

**INVESTIGATION OF EFL TEACHERS' AND STUDENTS' VIEWS
TOWARDS USING LITERARY TEXTS IN EFL CLASSROOMS: THE
CASE OF ABOKER PREPARATORY SCHOOL, GRADE 12, HARARI
REGION**

M.A. Thesis

ALENE KETEMA

May, 2012

Haramaya

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REGION**

**A Thesis Submitted to the College of Social Sciences and Humanities,
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**BY
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SCHOOL OF GRADUATE STUDIES

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As thesis research advisors, we hereby certify that we have read and evaluated this thesis prepared, under our guidance, by Alene Ketema entitled “Investigation of EFL Teachers’ and Students’ Views towards Using Literary Texts in EFL Classrooms: The Case of Aboker Preparatory School, Grade 12, Harari Region” and recommended that it be accepted as fulfilling the thesis requirement for the degree of Master of arts in TEFL.

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DEDICATION

I dedicate this thesis manuscript to my father **Ketema Mekonnen** and my mother **Hymanote Atinkut**, for nursing me with affection and love and for their dedicated partnership in the success of my life and shaped me to be the person I am today.

STATEMENT OF THE AUTHOR

I declare that this thesis is my own work and I certify that all the material in this study which is not my own works has been identified and acknowledged.

This thesis has been submitted in partial fulfillment of the requirements for and advanced M.A. degree at Haramaya University and is deposited at the University Library to be borrowed under rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic certificate, diploma, degree, or master degree.

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BIOGRAPHICAL SKETCH

The author was born in Western Gojjam Zone on December 21, 1987. He attended his elementary school at Merawi Primary School. He completed his secondary and preparatory education at Merawi Secondary and Preparatory School. Then, he joined Arba Minch University in 2008 and graduated with B.A. Degree in English Language and Literature on July 15, 2010. Soon after, he joined Haramaya University for post graduate studies in 2010 to pursue his M.A. Degree in TEFL.

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LIST OF ABBREVIATIONS

APS	Aboker Preparatory School
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
GTM	Grammar Translation Method
LBA	Language Based Approach
MOE	Ministry of Education
T	Teacher
TEFL	Teaching English as a Foreign Language
S	Student
Q	Question

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ABSTRACT

This study attempted to investigate teachers' and students' views towards literary texts and its uses in English language contexts. The study was conducted in Aboker preparatory school in Grade 12, with a population of four teachers and thirty students. A total of 4 teachers and 30 students responded to the questionnaire, 8 classes were observed and all the teachers and 10 students were interviewed. The teachers' and students' views and classroom activities conducted in the literary text lessons were identified whilst the reasons why they avoided or employed the literary texts were explicated. The data for the study was collected using quantitative and qualitative research methodologies. Triangulation involved in different research instruments like textbook analysis, questionnaires, interviews, and classroom observations. The finding of this research revealed that it was difficult to generalize the teachers and the students' views towards literary texts and its uses in the English language classrooms. In principle, most teachers and students perceive literary texts as useful in terms of language development. However, they lacked the knowledge to integrate the literary texts with the teaching of language skills effectively. How compatible the classroom activities are with their views and what kind of literary texts do the teachers prefer to use in their English language classes was also investigated as part of the study. The study revealed the integration of literary texts requires a lot of efforts, commitment and a strong desire from teachers, students, curriculum designers and textbook writers to assist teachers and students language development. Based on the findings, it is recommended for teachers to take students' views in to consideration while teaching literary texts in English language classrooms in order to get learners interested in literary texts and to develop their language proficiency. Drawing from the findings, the study presents literary texts and the teaching of English language, teachers' and students' views towards advantages, difficulties, strategies, methodologies, literary genre preferences, approaches, and over all findings of using literary texts were investigated. All these implications will be useful for not only literary text study in English language but also other disciplines.

1. INTRODUCTION

This chapter presents introductory information on why and under what circumstances the study was conducted. Further, the background of the study, statement of the problem, objective of the study, scope of the study, significance of the study, and operational definitions of terms were dealt with.

1.1. Background of the Study

Literature is one of available resources in language teaching and it has been a part of language curricula for many years, fading in and out of popularity in response to new theories and methods in teaching and learning contexts. In the nineteenth century, foreign languages were taught with the help of Grammar Translation Method (GTM). At that time, students would translate literary texts from foreign language to their native language (Radhika, O., 1991) to read successfully difficult classical texts through the method of translation (Hall, 2005). During this period, literary texts were the very staple of foreign language teaching and students were expected to read and translate canonical literary texts. These texts were represented as models of 'good' writing as well as illustrating the grammatical rules of writing. This was due to the fact that a special status was given to literary texts in EFL classrooms. It was taught as a body of knowledge or a subject matter that dominated the language syllabus and not as an integral or an embedded component of language learning (Delanoy, 1997).

After GTM, Audio-lingual and Structuralism methods were introduced that emphasized on pronunciation, structures and vocabulary, literature was down played and discarded to the periphery (Collie and Slater, 1987), (Duff and Maley, 1990). Great emphasis was given to correct pronunciation, memorization through pattern drills and conversational practices rather than communicative competence. During this language teaching method, literature study was associated with 'bad,' 'old,' or 'traditional' teaching methods and it was believed that literature failed to provide vocabulary, structures and functional language that students required. This is because studying and translating literature was regarded as an 'old' method, since the English involved was not being taught in their language classes (Short and Candlin, 1986).

However, in the seventies, methods such as the community language learning, suggestopedia, the silent way, total physical response, and the natural approach were introduced, but these methods did not utilize the role of literature to teach foreign languages.

From 1970 up to 1980's communicative language teaching (CLT) approach placed a heavy emphasis on language activity that focused on real life communication set in an authentic context to promote learning like, mastering the use of English in a variety of situations, social contexts and professional areas (Hall, 2005). This method was concerned with learners negotiating for themselves, learning by doing things with language in authentic contexts. Since the CLT approach paid much attention to authentic contexts, literary texts were seen as 'ideal resources' in language education as it could offer the use of "authentic materials and 'real' language and communication" (ibid). On the other hand, Liddicoat and Crozet (2000) claimed that literature became more divorced from language teaching and learning when the communicative approach to language teaching was established in the 1970's. In other words, literature was neglected and more attention was given to dialogues and conversations which were more practical and visible in the real world situation in CLT approach.

However, in the early 1980's, Linguists and ELT scholars like (Widdowson, 1975, Brumfit, 1985, Long and Carter, 1991) have realized that literary texts can be used to reinforce the skills and complement language teaching and it has found its way back into the teaching of English language. In this regard, Duff and Maley (1990), state "Literature is back, but wearing different clothing". After that, literary texts had begun to be accepted as one of the rich and valuable resources available for language teaching.

In the Ethiopian context, Grade 12 text book writers tried to include different genres of literary texts. Yet, literary texts, despite their authenticity and benefits for the classroom, are still either very much ignored or very much avoided by teachers and students. This is because language teachers and students feel that literary texts are highly culturally charged, conceptually difficult and a hindrance rather than facilitation of learning the target language. It is for this reason that the researcher had decided to look at the teachers' and students' views towards literary texts and its use in English language classrooms.

1.2. Statement of the Problem

Literary texts are now part of the Ethiopian English language syllabus. However, informal discussions with school teachers and students show that teachers and students do not fully understand what they have been teaching; learning and they do not know how to appreciate literature accordingly. Most of the teachers and students of the school do not know how to appreciate the culture in the poem, short story and interpret the social, political, and historical perspective of a specific text. This might have happened that teachers and students believe that every literary text has one particular meaning and that particular meaning may not be understood by readers.

They only see literature as an ordinary reading text and do not really discover the underlying principle of learning literary texts in EFL classes. The consideration that literature is far away from the utterance of daily communication in business, trade, travel, tourism, and advertising might be the first reason, so that literature is inappropriate to be taught to the students. The second reason may be found in the common beliefs held that literary language is the creative use of language in poetry and prose that often deviates from the conventions and rules of the standard. This requires readers' greater effort to interpret literary texts since meaning is detached from the reader's immediate social context. The third reason is probably, there is an assumption that the language of literature is so difficult that if it is given to students whose mastery of vocabulary is very limited, the students will not get any use of it. The teachers and students views may be one of the reasons why teachers and students employed or avoid literary texts in the teaching and learning of EFL contexts.

So far, numerous studies have demonstrated the benefit of literature in English language classes and they indicate that the use of literature in language teaching enriches the learners' linguistics awareness and rhetorical structure of literary discourse (Widdowson, 1975, Collie and Slater, 1987, Carter and Long, 1991, Lazar, 1996, Brumfit, 2000, Carter, 2000), Long, 2000, and McKay, 2000).

In addition, very few local studies have been conducted in the area of literature in English language classroom teaching learning practices. Mengistu Anagaw (2011) conducted a study that dealt with approaches of using literary texts in English language classrooms. The aim of his study was to explain different approaches used by teachers to teach literary texts. His findings indicated that due to the nature of the approaches of using literary texts the teachers were not found adopting effective and highly innovative methods in using literary texts. Teachers frequently adopt the information based approach of using literary texts and they are not directed of the approaches of using literary texts they are supposed to adopt from the textbook.

As mentioned earlier, many studies have demonstrated that literature is one of the most valuable resources and that it should be included in language classrooms (Lazar 1996). However, if literature is said to be beneficial, questions why some teachers are reluctant to approach literature. There are teachers who remain sceptical and lack interest in using literary texts in their English language lessons. Bassnett And Grundy (1993) claim that there are language educators who believe that literature is irrelevant, who argued that what students need are texts that are 'practical' and 'rooted in everyday experience', not works of art." Thus, in general, this current study attempts to investigate what teachers and students feel, think or consider the inclusion of literary texts in their English language classrooms. When the teachers' and students' expectation and the aim of teaching English language do not match, teachers and students will not benefit from the courses.

1.3. Objectives of the Study

The following general and specific objectives were the central aims of this study.

1.3.1. General objective

This study aimed at investigating teachers' and students' views towards literary texts and its use in English language classrooms.

1.3.2. Specific objectives

This study contained the following specific objectives:

- To investigate how teachers and students view the inclusion of literary texts in English language classrooms.
- To investigate the skills which teachers and students think, can be enhanced through literary texts.
- To identify the factors that affect the proper utilization of literary texts available in the textbooks.
- To investigate the strategies adopted by teachers in using the literary texts.

1.4. Research Questions

In order to achieve the purpose of this study, the following research questions were posed.

- How do teachers and students view the inclusion of literary texts in EFL classrooms?
- Which skills do teachers/students think can be enhanced through literary texts? How?
- What factors affect the proper utilization of the literary texts available in the textbooks?
- What strategies do teachers adopt in using the literary texts?

1.5. Scope of the Study

This study covered the general views of English language teachers and students towards literary texts and its uses in English language classrooms in the area of Aboker Preparatory School, Harari region, grade 12 in 2011/2012 academic year. It is delimited to teachers' and students' views towards using literary texts included in the students textbook only, that means it does not extend to other genres of literary texts out of the prescribed textbook.

1.6. Significance of the Study

The findings of the study can be used to raise teachers, students, textbook writers, curriculum designers, and researchers' awareness of the advantages and importance of literary texts in the EFL profession that are responsible for the training of our future English language specialists. The study could create an impact on teachers of English, as it provided teachers the opportunity to reflect on their views of using literary texts so far and provided teachers with information on the general views of students towards using literary texts. The study can also influence students to know the reasons why literary texts have been injected in English language syllabus and how literary texts enhance their language proficiency. English language textbook writers may recognize their weaknesses and strengths in the way they design the contents of their books, so as to meet the general interest and needs of students and teachers. The study can support the curriculum designers in proposing the most suitable textbooks to be used in schools. Finally, the findings of this study will help researchers within the area to expand some of the efforts that were made through this study.

1.7. Limitations of the Study

The researcher believes in the worth of observing all the literary texts that are included in the student's textbook in the real teaching and learning contexts. However, only two classroom observations were made with each of the four teachers. That means only 8 classes were observed. Moreover, the teachers annual and daily lesson plans were expected to provide relevant data on how literary texts are being used and viewed in their English language classrooms. However, some teachers did not outline the lessons of literary texts which were difficult to follow the approaches and strategies used in the implementation of literary texts. Even though these limitations were there, the researcher manages this study accordingly.

1.8. Operational Definitions of Terms Used in the Study

For the purposes of this study, the terms given below mean the following:

Literary Texts: refers to any excerpt taken from any types of literature which is a fictional story that requires interpretation. In this study it refers to poems, short stories, extracts of films and novels which the student's text book used as a resource for language teaching.

Teachers' Views towards Literary Texts: refers to what teachers feel, think and how they consider the inclusion of literary texts in English language classrooms to teach English language.

Students' views towards literary texts: refers to what learners feel, think and how they consider the inclusion of literary texts in their English language classrooms and its contributions to language.

Investigation: refers to a systematic study in order to discover the facts about how teachers and students feel with regard to the inclusion of literary texts and how they use and implement in their English language classrooms.

2. REVIEW OF RELATED LITERATURE

This chapter presents review of research findings and scholarly experiences concerning the use of literary texts in English language classrooms and synthesizes various aspects of literary texts and its use as a pedagogical tool in language teaching. It includes, what literature is, the relationship between literature and language learning, the role of literary texts in language teaching, literary texts and language skills, approaches to use literary texts in Language classrooms, models to teach literary texts, and difficulties in dealing with literary texts in English language classrooms.

2.1. Defining Literature

Literature could be viewed and defined in several different ways. This however, would depend on different factors such as the function of literature and how it is used in English language classrooms.

Traditionally, “Literature” (with a large L) has been defined as “the ‘best’ writing produced in a given language or society, and this collection of ‘approved’ works has constituted the literary canon deemed by authority to be fit to the study”(Maley,2001). Literature, when defined as a subject of study, is an activity that involves and uses language (Radhika, O’, 1991). It focuses on the literariness of a text. Whereas “literature” with small “l” refers to any texts whose imaginative content will stimulate reaction and response in the receiver” (McRae, 1997, p, vii), including simple poems, short stories drama and texts which present a kind of literariness inherent in them (Moc, 2001). Using literature to teach language is known as small “l”. Fowler (1965) defines literature as follows:

Literature is the record of the attempt of writers to express and communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature deals with the life of man in moments of crisis and anguish, with his most intimate relationships, with his innermost thoughts and his deepest loves and hates, with his courage, honor, hope, pride, compassion, pity, and sacrifice (Fowler 1965:217).

