

TEACHING *THE ADVENTURES OF HUCKLEBERRY FINN*: A
META-ETHNOGRAPHIC STUDY

A MASTER'S THESIS

BY

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June 2014

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ABSTRACT

TEACHING *THE ADVENTURES OF HUCKLEBERRY FINN* : A META-ETHNOGRAPHIC STUDY

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June 2014

The purpose of this study is to demonstrate how models of teaching literature, and literary theories could be used to provide lenses and alternative perspectives for analysing and interpreting a number of sources and studies focusing on *The Adventures of Huckleberry Finn* to inform instructional planning. The study used meta-ethnography, an approach to interpretive synthesis, to synthesise qualitative studies and sources for identifying second-order interpretations around recurring themes and concepts identified by the researcher. To enable interpretation across studies and sources, the researcher used models of teaching literature for developing surface third-order interpretations, and literary theories for generating deeper level third-order interpretations for instructional use.

Key words: *The Adventures of Huckleberry Finn*, literature, meta-ethnography, teaching literature

ÖZET

HUCKLEBERRY FINN'İN MACERALARI'NIN ÖĞRETİMİ ÜZERİNE BİR META-ETNOGRAFİK ÇALIŞMA

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Bu çalışmanın amacı *Huckleberry Finn'in Maceraları* romanının öğretiminin planlanmasına yardımcı olmak amacıyla, bu roman üzerine yazılmış bir dizi kaynak ve bilimsel çalışmanın incelenmesi, sentezlenmesi ve yorumlanması için edebiyat öğretme modelleri ile edebi kuramların nasıl kullanılabileceğini göstermektir. Bu amaçla çalışmada meta-etnografik bir araştırma yöntemi kullanılmıştır. Araştırmacı tarafından inceleme sonucu oluşturulmuş tekrar eden temalara ve kavramlara bağlı kalarak, ikincil yorumlar tespit edilmiş ve edebiyat öğretme modelleri ve edebiyat kuramları kullanılarak üçüncül yorumlar oluşturulmuştur.

Anahtar Kelimeler: *Huckleberry Finn'in Maceraları*, edebiyat, meta-etnografi, edebiyat öğretimi

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CHAPTER 1: INTRODUCTION

Background

The use of literature as teaching material has become quite popular in English language teaching (Amer, 2003). Bringing language and literature together in English as a Foreign Language (EFL) and English as a Second Language (ESL) classes offers many advantages. Literary texts are invaluable sources for improving linguistic competencies, cultural enrichment and development of language skills and abilities. Literary texts provide authentic texts that enable learners to explore subtleties of language and improve linguistic skills. Another point is that literature is invaluable source for cultural enrichment, allowing learners to become acquainted with culture of the target language and to appreciate cultural diversity. Moreover, literary texts give learners a chance to interact with the text and construct their own meaning during the process of reading, which fosters independent thinking and interpretive skills (Carter & Long, 1991; Hill, 1986; Slater & Collie, 1987).

In Turkey, in state schools, studying the literature of a target language is not considered as a part of English language curriculum (Çıraklı & Kızılkaya, 2011). Most private schools, however, include teaching literature as part of their English language curriculum. Private schools implementing international curriculum such as International Baccalaureate Diploma Programme (IBDP) place significant emphasis on combining literature with language learning and teaching. For example, IB Group 1 studies in

language and literature consists of three courses (IBO, 2014): Language A: Literature, Language A: Language and Literature, and Literature and performance.

Group 1 aims include the development of “a personal appreciation of language and literature, skills in literary criticism, an understanding of the formal, stylistic, and aesthetic qualities of texts, ...” (IBO, 2014).

There is a wide range of literary genres, and a broad range of prescribed and recommended literary pieces are included in IBDP. This study intended to focus on one of the literary works, *The Adventures of Huckleberry Finn*, which has been a significant part of young adult literature. To this end, the researcher first explored various sources and studies focusing on *The Adventures of Huckleberry Finn*, and synthesized them to inform instructional planning through the lenses of literary theories, and models of teaching literature (Carter & Long, 1991).

Carter and Long (1991) highlight three general reasons for teaching literature, grouping them under three models: cultural, language, and personal growth. Cultural model places emphasis on understanding and appreciating cultures, enabling students to “perceive tradition of thought, feeling, and artistic from within the heritage the literature of such cultures endows” (p.2). The language model intends to allow students to become acquainted with linguistic skills, grammar and language structures and vocabulary, “put[ting] students in touch with some of more subtle and varied creative uses of the language” (p.2). The personal growth model is related personal engagement of the students through reading process, and enabling students to construct their own meaning

and grow as individuals. Students are encouraged to bring their prior knowledge and experience into text, and to give personal response to literary texts.

Literary theories provide alternative perspectives and lenses for analysing and interpreting literature. This study explored various sources and studies on *The Adventures of Huckleberry Finn*, synthesized second order interpretations around recurring themes and concepts identified by the researcher, and then utilized literary theories across themes and concepts to provide third order interpretations, i.e. lines of argument, for instructional use.

Problem

Beginning English teachers in Turkey face many challenges when they first enter the professional life. The difficulties they usually experience include how to put theory into practice, how to adapt themselves to a new environment, and how to get professional support (Çakıroğlu & Çakıroğlu, 2010; Kızıldağ, 2009; Korkmaz, Saban & Akbaşlı, 2004). When these teachers work in private schools that offer international programs, such as International Baccalaureate (IB), International General Certificate of Secondary Education (IGCSE) or Advanced Placement (AP), they experience even more challenges, stemming from the nature of these programs. For example, no matter what their backgrounds are, they may find themselves in situations requiring them to integrate literature into their language classes.

To become an English teacher in primary and secondary school contexts, there are several routes. One of them is to complete a four-year English Language Teaching

(ELT) program. ELT departments in Turkey offer some literature based courses but they were reduced significantly because of a policy decision taken by the Council of Higher Education (Arıkan, 2005). Another route is available for the students and graduates of the following departments from Faculties of Arts and Sciences, after completing a teaching certificate program recognized by the Council of Higher Education: American Language and Literature, English Language and Literature, Linguistics and Translation. However, the graduates of these programs still need support, even after the completion of a certificate program (Akyel & Yalçın, 1990). Although American or English Language and Literature undergraduate programs provide considerable grounding in appreciation of literature, there is limited or no integration to any primary or secondary school contexts by their nature. As for the departments of Linguistics, and Translation, they normally do not intend to provide any literature focused background or training but allow their students to take additional or elective courses focusing teaching or literature. In all cases, the current practice necessitates to provide additional support to graduates who may wish to teach in schools whose curriculum includes teaching literature.

Purpose

The purpose of this study is to demonstrate how models of teaching literature and literary theories could be used to provide lenses and alternative perspectives for analysing and interpreting a number of sources and studies focusing on a selected literary piece, *the Adventures of Huckleberry Finn*, to inform instructional planning.

The researcher used meta-ethnography, an approach to interpretive synthesis, allowing the researcher to synthesize qualitative research studies and sources (Noblit and Hare, 1988). The researchers explored a number of sources and studies on the chosen literary piece, and identified second-order interpretations (derived from the studies) around emerging and recurring themes and concepts. To enable interpretation across studies and sources, the researcher used models of teaching literature for developing surface level third-order interpretations, and literary theories for generating deeper level third-order interpretations for instructional use.

Research questions

This study intends to answer the following research questions:

How could general models of teaching literature be utilized to analyse the studies focusing on *The Adventures of Huckleberry Finn* for informing instructional planning?

How could literary theories be utilized to provide alternative perspectives and lenses for analysing the studies focusing on *The Adventures of Huckleberry Finn* and for informing instructional planning?

Significance

This study provides insights into *The Adventures of Huckleberry Finn*, and primarily pre-service and beginning English teachers may benefit from it. The study is also valuable in that it provides mechanisms and strategies as to how to synthesize and generate interpretations that might be useful for instructional planning purposes.

Limitations

The researcher will explore a number of studies, focusing on *The Adventures of Huckleberry Finn*, which were conducted in the last fifty years.

Definitions of key terms

Young adult literature: Young literature is characterized as “simplified literature” written for adolescents and theme of the transition between childhood and adulthood mostly appears as one of the most outstanding characteristics of this fiction. The choices young protagonists make in their lives give the author to explore the motifs which reveals the “collective unconscious “ of the individuals and represents the truth of the life (Proukou,2005). However, Cappella (2010) underlined the point that young adult literature has a complicated nature being open to literary criticism and has gained popularity in academic research studies.

Meta-ethnography: Meta- ethnography is a research method which synthesize qualitative research studies. Campbell, Pound, Morgan, Daker-White, Britten, R Pill, L Yardley, Pope and Donovan (2011) state that

The meta-ethnographic method enables a body of qualitative research to be drawn together in a systematic way. The process of reciprocally translating the findings from each study into those from all the other studies in the synthesis, if applied rigorously, ensures that qualitative data can be combined. Following this essential process, the synthesis can then be expressed as a ‘line of argument’ that can be presented as text and in summary tables and diagrams or models. (p. 4)

A meta- ethnographic study brings new perspectives through synthesis of qualitative research studies. More details are provided in Chapter 3.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This chapter gives presents models of teaching literature, approaches to teaching literature, and brief information about modern literary theories.

Modern literary theories

Literature does not offer only one truth or a unique meaning to the readers and there are various ways to approach a literary text. Literary theories enable the readers to reveal the various factors such as “history, culture and nature of language” that play a significant role in creating a literary work (Sullivan, 2002, p.568). However, dealing with a literary text in the classroom might pose some instructional challenges when incorporating elements of literary criticism and theory.

Eckert (2008) discusses that there is a “pedagogical gap” between literary theories and teaching literature in practice. With developments in literary criticism, there have been changes in the practices of literature instruction. An emphasis on constructivist approach has been placed in literature classroom and students are encouraged to “create their own meaning” out of a literary text reading through “theoretical lenses”. Iser (2000) describes reading as “a product arising from interaction between text and the reader”; there are “gaps” and “blanks” in the texts and “the absent and present are made continually to point each other” (p. 72). Therefore, students need to be equipped

with the skills to develop a “theoretical perspective” for a better understanding of language and meaning in the text.

Sullivan (2002) points out that although including the elements of literary criticism have challenging and complicated aspects for both teachers and students, classroom applications, “reception moments” help students understand the literary value of a text through interaction with “connotative , ambiguous and textured language”, and how literary criticism developed over the years and played a significant role in reading the literary texts (p. 569). At this point, it is necessary to introduce basic literary theories employed in interpretation of literary texts:

Structuralism

Structuralism which has its roots in Saussure’s ideas developed in 1920s. In structuralism, signification is the basic component and meaning is explored through interaction between sign and “its referent”. “The structuralist school emerges from theories of language and linguistics, and it looks for underlying elements in culture and literature that can be connected so that critics can develop general conclusions about the individual works and the systems from which they emerge”

(<https://owl.english.purdue.edu/owl/resource/722/07/>).

Meaning is important in structuralism. Signs are divided into two. Signifier and signified are the components which build meaning. Signs are arbitrary in relation with its referents. Structuralism argues that each text has a structure. And this structure enables reader to interpret text through signs. Hoenisch (2005) argues that

The central tenet of structuralism is that the phenomena of human life, whether language or media, are not intelligible except through their network of relationships, making the sign and the system (or structure) in which the sign is embedded primary concepts. As such, a sign -- for instance, a word -- gets its meaning only in relation to or in contrast with other signs in a system of signs. (p. 5)

Formalism

Formalism is an approach that underlines literary form and literary devices within a text. “Formalism,” like “Structuralism,” sought to place the study of literature on a scientific basis through objective analysis of the motifs, devices, techniques, and other “functions” that comprise the literary work.” Context and author are discarded in formalism. Devices and narrative strategies are explored and analysed how they function in a literary text. Literariness is the basic tenet of in Formalism. Formalists put an emphasis on irony, ambiguity and other literary techniques and strategies in a narrative. Formalist approaches a literary text within an interpretive theory (Retrieved from (<http://www.write.armstrong.edu/handouts/Formalism.pdf>)).

New criticism

New criticism developed at the beginning of 20th century as an approach to literature by American critics. New Critics advocate the idea that a literary text should be analysed and interpreted through “close reading” and treated as “self-contained” text. Placing emphasis upon content and form of a text, this form of criticism claims that a literary

text should be studied independently disregarding the intention of author, social and cultural background of the text (Spurgin, 1997).

New criticism seeks for “only the text” ignoring the biographical, historical and social background of the text. The reader focuses on the text itself and analysis of text is very much dependent upon the language of the text. Therefore, the form and ideas are examined together and reader focuses on “tension, paradox and irony” in a text. The objective approach to the text enables reader to explore “imagery, narrative structure, point of view and other technical components” (Delahoyde, n.d.) in the process of analysis of a text. Therefore, the text becomes independent from its author. The New criticism disregards author’s intentions and meaning only exists in the text not within the intention. Therefore, intentional fallacy where author’s intentions and meaning of the text are blurred is avoided in New criticism. In addition to that, affective fallacy is also rejected where responses of reader are discarded in the analysis of text (Delahoyde, n.d.).

Psychoanalytic criticism

Psychoanalytic criticism is very much based upon theories of Freudian psychology. This form of criticism seeks for how concepts of psychoanalysis (“Oedipus complex”, “unconscious mind”, “repression”, “dreams”) function in literary texts and enable reader to interpret literary texts within the light of psychoanalysis. Freud’s subconscious or unconscious proved to be influential which refers to repression of our desires and fears and drives. Those repressed feelings become manifested in dreams and or Freudian slips of tongues (Webster, 1996).

Webster (1996) states that Freudian “model of personality” which include “ego, superego and id” had an influence on the analysis of characters in a literary text.

“Id” refers to human instinctual drives and desires which is the source of sexual drives, bodily pleasures and needs and impulses. Id already exists in human psyche by birth and it is “governed by” pleasure principle.

Ego depends upon “reality principle” and attempts to please id’s principles. Ego seeks to balance between id and reality. Ego helps to understand the external world which include organization of knowledge of outer world. Ego is also a part of reason and common sense which is necessary for diminishing the internal conflict id and super ego (Webster, 1996).

Superego is very much concerned with cultural norms and rules and has an influence on id’s drives and pleasure. Superego seeks to govern conscience which results from conflict between id and ego. Cultural taboos and norms are a part of superego, which is always in conflict with id. (Webster,1996).

Freud’s theories become popular in literary criticism because “Freud provides universal models and explanations for the drives which underpin the way people behave: concepts of desire and pleasure have been theorized in terms of writing and reading”

(Webster,1996, p.88). Therefore, those psych structures along with pleasure and desire help reader to interpret texts and interpretation of dreams. Looking for meaning beyond the surface in a literary text enabled reader to use psychoanalytic criticism to interpret the text.

Psycho- analysis has taken a step further with Lacan's ideas about structure of language and the "unconscious" (Spurgin, 1997). Lacan's idea of "mirror stage seeks for semiotics and interplay of signifiers which are not fixed in text to be interpreted. Devis and Schleifer (1993) underline the point that "texts are composed of gaps and inconsistencies" where there might not be meaningful sign and entity within in the discourse."(p.376). Texts are comprised of signs which are identified in the unconscious. Those signs create the meaning in a text.

