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Literature in the EFL class: a study of goal-achievement incongruence

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Abstract

The purpose of this paper is to evaluate the present state of literature teaching in the English departments of five selected private higher schools

(Lise) in Istanbul, through an analysis of student and teacher responses to questionnaires. The findings of this paper may yield further insights for implementing literature-teaching strategies in non-English-speaking countries like Turkey, whose educational systems are wavering between modern and traditional practices, but whose syllabuses and examinations often include English literature. The survey conducted has shown that a careful analysis of learner needs is usually neglected; that there is limited use of communicative language teaching methodology which brings to the foreground learner-learner interaction; and that, as in another recent survey (Hirvela and Boyle, 1988: 179), students' attitudes and goals in terms of linguistic and literary competence are not given due importance in curriculum design.

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