These feelings are expressed through language and the use of language in EFL classroom evokes personal response in the reader or listener. The above definitions of literature highlight the important role that literature plays in the language classroom.

2.2. The Relationship between Literature and Language

The relationship between literature and foreign language teaching may be seen as an activity involving and using language. As Widdowson's (1971) claim "the study of literature is fundamentally a study of language in operation" which is based on the understanding that literature is an example of language in use, and is a context for language use. Hence, the study of the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of different systems of language organization. Carter (1986) suggested that literature should not be isolated or rejected on account of its literariness instead, language and literature teaching closely integrated and harmonized in EFL classroom. In this regard, Short and Candlin (1986) pointed out "Literature and language teaching should be linked and made mutually reinforcing". Such integration would enhance the use of language in a variety of activities where investigative and student centered learning is being implemented.

2.3. The Role of Literary Texts in English Language Classrooms

Literary texts are a rich source of classroom activities and can prove motivation and useful for learners. According to Langer (1997), literature can open "horizons of possibility, allowing students to question, interpret, connect and explore". An interesting short story or a poem can touch the students' hearts instantly and leave an indelible impression up on their minds. Moreover, the dialogic nature of literary texts ensures learners use their own creativity and drives away the traditional language classes. Many scholars in the field of EFL like (Lazar,1993,Collie and Slatter,1994 ,Ur ,1996, Carter and Long ,1996 and, Malay ,2001) have emphasized the benefits of using literature for language teaching. These scholars state various reasons for the incorporation of literary texts in English language classrooms. According to Collie and Slater (1990), there are four main reasons which lead a language teacher to use

literary texts. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement.

2.3.1. Valuable authentic material

Authentic Material refers to 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (Rogers, 1988). Most works of literature are not created for the primary purpose of teaching a language. In a classroom, learners are exposed to use actual language samples of real life settings. It can act as a beneficial complement to authentic materials when the first “survival” level has been passed. Using authentic materials in EFL classroom have a positive effect on learner motivation, provide authentic cultural information, exposure to real language, relate more closely to learners 'needs and support a more creative approach to teaching.

On the other hand, Richards (2001) pointed out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower level classes. This view is supported by Martinez (2002), who mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels to have a hard time decoding the texts.

However, authentic materials should be used in accordance with students' ability and adds that suitable tasks can be given to learners in which total understanding is not important.

2.3.2. Cultural enrichment

Literature helps students to understand others culture. Literary works, such as novels, plays, short stories and poems facilitate understanding how communication takes place in certain country. Though, the world of literary text is an imaginary one, it presents a full and colorful setting in which characters from many social or regional backgrounds can be described. For instance, reading Shakespeare's work will give students an idea of how people lived at certain period of time in England (Joycilin, 2011). A reader can discover the way the characters in

such literary works see the world outside that is thoughts, feelings, customs, traditions, possessions, what they buy, believe in, fear, enjoy and how they speak and behave in different settings. This colorful created world can help learners to feel for the codes and preoccupations that shape a real society through visual literacy. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned.

2.3.3. Language enrichment

Literature that was initially read and enjoyed by enthusiasts and elites has gradually paved its way to become a more dynamic resource in EFL teaching (Carter and Slater, 1991, Ur, 1996). It provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of writing, reading and contextualized body of texts. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves (Joyclin, 2011).

2.3.4. Personal involvement

Literature can be useful in the language learning process owing to the personal involvement through interesting activities such as brainstorming, role playing, word association, situational scenes and prediction. These activities of literature will give opportunities for students to express their opinions about general subjects. It is an important window letting one to have a view of the world and realizing the expression of culture by means of sharing individual or collective life experience (ibid).

The students become enthusiastic to find out what happens as events unfold in the text and feel close to certain characters and share their emotional responses. In this process, students

can remove the identity crisis and develop into an extrovert (Collie and Slater (1990). This can have beneficial effects upon the whole language learning process.

Similarly, Ur (1996: 201) and Hirvela (2001) state some of the advantages of literature as a language teaching resource, which can be summarized in the following way: Literature is a very enjoyable resource to learn a language, good resource for increasing word power, encourages developing various reading skills in learners, provides examples of different styles of writing, representations of various authentic uses of the language, involves both emotions and intellect, enriches the students' world knowledge, encourages critical and creative thinking, and it makes the students aware of various human situations and conflicts (Ur, 1996: 201). In addition to these, the imaginative properties of the literary texts foster the students' academic literary skills, which are not so easy if a non-literary text is used as the language teaching material (Hirvela, 2001).

Notwithstanding the numerous claims of benefits in using literature in language study, some scholars are against this idea. Short (1986), assumed literature is complicated because there are a lot of linguistic deviations in literary genres that has led many teachers to either avoid or stop using literature in their language classrooms. Edmonson (1997) similarly, claimed that literary texts have a special role in language acquisition that is the use of literature to augment students' language potential through the exposure to literary texts usually reveals discouraging results. These suppositions exist because of the argument that literary language is remote from the everyday usage that the students can achieve little practical values from reading literary texts.

However, literary texts are not necessarily overloaded with literary jargons isolated from the daily conversation because literature is made of, from, and with ordinary language. Widdowson's (1971) claim "the study of literature is fundamentally a study of language in operation" is based on the realization that literature is an example of language in use, and is a context for language use which involves special, unusual use of language and it feeds creativity on every possible style of register. These help students to expand their linguistic and cognitive skills, cultural knowledge and sensitivity.

2.4. Literary Texts and Language Skills

Literary texts offer potential benefits in ESL instruction in many ways. Linguistically, it has the potential of serving as the central focus of a unit of study in the classroom where ample activities involving the application of the basic language skills and language areas are very popular within the field of foreign language learning and teaching practices. Literature is rich with innumerable authentic material of language for the development of reading, writing, speaking and listening skills.

2.4.1. Literary texts and reading skill

Literary texts support the development of reading skills because reading texts require interpretation and thus an interaction between the reader and the text. Reading in literature is a combination of reading for enjoyment and reading for information. Literary texts facilitate the interaction and accelerate language learning in content based instruction (Shang, 2006). According to Collie and Slater (1987), by reading a specific literary text, students are exposed to the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas. It offers pleasure so that students are motivated to read and ultimately developing their reading proficiency. For reading purposes, novel and poetry can provide good opportunities for extensive and intensive reading. It is also good for practicing sub skills of reading that include skimming, scanning, and finding the main ideas.

2.4.2. Literary texts and writing skill

Literary texts can be a powerful and motivating source for writing in ESL, both as a model and as subject matter. Literature acts as a model when students are asked to write similar to original work or clearly imitate its content, theme, organization and style. Based on literature as subject matter it can be “on or about” the literary text and out of literary text. The latter one uses literature as a springboard for original composition, which, in turn, enhances language learning. The learners can be asked to report the contents of the text or reproduce what one character thinks of another or write about their own reaction to the similar situation. The

function of sentences, the diversity of possible structures, and the different ways of linking ideas will expand and deepen students' writing skills based on literature as a model in controlled, guided and reproducing writing models (Stern 1991).

2.4.3. Literary texts and speaking skill

The teaching of speaking and listening can be made interesting with an equally meaningful role of literary texts. For speaking purposes, the events in a poem, novel, film extracts or short story can be associated with the learners' own experience in real life. Such a practice paves the way for hot topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also facilitative for advancing speaking proficiency. Oral work based on literary texts may help improve students' speaking skills (Saraceni, 2003). Oral reading and role-playing enhance confidence and improve pronunciation; dramatization and re-enactment lead to better understanding of the text and the resultant enjoyment out of it.

2.4.4. Literary texts and listening skill

Listening to literary re-enactments makes one substantially alert not only to pronunciation, sentence formation and tone of the speakers but also to the possible errors in their speech and dialogues. As Lazar's (1993) argument, students can develop their listening skills by listening to the recorded literary materials. For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels. The musical elements in poetry stimulate the learners' desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme, and intonation (Shang, 2006).

2.4.5. Literary texts and communicative competence

Literary texts can provide excellent examples of authentic language use and can stimulate discussions in which learners can practice communication. It is important to have creativity in a language classroom to provide a successful communicative setting (Candlin, 1996). It can

be used to develop learners 'creative abilities to communicate with each other through the engagement of literary texts. In other words, literature can be considered as a resource which gives priority to creative uses of language. The discussions and group activities based on literary texts helps improving communication skills. This means that Literature supports the development of Communicative Competence.

Generally, emphasizing the use of literary texts in English language classroom is very important to promote basic language skills (reading, writing, speaking, listening), critical thinking, communication competences and language areas (vocabulary, grammar and pronunciation) in the English language classroom.

2.5. Models for the Teaching of Literary Texts

The major tendencies in teaching of literary texts can be generally seen through the three models presented by Carter and Long (1991). These are the cultural, the language, and the personal growth models, which are not mutually exclusive.

2.5.1. The cultural model

The cultural model is a traditional approach which gives attention to areas such as the history and characteristics of literary movements, the social, political and historical background of a text, the literary genres and rhetorical devices. Literature is important as a medium to preserve the cultural and artistic heritage (Lazar, 1999). It reveals the universality of thoughts and ideas and learners are encouraged to understand different cultures and ideologies in relation to their own. This model views literature as a source of facts and it is teacher-centered, transmissive pedagogic mode where the teacher passes knowledge and information to the students. There is no specific language work done on a text.

2.5.2. The language model

Literary texts, according to McKay (1982) are exploited for the teaching of vocabulary or structures or language manipulation and are utilized to exemplify certain types of linguistics patterns such as direct and indirect speech, and literal and figurative language. Literature is taught for the promotion of vocabulary, structure or language manipulation. Though, it exposes students to the more “subtle and varied creative uses of language” in literary writing, its principal aim is to help students find ways in to a text in a methodological way (Carter and Long, 1991:2). Language-based approach to using literature would include techniques and procedures, which are concerned mainly with the study of the literary text itself by cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play to deconstruct literary texts in order to serve specific linguistic goals (Lazar (1999)). These activities offer a wide range of styles and registers, they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Maley, 1990). In short this model endeavors to develop students’ language skills through the study of authentic literary texts.

2.5.3. The personal growth model

The Personal Growth Model focuses on the personal pleasure and emotional gain that students can procure by reading literary texts and how an effective reading of literature helps them to progress and mature as individuals (Carter and Long 1991). It requires students to relate and respond to the themes and issues by connecting them to their personal life experiences. This model encourages learners to draw on their own opinions, feelings personal experiences and it is more of learner centered. It aims for interaction between the text and the reader in English, helping to make the language more memorable. This model recognizes the immense power that literature can have to move people and the potential influence of literature that enables students to achieve enjoyment from reading literary works.

These three approaches to teaching literary texts differ in terms of their focus on the text: firstly, the text is seen as a cultural artefact; secondly, the text is used as grammatical and structural analysis; and thirdly, the text is the stimulus for personal growth activities.

Integrating these elements makes literature accessible to learners and beneficial for their linguistic development. An integrated model is a linguistic approach which utilizes the strategies used in stylistic analysis, which explores literary and non-literary texts, from the perspective of style and its relationship to content and form. According to Duff and Maley (1990), the main reasons for integrating these elements are based on their linguistic, methodological and motivational benefits. Linguistically, by using a wide range of authentic texts one can introduce learners to a variety of types and difficulties of English language. Methodologically, literary discourse sensitises readers to the processes of reading. Lastly, motivationally, literary texts prioritise the enjoyment of reading. The above models for teaching literature have been incorporated in different approaches.

2.6. Teaching Approaches Used to Teach Literary Texts

Approaches of using literary texts refer to how literary texts are presented and viewed by teachers. Based on the historical development of the approaches recognized to teach literature, it can be said that the approaches have evolved from central focus on literature as a subject matter to making literature as a resource for the teaching of English language. There are various approaches that teachers can choose when they use literary texts in EFL classrooms. Rosli (1995) indicated six approaches of using literary texts that EFL teachers can adopt. These are: information based approach, paraphrastic approach, language based approach, personal response approach, moral philosophical approach and stylistic approach.

2.6.1. Information based approach

Information based approach is a way of teaching knowledge about literary texts where literary texts are seen as a medium to offer a source of information to students (Carter, 1988). Teachers who adopt this approach perform activities like lecturing, explanation about literary

texts and terms, reading notes and criticism provided in workbooks or by the teacher. It demands a large input from the teacher and it is closely related “aesthetically patterned artifact endowed with the knowledge potentials philosophy, culture, morality, and humanities” (Ganakumaran 2003). This approach is quite ineffective in enhancing students’ language proficiency (Carter and McRae, 1996) because this approach bases itself on traditional views to literature and teaching.

2.6.2. Paraphrastic approach

This approach deals with the surface meaning of the literary text (Hwang and Embi, 2007). Similarly, Rosli (1995) asserts that paraphrastic approach allows teachers to use simpler words and sentence structures compared to the more complicated ones in the texts and sometimes the teacher can translate it into other languages. According to Rosli, this approach is suitable for beginners of the target language as it acts as a stepping stone in formulating original assumptions of the author’s work. The main goal of teachers who adopt this approach is enabling students understand the literal meaning of a text but emphasis is not given to their personal engagement in understanding the text in their own ways. Classroom activities frequently used in line with this approach is teacher centered, retelling the literary text using simpler language, the use of translation and reading paraphrased versions provided in books.

2.6.3. Language based approach

Language based approach (LBA) seeks greater association between language and literary texts. LBA is done by providing them exposure to the target language and connecting them to specific vocabulary and other aspects of the language. Maley and Duff (1990) insist that the primary aim of this approach is “quite simply to use literary texts as a resource for stimulating language activities”. With the use of LBA, the focus shifted to the learner, the reading process and creating language awareness in the learners (Too, 2007). Activities like prediction, close, role play, recitation, debate and discussions can be used to create opportunities for language use in the classroom. In line with this approach, a language-based framework for reading literary texts moves from lexis (vocabulary), syntax (sentences) to coherence (discourse).

