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SUGGESTED TOPICS FOR THE SYLLABUS OF ENGLISH LITERATURE COURSE IN ELT DEPARTMENTS

Abstract.

Using literature in language teaching as authentic material has many advantages such as developing learners' intercultural competence, personal involvement, proficiency in the target language, creativity, critical, and analytical thinking, interpreting, speaking and communication skills. Correspondingly, the purposes of this study are to explore how many state universities have the syllabus for English Literature courses on their official websites and to find out the most preferred topics of English Literature courses in ELT programs. As a part of the qualitative data collection, online curriculums of 59 state universities were explored to find the most preferred topics of these courses. Based on the findings of the study, out of 59 universities, only 37 universities' online syllabi of "English Literature Course I and II" were available. Also, common topics in English Literature courses' syllabi of 37 universities were listed. Medieval English Literature - The Canterbury Tales Geoffrey Chaucer, Old English Period - Beowulf, and Elizabethan Era - Shakespeare were among the most preferred topics, while Middle Age period: historic, social, literary events, Contemporary English Literature, 20th-century literature were the least preferred ones. In the conclusion part of the study, some suggestions were presented for syllabi of English Literature courses in ELT departments of universities.

Key words: english literature, english literature courses, syllabus design, English language teaching, course, programmes.

Introduction.

The importance of literature in language teaching has been emphasized in many studies since it has been used to teach language by many language teachers and it is essential for English teacher training. However, literature is not used only as a tool for teaching writing, reading, speaking, listening, grammar, pronunciation, and vocabulary. It also provides a chance to develop different competencies and capabilities of language learners. Literature paves the way for achieving native-like competence in English, expressing thoughts in English, learning the characteristics of modern English, learning idiomatic expressions, speaking, communicating clearly, having proficiency in English for language learners and also, students can have creativity, critical, analytical thinking skills [1]. What is more, integrating literature of the target language into teaching practice is important because it is a way of increasing the motivation of students, it has a great value for education, it pays the way for understanding different cultures, it can be accepted as an example of stimulus for language acquisition, it improves students' interpreting skills and finally, it expands language awareness [2].

There are not many studies associated with the course of English Literature I and II in English language teaching undergraduate programs in Türkiye context although literature has great importance in language teaching. Limited research studies related to these courses are mostly based on the ideas of

pre-service teachers about its importance, course content, and some suggestions for its syllabus. To begin with, Arıkan emphasized the importance of these courses by presenting the views of pre-service teachers in English language teaching departments in many respects [3]. He found that many fourth-year students who have taken English Literature I and II courses at Hacettepe University consider that these courses are essential for the development of an English language teacher because they can be useful for teaching contexts in the future. Moreover, short story courses are the most beneficial courses since their vocabulary skills have improved through them. However, the participants of the research mentioned that the content of these courses needs the most urgent change. Besides, as stated in the results of the study, many fourth-year students of the English language department require more exposure to literary texts and to take additional or elective courses like world literature, film, and literary theory also, they want teacher trainers to minimize historical and biographical knowledge in the context of English literature courses. Besides, the interviews he conducted with pre-service teachers demonstrated that literature courses help the participants improve their vocabulary and reading skills, experience satisfactory classroom interaction in English, and learn different worldviews and ideologies. However, the participants claim that teacher trainers give too much importance to knowledge instead of emphasizing the analysis and discussion of literary passages. In a similar manner, another study conducted a questionnaire with students who had taken the course in the English language teaching department of Hacettepe, Selçuk, Uludağ, and Middle East Technical Universities [4]. Many students at these four universities are pleased with this course and most of the students think that the course is essential for the ELT departments. Besides, the study defined an alternative course description because the present course description was not clear and did not cover its title. The study recommended that this new syllabus should integrate films related to English Literature as supplementary materials and it should give importance to historical context and literary movements. Also, the syllabus should integrate literary criticism into literature courses. Students should be able to express their thoughts, feelings, and they should be acquainted with different genres of literature such as prose, drama, and poetry. Likewise, recent research linked to the course of English Literature I and II investigated the attitudes and opinions of students in the English language teaching department at Kocaeli University related to the use and importance of literature courses in language teaching [5]. According to the results of the study, many students favored literature as an important representation of culture, followed by art, films, and music. Last of all, Çıraklı and Kılıçkaya explored how literature courses are perceived by thirty pre-service teachers at Middle East Technical University [6]. The findings of the study demonstrated that pre-service teachers give too much importance to the literature courses. Also, the participants of the research mentioned that the context of literature courses should not be limited to the canonic texts and they should improve their linguistic abilities thanks to critical literary readings and cultural interpretative efforts.

