

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

(POST GRADUATE PROGRAM)



**AN INVESTIGATION OF EFL TEACHERS' AND STUDENTS'
ATTITUDES TOWARDS USING LITERARY TEXTS IN EFL
CLASSROOMS: GECHI PREPARATORY SCHOOL IN FOCUS**

BY: GASHAWU BOGALE

ADVISOR: MENGISTU ZELALEM (PHD)

SEPTEMBER, 2017

ADAMA, ETHIOPIA

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**A THESIS SUBMITTED TO SCHOOL OF HUMANITIES AND
LAW DEPARTMENT OF ENGLISH**

(POST GRADUATE PROGRAM)

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF
THE DEGREE OF MASTERS OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

ADVISOR: MENGISTU ZELALEM (PHD)

SEPTEMBER, 2017

ADAMA, ETHIOPIA

DECLARATION

I declare that this thesis is my own work and has not been presented for a degree in any other university and I certify that all the materials in this study which are not my own works have been identified and properly acknowledged.

Name: Gashawu Bogale

Signature: _____

Place: Adama Science and Technology University, Adama (ASTU)

Date of submission: _____

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

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(POST GRADUATE PROGRAM)

As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Gashawu Bogale entitled “An Investigation of EFL Teachers’ and Students’ attitude towards Using Literary Texts in EFL Classroom: Gechi Preparatory School in fous, Grade 11 and 12 and recommended that it can be accepted as fulfilling the thesis requirements for the degree of Master of arts in TEFL.

Advisor

Signature

Date

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PREPARATORY SCHOOL IN FOCUS

BY

GASHAWU BOGALE MEKONNEN

APPROVAL OF THE EXAMINATION BOARD

NAME

SIGNATURE

DATE

Mengistie Zelealem (PhD)  30/09/2017

ADVISOR

Berhanu Oljira (PhD)  30/09/2017

EXTERNAL EXAMINER

Abdi Hussen  30/09/2017

INTERNAL EXAMINER

DEDICATION

I dedicate this thesis paper to my families for schooling me with care and upon whom I ask God to have mercy and whose love and affection were the candles that enlightened my way towards success as well as to my beloved spouse Abeba Korme who fashioned me to be the man of myself.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

GPS: Gechi Preparatory School

TFL: Teaching English as a Foreign Language

ESL: English as a Second Language

CMT: Communicative Language Teaching

GTM: Grammar Translation Method

T: Teacher

St: Student

ABSTRACT

In this study, an attempt was made to investigate the attitude of EFL teachers and students towards using literary texts in EFL classrooms particularly in Gechi preparatory school. To conduct the study, descriptive survey design, mixed research method was employed. The Data for this study was collected by using questionnaire, interview and observation as the major instruments. In line with this, the study involved four teachers selected purposively and 60 students from both grade 11 and 12 who were selected by using simple random sampling method to be the participants of the study. From these participants 60 students responded to the questionnaire, 4 classes were observed and all of the four teachers were selected purposively and 10 students were selected voluntarily to participate in the interview. Then, after the required data for the study was collected by using questionnaire, interview and classroom observation, descriptive statistics using frequencies, percentages, mean and grand mean were employed in analyzing the quantitative data and the qualitative data were analyzed qualitatively. The overall findings of the study indicated that both teachers and students which were selected for being as the populations of the study had a positive as well as negative attitude towards using literary texts in EFL context even if the degree of positive attitude is high to some extent. Meaning as it was indicated in the analysis and interpretations of the data gained by using the three data gathering tools, there are some students and teachers who had a negative attitude about using literary texts. However, as it was stated in the findings of this study, the majority of the students and teachers explained their ideas as literary texts are the crucial element in EFL classroom even if both teachers and students were not good in using these texts properly due to different challenges such as unfamiliar culture, inappropriate literary texts which has been used on their textbook, lack of training for teachers on how to use literary texts after and before they graduated their first degree, exclusion of literary texts in preparing different exam papers, lack of good classroom management system during the literary lesson and lack preparing brainstorming activities which can motivate students before the engaging them to use the literary texts. Finally, recommendations were forwarded based on the major findings so as to minimize problems encountered and maximize the implementation of literary texts in EFL classroom. This means the concerned bodies should create suitable conditions, which are essential for the implementation of literary texts in EFL classroom.

CHAPTER ONE: INTRODUCTION

This chapter incorporates the background of the study, statement of the problem, research questions, objective of the study, scope of the study, significance of the study, abbreviations and definitions of key terms. All of the above mentioned elements will be discussed briefly in the following sections of my paper.