As Lazar (1993) pointed out, detailed analysis of the language of the literary texts will help students to make meaningful interpretations and at the same time students will increase their general awareness and understanding of English. The aim of LBA is not on studying literature, but literary texts are utilized as one of the resources in providing inspiring language tasks for students. Undertaking a detailed language analysis can facilitate the construction of meanings and encourage students to exercise their existing knowledge of grammar and vocabulary (Duff and Maley (1990).

2.6.4. Personal response approach

This approach helps to motivate and encourage students to read a literary text by making a connection between the themes of the text and their personal life and experiences. As indicated by Vethamani (2003) although learners are encouraged to explore various textual meanings, their interpretation must be behind the text. It focuses on learner's response to the author's text. The learners would respond to what they think are the author's intentions and what are the meanings that could be derived from the text (Hirvela, 1996). Teachers who adopt this approach employ activities like question-discussion which are interpretive in nature generating views and opinions on the text. The premise behind personal response approach is on task engagement will be enhanced if students relate the themes of literary texts with their personal experience.

2.6.5. Moral philosophical approach

This is an approach which incorporates moral values across curriculum. The focus of this approach is to discover moral values while reading a particular literary text (Hwang and Embi 2007). It seeks to find the worthiness of moral and philosophical considerations behind one's reading (Rosli 1995). The focus of teachers who adopt the moral philosophical approach to literary texts is to make students search for moral values from particular literary text. In this approach teachers employ activities like reflective session, getting students to search for values while encountering a literary text and eliciting students 'evaluation on what they should do or not do based on their reading (Hall, 2005).

2.6.6. The stylistics approach

Short (1996) stated that stylistic analysis is useful for relatively inexperienced or unsophisticated students to arrive at possible meanings or texts. Teachers who adopt this approach to using literary texts guide students towards a closer understanding and appreciation of the literary text itself using the combination of linguistic analysis and literary critics (Lazar, 1993). The main goals of teachers who adopt this approach is to enable students make meaningful interpretations of the text which in turn allows students look beyond the surface meaning of the given literary text and to expand students' knowledge and awareness of the language (Mengistu 2011).

Recently scholars have started trying out an integrated approach where any of the approaches or their principle is combined with the other. According to Savvidou (2004) the use of an integrated approach of using literary texts that mix either of the above approaches ensure the maximal utilization of literary texts. So, it is better to use an integrated approach in teaching literature in EFL classrooms to promote basic language skills and language areas of students.

2.7. Challenges and Difficulties in Using Literary Texts

Although literary texts offer many benefits which make literary texts worth being included in language program, teachers and learners see literary language as problematic since it does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected way (Lazar, 1990), and it includes vocabulary, grammatical structures, and syntax considered to be too complicated (Duff and Maley, 1990:7).

The length of the text can be seen as the major difficult apart from the linguistic difficulty. While some teachers may see longer texts as more difficult than short texts, it is, however, possible that shorter texts may present more difficulties because they do not offer the extended contextual support and repetition which longer texts do (ibid). Concerned with culture, they claim that culture does offer difficulties in a way that it is impossible for the outsider to share fully the range of references of an insider. All literary works make reference

to things outside themselves and are thus liable to interpretation, or variable misinterpretation. However, they contend that such variable interpretation makes literature interesting.

The other problems in using literary texts are concerned with conceptual and acceptance difficulties. Conceptual difficulties refer even though the language written in the text is simple, easily intelligible, students may still find it hard to make sense since they are not able to perceive the ideas the text conveys. Whereas acceptance difficulties is concerned the most instinctive negative reactions we experience towards certain types of text or certain authors (ibid). It is likely that some teachers may have negative attitudes towards using literature in the class because their main goal in language teaching is to teach the grammar of the language (McKay, 1982:529). Similarly, (Rodhika, O', 1991) raised the Linguistic difficulty of the text and the background knowledge about English language and culture to interpret some literary texts are the major difficulties in EFL classroom (Rodhika, O', 1991).

However, literary texts remain an unavoidable tool in the hands of language teacher. It is in the teacher's domain as what to teach and how to teach and how to use poetry, drama, prose, short stories or novel for language teaching (Sujata, R., 2009). A text which is extremely difficult in linguistic or cultural levels will bring few benefits. For these several solutions have been suggested in regard to the problems of linguistic or other difficulties.

2.8. Strategies Used to Comprehend Literary Texts

There are various strategies identified that could be used when reading literary texts. The following are descriptions of some of the known strategies used.

2.8.1. Steps into literary text

Langer (1991) listed four major steps in the process of understanding a text. Firstly, being out and stepping into an envisionment. This is where students make initial contacts with genre, content, structure and language of text by using prior knowledge and surface features. Secondly, being in and moving through an envisionment. Students, in this step are immersed in their understandings, using their previously constructed envisionments, prior knowledge

and text itself to further their creation of meaning. Thirdly, stepping back and reflecting on one's own previous knowledge or understandings. Lastly, stepping out in which the students react to the text, or to the reading experience itself (Langer, 1991).

2.8.2. Bottom up process

Besides that, several models of the reading strategies have been developed over the years to explain how a reader derives meaning from a text. The better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman, 1973). The reader uses graphphonic, syntactic and semantic cues to predict meaning then confirms those predictions by relating to their experiences and knowledge of the language (Carrel, 1988).

2.8.3. Top down process

The top down process of reading provides relevant background of knowledge to readers. Carrel (1988) state the immediate goal for EFL teachers is to minimize reading difficulties and to maximize comprehension by providing culturally relevant information to students before they embark on their reading assignments.

2.8.4. Aesthetic reading

Reader response approach believes that aesthetic text-approach is achieved through aesthetic and stance. Aesthetic distance implies temporary detachment from the pressure of the world in which a reader lives in order to enter the secondary world mapped out by the literary text (Benton, 1992; Bredella, 1996). Thus, aesthetic approach to literature has a strong emotional appeal because students are invited to live through what the speaker, narrator or characters experience in their textual worlds. This helps students to improve their language proficiency as well as develop their creative thinking in expressing thoughts and opinions. It is interaction based that the students make connections between ideas, themes, and characters. At the same time, the activities of comparing and contrasting the content of the text will develop students' ability to analyze and criticize what they have learnt and already known (Zafeiriadou, 2001).

Therefore, Language for aesthetic purposes enables learners to enjoy literary texts at a level suited to their language proficiency and develops the ability to express things creatively.

2.8.5. Efferent reading

Efferent reading emphasizes on the knowledge that the text conveyed. Students are mainly involved in the information they are supposed to gain from the text. Hence, efferent reading is not appropriate to the nature of literature teaching, which contains much more than a simple opinion or knowledge (Zafeiriadou, 2001). In addition, selecting simplification, extracts or simple literary texts may help to avoid reading difficulties. In simplification the original text is shortened in characters, situations and events, the vocabulary is restricted and the structures are controlled. Simplification is not favored because of its reduction process. To remove the burden of intensive lengthy reading extracts are advantageous. However, they are artificially isolated for teaching purpose does not necessarily cultivate interest in reading in the English language learners. Using the abridged version and understandable texts are the best solution to understand a literary text in English language classrooms.

2.9. Summary of the Literature

This chapter has presented an in-depth discussion on the theoretical framework of literary texts and a comprehensive overview of the application of literary texts in English language classrooms with substantial attention given to the discussion on the positions of literary texts as a language teaching resources to teach English language. It is essential to provide comprehensible back ground information on literary texts and pedagogical advantages to teach English language from teachers and students points view to guide and inform the advantages of literary texts to teach English language. The definition of literature, the relationship between literature and language, the role of literary texts in English language improvement, approaches, models and difficulties in dealing with literary texts in English language classrooms were discussed.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter focused on the research design, participants of the study, sampling techniques, instruments for data collection, methods and procedures for data collection and analysis.

3.1. Research Design

In order to answer the questions raised in research question section, the research design was mixed method approach. According to Onwuegbuzie and Leech (2004) mixed methods research, both quantitative and qualitative research are important and useful to draw from the strengths and minimize the weaknesses of both in single research studies and across studies. Qualitative research design was employed in order to have a valid data for the study or to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Lincon, 2000). The methods used to collect qualitative data were textbook analysis, classroom observation and interview. In order to compare and determine the relationship between the teachers and students views towards using literary texts, quantitative research design was used. The method used to collect quantitative data was questionnaires. It was utilized as a mode of triangulation whereby data collection and information were based on the questionnaire, classroom observation and semi structured interview and textbook analysis.

3.2. Participants of the Study

The participants for this study were the teachers and students who are currently teaching and learning English language, grade 12 in Aboker Preparatory School at Harari region. There were four English language teachers in the department. Of the total four degree holder teachers, only teacher one is attending his M.A. degree in English language teaching in summer program. Hence, it can be anticipated that the teachers know how they view literary texts in their English language classrooms. The students who participated in this study were both natural and social science streams who are currently learning English language. This is expected to find out a better insight of their views towards literary texts and its use in English language classrooms.

3.3. Sampling Techniques and Sample Size

The school was selected purposively to be the setting of the study. It is closer to Haramaya University which was favored for effective data collection process and to get valuable and constructive comments from my advisors and the rationale behind choosing the grade level is the researcher's observation of literary texts included in the student's textbook. There were two targeted groups in this study. The first group was all grade 12 English Language teachers in APS were included as a sample because they were fewer in number and easy to manage. The second targeted group was grade 12 students of the school. Out of the total number of students, 30 were selected for questionnaires and 10 students for semi structured interview through purposive sampling technique to get opinions from high, medium and low achiever students. Purposive sampling is relevant for this study since the concern is exploring the universe and understanding the audience. This means, using common senses and the best judgment in choosing the right habitations, and meeting the right number of right people for the purpose of this study. The determination of high, medium and low achievers was based on their English mid-exam result.

3.4. Data Gathering Instruments

In order to collect data from the samples of the target population, textbook analysis, questionnaires, classroom observations, and interviews were employed as instruments.

3.4.1. Textbook analysis

This instrument was used to look at the nature and activities of literary texts in grade 12 student's English language textbook and teacher's guide. As Krippendorff (1980), document analysis is a technique which can generate both valid and replicable data from documents. Consequently, student's textbook and teacher's guide were examined to get some insights about the use of literary texts in their classrooms. In doing so, the genre of literary text, the title of the literary text, length of the text, page number in the text book, total number of

literary texts in the textbook, strategies implicated in the literary texts and the training of teachers to teach literary texts were investigated.

3.4.2. Questionnaire

For this study, two sets of questionnaires were designed. The first questionnaire was distributed to English language teachers. The aim of the questionnaire for the teachers was to find out their views about the inclusion of literary texts in EFL classrooms, which language skills they think can be enhanced through literary texts, why they employed or avoid literary texts in language classrooms, to find out the difficulties of using literary texts; and to obtain information about the strategies teachers use to understand a given literary texts were investigated. The second set of questionnaire was distributed to the students. Students had almost similar questionnaires like the teachers to find out their views about the inclusion of literary texts and their interactions in using a specific literary text and why they use or avoid literary texts in English classrooms. All English teachers and 30 students were requested to answer the questionnaires. It was both close and open ended questions for both respondents.

3.4.3. Classroom observation

The inclusion of classroom observation emerged from the fact that it might lead to new issues (Edwards and Talbot, 1999), when teacher and students dealt with literary texts. Non-participant classroom observation was conducted to validate teachers and students response, to investigate how the teachers dealt with literary texts, which skills give much emphasis through literary texts, what strategies teachers use to teach literary texts and the interaction between teachers and students with the activities of literary texts were observed. Eight classes were observed, all the four teachers were observed twice each by using checklists. The check lists and notes from the observations were compiled for analysis.

3.4.4. Semi structured interview

The purpose of interviews was used to enrich the data collected by textbook analysis, questionnaires, and classroom observation. The researcher designed a semi-structured interview questions for the teachers as well as for the students to get their views towards literary texts, to find out more about practical problems encountered by the teacher and students in using a particular literary text, to find out the skills they think it can be enhanced through literary texts, why they hold the type of view they hold, to find out the factors that affect the proper utilization of literary texts available in the textbook and to find out the strategies they used to comprehend literary texts were administrated through interview. Tape recorder was used to record the responses given by the respondents in addition to taking short notes. All grade 12 English language teachers and ten students were interviewed.

3.4.5. Summary of the methods/tools/instruments

The following table summarizes the reasearch instruments and data soughts.

Table 1: Summary of research instruments and data sought

No	Method/tool/instruments	Data sought/data about
1.	Textbook analysis	The place and nature of literary texts in the textbook. Purpose of literary texts in English language textbooks.
2.	questionnaire	Reasons teachers and students use or avoid literary texts in EFL classes. Language skills that can be enhanced through literary texts. Why teachers and students hold the type of view they hold? Difficulties they faced in using literary texts. Strategies they adopted to comprehend literary texts.
3.	Classroom observation	Language skills which can be enhance through literary texts and Strategies they adopted to comprehend a specific literary text. Practical problems encountered in using literary texts. The interaction between teachers and students based on literary texts.
4.	Semi-structured interview	Language skills they prefer to enhance through literary texts and The reason why they avoid or employed literary texts. The reason why they hold the type of view they hold. Factors that affect the proper utilization of literary texts available in textbooks and strategies used to overcome the difficulties they faced.

3.5. Data Collection Procedures

Once the teachers and students who participate in the study were identified, the content of lesson plans, activities, nature and procedures of literary texts in the textbook were identified. This helped the researcher to investigate the nature of literary texts, activities and strategies adopted in grade 12 student's English language textbooks and teacher's guide. After textbook analysis the teachers and students were briefed about the objective of the study. Secondly, questionnaires were distributed for teachers and students to know their general feeling towards using literary texts as well as their preferred skills to teach language through literary texts. Thirdly, classroom observation was conducted, to investigate the interaction between teachers and students with the activities of literary texts in the language classroom. Finally, interview was administered for the teachers and students to find out more about practical issues encountered by the teachers in using a particular literary text in the observed classes, to follow up some specific and interesting issues and in order to triangulate the data from the textbook analysis, classroom observation and questionnaires.