Even though there are not too many studies on English literature course content, topics, and syllabus, it is possible to find many studies conducted about the syllabus of the other courses in ELT departments in Turkey context. The main purposes of these studies are analysis of learners' needs, analysis of the course content, and offering syllabi for the courses.

The studies investigating the students' needs and opinions about different courses in the English language teaching department are Yanç's master thesis related to the "Advanced Reading" course syllabus [7]. Çelik's research connected with the needs of students in terms of linguistic skills and Gören's study linked to the course of "Teaching English Young Learners" [8]. In opposition to the previous studies, which are based on only the need analysis and perceptions of the learners, some studies explored the ideas of pre-service teachers about the course syllabus and as a result of it, suggested a sample syllabus for each course at the same time [9]. To illustrate, Yeşilel-Akman conducted a study to

suggest a syllabus for the “Effective Communication Skills” course after exploring pre-service teachers’ favorite topics for the course [10]. Another research related to syllabus design is based on the “Drama” course in the English language teaching department [11]. The study suggested that “Drama” courses in ELT programs should be revisited in terms of practicing artistic skills, acting practices, experiencing learning, and teaching. Also, it should be called “Creative Drama in ELT”.

On the other hand, some studies are based on the content of the syllabus by analyzing the related documents and/or suggesting a new syllabus for the courses. For instance, research suggested a topic-based syllabus including 18 topics for the “Diction” course [12]. Another research suggests an alternative syllabus for World Englishes and Culture course [13]. In this study, researchers found the most preferred topics of the “World Englishes and Culture” course by teacher trainers for undergraduate-level ELT programs and they offered a variety of topics for the syllabus of this course. Similarly, Cesur and Bulanık’s study analyzed the syllabus content of the “Teaching English to Young Learners” course [14]. They determined the most preferred topics of the course by teacher trainers. These topics were games, songs, the definition of young learners and their characteristics, young learners’ speaking skills, and using visual items.

In the light of literature mentioned above, it is quite obvious that there are few studies on the components of English literature course syllabi in ELT programs in Turkey context [3. – 28], [4. – 302]. There are few studies about the perceptions of pre-service teachers based on the English Literature course content [5. – 46], [6. – 12]. None of these studies has examined the syllabus topics of the “English Literature I and II” course in ELT programs at Turkish universities. Correspondingly, there is a need for a comprehensive study that focuses on the topics of the English literature course today. This study is significant as it will investigate the most preferred topics of the English Literature course syllabus for the first time after the 2018 Education Reform in Turkey. Therefore, the purpose of this study is to find answers to the following research questions.

1. How many Turkish state universities have the syllabus of English Literature courses available on their official websites?

2. What are the most preferred topics available in the syllabus of English Literature courses taught at the ELT departments of Turkish state universities?

Materials and methods of research.

A qualitative research method was implemented in this research study. The grounded theory developed by Glaser and Strauss was used as a research design in this study. In grounded theory, “data has been systematically collected and analyzed”. Glaser and Strauss described the steps of generating theory which comprises collecting, coding, and analyzing the data. In grounded theory, data collection and data analysis occur at the same time. In addition, the stages of data analysis in this theory are open coding, axial coding, and coding. In other words, at first, concepts are identified and then moved into categories, relationships are identified between the categories, and finally, the core category is identified [15].

Initially, as a part of the qualitative data collection, online curriculums of 59 state universities were searched to find the most preferred topics for English literature courses. The availability of English literature courses’ online syllabi for ELT departments at these state universities was found and listed by giving codes and numbers for each university. A table was prepared to demonstrate whether the syllabi of English Literature I and II courses in online curriculums of the 59 state universities were available or not. Secondly, the topics of English literature courses were gathered and listed from the state universities’ online syllabi which were available. Finally, the qualitative data including English literature course

content topics were typed into Microsoft Excel for document analysis, and their frequency was calculated.

As for the data analysis in this study, document and content analysis were used. The first part of the study is related to the analysis of the data collected from the documents. The documents are the syllabus of English literature I and II courses in ELT departments of 37 Turkish state universities. A document analysis of 37 state universities' online syllabi was used to find the most preferred topics of these courses in ELT departments. Document analysis is a method that aims to evaluate printed and electronic documents. It needs data that can be examined and interpreted similarly to other methods in qualitative research. Its aims are demonstrating meaning, understanding, and creating empirical knowledge. Documents may contain texts and visuals which are recorded. Document analysis produces data that can be organized into major themes and categories through content analysis [16].

