A CASE STUDY ON HOW AN EXPERIENCED FULBRIGHT TEACHER OF ENGLISH
HELPED HER STUDENTS TO DEVELOP COMMUNICATIVE COMPETENCE
MEANING MAKING AND CULTURAL AWARENESS IN A TEFL LITERATURE
CLASSROOM AT METU HIGH SCHOOL IN ANKARA, TURKEY

A THESIS PRESENTED BY
AZIZE BOSNAK
TO
THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY
SEPTEMBER, 1995

A CASE STUDY ON HOW AN EXPERIENCED FULBRIGHT TEACHER OF ENGLISH

HELPED HER STUDENTS TO DEVELOP COMMUNICATIVE COMPETENCE,

MEANING MAKING AND CULTURAL AWARENESS IN A TEFL LITERATURE

CLASSROOM AT METU HIGH SCHOOL IN ANKARA, TURKEY

A THESIS PRESENTED BY

AZIZE BOSNAK

TO

THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES IN   PARTIAL

FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN

LANGUAGE

BILKENT UNIVERSITY

SEPTEMBER 1995

ABSTRACT

Title: A case study on how an experienced Fulbright teacher of English
        helped her students to develop communicative competence, making
        meaning and cultural awareness in a TEFL literature classroom at
        METU High School in Ankara, Turkey.
Author: Azize Bosnak
Thesis Chairperson: Ms. Bena Gul Peker
                    Bilkent University MA TEFL program
Thesis Committee: Dr. Teri S. Haas, Dr. Phyllis Lim
                    Bilkent University MA TEFL Program

The present study investigated how literature classes were
conducted in a teaching English as a foreign language (TEFL) classroom
by a native-speaker teacher of English. This study was conducted at
Middle East Technical University (METU) High School in Ankara, Turkey.
The participants of the study were an American Fulbright teacher and her
eighteen 9th grade students. It is a descriptive case study conducted
in a naturalistic classroom setting. This study has four different data
sources; classroom observations, students' art and written work,
teacher's interviews and students' interviews. These different data
sources provided methodological triangulation. Four different research
questions were asked in this study.

The first question investigated how the teacher's classroom
practices contributed the communicating ability of students. For the
answer of this question, only the data from two class sessions were
used. In these class sessions oral classroom interaction among the
teacher and the students prevailed rather than the small group work, and
therefore, these class sessions have verbatim transcriptions. First,
the classroom behaviors were defined, and then, the frequency of the
utterances in different classroom behaviors were counted. The results
showed that the teacher did most of the class talk in the first analyzed
class session. It was the class session in which the teacher taught

some technical terms related to literature. In the other class session analyzed, the teacher encouraged the students to do the class talk mostly.

The second question sought for how the teacher stimulated the students to do interpretation, and how she reacted to the students' different interpretations. The study revealed that in the analyzed class session, the teacher made some statements which referred to several parts of the novel. She led the students to interpret and evaluate the novel through revealing their ideas on the given statements. She gave positive feedback to students who offered interpretations, as long as they referred to textual evidence.

The third research question concerned the activities conducted by the teacher to make the literature classes more communicative. Therefore, a number of communicative activities held by the teacher were described.

The fourth question investigated how the cultural issues encountered in the novel were negotiated in the classroom. The data showed that the teacher clarified some cultural issues in the story which the students had difficulty in understanding. She also gave cultural background knowledge.

The findings of this study showed that the teacher's acceptance of the students' idiosyncratic views reflected in their interpretations and evaluations increased the students' responsiveness in the classroom to provide communication.

BILKENT UNIVERSITY

INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

MA THESIS EXAMINATION RESULT FORM

August 31, 1995

The examining committee appointed by the
Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

Azize Bosnak

\

---

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

Thesis Title   : A case study on how an experienced
                      Fulbright teacher of English helped her
                      students to develop communicative
                      competence, meaning making and cultural
                      awareness in a TEFL literature classroom
                      at METU High School in Ankara, Turkey.
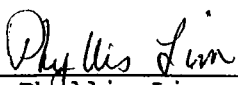
Thesis Advisor   : Dr. Teri Haas
                      Bilkent University MA TEFL Program
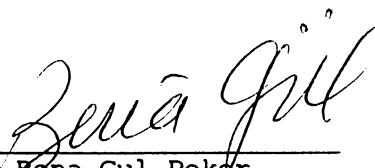
Committee members : Dr. Phyllis Lim
                    Bilkent University MA TEFL Program

                    Ms. Bena Gul Peker
                    Bilkent University MA TEFL Program

We certify that we have read this thesis and that in our
combined opinion it is fully adequate, in scope and in quality,
as a thesis for the degree of Master of Arts.

_____
Teri Haas
(Advisor)

_____
Phyllis Lim
(Committee Member)

_____
Bena Gul Peker
(Committee Member)

Approved for the
Institute of Humanities and Letters

_____
Ali Karaosmanoglu
Director
Institute of Economics and Social Sciences

...to my Bosnakzade

ACKNOWLEDGMENTS

First of all, I would like to express my gratitude to my advisor, Dr. Teri S. Haas for her dedication and assistance in preparing this thesis.

I am also indebted to my mother for her encouragement and moral support, and for her looking after my child.

I also want to thank the thesis committee members; Dr. Phyllis Lim and Ms. Bena Gul Peker for their contribution to this study with their invaluable advice.

TABLE OF CONTENTS

TABLES

TABLE   PAGE

CHAPTER 1: INTRODUCTION

Background of the Problem

Using literature is one of the major approaches in

teaching English as a foreign language (TEFL) throughout the

world. The use of literature in TEFL classes is positively

reinforced by the arguments of several proponents (e.g.,

Collie and Slater, 1987; Sage, 1987; York, 1986; Gajdusek,

1988). The value of literature is emphasized especially for

those who learn English in non-English speaking countries,

because the advantages that literature can offer to TEFL

learners such as enriching language and providing cultural

awareness. Therefore, literature teaching is highly accepted

in non-English speaking countries. (Zughoul, 1986).

The arguments for using literature in the language

classroom touch upon various areas. These areas primarily

includes the value of literature in developing studens'

language learning, meaning making and cultural learning. The

value of literature in language learning is a major point.

Icoz (1991) points out that literary works can be important

sources to promote language learning with the guidance of a

teacher who provides communicative activities which help

students understand the text easily and quickly. What Collie

and Slater (1987)say complementes Icoz's argument. They

claim that a number of activities in literature classes can

improve students' language learning and communicative

competence. Similarly, Sage (1987) says that through

literature learners are not only taught basic language skills but also "significant communication" ability. Littlewood (1981) defines communicative competence as people's "processing the complete situation involving themselves and their hearers, taking account of what knowledge is already shared between them, and selecting items which will communicated their message effectively" (p.4). He adds that Foreign language learners should be provided with the opputunities to develop these skills.

Collie and Slater (1987) maintain that literature provides authentic material. They explain that literary works are authentic because they present real life language, real human relations and conflicts rather than textbook exercises.

Moody (1968) asserts another aspect saying that literature promotes thinking skills of students providing active mental involvement (e.g., requires meanign making which includes making connections and inferences, bringing imagination to reading, efforts at clarifying). Elliot's (1990) argument complements that of Moody. He points out that students' thinking ability enhances parallel to their meaning making abilities. Meaning-making ability is defined by Elliot as getting the meaning out of the text; basically the reader understands the language of the text and integrates his/her own knowledge, understanding and expectation with the text, and responds to the text accordingly.

Sage (1987) puts forward the value of literature in cultural learning. He says that literature is important for increasing cultural awareness, exposing students to literary language, and broadening students' general knowledge.

The arguments above indicate that literature teaching in the TEFL classroom has an undeniable value for developing students' communicative language learning, meaning making and cultual learning. However, practices do not seem to be exploiting this rich source for allowing students to make their own meanings and responds, and to improve their communicative competence while learning the target language. Stern (1991) touches upon the issue of the methodology used in literature` teaching in TEFL classes saying that traditional methods are still used in non-English speaking countries. According to Stern, literature teachers claim that they want to improve the methodology they use in TEFL classes. Nevertheless, they do not have enough resources to provide them with the applicable techniques and activities which will help their students digest the literary work in the TEFL environment. Elliott (1990) says that the traditional method used in the TEFL literature classes does not give students a chance to make meaning or respond to the text, but imposes the meaning. The traditional method is product-oriented rather than process-oriented.

Traditional methods are still predominantly used in Turkey. A survey (Akyel and Yalcin, 1990) was done to find out the current state of literature teaching in the English departments of five selected private High schools in Istanbul

by means of analysis of questionnaires given to the students and the teachers. In this study, Akyel and Yalcin (1990) discovered that 23% of the literature teachers supported teaching literature in TEFL classes, but they did not feel secure about the methodology they used in the classroom to help students achieve language proficiency. This survey is the only study done in Turkey about using target language literature in TEFL classes. The responses of the teachers to the questionnaire showed that mostly the literature class time was full of teacher-centered activities such as "informative background lectures, guided questions for the understanding of the text, reading the text aloud in class" (P. 176). Teachers did not consider students' interpretations of the text as important.

My own experiences at school also confirm the arguments about the shortcomings of the literature classes in TEFL. When I look back on those days, I see that it was not very easy for me and my classmates to understand the literary works of the target language, especially for those of us who were not used to reading literary works in our native language; we do not know much about getting the meaning out of the text and doing interpretations.

I took English literature classes when I was an undergraduate student because literature was, and still is, one of the required courses in language departments in Turkey. The classes were lectures; not much discussion was allowed. Sometimes I got pleasure from studying literary works and learned a lot, but many times I felt the difficulty

of understanding and memorizing the fixed interpretations that our teacher presented in the lectures about a literary text. I remember having the hardest times before the examination to interpret the part of the text which we could not cover during the class time. Since we knew that the teacher had fixed meanings about the text, and our interpretations would not be given credit, we utilized the class notes of the older students, who took the same course the year before, to find out the required interpretations and memorize them, and to be successful in the examination. It was difficult because we did not practice making our own meaning and responding to the text, or discussing our own ideas during class time.

I think that teachers' being closed to the several meanings or interpretations of the students in the classroom makes students passive and hinders communication. Lazar (1990) explains understanding literary works as having the ability of "meaning-making" out of the works (p. 205). At this point Lazar agrees with Elliott (1990) who suggests that students should be encouraged to be more responsive to the literary works by means of communicative meaning-making activities such as role playing, writing newspaper articles. So, the ability of meaning- making is necessary for the development of the students' comprehension and communication.

If the aim is to make students more responsive and communicative, teachers should allocate time to the activities which will stimulate students' responsiveness, and be open to different interpretations in the classroom.

Karolides (1992) explains that different valid interpretations, which are evidenced in the text, can be generated by readers. He defines traditional methods as follows; "In traditional approaches, the text is an object that has a determinate meaning of its own.... The reader's role is neglected or omitted entirely (p. 27)." This is where the problem arises. It is doubtful how a system which neglects the role of the learner can be successful in teaching.

Purpose of the Study

Considering the shortcomings of literature teaching in TEFL that I know from experience and my review of the literature, and personal interest in literature teaching in TEFL classes, I decided to do a study in this area. Since my aim is to see the classroom behaviors of students and teacher in TEFL literature classes and describe them, I conducted classroom observations in a natural classroom setting.

The purpose of this study stems from the problems mentioned about the practices in literature classes. One of the problems is that traditional methods are still used in the TEFL literature classes in Turkey. Therefore, this study investigated how much the teacher provided students' communication in the observed literature classes by a Fulbright teacher who was knowledgeable about up-to-date communicative activities while she was teaching a novel.

The other problem is that in the literature classes,

students are not allowed or taught to make their own meanings and interpretations. Therefore, this study also investigated how the teacher stimulated the students to do interpretation, and how she reacted to the idiosyncratic interpretations of the students.

Another purpose of the study is to get insight about the communicative activities held by the teacher in the classroom. For this reason, how the teacher conducted class activities was recorded along with the teacher's aims and students' reactions.

The last purpose of the study arise from the argument that teaching literature in TEFL enhances students' cultural awareness in two ways; in teaching the cultural characteristics of the target language by exposing them to the rich literary language, and in broadening students' general knowledge about the cultural-values of the people who are native speakers of English (Sage 1987). In the light of this argument, I wanted to see whether the teacher brought up any cultural issues, which could be about either the usage of language or about the cultural values of the native speakers, and negotiated them with the students to improve their understanding. Negotiation is used in the sense of discussing to reach understanding on cultural issues.

Significance of the Study

As far as I have seen, no classroom research has been conducted in Turkey to observe students' development in communicative competence, meaning making and cultural learning

in literature classes. Such a study can give insight to TEFL teachers about some practices in literature classes which can include some aspects of the traditional method and some communicative activities. Communicative classroom is where teachers and students are in many ways complementarily communicate (Nunan, 1989). On the other hand, traditional classroom is where the teacher has a dominant figure and, s/he does not try to initiate any communication but lectures (Dubin & Olshtain, 1977). Both communicative and traditional way of teaching can help efficient learning. The most important point is to know which one to apply at what time (Wilkins, 1978). This study can show some implications about teaching methodology in TEFL literature classes. Such studies can make TEFL teachers to take further steps in refining or updating their methods. Only in this way can they feel more secure about their own way of teaching.

<div align="center">Research Questions</div>

In this study, the answers to the following questions were looked for.

1. How did the teacher's techniques or activities help the students develop communicative competence?

2. How did the teacher stimulate and respond to the students' interpretions or meaning-making about the literary work, which is a young adult novel in this study?

3. Which activities were designed to foster communicative competence or meaning-making while the class studied the literary work?

4. Did the participants negotiate any cultural issues related to the literary work they studied? If they did, how did they negotiate these issues?

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter is divided into three sections. In the first part, I review the historical background of literature teaching. In the second part, I describe a survey which tells about the attitudes of the teachers and the students from several high schools in Istanbul toward the use of literature in the language classroom, and some practices in literature classes. In the third part, I present the arguments about the value of literature in developing the students' language learning, cultural learning and meaning making. The arguments about meaning-making brought up the explanation of the reader response theory which is, in fact, the source of meaning-making arguments.

Historical Development of Literature Teaching Methodology

In this section, I want to look at the historical background of literature teaching in the language classrooms. Stern (1991) makes a brief overview of the teaching of literature in TEFL. According to her, British literature appeared to have a dominant role in the English syllabus in non-English speaking countries for over 125 years. The teaching of literature was influenced by two traditions out of England- the British and the Continental.