3.6. Data Analysis Procedures

This section briefly investigates the data analysis procedures employed in the study. The qualitative and quantitative data were examined by using different mode of analysis (method triangulation). The investigation for questionnaires was provided and the data was obtained qualitatively analyzed and used accordingly to develop a general profile of the teachers' and students' views towards literary texts and its use in the classroom through using likert scale. The qualitative data gathered from the textbook analysis, classroom observations and semi structured interviews were investigated, coded, synthesized and categorized in a few significant categories based on thematic analysis (Boyatzis,1998:4),the process for encoding qualitative information. The tape recorded interviews were first transcribed, analyzed and coded in to several significant themes. These themes were then grouped in to certain categories in order to establish the participants' views and experiences on the use of literary texts in English language classrooms. The data collected from the textbook analysis was analyzed in the form of table by categorizing literary text in their title, genre, page number,

length, and its nature. Each of the compiled notes and checklists from the observation was summarized and compared in order to draw appropriate interpretations and conclusions. Then the qualitative results obtained from the textbook analysis, interview, and classroom observations were used to verify or refute the analysis of data from the questionnaires. The findings were discussed in order to investigate and report as accurately as possible the teachers' and students' views towards literary texts and its application in English language study. Finally, conclusions were drawn inductively and recommendations were forwarded.

3.7. Framework of the Study

The table below shows the general framework of the study.

Table 2: Framework of the Study

No	Aspects of the problem	Corresponding research objectives	Corresponding research questions	Corresponding method data pieces
1.	Literary texts despite their authenticity and benefits for EFL teaching are still ignored by EFL teachers and students.	To investigate why teachers and students avoid or employed literary texts in EFL in classrooms.	Why EFL teachers and students ignored or employed literary texts?	Questionnaire Interview Classroom Observation
2.	Literature offers many benefits being included in EFL to teach language skills. However, teachers and students seen literature as an ordinary reading.	To investigate the skills which teachers and students think can be enhanced through literary texts.	Which skills teachers and students think can be enhanced through literary texts?	Classroom Observation Questionnaire Interview
3.	There are different strategies to understand literary texts, but teachers and students are not well aware these strategies.	To investigate the strategies that teachers adopted in using literary texts.	What strategies are teachers and students adopted in using literary texts?	Interview Questionnaire Textbook analysis
4.	The textbook included different literary texts, but teachers and students are not using literary texts accordingly.	To identify the factors that affect the proper utilization of literary texts in the textbooks.	What factors affect the proper utilization of literary texts available in the textbooks?	Textbook analysis Questionnaire Classroom Observation and Interviews were used.

These data were hold together through the of triangulation(method /tool triangulation).

4. DATA ANALYSIS AND DISCUSSION

The purpose of the study was to investigate the teachers' and students' views towards literary texts and its use in English language classrooms. It provides a comprehensive account of the quantitative and qualitative results supported by the examples from the textbook analysis, questionnaire, classroom observation and interviews concerning their views towards the use of literary texts in English language classrooms. The findings are categorized in to the following main areas: literary texts and the teaching of English language, teachers' and students' views towards advantages, difficulties, strategies, methodologies, literary genre preferences, approaches, and over all findings of literary texts and its use in the English language classes.

The place of literary texts in English language curriculum and the teaching of English language, the literary texts incorporated in the student's English language textbook, the teacher's guide and teacher's lesson plan and the training of teachers to teach literary texts in English language classrooms were investigated.

4.1. The Position of Literary Texts in EFL Classrooms in Ethiopia, Grade 12

For the moment, some ideas about the educational setting, in particular association with the teaching of literary texts must be expounded upon. Grade 12 English for Ethiopia is designed to produce a comprehensive English course for grade 12 students. The course is intended to develop students understanding and use of English both as a subject and as a medium of instruction in preparatory school. It focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts informal to formal. Throughout the course, there was a strong emphasis on engaging the students in individual work, pair work, group work and whole class interaction in ways that encourage them to discuss ideas, form opinions, and apply their learning to life beyond the classroom by using authentic materials.

Recently, literary texts have increasingly attracted the attention of many English language scholars. The Ethiopian Ministry Of Education particularly, the department of English language perceived the importance and benefits of using literary texts in English language teaching and decided to include it in its curriculum as a component of the subject to complement the existing resources for English language teaching and learning. This was because the curriculum of the country recognized the value of introducing real language learning texts (short stories, poems, novel extracts and film extracts) in English language classroom as opposed to artificially constructed language learning texts in to the classroom. It was part of the English language syllabus because literary texts are seen as having the potential to generate motivation in students to read extensively and the wide socio cultural dimensions that literary texts bring in to the classroom was perceived as enrichment to teaching the mechanics of language use. As presented in table three below the newly edited grade twelve English language student's textbook incorporated twelve different literary texts which are taken from different genres of literature to teach English language (five poems, three film extracts, three novel extracts, and one short story). These works of literature are incorporated in the student's text book to familiarize learners and language teachers with these literary texts, which make an important contribution to the quality of English language teaching in Ethiopia. The following table shows the general descriptions of literary texts that are incorporated in grade twelve English language students textbook.

Table 3: Literary texts provided in grade 12 English language student’s textbook

No	Title	Genre	Page no.	Length	Nature of the activities given based on the textbook
1.	The Girl from Abroad	Novel extract	29	2pages	Language focus E.g. comprehension, listening.
2.	Under A Telephone Pole	Poem	49	10 lines	More of Language use E.g. prediction from the title and vocabulary.
3.	Building the Nation	Poem	82-84	36 lines	Comprehending poem, punctuation marks and pronunciations.
4.	No Longer at Ease	Novel extract	88	33 lines	More of language use E.g. Role play based on character and Vocabulary
5.	Casino Royal	Film extract	95-98	25 lines	Language use E.g. Vocabulary, listening the plot of the film.
6.	A Taxi Driver on His Death	Poem	162	17 lines	Language use E.g. reading, pronunciations, and pause.
7.	The Story of Life on Earth	Short story	174-182	4 pages	More of language usage E.g. probability and possibility.
8.	Vultures	Poem	187-189	51 lines	Language use E.g. comprehending a text and vocabulary.
9.	Western Civilization	Poem	209-210	25 lines	More of language usage E.g. stress, Pronunciations, and rhythm.
10.	From The Money Order	Novel extracts	215	40 lines	Language usage E.g. punctuation mark, Pronunciation, and writing
11.	Film Stars and Their Works	Film	245-257	30 lines	language use/usage E.g. reported speech, summary writing
12.	Titanic	Film extract	260-261	20 lines	Language use E.g. Reading, and vocabulary

As can be seen from the above table, the literary texts are taken from different genres of literature which are intended to teach all language skills and language areas. The natures of the activities given based on the literary texts are more of focused on language use and language usage. These literary texts are well graded and selected in terms of language level (can be understood by grade 12 students), length (not too lengthy), availability, subject matter, and students’ cultural background of the literary texts for grade 12 English language students. T1 suggested in the interview session as follows:

To be able to use literary texts in class, the literary texts needs to be carefully selected, interesting and the level must match with the students' level of understanding. Otherwise, the students will get uninterested and have no ideas about what the poem means to them and even for us. The literary texts which are incorporated in the textbook are good and appropriate to the grade level (T1).

For example tasks that require students to create small group performance based on poem entitled "Under a Telephone Pole" are enjoyable and motivating. As far as the length of the literary texts is concerned, it is not more than 51 lines except two literary texts (The girl from abroad (2pages) and the story of life on earth (4 pages)). Hence, it can be deduced that the texts are understandable to the level, reflect the students' social background, open to multiple interpretations, have real life significance in motivating and are enjoyable. The texts also create interaction between teachers and students and between students and students. For example in the poem "Under a Telephone Pole" the textbook orders students to discuss with their partners, practices, reciting a poem in group, and write one's own poem based on the model poem. This can create positive language teaching and learning environment and enables teaching language use and usage to the best level. The language and the content used in the literary texts can fairly represent the social and cultural background of the students. A better example is the poem entitled "A Taxi Driver on His Death". In this text, the theme briefly reflects the social activities in the students living area that happens everywhere in the world and gives advice for taxi drivers. In addition to this, the literary texts which are incorporated in the textbook help students to know others culture, civilization and social activities. A good example for this is depicted on the poem "Western Civilization" by Angostino Neto. From this poem, the students can understand the cultures of Angolans, and the level of civilization in Angola. This motivates students to read other literary texts to know the social, economical and political situations of another country. When teachers and students used appropriately these literary texts, they can create a conducive and initiate learning environment where students can learn both content and language. Moreover, most of the issues covered in the textbook consists values like The Girl from Abroad, Building the Nation, Western Civilization, Titanic and No Longer at Ease. This implies that varied and appropriate selections of literary texts have been made.

The textbook analysis also revealed that activities and procedures are clearly stated. In most cases teachers and students role is separately identified. For instance, the textbook orders the students to read the poem “Building the Nation” by Henry Barlow, independently and silently and discuss the activities based on the given poem. It requests the teachers to facilitate and guide student’s discussion. By this, the textbook analysis clearly showed the interaction between teachers and student and between student and students which is a good technique to teach English language by using the interactive mode.

The teacher’s guide was available for all English language teachers and it contained guide to lesson plans for the teacher’s convenience. Among the 12 units, unit 4 is totally deals with literary texts under a title “The Arts and Literature”. This unit explored the arts particularly literary texts like short stories, poems, novel extracts and film extracts and it covers from page 81-102 in the student’s textbook. It compared a poem and an extract from a novel and extracts of films. In this unit, the teacher’s guide and the textbook stated that students were required to undertake some extensive reading of short stories and poems. It encouraged them to read authors and poets who were both familiar and new. The teacher’s guide stated in “The Art and Literature” chapter discussion students also may get the opportunity to reflect on their participation in the arts. It also provided different procedural supports on using literary texts in English language classrooms and how these literary texts should be used. For example the following procedural technique for teaching poetry was given in the teacher’s guide.

Read the poem aloud while students follow in their books. Identify any unknown vocabulary and check that they have understood the general mood and feeling of the poem. Taking care to follow the correct rhythm and intonation patterns and ask students to read it aloud after you. Point out various poetic devices: alliteration, repetition, and similes, verse form and rhythm, and ask students to identify these in the poem. Explain any difficult concepts, and then invite the students to read the poem aloud in groups, pairs, or individually (English for Ethiopia grade 12 teachers guide, ix).

As the student’s textbook and teacher’s guide showed, the syllabus of Ethiopian English language allowed teachers and students to exploit literary texts with English language in their classrooms. The teacher’s guide clearly showed that how the literary texts have been used to

develop appreciation and understanding of different forms of literary texts. The teacher's lesson plan also showed different results towards the use of literary texts. Two teachers tried to outline how literary texts have been used and for what purposes it was intended. For example T1 outlined his lesson plan as follows:

Pre-reading, while reading and post reading activities will performed. In the introduction stage I will introduced the students to the topic, and directed the students' attention to the text and prepared them for reading. After this, the students moved to the while reading tasks, followed by the post reading activities (T1 lesson plan).

On the other hand, two teachers did not have an outline of literary texts in their lesson plan. This shows that teachers had different views towards using literary texts and its implementation in English language classrooms.

However, during classroom observations, only one teacher (T1) used a more interesting way to start his lesson. For example, in the second lesson, the literary text he used was entitled "Driver on His Death". Before allowing students to summarize the main ideas of the literary text, he asked the students to brainstorm ideas related to the title of the text and invited them to predict what would happen in the text. Then he asked students to read the text silently in groups and let them discuss some questions to help the students understand what the literary text was about. This teacher performed his activities based on his lesson plan and these activities provoked a lot of discussion and interpretation in the classroom. In this regard Lazar (1993) argued that this type of brainstorming activity is a good one to be used at the start of a lesson as it makes students become interested in the text and willing to express their responses and opinions. The other three teachers focused on the non literary texts and grammar aspects. These teachers were asked their reasons why they focused on non literary texts in the interview session. For example T3 reason out as follows:

I focused on non literary texts because literary texts are difficult to understand and I did not know how I integrate literary texts in English language classrooms. Even I haven't taken a single training on how can I use literary texts. That is why I focused on non literary texts (T3).

It seems that the nationwide language curriculum revealed that preparatory schools generally place more emphasis on training in the instrumental functions of the language than on training in the aesthetic understanding and appreciation of language. The existing ground realities and curricular documents reveal that the entire syllabus emphasizes the concerns and issues but have not made a very clear connection between the concerns, aims and curricular contents. The pedagogical issue to the Ethiopian context indicates that, even if literary texts are offered as one part of the curriculum at preparatory level, it is taught by traditional methods where students are, in most cases, taught to as passive participants, understanding little and rarely contributing to the teaching learning process. This shows that teachers were not trained on how they could exploit literary texts with English language teaching.

Generally, the textbook, teacher's guide and teacher's lesson plan analysis clearly showed that the curriculum of the country allowed teachers and students to use literary texts in their classrooms. Despite the increasing emphasis on the use of literary texts as a resource, teachers and students differ in their views towards the use of literary texts in the English language classes, although they all need to use literary texts to some extent as part of their lessons.

4.2. Views towards Literary Texts in English Language Classrooms

Teachers and students expressed their passion for literature emanated from their personal interests in it. A summary of the findings from student's questionnaires are presented as follows and used to support or refute the use of literary texts in English language classrooms accordingly.