1.1 Background of the Study

In the present day, English is regarded as a language that brings the whole world as one and it is broadly used for communication in every angle of the world. As a result, many countries are giving due attention to the teaching and learning of this language. In Ethiopian context, English is taught as an essential subject in schools beginning from elementary up to university level and it is considered as the most important foreign language in the school system and in real - life situations. Since English has got such a prominent position in the country, it needs to be taught by using authentic materials as effectively as possible. As result, for students to develop their command of language, literary texts are very essential teaching materials that should be used in the EFL classroom. Because of this literature has been a part of language syllabus for many years, going in and out of popularity in response to new theories and methods in teaching and learning contexts as well as many scholars has too much about literary texts. The use of literature has formed a part of many traditional approaches to foreign language teaching, and literature has often been described as a powerful "ally of language" in the FL classroom (Brumfit & Carter 1986, p. 1). In particular, during the Grammar Translation Method, Direct Method and, many decades later, in the Communicative Approach, the use of literature has been a vital resource for teaching languages. In the nineteenth century, foreign languages were taught through Grammar Translation Method (GTM) which helped language students to learn the target language through translation of sentences from target language into the students' first language (L1) and from the first language (L1) of students into the target language (Hall, 2005 p.216). However, soon after the grammar translation method the importance of literary texts in language classroom became very low during the Structuralism approach which gives more emphasis to correct pronunciation, memorization through pattern drills and conversational practices rather than communicative competence (Duff and Maley, 1990). During this method literary texts were seen as a very old

teaching materials and it was believed that literature failed to offer vocabulary, structures and functional language that students required. McKay (1982) mentions some of the common arguments against utilizing literature. The first one is the lack of contribution of literature to the teaching of grammar which is one of the important goals of language teaching program. The reason for this is the structural complexity and unique use of language in literature. The second argument is that the literature does not help the students to reach their academic and occupational goals. The third one is the specific cultural viewpoints which are reflected in every piece of literature i.e. grasping and making sense of the cultural perspectives may be difficult for the students especially for EFL or ESL students.

However, in the last decades of the twentieth century and the beginning of the twenty-first century things began to change and literature started to be considered as a potential source for language development (Hall, 2005). Especially, 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). Since the CLT approach paid much attention to authentic contexts, literary texts were seen as model assets in language education as it could offer the use of authentic materials and real language and communication. Similarly McKay (1982) argues that:

Literature can be useful in developing linguistic knowledge both on a usage and use knowledge level to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps spur their own creation of imaginative work. (P.531)

According to Duff and Maley (1991), "The integration of linguistic as well as the literary components helps to develop the students' understanding of their own as well as others cultures." Literature can provide students with access to the native speaker's culture since literature really represents the culture of a particular society. Additionally, it offers him/her the opportunity for personal expression, and, equally, increases his/her knowledge about the lexical and the grammatical structures of the English language. However, currently not considering the above mentioned undeniable merits of using literary texts in language learning and teaching, literary texts are too much disregarded by teachers and students in Gechi Preparatory School.

1.2 Statement of the Problem

“The teaching of literature in EFL classes is essential and can be used as a perfect instrument to stimulate and speed up the teaching and learning process” (Carter & Long, 1991, p.126). This means using literary texts in the EFL classroom is important and it has the power to speak to the heart as much as to the mind, providing students with some emotions that can make great contact with the student’s own life. Langer (1997, p.607) states “Because it taps what students know and who they are and literature is particularly an inviting context for learning both second/foreign language and literacy”. These texts are the fundamental tools and very popular within the field of foreign language in order to teach both macro language skills (reading, writing, listening and speaking) and micro language skills (vocabulary, grammar and pronunciation). Furthermore, literature can broaden learners’ appreciation of cultures and beliefs that differ from their own. According to Kramsch(1992) literature improves learners' cultural awareness since it is inseparable from culture (p. 175). However, at the present time, even if the curriculum designers have included many literary texts in grade 11 and 12 students’ textbooks, teaching and learning these literary texts seems to be neglected in the EFL classroom and the achievement of students in literature is still not like what is expected in Gechi Preparatory School. First and foremost, students’ and teachers’ attitude towards the target language, its literature and the learning context in which they are involved seem to be a key factor that may determine their success or failure, especially in an EFL context. In order to conduct effective EFL teaching-learning process, it is fundamental to help students have positive attitude towards the language, the teacher, and the method of teaching so that they engage fully and actively in discussions and other activities. Morgan (1993, p.63) notes the influence of attitude in learning a foreign language demanding that “Pupils’ attitudes to the foreign language that they are learning or to the foreign culture (s) with which it is associated are recognized as crucial to language learning success”. Attitude, hence, involves beliefs, emotional reactions, fears, convictions and behavioral tendencies towards a subject matter. For instance, if a student has a negative attitude towards a given text, he/she will not be motivated to learn the target language and enhance his/her linguistic and communicative competence. So far, few international and local studies have demonstrated the benefit of literature in language classes and students and teachers attitudes towards using literary texts in EFL classroom. To begin with, in a study conducted by Ghazali, Setia, Muthusamy and Jusoff (2009), the attitudes of students’ towards the literary texts and what kind of texts they

