation

Results obtained by ASSIST showed that participants displayed a relatively strong degree of agreement with deep approach items. With item D02, about 82% of the participants displayed agreement, while 12.7% expressed relative agreement. Only 5.4% of them remained unsure about the item. Similarly, participants agreed with the D06 item with a percentage of 86%. On the other hand, 9.6% of them disagreed with it. The percentage of participants who were unsure about the statement was only 4.2%. The results indicate that students who take literature courses tend to seek meaning when dealing with literature, which is an important indicator of deep approach.

A great majority of the participants with a percentage of 91, showed agreement with the item D10 while only 3.2% of them disagreed with it. 5.2% of the participants were not sure whether they were able to relate ideas in literature oriented courses. On contrary to the findings for item D10, responses for another deep approach item that expresses relating ideas showed that participants were not consistent enough in their effort to relate ideas in their study of literature. For item D15, only 10% of the participants displayed strong agreement, while 42% of them expressed relative agreement. A considerable number of participants (19%) remained unsure. The rate of the participants who disagreed with the item was 27%.

Regarding the following deep approach items that imply use of evidence in the process of learning, participants expressed a relative agreement (53%) with deep approach item D12 while 16.9% of the participants showed strong agreement with it. 14.5% of the participants remained unsure while 15.7% of them disagreed with it. For item D17, 21.7% of the participants expressed strong agreement. A considerable majority of the participants (52.4%)

agreed somewhat with the statement. The percentage of the participants who remained unsure was 8.4 while the percentage of those who disagreed somewhat was 17.5. Results indicated that participants showed similar degrees of agreement with the items that express use of evidence. Participants have a strong tendency to use evidence as they learn literature, which is a key element in understanding a text.

In the following table (see Table 8), the distribution of the responses to strategic approach items is presented. Of the items that are shown below, T03 (I organize my study time carefully to make the best use of it.), T05 (I work steadily through the term or semester, rather than leave it all until the last minute), and T07 (I'm pretty good at getting down to work whenever I need to) are related to time management, T09 (I put a lot of effort into studying because I'm determined to do well) is related to achievement, and T13 (I think I'm quite systematic and organized when it comes to revising for exams) is related to organised studying.

Table 8

Distribution of Responses to ASSIST Strategic Approach

STRATEGIC APPROACH ITEM	Frequencies						
	D	DS	U	AS	A	M	SD
T03 Time Management	9.6	25.3	10.2	34.9	19.9	3.30	1.305
T05 Time Management	17.5	39.2	7.2	25.3	10.8	2.73	1.309
T07 Time Management	5.4	21.7	13.3	44.0	15.7	3.43	1.151
T09 Achieving	4.8	15.1	4.2	50.6	25.3	3.77	1.133
T13 Organized Studying	4.2	24.1	11.4	40.4	19.9	3.48	1.179

D: disagree   DS: disagree somewhat   U: unsure   AS: agree somewhat   A: agree   M: Mean   SD: Standard Deviation

Results for strategic approach item T03 suggested that almost 20% of the participants displayed agreement with the statement 34.9% of the participants agreed somewhat while 10.2% of them remained unsure. On the other hand, almost 40% of them disagreed with the statement. When it comes to item T05, participants expressed relative agreement (25.3%) with the statement and they showed agreement with 10.8%. A considerable percentage of participants (39.2%) disagreed somewhat with the statement and 17. 5% of them expressed strong disagreement. The rate of those who were unsure was 7.2%. For the item T07, a great majority of the participants expressed agreement with 44% and 15.7% while 13.3% of them remained unsure.21.7% of the participants disagreed somewhat and only 5.4% of them

disagreed with it. The results indicate that the participants have a strong tendency to manage their time as they are studying, however they are not steady in their effort and more than half of the participants (56.7%) showed an inclination to procrastinate.

The results for strategic approach item T09 indicated that a majority of the participants had a determination to do well when the literature oriented courses are concerned. 25. 3% of the participants agreed with the statement and over 50% of them expressed relative agreement. While almost 20% of the participants disagreed with the statement, only 4. 2% of them remained unsure.

For the last strategic approach item, T13, a considerable majority of the participants (40.4% and 19.9%) expressed agreement. On the other hand, 24.1% of them expressed relative disagreement and only 4.2% of them disagreed with the statement. The rate of those who was unsure was 11.4%. The results indicated that a majority of the students were sensitive and systematic in their studies when the revision for the exams was concerned.

In the table below (see Table 9), the distribution of the responses to surface approach items are presented. The items S01 (I often have trouble in making sense of the things I have to remember), S08 (Much of what I'm studying makes little sense: it's like unrelated bits and pieces.), and S16 (I'm not really sure what's important in lectures, so I try to get down all I can.) are related to unrelated memorizing, S04 (There's not much of the work here that I find interesting or relevant), is related to lack of purpose, and S14 (Often I feel I'm drowning in the sheer amount of material we're having to cope with) and S18 (I often worry about whether I'll ever be able to cope with the work properly.) are related to fear of failure.

Table 9

Distribution of Responses to ASSIST Surface Approach

| | *Frequencies* | | | | | | |
SURFACE APPROACH ITEM	D	DS	U	AS	A	M	SD
S01 Unrelated memorizing	12.7	38.6	9.0	33.1	6.6	2.83	1.211
S08 Unrelated memorizing	16.9	51.2	13.3	18.1	.6	2.34	.983
S16 Unrelated memorizing	25.3	34.3	6.6	19.9	13.9	2.63	1.407
S04 Lack of purpose	21.1	47.6	16.9	13.3	1.2	2.26	.978
S14 Fear of failure	7.2	41.6	15.1	25.9	10.2	2.90	1.172
S18 Fear of failure	6.0	32.5	12.7	37.3	11.4	3.16	1.175

D: disagree   DS: disagree somewhat U: unsure   AS: agree somewhat   A: agree   M: Mean   SD: Standard Deviation

Results for the surface approach item S01 showed that over 50% of the participants disagreed with the statement, while about 40% of them agreed with it. The rate of the participants who were unsure was 9%. A majority of the participants expressed disagreement (51.2% and 16.9%) with the item S08. On the other hand, nearly 20% of them agreed with it. The rate of the participants who were unsure was relatively high with a percentage of 13.3. For item S16, more than 59% of the participants disagreed with the statement. Nearly 34% of them agreed with it while only 6.6% of them were unsure about it. Results indicated that a majority of the participants did not regard memorizing as a way of studying.

As for item S04 indicating lack of purpose, a vast majority of the participants expressed disagreement with 21.1% and 47.6%. The rate of participants who agreed with the statement was 14.5%. A considerable number of students (16.9%) remained unsure. When the results are considered, it can be concluded that a majority of the participants have clear aims as to the literature oriented courses.

When the surface approach item S14 is concerned, results showed that nearly 49% of the participants expressed disagreement (7.2% and 41.6%). On the other hand, over 36% of them agreed with it. The rate of the participants who were unsure was considerable with a percentage of 15.1. Contrary to these results, the distribution of the responses of the participants differed with the last surface approach item S18. While 38.5% of the participants disagreed with the statement, over 48% of them agreed with it. The rate of those who were unsure was 12.7%. It can be drawn from the results a considerable number of the participants was not confident of their success.

Table 10

Mean Scores of Approaches to Studying

Mean scores of approaches to studying				
		Deep approach	Strategic approach	Surface approach
N	Valid	166	166	166
	Missing	0	0	0
Mean		3.8771	3.3398	2.6857
Median		4.0000	3.4000	2.6667
Mode		3.60	4.00	3.00
Std. Deviation		.55777	.93224	.72554

As a result, when the overall mean scores of the approaches to studying are compared, as seen in Table 10, mean scores for surface approach are relatively low when compared to other two approaches. On the other hand, the mean scores between deep approach and surface approach are quite close to each other.

When the distribution of the approaches the participants take is considered as seen in Table 11, it can be easily taken that ELT students at Gazi University who are taking literature courses favour a deep approach to learning. The number of participants who adopt deep approach is 102, that of who adopt strategic approach is 41, and the number of participants who adopt surface approach is 23.

Table 11

The Distribution of the Approaches the Participants Take

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deep Approach	102	61.4	61.4	61.4
	Surface Approach	23	13.9	13.9	75.3
	Strategic Approach	41	24.7	24.7	100.0
	Total	166	100.0	100.0	

The results are in line with the studies that were conducted in Turkey in similar settings. Ekici (2008) in her PhD thesis investigated students' approaches to learning and studying from several universities and results revealed that students from all universities tended to take a deep approach to learning and studying. Tanrıverdi (2012) conducted a study on preservice teachers' epistemological beliefs and approaches to learning and found considerable differences between ELT department students and Maths department students. ELT department students were proved to be more deep-oriented in their learning when compared to students from Maths department. Similarly, Senemoglu (2011) in her study on faculty of education students' approaches to learning and study skills, scores on deep approach were higher than strategic and surface approaches.

Inferential statistics

Under this heading answers to sub-questions of the first research questions were presented. Prior to the inferential analysis, test of normality was conducted for each research question,

and in order to investigate whether there is a difference between genders and courses taken a non-parametric test was used, and the results were presented.

Before conducting a statistical analysis, it is of great importance to verify normality assumptions in order to be able decide which test to use. When the multivariate normalities were checked based on Kolmogorov-Smirnov and Shapiro-Wilk, it was found out that the data were not distributed normally. For that reason, in the analysis non parametric tests were used.

Is There a Significant Difference in Students' Approaches to Studying and Learning Literature between Genders?

To identify if there is a difference between genders, Mann-Whitney U Test (Two Independent Samples Test) was used considering that the data were not distributed normally.

Table 12

Results of the Mann-Whitney U Test for Gender Differences

	Deep approach	Strategic approach	Surface approach
Mann-Whitney U	1408.000	983.000	1810.000
Wilcoxon W	1786.000	1361.000	2188.000
Z	-2.062	-3.919	-.292
Asymp. Sig. (2-tailed)	.039	.000	.771

a. Grouping Variable: Gender

Based on results obtained by Mann Whitney U test (see Table 12), differences were found between males and females in relation to the approaches they hold towards learning and studying for deep approach (p <0.05. Mann-Whitney U: 1408.000, Z: -2.062). As can be seen in Table13, females tended to get higher scores on deep approach (females 86.87 and males 66.15). The strength of this relationship between genders and deep approach to learning and studying was found to be fairly weak (r: 0.160). Similarly, results indicated differences in relation to approaches they take towards learning and studying for strategic approach (p < 0.05, Mann-Whitney U: 983.000, Z: -3.919).