Table 4: Students' views towards literary texts and its use in the classrooms

No	Question	Strongly disagree	disagree %	Neutral %	Strongly agree %	agree %
1.	I enjoy taking literary texts that are incorporated in my textbook.	10	6.66	----	76.6	6.66
2.	Taking literary texts in English helps me to develop my creativity and critical thinking	10	6.66	3.33	70	10
3.	Taking literary texts in English helps me to develop my culture social interactions	23.3	3.33	10	56.6	6.66
4.	Taking literary texts in English helps me improve my English language	3.33	6.66	----	90	----
5.	I think literary texts improve my knowledge of English grammar	16.6	3.33	10	63.3	6.66
6.	I think literary texts improve my vocabulary	6.66	-----	-----	86.6	6.66
7.	I think literary texts improve my writing	6.66	10	3.33	70	10
8.	I think literary texts improve my reading comprehension	3.33	----	----	90	6.66
9.	I enjoy doing literary text based homework	36.6	10	13.3	33.3	6.66
10.	I dislike reading literary works assigned in English classes	23.3	10	6.66	53.3	6.66
11.	I enjoy looking for underlying meanings of what I read in English	20	6.66	6.66	63.3	3.33
12.	students should be encouraged to take literary texts in the department	10	----	23	83.3	6.66

The above table shows that the questionnaires used with the student participants to find out their views towards literary texts and its use in English language classroom contexts and its percentages to each questions. For item 1 (I enjoy taking literary texts in English language) 76.6% of the students responded that they strongly agree and 6.66% of the students agree with the item. When students were asked their reasons in the interviews, they generally stated that literary texts are reflections of life, literature is an art and it helps people to broaden their horizons. One of the interviewed students (S10) suggested that:

I find literary texts are very enjoyable, and I certainly believe that literary texts should be studied by all the students. Studying literary texts changes our point of view, contributes to how we view life at the same time it broadening our horizon. Most importantly reading literary texts gives me pleasure (S10).

Although the percentage favored positive views towards literary texts, some students had expressed negative views towards using literary texts in English language classroom contexts. The students were asked their reason during the interview session and generally the reasons of the negative views seems limited proficiency of English, views of the students and teaching approaches. They feel that the English language classes which incorporated literary texts are uninteresting and contribute nothing to their knowledge of target culture.

When reading poems, film extracts, I don't believe I am gaining anything from their culture. It makes absolutely no difference when reading about the western civilization or the girl from abroad. I really feel I have nothing to gain from these (S9).

Similarly, another student stated the reason why she does not like literary texts:

When I think of literary texts I think rules. Maybe it is irrelevant; however, I consider grammar and literary texts to be equally important. Literary texts are part of a subject of English every word needs to be looked at and analyzed. Like poems, it needs to be interpreted. I do not like all the effort I have to spend trying to understand it since I find this extremely hard due to its complex nature. Already, I am struggling with English as a foreign language and I feel it will be even more difficult to understand literary texts (S1).

The reason behind the idea that some of the students do not think literary texts helps their creativity, critical, social and cultural development is generally the aim of the literary texts and the aim of students do not match. Following extract explains the situation:

I don't believe analyzing poems and novels will provide us with an insight of their culture. Instead, meeting foreigners in order to understand their culture is more relevant (S9).

Moreover, another interviewed student (S4) states that:

I don't believe studying literary texts help me to realize and appreciate the underlying meaning of a text. It does not mean anything. I don't believe it will contribute towards developing my interpreting skills (S4).

On their part, teachers expressed their feelings regarding the inclusion of literary texts in English language classrooms by strongly agree', agree', disagree', and strongly disagree' with the statement below (Q1). The number of teachers for each response to the statement was counted and the percentage for all teachers' responses was then calculated.

Table 5: Teachers' views towards the inclusion of literary texts in EFL classrooms

1. Should literary texts be included in English language classrooms as a teaching resource?			
Strongly agree 75%	agree -----	disagree 25%	Strongly disagree -----

As can be seen from table 5, the highest percentage for (Q1) is 75%. This indicates that majority of the teachers agreed' quite strongly that literary texts should be included in English language classes as a resource for language teaching. It also reflects that literary texts have an important role in language teaching and that it needs to be included in English language classrooms. It seems that the teachers were aware of the definite advantages of using literary texts in English language teaching profession and the connection between language and literature, which might help students learn and acquire the language. In the interview T1 underlined that:

Literary texts help students to improve their reading habit and learn more about language and it is better to integrate in the English language classrooms (T1).

On the other hand, 25% of teacher respondents were disagreeing with the above statement. One of the interviewed teachers (T3) underlined that:

Literary texts often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teachers and students in classes (T3).

It can be inferred from the extracts above that some teachers and students find exploring of literary texts as useless or irrelevant exercise. However, literature and language teaching should be linked and made mutually reinforcing and it would enhance the use of language in variety of activities. In this regard, Ur (1996) asserted that literature is a very enjoyable resource to learn a language, good resource for increasing word power, encourages developing reading skills in learners, provides different styles of writing, representations of authentic uses of the language, involves both emotions, encourages critical and creative thinking, and it makes the students aware of various human situations and conflicts and should be included in English language classrooms.

4.3. Advantages of using literary texts in English language classrooms

Teachers were asked open ended question (Q2) about the advantages and benefits of using literary texts in English language classrooms and the responses to the question can be divided into three categories.

Table 6: Teachers' Views towards the advantages of literary texts in EFL classes

2. What do you think about the benefits of using literary texts in English language classrooms?	Total Respondents (4)	Percentage
1. Improves students language awareness	3	75%
2. Develop students critical thinking abilities	2	50%
3. Enrich students cultural knowledge	2	50%

As can be seen from table 6, 75% of teachers believed that using literary texts in English language classrooms was important to improve students' knowledge of English language awareness. In this regard T4 pointed out that:

Using literary texts in English language classrooms enabled students to improve their vocabulary, grammar, and syntax in an interesting and thought provoking way (T4).

Another teacher (T1) indicated that:

Using literary texts in language classrooms enables students to become more proficient in terms of English language and acquire new vocabulary and sentence structures (T1).

Besides improving students' knowledge of the English language, 50% of the teachers realized that using literary texts in English language classrooms also helped to improve students' creativity and critical thinking abilities. One of the interviewed teachers (T2) suggested that:

The use of literary texts in English language classrooms helped stimulate students to think in English and helped them learn to analyze situations and helped them to learn texts by criticizing and discussing them (T2).

On the same issue T1 also expressed his feeling as follows:

Using literary texts enabled students to use their critical thinking to analyze literary texts in both writing and speaking practices (T1).

The students who participated in the interview also underlined that taking literary texts help to develop their creativity, critical thinking, social interaction and cultural development. The items 2 and 3 were asked whether literature helps the students in their creativity, critical thinking, social interaction and cultural development. They responded the items 2 and 3 with the percentages of (70, 10) and (56.6, 6.66) strongly agree and agree with the stated statements respectively. The percentages prove that most of the students think taking literary texts help to develop their creativity and critical thinking. The following extract supports this belief:

The more I read literary texts, the more I feel my imagination developing. When reading novel extracts I can find something related to my life experiences. It will also improve my ability to converse more expressively amongst people I will be able to express myself in more expressive ways than I would have done without the accumulation knowledge of advanced words(s10).

They thought that the more you read the literary texts, the more you will be noticed about cultural knowledge. Regarding the benefits of literary texts students expressed their feelings as follows:

Due to literary texts we can learn about different cultures such as how they eat what they eat, how they behave towards each other how they live and many others. For example we learnt about western civilization through the poem “western civilization” (S8, S5).

Apart from the development of creativity and critical thinking, 50% of the teachers believed that the use of literary texts in language classrooms also enriches students’ social interaction and knowledge of different cultures. These teachers contended that exposing students to literary texts is one way of helping students learn how they interact and learn more foreign culture. One of the interviewed teachers (T4) contended that:

Students were able to expose themselves in English speaking environment deeply and compare their own culture to others through literary text and even learn various social and cultural backgrounds, raise students’ awareness of the English language and learn more texts, slang, and idioms in a native way (T4).

On the same issue T1 and T2 argued that:

Literary texts helped students not only to learn different ways of writing culture but also to improve their own way of writing and exposing students to different literary texts, meant exposing them to real native language cultures or helping them to see how different texts were organized and reflect the culture of the society (T1, T2).

From these, one can say that literary texts enhance one’s cultural knowledge of the target language. In this regard Lazar (1999) asserted that literature is important as a medium to preserve the cultural and artistic heritage and learners are encouraged to understand different cultures and ideologies in relation to their own.

On their part, 63.3% of the students responded question (11) ‘I enjoy looking underlying meanings of what I read literary texts in English’ positively. They believed that using literary

texts in English language classrooms are very important and could improve their knowledge of the English language and the world culture. In this regard, Lazar (1993) pointed out, detailed analysis of the language of the literary texts will help students to make meaningful interpretations and at the same time students will increase their general awareness and understanding of English.

20% of the students responded the item as strongly disagrees. The reason behind was that they have trouble when trying to find the underlying meanings. Thus, they are having negative views towards literary texts.

In question 13, teachers were asked to express their views about which language skill(s) can be enhanced through literary texts. Table 7 below shows the language skills teachers mentioned in response to the open ended question and can be divided in to 6 categories.

Table 7: Language skills that can be enhanced through literary texts

No.	Item	Total no. of respondents	Percentage
1.	Reading	4	100
2.	Writing	2	50
3.	Speaking	1	25
4.	Listening	2	50
5.	Grammar	1	25
6.	Vocabulary	3	75

The above table showed that all teachers believed reading skill can be improved through literary texts. In the interview session teacher respondents were asked how reading skill can be enhanced through literary texts. To quote:

Reading is what happens when people look at a text and assign meaning to the written symbols in that text. It is the interaction between the text and the reader that constitutes actual reading. When reading literary texts, students are involved in an interaction between the texts and themselves that help to create a more memorable and an absorbing literary experience and enhance student's knowledge and understanding of English language (T1).

Another teacher (T4) argued that:

When we read literary texts, we can find new words, new language that we have never heard before ...and we can use them in writing, and in every day conversation. This motivates us to read more literary texts (T4).

They also stated that literary texts provided them with better examples of writing. 50% of the teachers responded that the use of literary texts in English language teaching and learning process exposed them to different styles of writing and different techniques of reading. 25% of teachers stated that literary text reading helped them to develop speaking skill. On this issue T1 asserted that:

When we have read drama or film extracts, we have to talk and we have to act, so we need to talk and in doing so our ways of expressing things becomes better. So, I think literature helps to develop our speaking skill (T1).

50% of the teachers underlined that listening skill can be enhanced through literary texts. One of the interviewed teachers (T2) argued that:

When we watch and read films and extracts of films, when we listen and read while the characters speak out on certain poem, novel or short story, our listening skill can be enhanced and we can understand what the characters speak out (T2).

75% of the teachers stated that vocabulary growth is another important motive that in using literary texts. T1, T2, and T4 encountered with the texts, helped with their vocabulary acquisition because the texts introduced them to a variety of new words. For example T1 expresses his feeling as follows:

We can improve our grammar knowledge by under taking a close examination of the language and we can improve our word power through reading literary texts (T1).

On their part, students responded for items 5, 6, 7 and 8 of the questionnaires focused on whether literary texts in English contribute to students' language skills and areas or not. The percentages of the items are 63.3% and 6.66 % strongly agree and agree for the statement (I think literary texts helps to improve my knowledge of English grammar), 86% and 6.66 %

strongly agree and agree for the statement (I think literary texts helps to improve my vocabulary in English), 70% and 10 % strongly agree and agree for the statement (I think literary texts helps improve my writing skills in English) and 90%, and 6.66 % strongly agree and agree for the statement (I think literary texts helps to improve my reading comprehension) respectively.

During the interview session the students stated that using literary texts have improved their language areas and how it can be improved. The following extract may support this idea:

When you faced with new vocabularies you work out the meanings without having to use a dictionary. This contributes towards developing your vocabulary base. Because it teaches us more about the daily use of language and it enables us to communicate more effectively. We can also write more coherently (S10).

On the other hand, 16.6% strongly disagree for the statement (I think literary texts improve my knowledge of English grammar), 6.66% and 10% strongly disagree and disagree for the statement (I think literary texts improve my vocabulary in English) , 6.66% and 10% strongly disagree and disagree for the statement (I think literary texts improve my writing skills in English), and 3.33% strongly disagree for the statement (I think literary texts improve my reading comprehension) of the students feel negative feelings respectively and they believed literary texts do not help to language development. Students were explained their reasons why they were strongly disagreeing and disagreeing with the above statements in the interview session as follows:

Literary texts do not contribute towards knowledge of a language. When doing the reading as whole I don't believe it contributes anything to language knowledge (S7).

Item 4 attempts to ask students whether taking literary texts improved their English or not. 90% of the students responded the item as strongly agrees. This reveals that nearly all the participants believed that literary texts improve their English language. During the interview session they generally stated that literary texts improved their English unconsciously. Following is an example:

Literary texts help us to read faster, and unconsciously improve our language skills. It helps for your decision, you will realize the true meanings of the word eventually you will express yourself better (S5).

On the other hand, even they are few in number 3.33%, 6.66% students strongly disagree and disagree respectively on the inclusion of literary texts and they believe that literary texts do not help to develop their English language. The following extracts are the demonstrations of this belief:

I do not think literary texts contribute to my language skills. I read not because of improving my language skills but because of my interest. Anyway, many writers do not follow the grammatical rules in their works (S6).

On similar issue, another student (S4) stated his negative views about the item as follows:

Actually I do not think literary texts are useful for my language proficiency. I only believe that it changes our point of view, yet whether contributes to our language skills, are open to discussion (S4).

Even though the participants above thought that literary texts do not improve their English language, researchers like Lazar (1990) suggests that there might be a positive correlation between reading literary texts and language proficiency. Therefore, the reason for some of the participants' negative views about this issue can be connected to their unawareness of the positive contribution of literary texts to their language proficiency. On the other hand, Short (1986) claimed that literature is complicated because there are a lot of linguistic deviations in literary genres that has led many teachers to avoid or stop using literary texts in their language classrooms. However, the deviation of language is helpful to deal language.

83.3% and 6.66% of the students responded for item 12 indicating that English language students should be encouraged to take literary texts in the department as strongly agree and agree respectively. This showed most of the students were suggested that everybody should take literary texts to develop English language skills and they need some support from their department. Following is an example:

I wish there were more literary texts. I always suggest my friends to choose literary texts for their language development and the department should motivate the students by giving supportive literary materials (S10).

On the same issue, 10% of the students responded the items as strongly disagree. When the reason was asked during the interview session, it was seen that some of the students find literary texts were unnecessary. Following is an example of their views:

I think all the literary texts should be optional. I find it really unnecessary to have a lot of literary texts in English language classrooms. It confuses us by interfering in the language classrooms (S2).