prefer to read were investigated in Malaysia. As conclusion of their study, it was found that short story was the most popular type of literary text among students but poem and novel were not popular among students. In a study conducted by Akyel and Yalçın (1990), the specific contributions of drama, poetry and prose fiction in developing EFL senior high school students' competence in language and literature was researched. The study revealed that students regarded "novel" as the most effective way in developing language skills and cultural awareness, and "drama" as the most effective way of developing oral expressions. Similarly, a study conducted by Ziya (2009), searched the vocabulary competence of 5th grade students by integrating different genres of literature. At the end of the study it was found that integration of literature into English courses had a positive effect on the enhancement of vocabulary competence.

In Ethiopian context, different researchers Fikru (2009), Berhanu (1994), Abiye (1998) have conducted research in relation to the significance of literature at different educational levels of the country. Mengistu (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. These researchers forwarded possible solutions to alleviate teachers' and students' attitude towards literary texts their use and approaches used by teachers to teach literary texts in EFL classroom. In relation to the use of literature in language teaching Abiy Daniel (1998), at Addis Ababa University, carried out a research which attempted to explore the contribution of African Literary texts to the language classroom in general. In the study, it was indicated that by using African literature and language based methodology the language learner will be more motivated to learn a foreign language. However, none of these studies were conducted on both EFL students and teachers together at the same time. Moreover, the researcher has observed similar problems on EFL teachers and students towards literary texts from his teaching experience while teaching in Gechi preparatory school. This means both teachers and students lack interest in learning and teaching literary texts. It is for this reason that the researcher is initiated to conduct his study on an investigation of EFL teachers' and students' attitude towards using literary texts in teaching as a Foreign English language classrooms.

1.3 Research Questions

This study aimed at answering the following questions.

- How do EFL teachers and students view the inclusion of literary texts in EFL classrooms?
- Why EFL teachers and students do not use literary texts in EFL classrooms?

1.4 Objectives of the Study

The following are general and specific objectives of the study that the researcher intended to achieve at the end of the study.

1.4.1. General objective

The general objective of this study was to investigate teachers' and students' attitude towards using literary texts in teaching English as a foreign language classroom of Gechi Preparatory School.

1.4.2 The Specific Objectives

Based upon the general objective, this study was proposed to achieve the following specific objectives:

- To identify the attitude of teachers and students towards the inclusion of literary texts in EFL classrooms
- To find out the reasons why EFL teachers and students do not use literary texts in EFL classrooms

1.5 Significance of the Study

This study aimed at investigating the attitude of EFL teachers and students towards the use of literary texts in EFL classroom. Accordingly, the researcher believed that the result of this study will have the following significances. Firstly, it helps both students and teachers to use literary texts practically and solve difficulties while using literary texts in language classroom. Secondly, it provides an input for EFL teachers to improve the habit of using literary texts and may enhance the attitude of EFL teachers on the use of literary texts. It also helps EFL teachers to address the challenges that they face in the teaching of literary texts. Thirdly, it may inform syllabus designers and text book writers to include appropriate literary texts in the process of

designing syllabus and textbook writing. Finally, it serves as a springboard document for other researchers to conduct similar or further studies on this area.

1.6 Scope of the Study

The study is delimited in both the number of populations that were involved and in its area of investigation. The populations for the study are grade eleven and twelve English language teachers and students from only Gechi Preparatory School, which is located about 507 km away from the capital city Addis Ababa, in Oromia Regional State Bunno Bedele Zone Gechi District focus and the sample of the study is delimited to 4 teachers and 60 students. Of all aspects of language, the study confined itself on investigating the general attitudes of English language teachers' and students' towards the use literary texts in English language classrooms considering their contribution to teach and learn the English language which is supported by authentic materials. Even though the researcher believed that it was appropriate to conduct the study in large scale, because of different constraints, this study was delimited to the teachers and students of grade 11 and 12 of Gechi Preparatory School.

1.7 Limitations of the Study

The data to determine the attitudes of teachers and students towards using literary texts in EFL classroom were collected only through the questionnaire, interview and classroom observation. If it were possible, text analysis would also be nice for this study. Thus, the researcher believes that the reliability and validity of the findings would have been better if text analysis had also been used.

1.8 Definition of key terms and Abbreviations

1.8.1 Definition of key Terms

Investigation: An investigation is a systematic and thorough attempt to learn the facts about something complex or hidden.