Marxist criticism

This form of criticism builds upon the ideas and theories of Karl Marx and deals with how Marxist concepts such as "class differences", "material dialect" and capitalist and economic implications operate in literary texts. Marxist criticism is very much concerned with the everyday lives of lower classes in literary texts (Brizee & Tompkins, 2010).

Hall (1963) underlines the point that Marxist criticism is very much related to economic structures in the society. Therefore, man's consciousness reflects those structures of the society. In terms of literature, class and power struggles of characters and quest for wealth and money are explored in Marxist criticism. "Literature reflects basic economic structure of society. An epic, a poem and a play are produced by the same forces that produce social classes"(p.141). In addition to that, theme of oppression, social conflicts and class relations in a literary text are the initial steps for Marxist criticism.

Webster (1996) states that "the concerns of Marxists generally have been primarily social rather than individual, exploring the sociology of the text as opposed to the

psychology of individual characters”(p.68). When characters are explored, social and historical forces and realism of the period which is reflected in a literary text are important concepts in Marxist criticism. Webster (1996) points out that Georg Lukacs is “very much concerned with characters that are a part of social and historical structure and unity, and he “saw a kind of integrated and organic totality in his view of realism in relation to Marxist theory” (p.69).

Feminist criticism

Feminist Criticism deals with how literature “undermines the political, economic, social and psychological oppression of women” with the relation of patriarchy. This form of criticism seeks for how female characters are represented in a literary text, the intention of male authors, and how female writers are disregarded in literary world (Brizee & Tompkins, 2010).

Webster (1996) emphasizes the point that the role of women writers in literature is discarded. Therefore, the voice of women in literature, representation of women characters and female experience by male authors are questioned in feminist criticism. Stereotypical representation of female character in patriarchal discourse is also quite important. Therefore, “philosophy, science, indeed all forms of knowledge which are produced from a predominantly male perspective in a language which itself reinforces such a viewpoint, will be male centered and discriminate against women” (p.78).

The patriarchal order and discourse in a literary text is analysed in feminist criticism and representation of women characters is explored through feminist reading of a text. The

ideology from which literary texts are produced reflect the historical and social reality of the period. Thus, female authors challenge the patriarchal order rejecting the idea that women are represented outside the limits of realism.

In feminist criticism, oppression of women, “construction of femininity” and masculinity, creating marginalized and stereotypical characters in a literary text, “cultural definition of gender” and seeking for “gender equality” are some of the principles and approaches that reader might recognize in order to read the text from a feminist perspective.

Webster (1996) further argues that

Language, as we have seen, is constitutive of knowledge as discourse, it is possible to see the privileging of the male position and the establishment of patriarchal order in broader historical and discursive ways as well as in everyday or literary language. (p.78)

Thus, knowledge which is derived from male perspective in a language will represent patriarchal order and discourse and that kind of discourse in a literary text is challenged in feminist criticism.

Reader-response criticism

The Reader-response approach is derived from constructivism and the interaction between the reader and text forms the base of this approach. Amer (2003) states that “the readers are independent maker of meaning” (p.68). In this approach, it is important to encourage students to engage in a literary text and respond to it using their own feelings,

experience and ideas so that they will develop interpretive and creative skills during this interaction and gain new perspectives.

Carlisle (2000) states that

Reader-response theory emphasizes the creative role of the reader. According to its proponents, the literary and aesthetic experience of reading a novel or poem is the product of a dialogue between reader and text. (p. 12)

In the process of reading, reader is engaged in meaning of words and images, emotions and other elements of a text. Interaction with the text and “individual response” to the text help the reader to gain new perspectives about the text.

Carlisle (2000) introduces an alternative strategy in order to apply reader-response theory in classroom. Students are encouraged to keep written reading logs so that they record what they feel, how they perceive the novels or other texts in the process of interaction. However, Khatib’s study (2011) which explored the advantage of reader – response theory in Iranian EFL classroom resulted that there is no significant difference between students who used reader-response approach and who did not practice the theory. The reader response approach did not significantly promote vocabulary knowledge and EFL students’ motivation when compared to traditional methods.

Post-structuralism/deconstruction

Post- structuralism is concerned with the idea that there is not only truth to explain reality, systems and structures. As a result of this, it is not possible to talk about only one unified meaning. Post-structuralism asserts the idea that the relationship between

signifier and signified is arbitrary in language system as a result of this, meaning derived from language cannot possess certainty and truth and become destabilized in post- structuralism (Davis & Schleifer, 1993).

Webster(1996) argues that

One of the central tenets of post structuralism is that whereas structuralism emphasized the underlying structures of meaning in a fairly secure, foundational way, meaning in post structuralism is always temporary and in a state of flux, never stabilized or rooted in anyway. (p.114)

Author is excluded from the authority of the text and reader plays an important role in the interpretation of the text and producing meaning. Thus, the author is dead in this process. The texts “become plural” and interpretation is very much depended upon reader’s relationship with the text.

Davis and Schleifer (1993) define deconstruction as “it focuses on the instability of meaning. However, by “instability” it does not suggest that there are no meanings, but rather meaning is historical, local and subject to change” (p.299). Meaning is decentered and there is no unified, stable center. Deconstruction is very much concerned with the signifiers and there is not one signifying system dominated over the text and exploring the “contradictions” and “ambiguities” in a text without “destroying” the text.

Derrida (as cited in Webster,1996) argues that all forms of knowledge including science and literature is “structured around a centre”. This centre has two functions. Knowledge

is organized considering a truth which is fixed and certain; therefore, meaning is derived from the interaction with that centre where “free play of meaning” is avoided.

Deconstruction involves destroying that “logocentrism” and examines what is repressed, deemphasized and ignored in a particular thought. Multiple meanings which are not stable and fixed are explored in a text in deconstructive analysis. “Binary oppositions and contradictions” which are suppressed in a text are examined. Thus, “what is inside and outside of the text is deconstructed” (p. 105).

New historicism

As a result of post-structuralist theory and deconstruction, new historicism theory appeared. This theory presented a methodology for reading text within the context of history. New Historicism studies literary text in relation to history. Webster (1996) points out that

New Historicism and critical work have been especially productive in rethinking or deconstructing the kinds of assumption made about the past and literature’s place in it. (p.116)

New Historicism does not suggest a fixed, stable history where literary texts are analysed through an alternative historical background. “So that history is site of conflict which is unfinished and fragmented” (Webster, 1996, p. 117).

New Historicism proposes that a literary text reveals about history of its time and period, at the same time how critic is influenced by historical context. A literary text reflects historical circumstances of the past and author’s biography and social background.

Literary works tell about not only facts and events of the past but also “ways of thinking, prejudices and ideas of social organization, taboos, which concerns Man and prevailing ideology of the period” (Webster, 1996, p. 118).

Post-colonial theory

Post- colonial theory deals with literature produced by colonial power and those who are colonized. This theory is concerned with issues such as power, economics, politics, religion and culture. It is also important to explore how those issues are related to “Western hegemony”. Post- colonial criticism also seeks for “the role of the western literary canon and western history as dominant forms of knowledge making”. (Tompkins& Brizee 2010).

Post-colonial criticism also questions the idea that literary works which are from Third World literature are excluded from the Western canon. Therefore, it explores the idea that canons and history are written from the perspective of Western mind, which discards the Orient perspective.

Webster (1996) further argues that “Orientalism on which Western culture has an authority is explored in terms of discourse in post- colonial criticism. As with most theoretical categories, post- colonialism covers a wide and diverse range of writing and certainly there had been critiques of imperialist culture” (p.119).

Teaching literature

Integration of literature into curriculum has become quite popular in language teaching (Ghosn, 2002; Colli & Slater, 1987). Literature offers teachers and learners many advantages when considering language teaching and learning. Ghosn (2002) underlined the point that authentic literature provides “meaningful and motivating” context for learners in language learning and teaching. Also, literature creates a love for reading so that children enjoy this process as they become motivated by literature. Lazar & Gullian (1993) point out that students “experience a sense of achievement” when they deal with a literary text. Literature of target language might be highly motivating when they are encouraged to include literature from their own culture. Therefore, selection of the material plays an important role in creating a more “meaningful and relevant” context, related to their own lives.

In terms of language learning, Lazar & Gullian (1993) argue that “literature presents natural language, language at its finest, and can thus foster vocabulary development in context” (p. 173). Literature not only promotes motivation, it also “facilitates integration language skills” (p.174). Children learn new vocabulary, different language structures and become acquainted with linguistic skills and abilities. For example, when they read stories, students encounter simple past tense or future tense, and become acquainted with this grammar structure as it promotes verb tense acquisition. Through medium of literature, in addition to development of oral skills and experience of language, literature fosters language awareness in its written form (Ghosn, 2002). One of the reasons for including literature in language classroom is that literature can foster academic literacy and thinking abilities so that students get ready for instruction in

English. In addition to that, literature acts like a change agent as literature contributes to emotional development of children. Their character develops through literature as literature promotes “positive interpersonal and intercultural attitudes”. In addition to linguistic advantages of literature in language classroom, literature has educational role in the classroom. Literature fosters students’ “imagination and critical skills and emotional awareness.” “If we ask students to respond personally to texts, they will become increasingly confident about expressing their own ideas and emotions” (Gullian & Lazar, 1993, p.19).

Gullian & Lazar (1993) further argue that literature fosters language acquisition as it “provides meaningful and memorable contexts for processing and interpreting new language. Especially extensive reading can promote language acquisition as they are exposed to text written in target language. Therefore, “the reading of literature then becomes an important way of supplementing the inevitably restricted input of the classroom (p.17).

Collie and Slater (1987) underline the point that literature promotes language awareness as young learners become engaged with the reading process. In addition to that, literature offers authentic material which includes different text types and genres. When learners read a literary text, “they gain additional familiarity with many linguistic uses, forms and conventions of the written mode” (p.3).

Cultural enrichment is another reason for teaching literature in language classroom. When students learn a target language, culture of this target language is also important.

Students are expected to become acquainted with ways of life of the country of the target language. Guillian and Lazar (1993) also underline the point that although culture is represented or reflected in a literary text, one must consider the possibility of “how far a literary work genuinely represents its culture” (p.16). Therefore, values, traditions and social practices are considered as elements of culture which students encounter when dealing with a literary text.

Language enrichment is also one of the advantages of using literature in language classroom. Collie and Slater (1987) point out that “literature provides a rich context in which individual lexical or syntactical items are made memorable” (p.5). Students extend their knowledge and linguistic awareness through literature as they read and interpret a text. Gullian & Lazar (1993) further argue that creative uses of language in literature teaching in the language classroom is explored “whether literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion”. Students gain awareness while exploring those elements of language (p.18).

Personal involvement is an outcome of reading a literary text (Carter & Long, 1991; Collie & Slater, 1987). Engaging with literature enables learners to shift focus of their attention beyond more mechanical aspects of the foreign language system (Collie & Slater, 1987, p. 5). Once a reader reads a text, he/she “inhabits” text. Reader might identify themselves with the characters or they get involved in the events as they give response to the text. So that, reader enters a fictional world as long as he/she is well

motivated and being engaged in the text which is “interesting, varied and non-directive” (Collie & Slater,1987).

Using literature in language classroom also helps students develop interpretative skills as they use their thinking and inferential skills. Learners draw inferences or comment on the text so that they achieve being critical about the text. As literary text inhabits layers of meaning, students with those skills explore those layers of meaning and discuss their own interpretations (Gullian& Lazar,1993)

Approaches to teaching literature in EFL context

During 1970s and early years of 1980, the role of literature in teaching English was ignored as more emphasis was placed upon “English for specific practical purposes” and spoken language. As a result of this, there was little debate over use of literature in EFL/ESL classroom. However, during the 1980s, the value of literature in teaching English was reconsidered and many studies on integration of literature as teaching material in language classrooms appeared in this field (Carter & Long, 1991).

Models for teaching literature

Collie & Slater (1987) underline the point that the way literature is introduced in language classroom has its own characteristics and approaches that might be employed by teachers. According to Carter &Long (1991), models of teaching literature can be categorized as “language-based model, culture model and personal growth model that represent different tendencies in methodology and classroom practices” (p.10). The language model is concerned with developing linguistic skills of the learner. Carter and

Long (1991) point that teaching literature enables learners to “perceive how patterns of language reinforce the message” and develop “a kind of sensitivity to language and ability to interpret the creative uses of that language in the establishment of the meaning”(p.7).

Collie and Slater (1987) also emphasize the point that literature reinforces learners’ awareness of language itself. As a literary text provides authentic language to be used in language classroom, it becomes much easier to create a meaningful context for teaching especially grammar and vocabulary. Hill (1994) states that this authenticity of teaching materials provides what Krashen called “comprehensible input” reinforcing language acquisition.

Language model

Language model focuses on the idea that students become acquainted with language structures and vocabulary as they become engaged with a literary text. This model puts emphasis on the role of literature in reinforcing “values, ideas and wisdom”. Students inherit language awareness when they study a literary text as they get involved in reading process (Carter& Long, 1991). When learners deal with a text, they encounter different genres, linguistic structures and vocabulary (Khatib, 2011).

Carter & Long (1991) further argue that “one of the main reasons for a teacher’s orientation towards a language model for teaching literature is to put students in touch with some of the more subtle and varied creative uses of the language” (p.2). Therefore, students become equipped with linguistic skills and abilities through language-centered

literature teaching and “they find ways into a text in a methodological way for themselves” (p.2).

Cultural model

In cultural model, literary texts are treated as products that provide information and knowledge. This model tends to be more teacher-centred and by which “literature” is studied. Literary texts by its nature inherit cultural concepts of target language and enable students to learn and appreciate the culture, ways of life, traditions, values and beliefs of the language being studied (Carter& Long, 1991).

Cultural model puts an emphasis on the role of literature in reinforcing values and ideas that exist within a culture. The purpose of cultural model is to guide learners in a text by presenting them “more subtle and varied creative uses of language (Carter& Long, 1991).

Dealing with cultural background of a text gives students a chance to learn about and appreciate culture of the target language. Students come to realize how cultures differ from each other while dealing with a literary text. In addition to cultural knowledge and awareness, literature can promote intercultural awareness (Khatib, 2011).

Personal growth model

Personal growth model is closely related to learners own experience with the text and how she/he responds to it. Once the learner gets involved in reading process, she/he constructs their own meaning out of the literary work .They bring their prior knowledge

and experience into the text. This motivates and stimulates learners' response to the text as they get engaged in the reading process (Carter and Long, 1991).

The main purpose of this model is to motivate students for studying literature and expect them to enjoy literature. This model helps learners promote their relationship with the environment. Moreover, personal growth model of literature teaching aims to guide students in terms of engagement with the text. In this model, engagement with the literature brings enjoyment and satisfaction so that students give their own response to the text, constructing their own knowledge (Carter & Long, 1991).