The British tradition emphasized that literature teaching has a special educational function, which is being able to read, recognize and understand the famous British writers. To be able to appreciate these writers was the sign of

of literacy and the fundamental part of language teaching. In the Continental tradition, the aim in studying English literature was to learn foreign civilization or culture. Academic, teacher oriented instruction dominated both traditions. Teaching was conducted through lecturing and examining. There were occasional discussions and/or grammar translation exercises.

By the 1960s, Topping (1968) asserts, this obvious overemphasis on literature in the TEFL curriculum and the methodology used started to be doubted by English language educators. Their attention shifted to developing much-needed language skills (cited in Stern, 1991). Stern (1991) goes on reporting that:

> Based on the emerging recognition that literature study had to be adapted to new dimensions of TEFL work and new, less elitist educational objectives, the British Council held a conference at King College, Cambridge, in 1962(see Press, 1963)to discuss the issues and make recommendations for change. This conference was the first and only major, organized attempt ever undertaken to evaluate the teaching of literature in TEFL to make it more relevant to the goals of modern TEFL instruction (p. 329).

While describing the product and teacher-centered method of literature teaching, Carter and Walker (1989) say that the concerned method assumes the text as the background knowledge which should be conveyed to the students, and recalled appropriately by the students when needed; as in the examination. Nevertheless, how to use this knowledge and how to make one's own meanings were not of any concern. The stable meanings are almost always given to be memorized.

Carter and Walker go on their argument emphasizing that "the outcome for students is that they learn to rely on authorities outside themselves either in the form of the teacher or in the form of histories of literature of books of literary criticism which can once again be memorized for narrowly instrumental purposes" (p. 4). In this described situation, the students who have good memories will be highly rewarded. Such a product-centered system does not bother with language skills of students and has no notion of integrating language study and literature. This integration, as Carter and Walker explicates, certainly includes appreciation and enjoyment of literature.

Stern (1991) explains the barriers that impede getting the ultimate benefit from literature in TEFL. She emphasizes that traditional approaches are still being followed in literature teaching. Literature teachers claim to improve the methodology they use, but, they do not have enough resource to do so. Furthermore, some instructors would like to experience literature teaching but do not have background and training. Stern attributes the reason of the ongoing usage of traditional methods in literature classes to the decline of the interest in research in teaching literature. Yet, necessary means to teach literature have not fully been explored. She adds that this lack of interest can be seen in three areas; scarcity and insufficiency of materials, deficiency of teacher preparation, and undetermined objectives concerning the role of literature. As a result literature teaching still follows traditional patterns.

A Survey Conducted About Literature Teaching

When we look at the literature, we come across mainly with survey studies done about literature teaching. Here, I describe the study conducted by Akyel and Yalcin (1990) in Turkey. This survey investigates the present situation of literature teaching in the English departments of five selected private high schools in Istanbul. The following areas were specifically investigated in this study.

1. Teachers' goals,

2. Students' reactions to the specific contributions of prose fiction, drama and poetry, in developing linguistic and communicative competence,

3. Students' reaction to text selection,

4. Classroom techniques,

5. Teacher and student evaluations of the program.

The findings about the goals of the teachers are quite interesting in terms of showing different opinions about literature teaching. A majority of the teachers, 64 %, wanted to improve literary appreciation of students. They preferred teaching classics to broaden students horizons, to improve cultural awareness, to stimulate creativity and literary imagination of the students and to broaden their knowledge of the world. The teachers in this category were not concerned with the language competence of the students. Perhaps they supposed that language development would come automatically by means of studying literature.

The other group, approximately 23%, preferred a language-based approach to literature teaching. However,

they did not feel secure about the methodology they used in the literature classes to make students achieve language proficiency. The teachers of the last group, 13 %, were against literature teaching. They claimed that the literature syllabus could not meet the needs of the students who were preparing for further college studies.

As for the reactions of the students, they reacted against the choice of literary works they studied because they found those works above their level. They wanted to read the themes related to youth, friendship, and changing social values. Rosenblatt (1983) says that these themes are commonly associated with the category of young adult literature which is taught in the United States to high school students (cited in Small, 1991). The participant students of this study found high-level literary texts unbenefitable.

The techniques that were mostly used by teachers in this study lead to teacher-centered activities in the classroom. Giving background information about the writer and the literary work, loud or silent reading in the classroom, comprehension questions about the text were those mostly used. Some of the teachers allocated time to language skill development. They used to perform vocabulary expansion activities or clarification of grammatical difficulties. However, the students, reported that they prefered having classroom discussions or debate-type activities on the meaning and interpretations of literary texts. They wanted some more writing activities to improve their composition

writing skills and independent research and activities to develop individual talents and interests and broaden cultural horizons. The students mostly liked acting activities and believed in the benefits of these activities regarding the improvement of pronunciation, fluency, and self confidence. They also reported that their reading comprehension improved while their written expression remained poor. The researchers attributed this situation to the small amount of time allocated to specific writing improvement tasks in literature classes.

As a result, they found that the goals of the teachers were very different from the needs of the students. The reactions of the students showed that they did not like the practices in literature classes. They desired to be more active in the classroom having discussions, debates, role-plays and so forth. Therefore, discrepancies between teachers' goals and students' language proficiency achievements occurred. This illustrates the need for other kind of teaching which allows more student involvement.

Now, at this point comes the questoin how literature can be taught to foreign language learners. In the foolowing section, I will present the proponants' arguments about the value of literature teaching. These arguments primarily comprise the value of literature in teaching language, culture and meaning-making. In the value of literature in teaching meaning-making section, I will touch upon the reader response theory which is, in fact, the source of process-centeredness and meaning-making in literature classes.

This part of the literature review explores how scholars look at literature teaching under the three categories mentioned above.

Value of Literature in Language Learning

Instructors and theoreticians have always searched for better ways of teaching language to the students. One of them is making use of literature in the language classroom. The literature of the target language is regarded as a contributing factor to the target language learning, and has remained in the English curricula of non-English speaking countries(Stern, 1991). There are many arguments about the use of literature in the language classroom and what it can offer to foreign language learners.

Literature is mostly regarded as the richest source of a language. What Lee (1970) says about the value of studying literature in terms of language learning is remarkable:

> It is in literature that the resources of the
> language are most fully and skillfully used. It
> seems to follow that literature should enter into
> the language study of those who are to use the
> language with the greatest possible   skill   and
> effect (Cited in Sage, 1987, p.6).

Collie and Slater (1987) argue that students enrich their language, studying literary works. For instance, the functions of the written language can be exposed to students by means of literature. Rahim (1989) mentions that literary works use language lavishly and teach additional language. Carter and Walker (1989) assert similar points. They say that because literature, itself, is language, it can serve

well the language learning purposes. Rich metaphorical usage of the language not only teach additional language, but also engage students with critical concepts.

Sage (1987) makes a further argument for value of using literature to develop communicative competence of the students in language classroom. He points out that literature teaching provides learners not only with basic language skills but also "significant communication ability." He thinks, "ESL [English as a Second Language] is more than just a matter of gaining mastery of many isolated communicative situations such as renting an apartment or making a bank deposit. By modeling language, literature teaches sustained, significant communication" (p. 8). Literature illustrates real communication settings for students. They can learn about human relations and conflicts. Collie and Slater (1987) mention that a number of communicative activities based on the literary works can be designed to improve students' communicating abilities in the target language.

Furthermore, literature can offer authentic language to the language classroom. Collie and Slater (1987) explain the authenticity of literary texts saying that literary works are mostly authentic because they present real life language and are not arranged specifically for a language teaching situation. A great deal of authentic language is available in recent course books such as city plans, advertisements, newspaper articles. By means of these materials students are exposed to real life situations in classroom setting. Collie

and Slater continue their arguments mentioning that nothing can more complement language textbooks than the study of the target literature. Once students achieve some basic language level, they can start studying literature with the works close to their language proficiency level. Moreover, learners will more or less start to cope with language intended for native speakers, and thus they will gain additional familiarity with many different language uses, forms and conventions of the written mode: with irony, metaphorical language, argument and so forth. York (1990) also states the similar ideas saying that especially in narrative literature such as the novel, learners can always find something of human beings, their lives, experiences and problems. "It [narrative literature] contains a wide variety of styles, ranging from everyday conversation to suggestive rhetorical devices" (p. 313).

Value of Literature in Cultural Learning

The value of literature teaching in terms of culture teaching is also strongly supported. The first argument comes from Sage (1987) who says that target language instruction must be backed up by some cultural points of the target language. Foreign language learners may know nothing about the culture of the target language, or know very little about it. This lack of cultural knowledge is considered as a problematic point in comprehending and communicating in the target language. Alptekin (1993) asserts that while reading, readers bring their own background knowledge, which is called

schemata, into the text. This schemata, he says, is culture-specific, and significantly affects comprehension and interpretation. Edge (1987) points out that "the task-based and problem-solving activities which characterize communicative approaches and materials are not value-free modes of behavior. Rather, they involve Western modes of communication which may not be in harmony with the traditions of some cultures- including learning conventions" (cited in Alptekin, 1993, P. 140). Literature is seen as a resort to solve this problem. What Rosenblatt (1978) says supports Sage's advocacy of literature as an effective vehicle of cultural learning. She says that "literature empowers the reader to overcome the limitations of sex, race, or culture" (cited in Sage, 1987, p. 5). Povey (1979, in Sage) complements Rosenblatt saying that "literature is a link towards that culture which sustains the expression of any language"(p. 5).

Value of Literature in Meaning-making

Several proponants of literature teaching argue that literature teaching should enhance students' thinking skills along with meaning-making ability.

The process of questioning present teaching practices in 1960s and the shift from product-centered teaching to process-centered teaching in TEFL showed its effect on literature teaching as well. The emphasis on the development of students' meaning-making ability is started with the emergence of process-centered way of teaching in literature

(Elliot, 1990). The notion of process-centeredness introduced the reader response theory into literature teaching.

Process-centeredness is used synonymously with student-centered literature teaching in which the literary work is a means to develop student understanding, learning, meaning-making and responding (Karolides, 1991)

Rosenblatt (1983) explaines process-centeredness in literature teaching saying that too many teachers of literature, and therefore, learners of literature, believe that reading is a passive act. However, the process of understanding a work implies a recreation of it, an attempt to grasp completely all the sensations and concepts through which the author seeks to convey the qualities of his/her sense of life. She goes on her argument using a musical score as an illustration of valid individual interpretations: "No two violinists play a composition in exactly the same way, yet each of them plays it within the parameters of the score" (cited in Small, 1991, p.19).

Maley (1989) defines process-centeredness in literature teaching as "the teacher's coming down from the pedestal or lectern and involving a classroom treatment of literature which does not view literature as sacrosanct object for reverential product-centered study. A process-centered pedagogy for literature means that literary texts do not have special status in the classroom" (p.5). It is a device to provide meaning generation.

Cristenbury (1991) touches upon process-centeredness in literature classes in another focus:

> Because each student response will draw on, individual even idiosyncratic, personal background and experience, and because exchange and exploration is the goal, reader response teachers must be patient with factual misunderstanding. Eventually, individual misconceptions are corrected in a community meaning. In a reader response classroom, nevertheless, paramount attention is not focused on 'right answers (p. 37).

Readers making their own meaning is ultimate aim in process centered literature teaching approach. However, Karolides (1991) questions the validity of readers' responses, and adds the answer right after. Convenient interpretations do not exceed the constraints of the text. However, it is necessary to ask how much a responsive individual regard the various features of the text, and how much the reader should include aspects which are not evidenced in the text. Karolides asserts that a memory or experience evoked by the text can be valuable in the classroom to stimulate students to be responsive. But, this does not show valid transaction with the text. At this point Karolides clarifies one aspect which can cause confusion. The concept of valid responses to a text is not the same as the belief that there is a single correct interpretation or meaning of a literary work. Readers may discover and acknowledge more than one valid interpretation, each supported by the text. This will help them to understand their own interpretative experiences and strategies, as differentiated from those of others, and to understand

themselves. Often, given the nature of human existence, the shared personal experience and feelings of readers and the authors selected words and situations, there may emerge a core of common response, a convergence of feelings and understandings among readers. Such shared responses are accompanied by individual variations among readers.

Methodologically speaking, the outcomes of the process-centered literature teaching is summarized by Carter and Walker (1989). Literary texts can be taught through strategies adapted from TEFL classroom. This implies the use of for instance; re-writing, prediction activities, role playing. To activate students' responses is essential. Students can be asked to re-arrange the text already cut up. The text can be dramatized even if it is not overtly a dramatic text. The orientation is away from teacher-centeredness towards language based student-centered activities which aim at involving students with the text, to develop their perception of it and to help them explore and express those perceptions.

A number of methodological suggestions can be seen in literature to provide methods which allow more responsive and communicative students in TEFL literature classes. In the following part, I will give some examples of some pedagogic activities.

Stern (1991) advises group activities such as general debates, panel discussions, small group work on characters, themes. Drama activities in literature classes are highly emphasized such as role-palying and improvisation (e.g.,

Stern, 1991; Elliot, 1990; Lazar, 1990). Elliot (1990) suggests having students write newspaper articles. Students, for instance, put themselves into place of different characters in the literary work and write an article to be sent to a newspaper. In the article, they touch upon several points in the story. Elliot (1990) emphasizes that having classroom discussions about the students' performance after role-playing, and similarly having discussions about their articles put students into the process of meaning creation.

As indicated in the arguments, TEFL literature classes can offer more than language learning to the learners as long as students are given way to be responsive. Through many communicative activities, students can digest the literary works and learn to be responsive and communicative. As will be seen, the teacher in this study uses some of these activities. That is why activities are important and I devote one section to the description of these activities.

CHAPTER 3: METHODOLOGY

Introduction

This study is a case study, and investigates how English language literature is taught in one TEFL classroom by an experienced native speaker teacher of English. Therefore, I observed everything that was going on in the class especially the behavior or activity of the teacher and the students.

This study was conducted at Middle East Technical University (METU) High School. The school in question is a private high school in Ankara, Turkey. There were two reasons that I chose this school in which I carried out the study. First, the primary goal of teaching literature in this school was to enhance language skills and the creative thinking of the students. Second, the teacher was an experienced Fulbright teacher, who had a broad creative classroom activity repertoire, and was knowledgeable about the current reader-oriented theories such as reader response theory in literature teaching. Fulbright is a commission funded by United States, which programs teacher and student exchanges between U.S. and other countries.

Four different data sources constituted this study. One of them was the data obtained through classroom observations. The other one was the materials created by the students. The third one was the interviews held with the teacher. The fourth one was the interviews held with the students. These four sources were used to provide triangulation for reliability and validity of the study.