Attitude: It is an individual's belief or view point towards a thing or an idea or a person as a result of the individual's personal interest or/and as a result of the learning environment about the object (Gall et al,1996).

Literary Texts: literary texts are defined as pieces of writing that are valued as works of art, especially novels, plays, short stories and poems.

1.8.2 Abbreviations

EFL: English as a Foreign Language

GPS: Gechi Preparatory School

TEFL: Teaching English as a Foreign Language

ESL: English as a Second Language

CLT: Communicative Language Teaching

GTM: Grammar Translation Method

T: teacher

St: student

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Introduction

This chapter attempts to review some relevant findings and scholarly knowledge on the attitude of EFL teachers' and students' towards using literary texts in EFL classroom. Important points that are relevant to this thesis paper such as definition of literature, literature and language teaching, literature in the EFL classroom, the importance of literary texts in English language classrooms reasons, for using literature in English as a foreign language, literature and culture, literary texts and language skill, types of literary texts to be used in EFL classroom, models for the teaching of literary texts, criteria for selecting suitable literary texts in EFL classroom, literary competence, using literary texts and testing, attitude in English learning and teaching and attitude towards EFL literature are also discussed as follows.

2.1 Definition of Literature

Literature is a subject under discussion that has been studied for centuries and there are several definitions of literature from different points of view. In the field of foreign language teaching, for example, teachers, syllabus designers, educationists and even foreign language students themselves view and recognize literature differently. Therefore, many of the scholars give different definitions for the term literature as follows. Moody (1971) defines it as an umbrella term, that is used to express in words some special aspects of the human experience. Eagleton (1996: 1) stated that Literature is, “‘imaginative’ writing in the sense of fiction - writing which is not literally true”. Burges (2008:9) says literature is an art which exploits language. Lazar (2000:1) argues that literature can be defined as the world of fantasy, horror, feeling and visions but in words. According to some scholars' idea, Literature was considered previously to be only written texts (Meyer, 1997, p.2.).

As Booth et al. (2006), Literature is oral and even visual forms (film and video being closely related to drama, of course), and it takes in, as it did long ago, writings of diverse design and purpose, including nonfiction. (p.4)

2.2 Literature and Language Teaching

Whenever the issue of language and literature is argued, many agree that they cannot be taught separately for they are mutually inclusive and complementary to one another. Literature in language teaching has a long history and it was an integral part of second and foreign language teaching. 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. Carter (2001) states that "Literature is as old as human language, and as new as tomorrow's sunrise; literature is everywhere, not only in books, but in videos, television, radio, CDs, computer, newspapers, and in all the media of communication where a story is told or an image is created." (P.3) English is one of the most taught language which is used for business, politics, health, technology, research, education and many other aspects of daily life and it is rooted in a language and language gets life thorough literature. Many scholars (Lazar, 1993; Collie and Slatter, 1994; Ur, 1996; Carter and Long, 1996; Maley, 2001) have discussed the various advantages of using literature as a language teaching resource. For example, Ur (1996) states that using literature as a language teaching resource is a very enjoyable to learn a language, provides examples of different styles of writing, and also representations of various authentic uses of the language, a good resource for increasing word power, encourages critical and creative thinking (P.201). Whenever the issue of language and literature is argued, many agree that they cannot be taught separately for they are mutually inclusive and complementary to one another. Regarding this interrelation between language and literature Melakneh (2003: vii) stated that "..... Literature is language in use". Literature which is written or oral cannot exist without language and a literature is a means through which a language can be well expressed. This shows that literature is a means by which language is expressed and Literature and language are closely interconnected.

Lazar (1993) emphasize that "Literature should be used with students because it is motivating stimulus for language acquisition, students enjoy it, and it is a fun, it is found in many syllabuses and the like" (P.15). Literature, a convenient source of content for a course in foreign language, provides motivating materials for language teaching.

2.3 Literature in the EFL Classroom

The use of literature in the EFL classroom has continuously been in a disagreement for many years between different language scholars. In fact, until recently, the rationale for the implementation of literature in language teaching / learning has been subject of intense debate among educationalists and researchers. However, many writers in the field of ELT have emphasized the benefits of using literature for language teaching and learning purposes. These scholars state various reasons and justifications for incorporating literary texts in the language classroom and as literature is the central medium for teaching and learning language. Literary texts are authentic material which has the ability to have an enormous influence on a language learner

Hirvela (2001) States,

Literary texts stimulate the learners to solve mysteries and answer questions, creative activity that fosters deeper connections, can be used as a resource for the teacher to expose the students to a variety of text types and different uses of language, and thus in turn to teach the language, Literary texts encourage the students to identify and react against the characters that attract their attention and The imaginative properties of the literary texts foster the students' academic literary skills, which is not so easy if a non-literary text is used as the language teaching material. (P.117)