Overall, one can say that all language skills (listening reading, speaking, writing, thinking skills) and language areas (vocabulary skill and grammar knowledge) can be enhanced through literary texts. In this regard Carter and Slater (1991) argued that literature provides learners with a wide range of individual lexical or syntactic items, many features of writing, reading and contextualized body of texts.

4.4. Difficulties in using literary texts in English language classrooms

Major difficulties teachers mentioned in response to the open ended question (Q3) can be divided into four categories as table 7 below shows in the form of percentage.

Table 8 : Difficulties teachers faced in using literary texts in EFL classrooms

3. What do you think the main difficulties in using literary texts are?	Total Respondents (4)	Percentage
1. Language difficulty	3	75
2. Culture difficulty	2	50
3. Difficulty in interpretation	2	50
4. Difficulty caused by text length	1	25

As can be seen from the above table, the majority of teachers (75%) perceived that the main difficulty in using literary texts in English language classrooms was the language of literary

texts. It contains dialects, slangs, and idioms which are not understandable by the readers. T3 indicated that:

Since those texts contained so much unfamiliar vocabulary items, students who did not have enough vocabulary might not be able to comprehend the texts and most students failed to read the literary texts before the class. The writing styles of literary texts were too difficult for learners and teachers that might make students unable to express their thoughts and reactions (T3).

50% of teacher respondents also considered that the use of literary texts posed problems because of the possibility of various ways of interpreting a single text and different ways of thinking and understanding the same text.

The meanings are usually implied or hidden behind the text. So students had to use a lot of imagination in order to comprehend the text and they are not interested in such texts. The meanings of the language used in the text book need to be open for the students by using non literary texts, otherwise we don't understand the literary text and that is why I avoid literary texts from my lesson plan (T3).

A major problem observed during the lesson of (T3) was concerned with the teacher's lack of ability to handle a situation when students offered varied and diverse interpretations of a text. Instead of encouraging students to compare and examine the various meanings and interpretations, T3 said "this is the only answer", but in literature there is no one definite answer. In relation to this, Maley and Duff (1990) concluded that literary texts allow multiple interpretations (layers of meanings), offer genuine samples of a wide range of styles and registers. This might be one of the reasons why not many teachers included literary texts and activities that led students to an open discussion and interpretation.

On the other hand (T1) argued that:

There could be some linguistic difficulties because literary texts normally included a lot of language expressions and a wide range of new vocabularies but we should have to use them to improve our students' knowledge of language and lets make experiment on language because literature by itself is an experiment of language (T1).

Some teachers (50%) stated that the culture reflected in the literary texts might also cause difficulties in using literary texts. T3 and T4 complained the different culture and unfamiliar contexts caused difficulties in using literary texts. These teachers argued that differences in cultural backgrounds made it difficult for the students to understand the meaning of some writings too new in terms of culture so it was hard for the students to make sense of them.

As table 8 reveals, 25 % of the teachers considered the length of the literary text to be a problem. These teachers complained that the literary texts which are incorporated in the student's textbooks are so long and deep in meaning that the students did not read it.

Students might spend more time to finish reading a literary text and it was time consuming to discuss or analyze it. One possible problem was that the time spent on students' reading in the class was so long that the teacher did not have enough time left for working on other tasks and activities and that is why most of the time I jumped literary text sections (T3).

From the interview responses of teachers, a common problem in using literary texts for the teachers (T1, T2, T3, and T4) was that most of the students failed to read the literary texts before the classes. The classroom observation results also showed that there were only some students who participated actively in responding to the text or sharing their experiences with other peers. Most of them were unwilling to express any ideas, opinions and feelings. As a result, students had no information or ideas to contribute to the discussion in the classes. Thus, the teachers inevitably had to solve this problem by asking them to summarize the main theme even though the teachers did not like that kind of activity very much. For example, T1 expressed his feeling as follows:

I don't like the summary one... Most students don't read the literary texts... the summary just helps students to understand what happens in the given literary text (T1).

Another problem encountered was concerned with performing activities for use in the classes.

I faced some problems in performing activities for students to work on....Some activities are too long for students to present... I have no time to do other activities and no time to give feedback (T2).

On their part, students expressed their feelings regarding the difficulties of using literary texts in response to items 9 (I enjoy doing literary text based homework) as strongly disagree and disagree with the percentage of 36.6, 10% respectively. During the interview session it was observed that the students think that the literary works were already examined in detail and most of them feel the methodology of examining was not convenient. One of the interviewed students underlined that:

The literary works are already examined in detail. However, I'd prefer to discuss when examining the literary works. Then I would be more interested with the class and doing literary text based tasks (S7).

On the other hand, (43%) of students stated that they do not enjoy doing homework because they do not like literary works that was assigned. Student 8 argued as follows:

I don't like the literary text that I am assigned to read, so I don't like the literary texts. How can I enjoy doing homework which is based on literary texts? (S8).

Overall, one can say that the teaching of English language through literary texts is not an easy task. While some problems are general pedagogical problems like students did not read the literary texts before the classes and others are specific problems related to literary texts. The teachers had little experience to teach literary texts and had not been trained to teach literary texts in English language were some of the difficulties. In this regard Rodhika, O' (1991) stated that the linguistic difficulty of texts, background knowledge about English language and culture to interpret it are the major difficulties in teaching literary texts. To overcome these problems teachers need trainings on how they work with literary texts.

4.5. Strategies used to teach literary texts in English language classrooms

The techniques that teachers follow are crucial to teach literary texts in the English language classrooms. When teachers were asked for their strategies to overcome linguistic complexities, cultural influences, interpretation and lengthy text difficulties they stated different strategies. One of the interviewed teachers (T1) suggested the following strategies:

To solve the above problems I always try to use first my prior knowledge and surface feature(s) of the given literary text and I tried to relate the topic with specific issues in the given literary text. At the end I read the text repeatedly (T1).

Other teachers (T2) used the following strategies to dig out the central message of a given literary text.

Predicting from the topic of the literary text, looking contextual clues and relate with our personal life, using simplification method, extracts and simple literary texts to teach English language for the students and to avoid difficulties of understanding literary texts (T2).

On the other hand, T3 argued that:

Every literary text has one particular meaning and it is impossible to understand the underlining meaning by readers because it is influenced by certain culture. So we can't understand by using any strategy and I did not try any strategy to understand literary texts (T3).

The teachers had difficulties in performing activities for using literary texts. A very limited set of activities, in particular language, was employed by the teachers in all the classes observed. The teachers' responses during the interviews also indicate that the diverse meanings embedded in literary texts, in poems, and the language of poetry discouraged the teachers from using poetry in their English language classrooms.

Many student interviewees stated that they desire pleasurable literary text discussions. More importantly, the language of the literary texts should be in line with the proficiency levels of

the learners. Furthermore, some interviewees stated that they do not like literary texts because they feel like they are obliged to read the works of literary texts not because they want to do so. In this regard student 8 expresses his feelings as follows:

I like reading literary texts and I am well aware of the importance of literary texts, however, when reading is made compulsory it takes the fun out of reading. We should be able to read at any time we feel without being dictated (S8).

The other problem was that teachers of English language ask their students too many questions. In this regard student 5 expresses his feeling as follows:

I actually like literary texts, but I do not like studying it; especially, the way our teacher makes me feel during the teaching. I feel we are forced to understand and analyze it and this puts me off (S5).

This extract can also be an explanation for item 10 (I dislike reading literary works assigned in English language classes). Student participants responded to the item as strongly agree with the percentage of 53.3 % and agree with 6.66%. They generally stated that they did not want to be forced to read. They want to make their own reading choices without having anxieties of grades. It was observed in the interview that some participants actually like literary texts itself and they like reading literary texts. However, when it is named as a 'lesson' they ultimately change their views into negative ones. Because it is perceived as a lesson, this induces grade or exam anxiety. Therefore, they think that they are reading just for the lesson and their only aim is to have good marks. Many of them stated that even though they have different opinions, different ideas about the given literary text, they write just as their teacher wants it. The following extract explains the situation:

We taught literary texts as a lesson, and I do not like reading the literary works, so I have to consider the exams. If it would take my interest, maybe I would not treat it like an exam. Students don't like their teachers if we got low grades, this then result in taking immediate dislike towards that teacher, if you get low grades, you lose your motivation (S7).

In general, as it is clearly seen from both the quantitative and qualitative data results, the majority of teachers and students generally have positive views towards literary texts and its

uses in the English language classrooms. It offers learners opportunities to go beyond basic levels of factual communication and develop an awareness of how language can be used for different communicative functions. In this regard, Langer (1997) argued that literature can open horizons of possibility, allowing students to question, interpret, connect and explore and it ensures learners use their own creativity. Nevertheless, some of the teachers and students have negative views towards literary texts. The interview sessions showed that those who have negative views towards literary texts actually like literary texts. However, sometimes expectations of the students, the teachers teaching approach and strategies do not match, and this causes teachers and students to dislike literary texts.

4.6. Methodological preferences to use literary texts in English language classrooms

The students were asked to give their methodological preferences to learn literary texts in English language classroom and it is presented as follows:

Table 9: Students' methodology preferences to learn literary texts in EFL classes

No	Item	Strongly disagree/ %	disagree %	Strongly agree %	agree %
1.	Teacher-centered	-----	3.33	6.66	80
2.	Whole-class discussion	13.3	-----	13.3	73.3
3.	Warm-up questions offered by teacher followed by individual reading and classroom discussion	20	10	70	----
4.	Student-centered	73.3	10	23.3	3.33
5.	Group presentations	36.6	3.33	50	3.33
6.	Prior knowledge offered by teacher followed by individual reading	20	6.66	70	3.33
7.	Individual reading about the work followed by class discussion	30	3.33	60	6.66
8.	individual reading followed by one to one discussion with the teacher	56.6	----	33.3	10

As can be seen from the above table, the most preferred methodology by the students was teacher centered approach with 80%. Whole class discussion (73.3%) agree, individual reading about the work followed by class discussion (60%), warm up questions offered by teacher followed by individual reading and classroom discussion (70%), prior knowledge offered by teacher followed by individual reading (70%) and individual reading followed by one to one discussion with the teacher (33.3%). The least preferred techniques were student centered approach with (23.3%).

Methodology of the subject sometimes can be the reason for having negative views towards the literary text. One of the interviewed students (S8) expressed his feeling as follows:

Student centered approach classrooms which students give their opinion is really boring and I really dislike the situation I am in. I don't even want to come to the classroom (S8).

On the other hand, the students stated that they would like to have more enjoyable literary text discussions. They like to talk and to be listened to and to be appreciated by the teacher. To quote (S9) stated as follows:

Everyone has their own opinion. And when a teacher starts teaching about what is what, it is really off putting. If we had a teaching and learning in a debate format, if everyone participated in their opinion and if the teacher truly recognized and appreciated students in put, the teaching would be a joy rather than make suffer (S9).

Similarly, another interviewed students (S6) stated the reason why he preferred whole class discussion technique as follows:

Different ideas surface when teaching is conducted in the debate form. This creates an exciting environment in which students contribute many different ideas and can raise many issues. Thoughts of students change and they are able to make debate. So that whole class discussion is a better teaching method (S6).

Concerning methodology to using literary texts in the language classrooms, most teachers said that they encouraged the students to relate the topics and themes they read to their own

personal experiences, feelings and opinions. The students on the other hand said that they liked their teachers to focus on teaching the central theme of a literary text through teacher centered approach. It was also noticeable in the questionnaire, although some students said they read on their own and relate what they read to their own life experience, they still depended a lot on their teacher for guidance and instruction in order to understand the literary texts read in their language classes.

Hence, it is important for teachers to create whole class discussion where they can find chance to participate the classroom activities actively. In that way teachers can create an atmosphere for students to control their own learning. Furthermore, this active atmosphere can encourage students to talk and to listen to one another rather than only to teachers.

4.7. Literary genre preferences and criteria to use in English language classrooms

The teachers were asked to indicate their preferences from most to least preferences. Table 10, below shows the percentage of teachers' responses about the types of literary texts they prefer to use in English language classrooms.

Table 10: Types of literary texts teachers' preferred to use in EFL classrooms

4. Which literary texts do you prefer to use in English language classrooms?				
Short Story	Novel extracts	film extracts	Poem	Others
75%	25%	50%	----	25%

As table 10 shows, short stories obtain the highest percentage (75%). This indicates that teachers strongly preferred to use short stories, compared with other types of literary texts, to be used in language classrooms. One of the teachers (T4) underlined that this is because a strong possibility those short stories are easier to be dealt with in terms of length. None of the teachers suggested any other criteria. 25% of the respondents were preferred non literary texts rather than literary texts. In the case of poetry the results demonstrated that no one preferred to use in the classroom. In grade 12 student's textbook, there are 5 poems and these poems were not used by all the teachers effectively.

There were two main reasons why the teachers did not like using poems with their students that the researcher inferred from the interview session. The first reason was that poems were difficult to understand. All the teachers believed that a poem, although it was short, was embedded with many meanings, which were abstract and could not easily be understood. To quote:

You know, even if I am a teacher I still find it difficult to understand and therefore poems should not be taught to preparatory students because there are multiple of meanings behind the words in the poem (T4).

Similarly, T1 claimed that:

The culture reflected in the poem also created problems in understanding. He suggested that the teacher might be required to understand the culture of the poem in order that he or she could explain it to their students. It is extremely difficult in linguistic and culture levels and may bring few benefits and most of the time I teach the theme of the poem not the language of the poem (T1).

In a related study, Lazar (1990) suggests that the instructors should provide cultural, historical, social background information necessary for language learners to comprehend the poems, novels and short stories. T1 also argued that when teaching a poem, teachers need to understand the culture of those people reflected in the poem. The meanings implied in the poem always make readers misunderstand.

The second reason was that poems usually included difficult language. Some teachers contended that poems were usually not correctly written in terms of syntax. The language was complicated and difficult to understand. To quote:

Poems to me, the words and structures are all poetic. That means it is not normally spoken in everyday language. They are difficult to interpret and the language use is so complicated, which cause difficulty for both teachers and students. The students need to be proficient in terms of language, at least intermediate level (T2).

However, literary texts should be used as a resource to teach language. In a related study sujata (2009) stated that literary texts remain unavoidable tool in the hands of language teacher.