Approaches to teaching literature

A task -based approach

Khatip, Derakhshan and Rezaei (2011) present an alternative approach to teaching literature. Task-based approach is concerned with communicative task where learners are involved in the process of learning. This procedure includes pre-task, during-task and post-task. Pre-task is very much related to "schema building" and "authentic listening exposure where students "build their own schema through brainstorming, vocabulary study and some listening activities" (p.217). During-task includes "prediction, scanning, analyzing, action role- play, drama, simulation". Post-task is concerned with "repetition, and reflection on the task including self-evaluation. Students are encouraged to relate tasks to their own life and experience. As a result, tasks become personalized for the learners. They can reflect upon what they learned through posts tasks which are designed to be communicative and engaging for the learners.

A language based approach

The aim of language- based approach is to improve learner’s linguistic skills and enrich their vocabulary. In addition to that, promoting language awareness is also favoured in this approach. Learners become proficient in the target language and develop other language skills (Carter & Long, 1991; Duff & Maley, 1990). In this approach, integration of literature and language is quite important and this enables learners to achieve goals and aims related to the language itself. Carter (1991) asserts that language based approach increases learners’ awareness of how the language is used in a literary text. Hwang and Embi (2007) point out that this approach includes “student -centered activities such as role play, ranking tasks, cloze, prediction, poetry, debate, discussions and forums which can be used to create opportunities for language use in classroom” (p. 5).

Integrated approach

In this approach, all the approaches come together systematically. Savvidou (2004) asserts that “an integrated model is a linguistic approach which utilizes some of the strategies used in stylistic analysis, which explores texts, literary and non-literary, from the perspective of style and its relationship to content and form” (p.4).

Duff and Maley (1990) point out that there are methodological, motivational and linguistic reasons for integrating elements in this approach. Learners linguistically are offered a variety of authentic texts which help them recognize linguistic aspects of the texts. Methodologically, students are expected to use reading strategies which enable

them to identify their own way of reading a text. And lastly, motivation is an important element in this approach which encourages students enjoy what they read.

Information-based approach

This approach demands that literature is considered as a source of information and includes “critical concepts”, “literary conventions”, and “meta-language” which students are expected to use those in learning and teaching literature. Teaching strategies are often teacher-centred where learners are expected to concentrate on content. Learners require an input from teacher which they focus on history and literary movements and social, cultural, political and historical aspects of the literary text (Carter and Long, 1991).

Personal-response approach

This approach is associated with personal growth model (Carter & Long, 1991). Learners construct their own meaning in the process of reading and analysing a literary text. They bring their own personal experience and prior knowledge into the text. Thus, personal responses are quite important for this approach encouraging learners to be active in studying literature. Promoting personal response of the learners is quite important for this approach, and meaning is derived through learner’s interaction with the text, which includes interpretation process of the text.

Communicative approach

Coşer (2011) discusses that teaching literature in classroom enhances linguistic competence, and promotes cultural and communicative awareness and information.

Employing communicative approach encourages students to enjoy the language and reading process to get cultural experience and learn “ways of life”.

The selection of the text for learners is one of important procedures in communicative task. Literary texts should address to learners interest, level of proficiency, and age group. Presenting students different texts from a variety of genres and benefiting from practices of technology in classroom help students get engaged in the texts more willingly and appreciate a literary text. Communicative tasks should “trigger personal response in a free from criticism atmosphere and offer environment for practicing as many skills as possible”(p. 210). Fostering critical thinking and improving imagination can be also considered as a strategy for practicing communicative tasks in classroom.

CHAPTER 3: METHODOLOGY

Introduction

This chapter introduces the background information about meta-ethnography, and how the researcher integrated the concept of meta-ethnography to derive second-order constructs, and generate third-order interpretations for instructional planning to teach *The Adventures of Huckleberry Finn*.

Research design

Methods for synthesizing quantitative research outcomes are well-established, but the methods of meta-analysis are not applicable to qualitative research. The increase in the number of published qualitative studies leads to emergence of methods for the synthesis of qualitative research (Britten, Campbell, Pope, Donovan, Morgan & Pill, 2002). Meta-ethnography is a method for synthesising qualitative research and for developing strategies that interpret findings across multiple studies. There are several approaches to qualitative synthesis with their accompanying types. Aggregative synthesis is numeric in nature; narrative synthesis aims to provide summaries or comments; interpretive synthesis intends to produce “interpretations that go beyond individual studies” (Campbell, et al., 2011, p.8)

Interpretive synthesis

This study utilized meta-ethnography, one of the approaches to interpretive synthesis to analyse and synthesize interpretations in the literature. Meta-ethnography is an interpretive approach originally developed by Noblit and Hare (1988). Meta-

ethnography method enables the researcher “to understand and transfer ideas and concepts” (Britten, Campbell, Pope, Donovan, Morgan & Pill, 2002, p. 26). Interpretive synthesis makes use of interpretation from original studies (second-order constructs), and allows the development of further interpretations (third-order constructs). “This synthesis method has the potential to provide a higher level of analysis, generate new research questions and reduce duplication of research... The strength of this approach lies in its attempt to preserve the interpretive properties of primary data” (Atkins, Lewin, Smith, Engel, Fretheim & Volmink, 2008, p.2).

Noblit and Hare (1988) make “a distinction between integrative reviews, in which data from different studies are pooled or aggregated, and interpretive reviews, which bring together the findings from different studies using induction and interpretation to gain deeper understandings of a particular phenomenon” (p.15). According to Noblit and Hare (1988), meta-ethnography consists of the following seven phases:

- Phase 1: Getting started – “identifying an intellectual interest that qualitative research might inform”. Sample for research is selected in accordance with the topic of interest.
- Phase 2: Describing what is relevant to the initial interest - which “involves knowing who the audience for the synthesis is, what is credible and interesting to them, what accounts are available to address the audiences’ interests, and what [the researcher’s] interest are in the effort” (p. 27).

- Phase 3: Reading the studies which require repeated reading. This requires identifying key concepts, themes and paying extensive attention to detailed accounts.
- Phase 4: Determining how the studies are related. “This requires determining the relationship between the studies to be synthesized... it makes sense to create a list of the key metaphors, phrases, ideas, and/or concepts (and their relations) used in each account and to juxtapose them” (p. 28). To this end, the researcher analysed studies for common and recurring themes, concepts or metaphors.
- Phase 5: Translating the studies into one another: “the metaphors, themes and/or concepts in each account and their interactions are compared with the metaphors, themes and/or concepts and their interactions in other accounts” (p.28). Within the framework of each key concept, the researcher looked across the studies again and identified themes, and interpretations offered by the studies (i.e. second order constructs).
- Phase 6: Synthesizing translations –“a second level of synthesis is possible ... to produce a new interpretation/conceptual development” (p. 28). The researcher mainly used models of teaching literature and literary theories to construct further interpretations (lines-of-argument), which enabled the researcher develop third-order constructs, i.e. discovering a ‘whole’ among a set of parts (Campbell, Pound, Morgan, White, Britten, Pill, Yardley, Pope and Donovan, 2011, p. 10).

- Phase 7: Expressing the synthesis: - to communicate the synthesis effectively, it needs to be expressed in a form the target audience can understand (e.g. Chapter 5 of this thesis).

Sampling

The researcher found 27 articles, 18 MA theses and dissertations, which focused on teaching Huckleberry Finn, and included all of them in the study.

Method of data collection and data analysis

The researcher used the following electronic databases to collect relevant journal articles, theses and dissertations:

- Proquest Digital Dissertations
- Web of Knowledge (SSCI)
- EBSCOhost
- ERIC

Classification and categorization were the initial steps for analysis. The researcher used Microsoft Excel to form a database, categorizing sources around themes and sub-themes, deriving second order interpretations, and noting relevant incidents and events.

Aforementioned Phases 1 and 2 technically pose the purpose of the study given in Chapter 1. As regards phase 3, the researcher read each study in detail to identify main themes and concepts in each study. With respect phase 4, the researcher analysed studies for recurring key themes and concepts. As regards phase 5, the researcher looked

across the studies again and identified interpretations offered by the studies (i.e. second-order interpretations). Concerning phase 6, the researcher grouped the interpretations to construct third interpretations, i.e. lines of arguments, utilizing models of teaching literature and literary theories. Finally, regarding phase 7, the researcher expressed the synthesis to inform instructional planning, which was presented in chapter 5.

CHAPTER 4: RESULTS

Introduction

This chapter introduces second-order interpretations organized around recurrent themes and sub-themes. It also presents the analysis of the studies focusing on language and style, literary devices, teaching and controversies in *The Adventures of Huckleberry Finn*.

Major themes

The researcher identified the following six themes in the thirty out of forty five theses, dissertations and articles she analysed (Figure 1).

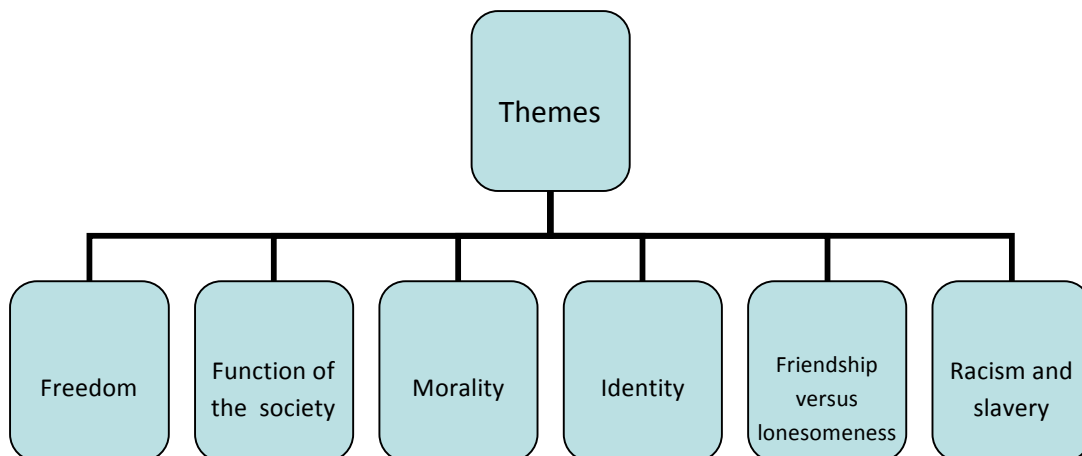


Figure 1. Main themes

Freedom

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* shows that four studies highlight the significance of the theme of “freedom” within different contexts: freedom for Huck, freedom for Huck and Jim,

freedom for Jill, and freedom for reader (Figure 2). While two of these studies are based on articles, the other two are based on theses.

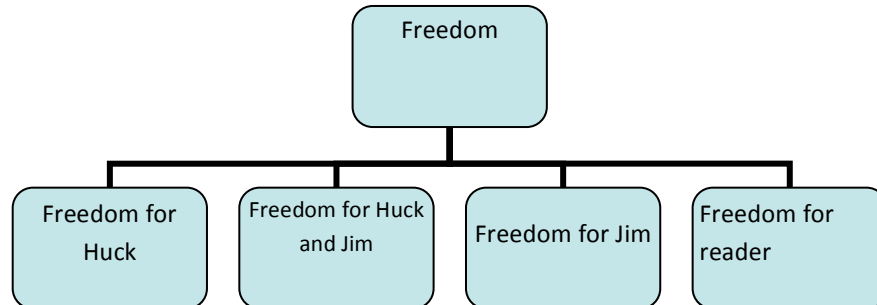


Figure 2. Themes

Table 1
Theme : Freedom

Sub-themes	Second order interpretations	Incidents/ Events	Sources	Author - Year
Freedom for Huck	Huck frees himself from Tom's imagination	Huck rejects to play the games of Tom	Thesis	Cabiness (2000)
	Huck frees himself from social institutions.	Huck does not favor schooling, religion.	Thesis	Cabiness (2000)
	Huck frees himself from paradoxes of being good and bad	Huck joins the gang of Tom	Thesis	Cabiness (2000)
	Huck frees himself from illusions and hypocrisies of society	They are away from slavery and civilization on the raft	Thesis	Cabiness (2000)
	Freedom in nature	Huck feels at home in nature and states "where you might feel free and easy and Comfortable	Thesis	Cabiness (2000)
	Huck frees himself from boundaries of civilization	Huck is away from teaching of Miss Watson	Thesis	Cabiness (2000)
	Huck is free from restrictions	Huck gets rid of brutal violent father and rules of Miss Watson.	Article Thesis	Schacht (1981) Mccoy (2003)
Freedom for Huck and Jim	Huck and Jim are free on raft	No one can see Jim and Huck can smoke , swear and he does not have to read Bible	Thesis	Cabiness (2000)
	Freedom of solitude shared by Huck and Jim	They are no longer a part of societal rules on the raft	Article	Schacht (1981)
Freedom for Jim	River as a path to free states	Jim dreams to be free in free states.	Thesis	Cabiness (1981)
	Political freedom for Jim	Jim is escaping from enslavement	Article	Horwitz (2003)
	Freedom from legal institution of slavery	Jim wishes to be free legally in northern states	Article	Schacht (1981)

Table 1 (cont'd)
Theme : Freedom

Freedom for Jim	Freedom to re-unite with the family	Jim plans to buy his wife and children	Thesis	Cabiness (2003)
Freedom for Jim	Freedom from racism	Town people believe the idea of slavery	Thesis	Cabiness (2003)
Freedom for reader	Censorship of the novel	The novel is claimed to be racist	Thesis	Cabiness (2003)
	Censorship of the novel	The reader is free to interpret the novel	Thesis	Cabiness (2003)

To begin with, in the sub-theme of freedom for Huck, studies reveal that by escaping to nature and living on a raft, Huck, in fact, frees himself from many things (Cabiness, 2000; McCoy 2003). He is free from restrictions of civilization, which become manifested in his life with Miss Watson and Mrs. Douglass. In the novel, Huck is not quite satisfied with ways of these two women, treatment of his father, rules and laws of the society holding the idea of slavery and racism. Huck frees himself from all those things when he lives on a raft with Jim in nature (Schacht, 1981).

As for the sub-theme of freedom for Huck and Jim, both are free on raft being away from institutions. Jim is no longer a slave on raft and Huck does not have to go to school and obey the rules of Miss Watson (Cabiness,2000).

It is also emphasizes that Jim seeks for freedom, which is another sub-theme of freedom in the novel.(Cabiness, 2000). Jim's desire to be free legally and politically in order to re-unite with his family constitutes a significant aspect for the novel. His quest for freedom is also shared by Huck. Studies show that living as outcast of the society means that they are away from a society, which is hypocritical and racist, as seen in the

characters of Pap, Miss Watson, King and Duke etc. (Cabiness, 2000; Schacht, 1981; Horwitz 2003).

In addition to these, another dimension of freedom, which is examined in one of the studies, is freedom for the reader of the novel. Linda Cabiness (2000) also draws attention the novel's being controversial in terms of racial issues and states that reader is free to interpret the novel to decide whether the novel is racist or not.

Function of society

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* show that four studies focusing on “Huckleberry Finn” reveal that function of society can be regarded as one of the themes of the novel exploring different subthemes: social hierarchy, property in society and hypocrisy and restriction in the society (Figure 3).