Strong (1996, p. 291) also argues that literature should form an important part of any language teaching class because it offers a rich source for learning reading. Literature may form part of communicative pedagogy in three different ways: 1) providing a context for in which to develop students' reading strategies and knowledge of non-fiction and literary texts; 2) forming the basis for an extensive reading program with the attendant acquisition of new vocabulary as well as grammatical forms; 3) offering the opportunity to explore cross-cultural values. According to Elliot (1991) the use of Literature may help students to practice and adopt grammar structures. Moreover, literary resources help students to distinguish the written language from the spoken language. The role of literature in daily life, the way in which narratives function in learning, the role of literature and narratives in education, and the language-literature link – all these are important in understanding that literature may have a place in L2 teaching' (Paran, 2008: 469).

2.5 The Importance of Literary Texts in English Language Classrooms

There are many good reasons for using literary texts and extracts as materials in foreign language teaching. There are number of books, papers and articles that argue the significance of literature in FL teaching.

According to Langer,

Literature helps us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be and in its best sense, literature is intellectually provocative as well as humanizing, allow using various angles of vision to examine thoughts, beliefs, and actions, provide students with excellent opportunities to express their feelings, emotions, opinions and ideas and helps them to gain meaning from the text. (1995, p. 5)

Similarly, according to Collie and Slater (1990:3), “there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement.”

Literature is reliable material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in a classroom context, students are exposed to actual language samples of real life real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings. For many language students, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such students, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what

they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign student to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign student's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the students.

All language students have to be aware that learning language is a constant enrichment of one's vocabulary. Without vocabulary enrichment the learning process will stop at the acquisition level and a student will never learn to use the language, at least not appropriately. Sentence structures, language tenses, word formation can take a student only so far, vocabulary enrichment is what develops a communicative competence which is a general goal of every student.

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process

2.6 Reasons for Using Literature in English as a Foreign Language

There are many good reasons for using literary texts and extracts as materials in foreign language teaching. 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 Gillian Lazar (1993), the following are main reasons which lead a language teacher to use literary texts.

1. Motivating Material

Literary texts are very motivating due to their authenticity and the meaningful context it provides (Ghosn, 2002, Van, 2009). Motivation is one of the elements which can drive the learners to go ahead and achieved when students are exposed to what they really enjoy. Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unraveling the plot.

According to Lazar, 1993,

Literature is highly valued in many countries around the world and if students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought-provoking point of comparison and asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on a similar theme, could be highly motivating. (P: 15)

According to Carter and McCarthy (1995), suitably selected texts are able to provide a motivating and stimulating source of content in the language classroom, which can evoke new responses in students.

2. Access to Cultural Background

It can be argued that reading literature in English does encourage students to become broadly aware of the social, political and historical events which form the background to a particular play or novel. At the same time, literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation. According to Lazar (1993) “Literature can provide students with access to the culture of the people whose language they are studying and by exposing our students to literature in English, it seems that we should be asking them to think about the range of cultures from which literature in English is produced and literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific. P.16”

3. Educating the Whole Person

By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom. Literary texts encourage learners by making connection between the themes of the texts and their personal life and experiences.

Lazar (1993) explains

literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness, to respond personally to the texts we give them, to become increasingly confident about expressing their own ideas and emotions in English, to feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society. (P: 19)

Literary materials promote learner autonomy and they have the power to give chance for all learners to learn independently. Literary materials in the classroom can promote the development of the individual as a whole person, providing access to new and different experiences, feelings, desires and creative impulses. This focus on the whole person means that teachers must recognize and accept their learners' individual differences with respect to their personal interpretations, responses, preferences, needs, wants and goals.

4. Developing Students' Interpretative Abilities

Lazar (1993:19) explains that any learning of a new language would seem to involve the learner in the forming of hypotheses and the drawing of inferences, whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalized or what is implied behind the literal meaning of what someone says in a conversation. It has been argued that literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations. As it is explained by Lazar 1993 literary texts are often rich in multiple levels of meaning, and demand that the reader/ learner is actively involved in 'teasing out' the unstated implications and assumptions of the text.

5. Valuable Authentic Material

Literature is inherently authentic and provides authentic input for language learning (Ghosn, 2002; Shrestha, 2008). Authenticity of learning material is very important in language learning process, because it prepares learners for “real life” language usage. Collie and Slater (1990:3) describe literature as a valuable source of authentic material and non-authentic learning material teaches students unusable language skills and presents isolated conversations rarely seen in real life. The learners are exposed to actual language samples from real life and literature acts as a beneficial complement to such materials. Brumfit and Carter (1986:15) assert the point that “a literary text is authentic text, real language in context, to which we can respond directly”. Such a text securely grips the reader’s imagination and makes scopes for the examination of the language as well.