Teachers were asked their criteria of selecting literary texts to language teaching purposes. Their responses given to the open ended question (Q5) can be divided into five categories.

Table 11: Criteria teachers used to select literary texts for language teaching

Q5: what are your criteria that you used to select literary texts for EFL teaching?	Total respondents(4)	Percentage
1. Language level	3	75%
2. Length of texts	1	25%
3. Usefulness	3	75%
4. subject matter and students' needs	2	50%

From table 11, one can see that there were a number of criteria teachers thought were important for selecting a particular literary text for their English language teaching purposes. Among them, the language level (75%) tended to be the most important criterion for selecting texts. Based on this criterion, teachers argued that the language used in short stories are easy to understand and are more preferable. On his part, T4 expressed his feelings as follows:

Since students have both linguistic and cultural gap to bridge, they might not be able to identify with or enjoy a text that they perceive as being fraught with difficulty every step of the way and it is good if short stories are included more in their text books (T4).

In addition to the language level, 50% of the teachers considered the subject matter of the literary text to be another important criterion for using literary texts in English language classrooms. They explained that to promote students' interest and thinking abilities, the theme of literary texts should be appropriate and interesting and for this short stories and film extracts are very good materials. To quote T2:

Texts should be suitable for students' context and the content/theme of literary texts should be related to the regions where the students can cover many relevant topics in

relation to funny short stories and film extracts which reflects the students' real life situation (T2).

From these, one can say that the language level, availability of literary texts, length of literary texts, subject matter, students' interests and cultural background of the literary works they read are important criteria used to select literary texts to teach English language.

4.8. Approaches of teaching literary texts in English language classrooms

In addition to the above questions teachers were asked to state their approach in question 6 and they were given a list of the main characteristics and activities found in various approaches. The number of teachers for each response in each approach was counted and the percentage for each approach was then calculated. The following table shows their approaches to teach literary texts in English language classrooms.

Table 12: Approaches in using literary texts in EFL classrooms

Language based approach%	Stylistics Approach%	Information based approach%	Personal response approach	Paraphrasic approach %	Moral philosophical approach	An integrated approach
25	25	50	25	25	-----	50

As table 12 above showed, the percentage of the information based approach was 50%. This means that the teachers used information based approach when using literary texts for language learning. One reason was, this approach included a lot of stimulating activities, which are open to multiple information and hence, it provides opportunities for classroom discussions and help students to improve their ability of seeking and grasping information in general. The other reason for the popularity of information based approach was that information based approach includes a wide range of techniques and procedures which teachers are familiar or even over familiar, with in teaching English language and they give information from their point of views and experiences. This approach is quite ineffective in enhancing students' language proficiency. In this regard Carter and McRae (1996) argued that

the information based approach bases itself on traditional views to literature and teaching. The language based approach was only 25%. These showed that the aim of the inclusion of literary texts to English language classroom was not understood by English language teachers. Similarly, the percentage of the stylistics approach is 25%. This was due to the fact that using the stylistic approach to deal with literary texts encourages students to see how particular linguistic forms function to convey specific messages and provides students with the tools they need to interpret a literary text to understand the meaning to direct students to a close study of a literary text theme. The percentage of the personal response approach is 25% that indicates the teachers sometimes use this approach to encourage students to draw on their own personal experiences, feelings and opinions. This approach can help students to become more actively involved both intellectually and emotionally in learning English language. 25 % of teachers also use paraphrasic approach and no one used moral philosophical approach.

The findings of classroom observations also showed that all of the four teachers mainly focused on the themes of the literary text at the beginning of their classes. Normally, they would invite some students to summarize the short story, poem, novel extract or film extract in groups or individually. Only one teacher (T1) used a more interesting way to start his lesson. Before allowing students to summarize the main ideas of the literary text, he asked the students to brainstorm ideas related to the title of the text and invited them to predict what would happen in the text. Then he asked students to read the text silently in groups and let them discuss some questions to help the students understand what the literary text was about. In this regard, Lazar (1993) argued that this type of brainstorming activity is a good one to be used at the start of a lesson as it makes students become interested in the text and willing to express their responses and opinions. To help students improve their knowledge of English, the teacher one whose classes was observed also included a number of language activities such as gap filling, true/false statements, summarizing a literary text, ordering events of the story in the correct order, matching words with their associated definitions, describing characters, guessing meanings from contexts, explaining meanings implied in words taken from the literary text and answering comprehension questions. These activities were more directly concerned with the language of the literary text itself.

There was a gap between the focus on language and the information based approach activities when using literary texts and less on the language of the texts. One plausible reason was because the teachers did not know the methods that they could use to concentrate both on the language and creative tasks when engaging literary works in their class. The information based approach seemed to be the approach that the four teachers used the most. They give much emphasis for the message of the given literary texts. There were only a few activities that led to the expression of students' own experiences, feelings and opinions. Moreover, the four teachers did not pay much attention to the stylistic and moral philosophical approaches. There were no activities directly concerned with the analysis of the literary language used in literary texts, the history and characteristics of literary movements, social, political and historical background to a text. A major problem observed during the lesson of (T3) was concerned with the teacher's lack of ability to handle a situation when students offered varied and diverse interpretations of a text. Instead of encouraging students to compare and examine the various meanings and interpretations, T3 said "this is the only answer", but in literature there is no one definite answer. Maley and Duff (1990) for example discovered, literary texts allow multiple interpretations (layers of meanings), offer genuine samples of a wide range of styles and registers. This might be one of the reasons why not many teachers included literary texts and activities that led students to an open discussion and interpretation. Teachers might feel that this kind of activity was time consuming. The results also show that there were only some students who participated actively in responding to the text or sharing their experiences with other peers. Most of them were unwilling to express any ideas, opinions and feelings. This was because they consider that literary texts used were too difficult and influenced by certain cultures. On the same issue, Dunning (1989) points out that it is important for teachers to create students-centered classrooms where they can find chance to participate the classroom activities actively. In that way teachers can create a better atmosphere for students to control their own learning.

The result of the study indicated that the majority of the teachers (75%) showed positive views towards using literary texts and supported its integration to enhance the four language skills (listening, reading, writing and speaking) and language areas (grammar and vocabulary) in activities such as group presentations or rewrite the beginning or the end of the literary

texts. They felt that literary texts encouraged the students' interest in learning English language, motivated them to read texts written in English language, improved their knowledge of the target language and exposed them to the variety of literary genres. In a related study Widdowson (1971) claimed that the study of literature is fundamentally a study of language in operation which is an example of language in use, and is a context for language use. Concerning the criteria for selecting texts, a majority of the teachers also emphasized the importance of the language level of the text (75%) and the subject matter and student's need of the text (50%). As for the approaches of using literary texts in the classroom, the teachers seemed to use all the various approaches. However, the information based approach was seen to be the most popular approach with the percentage of 50%. It seems familiar with the teachers in their English language teaching profession. This approach is quite ineffective in enhancing students' language proficiency. In this regard Carter and McRae (1996) argued that the information based approach bases itself on traditional views to literature and teaching. Stylistics approach, Personal response approach, and Paraphrasic approach were treated equally with (25%). The moral philosophical approach seemed to be the least used.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes, draws conclusions and makes recommendations.

5.1. Summary

The main aim of the study was to investigate English language teachers' and students' views towards literary texts and its use in their classrooms. In order to reach to this aim, four data gathering instruments were conducted. The first instrument was textbook analysis based on the language level, availability of the literary text, length of literary text, subject matter, student needs and interests, and cultural background of the literary texts. The second instrument was questionnaire for teachers and students. The third instrument was classroom observations to find out practical activities. Finally, semi structured interview sessions were held. In the selection procedure of the participants, purposive sampling was performed. In other words, three groups (high, medium and low achievers) were purposively selected to get their views about literary texts.

The findings of this research revealed that it was difficult to generalize about teachers' and students' views towards literary texts and its uses in the English language classrooms. Literary texts have a strong potential to integrate in language teaching but they stressed that it requires serious and careful planning and implementation. Some teachers and students were positive and strongly supported the integration of literary texts. However, they lacked the knowledge to effectively integrate them. Those who supported the integration of literary texts in English language classrooms expressed typical reasons such as Students language development, motivating classroom activities, personal enrichment, and understanding of other cultures are potential benefits of literary texts in English language teaching and learning practices. In this regard, Widdowson (1971) argued that the study of literature is fundamentally a study of language in operation which is an example of language in use, and is a context for language use which involves special, unusual use of language and it feeds creativity on every possible style of register.

All language skills (listening reading, speaking, writing, thinking skills) and language areas (vocabulary skill and grammar knowledge) can be enhanced through literary texts. To enhance these language skills and language areas they prefer literature genres like short stories, novel extracts and film extracts respectively, with information based approach through teacher centered approach.

On the other hand, some teachers and students did not support the use of literary texts in English language classrooms. Lack of proper training on how to teach literary texts in English language classes, absence of a clear cut interpretation of literary texts, mismatch of expectations of learners, lack of the target language cultural background, limited vocabulary, absence of reading habit before coming the classroom, lack of time to use literary texts effectively, trouble when trying to find the underlying meaning, teachers teaching approach, low grades, and linguistic complexities are the major factors affecting the use of literary texts in English language classrooms. They perceived literary texts as uninteresting and complicated subject or irrelevant to their language development. These lead some teachers and students to have negative views towards literary texts and its uses in the English language classrooms. For example Rodhika, O', 1991, argued that linguistic difficulties, background knowledge, and culture to interpretation of literary texts are the major difficulties in English classroom and these leads teachers to have negative attitude towards literary texts. In a related study Edmonson (1997) claimed that literary texts have a special role in language acquisition that is the use of literature to add-on students' language potential through the exposure to literary texts usually reveals discouraging results.

5.2. Conclusions

This section is going to present the conclusions that the researcher reached in the light of the results of this study.

1. The integration of literary texts requires a lot of efforts, commitment and a strong desire from teachers, students, curriculum designers and text book writers to assist teachers and students language development like language skills, grammar knowledge, vocabulary growth, and cultural enrichment.
2. The language level, availability of literary texts, length of literary texts, subject matter, students' needs and interests and cultural background of the literary works they read are important features for the teachers and students to have positive or negative views.
3. Lack of proper training on how to teach literary texts, absence of a clear cut interpretation of literary texts, lack of the target language cultural background, limited English language proficiency level, absence of reading habit, lack of time to use literary texts in the classrooms, teaching approaches, mismatch of expectations and trouble when trying to find the underlying meanings of literary texts are the basic difficulties which lead teachers and students to have negative views toward literary texts and its uses in EFL classes.
4. The teachers' techniques of solving problems, teaching methodology and strategies to overcome literary text problems and the encouraging and motivating techniques followed in the literary texts in English language classes can broaden the students' horizons in many aspects, and techniques, which lead students to be passive listeners that can have unfavorable effects on the students' motivation.
5. All teachers followed an information based approach which is inappropriate on its own encourage interest in the themes of literary texts for the students in this particular context due to an exclusive focus on the information and
6. The potential effectiveness of literary texts in English classrooms made evident and will become more substantial to influence students' and teachers' views of literary texts that have significant weight on its future directions and roles in English classrooms.

5.3. Recommendations

The researcher suggested the following list of pedagogical implications under the light of the conclusions of this study:

1. Teachers should take students' opinions into consideration while teaching literary texts in EFL classrooms in order to set learners interested in both reading literary texts and the English language classrooms.
2. In order to create a more pleasurable classroom atmosphere, the literary text selected and the techniques followed in the literary classes should encourage students' language development, creative and critical thinking abilities by student centered teaching approach.
3. Teachers should encourage their students to read literary texts and do literary text based tasks in the target language.
4. The ultimate aim of the literary texts in EFL classrooms should not be to provide information but should be used as tool to study language and language aspects.
5. Literary text in English language classes should be moved beyond classrooms by integrating the texts read in the classroom to the outside world with the help of creating a meaningful discussion atmosphere and complementing homework assignments.
6. Teachers should follow appropriate techniques in their classes in order to help their students see the positive contributions of literary texts in their language improvement.
7. Some of the students do not explicitly see the positive contribution in culture related aspect of literary texts, therefore, it should be ensured that the students see how the cultural themes they are exposed to improve their cultural understanding.

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7. APPENDICES

Appendix A: Textbook Analysis Criteria

1. What are the literary texts incorporated in the textbook?
2. Are the literary texts:
 - Attractive and entertaining?
 - Understandable to the level?
 - Reflections of student's social, cultural and linguistic background?
 - Are open for multiple interpretations?
 - Create positive language learning environment? and
 - Can enable teaching language use/usage to the best level?

To judge all the above scenarios the researcher used the language level of literary texts , availability of literary texts, length of literary text, subject matter of the literary texts , student needs and Interests , and cultural background of the literary texts as basic criteria.

3. Do the activities derived from the literary text:
 - ❖ Pose intensive engagement and interaction among the students?
 - ❖ Can they result in language use /usage improvement?
 - ❖ Have/no pre determined answers?
4. The teacher guide:
 - ❖ Is teachers guide are available for all teachers?
 - ❖ Provide any procedural support on how literary texts should be used?
5. The lesson plans:
 - ❖ Indicates how the literary texts have been used and for what purpose?
6. The curriculum of the country:
 - ❖ Allow teachers and students to use literary texts in EFL classroom?
 - ❖ Have teachers received any training on the teaching of literary texts?

Appendix B: Questionnaire for Teachers

Dear Teachers;

I am conducting a study on “Investigation of EFL Teachers’ and Students’ Views towards Using Literary Texts in EFL Classrooms: The Case of Aboker Preparatory School, Grade 12, Harari Region”. The aims of the questionnaire are to find out:

- Teachers’ and students’ views towards literary texts and its use in EFL classes
- Some of the issues involved in using literary texts in EFL classrooms.

The term literary texts ‘in this questionnaire refers to any kind of literary texts written in English (e.g. novel extracts, short stories, poems, film extracts). The information you give in this questionnaire will be treated in utmost confidence and will be anonymous. The worth of the study completely depends on how true and factual answers you provide in terms of what you feel when using literary texts in English language classrooms.

1. Should literary texts be included in EFL classrooms as a teaching resource? (Please tick (X) one). (Use the space for any comments you want to make).