Since this study is a naturalistic one, all classroom behaviors were recorded during the observations. I was a nonparticipant observer. I observed the participants in a natural classroom environment without making any effort to control the activities of the participants.

An American novel titled Where the Red Fern Grows by Wilson Rawls was taught to students during this study. It was an adventure-type novel of the young adult category, carrying some appealing themes for teenagers. The main character of the novel was a boy, at the age of the participant students. The theme of the novel, briefly, was about the desire of the main character to own two hounds which were too expensive for his family to afford. His family was poor but loving. He, himself, struggled to buy the dogs and saved money. At the end, he achieved what he wanted. This novel emphasized the independency of the boy, an American characteristic. This offered the students a different cultural value to negotiate.

This novel was chosen by the curriculum designers at the high school. However, the teacher had taught the same novel in the States beforehand and liked to teach the novel. Therefore, she was experienced about the activities which makes students understand and respond to the novel.

Participants

The participants of this study were the students of a selected class in METU High School and the teacher of these students who taught them an American novel during this study.

Permission was granted by the school and teacher to do these observations; and the teacher's name has been changed for purposes of confidentiality.

The class was selected amongst the regular classes in collaboration with the teacher before the observations started. The reason behind choosing the specific class was that, according to the teacher, the students of this class were quick in grasping meaning and responsive. Since the aim of this study was to describe effective teaching in the language classroom, these qualities of the students were seen as contributing factors. Convenience of the schedule of the literature lessons of the selected class to my schedule was another factor in choosing this class.

The class consisted of eighteen students. They were the 9th grade students and at the age of 16. Eleven of them were girls and seven of them were boys. Their English language proficiency level was intermediate. Since METU High School is a private one, it gives better education than state high schools. In this school, humanities are taught in English. Therefore, the language proficiency level of the students is relatively higher than that of state high school students. The socio-economic status of the students' families is usually high.

The students had been taught poetry and the short story in the first term. Thus, they were already acquainted with discussing some literary works. They were expected to be able to understand a novel.

The participant teacher, Miss Belle, was a Fulbright instructor and an experienced one. Miss Belle was in Turkey only for a year. She had taught language skills as well as English and American literature in the United States. She was experienced in teaching different literary genres such as poetry, the short story and the novel. During this research she taught a novel.

Data Collection Procedures

I did classroom observations in a literature class at METU High School regularly every week for eight weeks until the participants finished studying the novel Where the Red Fern Grows. Since it was not possible for me to follow every class in each week, I was in collaboration with the teacher to decide on the class sessions I observed. I observed sometimes one, sometimes two of the three class sessions per week. I was present at the first session where Miss Belle introduced the novel, and the last session when she completed the novel and all activities involved with it. I observed eleven class sessions during the study.

I did the observations in a naturalistic classroom setting. Therefore no situation was created by me. The participants were not controlled in any way. I observed and recorded the classroom behaviors as they naturally took place.

In the data collection procedure, I recorded whole classroom behaviors without preparing any preliminary

categories to look at. The data was collected by means of the following methods.

Classroom Observations

Audio-taping.

A tape-recorder was used to record oral communication in the classroom for lessons with the teacher and the entire class. The recordings were transcribed after the observations. In this way, verbatim transcriptions of the classroom talk were attained.

The tapes were first transcribed by me. Then, to provide reliability, an independent listener who is bilingual in Turkish and English listened to the tapes and read the transcripts to see if there were any differences between my transcription and what the independent listener heard. Ninety percent agreement was provided. The remaining 10% were discussed and negotiated.

Anecdotal Record.

Anecdotal record is a kind of classroom observation technique in which the observer describes the classroom events. I recorded every changing behavior. I used this technique to get the data that I was not able to get through tape-recording such as what the teacher wrote on the blackboard, or what procedures were followed in the group-work activities. Another factor was that it was a precaution against the failure of the audio-taping. Audio-taping failed in one of the observations. Therefore, I could only used anecdotal record that I took during the observation in the

analysis section. The data from the transcriptions of the audio-taping and the data from anecdotal records complemented each other.

Students' Art and written Works

The students created some art and written works in some of the activities. I collected these works as data to illustrate descriptions of the activities and assignments. Furthermore, I wanted to consider students' non-oral responses to the novel which allow them some of the advantages of term papers such as going back to the novel and revising their original meanings.

Interviews

Teacher Interviews.

Twelve interviews were held with the teacher. Eleven of them were held right after the class observations. In the twelfth one, I asked general questions, not related to the specific class sessions. The aim of the interviews were to get the philosophy of the teacher in teaching literature in TEFL and in the techniques and the activities she used in the class. The data obtained through interviews were expected to verify the data obtained through observations.

I interviewed the teacher after each observed class session. I asked the aim of the classroom practices of the teacher. Holding several interviews with the teacher gave me the opportunity to revise some of my previous questions and ask them again, or to add some follow-up questions to the previous questions. In this way, I could go back and cover

the previous ignored points. Interviews were tape-recorded and then transcribed. These transcriptions were verified by the teacher.

Student Interviews.

Short interviews were held eleven times with the students after each class session. The aim of the students' interviews was to learn their reactions toward the literature classes and classroom practices. They were asked whether they liked the activities conducted, or, whether they would have preferred doing something else instead of those activities. In the student interviews, I asked the questions to all of the students while they were sitting at their desks in the classroom. Some of them volunteered to answer. I did not force the other students who did not volunteer to answer the questions. However, I asked the students who did not volunteer whether they agreed or disagreed with the answers given. If some of the students did not agree, I wrote down their opposing ideas.

Analytical Procedure

In this study different types of data were obtained because of the varied lessons: whole class participation and small group participation. In the analysis procedure, I transcribed the two class sessions in which teacher and students discussed the novel. One of these class sessions is the first lesson in which the participants started to study the novel. The second one is the last class session in which

the participants finished studying the novel. The other class sessions were basically small group-work activities. Therefore, it was convenient for me to take anecdotal records of the small groups rather than doing verbatim transcriptions.

The transcriptions of the two class sessions were analyzed to answer the first and the second research questions. Transcriptions were analyzed using both qualitative and quantitative procedures. The first research question investigated the communicating competence of the students developed through class discussions. Therefore, classroom talk was analyzed. In this analysis, natural classroom utterances were categorized according to the definitions of Sinclair (1982), and the utterances in each category were then, counted.

The second research question necessitated the analysis of the teacher's stimulation given to the students. The students' responses interpretations along with the teacher's reactions to these responses were analyzed. For the analysis of the second question, Chaudron's (1987) "teaching cycle" model was used. This model showed the dependency of the students' oral behavior such as interpretation and evaluation to the teachers stimulating and evaluative behavior.

The third and the fourth research questions required descriptions rather than analysis. To answer the third question which investigated the communicative activities conducted by the teacher in the literature classes, descriptions of the activities were done. To answer the fourth question which asked whether any cultural issues from the novel were negotiated, a class session in which a cultural point was brought up and clarified was described.

CHAPTER 4: ANALYSIS OF THE DATA

Introduction

In this study the data were gathered in a natural classroom environment while students read a young adult novel. Four different sorts of data were gathered: (a) Audio-taped and transcribed class sessions in which whole class participation took place (see appendix B and C). (b) Anecdotal records of the class sessions in which an activity instruction was given, and the students were required to do small group work. (c) The students' art and written works created in the small groups while studying the novel. (d) Interviews held with the teacher and the students. These different kinds of data were used to provide triangulation for reliability and validity of the study.

In the analysis procedure, the answers of the research questions were searched for in these different kinds of data. To answer the first research question of how the teacher's classroom practices helped the communicating ability of the students was given through analysis and description. To answer this research question, the transcriptions of the first and the last class sessions were analyzed. The rationale behind using the data from the first and the last class sessions was that only these two sessions had whole class. To answer the first question, the data was analyzed by using qualitative and quantitative procedures in which first, the classroom talk of the teacher and the students

were categorized and, then, frequencies of the participants' classroom talk in each category were counted.

To answer the second research question of how the teacher stimulated the students to interpret the literary work, and how she reacted to the students' varied interpretations were examined in the data. The transcription of the last class session was used for the answer this question. The rationale behind using only the last class session was that in this class time, the teacher had the students do mostly interpretation and evaluation of the novel. This data was also analyzed by using both qualitative and quantitative procedures in which oral classroom behaviors such as teacher's stimulation, students' responses [interpretations and evaluations] and teacher's reactions to the students' responses were defined and counted.

To the answer the third research question about activities which the teacher conducted in the classroom, all the activities observed were described together with the art and written work of the students.

One of the ongoing arguments about the literature use in TEFL is its contribution to creating students awareness of the target language culture. Therefore, lastly, the fourth research question of how the teacher and the students negotiated cultural issues was scrutinized. Negotiation is used here in the sense of discussion about the aspects of the story which are specific to the target language culture and problematic for students to understand. To answer this

question, I utilized one anecdotal record of the class

session in which cultural negotiation took place

In this research, a large variety of data and four

different research questions necessitated several kinds of

data analysis procedures. Therefore, the different analysis

methods used for each of the questions are described

comprehensively right before each different analysis.

The Method of Data Analysis for the Answer of the First

Research Question

To answer the first research question which investigates

the teacher's classroom practices to develop students'

communicating ability, I analyzed verbatim transcriptions of

two class sessions, one of which was the first, the other the

last class session about the novel Where the Red Fern Grows.

I looked at the classroom talk in this data, and defined the

categories of the teacher's and the students' classroom talk.

Most of the categories are adopted from the definitions of

Sinclair (1982). The meanings of some of the category titles

of the classroom talk are quite clear, such as teacher's

instruction, students responses. The definitions of the other

two categories are given here. The first one is the

teacher's elicitation, and the other one is the teacher's

follow-up. Sinclair (1982) defines "elicitation" as

teacher's oral behavior used to get some responses from the

students (p. 60). And, he defines follow-up as the teacher's

feedback which can be also a reinforcement or an elaboration

to the students' responses. My aim was to see the amount of

the teacher' and the students' talk. Therefore, after determining the categories of the classroom talk, I counted the sentences uttered in each category. In this way, I tried to find out how much the teacher led the students to talk and to communicate in these two class sessions.

Analysis of the Data in Terms of the First Research Question

Analysis of the First Class Session About the Novel

The first class observation was conducted during the first class session in which the participants started to study the novel. The aim of the lesson was to teach the students some technical terms to use while discussing the novel such as "appearance", "personality", "background", "motivation", "relationships", "conflict", and "change" (see appendix A). In this class session the teacher also taught the students how to do interpretations and to support interpretations by taking quotations from the book. The categories of the teacher's and the students' classroom talk and the utterances in each category are shown in Tables 1 and 2.

Table 1

Categories of the teacher's talk and the frequency
of the teacher's utterances in each category

Teacher's Classroom Behaviors	Number of Utterances
Teacher's instruction	57
Teacher's elicitation	26
Teacher's follow-up	17
Total	100
Percentage	83 %

Table 2

Categories of the students talk and frequency
of the students' utterances in each category

Classroom behavior	Number of the utterances
Students' response	20
Total	20
Percentage	17 %

As seen in the tables 1 and 2 , most of the class talk
was done by the teacher. The teacher illustrated various
types of talk, including instruction, elicitation such as
asking question, and follow-up such as giving positive
reinforcement, whereas the students showed only one type of
classroom talk, which was response to the teacher's
elicitation. The table clearly shows that this was a class

in which the teacher's instructions prevailed. The frequency of the utterances of the teacher indicated that the teacher's instructions were quite long. Another interesting point was the frequency of the teacher's utterances in her elicitation. The frequency of her utterances were more than that of the utterances in the students' responses. The reason for this is that Miss Belle gave examples to stir the imaginations of the students and asked questions related to these examples. For instance, before teaching the term "relationship" to the students, she drew two stick-figure men. One of them was fat and the other one was thin. She asked how people treated these two persons, and how people's treatment effect their relationship (see appendix B). There is teacher-to-student interaction; nevertheless, there is no student-to-student interaction.

Analysis of the Last Class Session About the Novel

The analyzed transcription in this part belongs to the last classroom observation in which the novel discussion was ended. The students had already finished reading the novel before the activity. In this class session, the teacher conducted an activity named "agree-disagree." She had the students express their own interpretations and comments on the novel through agreeing and disagreeing the statements which referred to several parts of the novel. This activity is described fully in the activity description section of this chapter. But, I mention it here as an example of a method designed to allow students time to develop fluency.

The same analysis procedure was pursued as that of the first class transcription, above, which was determining the classroom talk categories and counting the utterances by the teacher and the students in each category. The categories of the teacher and student talk and the frequency of the sentences uttered in each category are shown in Tables 3, and 4.

Table 3

Categories of the teachers' talk and frequency of the utterances in each category

Classroom Behaviors	Frequency of the Utterances
Teacher elicitation (giving statements)	10
Teacher elicitation (asking questions)	8
Teacher follow-up	16
Teacher's commands	3
Total	37
Percentage	31 %

Table 4

Categories of the students' talk and frequency of the utterances in each category

Classroom behavior	Number of the utterances
Students' responses	82
Total	82
Percentage	69 %

As seen in the tables 3, and 4, although the categories of the teacher talk are more various than that of the students, the students did most of the talking. The frequency of students' utterances is 38 % more than that of the teacher utterances.

Discussion of the Results

Results of the second class session analyzed above in terms of communicating ability of the students are quite different from the first class session. See Table 5 below.

Table 5

Comparison of the two class sessions analyzed

	First Session	Second Session
Teacher talk	83% of class talk	31% of class talk
Student talk	17% of class talk	69% of class talk
Lesson type	instruction	activity
Interaction type	teacher-to-student	teacher-to-student
		student-to-student

In the first class session the teacher did most of the class talk because she wanted to teach some literary terms which will guide students to analyze the factual data in the novel. The results of the analysis of this class session were verified by the statements of the teacher in the interview. The teacher referring to this first class

session, said that although she always wanted to try new communicative activities in the classroom, she would never leave out some literary terms. She emphasized that once the students learned how to look at factual data analytically in the novel, and learn to support their interpretations, they became ready for future activities. This class session was a preparation to facilitate students' getting the factual meaning out of the text systematically. She gave background knowledge, doing the most of the classroom talk. She lectured in this class session.