6. Expands Language Awareness

Literature expands language awareness. According to Collie and Slater (1990:145) one of the main reasons teachers use literature in the classroom is language enrichment. Students use literary texts not only for information, they interpret them, decode their meaning and thus literature becomes an effective means of teaching language. By using literary texts, students learn new words, syntax and discourse functions and they learn correct sentence patterns, standard story structures. Lazar (1994:123) states that literature is a useful resource because it can be exploited in numerous ways to increase students’ language awareness, grammatical and lexical knowledge, particularly those at lower language levels.

7. Literature for Personal Enrichment

Lazar (1993) reveals that “literature is useful tool for encouraging students to draw on their own personal experiences, feelings and opinions about literary writing” (p.39). Students are persuaded to become more involved in acquiring the language through class procedures such as communicating their views and producing suitable responses in discuss texts.

2.7 Literature and Culture

According to Hall (2005: 66) “Literature, language and culture have always been seen as interrelated in various ways.” Literature and culture are both inseparable parts of an overall general knowledge of a particular country. It is argued that literature need not only a vehicle for language teaching but also a form of cultural understanding that enhances the experience of reading in a foreign language.

Literature can provide students with access to the culture of the people whose language they are studying (Lazar, 1993:16). According to Lazar literature provides students to contextualize how a member of a particular society behaves or reacts in specific situation.

Kramsch (1993:8) states that, “If language is seen as social practice, culture becomes a very core of language teaching and cultural awareness must be then seen both as enabling language proficiency and as being the outcome of reflection language proficiency.” Therefore it seems obvious to learn about literature and culture when studying a foreign language. Literature is able to provide students with access to another culture of the people whose language they are studying. Culture is increasingly understood in dynamic terms, constructed interactively between people, continuously, particularly through language use.

Brumfit (2001: 91_92) suggests that the teaching of literature can thus be seen as a means of introducing learners to a serious view of our world, of initiating them in the process of defining themselves through contact with others experience.

Through literature, learners can appreciate the similarities and tolerate the differences between their culture and other cultures. Studying literature from another culture gives learners insight into the values and customs of other places. Literature is a powerful tool in teaching the relativity of cultural values and the inherent problems in cross-cultural communication (Strong, 1996, p. 303). Thus, exposure to literature stimulates learners to reflect on concepts, recognize real life problems, explore causes and solutions, and compare their values and life styles with other cultures. This can provide teachers and learners, in the language classroom, with an authentic and rich context for discussion about their cultural values and traditions in contrast with other cultures. This, in turn, may encourage learners to avoid ethnocentrism and develop intercultural

competence. Furthermore, reading literature according to Carter and Long (1991:2) make learners to understand, appreciate and respect different cultures.

2.8 Literary Texts and Language Skill

It is agreeable that literature is a good source for teaching the four main skills i.e. listening, reading, writing and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

2.8.1 Listening and Literary Texts

Listening is the ability to receive language through the auditory system and it involves identifying the sounds of speech and processing them into words and sentences. Concerning the listening skills, literature develops the listening skills because it is rich of drama, role playing, oral reading, comedies, and poetry which are essential for listening skills. Moody (1971, p.7) explains that literature helps students improve their listening skills. The various topics in literature give students a chance for discussion which encourages oral practice. And often, a literary text is read out in full or in part by the teacher, or a record or tape version of it is played for the purpose of bringing out its rhythmic quality and stimulating interest. Thus, when used orally, Literature can develop the students' listening ability. Literature provides a lot of authentic materials that students can listen to. When students are taught listening through exposure to literature genres, it is entertaining and less stressful to learn. As Lazar's (1993) argument, students can develop their listening skills by listening to the recorded literary materials. For listening purposes, the students can be exposed to the audio versions of the poems, short stories, or novels.

2.8.2 Speaking and Literary Texts

The speaking is one of the four macro language skills and it is a productive skill that enables the speaker to produce language orally so as to convey his/her ideas to others. It is the delivery of

language through the oral medium and it involves the production of sounds, words and sentences using the speech organs: the lungs, vocal tract, vocal chords, tongue teeth and lips. Students can perfect their speaking skill through exposure to literature genres, especially poetry and drama. Oral work based on literary texts may help improve students' speaking skills. 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. According to Collie and Slater (1987), literary texts serve as an excellent prompt for oral, work, as they provide unexpected compactness of meaning leading to a variety of interpretations through imagination and discussion. The various avenues provided in oral composition (e.g. dramatic activities, storytelling, etc., through prediction, interpretation and innovation), give one a chance to invent new words, while using familiar ones in new ways. This leads to imaginative and creative uses of language. Gilroy and Parkinson (1996) observe that literary texts are useful in the development of reproductive skills, such as oral or written skills, encouraging learners to become more creative and adventurous as they begin to appreciate the richness and variety of the language they are learning.