After investigating the available online syllabi of the state universities, approximately 600 topics were obtained in total. The same topics were combined to form one title. The qualitative data including English literature course content were analyzed to find the frequencies of the topics. The frequency of these topics was found by using the Microsoft Excel database and the topics were obtained from the list with a frequency of 3 and more. As a result, the most preferred topics were determined and they were presented on a table.

Results and its discussion.

As it is mentioned before, a document analysis was generated by searching 59 university syllabi (coded as 'U') and the topics of English literature courses in ELT departments of these universities. As a result of this analysis, out of 59 universities, 37 universities' online syllabi of English Literature Course I and II are available as demonstrated in Table 1. The data were found in the 2021-2022 fall term (See Appendix for detailed information).

Table 1 – Number of Syllabus Available-Not available Online

	F	Percentage
Available	37	%62.7
Not available	22	%37.2
Note: Compiled by the authors		

Furthermore, the most preferred topics of English literature courses were listed and demonstrated in Table 2. The findings reveal the frequency and codes of each preferred topic for these courses in ELT departments. According to these findings, the most preferred topics in the English Literature I and II courses are Medieval English Literature-The Canterbury Tales Geoffrey Chaucer (f= 25), Old English period-Beowulf (f= 20), Elizabethan Era- Shakespeare (f= 13).

Other preferred topics are Romanticism in Literature (f=12), Victorian Era (f= 12), Introduction to Literature: Relations of History, Society and Literature (f=11), Renaissance Period Literature (f=10), Renaissance Period History (f=7), Shakespeare Sonnet (f= 7), Restoration Period (f=7), Modern Period in English Literature – Modernism (f=7), The Anglo-Saxon Period (f=6), Medieval English Literature (f=6), Elizabethan Era: historical, social, literary events (f=6), Elizabethan Poetry (f=6), Elizabethan Prose (f=6), Samuel Beckett (f=6), Renaissance and Tudor Period- Thomas More (f=5), Elizabethan Theatre (f=5), Restoration Period Theatre (f=4), English Poets, Poems (f= 4), The history of Great Britain (f=4), the Essentials of English Literature (f=4), The History of Romantic Period (f=4). Finally, Middle Age Period: historic, social, literary events (f=3), Analysis of Hamlet as an example of Shakespeare's

great tragedies (f= 3), Contemporary English literature (f=3), and 20th century literature (f=3) are the least preferred ones.

Table 2 – Most preferred topics

	Most preferred topics	Codes	
1	Medieval English Literature - The Canterbury Tales Geoffrey Chaucer	U35, U11, U36, U8, U41, U20, U43, U15, U46, U48, U54, U56, U29, U33, U54, U57, U58, U2, U4, U5, U10, U14, U15, U16, U19	25
2	Old English Period-Beowulf	U29, U33, U35, U36, U41, U46, U48, U54, U56, U43, U20, U17, U4, U8, U5, U16, U17, U11, U14, U15	20
3	Elizabethan Era- Shakespeare	U29, U33, U35, U49, U51, U41, U43, U11, U10, U8, U2, U5, U14	13
4	Romanticism in Literature	U33, U48, U57, U14, U11, U8, U36, U29, U35, U56, U17, U36	12
5	Victorian Era	U33, U35, U57, U58, U21, U14, U8, U29, U48, U17, U11, U36	12
6	Introduction to literature: Relations of History, Society and Literature	U29, U33, U48, U49, U54, U56, U46, U16, U11, U4, U15	11
7	Renaissance Period Literature	U56, U57, U58, U8, U17, U44, U16, U48, U57, U46	10
8	Renaissance Period History	U11, U53, U57, U41, U25, U21, U15	7
9	Shakespeare Sonnet	U18, U30, U29, U30, U55, U15, U35	7
10	Restoration Period	U25, U56, U15, U14, U10, U35, U53	7
11	Modern Period in English Literature, Modernism	U8, U11, U25, U21, U29, U35, U58	7
12	The Anglo-Saxon period	U5, U10, U15, U36, U46, U54	6
13	Medieval English Literature	U5, U10, U41, U21, U53, U56	6
14	Elizabethan Era - historical, social, literary events	U5, U8, U25, U41, U53, U57	6
15	Elizabethan poetry	U2, U19, U41, U22, U10, U8	6
16	Elizabethan prose	U2, U8, U19, U10, U41, U22	6
17	Samuel Beckett	U56, U20, U14, U10, U41, U9	6
18	Renaissance and Tudor Period- Thomas More	U29, U33, U36, U54, U11	5
19	Elizabethan Theatre	U2, U10, U22, U41, U48	5
20	Restoration Period Theatre	U41, U22, U10, U19,	4
21	English poets, poems	U41, U22, U44, U10	4
22	The Essentials of English Literature	U29, U33, U11, U16	4
23	The History of Great Britain	U29, U33, U48, U11	4
24	The History of Romantic Period	U10, U11, U14, U25	4