As seen in tables 2 and 4, all of the students' talk in both class sessions analyzed fit into the one category called "response." In the first table, the students utterances are brief, whereas in the second table, the students produced more utterances. The students did not ask any questions or do any initiation in either session. It is perhaps because of the fact that the first class session was dominated by the teacher, and the second one , although it is an activity, did not provide an atmosphere for students to ask questions. The teacher gave the statements and the students interpreted and evaluated several parts of the novel through these statements. The students' only giving response, but not asking any question or doing any initiation can be interpreted as the passiveness of the students. However, as seen in table 4, in the last class session, although the students did not do any initiation to contribute to communication, they talked quite much. Nevertheless, initiation may not be necessary for students to develop

communicative competence. Chaudron (1988) says that although students' initiation helps the classroom interaction, there may not be a direct relationship between "learners' initiating behaviors and development in proficiency" (p. 105). As illustrated above, the students did communicate well in the second class session by doing the most of the classroom talk, even if they never initiated a topic.

The Method of Data Analysis for the Answer of the Second Research Question

The answer of the second question which investigates the teacher's reactions to the responses (basically interpretations and evaluations) of the students, searched for only in the transcription of the last class session because The activity conducted in this class session allowed the students to make their own meanings, to respond, interpret and comment on the story. In this activity, the teacher, giving students statements to discuss, in a way, asked referential questions, rather than factual questions which have definite answers in the story. Chaudron (1988) explained referential questions as open-ended questions to which the teacher does not usually know the answer, and added that these types of questions are supposed to improve learner productivity and meaningful communication. The teacher made some statements referring to several parts of the story and wanted the students to give their own ideas about her statements. The argument in the literature review was that the students' idiosyncratic interpretations and meanings are not usually given credit in traditional literature classes. Therefore, I wanted to see how the teacher stimulated the students' responses to the referential questions. To

answer these questions the students did plenty of interpretations and evaluations. I also wanted to see how the teacher reacted to the interpretations of the students. In this activity, the students offered their interpretations intermingled with their evaluations. Therefore, I analyzed interpretations and evaluations in the same category.

In the analysis of this data, I used the "teaching cycle" model mentioned by Chaudron (1988) (p.37). This cycle was used by Fanselow (1977) and Naiman (1978) in their investigation of students' learning characteristics and their dependency on teacher elicitation or evaluative behaviors (cited in Chaudron 1988).

This cycle includes teacher's solicits, students responses and teacher's reactions. "Solicit" is used in the sense of elicit (Chaudron, 1988, p. 37). "Reaction" is used in the sense of Sinclair's follow-up which includes feedback, reinforcement. The reason for my using this cycle is that I also wanted to see how the students' responding abilities [specifically interpretations] were stimulated by the teacher's behaviors as soliciting and reacting.

Results

In this section first the analysis tables are given and afterwards necessary explanations are done.

Teacher's solicits, students' responses and teacher's reactions are shown in table 6. The frequencies of the mentioned behaviors are shown in table 7.

Table 6
Categories of the teacher's solicits, students' responses and
teacher's reactions.

N	T. S. T.	N	S. R. T.	N	T. R. T.
1.	Making Statement	1.1	Interpret/ Eva	1.1	Positive Reinforcement
		1.2	Interpret/ Eva	1.2	Positive Reinforcement
		1.3	Interpret/ Eva	1.3	Positive Reinforcement
2.	Eliciting Changed Idea	2.1	Changed Interpret	2.1	No Response
3.	Making statement	3.1	Eva	3.1	Positive Reinforcement
		3.2	Eva	3.2	No Response
		3.3	Eva	3.3	Positive Reinforcement
4.	Making Statement	4.1	Interpret/ Eva	4.1	Positive Reinforcement
		4.2	Interpret/ Eva	4.2	Positive Reinforcement
		4.3	Interpret	4.3	Extension Question
		4.4	Interpret	4.4	Extension Question
		4.5	Interpret	4.5	Positive Reinforcement
5.	Making Statement	5.1	Eva	5.1	Positive Reinforcement
		5.2	Interpret	5.2	Positive Reinforcement
6.	Making Statement	6.1	Eva	6.1	Positive Reinforcement
		6.2	Interpret/ Eva	6.2	No Response
		6.3	Interpret/ Eva	6.3	Positive Reinforcement
		6.4	Interpret/ Eva	6.4	No Response
		6.5	Interpret	6.5	Positive Reinforcement/ Response Elaboration
		6.6	Interpret/	6.6	Positive Reinforcement
				6.7	Appreciation of Students' Performance

Note. N = Number; T. S. T. = Teacher's question type;
S. R. T. = Students' response type; T. R. T.: Teacher's
Reaction Type; Eva : Evaluation; Interpret : Interpretation.

Table 7

Frequencies of teacher's solicits, students
responses and teachers positive feedback.

Teacher Solicits	Students' Interpretations	Teacher's Reactions
7	20	21

As seen in table 6 the students are quite responsive.
Most of the time the teacher stimulated the students making
statements. Teacher's making statement on the novel to have
the students discuss is accepted as teacher's solicits. It
is interesting that the teacher frequently gave positive
reinforcements. Sometimes, she did not react, remained
neutral. Sometimes, she asked extension questions to make
the students talk more about the given statement. The
teacher reacted 17 times to the 20 responses of the students.
Fourteen of the reactions were positive reinforcements. Two
of them were extension questions. The last positive reaction
was the teacher's general appreciation of the students'
performance in the activity. The teacher remained neutral 4
times.

Discussion of the Results

The results show that in the analyzed class session
above the teacher achieved a very responsive class. This
naturally indicates that the teacher's statements and
reactions were quite stimulating for the students. The
teacher reacted to the responses of the students, giving

positive reinforcements mostly. She four times remained neutral. There was no negative reinforcement. This positive quality of the teacher indicates that the students' interpretations were acceptable for the teacher. She was open to the different interpretations and evaluations of the students in sharp contrast to the argument in the literature review that idiosyncratic meanings and interpretations of the students were not given credit in the literature classes (Karolides 1992). Another implication is that the students learned the factual points well in the story as illustrated in their interpretations and evaluations.

Description of the Activities

Ten activities and a project work were described in this section. All of the group activities were described along with the art or written works such as drawings, cartoons and newspapers produced as the result of these activities. The activities conducted in the classroom were described under three subtitle which are "description of the activity", "aims of the teacher", and "reactions' of the students". In the description of the activity part, anecdotal report taken during the class time was used. In the aim of the teacher section, the data obtained from teacher's interviews were used. In the reactions' of the students part, the data from students' interviews and the data from anecdotal reports were used. If interviews with the students were not possible for the specific activity during the data collection period, only the impressions noted in the anecdotal records were used.

Boot-shape Drawing Activity

   ` Description of the activity.

This activity was conducted at the very first stages of students' study of the novel after the students had read only three chapters. In this activity, the teacher wanted the students to draw a boot. They were asked to draw the boot of Billy (Billy is the main character of the novel). This was the first task the students were required to do. After completing this task, the students were asked to locate some questions prepared by the teacher. After writing the questions on the drawn boot, the students turned to the novel and answered the questions. The students accomplished the tasks in pairs. However, each individual was required to have drawn a boot. The students completed their work at home. An example of the students' pictures illustrates variety (see appendix D). The questions in the categories mentioned by the teacher are shown in Table 8 below.

Table 8

Teacher's questions used in boot-drawing activity

Number	Question type	Question
1	Knowledge	What is the title of the book? (Book Title:)
2	Comprehension	What is the problem in the novel? (Problem:)
3	Analysis	What the person who had the problem to solve it? (What ....did?)
4	Application	What would you do to solve the problem if you were the character?

Aims of the teacher.

First of all she said in the interview, she wanted the students to know the title of the book, and understand the main conflict of the story presented at the very beginning of the book. She said that to know the conflict would improve their comprehension. Then they would go one step further to answer what the character did to solve the problem. After that they could put themselves into the place of the character and solve the problem.

Reactions of the students.

In the interview, twelve of them said that they liked the activity, especially the drawing part, and found it quite easy. Eight of them felt neutral. There was no negative reaction. The students seemed enjoying the drawing before starting to answer the questions.

Map-Making Activity

Description of the activity.

In this activity, the students were given a map that showed the scene of an episode in which Billy and his dogs chased a coon. Firstly, the teacher wanted the students to listen to her carefully when she read the episode. After reading the episode in which the raccoon runs away and Billy and his hounds chase it, the teacher wanted the students to show the movement of the coon on the picture. The students come to the blackboard to show the direction of the coon's movement. Because the move is complicated, the students do

the task in discussing the meaning of the related part of the novel. The map is shown in appendix E.

Aims of the teacher.

The teacher explained in the interview that , in this activity, she illustrated an episode. She wanted to show that some parts of the story required more careful reading for good comprehension. She expressed that whenever she used this activity, the students had difficulty in showing the complicated movement of the coon on the picture. This showed that they skipped some parts without understanding the story completely. Using this activity, she said, she wanted to make her students read more carefully and negotiate the meaning in the classroom while studying the map. It would improve their understanding.

Reactions of the students.

It was a very competitive class time for the students. A student came to the blackboard and tried to show step by step how the coon moved and tricked the dogs. When a student failed in one step, the other students began shouting. They expressed their ideas, sometimes they opposed one another. If they did not come to a conclusion, they turned to the book again and reread it. The teacher achieved great student involvement in this activity.

Lantern Drawing Activity

Description of the activity.

The students were required to draw a lantern which was used by the people in the novel for light. Each student drew

five lanterns with crayons. On the back of each lantern they summarized the chapter they had read under the titles of some technical terms they had learned. They wrote the "setting" on one of the lanterns. Then, the "rising action" was mentioned on the second lantern. The "climax" followed the rising action on the third lantern. On the last one the "resolution" was written. All of the lanterns were attached together and the fifth one was used as cover page. An example of the students' lanterns was shown in appendix F.

Aims of the teacher.

The teacher said that she wanted the students to draw something related to the novel, and that the lantern was a vehicle used by the people in the novel because of lack of electricity when the story was set. She pointed out that drawing was to make the activity enjoyable. The primary aim was to have the students discover the main problem in the related chapter, when the problem took place; how the problem reached a climax and as a result how it was solved.

Reactions of the students.

I was not possible to ask the students' ideas about the activity because of time constraint. However, all of the students accomplished the task, drawing lanterns and giving appropriate answers to the questions.

Cube-Making Activity

Description of the activity.

In this activity students made a question cube. The students were given two handouts on which parts of the cube

was drawn (see appendix X) One of them had questions written on each square part of the cube. The other one had no question on it, because the students were told to write the answers of the questions on the empty squares. After the students answered the questions, they cut the squares at perforated points and folded and creased on all broken lines. They were, then, told to paint the square in different colors or use colorful papers to make their own squares.

Aims of the teacher.

The teacher explained in the interview that her aim was to enable the students to answer different types of questions. In this activity she used "Bloom's taxonomy" which consists of different kinds of questions. She explicated the categories of the questions which were 'knowledge', 'application', 'synthesis', 'analysis', and 'evaluation' and added that it was possible to change the order. Through these questions, the teacher explained, she aimed at improving the thinking skills of the students gradually because the questions becomes more complicated in further steps. The questions in the categories given by the teacher can be seen in Table 9.

Table 9

Teacher's questions and their categories in the cube making
activity.

Number	Question type	Question
1	Knowledge	What is the title of the story?
2	Comprehension	Tell why you think the title fits the story?
3	Application	Pick any event in the story and tell how you would have felt if you had been involved in that event?
4	Analysis	Select the main events of the story and list them in the order they happened.
5	Synthesis	Design and either build or draw a special machine that will solve one of the problems that occurs in the story.
6	Evaluation	Then describe how your machine works. Draw a picture of the part of the story that you liked best.

Reactions of the students.

Standing in front of the class, I asked the opinions of
the students of this specific activity. Twelve students out
of eighteen volunteered to answer the question. Their
answers were very similar. Only three of them spoke, and the
others agreed. Their common feeling was that they liked
making colorful cubes, but it was not very easy to answer
some of the questions. For instance, in the synthesis
question they were asked to design a machine that would solve
one of the problems that occurred in the story. They said
that to answer this question was difficult but enjoyable at

the same time. One of them said that he liked giving humorous answers. This kind of questions gave him opportunity to create something humorous. The other students agreed with him. Another student said that these activities made them read the novel again carefully to get the right answers. They said that they were happy because their cubes would be displayed on the students' bulletin board.

Newspaper-Designing Activity

Description of the Activity.

The teacher elicited the names of different parts of a newspaper from the students (e.g., sports, magazine, fashions, films, articles, economy, finance, politics, gossip, obituary, puzzles, cartoons, weather forecast, horoscope and advertisements). After that, the teacher told the students that they were going to prepare a newspaper. Everybody would turn to the novel and choose an episode. Then, they could prepare a news article out of the episode, or, they could draw a cartoon about the episode. Choice of subjects allowed students to use their own natural abilities to draw or write. She gave an episode as an example in which Billy's grandfather taught him how to trap coons. She drew Billy and grandpa as stick figures and prepared a sample cartoon on the blackboard.

The students did group work in this activity. The activity took two class hours, and the students finished at home. Newspapers were made public on the students' bulletin

board. Some of the products of the students can be seen in the appendices G and H.

Aims of the teacher.

The teacher said that first of all the students should start to enjoy reading the novel. But, if they do not read, they cannot enjoy. In the newspaper-creating activity, she hoped that they should go back to the book, look at the episodes again and again, think about them, and choose the one they liked. They would reread, comprehend better and create something based on the novel.

Reactions of the Students.

During the class time, while the students were creating their newspapers, I participated in their group work. All of the students were studying willingly during the class time. In one of the groups, the students started to find a name for their newspaper. One of them came up with a brilliant idea. They would use the name of the mountains where the story took place, which was Ozark Mountains. The name of the newspaper would be "The Ozark Times". After finding the name of the newspaper, this group of students searched for an episode about which they could write their news.

Vocabulary-Drawing Activity

Description of the Activity.

This activity was conducted after the students were taught new vocabulary. The students were required to chose one of the new words. They defined the word on an empty paper sheet. Below the definition, each students drew a

cartoon to illustrate its meaning. When students finished their tasks, their products were to be displayed on the wall. The students would see what their friends created. Two of the students products are shown in the appendixes H and I.

Aims of the teacher.

The teacher aimed at having her students understand the meaning of the words better. Drawing something to illustrate the meaning of the words also provided more student involvement. Students would not only draw, but also make up sentences in their cartoons. The teacher said that after this activity, the students usually remembered words better.

Reactions of the students.