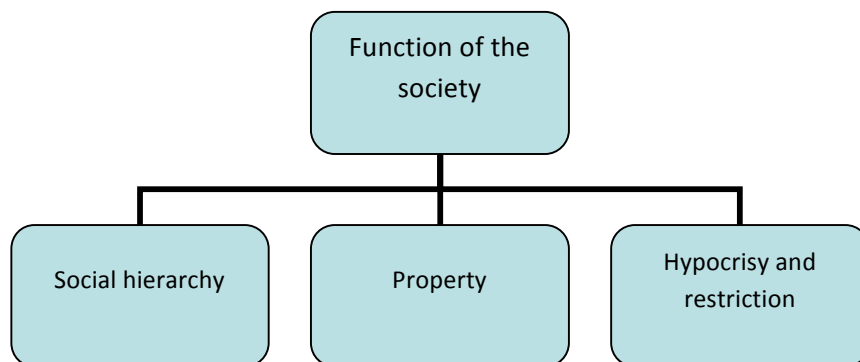


Figure 3. Function of the society

In *The Adventures of Huckleberry Finn*, there is social hierarchy which becomes evident in the characters. Issue of property and hypocrisy are also explored in the novel.

Table 2
Theme: Function of society

Sub-theme	Second –order interpretations	Incidents/Events	Sources	Author- Year
Social hierarchy	Characters’ dominion over others	Miss Watson, Pap and King and Duke impose their will upon others	Article	Horwitz(2003)
		Tom’s idea of gang of robbers	Article	Horwitz(2003)
		Phelps family enslaving Jim	Article	Horwitz(2003)
Property in society	Pap’s claim over Huck’s property	Pap returns town when he learns that Huck has money	Article	Howe (2009)
	Huck assumes Jim as his property	Huck uses my “nigger” Jim while he speaks to Duke	Article	Howe (2009)
	Money is desirable for characters	King and Duke deceive people and take their money	Thesis	Hipple (1968)
		Jim needs money to buy his wife and children	Thesis	.Hipple(1968)
	The conflict between society’s economic values and Huck	Huck is not after money	Thesis	Hipple (1968)
	Jim reflects Twain’s relationship with property	Jim rejects to be a slave	Article	Howe (2009)
	Jim’s relationship with property	Jim is a property of Miss Watson	Article	Howe (2009)
Jim is sold 800 dollars by Miss Watson and 40 dollars by King		Article	Howe (2009)	
Hypocrisy and restriction in society	Adults are restrictive and hypocritical	Miss Watson and Mrs. Douglass are religious but they own a slave	Thesis	Sağlam (2006)
		Miss Watson and Mrs. Douglass expect Huck behave well and obey the rules	Thesis	Sağlam (2006)
		The feud between Grangerfords and Shepherdsons	Thesis	Sağlam(2006)
	Huck’s escape from society	Escaping from attempts of “sivilizing” him	Thesis	Sağlam (2006)
	Malignity in society	Colonel kills Boggs intentionally	Thesis	Sağlam (2006)
		King and Duke are fraudulent and deceitful	Thesis	Sağlam (2006)
		Jim is enslaved in Phelps family	Thesis	Sağlam (2006)

Horwitz (2003) emphasizes in his study that characters in the novel tend to dominate over the other. Pap, Miss Watson, King and Duke are the characters who impose their will on others in the novel. Miss Watson expects Huck to behave according to her own style of living while King and Duke constantly attempt to deceive and exploit people in order to reach their goal.

Hipple (1968) and Howe (2009) examine the function of society with a different perspective focusing on the property in the society. Characters' relationships with the issue of property are explored and various interpretations are discussed in those studies. Jim's relation to property becomes evident when he is sold like property while he ironically cannot own any property. Money plays an important role in King and Duke's desires as they act deceitfully to have more money. Pap similarly is after property claiming that he should take Huck's money. Although Huck seems to have no interest in money issues in the novel, his relationship with property is observed when he mentions Jim as "my nigger" (Howe, 2009; Hipple, 1968).

Sağlam (2006) discusses function of society from a different perspective underlining the hypocrisy and restriction in society in novel. Sağlam's study gives a picture of society where characters are hypocritical, malignant and confining. Miss Watson, Widow Douglass and Aunt Sally represent the hypocrisy in the society as they hold the idea of racism and slavery while they read the equality of humans in Bible. In addition to that, the study draws attention malignancy in the society, which become manifested in characters such as Pap Finn, Colonel, Grangerfords and Shepherdsons, King and Duke. The feud between two families, mistreatment of Pap, fraudulent acts of King and Duke, murder by Colonel demonstrate that malevolence dominates over the society.

Morality

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* shows that there are nine studies focusing on the theme of morality

(Figure 4). While five of them are based on theses, four of them are articles. Those studies outline eight major sub-themes: moral dilemma of Huck, conscience of Huck in relation to Jim, flaws in Huck's moral education, moral significance of the novel, moral motivation, moral values, moral conflict and morality and self-interest.

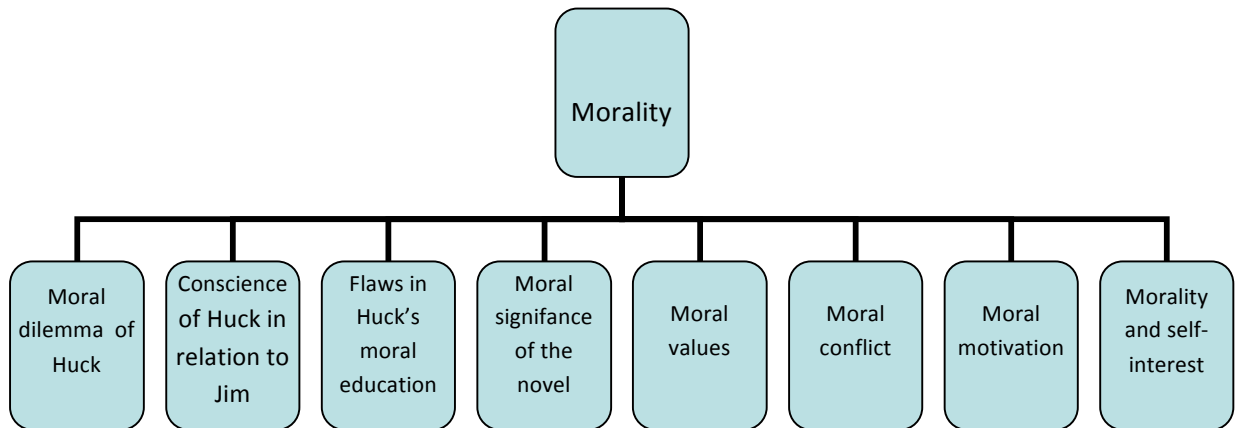


Figure 4. Morality

Moral dilemma of Huck is explored deeply, which becomes evident in many incidents in the novel. Chapman (2009) underlines the point that reader encounters Huck's moral dilemma when Huck becomes friend with Jim and does not betray him to slave hunters. In addition to that, Huck experiences moral conflict when he tears the letter to Miss Watson.

Similarly, Prusak (2011) and Lee (2009) draw attention the inner conflict of Huck especially in relation to Jim. In the novel, Huck shows compassion for Jim when he decides to help him. Schinkel (2011) underlines the point that there are flaws in Huck's moral education. Huck builds his own morality being independent from Miss

Table 3
Theme: Morality

Sub-theme	Second – order interpretations	Events-Incidents	Sources	Author -Year
Moral dilemma of Huck	Huck experiences moral dilemma	Huck decides to help Jim	Thesis	Chapman(2009)
		Huck tells lies to slave hunters to save Jim	Thesis	Chapman(2009)
		Huck informs Wilks girls about the bad intentions of King and Duke.	Thesis	Chapman (2009)
		Huck writes a letter to Miss Watson, but he tears it later	Thesis	Chapman (2009)
Conscience of Huck in relation to Jim	Huck’s behavior towards Jim is ambiguous	He rejects to tie Jim, which is Tom’s plan	Thesis	Prusak (2011)
		Huck thinks that people “would call him a lowdown abolitionist”	Thesis	Prusak (2011)
	Huck feels compassion for Jim	He decides to save Jim from Phelps family	Thesis	Prusak (2011)
	Jim functions as moral force in	Huck and Jim become friends	Article	Lee (2009)
	Twain subverts minstrel tradition	Jim’s compassion, moral dignity versus minstrel show character.	Article	Lee (2009)
Moral conflict	Huck recognizes Jim as person	Huck remember his relation with Uncle Jake	Thesis	Prusak (2011)
	Huck experiences a moral crisis	Writing letter to Miss Watson	Thesis	Prusak (2011)
		Huck says “All right I will go to hell” and tears the letter	Thesis	Prusak (2011)
Flaws in Huck’s moral education	Huck conscience goes beyond traditional values and morality	Huck helps Jim and rejects slavery	Thesis	Schinkel (2011)
		Huck feels sympathy for Jim and Miss Watson	Thesis	Schinkel (2011)
		Moral language coming from Miss Watson’s teaching	Thesis	Schinkel (2011)
		Huck constructs his own morality apart from Miss Watson’s teaching	Thesis	Schinkel (2011)
		Huck’s moral vocabulary is not available for his moral feelings	Thesis	Schinkel (2011)
Moral significance of novel	Huck’s moral development through	Huck feels regret after playing trick on Jim.	Article	Lee(2009)
		Huck does not betray Jim to slave hunters.		Lee(2009)
		Huck informs Wilks family about King and Duke.	Article	Lee(2009)
		Huck tears the letter to Miss Watson	Article	Lee(2009)

Table 3 (cont'd)
Theme : Morality

Moral values	Huck Finn as a moral agent	Huck's decision to travel with Jim	Thesis	Micheal Hyde (2009)
		Huck feels guilty after tricking him	Thesis	Micheal Hyde (2009)
		He is badly influenced by the feud	Thesis	Micheal Hyde (2009)
		Huck and Tom plan to save Jim from Phelps family	Thesis	Micheal Hyde (2009)
		He tears the letter to Miss Watson	Thesis	Micheal Hyde (2009)
		Huck does not cooperate with Duke and King's plans	Thesis	Micheal Hyde (2009)
Moral motivation	Huck experiences moral inconsistency	Huck calls Jim as "nigger" in a conversation with Aunt Sally	Article	Goldman (2010)
Moral dilemma	Language of care where sense making and moral making are connected becomes problematic at the end	Huck does not consider stealing as crime	Article	Bollinger (2002)
		Novel exploration of moral questions of Reconstruction era	Article	Bollinger (2002)
		Jim chooses to stay with wounded Tom	Article	Bollinger (2002)
		Huck's decision to explore new territories rejecting civilization	Article	Bollinger (2002)
		Huck forgets about Jim when he is with Grangerfords	Thesis	Mccoy (2003)
		Jim compassion for Huck is for his well-being.	Thesis	Mccoy (2003)
		Huck sometimes forget Jim's real plight	Thesis	Mccoy (2003)

Watson's way of life. Huck's conscience transcends traditional values and morality. Huck lies to slave hunter to save Jim's life. Lee points out that Huck constructs his morality through Jim. . He regrets after playing trick on Jim. He tells lies to slave hunters. He helps Wilks family by informing the family about Duke and King who plan to deceive Wilks family. Hyde puts an emphasis on the idea that Huck acts like a moral agent.

Other studies also emphasize that the theme of morality dominates over the novel. McCoy (2003) examines morality within the context of self-interest stating that characters' morality is partly shaped by self-interest, which is evident in Jim's compassion for Huck for his well-being or Huck's indifference to Jim's plight when he is with Grangerfords. Bollinger (2002) underlines the point that the novel itself explores the moral questions of the reconstruction era, which becomes evident in the moral dilemma of Huck and Jim. Jim rejects to leave wounded Tom and Huck searches for new territories rejecting the civilization.

Identity

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* show that the theme of identity is explored in five studies (Figure 5). Four of these studies are articles. African-American identity, bad boy genre and fatherhood are the sub-themes that are discussed in the studies.

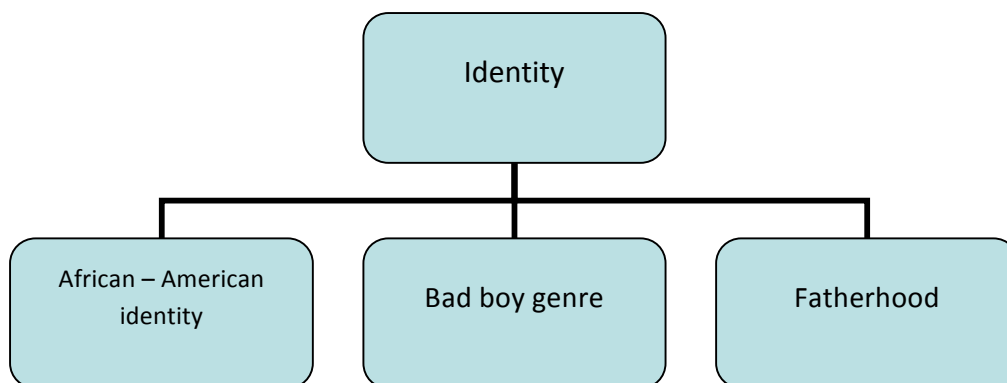


Figure 5. Identity

Hildrebrand (2002) states that African-American identity dominates over the novel. This influence appears in many incidents in the novel. Jim's being superstitious, Huck's beliefs about some superstition, and other minor characters' assumptions about

superstitions represent African- American tradition in the novel. While Jim is a narrator of witch stories in the novel, Huck believes that killing a spider or sound of an owl brings bad luck and death. In addition to that Jim’s story about lost hat, beliefs about hairball and rattle snake make him a “minstrel show figure” (Phiri, 2011,p.45).