Females got higher scores on strategic approach with a mean rank of 89.93, whereas males got fairly lower scores with a mean rank of 50.41. The strength of this relationship between genders and strategic approach to learning and studying was found to be weak (r: 0.304). On

the other hand, according to the results, no differences were found between genders regarding the surface approach ($p > 0.05$, Mann-Whitney U: 1810.000, Z: -.292). When the mean ranks of males and females were considered, they were close to each other (females: 83.98, males: 81.04).

Table 13

Mean Ranks of Males and Females

	Gender	N	Mean Rank	Sum of Ranks
Deep Approach	FEMALE	139	86.87	12075.00
	MALE	27	66.15	1786.00
	Total	166		
Strategic Approach	FEMALE	139	89.93	12500.00
	MALE	27	50.41	1361.00
	Total	166		
Surface Approach	FEMALE	139	83.98	11673.00
	MALE	27	81.04	2188.00
	Total	166		

Results of the present study are not consistent with the previous studies. In literature, there is little "consistent and valid evidence" for gender differences due to the problems in analysis and sampling (Wilson, Smart, and Watson, 1996). Richardson (1993), in his study on gender differences in responses to ASSIST, found no differences between males and females in terms of their scores on individual items, subscales and learning orientations. Similarly, Wilson et al. (1996), in their study on gender differences in approaches to learning in first year psychology students found no difference for gender. On the other hand, Booth, Luckett, and Mladenovic, R. (1999) reported that females recorded higher scores on a deep approach compared to males.

In Turkey, while Tanrıverdi (2012) found no significant differences on gender, Senemoglu (2011) found out that female students had higher scores on strategic approach and surface approach. Ekici (2008) found similar result to those of Senemoglu revealing that there were differences between male and female students for strategic approach and surface approach. According to the results of the study, female student had higher scores on strategic approach but lower scores on surface approach.

As mentioned before, inconsistency of the results for gender differences in different settings is not something new and can be regarded as natural. For that reason, the results in this study

should be examined under caution due to the fact that the female participants outnumbered the male participants in the sample, which is inevitable as it is the case in many ELT departments.

Is There a Significant Difference in Students' Approaches to Studying and Learning Literature between Second Year and Third Year Students?

To answer the question, Mann-Whitney U Test (Two Independent Samples Test) was used as the normality assumption was not verified. The results were presented in Table 14.

Table 14

The Results of the Mann-Whitney U Test for Differences between Second Year and Third Year Students

	Deep approach	Strategic approach	Surface approach
Mann-Whitney U	3193.500	3206.000	3287.000
Wilcoxon W	5539.500	5552.000	8138.000
Z	-.458	-.415	-.148
Asymp. Sig. (2-tailed)	.647	.678	.882

a. Grouping Variable: Course_taken

According to results obtained by Mann Whitney U test, no differences were found between second year and third year students in relation to the approaches they hold towards learning and studying literature for deep approach (p >0.05, Mann-Whitney U: 3193.500, Z: -.458), for strategic approach (p >0.05, Mann-Whitney U: 3206.000, Z: -.415), and for surface approach (p >0.05, Mann-Whitney U: 3287.000, Z: -.148).

Results showed that year of study and previous knowledge has no visible effect on students' approaches to studying and learning literature. Mean scores of second year students were slightly lower for deep and strategic approach, and they were slightly higher for surface approach and deep approach as can be seen in Table 15.

Table 15

Mean Ranks of the Second Year and Third Year Students

	Course Taken	N	Mean Rank	Sum of Ranks
Deep Approach	English Literature II	68	81.46	5539.50
	Literature and Language Teaching II	98	84.91	8321.50
	Total	166		
Strategic Approach	English Literature II	68	81.65	5552.00
	Literature and Language Teaching II	98	84.79	8309.00
	Total	166		
Surface Approach	English Literature II	68	84.16	5723.00
	Literature and Language Teaching II	98	83.04	8138.00
	Total	166		

The results are in line with some of the earlier research in the field. Richardson (1993) found no differences according to years of study. However, several studies reported differences. For example, Senemoğlu (2011) found differences between freshman students and sophomores, juniors, and seniors. Freshman students in her study had higher scores for surface approach compared to other groups. Tanrıverdi (2012) reported no differences for strategic approach and surface approach, but a difference for deep approach. She recorded that students became more deep oriented in their learning as they progress through university.

The present study departs from the studies in Turkey with similar settings. This might have several reasons. First of all, students have previous experience in learning literature in Turkish, which might have provided a background for dealing with literature and helped them transfer that experience to learning literature in English. Secondly, the questionnaire was applied in the second term of the academic year. For that reason, second year students also had the chance to experience learning literature in English. Finally, when the content of the literature courses is concerned, they are quite different in nature. Therefore, participants might have approached each course as a unique experience.

Presentation of the Qualitative Data

To be able to answer the second and third research questions qualitative data analysis was used. The participants were interviewed to gain insights as to their conceptions of learning in general, conceptions of learning literature, personal aims and aims of the course from their own point of view, as well as their learning orientations.

How are the Students' Conceptions of Learning Related to Their Approach to Studying and Learning Literature?

Conceptions of learning are a key term in SAL tradition because they are associated with approaches to studying and learning, and the quality of learning outcomes. Students hold context specific beliefs as to what learning is, which is referred to as conceptions of learning (Ramsden, 1992). The quality of their perceptions of learning affects their approaches to learning and studying, and thus their learning outcomes (Bowden & Marton, 2004). Some conceptions are often linked with low order thinking skills as memorization, reproduction, and rote learning. On the other hand, some of them are associated with higher order thinking skills such as integrating and making meaning for oneself. In the analysis of ELT students' conceptions of learning in general and their conceptions of learning literature, the framework proposed by van Rossum and Schenk was used as themes.

Data gathered through semi-structured interviews showed that a majority of the participants were inclined to have reproductive conceptions of learning such as increase in knowledge, reproducing and applying regardless of the approach they take to learning literature. Moreover, their conceptions to learning literature did not show much difference when compared to their conceptions of learning in general.

What are the ELT Students' Conceptions of Learning in General?

In order to investigate students' conceptions of learning in general, the participants were asked the following questions and the results were presented in Table 16.

1-What does learning mean to you in general?
2-How do you understand that you learn something?

The first question aimed to inquire how the students regard learning, while the second question tried to find out how they expressed the situations in which they learnt.

Table 16

Students' Conceptions of Learning in General

		f SA (*N*=7)	*f* STA (*N*=11)	*f* DA (*N*=13)
Constructive Conceptions (Deep Approach)	Change in a person Abstraction of meaning/ Understanding Seeing things in a new way	0	1	6
Reproductive Conceptions (Surface Approach)	Increase in knowledge Memorizing/reproducing Applying	7	10	7

SA: Surface Approach   DA: Deep Approach   STA: Strategic Approach

As seen in Table 16, a majority of the surface and strategic approach students held reproductive conceptions of learning. Some of them expressed learning as accumulation of information and remembering facts:

I: What does learning mean to you in general?

ST5: In my opinion, learning is acquiring new things. We often go over the things we already know, but to me, it means gaining some new information.

I: How do you understand that you learn something?

ST5: If I come across something later in my life, and if I can remember it in a way, it means I have learnt it.

Along with beliefs as to learning as increase in knowledge, it was seen that some of the participants regarded learning as applying, which is another reproductive conception of learning:

I: What does learning mean to you in general?

S4: A*bsolutely applying. I can't learn something unless I apply it. I have a strong visual memory. I also cannot learn if I do not see something.*

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Participants' reported conceptions of learning were not always refined. They tended to hold more than one conception to learning at a time. Some participants described learning as a combination of reproductive conceptions:

I: What does learning mean to you in general?

S1: *To gain some information about a subject that I have no opinion about. This is what learning means to me.*

I: How do you understand that you learn something?

S1*: If I can apply what I learn to a real life situation I understand that I learn it.*

As can be seen from the interviews with ELT students taking literature oriented courses, almost all surface and strategic approach students expressed reproductive conceptions of learning which is in line with their attributed approaches to learning and studying.

Yet, not only strategic and surface approach students but also deep approach students had reproductive conceptions of learning. Only half of the students who were assigned to deep approach tended to have constructive conceptions of learning. They were inclined to regard learning as change in a person or seeing things in a new way:

I: What does learning mean to you in general?

D7: *In my opinion, learning means opening new doors to life. It means having a new perspective.*

I: How do you understand that you learn something?

D7: *If I realize that the rote I used to take to do something has changed into a new one, I feel that I have learnt something. If I can reach the same results using a different way, or if I can find some other ways, I understand that I have learnt.*

On the other hand, some deep approach students had discrepancies in their conceptions. To illustrate, participant D4 described learning as understanding, but then continued with a reproductive conception:

I: What does learning mean to you in general?

D4: *Learning means internalising to me. It means to understand a topic completely with its reasons.*

I: How do you understand that you learn something?

D4: *If I can tell it to somebody else, it means I have learnt.*

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When the constructive conceptions of learning identified by researchers in SAL tradition is concerned, none of the students expressed learning as understanding or abstraction of meaning. Nevertheless, some of them expressed learning as seeing things in a new way:

I: What does learning mean to you in general?

D10: *I cannot make a description, but I can say that it means a kind of change in my point of view. I begin to see things in a new way when I learn.*

I: How do you understand that you learn something?

D10: *I associate what I learn with things I learnt before. I try to establish links. I say to myself "I did it in another way before, now I can do it this way.", so I find new ways.*

Along with deep approach students very few strategic approach students expressed constructive conceptions of learning as well.

I: What does learning mean to you in general?

ST8: *Learning means developing oneself, to me. It has nothing to do with a subject or a place. If a person develops himself/herself, or adds something new to his/her knowledge base, it means he/she has learnt something.*

I: How do you understand that you learn something?

ST8: *If we react to a situation in a more different way than we used to do, it means we have learnt.*

What are the ELT Students' Conceptions of Learning Literature?

As mentioned earlier, conceptions of learning are context specific, which means students may approach different learning tasks in different ways. In the interviews with ELT students, they were also asked about their conceptions of learning literature. To investigate their conceptions of learning literature two questions were asked:

1-How is learning literature different from learning other subjects?

2-How do you understand that you learn literature?