The students showed enthusiasm in this assignment. They created very interesting cartoons. Some of them were quite humorous. It is interesting that some of the students did not used the exact word in the cartoons they created but implied the word. For instance; one of the students used the word "bribe". After defining the word, she drew a head thinking. Written above the head was "If he will give me some money, I will do his job" (see appendices I and J) This sentence implied that he would accept bribe to do the job.

Finding the Question Activity

Description of the activity.

The teacher told answers in this activity, and wanted the students to find appropriate questions for the answers. One answer received different correct questions referring to the different parts of the story. The teacher repeated the

answer when she wanted to hear a specific question. (See

appendix K to see the teacher's answers and the students'

questions.)

Aims of the teacher.

She aimed at stirring the students minds to find

appropriate questions for the given answers. She tried to

make students consider the whole story.

Reactions of the students.

The students gave appropriate responses to the teacher.

They looked very interested in the activity. After the

activity they mentioned that they felt excited while trying

to find the related questions.

Episode-creating Activity

Description of the activity.

In this activity, the teacher urged the students to

create their own episode based on the relationship between

the main character, Billy, and any other character in the

story. She gave the relationship between Billy and his

father as an example, and told the students to consider their

relationship and create any other short story between the

father and the son.

Aims of the Teacher.

The teacher mentioned that she aimed at enabling

students to create their own episodes in another focus, based

on the relationship they recognized in the story. She wanted

to improve the creativity of the students.

<u>Reactions of the Students</u>.

The students created interesting stories. Some of them were quite funny. One of them was chosen as an example. This example can be seen in the appendix L.

Agree-disagree Activity

<u>Description of the Activity</u>.

This activity was conducted when the students finished reading the novel and necessitated knowing the whole story. The students were given some statements referring to the several parts of the novel, and required to agree, strongly agree, disagree, or strongly disagree. All of these different ideas about the statement were represented in different corners of the classroom. The "agreed" people went to a corner whereas the "strongly agreed" people went another, so did the "disagreed" and "strongly disagreed" people. At the corners, the students made their arguments. After listening to one another, some of the students changed their ideas as well as their corners, and explained why they changed their ideas. Five statements were discussed in one class hour (See appendix C for the transcription).

<u>Aims of the teacher</u>.

The teacher emphasized that it was not her style to stand in front of the classroom and question the students. Instead of doing this she exploited an activity in which the students referred to the several parts of the story and furthermore evaluated on those parts. The teacher mentioned that she very often asked the students what would they do in

a situation mentioned in the story. In doing this she aimed at arousing the feelings of the students and provide involvement and communication.

Reactions of the students.

The students were pretty active during the class time. They came up with different ideas and evaluations. The teacher did almost no talking other than giving statements. Most of the class talk was done by the students. They opposed one another very often, and this aroused the excitement level in the classroom. While doing the activity, the students were going around to different corners. They were always standing. Some of them were very indecisive. They changed their corners whenever they heard a good argument. This made the students laugh a lot and enjoy the activity. After the activity, the students expressed that it was one of the most enjoyable classes they had.

Stick-figures Drawing and Interviewing Activity

Description of the Activity.

The teacher wanted the students to draw a stick-figure picture of their families while they were having fun. She drew some stick-figures on the blackboard as an example, and asked the students to start drawing right after. The students were given eight minutes to do the task. They completed drawing in the given time, and the teacher informed them that they were going to interview with their friends. During the interview they were going to ask questions about the picture they had already drawn. The teacher advised the students to use the questions she prepared, as well as their

own questions. The students worked in pairs and interviewed with each other. They took note while interviewing. After that, the teacher asked the students what makes a happy family. She elicited the words associated with a happy family. She wrote them down on the blackboard. Then, she asked the students which of the two families in the story could fit into the category of a happy family. They started to discuss the relationships of the members of these two different families, making comparison of them. The teacher wanted them to quote from the book to support their interpretations.

Aims of the Teacher.

The teacher aimed to discuss the relationships of the people in the story. The teacher mentioned that she first tried to activate the imaginations of the students making them draw a stick-figure picture of a happy family. The aim at making the students interview with each other in pairs was to have them practice speaking, listening and note-taking skills. The teacher added that after the students completed interviewing, she wanted them to make comparison of the family in their pictures and the two families in the novel. This would help the students' understanding the relationships in the novel better.

Reactions of the Students.

During this activity the students unusually showed low performance. They were mostly silent. The teacher answered most of the questions. The teacher attributed the reluctance of the students to the frequent examinations they had in

those days. The students mentioned that they just did not want to speak during the class time.

Project Work

Description of the project.

The project work is an assignment rather than an activity. It was about the application of the technical terms taught in the first lesson in which they started to study the novel. The teacher circulated some handouts to the students. This handout had a table which consisted of seven rows and two columns on. In the rows was written the terms, in order, "appearance", "personality", "background", "motivation", "relationship", "conflict", and "change." In the rows of the first column, the students wrote their interpretations on the novel or the character regarding the term written in the row. The other column of the same row was for quotation (see appendix A for illustration). After they wrote their interpretations, the students gave quotations from the book to support their interpretations. The teacher taught the terms, and in this project, she wanted the students to apply what they learned to the novel they studied. The students completed their work at home, and they were graded by their work.

Aims of the teacher.

The teacher told that to teach students the mentioned technical words was something that she could never leave out. She also mentioned that It was necessary to instruct the students how to define appearance, personality, background,

conflict so that they knew what to look for while reading a novel. The students should know how to support what they argued taking quotations from the book.

Reactions of the students.

The students' found the characterization assignment difficult and time-consuming. They said they could not write anything they wanted to the assignment, they should quote a sentence to support what they said. Their papers showed that they did good job in applying characterization analysis to the novel they read.

Discussion of the Activities

At first glance to the activities, similarities among some of them attracts the attention. Drawing is one of them. Drawing was used in four activities out of ten. In these activities, drawing was the first task as in boot-shape, vocabulary, stick-figure, lantern drawing.

Another similarity is the teacher's way of questioning in some of these activities. In boot-shape and lantern drawing, the students first did drawing and then located the questions prepared by the teacher on the drawings. After that they found the answers of the questions which aimed to elicit factual data, except one application question in boot-shape drawing. The answers might be one or two sentences. The audience for the writing task was the teacher. In the answers, structural accuracy was as important as content accuracy. In these activities students studied in pairs. However, each student had an individual product.

The cube-making activity was similar to the boot-shape and lantern drawing activity in terms of their having some questions on the drawings. However, in the cube-making activity, the students were given more sophisticated questions. Number and the categories of the questions were more than those of the other two activities mentioned. The boot-shape and lantern-drawing activities had mostly factual questions whereas the cube-making activity had more than factual, as analysis, application, synthesis, evaluation questions. These activities imply that the teacher paid special attention to the questions she asked. They became more complicated from factual to open-ended evaluative ones. The teacher also verified in the interview what seen in the data gathered from classroom observations that questioning was something she tried to improve throughout her profession. She always wanted to be a good questioner.

The stick-figure drawing activity was interesting on its own because this activity began as if they had been conducting something isolated from the story they studied. The students drew a happy family scene, and then, interviewed with each other in pairs to learn what was going on in the happy scene. They used their imagination in this activity and improved their creative side while drawing. Furthermore, while interviewing, they had opportunity to interact with each other. The technique the teacher used in this activity was striking. She, first, elicited features of a happy family from the students and made a smooth transition to the novel, asking which of the two families in the story had

these features. This activity required the students to generate ideas, then adopt the ideas to the story and make their interpretations, making comparison. The mentioned tasks of the students were quite demanding on the students part.

The question-finding activity also dealt with questions, but this time the teacher gave the answers and elicited the questions from the students. This activity was also well-considered in its function because the answers given by the teacher were not very specific, referring to the several parts of the story. Therefore, an answer was the answer of several questions. Such an activity made the students consider the story as a whole and reflect several parts of the story at the same time.

Another activity in which the students dealt with the whole story was the agree-disagree activity. The teacher gave some statements each of which referred to the different parts of the story. The students interpreted and evaluated those parts, mostly relating them to their own lives.

The other two activities; the map-making and the vocabulary- drawing are similar. In both of the activities, the students visualized what they comprehended. In the vocabulary- drawing the students drew cartoons to illustrate the meaning of the words. In the map-making, they drew a specific movement of a raccoon on a map which took place in the story. Both activities aimed to improve students understanding the meaning. In the map-making students also negotiated in the classroom the meaning of the part they read

while drawing the direction of the movement. This
negotiation created a communicative classroom atmosphere.

Newspaper and episode creating activities are similar in
their demands to make the students creative. In both
activities the students produced written works in any other
form or content based on the novel. They worked in groups
and created quite interesting and humorous works. The
newspaper making activity was pretty convenient to do group
work. The students worked in groups but after task division,
produced a part of the newspaper individually. Then, they
put their writings together and made up a newspaper.

Students were all active and productive in these
activities except stick-figure drawing. The teacher
attributed the passiveness of the students to the
examinations they had in those days. All of the activities
were rather demanding on the parts of the students in terms
of accomplishing the tasks some of which were quite
difficult, for instance; producing a machine to solve one of
the problems in the story in cube-making activity, and
writing another episode based on the novel in the newspaper-
designing and the episode-writing activities.

Most of the activities were conducted successfully by
the students. The teacher confirmed the students' success by
their written products and displayed all of the products on
the students bulletin board.

Negotiation of the Cultural Issues

Negotiation of a cultural point existed in the novel took place explicitly once in the classroom. In this class session the teacher elicited from the students how the main character's father and mother treated him when he wanted to go to the woods to hunt raccoon by himself at night. The students answered the question taking quotations from the book. Then the teacher directed the same question to the students. She wanted the students to tell how their parents would treat them if they wanted to stay out during the night for some reasons. In this question, the teacher referred to a specific episode in which Billy goes coon hunting during the night. However, the students touched on another episode in which Billy went to the town to buy the hounds that he wanted a lot without informing his parents and during the night, stayed in a cave he found on his way to town. He bought the hounds from the town and came home back. His family was anxious about him, but when he returned, they did not punish him. The father mentioned that he should have informed them before going. The implication in the novel was that although the father warned Billy about informing them before going anywhere, he was happy that his boy accomplished something independently. He was becoming man.

The similarity of the both episodes made the students comment on both of them. While commenting, they also mentioned how their parents would treat them, if they did what Billy had done. They said that if they went to another city by themselves without informing their families , and

stayed over night, their families would go mad and certainly
punish them when they returned. The teacher brought up
another point at this stage. She asked whether the students
could save a lot of money and spend it on their own. The
students said that they should inform their family about the
money they saved, and took approval about the they were going
to buy. Some of the students said that their mothers usually
kept the money for them. The teacher asked whether they
would give the money to their family if they were poor and
needed that money as Billy's family. Some of the students
said that their father would take the money from them because
he needed it. Some of the students said that they,
themselves, would give the money to their families. The
teacher pointed out that although Billy's family was poor,
they did not take his money from him, because American
parents always wanted their children to be independent. It
was very important in American culture. Therefore, American
people were self-centered and independent. While
interviewing with the students, I asked a question about this
cultural point brought up in the classroom. The students
mentioned that that much tolerance of Billy's family did not
seem reasonable to them. A boy at the age of fourteen,
almost at students' age, could not be so independent as
Billy.

Discussion of the Cultural Negotiation

In this specific situation mentioned above, the teacher
made the students relate an episode to their own lives and

respond to the text, which led to a smooth transition of the explanation of a cultural issue. Making students compare their own lives with that of the main character, Billy, gave them opportunity to express their own ideas and understandings. The students mentioned that that much independence of the boy at their age made the story artificial because they found it unreasonable. Explaining this cultural issue, the teacher helped the students' understand the novel. The negotiation stirred students' feelings and provided voluntary participation. This involvement contributed to classroom interaction, and created a communicative classroom atmosphere.

Description of the Teacher Interviews

The interviews with the teacher held frequently. After the activity classes, the aims of the teacher were learned through interviewing. These aims are described in the activity description part. Therefore, they were not mentioned in this part, but the other remaining ones.

As the beginning question, I asked why she believed in teaching literature. She first mentioned her personal interest in literature and added that wider variety to choose in literature attracts her. She believed in the richness of the language, its benefits to language teaching and learning as well as higher level thinking. She thought that stories usually gave good messages to the students and provides more students' involvement in the classroom rather than ordinary text books. Then I asked whether the novel Where the Red

Fern Grows was a good choice among the wide variety. She thought positively about the novel and said that it was an adventure story, enjoyable for the students. The age of the main character in the story was very close to those of her students. The novel gave great messages and examples such as how a boy became mature; how the achievements gained through love and understanding, how the people needed to work together to achieve common goals. She pointed out that the language of the novel was not much above the language proficiency level of the students.

Then I asked the teacher how she usually taught a story. She was used to making use of different techniques such as teaching technical terms. She made the students do a project work having them apply the literary technical terms to the novel. She used various activities which helped students understanding the novel. She emphasized that she looked for new activities to bring into the classroom, but she always gave importance to practicing on the technical terms through which the students learn how to analyze and interpret factual data in the story. In technical term practices, she claimed, the students learned to do good interpretation, supporting what they said with their quotations from the book. She asserted that when students learned to support interpretations with the quotations, she started to use new activities to do further studies on the story such as making students interpret and evaluate the novel.

The other question inquired was how far students' involvement was important for the teacher. She emphasized

that she never liked standing in front of the classroom and
bombarding students with questions. She liked using the
questions effectively and always wanted to be a good
questioner. However, she preferred conducting activities and
presenting the questions to the students in different ways.
She added more about activity using; "If you make them enjoy
the activity, indirectly they get interested in the novel and
enjoy reading it. These activities make them active in
thinking , creating and expressing their ideas. These kids
create very good things." Then she mentioned how students
were creative and successful in newspaper-making activity.
Another point she asserted was that most of the activities
urged the students read the novel carefully.

The next point the teacher clarified was how students'
finding-the-meaning ability improved. She said that the
teacher should know to progress step by step. If the
students had difficulty with the vocabulary, with quoting
words, with summarizing, they would have more trouble getting
the meaning out of the story. She went on saying that:

> With all groups of students, you have to see where
> the students are. Be sure that they know what the
> story is first and can tell you what the outline
> of the story. Then you can work on why this
> person did this, or how it   would be different
> if he   did something else to analyze and   to
> evaluate the actions. Of course that is the type
>   of thing you want your students to have.
> But, if   they   do   not   have   knowledge   or
> comprehension what is   happening in the story,
> you cannot expect them to do   analysis   or
> evaluation. So you do the first thing first and
> the second one. All depends on how quickly they
> master the first things. I think that all students
> should be given chance to interpret and evaluate
> things.