Table 4
Theme: Identity

Sub-theme	Second- order interpretations	Events/Incidents	Sources	Author – Year
African-American identity	Superstition	Huck’s belief that owl brings death	Article	Hildebrand (2010)
		Huck’s assumption that killing a spider brings bad luck	Article	Hildebrand (2010)
		Huck’ recalling that he tied his hair to protect	Article	Hildebrand (2010)
		Jim’s being superstitious about the lost hat	Article	Hildebrand
		Jim’s narrating witch stories	Article	Hildebrand
		Nat’s reaction to dogs as metamorphoses of witches	Article	Hildebrand (2010)
		Jim’s prophecy about		Hildebrand
		footprints through	Article	(2010)
	Jim tied rattle of snake around his wrists	Article	Hildebrand(2010)	
	African beliefs and tradition in the novel	Jim considers Huck as ghost at the first sight	Article	Hildebrand (2010)
		Pap’s dead body without burial Jim has love for his family.	Article	Hildebrand (2010)
	Deconstruction of minstrel stereotypical	Jim rejects to leave wounded Tom	Article	Lee (2009)
		He does not allow Huck to see dead body	Article	Lee (2009)
	African – American influence on Jim	A foolish, gullible slave but compassionate	Article	Hildebrand (2010)
		Jim is a narrator of witch stories and good at hair ball	Article	Hildebrand (2010)

Table 4 (cont'd)
Theme : Identity

	Jim's depiction of minstrel show figure	Jim is superstitious about hanging hat	Article	Phiri (2011)
		Jim becomes humorous, primitive	Article	Phiri (2011)
Bad boy genre	Huck is "bad boy" by 19 th century standards	Huck does not attend school. He leads a idyllic life	Thesis	Chapman (2009)
		He sees "no advantage in going where Miss Watson was going"	Thesis	Chapman(2009)
	Huck is new kind bad boy	Huck refuses to play tricks on Jim unlike Tom	Thesis	Chapman(2009)
	Huck is new kind bad boy	Huck cannot play the game "robber"	Thesis	Chapman(2009)
	Huck is new kind bad boy having good	Huck helps Jim in his escape ignoring the moral code of society	Thesis	Chapman(2009)
		He tells lies to slave hunters to save Jim	Thesis	Chapman(2009)
		He informs Wilks family about fraudulent King and Duke	Thesis	Chapman(2009)
		Huck's mischiefs are mild compared to Tom	Thesis	Chapman(2009)
Fatherhood	Pap as a character has an effect on plot and flow on the novel	Huck escapes from Pap and starts his journey with Jim	Article	Pitofsky (2006)
	Pap's rage and intoxication threatens Huck's life	Pap treats Huck badly	Article	Pitofsky (2006)
	Pap's illusionary absence and rebirth	Pap comes back to town to take Huck's money	Article	Pitofsky (2006)
	Huck resembles Pap	Huck is pleased with lifestyle of Pap(no school and Bible)	Article	Pitofsky (2006)

The deconstruction of stereotypical figure of Jim is also discussed within the context of identity (Lee,2009). Although Jim appears as gullible and humorous, he is friendly and compassionate. He rejects to leave wounded Tom and he acts like a father figure for Huck. He does not allow Huck to see the dead body of Pap Finn (Lee, 2009).

Another sub-theme is bad boy genre in the novel (Chapman, 2009). Huckleberry Finn displays bad boy character traits through the novel as he represents a new kind bad boy unlike 19th century standards. Huckleberry Finn has also good qualities, which reveals as

moral crisis in the novel. His mischiefs are quite mild when compared to those of Tom. Huck rejects to play trick on Jim and he does not betray Jim when they encounter slave hunters. Huck's identity as new kind of 'bad boy' genre also becomes evident when Huck informs Wilks family about King and Duke's plans (Chapman, 2009).

Fatherhood is also a significant sub-theme in the novel. Pitofsky (2006) explores fatherhood as a part of identity in the novel. Pap Finn sets the plot and flow of the novel and Huck's relationship with his father is quite problematic in the novel. Although Pap Finn who leads an idyllic life style threatens Huck's life, Huck in fact resembles Pap. Huck seems to be pleased with life with Pap as he is free to smoke, fish and he is away from schools and Bible readings.

Friendship versus lonesomeness

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* show that theme of friendship versus lonesomeness is explored in is explored deeply in five studies (Figure 6). Four of these studies are theses and one of them is article based study. Huck's relationship with Jim and Huck lonesomeness are sub-themes to be discussed in the studies.

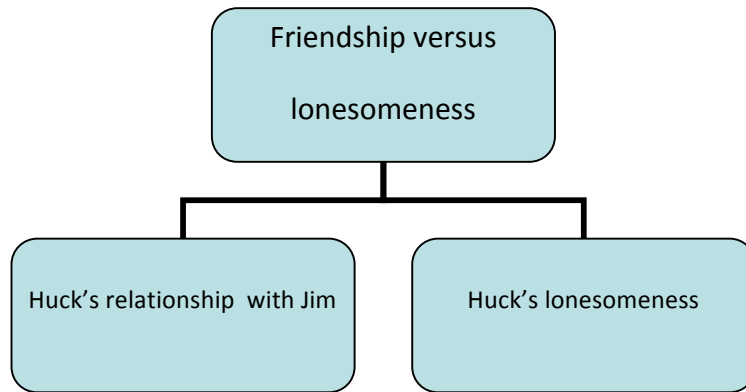


Figure 6. Friendship and loneliness

The theme of friendship becomes obvious in Huck's relationship with Jim (Table 5). Huck's recognition of Jim's humanity, Jim's compassion for Huck as a friend, Huck's rejection of betraying Jim all indicate that the friendship between these two characters is strong (Mccoy, 2003; Hyde 2009; Prusak 2011; Hipple 1968).

Table 5
Theme: Friendship vs. lonesomeness

Sub -theme	Second- order Interpretations	Incidents- Events	Sources	Author- Year
Huck's relationship with Jim	Pap versus Jim	Jim gives fatherly advice to Huck	Thesis	Mccoy (2003)
		Jim is compassionate and caring unlike Pap	Thesis	Mccoy (2003)
	Huck feels compassion for Jim	Huck feels regret after tricking Jim	Thesis	Hyde (2009)
	Huck does not betray friendship	Huck tears the letter to Miss Watson	Thesis	Hyde (2009)
		Huck and Jim become friends	Thesis	Sharon Mccoy
		Huck does not turn Jim to slave hunters	Thesis	Micheal Hyde
		Huck lies to slave hunters	Thesis	Theodore Hipple (1968)
	Huck and Jim become friends	Huck decides to save Jim from Phelps farm	Thesis	Bernard Prusak
	Huck is aware of Jim's humanity	Huck and Jim are together on the raft	Thesis	Theodore Hipple (1968)
		Huck recognizes Jim as person and decides to travel with him	Thesis Thesis	Bernard Prusak (2011)

Table 5 (cont'd)
Theme : Friendship versus lonesomeness

Huck's lonesomeness		Huck talks about lonesomeness of river	Article	Paul Schacht
	Huck projects his lonesomeness into nature	He describes Phelps farm as lonesome	Article	Paul Schacht (1984)
	Huck prefers to be lonesome	Huck will search for "new territories"	Article	Paul Schacht (1984)
	Huck's lonesomeness is universal	Huck's life on raft being alienated from society	Article	Paul Schacht (1984)

On the other hand, Schacht (2002) states that lonesomeness is also present in the novel itself. Life on the raft and being away from society imply that Huck is indeed lonesome and he projects his lonesomeness into the nature when he describes river and farm. In the end of the novel, Huck prefers to be alone and searches for new territories to discover. As a result, it can be stated that lonesomeness and friendship are intertwined in the novel.

Racism and slavery

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* show that theme of racism and slavery is explored in five studies (Figure 7). Two of these studies are articles while three of them are theses. Racism and slavery, class and race are the two sub-themes examined in the novel. Racism becomes evident in characters' discourse and behaviour. Most white characters in the novel are racist, but it is ambiguous whether Huck is racist or not. He tell lies to slave hunters in order to save Jim, but he uses the word "nigger" when he refers to Jim. Therefore, the discourse of Huck is open to interpretation.

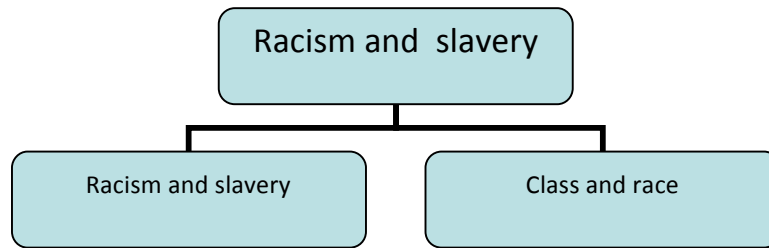


Figure 7. Racism and slavery

Huck’s moral development about slavery and racism, Twain’s criticism of bigotry and class are two major sub- themes in this category (Table 6).

Table 6
Theme: Racism and slavery

Sub-theme	Second- order interpretations	Incidents- Events	Sources	Author- Year
Racism and slavery	Jim’s struggle for independence	Jim is determined to buy his family	Thesis	Patrick King (2009)
	Huck’s moral development about slavery	Huck decides to help run -away slave	Thesis	Patrick King (2009)
		Huck tears the letter to Miss Watson	Thesis	Patrick King (2009)
	Huck’s moral development about slavery	Huck lies to slave hunters	Thesis	Patrick King (2009)
		Huck’s dilemma about betraying Jim	Thesis	Patrick King (2009)
Class and race	White privilege in the novel	Huck calls Jim as “my nigger”	Thesis	John Alberti(1995)
		Miss Watson owns a slave	Thesis	Mohammad Wahedi (2006)
	Twain’s criticism of bigotry	King’s betrayal of Jim for forty dollars	Article	Alex Pitofsky
		Reaction of Sally about steamboat accident	Article	Alex Pitofsky (2006)
		Town people assume that Jim murdered Huck	Article	Alex Pitofsky (2006)

Table 6 (cont'd)
Theme : Racism and slavery

Class and race	Twain's criticism of	The feud between two aristocrats ; Grangerfords and Shepherdsons	Thesis	Patrick King (2009)
		King and Duke are fraud and deceitful	Thesis	Patrick King (2009)
		Colonel Sherburn murders a drunk	Thesis	Patrick King (2009)
		Miss Watson, Aunt Sally maintain slavery	Thesis Thesis	Patrick King (2009) Patrick King
	Jim's humanity against the whites	Jim is depicted as compassionate, even wise man	Thesis	Patrick King (2009)
	Racist attitudes	Law forbade teaching slaves	Thesis	Sharon Mccoy(2003)
		Pap Finn is jealous of black professor	Thesis	Sharon Mccoy (2003)
		Pap becomes angry when he learns black professor can vote	Thesis	Patrick King (2009)

Huck's rejection to betray Jim and his understanding of Jim's humanity and friendship reveal that Huck experiences a moral dilemma (King , 2009).

Moreover, Twain criticism of slavery, racism and white privilege becomes evident in the character of Pap Finn, Aunt Sally, Miss Watson and Colonel Sherburn. Pap Finn is racist figure while Miss Watson owns slave advocating slavery. Twain satirizes class issue through the characters of King and Duke. (Wahedi, 2006 ; Pitofsky,2006; Alberti,1995;Mccoy, 2003).

Language and style

Analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* show that language and style were explored in seven studies. Six of these studies are theses (Table 7).

Table 7
Language and style

Second- order interpretation	Incidents- Events	Sources	Author- Year
Huckleberry Finn is structurally related to Tom Sawyer	Huck Finn refers to Tom Sawyer at the beginning of the book	Thesis	Joe Mark Noe (1998)
River as a structure connecting shore events	After each event on shore, Huck returns raft	Thesis	Joe Mark Noe (1998)
Repetition of some words in the novel	Repetition of word "again"	Thesis	Jeffrey Allan Jaeckle (2005)
Intra reiterative words in the novel	Pap becomes reoccurring theme in the novel	Thesis	Jeffrey Allan Jaeckle (2005)
Intra reiterative words in the novel	Huck and Tom discuss the meaning of "ransom"	Thesis	Jeffrey Allan Jaeckle (2005)
Repetition of some word patterns	Repetition of word "orgies"	Thesis	Jeffrey Allan Jaeckle (2005)
Recurring theme in the novel	Pap and Huck is assumed to dead	Thesis	Jeffrey Allan Jaeckle (2005)
African American vernacular has its own pattern	Jim omits "r" sound and says "sah" instead of "sir"	Thesis	Anne Ryan (2010)
	Jim uses "f" instead of sound "th"	Thesis	Anne Ryan (2010)
	Jim uses "i" sound instead of "e"	Thesis	Anne Ryan (2010)
Differences used by black and white characters	Judge Thatcher uses standard English	Thesis	Anne Ryan(2010)
	Huckleberry Finn makes grammar mistakes	Thesis	Anne Ryan (2010)
Language shapes thinking	Huck sometimes sees Jim as non-person	Thesis	Anne Ryan (2010)
	Huck sometimes is away from racist thoughts	Thesis	Anne Ryan (2010)
Huck's and Jim's voice becomes intertwined	Both characters use adjectives instead of adverbs	Thesis	Patrick King (2009)
Huck's constant use of some words for some concepts	"Quality, right kind and good"	Article	Edgar Branch(1950)
Huck's constant use of some words for some concepts	Huck's constant use of "style"	Article	Edgar Branch (1950)
	"Anyone hurt? No killed a nigger"	Article	Abbasi & Rızı (2011)
Language constructs ideology and reality of culture	Tom's suggestion that Jim is a nigger and would not understand reason " of cutting off his leg	Article	Abbasi &Rızı(2011)
There is strong link ideology and language in the novel.	Jim's depiction of minstrel show character	Article	Abbasi & Rızı (2011)
There is strong link ideology and language in the novel.	Jim is depicted as childlike, superstitious	Article	Abbasi & Rızı (2011)

In the novel, recurring themes, repetition of some word patterns, African American vernacular dialect indicate that Huckleberry Finn has its own linguistic and stylistic features. Most of characters in the novel use different dialects, and Huckleberry Finn in his dialectic speech uses some words constantly such as “again” and more examples can be explored such as “orgies, nigger, and style ” etc. Huck and Jim’s voice become interrelated as both characters use adjectives instead of adverbs. In addition to that , there are recurring themes in the novel such as racism, freedom and friendship (King,2003 ; Ryan, 2010; Branch,1950; Jaeckle, 2005; Noe,1998).

Use of dialect and African American vernacular are also important in the novel. There are characters who use standard English while some characters use dialect and African American vernacular. Judge Thatcher who represents order and law uses standard English. While Jim, Huck and other characters use dialect, Huckleberry makes grammar mistakes and uses different sounds in terms of dialect (Ryan, 2010).

Another point is that language constructs ideology and reality of culture. Tom thinks that a nigger is not smart and intellectual enough to understand reason of cutting off his leg. In addition to that, Jim is depicted as minstrel shows a figure who is presented as stereotypical, childlike and superstitious. There is a strong link between ideology and language in the novel. Jim’s depiction of minstrel shows a character who is childlike and superstitious, indicating that African – American culture dominates over the discourse in the novel (Abbasi & Rizzi, 2011).

Noe (1998) states that Huckleberry Finn is structurally linked to Tom Sawyer as Huck Finn refers to Tom Sawyer at the beginning of the novel. Similarly, river acts like a structure connecting events in the shore.

Literary devices

The analysis of articles, theses and dissertations focusing on *The Adventures of Huckleberry Finn* shows that literary devices in *Adventures of Huckleberry Finn* are explored in five studies. Three of them are articles. The literary devices used are symbol, irony and satire (Figure 8).

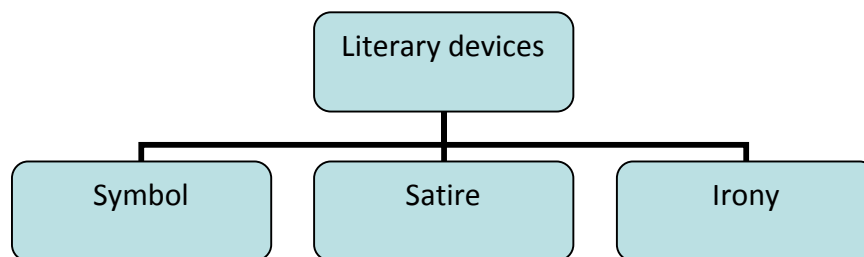


Figure 8. Literary devices

River, shore and raft symbolize different interpretations. While river is a symbol for freedom, peace, fertility and friendship, shore represents civilization, bondage and malignity in the novel.