25	Analysis of Hamlet as an example of Shakespeare's great tragedies	U41, U56, U19	3
26	Middle Age period: historic, social, literary events	U4, U5, U24	3
27	Contemporary English literature	U8, U21, U58	3
28	20th century literature	U57, U14, U41	3
Note: Compiled by the authors			

The first aim of this research was to explore how many state universities' syllabi for English Literature courses are available on the official websites of their ELT departments. As it is stated before, out of 59 universities, 37 universities' online syllabi of English literature courses I and II were available in the fall term of the 2021-2022 academic year. Another aim of this research was to determine the most preferred topics for the English literature courses I and II at the undergraduate level at ELT departments in 37 Turkish state universities. Findings demonstrated that the topic of Medieval English Literature-The Canterbury Tales had the highest frequency among most preferred topics. To put it differently, the most preferred topic of English literature courses I and II were Geoffrey Chaucer's writing. The second most-selected topic as a result of the document analysis was identified as the Old English period – Beowulf. Finally, the third most preferred topic was Elizabethan Era- Shakespeare. However, the Middle Age period: historic, social, literary events, Contemporary English literature, 20th century literature were the least preferred topics.

Table 3 – Appendix

Codes	UNIVERSITIES	ENGLISH LITERATURE 1-SYLLBUS	ENGLISH LITERATURE 2 SYLLBUS
U1	AFYON KOCATEPE	Not available	Not available
U2	AKDENİZ	Available	Available
U3	AKSARAY	Not available	Not available
U4	ALANYA ALAADDİN KEYKUBAT	Available	Available
U5	AMASYA	Available	Available
U6	ANADOLU	Not available	Not available
U7	ANKARA SOSYAL BİLİMLER	Not available	Not available
U8	ATATÜRK	Available	Available
U9	AYDIN ADNAN MENDERES	Available	Available
U10	BALIKESİR	Available	Available
U11	BARTIN	Available	Available
U12	BAYBURT	Available	Available
U13	BOĞAZİÇİ	Not available	Not available
U14	BOLU ABANT İZZET BAYSAL	Available	Available
U15	BURDUR MEHMET AKİF ERSOY	Available	Not available
U16	BURSA ULUDAĞ	Available	Available
U17	ÇANAKKALE ONSEKİZ MART	Available	Available
U18	ÇUKUROVA	Available	Available
U19	DİCLE	Available	Available
U20	DOKUZ EYLÜL	Available	Available
U21	DÜZCE	Available	Available
U22	ERCIYES	Available	Available
U23	ERZİNCAN BİNALİ YILDIRIM	Not available	Not available

U24	ESKİŞEHİR OSMANGAZİ	Available	Available
U25	FIRAT	Not available	Not available
U26	GAZİ	Not available	Not available
U27	GAZİANTEP	Not available	Not available
U28	GİRESUN	Not available	Not available
U29	HACETTEPE	Available	Available
U30	HAKKARİ	Not available	Not available
U31	HARRAN	Available	Available
U32	HATAY MUSTAFA KEMAL	Not available	Not available
U33	İNÖNÜ	Available	Available
U34	İSTANBUL MEDENİYET	Not available	Not available
U35	İSTANBUL -CERRAHPAŞA	Available	Available
U36	İZMİR DEMOKRASİ	Available	Available
U37	KAHRAMANMARAŞ SÜTÇÜ İMAM	Available	Available
U38	KOCAELİ	Not available	Not available
U39	MARMARA	Available	Available
U40	MERSİN	Not available	Not available
U41	MUĞLA SITKI KOÇMAN	Available	Available
U42	MUŞ ALPARSLAN	Available	Available
U43	NECMETTİN ERBAKAN	Available	Available
U44	NEVŞEHİR HACI BEKTAŞ VELİ	Available	Available
U45	NİĞDE ÖMER HALİSDEMİR	Not available	Not available
U46	ONDOKUZ MAYIS	Available	Available
U47	ORTA DOĞU TEKNİK	Not available	Not available
U48	PAMUKKALE	Available	Available
U49	SAKARYA	Available	Available
U50	SİİRT	Not available	Not available
U51	SİNOP	Not available	Not available
U52	SİVAS CUMHURİYET	Not available	Not available
U53	SÜLEYMAN DEMİREL	Available	Available
U54	TOKAT GAZİOSMANPAŞA	Available	Available
U55	TRABZON	Not available	Not available
U56	TRAKYA	Available	Available
U57	VAN YÜZÜNCÜ YIL	Available	Available
U58	YILDIZ TEKNİK	Available	Available
U59	YOZGAT BOZOK	Not available	Not available
Note: Compiled by the authors			