Responses to these questions revealed that participants regarded learning literature either as memorizing/reproducing or seeing things in a new way as can be seen in Table 17. Similar to their conceptions of learning in general, surface and strategic approach students had

reproductive conceptions of learning literature. Besides, deep approach students expressed constructive conceptions as they described learning literature.

Table 17

Students' Conceptions of Learning Literature

		f SA (*N*=7)	*f* STA (*N*=11)	*f* DA (*N*=13)
Constructive Conceptions (Deep Approach)	Seeing things in a new way	1	2	5
Reproductive Conceptions (Surface Approach)	Memorizing/reproducing	6	9	8

SA: Surface Approach　　　DA: Deep Approach　　　STA: Strategic Approach

Students may assume different conceptions in different contexts. There were two dominant conceptions of learning literature among ELT students. A majority of surface and strategic approach students saw learning as memorizing or reproducing, which means telling something to other people or being able to answer questions in an exam:

I: How is learning literature different when compared to other subjects?

ST1: *Literature requires some memorising. It is similar to history in that way. In other courses, we can apply what we have learnt but in literature it is not the case.*

I: How do you understand that you learn literature?

ST1*: I understand it in the exams. If I can do well in an exam I understand that I learn.*

I: How is learning literature different when compared to other subjects?

S7: *When we look at literature courses, we can find literature in it, as well as the sociocultural structure of the age, anthropology, etc... It includes many other disciplines in it. For that reason, it is different from other subjects. For example, it encompasses history in it, which actually attracts me to literature.*

I: How do you understand that you learn literature?

ST7: *I don't use it anywhere other than the exams, so I don't know if I have learnt it or not. If you ask me twenty questions about literature, and if I can answer them, this means I have learnt. If I can't, it means I haven't because I have never had a chance to use it in my life.*

Reproductive conceptions were common not only among surface and strategic approach students but also among deep approach students.

I: How is learning literature different when compared to other subjects?

D1: *Some people think literature requires memorising, it really does, in my opinion. When we read it, we can forget. For that reason, it is different from other subjects. For instance, it is not like English or Maths.*

I: You said "it is not like English", don't you think learning literature is also about learning English? What makes you think you need to memorize it?

D1: *As it calls for reading long texts and it is not problem-based, I feel that I have to memorize before exams.*

I: So, how do you understand you learn literature?

D1: *For example, you see the name of a writer or a literary work, and you say "I remember it". That's how I understand.*

Results showed that majority of students relied on memorization regardless of the approach they adopted. Although memorising is an attribute of surface approach, it can be employed by some students using deep and surface approaches. As claimed by Entwistle and Peterson (2004), memorization when it is practiced with an intention of mastering unfamiliar concepts in certain contexts such as learning languages can be used by deep approach students as a first step towards developing understanding. What distinguishes surface memorizing from deep memorizing is the habitual and unreflective use of memorization with an intention to reproduce the material presented by the teacher (Kember, 1996).

On the other hand, five of the deep approach students looked at the issue from a constructive perspective and saw learning literature as seeing things in a new way:

I: How is learning literature different when compared to other subjects?

D3: *The others (other courses) call for memorising in a sense, literature is about looking at things from a different perspective. It is about how you interpret it.*

There are different interpretations of it. There is no room for interpretation when you learn other subjects.

I: Why do you think so?

D3: *There is often just one truth about other subjects, but in literature, the truth is how you interpret it.*

I: How do you understand that you learn literature?

D3: *If I can visualise what is depicted in literary texts, I understand I have learnt it.*

Quite interestingly some of the participants rejected the idea of learning literature expressing that literature was not something to be learnt:

I: How is learning literature different when compared to other subjects?

ST3: *I think there is no such thing as learning literature. In my opinion, it is all about making inferences, which mostly depends on imagination. Some people have it and some don't. Literature is not for everybody.*

I: How is learning literature different when compared to other subjects?
ST8: *Literature is a must, in my opinion. It changes our point of view, it also contributes to us a lot. I think it is a matter of understanding rather than learning.*

How are the Students' Aims Related to Their Approach to Studying and Learning in Literature Oriented Courses?

In the process of learning, students first react to learning by setting their goals and they determine how they go about learning accordingly. As Biggs and Tang (2007) claim they might passively accept the goals set by the teacher, they might modify them or totally reject the teacher's goals. As they set their goals, they also reflect their intentions in the form of learning orientations (Beaty, Gibbs, & Morgan, 1997). These orientations can be academic, vocational, personal or social. Students with academic orientations display an interest in the subject matter and study it for its own sake, while those with vocational orientations pursue professional benefits. Students who have personal orientations focus on their personal development as they take a course. On the other hand, students who have social orientations are interested in the social benefits such as meeting people. These orientations determine not

only the amount of effort the students put into learning and studying but also the quality of learning (Entwistle, 1990).

The results suggested that there were no clear differences among students with different approaches to learning and studying literature in terms of their aims and learning orientations. Nevertheless, the answers to the sub-questions could provide valuable insights into how individual students perceived the aims of literature oriented course and how they shaped their personal aims.

What are the Aims of the Students Taking Literature Oriented Courses?

To investigate students' aims of the literature oriented courses, the participants were asked the following questions:

       1-What are your aims of the literature oriented courses?

       2-What do you think are the objectives of the literature oriented courses?

The first questions aimed to find out the personal aims of the students. The second question tried to investigate how students perceived the aims of the course. The results are presented in Table 18.

Table 18

Personal Aims of the Students Taking Literature Oriented Courses

	f SA (N=7)	f STA (N=11)	f DA (N=13)
To develop general knowledge	3	2	4
To learn about literature and culture	1	1	4
To see things in a new way	1	1	2
To get ready for KPSS	1	2	0
To do well in the exam	0	3	0
Other	1	3	3

SA: Surface Approach   DA: Deep Approach   STA: Strategic Approach

As can be seen in Table 18, the most common aim of the participants was to develop general knowledge regardless of the approaches they took.

S2: *This year, I aim to develop my general knowledge and I follow the lessons with this aim in my mind.*

The next common response was to learn about literature and culture, which was related to the content of the course.

D8: *We learn a language and we learn how to teach it. To me, it is not possible to do that without learning about the literature of that language. Of course, we need to learn about the literary periods, history and culture of the target language.*

Strategic approach is characterized by an intention to get the possible highest grade in a course. In line with their approaches to learning literature, some strategic approach students aimed to do well in the exam.

ST1**:** *My initial aim is to get a good grade and to be able to understand what is taught in the class. But in the future, when I become a teacher, I would like to read literature. Now, I can't understand it thoroughly as there are lots of unknown vocabulary.*

Expressing a similar intention to that of strategic approach students, a few students claimed that their personal aim was to prepare themselves for KPSS exam.

S6: *To be honest, I have never thought about literature courses from that perspective. But, as far as I heard from the seniors, there would be too many questions from this year's course content in KPSS. They advised me to learn it at school, so that's my aim.*

Some students focused more on the personal benefits of literature and expressed that their main aim was to see things in a new way.

ST3: *In fact my aim is to develop myself in English language teaching and have a different point of view towards life.*

Apart from the aims mentioned above, individual participants came up with some other personal aims related to the literature oriented courses such as:

- Read a lot of texts
- To be able to think like the English
- Meet the course requirements

- Compare Turkish and English literature
- Get the literature course out of the way
- Improve teaching skills

Of all the other aims individually mentioned by the students, one of them was the most striking in that it reflected a surface approach to learning and studying literature perfectly well:

S1: *My only aim is to get rid of the literature courses here. Next term, I am going to take the last one of them and I am really looking forward to it.*

Apart from the personal aims of the students, it is also important to find out how they perceive the intended aims of the literature courses. To investigate the aims of the course from the point of view of the students, they were asked the following question:

In your opinion, what are the aims of the literature oriented courses?

Based on the responses of the students, it can be said that a majority of the students were aware of the aims of the course. As can be seen in Table 19, 25 of 31 participants expressed that the aims of the courses were to introduce literature, literary terms, and culture, to give information about important writers and periods, and to help students to interpret texts.

Table 19

The Aims of the Course from the Point of View of the Students

	f SA ($N=7$)	f STA ($N=11$)	f DA ($N=13$)
To introduce literary terms/ literature/culture	4	7	3
To give information about important writers and periods	2	2	5
To make students love literature	0	1	3
To provide general knowledge	1	1	1
To prepare students for KPSS	1	1	0
To help students interpret texts and improve imagination and creativity	0	1	1

SA: Surface Approach   DA: Deep Approach   STA: Strategic Approach

According to the data gathered through interviews with students, a majority of students stated that the main aim of the course was to introduce literature, literary texts and culture.

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Following this, the next common aim of the course from the students' point of view was to give information about literary periods and prominent writers.

> S7: *I think teaching English is not only about teaching the language, but also it is about culture and everything related to that language. So, I think this is the aim of the course.*

> ST9: *The course aims to teach us the period a literary work was produced first. Then, it gives us information about the writer, his/her point of view, and the historical influences on the period. Finally, I think it aims to develop our general knowledge.*

> D6: *As our course is a bit superficial, it provides us with some basic information about literature. I think the aim of the course is to teach us the things we are expected to know. Apart from that, some terminology such as figures of speech.*

A few students referred to the personal benefits of literature and expressed that the aims of the course were to help students see things in a new way and to improve creativity. On the other hand, some students' perceived aims of the course were not academic and they regarded that the aims of the course was to make students love literature, to provide general knowledge, or to prepare students for KPSS exam.

Results showed that, a great majority of the participant have a good sense of judgement as to the aims of the course. Yet, there was a gap between their personal aims and perceived aims of the course. Although they were aware of aims of the course, many of those aims were not reported in their personal aims.

What are Learning Orientations of the Students Who Take a Deep, Surface and Strategic Approach to Learning and Studying Literature?

As mentioned before, students' aims have an underlying message as to their learning orientations. To scrutinize the learning orientations of the students, they were asked the following question and their responses were presented in Table 20:

How do you think the course will contribute to your future profession?

Results indicated that a majority of the students had personal orientations towards learning literature regardless of the approach they take. Yet, deep approach students tended to have

more vocational orientations towards learning literature when compared to surface and strategic approach students. All in all, none of the students displayed academic orientations towards learning literature as can be seen in Table 20.