2.8.3 Reading and Literary Texts

Reading is a receptive skill because we usually gain information from the texts we read (Noaman, 2013). 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. In short, in studying English Literature the learner is generally taught short passages written in simple language he should comprehend what is written and be familiar with the forms of the words that are written in English.

2.8.4 Writing and Literary Texts

The writing skill is very important in language learning and it is one of the productive skills. Literature is a tool for developing the writing abilities of students but it requires students' exposure to the poems, novels and drama texts.

According to Parkinson and Reid Thomas (2000, p. 9-11), literature serves as a good model for good writing: it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language, therefore facilitating intelligence and sensibility training. The students can imitate the various styles used by various authors in their writings. Brooks (1960) stated that Writing is much more than an orthography symbolization of speech; it is more importantly a purposeful selection and organization of expression this means that writing is a group of organized expressions that form a whole, and convey specific meanings” (P.167). Generally Since literary genres like poetry, short stories, drama and novels are rich of vocabulary, writing techniques and strategies, it could be argued that literature develops the EFL learners writing skills.

2.8.5 Literary Texts and Teaching Grammar

Many scholars agreed that using different literary texts in EFL classroom is very important so as to teach grammar. For instance, using poetry in teaching grammar has got several benefits to ESL/ EFL classrooms. With regard to this, Clece-Murcia and Hilles (1988:122) claim that poetry is an interesting way to contextualize grammar lesson. This is because poems are the reflection of cultural value and moral beliefs of the society. Furthermore, some poems have the nature of repeating particular item and this repetition makes easy to internalize the structure (Clece-Murcia and Hilles). These two scholars state their idea about using literary texts so as teach grammar as follows:

Poetry is particularly effective tool for practicing a particular grammatical structure because its very nature demands that to be spoken, repeated, wrestled with and considered with each repetition and consideration, the structure becomes more deeply internalized. Therefore, poetry is an excellent resource for structured practice of grammar and appropriate basis for review. (p.122)

2.9 Types of Literary Texts to be used in EFL Classroom

What sort of literary text can be used in teaching the English language through Literature?

Such a question refers to the criteria of checking of the suitability of literary texts for a certain aspect of language teaching. As literary texts are varied and many in number, it is definitely clear that all sorts of materials can not fit the needs of all students of all grade levels, age, and cultural backgrounds. The chance to access immense of different types of literary texts at once makes selecting among many alternatives and types important. As Collie and Slater (1987:6) state, the criteria mainly depend up on the need and interest of each individual group of students, their culture background and their language proficiency level. This stresses on the importance of choosing literary materials which are relevant to the life experience of the intended group of students and that appeal to their emotional needs and that cop-with their future dreams. Regarding this, Melakneh (2003: Vi) suggests some points from Collie and Slater (1987) that in the process of selecting a certain type of literary text for a certain group of students who are learning the language for a certain purpose; the availability of the printed text, whether the text provides representative selection, related to the reader's culture or experience, familiarity (economical text- vs.-unfamiliar text, long-versus-short and contemporary/modern in terms of classification from should be considered.

As Melakneh further adds, although the points listed above are believed to contribute a lot in selecting literary materials which are suitable to a certain purpose of language teaching, their might situations where these criteria may fail to satisfy the need due to various conditions. However, as Collie and Slater (1987:6) emphasize, whatever the criteria might be, the most important thing to bear in mind whenever selecting literary texts for teaching language is its capacity to arouse the students for personal involvement and its power to provoke them to react in any manner that the classroom condition permits. Therefore, in short, any literary text, written in English can be used to teach the English language as much as it satisfies the need of the learner, appeals to his/her interest, it goes in harmony with his/her culture and at most it has the capacity to arouse the learners emotion and makes him/her active participant in the language learning process.

2.10 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.

A. The Cultural Model

The Cultural Model considers literature as an ideal vehicle to transmit cultural concepts such as history, literary theories, genres, biography of the different authors, etc. (Carter & Long, 1991). Language is treated as a cultural artifact, requiring students to approach literary texts from social, political, literary and historical perspectives. Teachers working within such an orientation stress the value of literature in encapsulating the accumulated wisdom, the best that has been thought and felt within a culture. Through literature students get to know the background not only of the particular novel but also they learn about history, society, and politics of the country described in the novel or story.