Table 8
Literary devices

Second – order interpretations	Events- Incidents	Sources	Author- Year
Raft as a symbol An escape from society	On the raft, there is no school, and rules for Huck	Thesis	Cabiness (2000)
	They are free and no one can see them	Thesis	Cabiness (2000)
	Huck can smoke , swear and no bible reading for Huck	Thesis	Cabiness (2000)
Raft as a symbol Search for a father	Jim gives fatherly advice to Huck	Thesis	Cabiness (2000)
Raft as a symbol	Huck experiences moral dilemma on the raft	Thesis	Cabiness (2000)
Raft as a symbol- King and Duke are like monarchs	They are fraudulent characters and try to steal Wilks' inheritance	Thesis	Cabiness (2000)
River as symbol- river symbolizes timelessness	Huck describes river as comfortable and soothing place	Thesis	Cabiness (2000)
River as symbol River symbolizes freedom for Jim	Jim escapes to free states through river	Thesis	Cabiness (2000)
River as symbol River might be good and evil as society is hypocritical	Miss Watson is religious woman but she owns slaves	Thesis	Cabiness (2000)
	Grangerfords are hospitable and civilized but murderous to each other	Thesis	Cabiness (2000)
	Men offer money Huck for his father who has smallpox	Thesis	Cabiness (2000)
River as symbol River symbolizes death and rebirth	Huck escapes from Pap	Thesis	Cabiness(2000)
River as symbol River symbolizes freedom, friendship and love	Huck and Jim becomes friends and Huck does not betray	Article	Binn (2008)
River as symbol River symbolizes fertility and peace	Huck finds comfort and stillness on river	Article	Binn (2008)
River as symbol River symbolizes Huck transformation	Huck becomes more mature. He becomes unhappy when he learns that Jim was sold	Article	Binn (2008)
Shore as a symbol Shore symbolizes bondage of tradition and liberation from bondage	Huck writes a letter to Miss Watson and tears it.	Article	Binn (2008)
	Huck feels pity for King and Duke although they fraudulent	Article	Binn (2008)

Table 8 (cont'd)
Literary devices

Shore as symbol Shore symbolizes civilized society	Miss Watson's way of life, reaction of town people to slavery, Judge Thatcher as an epithet for justice	Article	Binn (2008)
Shore as symbol	Whenever Huck leaves raft, and events happens such as feud, slavery etc .	Article	Binn (2008)
Satire in the novel	Huck feels guilty when he decides to join Jim	Thesis	Stein (1974)
	Pap Finn gets angry when he learns about black professor	Thesis	Stein (1974)
	Jim reveals true feelings when Huck gets lost	Thesis	Stein (1974)
	Huck's moral dilemma about slave hunters	Thesis	Stein (1974)
	Treatment of Duke and King towards Jim	Thesis	Stein (1974)
Satire in the novel	Miss Watson is pious but she is greedy .She decides to sell Jim	Thesis	Stein(1974)
Satire in the novel	the new judge does not look for reasons behind Pap's actions	Thesis	Stein (1974)
Satire in the novel	pseudo Christian codes; Grangerford and Shepherdsons regard themselves as pious and good	Thesis	Stein (1974)
	King and Duke "trust in Providence" but deceive people.	Thesis	Stein (1974)
	The Phelps are Christians and they look at slavery as something acceptable	Thesis	Stein (1974)
Satire in the novel	Pap ironically blames government for poverty	Thesis	Stein (1974)
	Pap complains about black professor's voting.	Thesis	Stein(1974)
Satire in the novel	Murder of Boggs in the street by Colonel	Thesis	Stein (1974)
Satire in the novel	A drunkard, uncaring and violent father, Pap Finn	Thesis	Stein (1974)
	The feud between two families; Grangerfords and Shepherdsons	Thesis	Stein (1974)
	Pap is negligent and brutal	Article	Pitofsky (2007)
	Phelps family feel supremacy over slaves	Thesis	Stein (1974)
Satire in the novel	Jim is superstitious about lost hat.	Thesis	Stein (1974)
Satire of superstition	Jim is superstitious about witches	Thesis	Stein (1974)
Irony in the novel	Grangerfords recognize enemy by clothing	Article	Horwitz (2003)
	The use of word "nigger" in Phelps family by Tom with a different intention	Article	Horwitz (2003)
	Depiction of Jim as minstrel show character	Article	Horwitz (2003)

Huck is free and away from Miss Watson's way of life while Jim goes to free states through river (Cabiness, 2000). Moreover, satire is explored in the novel extensively such as satire of slavery, family, government and superstition. Twain satirizes institution

of slavery through characters such Miss Watson and Pap Finn who are racist characters advocating the slavery (Stein,1974). In addition to that, government and politics are criticized through characters of Colonel and King and Duke. Colonel kills a man while King and Duke are fraudulent who try to steal Wilk’s inheritance (Stein, 1974; Pitofsky, 2007).Irony as a literary device is also important in the novel. Ironic approach can be seen in actions of characters such as Tom, Jim and Miss Watson. Miss Watson is a pious woman who ironically owns slave. Grangerfords ironically recognizes the enemy by clothing (Cabiness, 2000; Binn, 2008; Stein, 1974 ; Horwitz, 2003; Pitofsky, 2007)

Teaching matters

Teaching *The Adventures of Huckleberry Finn* is explored in ten studies. Six of these studies are based on articles while three of them are theses. Teaching the novel can be categorized as how to teach *Huckleberry Finn*, and various controversies. Table 9 and 10 focus on some ideas for teaching Huckleberry Finn for classroom practice.

Table 9
How to teach *The Adventures of Huckleberry Finn*

Second – order interpretations	Suggestions	Sources	Author/Year
How to teach Huckleberry Finn	To make use of unlimited materials and resources	Thesis	Huff (1997)
	Teaching archetypal themes	Thesis	Huff (1997)
	Teaching from the perspective of universal themes	Thesis	Huff (1997)
	Presenting the novel within the historical context to minimize racial issues	Thesis	Huff (1997)
	Finding out evidence that Jim is not stereotypical	Thesis	Huff (1997)
	Being sensitive about instruction	Thesis	Huff (1997)
	Reading texts about slavery and objections to novel	Thesis	Huff (1997)
	Moral education	The novel is rich in characters and human behavior.	Article
Discussion of the similar problems that adolescents face in their life.		Article	Mills (1988)
Pedagogical implications of novel about moral education		Article	Mills (1988)

Huff (1997) discusses that there are some instructional strategies that could be considered while teaching *Huckleberry Finn*. Benefiting from other extra sources, teaching the novel from the perspective of universal and archetypal themes, building the historical context in order to minimize racial issues and reading other sources which include objections are some strategies for consideration.

Table 10
Ideas for teaching *Huckleberry Finn*

Second order interpretations	Suggestions	Sources	Author- Year
Studying the novel in classroom and pre-reading activities	Reading slave narratives, geography about setting, slave song	Article	Shlensky (2008)
	Comparing dialect with standard English	Article	Shlensky (2008)
Studying the novel in classroom; while reading activities	Studying other “coming of age” novels Question and quotes about the themes of the novel	Article	Shlensky (2008)
	Discussion about themes, character development	Article	Shlensky(2008)
	Sharing letter of Twain to Yale university	Article	Fishkin (1995)

Huff (1997) underlines the point that there are practical ways to teach *the Adventures of Huckleberry Finn*. Teaching from the perspective of universal themes and studying the historical and social background of the novel might be considered as useful ideas while teaching the novel.

Moreover, Shlensky (2008) and Fishkin (1995) state that it is possible to do pre-reading, while reading and post reading activities in order to explore the novel. These activities might include studying the background of the novel, presenting students other works from Afro-American literature, and group projects to focus on important quotes.

In addition to that, Mills (1988) emphasizes that the novel can be used as a part of moral education. As the novel is very much related to adolescents' experience and it is rich in characters and human behaviours, moral education in classroom become important for students.

One of the studies investigated the effect of reading *the Adventures of Huckleberry Finn* on students' attitudes (Table 11).

Table 11
Effect of reading the novel

Second –order interpretations	Effects	Sources	Author/Year
Controversial at school- effect of reading novel on students	Results indicated that more positive attitudes toward black interaction	Thesis	Jones (1985)
	The results indicated that there is tendency to perceive black characters as stereotypical terms.	Thesis	Jones (1985)
	The results show that the element of irony was discarded by white student	Thesis	Jones (1985)
	Female students were more positive about interaction with black students	Thesis	Jones (1985)
	Only reading the novel did not promote the positive feeling towards black students	Thesis	Jones (1985)

Jones's study (1985) study indicates that although more positive attitudes towards black interaction are observed, only reading the novel does not promote the positive feeling towards black students.

Controversies

Language of the novel

One of the controversies about the novel is its language. The use of word “ nigger” many times in the novel is quite problematic and controversial in terms of teaching the novel. However, one may argue that the ideology of that period is reflected on the discourse of the characters (Table12).

Table 12
Controversies: Language of the novel

Second- order interpretations	Events/Incidents	Sources	Author/Year
Controversial at school-vernacular writing.	Thatcher is the only character who uses standard grammar	Thesis	Cook (1997)
	Pap's speech is dialectical	Thesis	Cook (1997)
	The king and duke also use dialect	Thesis	Cook (1997)
	Jim represent real black vernacular	Thesis	Cook (1997)
	Dr. Robinson uses standard English.	Thesis	Cook (1997)
	Huck sometimes uses dialect	Thesis	Cook (1997)

Studying *the Adventures of Huckleberry Finn* in schools is quite controversial as readers do not encounter standard grammar in the novel. African-American vernacular is dominant in the language of the novel. Jim represents real black vernacular while Judge Thatcher is the only character who uses standard grammar.

Social criticism

Social criticism in the novel is explored which become manifested in events and characters in the novel (Table 13).

Table 13
Controversies: Social criticism in the novel

Second- order interpretations	Events/Incidents	Sources	Author/Year
Controversial at school; social criticism in the novel	Miss Watson owns a slave	Thesis	Cook (1997)
	Pap is racist. He gets angry when he learns that a black person can vote	Thesis	Cook (1997)
	Sunday school claims that slavery can be acceptable	Thesis	Cook (1976)
	Aunt Sally does not regard slaves as humans	Thesis	Cook (1976)
	Cruel act of Colonel who shuts Boggs	Thesis	Cook (1976)
	The feud between Grangerfords	Thesis	Cook (1976)
	The King and Duke are fraudulent as they try to steal Wilks' money	Thesis	Cook (1976)
	Pap is not an ideal father.	Thesis	Cook (1976)

Cook (1976) claims that there is another controversy that stems from the social criticism in the novel. Slavery, racism, murder and fraudulent acts of characters are all criticized in the novel. However, students might not understand this social criticism in the novel. Therefore, teachers sometimes become hesitant about whether to include novel in the curriculum or not.

Racial issues

Racial issues in the novel poses one of the one of the strong controversies (Table 14).

Table 14
Racial issues

Second- order interpretation	Incident /Events	Sources	Author- Year
Racial issue in classroom. Black and white students are emotionally segregated.	The use of word “nigger” in the novel. The white characters are depicted as privileged group in the novel.	Thesis	Craswell Blanchette (2008)
Controversial novel at schools	Vulnerable students in the classroom White teachers might fail to present multi-cultural education The use of word “ nigger” Students’ identification with Jim	Article	Sharon Rush

Some schools exclude the novel from curriculum due to racial undertones while some schools decide to teach *the Adventures of Huckleberry Finn* as racial issues are claimed to be criticized by the author.

Table 15 presents other controversies as to teaching the novel, making it somewhat problematic to teach. Barrish (2002) discusses that Twain ironically uses the term “nigger as he criticizes slavery, racism in that period”. Twain intentionally uses that term

as he is aware of the discourse of his time. He satirizes this discourse which existed in that period.

Table 15
Other controversies at schools

Second –order interpretations	Events/Incidents	Sources	Author- Year
Controversial at school- racial or anti racial attitude	Huck ironically uses the word “nigger” in steamboat. He is aware of existing discourse.	Article	Barrish (2002)
	The word nigger includes Twain’s largest ironic message.	Article	Barrish (2002)
	Using the word “ nigger” in quotation marks.	Article	Barrish (2002)
	The novel is claimed to be anti- racist as Twain satirized slavery, racism, and ignorance.	Article	Gellert (1987)
	HF is claimed to be racist as Jim is depicted as “nigger” and minstrel	Article	Gellert (1987)
	Ironic act of HF. Huck is doing the right thing by doing wrong according to norms of Christianity.	Article	Gellert (1987)
	Some critics claim that the word “ nigger” was colloquial in that time. It might not be dehumanizing.	Article	Alberti (1995)
	Characterization of Jim as minstrel show character becomes problematic in teaching HF.	Article	Alberti (1995)
	The word “ nigger” can be used to teach racial discrimination as moral agent to discuss.	Article	Gellert (1995)
Controversial at school- language of the novel	The word nigger has cultural associations	Thesis	Huff (1997)
	Racial overtones in the last chapters.	Thesis	Huff (1997)
	In contrast to genteel tradition, use of vernacular	Thesis	Huff (1997)
	Depiction of Jim as subservient character	Thesis	Huff (1997)
	Twain’s use of slave dialect and Jim’s depiction as minstrel	Thesis	Huff (1997)
Controversial at school- the novel creates emotional segregation	Racial epithet is repeated in the instruction of the novel Huck’s moral dilemma is depicted as slavery or racism	Article	Rush (2003)
	Twain believed race precept. Huck utters “I will go to hell” when he saves Jim	Article	Rush (2003)
	Jim’s depiction as minstrel show character	Article	Rush (2003)
	Lynching and racial hatred exists in the novel	Article	Rush (2003)
	Jim is subservient to Huck. Huck is racist when he says “you can’t teach a nigger to argue”	Article	Rush (2003)

Huff (1997) stresses the point that novel is controversial at schools because of the language of the novel. For example, the repeated use of word “nigger” brings a major controversy at schools. In addition to that, white teachers’ instruction of the novel might fail to present “multi- cultural education” as they might not identify with Jim as a black character. Rush (2003) states that schools claim that *Huckleberry Finn* should be excluded from the curriculum as the novel brings emotional segregation among the students. The novel is considered as racist as a result of using the word “nigger” many

times in the novel. Blanchette (2008) puts an emphasis on depiction of white and black characters in the novel. While white characters are depicted as privileged group, black characters are depicted as stereotypical. In addition to that, Jim as black character is depicted as minstrel makes him funny, inferior and ignorant. Therefore, white teachers might fail to present Jim in a multi- cultural context.

CHAPTER 5: DISCUSSION

Introduction

This chapter starts with how the three models of teaching literature and literary theories could be utilized to construct third-order interpretations, -lines of argument.