Table 20

Percieved Contribution of the Literature Courses from the Students' Point of View

	f SA (N=7)	f STA (N=11)	f DA (N=13)
General knowledge	3	5	4
Activity production	0	1	3
Change in point of view	1	1	2
Give examples/ suggest books	2	1	1
Answer students' questions	1	2	0
Other	0	1	3

SA: Surface approach   DA: Deep approach   STA: Strategic approach

As can be understood from the students' responses, a majority of the students were personally oriented. The most common response was that the course would contribute to them as general knowledge.

> D9: *For now and for the future, it has an effect on my personality, in my opinion. Especially, it contributes to me a lot as general knowledge..*

> ST4: *It gives us general knowledge. For example, we learn about classics. We can understand them better as we study them.*
> I: Do you plan to use literature in your courses?
> ST4: *Of course, I can suggest some books. For example, when we are talking on a topic I can say "You should read this book. I don't know, maybe, I can suggest them some authors.*

A small number of participants stated that literature oriented courses contributed to their personal development.

> D3: *I believe it contributes to me very positively. Literature opens up new perspectives. It contributes to me in every aspect of my life.*
> I: Do you plan to use literature in your classes?

I do. Even with young learners, whatever the level is I believe students must deal with literature.

Some of the participants were more vocationally oriented and found literature courses beneficial in creating classroom activities. They mentioned that learning literature would be helpful in developing materials.

D2: *As I mentioned before, it will contribute to me a lot when I produce activities for my students. I am planning to use it in a demonstration in my drama class this year.*

Another group of answers which was popular among the participants was giving examples to students. This can be taken as a vocational orientation, however the underlying intention is rather superficial. The nature of these examples was mostly giving names of authors or poets, and literary texts.

S6: *We will be English teachers in the future. Maybe, we can mention literature in our courses. Maybe we can teach some bits and pieces.*
ST11: *I do not think I can use complex literary texts in my classes but I can suggest them some books.*

Data derived through interviews suggested that the participants regarded literature courses personally rewarding rather than professionally rewarding.

Do the Students' Personal Aims Match with the Targets Stated in the Syllabus?

The aims of the course stated in the syllabi for English Literature I and II courses were:
- To introduce distinguished representatives of English literature from various periods.
- To introduce learners into critical thinking and appreciation of literature.

As for Literature and Language Teaching I and II courses, the aims stated in the syllabi were:

- To analyse texts from various periods.
- To prepare lesson plans to teach various genres.
- To improve the ability of critical thinking.
- To develop language skills.
- To discuss and infer ideas in terms of various methods of literary criticism.

When the aims of the course perceived by students were compared with the aims stated in the syllabi of literature oriented courses, it could be said that there was a match to a considerable extent. Although there were some differences in terms of wording, students had a good understanding of the content and the aims of the course as can be seen in Table 21. The results indicated that the students were clear about what the courses aim to teach them in terms of content.

Table 21

The Comparison between the Aims of the Literature Courses and the Aims of the Students

Aims of the course	Aims of the students
To introduce distinguished representatives of English literature from various periods.	To learn about literature and culture (personal aim) To give information about important writers and periods (perceived aim of the course)
To introduce learners into critical thinking and appreciation of literature.	To make students love literature (perceived aim of the course)
To analyse texts from various periods.	
To prepare lesson plans to teach various genres.	To learn how to teach literature (perceived aim of the course)
To improve the ability of critical thinking.	
To develop language skills.	
To discuss and infer ideas in terms of various methods of literary criticism.	To help students interpret texts and improve imagination and creativity (perceived aim of the course)

The results also suggested that there was a mismatch between the students' personal aims and the aims of the literature oriented courses. It can be said that the students had rather personally oriented aims related to the literature oriented courses. None of the students adopted academic skills listed in the syllabi as their personal aims. On the other hand, the most common answer in their responses was to *develop general knowledge*. This showed that they did not wish to improve their academic skills such as critical thinking, discussing, and inferring ideas.

According to the results, another mismatch occurred between the students' aims and the stated aims of the Literature and Language Teaching courses. When the students' aims were taken into consideration, learning how to teach literature did not appear among students'

personal aims. Students focused more on the personal benefits of the course than the professional benefits. One of the reasons for this could be the fact that not enough focus was directed on how to teach literature. When the content of the English and Language Teaching syllabus was examined (see Appendix 4), only two weeks were allotted to the teaching of literature and preparing lesson plans. For this reason, students might have not considered it as an important component of the course.

The results also indicated a gap between the target understanding of the teachers and the personal understanding of the students. This gap was evident considering the differences between the students' personal aims and the aims of the courses .The reason could be a lack of enough communication of the aims of the course to the students. As Entwistle (1990) also expressed, "each course should begin with a clear statement of its purposes to allow students to apply their learning strategies to most effect" (p.677). A lack of communication of the purposes of a course often results in negative evaluation of the course requirements and misinterpretation of the aims of the course (Ramsden, 1992). The students who participated in the study also seemed to have misinterpreted the aims set by the teacher and formed their own aims.

CHAPTER V

CONCLUSION

Summary of the Research

The aim of the study was to investigate ELT students' approaches to learning and studying in the context of the study of literature with reference to students' conceptions of learning, their aims of the course, and the relationship between students' aims and the aims of the literature oriented courses. A mixed method approach was used in conducting the study. To this end, ASSIST (18-item) was administered to 166 students who were taking literary oriented courses at Gazi University in 2014-2015 Academic Year to find out whether they took a deep, surface or strategic approach to learning literature. Following the identification of the students' approaches to learning and studying literature, 31 of them were interviewed using semi-structured questions. They were asked questions about their conceptions of learning in general and learning literature, their personal and perceived aims of the course, and their learning orientations. Their responses were analysed and compared with the aims stated in the syllabi of the related courses. The results showed that a majority of the students took a deep approach to learning and studying literature, which was also supported by the qualitative data related to their conceptions of learning in general and learning literature to a certain extent. The results also indicated that students had a good judgement of the aims stated in the syllabi. Although there was a considerable match between the aims of the course as perceived by students and the aims of the course stated in the syllabi, students' personal aims differed from the aims of the courses markedly.

The problem, the aim and significance of the study, assumptions, limitations, and necessary definitions were explained in the Introduction Chapter. In the Review of Literature Chapter, related studies and concepts about the study were presented. In the Methodology Chapter, research design was specified and necessary information as to the setting and participants

were given. Validity and reliability of the data collection tools were also discussed in this chapter. In the following chapter, namely Findings and Discussion, the results of both quantitative and qualitative analysis were presented with reference to other studies in literature. In the last chapter, which is entitled Conclusion, the summary of the study, answers to research questions, and implications and suggestions were presented.

Conclusion

In this section, the research questions and their sub-questions are answered in a conclusive manner as follows:

Research Question 1. What are the ELT students' approaches to studying and learning literature?

According to the results obtained from ASSIST (18-item), a majority of the students displayed a tendency to adopt a deep approach to learning and studying literature. 102 of 166 students took a deep approach to learning literature while 42 of them took a strategic approach and only 23 of them took a surface approach.

Sub-Question 1. Is there a significant difference in students' approaches to studying and learning literature between genders?

Based on the results obtained by Mann Whitney U test, there was a difference between males and females for deep approach and strategic approach. Female students had higher scores on these two approaches mentioned. Yet, the strength of the relationship is relatively weak. On the other hand, the results indicated no difference for surface approach between genders.

Sub-question 2. Is there a significant difference in students' approaches to studying and learning literature between second year and third year students?

According to the results obtained by Mann Whitney U test, no differences were found between second year and third year students for deep, strategic and surface approach. The results indicated that year of study and previous knowledge has no effect on students' approaches to learning and studying literature.

Research Question 2. How are students' conceptions of learning related to their approach to studying and learning in literature oriented courses?

The results obtained by the semi-structured interviews indicated that students' conceptions of learning in general and their conceptions of learning literature were consistent with the approach they took to a considerable extent. Surface approach students tended to hold reproductive conceptions to learning while half of the deep approach students held constructive conceptions to learning. Almost all strategic approach students expressed conceptions that were reproductive in nature, which indicated that they were inclined to use surface approach strategies such as memorization to do well in the exams.

Sub-Question 1. What are the students' conceptions of learning in general?

Data gathered using semi-structured interviews showed that all the surface approach students held reproductive conceptions of learning in general. They regarded learning as increase in knowledge, memorizing, reproducing, and applying. Similarly 10 of 11 strategic approach students tended to hold reproductive conceptions of learning which is often associated with surface approach. On the other hand a considerable number of deep approach students displayed a tendency to hold constructive conceptions of learning in general. Six of 13 students regarded learning either as a change in a person or as seeing things in a new way. However, the remaining seven students who were thought to take deep approach to learning literature had reproductive conceptions of learning.

Sub-Question 2. What are the students' conceptions of learning literature?

Conceptions of learning are context specific. For that reason, students' conceptions of learning in general and their conceptions of learning literature can differ from each other. According to the results, although students' conceptions of learning in general and learning literature did not differ drastically, less deep approach students held constructive conceptions of learning literature when compared to their conceptions of learning in general. A majority of the students associated learning literature with reproduction and memorization.

Research Question 3. How are students' aims of the course related to their approach to studying and learning in literature oriented courses?

There are no common patterns among students who took a deep, surface and strategic approach to learning and studying literature in terms of their personal aims of the course or their perceived aims of the course. According to the results, students were mostly personally oriented in setting their personal aims.

Sub-Question 1. What are the personal aims of the students who take a deep, surface and strategic approach to studying literature?

The results showed that nine of 31 students expressed that their personal aim was to develop general knowledge. Six of them said it was to learn about literature and culture of the target language. Four of them aimed to prepare themselves for KPSS exam. Three of the strategic approach students said that their aim was to do well in the exam. When the participants were asked about the aims of the courses, the most common answer was to introduce literature, literary terms and culture. Second most common response was to give information about important writers and poets and literary periods. Apart from these common responses, some of the students regarded the aims of the course as to provide general knowledge, to prepare students for KPSS exam, and to help them interpret texts and improve creativity. According to the results, there were some discrepancies between students' personal aims and the aims of the course perceived by them. Students were mostly personally oriented in literature courses. Although they were aware of the aims of the course, they shaped their personal aims according to their personal expectation.

Sub-question 2. What are learning orientations of the students who take a deep, surface and strategic approach to studying literature?

The results obtained through semi-structured interviews suggested that students taking literature oriented courses were mostly interested in developing themselves personally. A majority of the students believed that the courses would help them to improve general knowledge and to have a different perspective towards life. Few deep approach students focused on the professional benefits of the course and stated than the course would contribute to them to develop materials. Similarly, some other students mentioned some vocational contributions of the courses which were rather superficial such as giving examples to students, suggesting books or simply answering their students' questions. None of the students had academic or social orientations towards literature. It can be indicated from the results that the students found literature courses personally rewarding rather than professionally rewarding.