Conclusion.

Research studies related to the most preferred topics of English Literature courses at schools have similar results. For instance, Swain and Hostetter defined Beowulf as one of the most popular poems taught in American high schools and undergraduate programs [17]. Many teachers in their classrooms want their students to study this ancient poem. In addition, Beowulf is preferred by many English teachers since it helps them teach about Old English and the development of the English language. It provides an opportunity of asking questions about good and evil [18]. Many scholars, literary critics, teachers, and students strongly believe in the necessity of reading the Anglo-Saxon poem Beowulf because it offers students the chance to practice rhetoric skills through speaking, and writing and to gain an insight into the history of England.

Additionally, Field found that Chaucer is now being taught in sixty-three departments of English in the UK. Besides, Korcsolan touched on the importance and necessity of teaching Shakespeare in English literature. She explored that teachers teach his writings since they like what Shakespeare says about human nature. Moreover, many teachers advocate that studying the works of Shakespeare is essential while teaching English Literature, his plays are still topical, and the themes of his plays are still

important. Also, teachers appreciate Shakespeare as a source of giving information about English history and English culture and they support the view that works of Shakespeare are useful for teaching academic content based on culture, literature, and theatre history. Last of all, it allows students to practice language skills and forms [19].

Among 37 state universities' syllabi of the English literature courses, only one or two universities preferred the following topics: elements of narrative (setting, plot, point of view, characterization, and characters), figures of speech, Early Nineteenth-century poets, John Milton and *Paradise Lost*, Thomas More and *Utopia*, Ancient Greek and Roman Mythology, *Chrysanthemums* by John Steinbeck, *Cat in the Rain* by Ernest Hemingway, *Annabel Lee* by Edgar Allan Poe, *Robinson Crusoe* by Daniel Defoe, *Gulliver's Travels* by Jonathan Swift, *The World is too much with us* by Wordsworth, *Moby Dick* by Herman Melville, *A Tale of Two Cities* by Charles Dickens, *Grapes of Wrath* by John Steinbeck, *A Days Wait* by Ernest Hemingway, *Hearts and Hands* by O'Henry, *Story of an Hour* by Kate Chopin and some writers such as Robert Frost, William Blake, Virginia Woolf, John Keats, Oscar Wilde.

Although some literary works such as Oscar Wilde's *The Importance of Being Earnest*, T. S. Eliot's *The Love Song of J. Alfred Prufrock*, Sylvia Plath's *Metaphors*, writers such as Mary Shelley, Jane Austen, Aldous Huxley, Emily Dickinson and some literary masterpieces such *Waste Land*, *Ulysses* are important in the field, they are not chosen by the teacher educators at 37 state universities. This result is directly in opposition to the reading list for English literature departments of some universities and colleges in Europe and in the United States. For instance, students who start to study English studies are required to read writings of Oscar Wilde, Emily Dickinson, T.S. Eliot, James Joyce Mery Shelley, Jane Austen, A. Huxley, and Sylvia Plath. Similarly, James Joyce's *Dubliners*, T. S. Eliot's *The Waste Land*, and Aldous Huxley's *Brave New World* are strongly recommended books for English literature departments.

Taking into account the findings obtained as a result of this study, it is possible to say that the non-availability of 22 online syllabi of English Literature courses is a great deficiency for English language teaching programs in the age of technology. Because of this reason, these state universities should have online syllabi for these courses on their official websites and 37 available online syllabi of universities should be updated. Moreover, teacher educators can form the syllabus of English literature courses at universities and English teachers can draw advantage from the most preferred topics in their EFL classrooms while teaching English literature course.

A suggestion for future research studies could be exploring teacher educators' opinions related to the most and least preferred topics of English literature courses. In other words, future research studies can be based on interviews about why the teacher trainers have chosen these topics. On the other hand, it is possible to suggest exploring students' preferences, needs, and interests related to topics of English literature courses for future studies since preferences and the needs of the learners should be diagnosed before designing a syllabus.