Models of teaching literature

Carter and Long presents three models of teaching literature (1991): language model, cultural model and personal growth model, which the researcher used to start developing third-order interpretations. In language model, students develop linguistic skills and a literary text enables learners to gain language awareness. In cultural model, learners who study a literary text learn to appreciate culture of the target language which is different from his / her own culture. Personal growth model enables learners to give personal response to the text as they bring their own experience and knowledge. Students become active learners as they study a literary text.

Language model

For the language model, students are given a chance to develop linguistic skills and competencies. Students deal with certain language structures, grammar and vocabulary through literary texts. In this model, literature is utilized as a way of introducing subtleties of a language. Therefore, students gain linguistic awareness as they get involved in various uses of languages such as slangs, vernaculars and formal language. When students encounter different structures and gain new vocabulary when they get

involved in a literary text. Students gain linguistic skills such as grammar, vocabulary, narrative structures (Long & Carter, 1991). Studying literature enables learners to embrace different cultures, traditions and ideologies. As the language is rich in syntax and discourse, students improve themselves in these areas.

In *Huckleberry Finn*, students learn new vocabulary along with different language structures. Jaeckle (2005) makes the point that repetition of some words and word patterns and recurring themes are the parts of language in this model. The novel has its own linguistics and stylistic features. First of all, *Huckleberry Finn* is structurally related to *Tom Sawyer*, and the river as a structure connects shore events. Moreover, Pap Finn becomes recurring theme in the novel as he is always after money that belongs to Huck. Repetition of words “nigger” or “orgies” or “again” become evident in the novel.

Ryan (2002) further argues that students who study this novel encounter different regional dialects from different characters in the novel. The novel is rich in language as characters represent different dialects and vernacular. For example, Jim represents African- American vernacular while Huck uses Southern dialect in the novel. Students can compare dialects with standard English in the novel. Therefore, they develop various linguistic competencies. Cabiness (2000) points out that literary devices, in this sense, are parts of language structures in the novel and students learn more about creative language. Raft, river and shore represent different meaning in the novel. Raft symbolizes an escape from society, and rules of Miss Watson, while river represents freedom and timelessness, fertility and rebirth. As for satire, satire of slavery, Christianity, government and politics and family enable students develop linguistic skills as they are

engaged in literary devices in the novel. Students learn more about how Twain employs those literary devices and constructs meaning in the novel. Therefore, students come to realize that how language shapes meaning and become knowledgeable about those linguistic devices in the novel.

Cultural model

Cultural model puts an emphasis on the role of literature in reinforcing cultural values, and heritage. When learners study a literary text, they become acquainted with cultural and historical background of the text and they learn to appreciate a culture which is different from his /her own culture. They gain awareness about the different values, ways of life and wisdom as they study a literary text.

Huckleberry Finn is quite rich in cultural knowledge for students. The novel presents reader both American culture and Afro-American culture. Students encounter American culture with the introduction of ways of life of town people. White characters represent American culture especially Miss Watson and Widow Douglass. Cabiness (2000) argues that slavery and culture of the shore that become manifested in those characters is way of life Huck and Jim run away to the river. Widow Douglas and Miss Watson are pious characters whose lives are full of rules and religious attitudes. Students learn what town people do in their life, their values and rules of society and religion. Most town people advocate existence of slavery.

Hildebrand (2010) further argues that African American identity is important part of African-American culture. African tradition and beliefs are represented through the

character of Jim. Students become knowledgeable about African tradition as they learn more about a culture they do not know. For example, Jim's being superstitious about lost hat, Jim's narrating witch stories, Nat's reaction to dogs metamorphoses of witches, Jim's prophecy about footprints, Jim's prophecy of rattle snake all represent African tradition and beliefs. Lee (2009) and Phiri (2011) point out that most cultural knowledge comes from minstrel show that Jim represents in the novel. In this American entertainment, comic acts and dance and music are performed by white actors with black face. Jim is depicted as a foolish, gullible slave in the novel as minstrel show characters. Jim's being superstitious about hanging hat, his relationship with Huck, his humorous acts all present Jim as a minstrel show character. Students, therefore, become acquainted with this cultural heritage and learn more about African-American tradition and American ways of life through characters.

Personal growth model

Personal growth model puts an emphasis on personal engagement with the reading process. The major aim of this model is to encourage learners to develop a love for literature. Students, in this process, identify themselves with the characters in a literary text (Carter and Long, 1991). In this model, students' own experience is important as they construct their own meaning out of a literary text. Therefore, students are encouraged to appreciate literature and develop personal engagement with the reading itself. They bring their own personal experience in this reading process

Huckleberry Finn offers students a chance to bring their own interpretation as they identify themselves with the characters. Mills (1988) points out that the novel is rich in character and behaviour. Therefore, the novel discusses similar problems that *Huckleberry Finn* experiences in the novel. If one considers that *Huckleberry Finn* is a coming of age novel, students easily get engaged in the reading process and internalize the problems that Huck experiences.

Moreover, moral education is another dimension of personal growth model. Mills (1988) underlines the point that students experience moral dilemmas as *Huckleberry Finn* experiences. Therefore, students develop a love for reading as they personally get engaged in reading process and respond to the text. As the novel is controversial, whether the novel is racist or anti- racist, there might be problems in terms of identification with characters. Rush (2003) underlines the point that as Jim is depicted as stereotypical characters, students might not identify themselves with this character. Therefore, it is claimed that the novel brings emotional segregation in the classroom as a result of use of word “nigger” many times in the novel.

Jones study (1985), which explores the effect of reading *Huckleberry Finn* on students, indicates that although more positive attitudes towards black interaction are observed, tendency to perceive black characters as stereotypical and disregarding element of irony in the novel indicate that only reading the novel does not promote positive feelings towards black students.

Analysing the novel within the framework of literary theories

This study discussed the second-order interpretations within the framework of literary theories to develop third-order interpretations to inform instructional planning.

Formalism

Formalists seek literary devices, strategies, and techniques in a literary text. The narrative is analysed and interpreted being independent from author and context.

Formalists seek how those techniques, strategies and literary devices function in a literary text. Literariness is the basic tenet of in Formalism. Formalists puts an emphasis on irony, ambiguity and other literary techniques and strategies in a narrative.

As for *The Adventures of Huckleberry Finn*, it is possible to state that Twain uses those literary techniques, devices and narrative strategies. Therefore, when *Huckleberry Finn* is analysed through the lenses of formalism, it is observed that Twain employs satire, irony and symbol and how they function in the novel. Cabiness (2000) argues raft's function in the narrative is quite important. It represents many things in the novel. Raft symbolizes escape from society as Huckleberry Finn is free from rules of Miss Watson, and civilization of town people. It also symbolizes search for a father as Huck's father is irresponsible, and uncaring father. Similarly, river can be considered as another symbol as it symbolizes freedom, timelessness, friendship and rebirth. It represents Huck's transformation while shore represents malignity, slavery and civilization.

Another technique Twain uses in this narrative is satire. Satire functions as a way of criticizing slavery, civilization, feud between two families, Christianity and politics. Twain satirizes Christianity as Miss Watson and Widow Douglas are two pious

characters but they own slaves. As for the satire of politics, Pap ironically blames government for poverty and he does not accept black professor's voting. In addition to that, the novel is satirical about the feud between two families and about superstition in the novel, which becomes manifested in character of Jim (Stein, 1974; Pitofsky, 2007). As a literary technique, irony is used in the novel. Grangerfords ironically recognize enemy by clothing. Jim is ironically depicted as minstrel show figure and word "nigger" in Phelps family is used with a different intention (Horwitz, 2003). In addition to that, Huck's act of doing right thing by doing wrong according to norms of Christianity is one of the irony in the novel.

One of the tenets of formalist criticism is an emphasis on tension and ambiguity. Tension is reflection of conflict and opposition within the language of text while ambiguity refers that text is open to interpretation. Huckleberry Finn is open to interpretation whether the novel is racist or not. The use of word "nigger" is used many times in the novel, which increases tension and ambiguity in the novel. Its meaning is ambiguous as it both means dehumanizing and colloquial in that time (Alberti, 1995; Barrish, 2002 ; Gellert, 1987). As for the concept of conflict, Huck experiences moral conflict throughout the novel when he does not betray Jim to slave hunters and he tears the letter to Miss Watson. He goes through moral dilemma when he helps Jim (Chapman, 2009; Prusak, 2011).

New criticism

The principles of New Criticism is related to the associative meanings and interactions of words, symbols, metaphors, and images. New Critics highlight the point that a literary text should be analysed and interpreted through "close reading" and treated as

“self-contained” text. Putting emphasis upon content and form of a text, this form of criticism advocates that a literary text should be studied independently disregarding the intention of author, social and cultural background of the text. A literary text is analysed disregarding the context of the literary text placing emphasis on images, metaphors and other literary techniques. From the perspective of New Criticism, the Mississippi River in *Huckleberry Finn* could be regarded as a metaphor for Huck’s journey to adulthood or Jim’s journey to freedom. The fog that Huck and Jim get lost in when they miss Cairo can then be symbolic meaning of an obstacle that distracts Huck and Jim from their goals. In addition to that Cabiness (2000) points out that the river symbolizes freedom for Huck and Jim. The river can be both good and evil as society is hypocritical. Similarly, river also can be a metaphor for Huck’s moral development and transformation. Binn (2008) argues that shore also can be a symbol for bondage of tradition and liberation from bondage. It can be a metaphor for civilized society and a place full of evil and hatred when one considers slavery and feud between two families on the shore.

Psycho- analytic criticism

Psycho-analytic criticism seeks that theories of Sigmund Freud in a literary text. Psycho-analytic criticism enables reader to interpret the text within the framework of psycho-analysis. Characters are analyzed through the “ model of personality” which includes “ego” , superego” and “ id”. Id refers to instincts and drives in human psychology and is governed by pleasure principle. Ego aims to please id’s principles. Ego is a part of common sense which seeks balance between id and reality. Superego is related to cultural norms and rules. Superego is in conflict with id. Moreover, Psycho-analytic

criticism also looks for reasons behind the way people behave interpreting the text according to concepts of Psychoanalysis such as Oedipus Complex, unconscious mind, repression and interpretation of dreams. When *Huckleberry Finn* is analysed from the perspective of Psycho-analytic criticism, one can explore Huck's unconscious mind and his super ego. First of all, as there is no parental figure in Huck's life, Jim is the father figure for Huck as they become friends and Jim acts like a father in the novel. Therefore, this journey also symbolizes Huck's search for a father. Although Huck's discourse has racial undertones, they establish a close relationship on the raft.

Similarly, this journey also represents the bondage of society and restrictions of conformity within society. Huck is free from influence of the society. Huck's conscience acts like alienation from the society which is caused from problems with self-esteem.

The Oedipal Complex is related to emergence of the superego, which includes morality, conscience, law and authority. Huck throughout this novel seems to follow his superego. For instance, the superego reflects moral judgments and the sacrifice for good even if not logical. Huck somehow seems to have moral judgment of his society as he lacks a father or mother figure. Therefore, Schinkel (2011) argues that Huck constructs his own morality as he tends to reject superego.

Psychoanalytic criticism focuses on repressed feelings and what the superego decides not to do that are considered as the unconscious. Chapman(2009) argues that Huck tells lies to slave hunters although society expects Huck to tell the truth and betray a slave. Similarly, Huck decides to help Jim and he experiences moral dilemma. Huck's super

ego results from conflict between id and ego. Superego and his conscience govern Huck when he experiences moral dilemma. When he tears the letter to Miss Watson to pieces, superego tells him to send the letter while his conscience tells him not to do. This moral dilemma governs Huck's psyche throughout the novel.

Huck's escape to nature is in this sense, an unconscious drive, as id and ego influence Huck's decision. The dilemma brings ambiguity in terms of Huck's relation to Jim. Prusak (2011) argues that this ambiguity stems from Huck's discourse when he uses nigger many times in the novel. However, his conscience somehow erases this ambiguity as he decides to save Jim from Phelps family. Schinkel (2011) states that Huck rejects slavery as he decides to help Jim.

Repressed feelings emerge in a disguised form, language. Huck's moral dilemma is reflected in Huck's use of word "nigger" and when he says to himself "I will go to hell" or "people call me a lowdown abolitionist" (Prusak, 2011). Huck represses those feelings but his discourse betrays him as he uses the word "nigger".

Marxist criticism

Marxist criticism is concerned with how concepts such as "class differences, economic structures and class differences operate in a literary text. It also explores everyday lives of lower classes. Power struggles of characters and quest for money are the characteristic of Marxist criticism (Hall, 1963). Marxist criticism is concerned with social structures rather than individual. When characters are analyzed, social and historical background and realism of that period is an important concept in Marxist criticism.

In *Huckleberry Finn*, white characters have power and exploit this power. Wahedi (2006) states that Miss Watson owns a slave, considering that Miss Watson and Jim belong to different classes. It is possible to state that white privilege dominates over the novel.

Alberti (1995) argues that Huck calls Jim as “my nigger” as he considers Jim as property. Also, Miss Watson owns Jim and favours slavery although she is a religious woman.

Mark Twain criticism of class and race is important for Marxist criticism of the novel. Pitofsky (2006) argues that Twain criticizes bigotry which becomes evident in King’s betrayal of Jim for 40 dollars and Aunt Sally’s reaction to steamboat accident. King (2009) points out that the class problem can be observed in the feud between two aristocrats, Grangerfords and Shepherdsons, fraudulent acts of King and Duke and maintenance of slavery in Miss Watson and Phelps family.

Sağlam’s (2006) study argues that capitalism and class differences become manifested in the characters of Duke and King and Grangerfords and Shepherdsons. They represent aristocracy and capitalism in the novel. King and Duke’s quest for money and capital is obvious when they betray Jim for 40 dollars and when they attempt to deceive Wilks family. They attempt to dominate over other characters such as Huck and Jim when they are together on raft. They treat Huck and Jim as slaves and act like master of these two characters. They impose their will over others. They exploit people for their own gain. Moreover, Tom’s dominion over gang members is another example. Tom is the leader of this gang and acts like a master of this gang. Miss Watson and Aunt Sally represent

middle class as Jim can be considered as the representative of working class. Therefore, it is possible state that there is social hierarchy structure in the novel.

Howe (2009) states that there is an issue of property in *Huckleberry Finn*. When we analyze studies from the lenses of Marxist criticism, Pap claims that Huck's money belongs to him and Huck assumes that Jim is the property of Huck. Moreover, King and Duke are always after money and Jim needs money to buy his own family. All those reflect Twain's relationship with property. Hipple (1968) argues that Jim rejects to be slave as he is sold by slave owners, and he doesn't own any property. Jim becomes Miss Watson's property.

When economic structure and societal hierarchy are considered in Marxism, Horwitz (2003) argues that slavery as institution becomes an important element in the Marxist reading of *Huckleberry Finn*. White town people as capitalists own slaves and they work on farms without earning any money. They do not have any legal rights and they are sold and bought as slaves. They work under harsh working conditions.