Research Question 4. Do the students' personal aims match with the targets stated in the syllabus?

When the aims of the course perceived by students and the aims of the courses were compared, it could be said that there was a good match between them. Nevertheless there

was a considerable mismatch between students' aims and objectives stated in the syllabus. Students did not mention the improvement of critical thinking skills as one of the aims of the course. They focused more on the content of the course rather than the academic or professional skills that they were supposed to improve.

Implications and Suggestions

The results of the study indicated that a majority of the ELT students at Gazi University took a deep approach to learning and studying literature. Yet, based on the results of the semi-structured interviews, a considerable number of students displayed certain attributes of surface approach, which is often characterized by regarding learning as memorization or accumulation of knowledge. Although memorization is not always associated with a surface approach especially when it is used with an intention to understand, it should be discouraged in settings like the study of literature which calls for relating ideas, inferring meaning, and critical thinking. Teacher-centred classroom activities and assessment techniques that call for remembering facts leave room for students to memorize and reproduce what the teacher says in the classroom. For that reason, more student-centred methods that involve the active participation of the students and assessment techniques that could require students to use academic skills like critical thinking, relating ideas, and inferring meaning could help students to shape their studies accordingly and become more active and deep-oriented in their studies.

It is agreed that study of literature is one of the crucial aspects of language teacher education. However, as also put forward by Bernhardt (2001), there is an uncommunicated split between language and literature in ELT departments, which could make students think that literature courses are inferior to methodology courses and discourage them to study literature. When the heavy content of the Literature and Language Teaching courses is considered, time allotted for instructing how to teach literature is limited. For that reason, student teachers may feel unconfident and reluctant to use literature in their future profession. On the other hand, student teachers take various courses that they could practice using literature in language classrooms other than Language and Literature courses. Practices on using literature as a source could be incorporated into other methodology courses so that student teachers could bridge the two disciplines together and be motivated to use literature in their classes in the future.

The study investigated ELT students' approaches to learning and studying in the context of study of literature with reference to their conceptions of learning, their learning orientations, their aims, and the aims of the courses stated in the syllabi. The results showed that a majority of students preferred a deep approach to learning and studying literature. Moreover, their approaches to learning were supported by their conceptions of learning to a considerable extent. Students who participated in the study were personally oriented as they learnt literature. Finally, their personal aims diverted distinctively from the aims of the courses.

It is essential to understand how students approach learning as the approaches they adopt have an effect on their learning outcomes. Studies on approaches to learning and studying have gained progress in Turkey for over a decade. Yet, there is a vast potential of research dimensions for future studies. For these reasons, this study can be beneficial for further studies.

The present study used 18-item version of ASSIST for diagnostic purposes, which is not enough to make detailed judgements about students' approaches to learning and studying. Further studies may make use of the full version of the inventory to gain more detailed results as to the students' approaches to learning. Also, this study investigated students' approaches to learning and studying in the context of study of literature. Further studies may be conducted in different contexts.

The study tried to find out how students' approaches to learning and studying literature are related to their conceptions of learning and learning orientations. Further studies can investigate the students' approaches to learning literature and their reading efficacy in a similar context.

Students' approaches to learning and studying are under the influence of several constructs. The present study focused on the student factors in the investigation of students' approaches to learning and studying. Future studies can scrutinize the effects of assessment, workload, or teaching methods on the approaches to learning and studying.

It is hoped that the results of the study will provide valuable feedback to instructors and course decision makers to improve the quality of the learning environment and encourage even more students to adopt a deep approach to learning and studying literature.

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APPENDICES

APPENDIX 1. The Sample Variance-Covariance Matrix

Chi-Square=170.31, df=116, P-value=0.00077, RMSEA=0.053
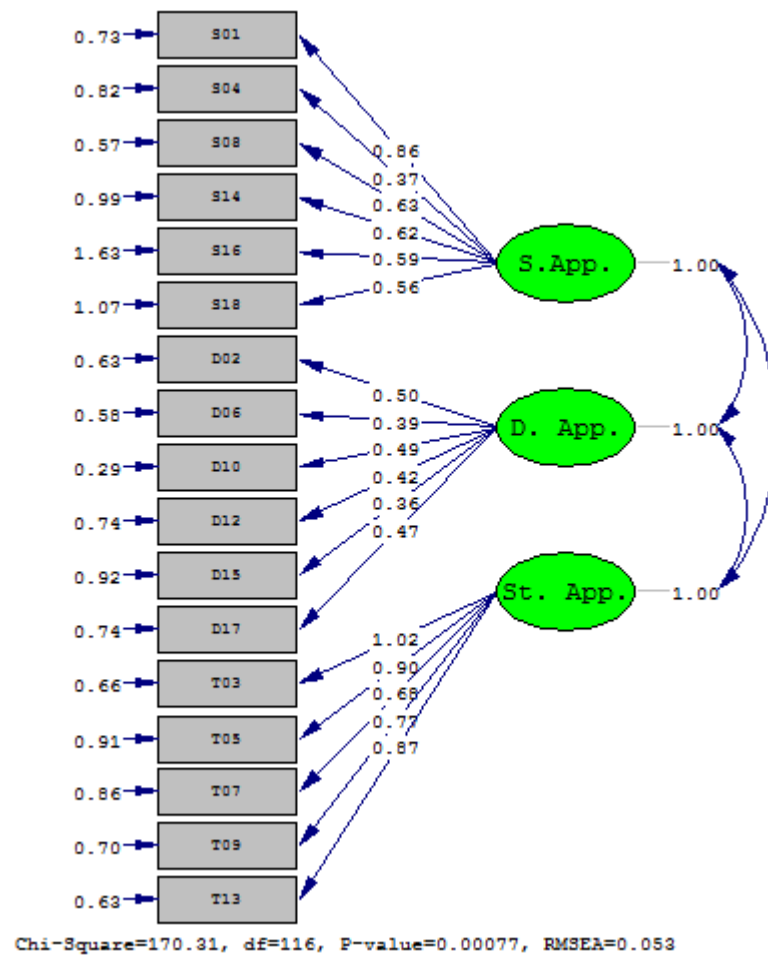
APPENDIX 2. Content of the Literary Oriented Courses Defined by CHE

English Literature I

Cultural history of British and American literature and literary works written in English; fundamental terms and techniques; major genres and styles in literature; movements and periods in literature in English; the content and style of various literary texts such as short story, poem, drama and novel representing different periods and genres of English literature; literature's contribution to our understanding of life; literary tools to analyze and critically evaluate literary works and critical perspectives towards the texts; literary arts used in texts so as to make deductions, inferences and evaluations.

English Literature II

A variety of literary texts from a range of eras and writers of British and American literature and literary works written in English; fundamental movements and periods in literature written in English, selected literary texts from various periods, fundamental concepts, terms, techniques and literary, philosophical and scientific approaches movements.

Literature and Language Teaching I

Example short stories and novels from British and American and those which are originally produced in English; identification of the distinctive features of short stories and novels; different approaches to using literature with teenage and adult learners at all levels; examining ways in which the teaching of literature and language in these two genres (short story and novel), exploring theoretical and practical dimensions of this integration; analysis of literary texts as content and as context; culture teaching through short stories and novel in the following domains: comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/ rituals/ traditions; beliefs, values, taboos and superstitions; political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humour.

Literature and Language Teaching II

The characteristics of poetry and drama as a literary genre; Example poems and plays from British and American and those which are originally produced in English, approaches to analyzing ways to use contemporary poetry and drama; activities that help students analyze literature as context and as content; teaching of literature and language in these two genres and theoretical and practical dimensions of this integration; teaching cultural and social issues through poetry and drama in the following domains: comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values; social structures, roles and relationships; customs/ rituals/ traditions; beliefs, values, taboos and superstitions; political, historic and economic background; cultural institutions; metaphorical/ connotative meanings, use of humour.

SHORT FORM OF APPROACHES TO STUDYING AND LEARNING INVENTORY FOR LITERATURE ORIENTED COURSES

This inventory has been prepared to investigate ELT students' approaches to studying and learning in **literature oriented courses**. When you respond to the inventory please make sure to think in terms of the literature course you are taking. The data gathered through this questionnaire will be analysed in terms of the goal mentioned above. Being sincere in your responses will have a significant value for the objectivity of the study. You are assured that your responses will be confidential and will not be used for any other purposes.
Thank you for your contribution.

Gülay Bilgan

Part 1 Background Information

School Number: _____

*Your school number is needed for the second stage of the data collection, please do not leave it blank.

Age: a)18-19   b) 20-21   c) 22-23   d) 24 or more

Gender: a) female   b) male

The course you are currently taking:

a) English Literature II   b) Literature and Language Teaching II

e-mail: _____

Part 2 Approaches to studying (Short form of ASSIST)

The next part of this inventory asks you to indicate your relative agreement or disagreement with comments about learning and studying made by other students. Work through the comments, before giving your **immediate** response. In deciding your answers, think in terms of **LITERATURE ORIENTED COURSES.** Again, it is very important that you answer **all** the questions: when you've finished, please check you have done that.