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АҒЫЛШЫН ТІЛІН ОҚЫТУ КАФЕДРАЛАРЫНЫҢ АҒЫЛШЫН ӘДЕБИЕТІ ПӘНІНІҢ СИЛЛАБУСЫ ҮШІН ҰСЫНЫЛАТЫН ТАҚЫРЫПТАРЫ

Андатпа.

Мақалада университетте ағылшын әдебиетінің курстарында ұсынылатын тақырыптарға шолу жасалады. Тілді оқытуда көркем әдебиетті шынайы материал ретінде пайдаланудың көптеген артықшылықтары бар, мысалы, оқушылардың мәдениетаралық құзыреттілігін дамыту, жеке қатысу, оқытылатын тілді меңгеруге кәсіби назар аудару, шығармашылық, сыни және аналитикалық ойлау, аударма, сөйлеу және қарым-қатынас дағдылары. Тиісінше, бұл зерттеудің мақсаты – мемлекеттік университеттердің ресми веб-сайттарында ағылшын әдебиеті курстарының оқу жоспарлары бар екенін зерттеу, сонымен қатар ELT бағдарламаларында ағылшын әдебиеті курстарының ең қолайлы тақырыптарын анықтау. Сапалы деректерді жинау аясында осы курстардың ең қолайлы тақырыптарын табу үшін 59 мемлекеттік университеттің онлайн оқу бағдарламалары зерттелді. Зерттеу нәтижелері бойынша 59 университеттің тек 37 университетінде «I және II ағылшын әдебиеті курстары» онлайн бағдарламалары қолжетімді болды. 37 университеттің ағылшын әдебиеті курстарының бағдарламаларында жалпы тақырыптар келтірілген. Ортағасырлық ағылшын әдебиеті — Джеффри Чосердің «Кентербери әңгімелері», ескі ағылшын кезеңі — «Беовульф» және Элизабет дәуірі — Шекспир ең танымал тақырыптардың бірі, ал ортағасырлық кезең: тарихи, әлеуметтік, әдеби оқиғалар, қазіргі ағылшын әдебиеті, 20 ғасыр әдебиеті ең қолайлы тақырыптар болды. Зерттеудің қорытынды бөлімінде университеттердің ELT факультеттеріндегі ағылшын әдебиеті курстарының оқу жоспарлары бойынша кейбір ұсыныстар берілген.

Негізгі сөздер: ағылшын әдебиеті, ағылшын әдебиеті курстары, оқу жоспарын құру, ағылшын тілін оқыту, курс, бағдарламалар.

ОБЗОР ПРЕДЛАГАЕМЫХ ТЕМ ПО КУРСУ АНГЛИЙСКОЙ ЛИТЕРАТУРЫ В СИЛЛАБУСАХ ОТ КАФЕДР ELT

Аннотация.

В статье дается обзор тем, предлагаемых в курсах английской литературы университета. Использование художественной литературы при обучении языку в качестве аутентичного материала имеет много преимуществ, таких как развитие межкультурной компетенции учащихся, личной вовлеченности, профессиональной нацеленности на владение изучаемым языком, креативность, критическое и аналитическое мышление, навыки устного перевода, разговорной речи и общения. Соответственно, целью данного исследования является изучение того, сколько государственных университетов имеют учебные планы курсов английской литературы на своих официальных веб-сайтах, а также выявление наиболее предпочтительных тем курсов английской литературы в программах ELT. В рамках сбора качественных данных были изучены онлайн-учебные программы 59 государственных университетов, чтобы найти наиболее предпочтительные темы этих курсов. Согласно результатам исследования, из 59 университетов только в 37 университетах были доступны онлайн-программы «Курсов английской литературы I и II». Также были перечислены общие темы в программах курсов английской литературы 37 университетов. Средневековая английская литература — «Кентерберийские рассказы» Джеффри Чосера, древнеанглийский период — «Беовульф» и елизаветинская эпоха — Шекспир были одними из самых популярных тем, в то время как период Средневековья: исторические, социальные, литературные события, современная английская литература, литература 20-го века были наиболее предпочтительными темами. В заключительной части исследования представлены некоторые предложения по учебным планам курсов английской литературы на факультетах ELT университетов.

Ключевые слова: Английская литература, курсы английской литературы, разработка учебных программ, преподавание английского языка, курс, программы.

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