Strongly agree	agree	disagree	Strongly disagree

Comments _____

2. What do you think the benefits of using literary texts in EFL classrooms are?
3. What do you think the difficulties of using literary texts in EFL classrooms are?
4. Which of the following types of literary texts do you prefer to use in EFL classrooms?

Please order the following in terms of your preference: 1 (most prefer) to 5 (least prefer).

- Films and film extracts
- Short stories
- Poems
- Novels and novel extracts
-non-literary texts

5. In your opinion which language skill(s) can enhance by using literary texts? How?
6. Among the following approaches which approach (es) do you employ in your literary texts teaching? (Tick on your preference).

Table 13. Possible approaches used to teach literary texts in English classroom

No.	Item	Basic Characteristics
1	Information-Based Approach	Explain the content of the text to the class. Ask questions to check students' knowledge based on what they have read Provide students with background information.
2	Personal-Response Approach	Encourage students to relate the themes to personal experiences. Elicit students' response to a text. Encourage students to express their feelings towards the texts.
3	Language-Based Approach	Guide students to express their opinions towards a text. Set language activities in literary texts lesson. Encourage students to actively participate in the process of understanding the meaning of text.
4	Paraphrastic Approach	Students work with their classmates to generate language practices. Re-tell the text to students to help them understand. Use simple terms to explain what the story is about. Discuss what the author says in the text.
5.	Moral-Philosophical Approach	Incorporate moral values in lessons. Ask students the values they learn from the text. Get students to search moral values from a text.
6	Stylistics Approach	Guide students to interpret a literary text by looking at the language. Get students to mark any linguistic features from the text. Encourage students to discuss beyond the surface meaning of the text.

7. I encourage students to understand cultures and beliefs different from their own that are reflected in the literary texts.

Strongly agree	agree	disagree	Strongly disagree

Comments _____

8. I focus on issues such as the history and characteristics of literary movements, the social, political and historical background to the literary text.

Strongly agree	agree	disagree	Strongly disagree

Comments_____

9. I do activities, analyzing the language of literary texts in order to draw students' attention to how language is used to convey meaning in the literary texts.

Strongly agree	agree	disagree	Strongly disagree

Comments_____

10. I encourage students to evaluate the literary texts and choose the text they want to study.

Strongly agree	agree	disagree	Strongly disagree

Comments_____

11. I encourage students to relate the topics and themes of the literary text they read to their own personal experience, feelings and opinions.

Strongly agree	agree	disagree	Strongly disagree

Comments_____

Appendix C: Interview Questions for Teachers

I would like to inform you that all the information that you will give in this interview will be kept strictly confidential; and will only be used for purpose of this research. This interview session will focus on your view towards literary texts, and the use of literary texts in language learning. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

1. What did you think about your lesson today?
2. Which part of your lesson did you feel most satisfied with? Why?
3. Which part of your lesson did you feel dissatisfied with? Why?
4. Did you have any problems with your lesson today? What were they?

Apart from the major questions above, another question was asked during the interview:

5. In the questionnaire, you mentioned that poems are the type of literary text you prefer the least to use in class. Why do you think so?

Appendix D: Teachers Interview Transcription

The following are the teachers' responses to the questions above

Teacher 1

“As usual” (Q1). “I am happy with, who says? Why? ... This activity is good because students will read the chapter to find the statements and try to analyse the situation and meaning of the language used by the speaker”. “Another activity I like is discussion question ... because this activity helps lead students to real life”. “I am happy with the true/false statements ... because students can challenge each other. This task makes students more active by discussing answers in the groups.” (Q2). “I don't like the summary one... Most students don't read the story... the summary just helps students to understand what happens in the story”. “I really didn't prefer comprehension check at all but comprehension check will make students read the story” (Q3)

“No, no big problem” (Q4)

“Because poems contain abstract meanings and the language written is not grammatically correct” “When teaching a poem, teachers need to understand the culture of those people reflected in the poem. The meanings implied in the poem always make readers misunderstand” (Q5)

Teacher 2

“That is O.K” (Q1)

“I like, who say, why? “ ... in this activity students need to interpret the meaning behind each statement” (Q2)

“I am not happy with the summary part.... Because students usually spend more time than limited.... but if I don't do this part the students will have no information and ideas for discussion” (Q3)

“I got some problems in designing activities for students to work on....some activities are too long for students to present... I have no time to do other activities and no time to give feedback” (Q4)

“If the students read the story at home, it is time saving and I don't need to work very hard, just give feedback” (Q4)

“Because, poems to me, the words and structures are all poetic. That means it is not normally spoken in everyday language. They are difficult to interpret and the language use is so complicated, which cause difficulty for both teachers and students”. “Students need to be proficient in terms of language, at least intermediate level”. “To be able to use in class, the poem needs to be carefully selected, interesting and the level must match with the students” level. Otherwise, the students will get bored and have no ideas about what the poem means to them” (Q5).

Teacher 4

“As usual” (Q1). “The part that I most satisfied with is the warm-up activity”.... “Because it is the idea-based activity” (Q2). The part I am not happy with is the summary”... “The reason is that it took longer time for students to read the chapter again so that they can summarize it” (Q3) “The problem is that students don't usually read the story at home. Therefore they have no ideas for discussion”... “This is a big problem for me to teach” (Q4)

“You know, even I am a teacher I still find it difficult to understand” “The poem should not be taught to year-one students because there are multiple meanings behind the words in the poem” “I prefer to teach short story, novel, or film extracts rather than poem, which is hard to read, write, create ideas and understand”(Q5)

Teacher 3

“No problem. As usual... Everything comes out as I planned, I am happy with the result”(Q1) “No... but I am not happy because students are lazy. They don't do homework that I need to cover it in my lesson today” (Q3). “Students don't usually read the story before they come to class, I got used to it, no problem” (Q4). “Yes, that's why I don't include it in my lesson plan. It is not necessary, anyway. The objectives of all the subjects here are to promote students” language abilities and thinking abilities. We don't go further into literary text interpretations deeply. For example, analyzing literary texts” (Q5)

Appendix E: questionnaire for students

The questionnaire was developed with the purpose of evaluating the feelings of students at Aboker preparatory school. All you are suppose to do is to put (X) next to the item which you think best expresses your opinion. Being sincere in your responses will have a significant value for the objectivity of the study. You are assured that the responses that you gave to the items in the study will be confidential and will not be used for any other purposes. I kindly thank all of you for sparing time and for being sincere. The followings are the literary texts taken from your English language text book.

Table 14 Literary texts provided in grade 12 English language student’s text book

No	Title	Genre	Page no
1.	The girl from abroad	Novel extract	29
2.	Under a telephone pole	Poem	49
3.	Building the nation	Poem	82-84
4.	No longer at ease	Novel extract	88
5.	Casino royal	Film extract	95-98
6.	A taxi driver on his death	Poem	162
7.	The story of life on earth	Short story	174-182
8.	vultures	Poem	187-189
9.	Western civilization	Poem	209-210
10.	From the money-order	Novel extracts	215
11.	Film stars and their works	Film	245-257
12.	Titanic	Film extract	260-261

Please tick the appropriate value on the scale against each item in the list below.

5=strongly agree, 4= agree, 3= Neutral, 2= disagree, 1=strongly disagree

	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u>
1. I enjoy taking literary texts like short stories, poems, novels, films	() () () () ()
2. Taking literary texts helps me in creativity and critical thinking	() () () () ()
3. Literary texts help me to develop my social cultural development	() () () () ()
4. Taking literary texts in English helps me to improve my English	() () () () ()
5. I think literary texts improve my knowledge of English grammar	() () () () ()
6. I think literary texts improve my vocabulary in English	() () () () ()
7. I think literary texts improve my writing skills in English	() () () () ()

8. I think literary texts improve my reading comprehension () () () () ()
9. I dislike reading literary works assigned in English classes () () () () ()
10. I enjoy doing literary text based homework () () () () ()
11. I enjoy looking for underlying meanings of what I read in English () () () () ()
12. Students should be encouraged to take literary texts in the department () () () () ()
13. Which one of the following is your Methodological preference when taking literary texts?

Table 15. Possible methodologies used to teach/learn literary texts in EFL classes

No.	Item	Strongly disagree	disagree	Strongly agree	agree
1.	Teacher-centered				
2.	Whole-class Discussion				
3.	Warm-up questions offered by teacher followed by individual reading and classroom discussion				
4.	Student-centered				
5.	Group presentations				
6.	Prior knowledge offered by teacher followed by individual reading				
7.	Individual reading about the work followed by class discussion				
8.	Individual reading followed by one to one discussion with the teacher				

Appendix F: Students interview questions

I would like to inform you that all the information that you will give in this interview will be kept strictly confidential; and will only be used for purpose of this research. This interview session will focus on your view towards literature, and the use of literature in language learning. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

1. Do you like reading literary texts like short stories, poems, novels and film extracts?
2. In the questionnaire, you mentioned that poems, short stories, novels and films are important and helpful to develop your language skills and language areas. How can it could be?
3. In the questionnaire, you mentioned that poems, short stories, novels and films are irrelevant and useless for your English language development. Why do you think so?
4. In the questionnaire, you mentioned that teacher-centered teaching approach is your preference learning methodology. Why teacher centered? Why not student centered approach?
5. What kind of problems do you faced when you use literary texts?

Appendix G: Classroom Observation Checklists

Table 16: Classroom observation checklists

No.	Item	yes	no
1.	Discussion (interactive group activities) between teacher and students?		
2.	The teacher asked the class open and close-ended questions about a literary text?		
3.	Students nominated themselves without the teacher calling on them?		
4.	Students asked the teacher questions when they did not understand something?		
5.	Explain the content of the text to the class?		
6.	Provide students with background information about the literary text?		
7.	Encourage students to relate the themes of literary texts to their personal experience?		
8.	Encourage students to express their feeling towards the issue of the literary texts?		
9.	Set language activities in literary text lessons?		
10.	Encourage students to actively participate in the process of understanding the meaning of the text?		
11.	Ask students the values they learn from the text?		
12.	Get students to mark linguistic features from the text that are significant to students' reading and interpretation?		
13.	Encourage students to discuss beyond the surface meaning of the text?		
14.	Intentionally combine different approaches? Strategies?		

Appendix H: Classroom Observations and Its Description

All the four teachers (T1, T2, T3 and T4) were observed twice each. So there were 8 classroom observations. The observation aimed to find out how the teachers and students dealt with the given literary texts in their language classrooms. It also aimed to discover some practical problems they encountered when using literary texts. This section gives a brief description of how the teachers and students dealt with literary texts and the problems they encountered when they use literary texts to teach language.

Descriptions of classroom activities

Teacher 2

T2 was observed twice. In the first lesson, the literary text he used was a poem entitled “Under a Telephone Pole”. He started his lesson by asking students some questions about the main message of the poem and by writing down each event on the board. Then he assigned students into four groups to work on the activities in the textbook. Students tried to write some short sentences next to the information provided leading to a short summary of the poem, explaining the meanings behind the words or sentences, explained the meanings behind the statements who says, answering comprehension and discussion questions and marking if the sentences about the main events were true or false. In the second lesson the literary text he used was a novel extract entitled “No Longer at Ease. T2 started his lesson by asking students about the main events of the extract and he then wrote them down on the board. Then, he assigned students into four groups to work on the activity. Putting the main events on the board and explaining the theme of the extract, answering comprehension questions and multiple choice questions were the main activities of the teacher.

In both the lessons observed, it was noticed that only some activities allowed for students to express their own opinions and feelings or to draw on their experiences. Although there were some students who actively participated in the classroom tasks, most of them never expressed any ideas or opinions. The activities mainly aimed to help students improve their language

and comprehend the text. What could be seen as the problem was that there was an element of uncertainty in the instructions the teacher gave and it was only theme focused. As a result, some students kept asking the teacher what to do in some activities.

Teacher 3

The literary text he used for his first lesson was under the title “From Devil on The Cross”, novel extract. He started his lesson by asking the main theme of the extract and then assigned students into four groups. The activity for students was gaps filling, answered true/false statements and answered comprehension questions. In the second lesson, the teacher asked students in group to write the theme of the same novel extract, write down words under the right headings to complete sentences given on the textbook.

In the lesson observed, the teacher did not provide much chance for students to express their opinions or feelings. Only in one part, the students were asked to explain why the speaker said the statement. The other activities drew students’ attention to the theme of the novel extract.

Teacher 1

The literary text T1 used in his English language class was a poem which is entitled “A taxi Driver on His Death”. The teacher started his lesson by asking students to brainstorm ideas related to the title of the poem and then invited them to predict what might happen in the poem. After that, he asked them to discuss some open ended questions in groups and to share ideas with their members. In the second lesson, the literary text he was used was entitled “Western Civilization”. As usual he started his lesson by asking students to discuss what culture they have and comparing their cultures with others culture. Then students are intended to read the poem and then he asked students to do the activities in groups to answer true/false statements, guessed meanings from the context, described the personalities of characters and their relationship in the real situations. Although most of his activities in the first lesson observed were to familiarize students to the new poem, it was noticed that these activities provoked a lot of discussion and interpretation. Most activities in the second lesson were more

or less the same as those of the other three teachers above (T2, T3,) in terms of aims and the nature of activities with their focus on comprehension and theme of the novel extract.

Teacher 4

The activities T4 was used based on the novel extract entitled “From the Money Order”. The activities were not so different from those of the other teachers. In his first lesson, he started by inviting some students to summarize the extract of the novel and to tell their summary to the class. After that, he asked the students to read the novel extract again and do the activities in groups to find the central message of the text, and answered some comprehension questions. He started his second lesson by asking students to tell what film means? He kept on asking questions to make sure that the students can express their idea about film and the type of film they have been seen. Then the students were encouraged to read the film extract entitled “Titanic” and analysis the characters (their actions and personalities) in groups. Then students individually answered comprehension questions. It was noticed that the teacher seemed to spend most of his lesson on the summary. Therefore, he did not have enough time to do other activities. The last two activities (character analysis and the cross cultural comparison) helped to stimulate students’ reactions to the film extract to a great extent. These activities gave students an opportunity to express their ideas and opinions, especially when they were asked to analyze the characters’ personalities.