5 means agree   4 = agree somewhat   3 = unsure   2 = disagree somewhat   1 = disagree

*Try **not** to use " 3 = unsure" unless you really have to, or if it cannot apply to you or your course.*

	Agree	Agree Somewhat	Unsure	Disagree Somewhat	Disagree
1.I often have trouble in making sense of the things I have to	5	4	3	2	1
2. When I'm reading an article or book, I try to find out for myself exactly what the author means.	5	4	3	2	1
3. I organise my study time carefully to make the best use of it.	5	4	3	2	1
4. There's not much of the work here that I find interesting or relevant.	5	4	3	2	1
5. I work steadily through the term or semester, rather than leave it all until the last minute	5	4	3	2	1
6. Before tackling a problem or assignment, I first try to work out what lies behind it.	5	4	3	2	1
7. I'm pretty good at getting down to work whenever I need to	5	4	3	2	1
8. Much of what I'm studying makes little sense: it's like unrelated bits and pieces.	5	4	3	2	1
9. I put a lot of effort into studying because I'm determined to do well.	5	4	3	2	1
10. When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.	5	4	3	2	1
11. I don't find it at all difficult to motivate myself.	5	4	3	2	1
12. Often I find myself questioning things I hear in lectures or read in books.	5	4	3	2	1
13. I think I'm quite systematic and organised when it comes to revising for exams.	5	4	3	2	1
14. Often I feel I'm drowning in the sheer amount of material we're having to cope with.	5	4	3	2	1
15. Ideas in course books or articles often set me off on long chains of thought of my own.	5	4	3	2	1
16. I'm not really sure what's important in lectures, so I try to get down all I can.	5	4	3	2	1
17. When I read, I examine the details carefully to see how they fit in with what's being said	5	4	3	2	1
18. I often worry about whether I'll ever be able to cope with the work properly.	5	4	3	2	1

APPENDIX 4. Syllabi of the Literary Oriented Courses

İNGİLİZ EDEBİYATI-I/Yİ201A

Atanan Öğr.El.:			
Dersin Adı:	İNGİLİZ EDEBİYATI-I	Dersin Adı (İng):	English Literature I
Dersin Kredisi:	3	Ders AKTS :	5
Dersin Yarıyılı:	3	Ders Türü :	Zorunlu Ders
DERS BİLGİLERİ - TÜRKÇE		**DERS BİLGİLERİ - İNGİLİZCE**	

-- ÖĞRENME ÇIKTILARI (LEARNING OUTCOMES OF THE COURSE UNIT) -- Maks. Karakter (her biri): 150		
1	Öğrencilerin Eski İngilizce Dönemden 16. yüzyıla dek temsili edebi eserlerle tanışması,	To introduce distinguished representatives of English Literature from The Old English Period to 16th century,
2	Öğrencilerin edebi eserleri değerlendirebilme yetisine ve kritik düşünme becerisine ulaşması.	To introduce the learners into critical thinking and appreciation of literature.

-- DERSİN VERİLİŞ BİÇİMİ (MODE OF DELIVERY) -- Maks. Karakter: 500	
Bu ders yüzyüze eğitim şeklinde yürütülmektedir.	The mode of delivery of this course is face to face

-- DERSİN ÖNKOŞULLARI (PREREQUISITES AND CO-REQUISITES) -- Maks. Karakter: 500	
Bu dersin önkoşulu yada eş koşulu bulunmamaktadır	There is no prerequisite or co-requisite for this course.

-- ÖNERİLEN DERSLER (RECOMMENDED OPTIONAL PROGRAMME COMPONENTS) -- Maks. Karakter: 1000	
Bu dersle ilişkili önerilen başka dersler bulunmamaktadır	There is no recommended optional programme component for this course

-- DERS İÇERİĞİ (COURSE CONTENT) -- Maks. Karakter (her biri): 150	
1.Hafta Edebiyata Giriş	Introduction to Literature
2.Hafta Eski İngilizce Dönemi; Klasik Trajedi	The Old English Period; Classical Tragedy
3.Hafta Kral Oedipus	King Oedipus
4.Hafta Kral Oedipus	King Oedipus
5.Hafta Destan; Beowulf	Epic; Beowulf
6.Hafta Destan; Beowulf	Epic; Beowulf
7.Hafta Ara Sınav	Midterm
8.Hafta Ortaçağ Dönemi; romans	Medieval English Literature; romance
9.Hafta Sir Gawain and the Green Knight	Sir Gawain and the Green Knight
10.Hafta G. Chaucer, The Canterbury Tales	G. Chaucer, The Canterbury Tales
11.Hafta G. Chaucer, The Canterbury Tales	G. Chaucer, The Canterbury Tales
12.Hafta Sone; William Shakespeare	Sonnet; William Shakespeare
13.Hafta Sir Thomas Wyatt; Earl of Surrey	Sir Thomas Wyatt; Earl of Surrey
14.Hafta Final	Final
15.Hafta	

16.Hafta		

-- ÖĞRETİM YÖNTEM VE TEKNİKLERİ (PLANNED LEARNING ACTIVITIES AND TEACHING METHODS) -- Maks. Karakter: 1000

Anlatım, Soru-Yanıt	Lecture, Question & Answer

-- STAJ / UYGULAMA (WORK PLACEMENT(S)) -- Maks. Karakter: 150

-- DEĞERLENDİRME YÖNTEMİ VE GEÇME KRİTERLERİ (ASSESSMENT METHODS AND CRITERIA)

	Sayısı	Toplam Katkısı(%)
Ara Sınav	1	40
Ödev		
Uygulama		
Projeler		
Pratik		
Quiz		
Yıliçinin Başarıya Oranı (%)		40
Finalin Başarıya Oranı (%)		60

-- İŞ YÜKÜ (WORKLOAD)

Etkinlik	Toplam hafta sayısı	Süre (Haftalık Saat)	Dönem boyu toplam iş yükü
Haftalık teorik ders saati	14	3	42
Haftalık uygulamalı ders saati			0
Okuma Faaliyetleri			0

İnternette tarama, kütüphane çalışması	14	2	28
Materyal tasarlama, uygulama			0
Rapor hazırlama			0
Sunu hazırlama	10	2	20
Sunum	10	3	30
Ara sınav ve ara sınava hazırlık	1	3	3
Final sınavı ve final sınavına hazırlık	1	3	3
Diğer			0
TOPLAM İŞ YÜKÜ:			**126**
TOPLAM İŞ YÜKÜ / 25 :			**5.04**
DERSİN AKTS KREDİSİ :			**5**

-- LİSANS / PROGRAM ÖĞRENME ÇIKTILARI KATKI DÜZEYLERİ (BACHELOR DEGREE / PROGRAM LEARNING OUTCOMES RELATIONAL LEVEL)						
PÖÇ-NO	AÇIKLAMA	1	2	3	4	5
1	1 Bilginin doğası, kaynağı, sınırları, doğruluğu, güvenirliği ve geçerliliğini değerlendirme bilgisine sahip olma				X	
2	2 Bilimsel bilginin üretimiyle ilgili yöntemleri kavrayabilme becerisi				X	
3	3 toplumsal ve mesleki sorumluluk bilincine sahip olma			X		
4	4 Kendini bir birey olarak tanıyabilme, yaratıcı ve güçlü yönlerini kullanabilme becerisi					X
5	5 Demokrasi, insan hakları, toplumsal, bilimsel ve mesleki etik değerlere uygun davranma becerisi					X
6	6 Dil öğrenme stratejilerini etkili şekilde kullanabilme becerisi				X	
7	7 Günlük ve mesleki hayatta karşılaşacakları farklı yazılı metinleri anlama, yorumlama ve değerlendirebilme becerisi					X
8	8 Günlük ve mesleki hayatta karşılaşacakları farklı sözlü metinleri anlama, yorumlama ve değerlendirebilmebecerisi					X
9	9 Günlük ve mesleki hayatta karşılaşabilecekleri farklı ortamlarda sözel iletişim kurabilme becerisi					X
10	10 Yazma sürecini etkili olarak kullanarak farklı türde metinler oluşturabilme becerisi					X
11	11 Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrayabilme becerisi				X	
12	12 İnsan dilinin özellikleri, yapısı ve işleyişini anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X
13	13 İngilizceyi anadil düzeyine yakın kullanabilme becerisi					X
14	14 Dil öğrenmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X
15	15 Dil öğretmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X

İNGİLİZ EDEBİYATI-II/Yİ202A

Atanan Öğr.El.:			
Dersin Adı:	İNGİLİZ EDEBİYATI-II	Dersin Adı (İng):	English Literature II
Dersin Kredisi:	3	Ders AKTS :	5
Dersin Yarıyılı:	4	Ders Türü :	Zorunlu Ders

DERS BİLGİLERİ - TÜRKÇE	DERS BİLGİLERİ - İNGİLİZCE

-- DERSİN DİLİ (LANGUAGE OF INSTRUCTION) -- Maks. Karakter: 15	
İngilizce	English

-- ÖĞRENME ÇIKTILARI (LEARNING OUTCOMES OF THE COURSE UNIT) -- Maks. Karakter (her biri): 150

1	Öğrencilerin Rönesans Döneminden Viktorya Dönemine dek dönemi temsil eden eserlerle tanışması	To introduce distinguished representatives of English Literature from Renaissance to Victorian Period.
2	Öğrencilerin edebi eserleri değerlendirebilme yetisine ve kritik düşünme becerisine ulaşması	To introduce the learners into critical thinking and appreciation of literature.

-- DERSİN VERİLİŞ BİÇİMİ (MODE OF DELIVERY) -- Maks. Karakter: 500	
Bu ders sadece yüz yüze eğitim şeklinde yürütülmektedir	The mode of delivery of this course is Face to face

-- DERSİN ÖNKOŞULLARI (PREREQUISITES AND CO-REQUISITES) -- Maks. Karakter: 500	
Bu dersin önkoşulu yada eş koşulu bulunmamaktadır	There is no prerequisite or co-requisite for this course.

-- ÖNERİLEN DERSLER (RECOMMENDED OPTIONAL PROGRAMME COMPONENTS) -- Maks. Karakter: 1000	
Bu dersle ilişkili önerilen başka dersler bulunmamaktadır	There is no recommended optional programme component for this course.

-- DERS İÇERİĞİ (COURSE CONTENT) -- Maks. Karakter (her biri): 150		
1.Hafta	Elizabeth Dönemi;William Shakespeare, Shakespeare'in trajedileri	Elizabethan Period; William Shakespeare, Shakespearean tragedy
2.Hafta	King Lear - tartışma	King Lear - discussion
3.Hafta	King Lear - tartışma	King Lear - discussion
4.Hafta	King Lear - tartışma	King Lear - discussion
5.Hafta	Metafizik Şiir - J. Donne, G.Herbert	Metaphysical Poetry – J. Donne, G.Herbert
6.Hafta	Cavalier Şiir -R. Herrick, A. Marwell, B. Jonson	Cavalier Poetry – R. Herrick, A. Marwell, B. Jonson
7.Hafta	Ara Sınav	Mid-term
8.Hafta	Puritanizm – E. Taylor; A. Bradstreet	Puritanism – E. Taylor; A. Bradstreet
9.Hafta	Aydınlanma Dönemi - T. Paine	Enlightenment – T. Paine
10.Hafta	Aydınlanma Dönemi - A. Pope, J. Swift	Enlightenment – A. Pope, J. Swift
11.Hafta	Romantik Dönem - W. Wordsworth; E.A. Poe	Romanticism – W. Wordsworth; E.A. Poe
12.Hafta	Transcendentalizm – R.W. Emerson	Transcendentalism – R.W. Emerson
13.Hafta	Viktorya Dönemi - R. Browning; E. Dickinson	Victorian Period – R. Browning; E. Dickinson

14.Hafta	Final Sınavı	Final exam
15.Hafta		
16.Hafta		

-- ZORUNLU YA DA ÖNERİLEN KAYNAKLAR (RECOMMENDED OR REQUIRED READING) -- Maks. Karakter: 1000	
Individual literary texts, The Norton Anthology of English Literature.	Individual literary texts, The Norton Anthology of English Literature.