At this point, I asked what happened if the students came up with different interpretations and evaluations and whether she accepted them all or not. She gave a very explicit answer, mentioning that a teacher should be careful about this point. She said that if the question was "what do you think", the teacher had to be ready to accept the answers. However, she wanted her students to learn that in every argument they made about the story, they should back up what they said with the quotations from the story. Then, she accepted their arguments.

Lastly, I wanted to learn how studying a story will affect the students language learning. She pointed out that while reading the novel, the students not only learned the story, but also learned new vocabulary, practiced structures unconsciously, spoke about the story in the classroom in English, learned how native speakers used the language, and became acquainted with the life style of the native speakers, their cultural values. Furthermore they learned how to think in the target language.

Description of the Students' Interviews

Some of the students' interviews were presented in the activity description part under the title of "reactions of the students." In these interviews, students' ideas about each activity were taken. These data is not mentioned here again.

The students were firstly asked whether they had ever read any literary works both in Turkish and in English apart

from the one they read in the literature class. All of them

read several times in Turkish but not in English. I wanted

to learn how they found this novel. They said that the theme

of the novel was not very interesting. They wanted to have

romance rather than adventure. However, they liked the

activities a lot. The activity they liked most is newspaper-

designing activity because they created humorous things.

They understood the language of the novel without having much

trouble.

Conclusion

While using an imaginative story the teacher used plenty

of activities and techniques. In this chapter, these

activities are described. Two class sessions which have

verbatim transcriptions were analyzed in terms of defining

the classroom talk and communication. One of these class

sessions was analyzed to see how the teacher stimulated and

the interpretations and evaluations of the students, and

reacted to them.

The analyses showed that the teacher did most of the

talking in the first transcription which was the first class

session in which the teacher and the students started to

study the novel. This class session was labeled as giving

background knowledge by the teacher. The other class session

analyzed showed that the teacher led the students to do the

most of the class talk through the specific activity she

presented.

Some of the activities she used showed some

similarities. She used drawing in a number of them and made

used of several questions which were prepared in different categories by the teacher. Questioning activities became more complicated as they progressed in reading the novel. The teacher used Bloom's taxonomy in her question forms.

The students liked the activities in which they created some work because they liked creating humorous episodes. The students were quite responsive, communicative and creative in the activities.

Once a cultural issue in the story brought up by the teacher. The teacher made the students relate the specific point in the story to their own lives. After eliciting answers from the students, she explicitly explained the cultural aspects. Making comparison of the students' own lives with the story aroused the students' feelings and provided communication in the classroom.

Finally, the teacher's and the students' interviews were presented. The teacher explained her views about literature teaching and her practices in the literature classes. Briefly, she told that she did not like asking questions to the students and waiting for answers, but preferred conducting communicative activities. The students talked about how they liked the novel and the classroom activities. They did not like the choice of the novel but enjoyed the activities. They mostly liked creating humorous episodes.

CHAPTER 5: CONCLUSIONS

Overview of the Study

This study investigated how literature can be taught to offer students more in the TEFL classroom and was conducted at METU High School. The participants were a native speaker teacher of English, and her eighteen 9th grade Turkish students who were reading a young adult novel during the research period. Natural classroom observations were held by taking anecdotal records and audio-taping the oral classroom behaviors. In some of the activities, the students produced art and written works. These works were also collected as another source of data. Interviews with the teacher and the students were held. These different data sources verified one another.

Discussion of the Results

Two audio-taped and transcribed sessions were analyzed for the answer of the first research question which investigated how much the teacher led the students to communicate. The analysis of the first session showed that Miss Belle did 83% of the classroom talk, whereas the students did the 17% because she wanted to instruct some literary terms to the students. In the interview, the teacher referred to this class session emphasizing that she would never leave out teaching the technical literary terms at the very beginning of studying a literary work because this was the first step to give students background knowledge

about getting meaning out and doing valid interpretations. Gajdusek (1988) highly appreciates "factual-in-class work" and believes that factual work with a literary text is crucial to establish a sound background knowledge about who, what (happens), where and when before progressing to deal with the analytical question why (p. 38).

The analysis of the other transcription, again for the answer of the first research question, showed that Miss Belle mostly left the floor to the students. She did 31% of the class talk, whereas the students did 69%. In this class session she conducted a student-centered activity.

The second transcription was also used to answer the second research question which investigated how the teacher made the students interpret the novel and how she reacted to the interpretations of the students. The results showed that in the analyzed class session, Miss Belle made some statements and asked the students to discuss on those statements. The students interpreted and evaluated some parts of the novel during their discussions, and mostly received positive feedback from the teacher. This aroused two implications. First, the students learned the facts of the novel well and succeeded making their own valid interpretations. Second, the teacher was open to different students' interpretations which were evidenced in the text. The teacher explained the reason of accepting all interpretations and evaluations pointing out that if the teacher asked the opinions of students, the students could come up with different interpretations and evaluations of the

novel. As long as students did not distort the facts in the novel, the teacher should accept the different interpretations of the students. These words of the teacher complies with those of Karolides (1991) about the validity of students' interpretations. He explicates that there can be several interpretations evidenced in the text. In the agree-disagree activity the teacher illustrated the application of the Karolides' argument. The teacher's having the students express their ideas through making well-considered statements helped the students put forth their own interpretation and evaluation of the novel.

For the answer of the third research question, the most important point is that Miss Belle usually conducted student-centered activities. She used activities which demand successful task accomplishment and group communication from the students. She used a number of activities in some of which the students produced art and written works.

The activities she chose became complicated gradually. In the first questioning activities such as boot-drawing and lantern-drawing for instance, she wanted to elicit mostly the factual data in the novel. There was only an application question in the boot drawing activity which asked what the students would do if they were the character in the story (see table 8). The students applied a situation from the novel into their own lives. This application question was well-considered to provide more student involvement from the very beginning of their studying the novel. The other questioning activity was the cube-making. In this activity,

the questions became more comprehensive and complicated (See table 9). The students were required to show several skills ranging from finding factual data in the text to creating their own resolutions to the conflicts in the story. It is impressing that the teacher is aware of Bloom's questioning taxonomy which is mentioned in the professional literature of Second Language Acquisition.

As the activities became more complicated, the demand for creativity increased accordingly on students' part. Newspaper creating activity is a good example for this. To be successful in this activity, the students should know the story well, consider different episodes to rewrite appropriately as a newspaper section and create their own works based on the story. The procedures of the activity allowed students to practice different language skills. They first discussed the episodes in the groups to select one for every individual and reread the episodes. They negotiated to find a title for the newspaper. And, finally, they wrote their news. This activity was quite successful to integrate the language skills. Although the activity was demanding, the students enjoyed it a lot. They created humorous things. As they mentioned in the interview, the students liked using sense of humor in their written productions. Therefore, I think, it is wise to encourage students to create humorous works from time to time. Another activity which stirred the creativity and sense of humor of the students was episode-creating activity. In this one the students first analyzed the relationship between two characters in the story, and

then, created their own episodes based on the same
relationship. Most of the students showed good performance
in both newspaper-designing and episode-creating activities
and wrote humorous news and episodes.

As for the negotiation of the cultural issues in the
novel, it took place once. The teacher provided the students
involvement relating the topic to their own lives. She
elicited the cultural differences from the students by asking
questions about their lives. Then she directly explained the
culture-specific situation in the novel.

Limitations of the Study

Such a study gave me opportunity to see and describe
real classroom practices of an experienced TEFL teacher. It
was very enjoyable, and I learned a lot. However, there were
some constraints of this study. First of all because this is
a case study, observations were held in one private high
school classroom. The results obtained from the data of the
observations are not generalizable to all Turkish high school
students.

The other two constraints caused difficulties during
data collection procedure. The first one was the time
constraint. I could usually observe only one class hour per
week. Some activities took more than one class session. It
was not possible for me to see how a whole activity was
conducted. I tried to overcome this shortcoming of the study
through the teacher's interviews. I asked the teacher how
they completed the activity.

The second constraint was about the student's interviews. The participant students of this study were sixteen years old. Teenagers at this age are not always patient enough to spent time to be interviewed instead of playing games during the short breaks. I had to use the breaks because there was no other convenient time to interview. Therefore, I took the volunteers' opinions and asked the others whether they agreed or not. If they did not agree, I recorded the opposing idea.

Pedagogical Implications

The classroom practices of the participant teacher presented in this study strongly supported the conclusion that many communicative activities can be conducted in TEFL literature classes. Through these activities the students can be made more responsive and interactive. Teachers play an important role by choosing activities which help students to understand the literary text and create new written works based on the text.

Students like creating their own works. The literary work inspires their creativity. Students also enjoy using their sense of humor. Therefore, teachers can lead them to create humorous stories or cartoons based on the literary work. Students can use their different talents to produce art works such as drawing a scene of the literary work.

Another salient point is that students become responsive and communicative in debate-type activities. Especially, if

the activities are arranged to let the students move around in the classroom, students become relaxed and participate more. Through several debate-type activities such as the agree-disagree activity described in this study (see chapter 4), students can be encouraged to interpret and evaluate the literary text. While doing this, having students apply the happenings of the story to their own lives arouses students' feelings and enhances their involvement in the classroom communication.

Literary works can be used in the language classes very effectively. Sage (1987) says that language teachers should not be afraid of handling literary works in the classroom. With the imagination and creativity of a teacher, ultimate benefit can be obtained from this rich source in terms of students development in language learning and higher thinking skills.

Implications for Future Research

In this research, I presented teaching practices of a specific teacher along with the classroom behavior and art and written work of the students. However, the main focus was on the teacher's classroom behaviors. Students' classroom behaviors were not scrutinized in detail.

The same study can be replicated by providing a reader response classroom and focusing on mostly the learning behaviors of students. The reader response theory advocates process-centeredness in literature teaching. Therefore, in a

study which investigates the responding processes of the students, it can be interesting to see how students are capable of coming up with their own interpretations, and how their understanding changes and what makes the individual students understand differently. To apply the think-aloud procedure while students reading a literary work can be the data collection procedure.

Since such case studies which focus on individuals or small groups are not generalizable to a population, for the suggested study around five subjects would be appropriate.

I think that to investigate the applicability of the reader response in TEFL literature classes will give insight about the usage of target language literature effectively in language classrooms.

REFERENCES

Akyel, A., & Yalcin,E. (1990). Literature in the EFL class: A study of goal-achievement incongruence. ELT Journal, 44, 174-180.

Alptekin, C. (1993). Target-language culture in EFL materials. ELT Journal, 47, 2, 136-143.

Brown, D. (198). Principles of language learning and teaching.

Carter, R., & Walker, R. (1989). Literature and the learner: introduction. In R. Carter, R. Walker, & C. Brumfit (Ed.), Literature and the learner: Methodological approaches. Hong kong: Modern English Publications.

Chaudron, C. (1988). Second Language Classroom. New York: Cambridge.

Collie, J., & Slater, S. (1987). Literature in the Language Classroom. Cambridge: Cambridge University press.

Cristenbury, L. (1991). "The guy who wrote this poem seems to have the same feeling as you have": Reader response methodology. In N. J. Karolides (Ed.), Reader Response in the classroom: Evoking an interpreting meaning in Literature (pp. 33-44). New York: Longman

Dubin, F., & Olshtain, E. (1987). Facilitating language learning. New York: Macgraw Hill.

Elliott, R. (1990). Encouraging the reader-response to literature in ESL situations. ELT Journal, 44, 191-198.

Gajdusek, L. (1988). Toward wider use of literature in ESL: Why and how. TESOL Quarterly, 22, 227-259.

Icoz, N. (1992). Teaching reading to the first year students in English language teaching and English language and literature. (Eds.) An International Conference. Tradition and innovation: ELT and Teacher Trainging in the 1990s. (p. 26-36). Ankara: The British Council.

Karolides, N. J. (1992). The transactional theory of literature. In N. J. Karolides (Ed.), Reader response in the classroom: Evoking and Interpreting menaing in literature (pp. 21-32). New york: Longman.

Lazar, G. (1990). Using novels in the language-learning classroom. ELT Journal, 44, 204-319.

Littlewood, W. (1981). Communicative language teaching: An introduction. New York: Cambridge.

Maley, A. (1989). Down from the pedestal: Literature as Resource. In R. Carter, R. Walker, & C. Brumfit (Ed.), Literature and the learner: Methodological approaches (pp. 10-24). Hong Kong: Modern English Pubicatins.

Moody, H. L. (1968). Literary appreciation: A particular guide to the understanding and enjoyment of literature in English. London: Longman.

Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.

Rahim, A. (1989). Literature in the ESL classroom: An overview. ELT Journal, 34, 108-117.

Sage, H. (1987). Incorporating literature in ESL instruction. London: Prentice-Hall, Inc.

Small, R. C. (1991). Connecting students and literature: What do teachers do and why do they do it? In N. J. Karolides (Ed.), Reader response in the classroom: Evoking and interpreting meaning in literature. New York: Longman

Sinclair, J. McH. (1982). Teacher talk. New York: Oxford

Stern, S. L. (1991). An integrated approach to literature in ESL/EFL. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 328-345). Boston: Heinle & Heinle.

Wilkins, D. A. (1978). Second language learning and teaching. London: Billing & Sons

Yorke, F. (1986). Interpretative tasks applied to short stories. ELT Journal, 40, 313-319.

Zughoul, M. R. (1986). English departments in Thirld Worls Universities: Language, linguistics or literature? Teaching Forum, 24, 10-17.

APPENDIX   A

Characterization

Characterization is the information the author gives the reader about the characters in the story. Complete the following chart about the characters in Where The Red Fern Grows.

Billy	Comments	Quotation from text
Appearance		
Personality		
Background		
Motivation		
Relationships		
Conflict		
Change		

APPENDIX B

(Transcription of the first class observation.
Abbreviations: T: teacher, S: student,   Ss: students)

T_ Characterization is what the auther tells you about the characters.

S_ direct characterization, indirect characterization.

T_ Yes, good, good!

T_ Indirect is what?

S_ What the other characters say.

T_ What the other characters or the character, himself, says.

T_ Allright, Now, there are a number of different things about characterization and I am going to list them. This is the very easiest; appearance. If you have two people and one of them looks like this and the other one looks like this. (Draws two pictures)

T_ And without knowing anything about the person whatsoever, how might other people feel about these two people because of their appearance? How might they be treated? How might they be talked to? How might they act themselves?

S_ Fat one is unhappy, the other one is happy.