Feminist criticism

Feminist criticism seeks for how female characters are represented in a literary text. It deals with economic, social, psychological oppression of woman in relation to patriarchy. Feminist criticism explores how patriarchal discourse dominates in a literary text. In *Huckleberry Finn*, when female characters are considered, Twain creates stereotypical female characters. Horwitz (2003) states that Miss Watson imposes her will on Huck. She expects Huck to behave well and she tries to "sivilize" Huck. However, Miss Watson is depicted as stereotypical woman who is religious and she is

not married. Miss Watson's role is limited and she acts like a mother figure in Huck's life. However, Twain intentionally discards role of Huck's mother as readers encounter lack of mother figure although Miss Watson and Widow Douglas act like a mother. Sağlam (2006) argues that Miss Watson is described as a woman who is bossy and imposes her will upon Huck and Jim. They are both hypocritical and restrictive. Although they are religious, they maintain slavery and decides to sell Jim. They represent societal rule and regulations. Widow Douglas who lives with her sister is considered as an outcast from the society as her only role is being a caretaker of Huck as they are responsible for Huck's moral education.

However, these two women are not economically dependent on male figures. In this sense, they are strong characters while Aunt Sally is a typical housewife who is economically dependent on her husband. She can be considered as inferior to her husband as she works on farm and does all housework.

Wilks girls are also portrayed as women who seek men who belong to upper class to get married. They are vulnerable characters who are easily taken advantage by King and Duke. They plan to deceive and take Wilks' money. Twain creates these female characters to demonstrate how they are easily deceived. They need to be saved as they are like damsel in distress. They need help of a male character in order to keep their money. Huck saves Wilks' money as he decides to warn them about King and Duke.

Reader- response criticism

Reader- response criticism deals with reader's reaction to the text as s/he identifies himself/herself with the text. It is derived from constructivism as the reader constructs

meaning out of the text. In this approach, students are encouraged to respond to a text, bringing their own feelings, reactions and prior knowledge so that they can develop creative skills, and they can be equipped with new perspectives. Interaction with the text provides reader with new insights, and creative role of the reader is emphasized in this approach.

In *Huckleberry Finn*, Mills (1988) argues that as the novel is rich in character and human behavior, the novel functions as way of moral education. The novel can be considered as a moral agent as students experience moral development through the character of Huck. They respond to Huck's moral dilemma as they come to realize Huck's moral transformation. They become aware of how Jim suffers from slavery and how Huck recognizes Jim's humanity. The students somehow experiences moral dilemma as Huck does in the novel.

The readers of *Huckleberry Finn* identify themselves with the characters as the novel discusses similar problems that adolescents face in their life. As for the "coming of age" characteristic of novel, students who study this novel give personal response to the novel as they identify themselves with character of Huck. Cabiness (2003) states that Huck frees himself from bondage of civilization, Miss Watson's way of life, as he decides to live on raft. Similarly, adolescents experience similar problems as they go through this period.

Analysis of friendship of Huck and Jim influence the relationship between white and black students. Jim's function as a father figure, Huck's decision to help Jim, Huck's

rejection to betray Jim, and Huck's realization of Jim's humanity all help students to internalize this friendship (Mccoy, 2003; Hyde, 2009; Prusak, 2011). Jones's study (1985) presents that this novel is controversial in terms of racial issues. Therefore, the study explores effect of reading the novel on students. The study argues that although more positive attitudes toward black interaction are observed, only reading the novel does not increase the positive feelings towards black students.

Post structuralism and deconstruction

Post structuralism is very much concerned that there is not only one truth when reality, structures and system are explored. The relationship between signifier and signified is arbitrary, and meaning is ambiguous and it is not definite and certain. One of the tenets of the post structuralism structures and meaning are not stabilized (Webster, 1996). In the signifying system, there is not stable meaning. As a result, deconstruction of a text is dependent upon exploring contradiction and ambiguities in the text. Multiple meaning which is not stable and fixed is explored in a text.

In post-structuralist reading of Huckleberry Finn, it is questioned that words themselves can represent the social world as "the theme of individual conscience versus societal morals". Chapman(2009) states that Huck experiences moral dilemma. He decides to help Jim, and he does not betray Jim as he tells lies to slave hunters. Huck knows that he is doing wrong, but his individual conscience dominates in his decision about Jim. Prusak points out that town people will blame Huck for saving and helping a run-away slave, Jim.

Gail Craswell-Blanchette (2008) underlies the point that whiteness as a discourse dominates over the text and it operates as an “oppressive racialized construct.”

Whiteness represents a social construct, and racial identity. Through the lenses of critical whiteness, a reading of *Huckleberry Finn* is possible. Whiteness stands for freedom and it functions as racialized identity of privilege. Racism is committed by white characters. In terms of Huck and Jim, master and slave relationship becomes evident in the novel . White characters who are racist characters have privileged position over Afro-American characters. Howe (2009) states that Huck assumes that Jim belongs to him as a slave when he uses “my nigger”. Miss Watson as a white character, owns a slave, and Pap Finn is a racist figure in the novel as he gets angry when he learns that a black professor can vote. White supremacy is also evident when Duke and King consider Jim as their own slave. They treat Jim as inferior person as they represent white privileged over Afro- American characters.

Students are provided an opportunity to be critical reader of the Whiteness. First step to deconstruct is to reveal racialised nature of the novel. This discourse serves as subtext and considered as a challenge to racialised social practice of 19th century America.

Whiteness is a discursive element in the novel. Racism becomes evident in the term “nigger”. When Aunt Sally asked about steamboat accident stating that “Anyone hurt?”, Huck responds that “no, killed a nigger”.

In the novel, text and subtext are playful and slippery. Jim’s depiction of minstrel figure is constructed as African identity as foolish, superstitious, ignorant and childish. Hildebrand (2010) argues that Jim’s story about the lost hat, Jim’s narrating witch

stories, Jim's prophecy about footprints and rattle snake all construct Jim as minstrel figure. Lee (2009) further argues that stereotypical negro image is deconstructed in the novel. Although Jim can be considered as minstrel show figure, it is possible to state that Twain disrupts this stereotypical negro image. Huck recognizes Jim's humanity as Jim rejects to leave wounded Tom. Jim acts like a father figure as Pap Finn is brutal and uncaring. Jim does not allow Huck to see dead body as he cares for Huck. They become friends and Jim does not betray this friendship.

The concept of freedom can also be deconstructed. Freedom of Jim becomes ambiguous in the novel although Miss Watson sets free Jim in her will. Moreover, Jim is free from being minstrel show figure towards the end of novel. Contrast between tranquillity of the raft and cruelty of shore and civilization is one of the oppositions in the novel. Cabiness (2000) argues that Huck and Jim are away from civilization as they explore nature on raft. They feel comfortable and free on raft. Whenever Huck is on the shore, cruelty and barbarity dominates on the shore. Slavery as an institution, feud between two families, cruelty of Pap Finn and Watson's moral education all represent civilization.

New historicism

New historicism deals with historical background and biography of the author and presents a critical alternative history (Webster, 2006). In *Huckleberry Finn*, Cabiness (2003) argues that the novel is excluded from reading list in high schools as the novel is claimed to be racist and causes emotional segregation in high schools.

The novel is set pre-Civil War years along the Mississippi River during the 1830s and 1840s as slavery existed especially in Southern states. After Northern states abolished slavery, they objected slavery in South as they explored moral and economic circumstances of the slavery. Southern states needed slave labour as the economy of South was dependent upon farming. King (2009) states that Jim suffers from slavery as he is away from his family, and he tries to save money in order to buy his family. In that period, slave families are sold to different farms so that family members cannot see each other as slaver owners intentionally separated those slave families. In this period, slaves suffered from discrimination and racism as they worked under harsh conditions in farms. They had no money or no property as they belong to their master. Slaves were considered as inferior to white people. Alberti (1995) states that racism and discrimination against slaves become evident when Aunt Sally asks whether anyone killed in boat accident. The answer of Huck is quite racist when he says that “no, just killed a nigger”. In addition to that, Sağlam (2006) also states that Pap Finn is quite racist when he gets angry about a black professor who can vote. He thinks that blacks should not be given any legal rights as he supports institution of slavery.

It is ambiguous whether Twain criticizes slavery or he intentionally uses the word “nigger” many times in the novel. Therefore, the reader questions whether Twain adopted a racist view or not in the novel. One should also note that Twain was brought up in a family that owned many household slaves. Therefore, Twain had an experience about slavery as he explored slavery and South in the novel. In the novel, Sağlam (2006) emphasizes that when ways of life in South are explored, one can observe that slavery existed. In addition to that, hypocrisy and restriction were dominant in the society. Miss

Watson and Widow Douglas are quite religious and pious women but they own a slave. Twain reflects this reality existing in that society. Therefore, he somehow criticizes Christianity as the novel explores moral and racial circumstances of its time. *Huckleberry Finn*, therefore, becomes a representative of this moral dilemma that people experienced in that time.

Implications for practice

This study enables teachers to explore the novel within the general framework of three models of teaching literature and literary theories. The outcomes of this study may help teachers further develop their teaching repertoire as it provides informed exploration of the novel in terms of the three models and literary theories. The outcomes could be used to make informed instructional decision for planning. A teaching unit could be developed, for example, to teach *The Adventures of Huckleberry Finn*, and it could further introduce key concepts within the three models of teaching literature, and literary theories. Teachers may also use this study as stepping stone to enhance their instructional decisions to teach another literary work. In addition to teachers, students may gain new perspectives and learn to examine the novel through the lenses of literary theories and the cultural, language and personal growth models.

Implications for further research

Within the framework of three models and literary theories, other novels on the prescribed and recommended IBDP reading lists could be explored and analysed through meta-ethnography. Moreover, a study might be conducted with teachers who teach this

novel to describe and discuss its practical classroom implications. Additionally, interviews could be conducted with students and researchers to further describe and discuss themes, characters, and issues.

Limitations

This study used 18 thesis and dissertations and 27 articles related to *The Adventures of Huckleberry Finn* published in the last 50 years.

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APPENDIX A: List of selected sources

Author	Year	Source	Title
Edgar Branch	1950	Article	The Two Providences: Thematic Form in "Huckleberry Finn"
Paul Schacht	1981	Article	The Lonesomeness of Huckleberry Finn
Joseph Sawicki	1985	Article	Authority/Author-ity: Representation and Fictionality in Huckleberry Finn
James Gellert	1987	Article	Shylock, Huckleberry, and Jim: Do They Have a Place in Today's High Schools?
Randy Mills	1988	Article	Using Tom and Huck to develop moral reasoning in adolescents: A strategy for the classroom
John Alberti	1995	Article	The Nigger Huck: Race, Identity, and the Teaching of Huckleberry Finn
Shelly Fishkin	1995	Article	Teaching Mark Twain's Adventures of Huckleberry Finn
Dudley Barlow	2000	Article	"The Habits of Mind Instilled from Infancy" or How Language Shapes Our Perceptions
Laurel Bollinger	2002	Article	Say it Jim : The morality of Connection in Huckleberry Finn
Aretha Phiri	2002	Article	Searching for the ghost in the machine: The Africanist presence in Mark Twain's Adventures of Huckleberry Finn
Sharon Rush	2002	Article	Anti-canonical lesson of Huckleberry Finn
Philip Barrish	2002	Article	The Secret Joys of Antiracist Pedagogy: Huckleberry Finn in the Classroom
Sharon Rush	2003	Article	Emotional Segregation : HF in Modern classroom
Micheal Kiskis	2003	Article	Adventures of Huckleberry Finn (Again!):
Micheal Kiskis	2003	Article	Teaching for Social Justice or Sam Clemens' Children's Crusade
Howard Horwitz	2003	Article	"Can we learn to argue?" Huckleberry Finn and Literary Discipline

APPENDIX A (cont'd): List of selected sources

Author	Year	Source	Title
Alex Pitofsky	2006	Article	Pap Finn's Overture: Fatherhood, Identity, and Southwestern Culture in Adventures of Huckleberry Finn
Annemarie Hamlin Constance Joyner	2007	Article	The Adventures of Huckleberry Finn in the Undergraduate Survey of American Literature
Wu Binn	2008	Article	The equilibrium between the river and the shore in Huckleberry Finn
Jane Shlensky	2008	Article	A teacher's guide to Mark Twain's Huckleberry Finn
Alan Goldman	2010	Article	Huckleberry Finn and Moral Motivation
Jennifer Hildebrand	2010	Article	"I awluz liked dead people, en done all I could for 'em": Reconsidering Huckleberry Finn's African and American Identity
Bernard G. Prusak	2011	Article	When Words Fail Us: Reexamining the Conscience of Huckleberry Finn
Anders Schinkel	2011	Article	Huck Finn, Moral Language and Moral Education
Pyeam Abbasi Hussein SalimianR1Z1	2011	Article	Huckleberry Finn: a culture-conflicted reading
Theodore W. Hipple	1968	Thesis- Dissertation	The values in four selected American novel and suggested uses of these values
Judith Stein	1974	Thesis- Dissertation	Social criticism in Huckleberry Finn
Walter Terrell	1985	Thesis- Dissertation	The effects of reading HF on the racial attitudes white 9th students
Bonnie Cook	1997	Thesis- Dissertation	Teaching AHF at the turn of twenty- first century
David Huff	1997	Thesis- Dissertation	Huckleberry Finn in integrated high school classroom

APPENDIX A (cont'd): List of selected sources

Author	Year	Source	Title
Joe Mark Noe	1998	Thesis- Dissertation	Interplay structure and event in narrative: A textual analysis of Huckleberry Finn
Linda Cabiness	2000	Thesis- Dissertation	Freedom as theme in Mark Twain's Huckleberry Finn
Jennifer Henton	2001	Thesis- Dissertation	Twain, Dubois, Toomer and Hurston: Reading American literature and reading race
Sharon Mccoy	2003	Thesis- Dissertation	Against the current: Class, race, morality and the limits of love in and beyond
Jeffrey Allan Jaeckle	2005	Thesis- Dissertation	Reading the Reiterative: Concordance Mapping and the American Novel
Ülgen Sağlam	2006	Thesis- Dissertation	society as the cause of loss of innocence in the novels of Mark Twain, Salinger and William Golding
Mohammad Wahedi	2006	Thesis Dissertation	the major characters' quest for freedom in Mark Twain's the Adventures of Huckleberry Finn and Khaled Hosseini's the Kite Runner
Gail Craswell Blanchette	2008	Thesis- Dissertation	Disrupting whiteness through a post- structuralist reading of Huckleberry Finn
Victoria Chapman	2009	Thesis - Dissertation	Mark Twain and the bad boy genre
Patrick King	2009	Thesis- Dissertation	The contested quest for cultural liberation
Micheal Hyde	2009	Thesis- Dissertation	Good English: The novel and the shaping of an American moral mythology
David Perrin	2009	Thesis- Dissertation	Mark Twain, John Dewey, and the image of the teacher: A case for the interpretive study of narratives within educational discourse
Anne Ryan	2010	Thesis- Dissertation	A Sociolinguistic Analysis of Huckleberry Finn