-- ÖĞRETİM YÖNTEM VE TEKNİKLERİ (PLANNED LEARNING ACTIVITIES AND TEACHING METHODS) -- Maks. Karakter: 1000	
Anlatım, Soru-yanıt	Lecture, question and answer

-- STAJ / UYGULAMA (WORK PLACEMENT(S)) -- Maks. Karakter: 150	

-- DEĞERLENDİRME YÖNTEMİ VE GEÇME KRİTERLERİ (ASSESSMENT METHODS AND CRITERIA)

	Sayısı	Toplam Katkısı(%)
Ara Sınav	1	40
Ödev		
Uygulama		
Projeler		
Pratik		
Quiz		
Yıliçinin Başarıya Oranı (%)		40
Finalin Başarıya Oranı (%)		60

-- İŞ YÜKÜ (WORKLOAD)

Etkinlik	Toplam hafta sayısı	Süre (Haftalık Saat)	Dönem boyu toplam iş yükü

Haftalık teorik ders saati	14	3	42
Haftalık uygulamalı ders saati			0
Okuma Faaliyetleri			0
İnternette tarama, kütüphane çalışması	10	3	30
Materyal tasarlama, uygulama			0
Rapor hazırlama			0
Sunu hazırlama	10	1	10
Sunum	10	3	30
Ara sınav ve ara sınava hazırlık	1	3	3
Final sınavı ve final sınavına hazırlık	1	3	3
Diğer			0
TOPLAM İŞ YÜKÜ:			**118**
TOPLAM İŞ YÜKÜ / 25 :			**4.72**
DERSİN AKTS KREDİSİ :			**5**

-- LİSANS / PROGRAM ÖĞRENME ÇIKTILARI KATKI DÜZEYLERİ (BACHELOR DEGREE / PROGRAM LEARNING OUTCOMES RELATIONAL LEVEL)						
PÖÇ-NO	**AÇIKLAMA**	**1**	**2**	**3**	**4**	**5**
1	1 Bilginin doğası, kaynağı, sınırları, doğruluğu, güvenirliği ve geçerliliğini değerlendirme bilgisine sahip olma				X	
2	2 Bilimsel bilginin üretimiyle ilgili yöntemleri kavrayabilme becerisi				X	
3	3 toplumsal ve mesleki sorumluluk bilincine sahip olma			X		
4	4 Kendini bir birey olarak tanıyabilme, yaratıcı ve güçlü yönlerini kullanabilme becerisi				X	
5	5 Demokrasi, insan hakları, toplumsal, bilimsel ve mesleki etik değerlere uygun davranma becerisi					X
6	6 Dil öğrenme stratejilerini etkili şekilde kullanabilme becerisi					X

7	7 Günlük ve mesleki hayatta karşılaşacakları farklı yazılı metinleri anlama, yorumlama ve değerlendirebilme becerisi					X
8	8 Günlük ve mesleki hayatta karşılaşacakları farklı sözlü metinleri anlama, yorumlama ve değerlendirebilmebecerisi					X
9	9 Günlük ve mesleki hayatta karşılaşabilecekleri farklı ortamlarda sözel iletişim kurabilme becerisi				X	
10	10 Yazma sürecini etkili olarak kullanarak farklı türde metinler oluşturabilme becerisi				X	
11	11 Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrayabilme becerisi				X	
12	12 İnsan dilinin özellikleri, yapısı ve işleyişini anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X
13	13 İngilizceyi anadil düzeyine yakın kullanabilme becerisi					X
14	14 Dil öğrenmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X
15	15 Dil öğretmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X

EDEBİYAT VE DİL ÖĞRETİMİ-I/Yİ307A

Atanan Öğr.El.:			
Dersin Adı:	EDEBİYAT VE DİL ÖĞRETİMİ-I	Dersin Adı (İng):	Literature and Language Teaching I
Dersin Kredisi:	3	Ders AKTS :	5
Dersin Yarıyılı:	5	Ders Türü :	Zorunlu Ders

DERS BİLGİLERİ - TÜRKÇE	DERS BİLGİLERİ - İNGİLİZCE
-- DERSİN DİLİ (LANGUAGE OF INSTRUCTION) -- Maks. Karakter: 15	
Edebiyat ve Dil Öğretimi	Literature and Language Teaching
-- ÖĞRENME ÇIKTILARI (LEARNING OUTCOMES OF THE COURSE UNIT) -- Maks. Karakter (her biri): 150	

1	Öğrenciler Modernizm ve Post-Modernizm ışığında kısa hikaye ve roman analizi yapabilecekler.	Students will be able to analyse short stories and novels with references to Modernism and Post-Modernism.

2	Öğrenciler kısa hikaye ve roman kullanarak ders planları hazırlayabilecekler.	Students will be able prepare lesson plans and teach short stories and novels.
3	Öğrenciler eleştirel düşünme yeteneklerini geliştirecekler.	Students will be able to improve their ability for critical thinking.
4	Öğrenciler dil becerilerini geliştirecekler.	Students will be able to develop their language skills.
5	Öğrenciler yapısalcılık ve post-yapısalcılık edebi eleştirilerine dayanarak metinlerden anlam çıkarıp tartışabilecekler.	Students will be able to discuss and infer ideas in terms of structuralist and post-structuralist literary criticism.

-- DERSİN VERİLİŞ BİÇİMİ (MODE OF DELIVERY) -- Maks. Karakter: 500	
Yüz yüze, sunum, görsel araçlar	Face to fce, presentations, viusal aids

-- DERSİN ÖNKOŞULLARI (PREREQUISITES AND CO-REQUISITES) -- Maks. Karakter: 500	
Önkoşul yoktur.	No prerequisite.

-- DERS İÇERİĞİ (COURSE CONTENT) -- Maks. Karakter (her biri): 150		
1.Hafta	Edebi terimlere genel bir bakış açısı ve kısa hikayeye giriş	Introduction to the Elements and the Teaching of Short Story
2.Hafta	N. Hawthorne- Young Goodman Brown	N. Hawthorne- Young Goodman Brown
3.Hafta	N. Hawthorne- Young Goodman Brown	N. Hawthorne- Young Goodman Brown
4.Hafta	E. M. Forster- The Road from Colonus	E. M. Forster- The Road from Colonus
5.Hafta	E. M. Forster- The Road from Colonus	E. M. Forster- The Road from Colonus

6.Hafta	J. Joyce- Araby	J. Joyce- Araby
7.Hafta	Ara sınav	Midterm
8.Hafta	D. H. Lawrence- The White Stocking	D. H. Lawrence- The White Stocking
9.Hafta	D. H. Lawrence- The White Stocking	D. H. Lawrence- The White Stocking
10.Hafta	E. Hemingway- Hills like White Animals	E. Hemingway- Hills like White Animals
11.Hafta	G. Orwell- Shooting an Elephant	G. Orwell- Shooting an Elephant
12.Hafta	G. Orwell- Shooting an Elephant	G. Orwell- Shooting an Elephant
13.Hafta	M. Atwood- Happy Endings	M. Atwood- Happy Endings
14.Hafta	Final	Final
15.Hafta		
16.Hafta		

-- ZORUNLU YA DA ÖNERİLEN KAYNAKLAR (RECOMMENDED OR REQUIRED READING) -- Maks. Karakter: 1000		
-		Individual literary texts; Norton Anthology of English Literature; Bennet, Andrew and Nicholas Royle: An Introduction to Literature, Criticism and Theory: Key Critical Concepts, 1995 Carter, Ronald and Michael N. Long- Teaching Literature, 1991 Hawthorn, Jeremy- Studying the Novel: An Introduction, 1985 Laurence, Perrine- Literature: Structure, Sound, and Sense,

	1988 Moody, H.L.B.-The Teaching of Literature with Special Reference to Developing Countries, 1971

-- ÖĞRETİM YÖNTEM VE TEKNİKLERİ (PLANNED LEARNING ACTIVITIES AND TEACHING METHODS) -- Maks. Karakter: 1000	
Tartışma, Sunum, Anlatım, Soru-Cevap	Discussion, Presentation, Lecture, Question-Answer

-- STAJ / UYGULAMA (WORK PLACEMENT(S)) -- Maks. Karakter: 150	
-	-

-- DEĞERLENDİRME YÖNTEMİ VE GEÇME KRİTERLERİ (ASSESSMENT METHODS AND CRITERIA)		
	Sayısı	Toplam Katkısı(%)
Ara Sınav	1	40
Ödev	1	20
Uygulama		
Projeler		
Pratik		
Quiz		
Yıliçinin Başarıya Oranı (%)		40
Finalin Başarıya Oranı (%)		60

-- İŞ YÜKÜ (WORKLOAD)			
Etkinlik	Toplam hafta sayısı	Süre (Haftalık Saat)	Dönem boyu toplam iş yükü
Haftalık teorik ders saati	14	3	42
Haftalık uygulamalı ders saati			0
Okuma Faaliyetleri			0
İnternette tarama, kütüphane çalışması	10	2	20

Materyal tasarlama, uygulama			0
Rapor hazırlama			0
Sunu hazırlama	10	2	20
Sunum	10	3	30
Ara sınav ve ara sınava hazırlık	1	3	3
Final sınavı ve final sınavına hazırlık	1	3	3
Diğer			0
TOPLAM İŞ YÜKÜ:			**118**
TOPLAM İŞ YÜKÜ / 25 :			**4.72**
DERSİN AKTS KREDİSİ :			**5**