T_ OK., this one is unhappy, because I gave you a hint. How might, because this person is unhappy and fat, how might people treat them?

S_   They can find him funny.

T_ OK., they might tease them. Anything else?.

T_   What if you see somebody or there is somebody in even something so impersonal as a bus, they haven't even taken a bath, they have real weary clothes, their hairs are all dirty. How might this appearance affect how people are going to treat them? If you are happen to see somebody on a bus or on a street and the person is very dirty, dirty hair, dirty clothes, has not taken a bath for along time, ...

S_   He smells bad.

T_ He smells bad.

S_ No friend.

T_ The person has no friends.

S_ He might have some illness.

T_ OK., He might have some illness.

S_   No money.

T_ No money. You are making assumptions that he is poor because of his appearance. Lots of times people make the assumption that a fat person is lazy because they don't get up and exercise. What are somethings that happen to a person when they are overweight, very very overweight, what are some, there might we can say restrictions, somethings they cannot do?

S_ sports

T_ They can ride bicycle?

Ss_ No

Ss_ run, drive

T_ cannot sit on the very small seat, right OK. Your appearance affects a lot of things that you do or wait what the person does, the character does and also the way others treat them. Good. So when you read the story then come out the boy's main character's appearance in here.

T_ Now, the next thing; give me some examples of personality, characteristics.

Ss_ Jealous, quick-tempered, sense of humor, lazy, rude, selfish, shy.

T_ OK., good things come up. Now, the second thing that is going to be in your paper these characteristics and then over on this side we are going to put quotations. Now, If you say this person is jealous. This is the personality that you have chosen. What might be the indirect characterization? What might they say that tells you they are jealous?

S_ A girl argues with her boy friend when she sees him with other girl.

T_ With another girl. Yes.

T_ This is what you are going to do working on this piece of paper. You will have appearance here and then quotation that makes you think that it is true over here. There is a good example on this sheet. So, this is how you are going to be working out. Now, the next one after this one is background. Why background is very important. For instance, I am an American. In California I lived untill I was twenty on a very small farm. Anyone who lives in farm here? No, I don't think so. Second one, my religion is different from everybody else's is here, too. First of all I am christian and most of you are probably muslems, different religions. My parents were German and Italian.

T_ How do these differences in background makes me a person as an adult. My father was a farmer. He was educated. My mother was the farmer's wife and she never worked anywhere else except our house, but she wanted to send us to the college, too. What difference do you think that makes?

S_ So you are educated, too.

T_ Of course. So even though they were farmers, they thought that education is extremely important. They took us to the balley, to the opera, to the symphony. They bought lots of books. So even though we were very much a farmer family, they were educated. Religion; I still go to church all the time. My brother and sister go to church all the time. This is what happens, this is the effect of your background. If you are in a very wealthy family, then how difficult for the people to lose all the money. That is how your background affects how you are as an adult. That is another thing that you have to look at.

T_ O.K., now, motivation. In story, motivation means the reason why you do something. If, in the story, a character wants money, money is the only thing he thinks about, what are some of the things he might try to do to get money.

S_ Probably steal.

T _ Steal, rob. What else?

S_ Kill.

T_ Kill. What else?

S_ Kidnap.

T_ Kidnap. Can we get a positive thoughts on money?

Ss_ Work.

T_ Work. Okkay. These are the motivations that what makes people do things. If you want to win a swim race what are you going to do?

S_ swim.

T_ You are gonna train, you are gonna get up at six o'clock, you are gonna go to pool, you are gonna swim. What is your motivation? I will win that race.

T_ Okkay, conflict is the next one. It is the problem of the story. Now, there is one conflict up here that he wants money. That is all he thinks about. If we are talking about a novel, there are chapters in the novel, so it is longer. And consequently the rising action has probaly more parts. Suppose that the character steals something and he is put in the jail. Maybe he meets somebody else another personality, another person. He needs another person and this person helps him. He tells him stealing is not the right way to get the money. Aha! A job is the way to get money. Still the motivation is the same, he still wants money. The conflict is still the same. He will be able to get money for whatever reason. Maybe he wants to buy a house or to win the beautiful girl or whatever.

S_ Sports car.

T_ Sports car. Whatever the reason is. He wants money and save one's power. So he gets the job and makes some money.

And then, he begins to have more money and he buys a lottery ticket. Is this lottery ticket going to make him rich and everything. So the conflict is not just one thing but these things give me the same idea. He is still after this. Somebody counselled him in the jail, told him not to steal, to work hard, perseverence. All goes into the same thing.

T_ OK. The other one. What is relationship? The relationship can be with your family with your friends. The relationship could have been with a counsellar in the main character. Do they like each other? Do they get along? Sisters, brothers and family, there are three of them. Do they like one another? Do two of them like each other, but the other one does not? Competetion. Is there any competition betweeen them.

T_ The last one is change. This boy we created in this story (above). When he stole the money he was a younger. But he grew up and became 25. So his appearance changed. His personality: If he started to think in the jail that he did something wrong. Then he decided to get a job and earn money in that way. He determined to do this. So his personality changed, too. His background;.....

Ss_ No.

T_ Well, you cannot change your background. If you were born in a poor family, you cannot change it.

T_ Motivation; his motivation is still the same. He still wants the money.

S_ But, it can change.

T_ Yes, it can change. Relationships can change. Somebody can die. People can change. Feelings can change.

So these are the things you are going to be looking for while reading the novel.

T_ Ok., keep on reading the novel.

APPENDIX C

DATA FROM THE LAST CLASSROOM OBSERVATION

[In collecting the following data, two kinds of data collecting techniques were used. One of them was anecdotal report technique, and the other one was audio-taping the classroom speech. The recordings were transcribed. Therefore, verbatim of the classroom speech was obtained. The following is the combination of the data obtained through anecdotal technique and the data obtained through recordings.]

The teacher wants the students to get into groups, and gives each group a statement related to the novel they read. The Ss will discuss in the group and decide whether they are agree, strongly agree, or, disagree, strongly disagree with the specific statement given to them. Each group is given a different statement. Every one in the group can have different idea. They can look at the book , the teacher says, if they need to support their idea showing textual evidence. While the students are discussing, the teacher sticks white papers on the walls at different corners. She writes "agree" on the first paper at one corner, "disagree" on the other one at another corner, "strongly agree" on the third one at the third corner, ʾand "strongly disagree" on the last paper at the last corner.

(During the group discussion I participated in different groups and listened to them. Sometimes I expressed my ideas. Because the ss own ideas are asked in this activity, everybody came up with idiosyncratic views. Some of them changed their minds during the class discussion. Some of them did not.)

After the group discussion, the students are attracted to the white papers on different corners. Then, they are instructed the second step of the activity. The teacher will read the statement and the students will go to a corner on which their idea is written. They will make four groups at different four corners. In every question, these groups will change according to the students ideas.

The teacher reads the first statement.

T_ Because the jackpot is so large, papa will decide how it is spent.

[4 ss disagree, 6 strongly agree, 7 strongly disagree, 1 agree]

S._ Yes, I agree because he is the oldest one, and he should decide how to spent the money.

T- You think so. All right.

S._ Billy worked hard to earn the money. Grandpa helped him a lot. So it is not logical only Papa will decide how to spent it. (strongly disagrees)

 T._ O.K. Who else?

S._ I agree with this idea because Billy didn't do the coon hunting because of money. He only wanted to win that cup. He wanted his dogs to be the best in the country. He will give the money to his father because they are a poor family and they need that money. It is not good for him to keep the money for himself.

T._ O.K. Good. Any other idea. ... No?

T._ Is there anybody who changed his mind.

Ss._ (Some of them) Yes.

T._ Then, change your place.

T._ (The teacher calls on a female student.) Why did you changed your mind?

S._ Because, first of all I thought that it was Billy's money. You know he earned it by his dogs. But, now I think that, yes, they are family. Billy didn't do it for money. Billy just wanted to show that his dogs are the best in the country. His family is poor. He must give the money to them, to his father.

T._ O.K. Now comes the second one. Listen. You could have helped on this hunt because of your background.

[6 strly disagree, 5 disagree, 5 agree, 2 strly disagree]

S._ I didn't grow up in a place where hunting is done. I don't know how to train and control the dogs. I love dogs but I don't know how to train them to hunt. And, I didn't help in my family, you know, like Billy's grandfather and father who can teach me hunting in my early ages. I don't know how to hunt. I don't know how to do something right. I don't know anything about coons. How can I hunt them. I disagree but not strongly disagree because maybe I have the ability to hunt, but I don't know because I didn't do it.

T._ All right. You go ahead.

S_ I think I can help it because I have the ability to hunt. I think that it will be very enjoyable. I can stay in the forest for days. It will be very enjoyable to go hunting with my father and grandfather.

T_ O.K. What other characteristics does a person needs to be able to be a good coon hunter? Anybody over there?

S_ He should be brave.

T._ Brave. O.K. What about you?

S_ I am strly disagree because first of all I don't have enough ability to hunt, and I don't have enough material to hunt. My strong arms are not enough to do hunting. And, I like animals. I don't like them to be killed. All animals are living things like us, human beings. No one has right to kill them.

T._ Very good. Is there anybody who wants to change place.

T._ Is there anybody who has different reasons from those of the spokesmen.

T._ O.K. No. O.K. Listen the other one. It was wise to take the old man on the hunt.

[7 strly agree, 1 disagree, 10 agree, no strly disagree]

S_ I strongly agree with it. Grandpa is more experienced than the others. He knows how a coon can trick a dog. This will be helpful in their hunting. And, grandpa many times helped Billy and he also wanted to see the cup a lot. For that reason it was wise to take him on hunting.

T._ O.K. Good reasons.

S_ I disagree because old people are a little bit clumsy. The coon hunting is like a sport. It needs fast moving with the dogs. And, this is the thing that old people cannot do.

T._ Aha! Another idea. Good.

S_ I strongly agree with this because in the previous chapter we see that grandpa informed the cup to Billy. He also wanted to enter. Not to accept him is like killing him because he wants the cup even more than Billy. This hunt doesn't require much running. They just let the dogs tree the coons, and dogs catch the coons. They don't do much thing.

T._ In this instant in which grandpa is hurt, can we think that it was silly to take the old man along? Because of his being hurt, then having to stop and find him, what happens as a result of this?

S_ He slows down the coon hunting.

T._ And what happens because of slow down?

S_ They got lost. They are separate from the group, the other hunters.

T._ O.K. Now comes the fourth one. The idea of a coon hunt is ridiculous.

[9 disagree, 3 strly disagree, 5 agree 1 strly agree]

S_ I strgly disagree because Billy worked to buy these two hounds for two years. It is his right to use them to hunt.

T._ O.K.

S_ I disagree because his only friends are his dogs. At nights he goes hunting with them. It is the only job he can do. His family is a poor family. They will get money from coon hunting, and they will be able to got to the town.

T._ O.K. Any other comments. No? O.K.

T._ Try to be eloquent in your responses so that you can convince the others.

T._ Now comes the last one. They should have gone back home when the snow started.

[7 disagree, 3 agree, 5 strly disagree, 3 strly agree]

S_ I think he must go on hunting. He entered this championship. He has to do it in a bad weather or other bad conditions.

T._ O.K. What do you think?

S_ I strly agree because the weather was very bad. And, grandpa was about to die.

S_ I just disagree because they could have been hurt but they didn't. They continued searching for coon. They won the price at the end. They succeeded.

T._ O.K. Yes.

S_ I think they should have returned home because there was strong wind. They might be lost or hurt. Dogs might die because of the wind. The dogs were small, not very big hounds. They could be hurt and not hunt anymore. [agree]

S_ The hounds had already treed the coons. So, they are lost when the storm started. They cannot go back home. [disagree]

T._ Aha! You say that it doesn't make any difference whether they want to go back home or not. They have already been lost.
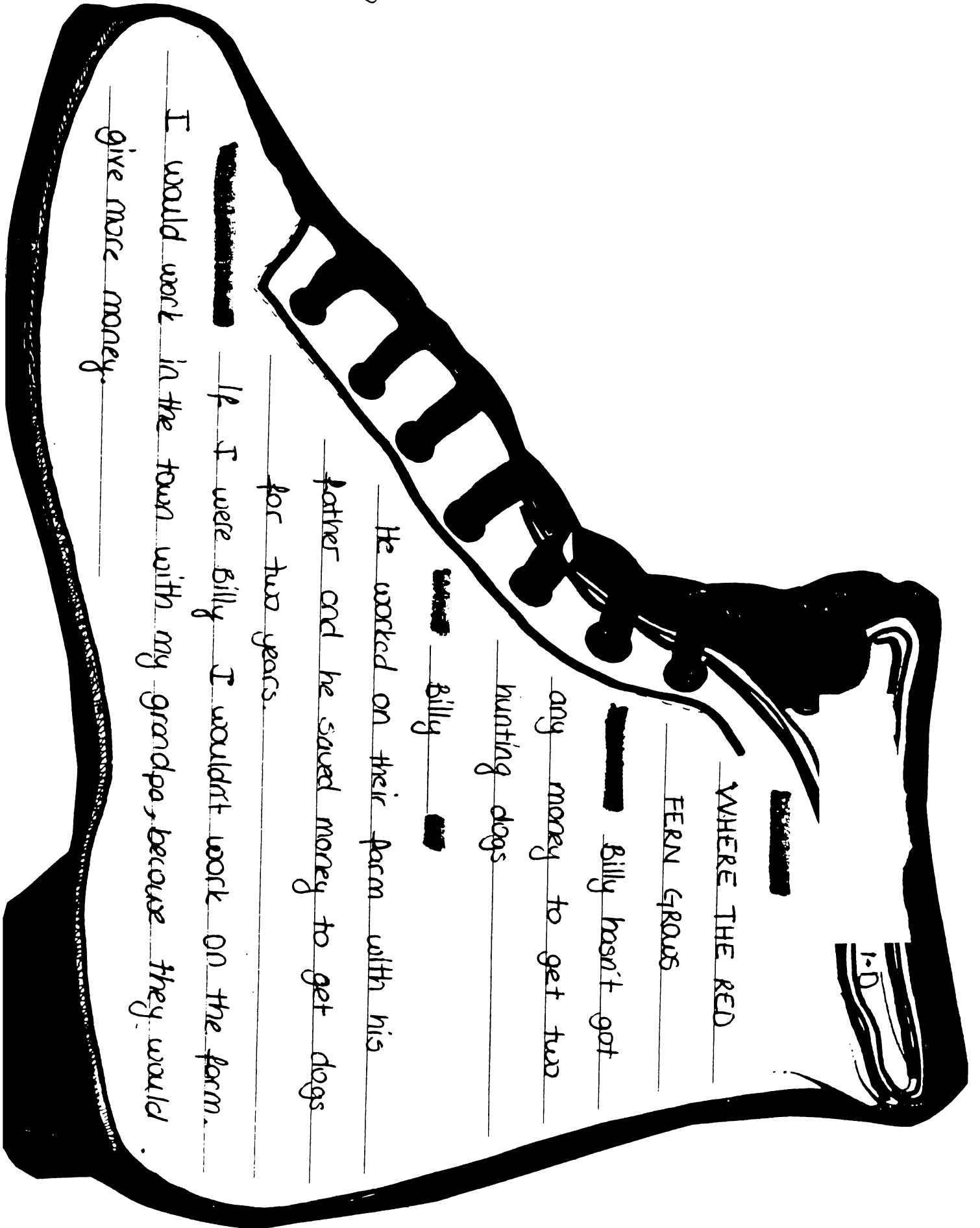
S_ They shouldn't put their life into danger. Life is very important. Billy is very young. He can enter other championships when he grows up. [Strgly agree]

T._ Any other idea. No? O.K.