-- LİSANS / PROGRAM ÖĞRENME ÇIKTILARI KATKI DÜZEYLERİ (BACHELOR DEGREE / PROGRAM LEARNING OUTCOMES RELATIONAL LEVEL)						
PÖÇ-NO	**AÇIKLAMA**	**1**	**2**	**3**	**4**	**5**
1	1 Bilginin doğası, kaynağı, sınırları, doğruluğu, güvenirliği ve geçerliliğini değerlendirme bilgisine sahip olma				X	
2	2 Bilimsel bilginin üretimiyle ilgili yöntemleri kavrayabilme becerisi				X	
3	3 toplumsal ve mesleki sorumluluk bilincine sahip olma			X		
4	4 Kendini bir birey olarak tanıyabilme, yaratıcı ve güçlü yönlerini kullanabilme becerisi					X
5	5 Demokrasi, insan hakları, toplumsal, bilimsel ve mesleki etik değerlere uygun davranma becerisi					X
6	6 Dil öğrenme stratejilerini etkili şekilde kullanabilme becerisi					X
7	7 Günlük ve mesleki hayatta karşılaşacakları farklı yazılı metinleri anlama, yorumlama ve değerlendirebilme becerisi					X
8	8 Günlük ve mesleki hayatta karşılaşacakları farklı sözlü metinleri anlama, yorumlama ve değerlendirebilmebecerisi				X	
9	9 Günlük ve mesleki hayatta karşılaşabilecekleri farklı ortamlarda sözel iletişim kurabilme becerisi				X	

10	10 Yazma sürecini etkili olarak kullanarak farklı türde metinler oluşturabilme becerisi					X
11	11 Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrayabilme becerisi					X
12	12 İnsan dilinin özellikleri, yapısı ve işleyişini anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X
13	13 İngilizceyi anadil düzeyine yakın kullanabilme becerisi					X
14	14 Dil öğrenmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi				X	
15	15 Dil öğretmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X

EDEBİYAT VE DİL ÖĞRETİMİ-II/Yİ308A

Atanan Öğr.El.:			
Dersin Adı:	EDEBİYAT VE DİL ÖĞRETİMİ-II	Dersin Adı (İng):	Literature and Language Teaching II
Dersin Kredisi:	3	Ders AKTS :	5
Dersin Yarıyılı:	6	Ders Türü :	Zorunlu Ders

DERS BİLGİLERİ - TÜRKÇE	DERS BİLGİLERİ - İNGİLİZCE
-- ÖĞRENME ÇIKTILARI (LEARNING OUTCOMES OF THE COURSE UNIT) -- Maks. Karakter (her biri): 150	
1 Öğrenciler Modern ve Post-Modern roman, oyun ve şiirleri analiz edebilecekler.	Students will be able to analyse novels, plays and poems with references to Modernism and Post-Modernism.
2 Öğrenciler roman, şiir ve oyun öğretimiyle ilgili ders planları hazırlayabilecek.	Students will be able to prepare lesson plans and teach fiction, drama and poetry.
3 Öğrenciler eleştirel düşünme becerilerini ve dil becerilerini geliştirebilecek.	Students will be able to improve their language skills and ability for critical thinking.

4	Öğrenciler yapısalcılık ve post-yapısalcılık edebi eleştiri metotlarını kullanarak metinlerinden anlam çıkarıp tartışabilecekler.		Students will be able to discuss and infer ideas in terms of structuralist and post-structuralist literary criticism.

-- DERSİN VERİLİŞ BİÇİMİ (MODE OF DELIVERY) -- Maks. Karakter: 500	
Yüz yüze, sunum, görsel araçlar	Face to face, presentation, viusal aids

-- DERSİN ÖNKOŞULLARI (PREREQUISITES AND CO-REQUISITES) -- Maks. Karakter: 500	
-	-

-- ÖNERİLEN DERSLER (RECOMMENDED OPTIONAL PROGRAMME COMPONENTS) -- Maks. Karakter: 1000	
-	-

-- DERS İÇERİĞİ (COURSE CONTENT) -- Maks. Karakter (her biri): 150		
1.Hafta	Roman, drama, şiir sanatına ve terimlerine giriş	Introduction to the Elements and the Teaching of the novel, drama, poetry
2.Hafta	Roman, drama ve şiir öğretimi için ders planları hazırlama	Preparing Lesson Plans for Teaching the novel, drama and poetry
3.Hafta	A. Miller-All My Sons	A. Miller-All My Sons
4.Hafta	A. Miller-All My Sons	A. Miller-All My Sons
5.Hafta	W. Golding- Lord of the Flies	W. Golding- Lord of the Flies
6.Hafta	T. Hardy- Are you digging on my grave?, Hap, The Subalterns	T. Hardy- Are you digging on my grave?, Hap, The Subalterns
7.Hafta	Ara Sınav	Midterm

8.Hafta	A. E. Housman- When I was 1 and 20, An Air That Kills My Heart, Terence, This is Stupid Stuff, Chestnut Casts His Flambeaux	A. E. Housman- When I was 1 and 20, An Air That Kills My Heart, Terence, This is Stupid Stuff, Chestnut Casts His Flambeaux
9.Hafta	D.H. Lawrence- Snake	D.H. Lawrence- Snake
10.Hafta	W.B. Yeats- Leda and Swam, Second Coming	W.B. Yeats- Leda and Swam, Second Coming
11.Hafta	R. Frost- Stopping by Woods, The Road Not Taken	R. Frost- Stopping by Woods, The Road Not Taken
12.Hafta	W. Stevens-Disillusionment of Ten O'Clock,Anecdote of the Jar W. C. Williams- This is Just to Say, Red Wheelbarrow	W. Stevens-Disillusionment of Ten O'Clock,Anecdote of the Jar W. C. Williams- This is Just to Say, Red Wheelbarrow
13.Hafta	E. E. Cummings- Grasshopper	E. E. Cummings- Grasshopper
14.Hafta	Final	Final
15.Hafta		
16.Hafta		

-- ZORUNLU YA DA ÖNERİLEN KAYNAKLAR (RECOMMENDED OR REQUIRED READING) -- Maks. Karakter: 1000

Individual literary texts; Norton Anthology of English Literature; Bennet, Andrew and Nicholas Royle: An Introduction to Literature, Criticism and Theory: Key Critical Concepts, 1995 Carter, Ronald and Michael N. Long-Teaching Literature, 1991 Hawthorn, Jeremy- Studying the Novel: An Introduction, 1985 Gwynn, R.S.--Drama: A HarperCollins Pocket Anthology, 1993 Laurence, Perrine-Literature: Structure, Sound, and Sense, 1988 Moody,	Individual literary texts; Norton Anthology of English Literature; Bennet, Andrew and Nicholas Royle: An Introduction to Literature, Criticism and Theory: Key Critical Concepts, 1995 Carter, Ronald and Michael N. Long-Teaching Literature, 1991 Hawthorn, Jeremy- Studying the Novel: An Introduction, 1985 Gwynn, R.S.--Drama: A HarperCollins Pocket Anthology, 1993

H.L.B.-The Teaching of Literature with Special Reference to Developing Countries, 1971	Laurence, Perrine-Literature: Structure, Sound, and Sense, 1988 Moody, H.L.B.-The Teaching of Literature with Special Reference to Developing Countries, 1971

-- ÖĞRETİM YÖNTEM VE TEKNİKLERİ (PLANNED LEARNING ACTIVITIES AND TEACHING METHODS) -- Maks. Karakter: 1000	
Anlatım, Tartışma, Soru-Cevap, Sunum	Lecture, Discussion, Question-Answer, Presentation

-- STAJ / UYGULAMA (WORK PLACEMENT(S)) -- Maks. Karakter: 150	
-	-

-- DEĞERLENDİRME YÖNTEMİ VE GEÇME KRİTERLERİ (ASSESSMENT METHODS AND CRITERIA)		
	Sayısı	**Toplam Katkısı(%)**
Ara Sınav	1	40
Ödev	1	20
Uygulama		
Projeler		
Pratik		
Quiz		
Yıliçinin Başarıya Oranı (%)		40
Finalin Başarıya Oranı (%)		60

-- İŞ YÜKÜ (WORKLOAD)			
Etkinlik	**Toplam hafta sayısı**	**Süre (Haftalık Saat)**	**Dönem boyu toplam iş yükü**
Haftalık teorik ders saati	14	3	42
Haftalık uygulamalı ders saati			0
Okuma Faaliyetleri			0
İnternette tarama, kütüphane çalışması	14	2	28

Materyal tasarlama, uygulama			0	
Rapor hazırlama			0	
Sunu hazırlama	10	1	10	
Sunum	10	3	30	
Ara sınav ve ara sınava hazırlık	1	3	3	
Final sınavı ve final sınavına hazırlık	1	3	3	
Diğer			0	
TOPLAM İŞ YÜKÜ:			**116**	
TOPLAM İŞ YÜKÜ / 25 :			**4.64**	
DERSİN AKTS KREDİSİ :			**5**	

-- LİSANS / PROGRAM ÖĞRENME ÇIKTILARI KATKI DÜZEYLERİ (BACHELOR DEGREE / PROGRAM LEARNING OUTCOMES RELATIONAL LEVEL)						
PÖÇ-NO	**AÇIKLAMA**	**1**	**2**	**3**	**4**	**5**
1	1 Bilginin doğası, kaynağı, sınırları, doğruluğu, güvenirliği ve geçerliliğini değerlendirme bilgisine sahip olma				X	
2	2 Bilimsel bilginin üretimiyle ilgili yöntemleri kavrayabilme becerisi				X	
3	3 toplumsal ve mesleki sorumluluk bilincine sahip olma			X		
4	4 Kendini bir birey olarak tanıyabilme, yaratıcı ve güçlü yönlerini kullanabilme becerisi				X	
5	5 Demokrasi, insan hakları, toplumsal, bilimsel ve mesleki etik değerlere uygun davranma becerisi					X
6	6 Dil öğrenme stratejilerini etkili şekilde kullanabilme becerisi					X
7	7 Günlük ve mesleki hayatta karşılaşacakları farklı yazılı metinleri anlama, yorumlama ve değerlendirebilme becerisi				X	
8	8 Günlük ve mesleki hayatta karşılaşacakları farklı sözlü metinleri anlama, yorumlama ve değerlendirebilmebecerisi					X
9	9 Günlük ve mesleki hayatta karşılaşabilecekleri farklı ortamlarda sözel iletişim kurabilme becerisi					X

10	10 Yazma sürecini etkili olarak kullanarak farklı türde metinler oluşturabilme becerisi					X
11	11 Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrayabilme becerisi					X
12	12 İnsan dilinin özellikleri, yapısı ve işleyişini anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi				X	
13	13 İngilizceyi anadil düzeyine yakın kullanabilme becerisi					X
14	14 Dil öğrenmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X
15	15 Dil öğretmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiye sahip olma ve kullanabilme becerisi					X