T. Anybody who wants to change their place. No. O.K.

T. You did a good job. We also did this activity with different questions as adults in my school in the States. It was amazing to see how often they change their mind and places.

An example of the students' products in
Boot- drawing activity

WHERE THE RED

FERN GROWS

Billy hasn't got

any money to get two

hunting dogs

Billy

He worked on their farm with his

father and he saved money to get dogs

for two years.

If I were Billy I wouldn't work on the farm.

I would work in the town with my grandpa, because they would

give me money.

Map Making

The map below shows a raccoon's trail. This particular raccoon was being chased by Old Dan and Little Ann, although the dogs' tracks have been omitted so you can clearly distinguish the coon's trail. Read the map to determine the raccoon's escape route and the outcome of the chase. Use directional words and the names of landmarks to chronicle the event on a separate piece of paper.
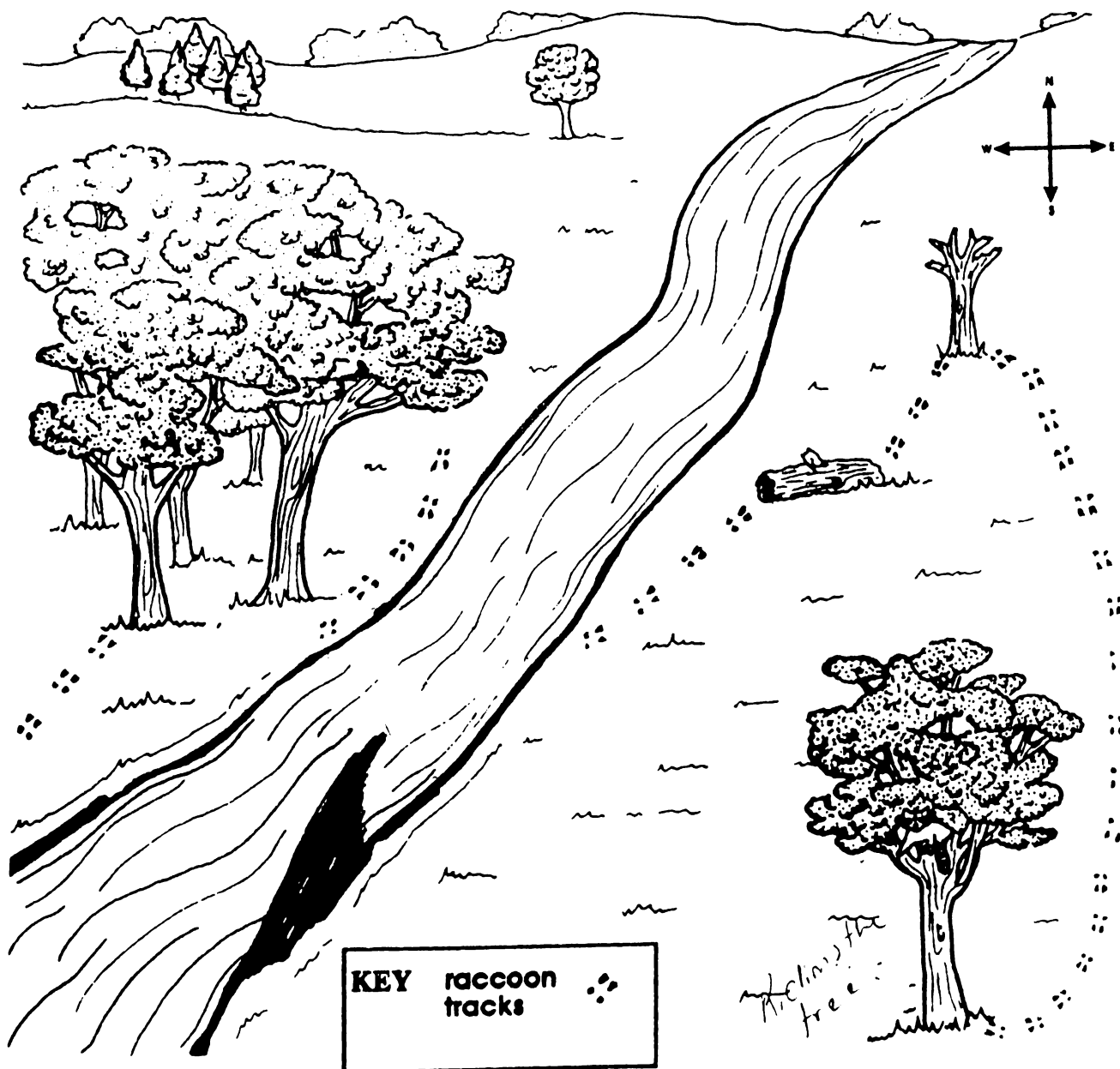
KEY raccoon tracks
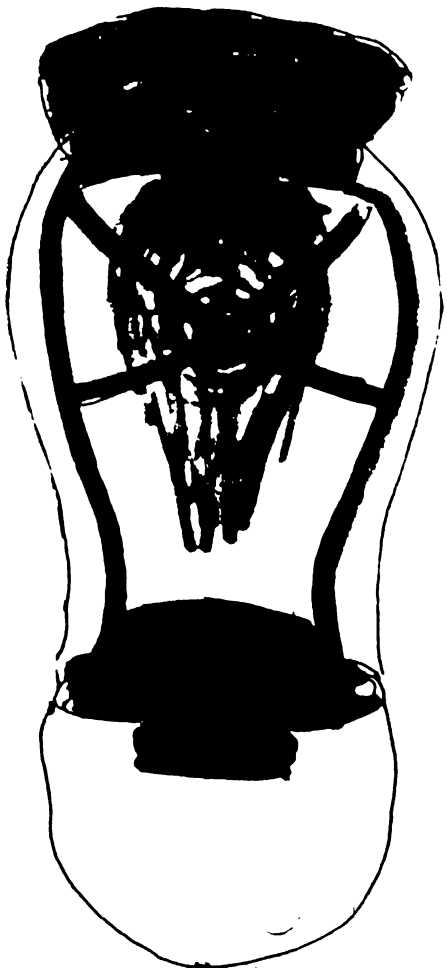
The Horoscope Column

Do you think all coons have horoscope branches like leo or virgo?! Noo. You're a coon.

(*) Dear old ringy, living in the Ozark Mountains, there will be a conflict between you & a small boy some time soon. You must be careful about your health. But what you are going to do will be useless. You are going to die. Kiss, kiss, hi hi ho!

ANIMAL RIGHTS

THE POOR COONS AND A SADIST BOY

This boy (photo on the left hand side) is called Billy Coleman and lives in Ozarks He is really a sadist and he is a killer. He has two coon hounds. His family is so poor that I think he has stolen things to buy these dogs Maybe he has stolen them. He hunts every night and kills coons. He also chops the trees down to get them. He trains his dogs with negative techniques. He always punishes them and confines them. His father and grandfather have a bad effect on his character. They are sadist like him and they are nature killers. Something must be done with this sadist family. Otherwise, there won't be any coons and trees left in the Ozarks.

COMING SOON
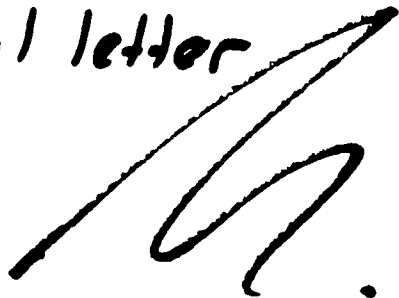
TO A CINEMA NEAR YOU...

THE FIRST HUNTING

See this adventorous film about a boy's two dogs, Old Dan and Little Ann. The boy trains the dogs for months and waits for the hunting season. At last that day comes and the first hunting starts. It is a night, still and frosty with a big grinning Ozark moon.

Don't you wonder what will happen that night?

Macaullay Culkin
Kevin Costner

B => capital letter

★ Bribe => Word

def: Something given exchange for money
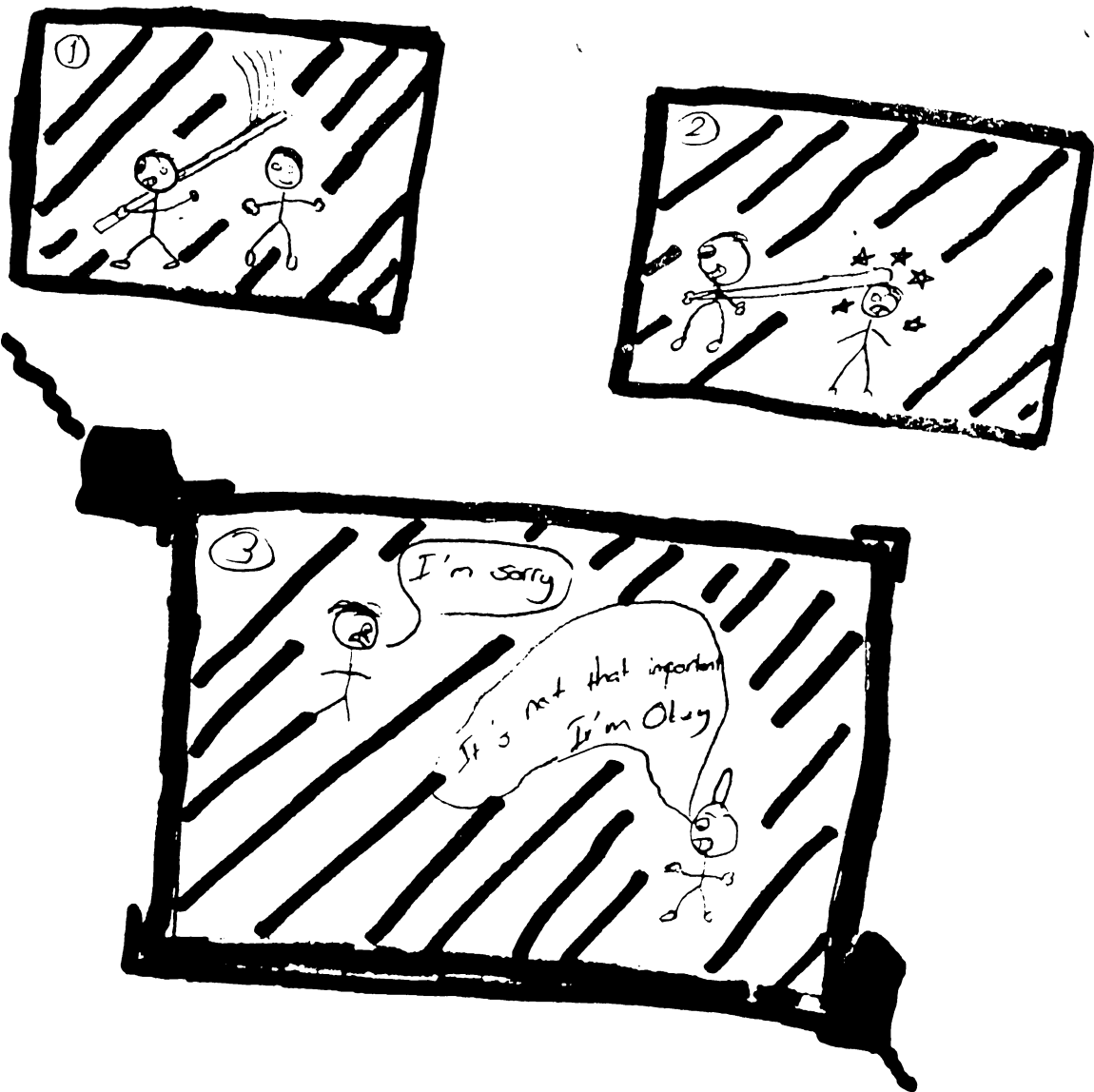
If he'll give me
some money I'll
do his job

A

Amends

ə'mendz

◊ Things given or done to make up for injury or loss

APPENDIX K

Teacher's answers and students' questions in the "find-the-question" activity.

Teacher's answer	I felt so brave and courageous
Students' questions	How did you feel when you chopped the tree?
	How did you feel when the strong wind started?
	How did you feel when you first stayed out at night to hunt?

Teacher's answer	I am not certain whether I want to go on doing this type of thing. But, it was fun for change.
Students' questions	How do you like saving money?
	How do you like selling fruit to the fishermen?
	How do you like chopping three?
Teacher's answer	I do not have many regrets but this one one of them.
Students' questions	Did you feel regretful when you chopped the threes?
	Did you feel regretful when Rubin died because he would not die if you did not bet on dogs?

GRANDPA ADVISES BILLY

Grandpa: Billy, come here boy I want to have a talk with you.

Billy: About what, Grandpa?

Grandpa: About girls, Billy.

Billy: Well, I'm not interested in girls.

Grandpa: Allright then How many girls have you met in your life?

Billy: What?

Grandpa: Who are they?

Billy: Mom, Jelly, Kelly, Sally and Little Ann.

Grandpa: Oh, come on! I meant as a girlfriend!

Billy: What will I do with a girlfriend? They're waste of time

Grandpa: Let me give you an example 'Were you born with the thoughts "What will I do with a mom or dad?"

Billy: No...

Grandpa: So, if you go on thinking like this you can never have good relationships with girls.

Billy: So, what is the use?

Grandpa: First of all, you can share your feelings and secrets Besides this you will be able to have another friend.

Billy: Yes, but.... There is a problem... Where will I find a girlfriend in the mountains?!!

Grandpa: Well, it's your problem son!