According to Carter and long (1991),

Teaching literature within a cultural model enables the students to understand and appreciate cultures and ideologies different from their own and space and to come to perceive traditions of thought, feeling and artistic form of within heritage literature of such cultures endows. (P: 2)

This model employs traditional approaches to teach literature by exposing students to the background of a text in order to examine the ideas and concepts behind it and learn about different cultures and patterns of thought, and either directly or indirectly, will compare them to their own. English as a global language provides literary texts by authors from widely divergent cultures, reflecting 'rich and fascinating' diversities (Lazar, 1993:16).

B. The Language Model

This model mainly considers literature to be aimed at language development and awareness. In other words, it defends that the aesthetic aspect of literature is achieved only through the linguistic and discourse quality of literature (Lazar, 1993). No attention is given to the literary

quality of the texts. However, care should be taken into account not to let the linguistic feature vitiate the pleasure of reading literature (Lazar, 1993). Learners examine texts looking for specific linguistic features such as vocabulary and grammatical structures. EFL teachers can take this approach if they wish to focus on specific features of language by creating such activities as gap-filling, grammar practice activities, and writing summaries.

C. The Personal Growth Model

This model gives priority to personal experience as a means to engage students in the literary works. Students' interaction with literary texts is intended to enhance their personal development and language awareness. (Carter & Long 1991) Here the students are not to identify and learn the new words or exclusively work out on the linguistic features, but appreciate the literary experience which is associated with the students' own real-life experience. Literary texts are seen as a resource for both linguistic development as well as the development of an appreciation for literature and Students are not just passive receivers of knowledge as in the Cultural Model, but are encouraged to become autonomous and to think critically.

2.11 Criteria for Selecting Suitable Literary Texts in EFL Classroom

It is better if the teachers are aware of the potential problems involved in the use of literature in language teaching; they may be better equipped to use this kind of material more effectively. The effective use of literature in the ELT depends on the appropriate selection of literary texts. Text selection is a 'crucial factor' (Maley, 2001: 184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation. McRae (1997) also says that "careful text selection is fundamental to the successful use of any kind of representational materials" (P.49). Collie and Slater (1994) suggest that text selection depend on "each particular group of students, their needs, interests, cultural background and language level" (P.6). The selection of appropriate literary texts is the most difficult task for teachers and they have to know many factors and criteria such as the length, content of the text, linguistic difficulty, and students' cultural background, age of the students and students' interests.

According to Lazar (1993),

Choosing a literary text for use with your students, you should think about three main areas: the type; course you are teaching, the type of students who are doing the course and certain factors connected with the text itself. (P: 48)

It is also important to select a text of an appropriate length. Texts need to be appropriate to the level of the students' comprehension. Shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot. According to Sage (1987, p.87) lengthy texts might pose "the question of how to maintain students' interest".

This shows that teachers and curriculum designers ought to take into account the above mentioned things which can help them with the decision of the relevance of the text and when selecting materials we need to try to find texts that are suitable for the majority of students in the class. Generally, it can be argued that the selection of appropriate literary text depends on the teachers, qualification and the students' interest and motivation for learning the language. Concerning the former, when the language teacher is highly qualified in his subject he would be aware of his students' language standard, needs, interest and areas of weakness and strength, and the later, when the students are highly motivated to language learning, they would help their teachers in the process of literary text selection.

2.12 Literary Competence

Typically EFL teaching is paying attention on the development of linguistic competence, which is basically awareness of grammar and the ability to use English according to the grammar rules in various situations. This competence is developed by learning grammar forms and being exposed to English in the form of various texts and structures. In contrast, reading literary texts may contribute to the development of literary competence. The idea of literary competence was suggested by researchers like Culler (1975) and Brumfit and Carter (1986), who argued that those who read extensively develop some kind literary competence, a kind of "grammar of literature", by which they basically understand certain conventions which allow a competent reader to convert the words on the page into literary meanings. He or she knows how a literary text should be read and understood. Coenen (1992) provides the following definition:

A reader who is literary competent is able to communicate with and about literature. Literary competence, then, includes a number of conventions which operate for different genres. Developing literary competence means developing skills which help students to deal with literary texts. According to Lazar (1993:11) the reader of a literary text is crucial in assigning meaning to the text and it was suggested that a great variety of factors might influence the meaning that a reader confers on a text, ranging from the individual psychology of readers to the social and political milieu in which they live. One factor which may be relevant to language teachers wishing to use literature in their lessons is the concept of 'literary competence'.

2.13 Using Literary Texts and Testing

Many scholars complain regarding some shortcomings of literary texts to prepare different exams. One of such complaints is the one which regards the fact that one cannot be so sure that he / she is proceeding so well or so badly in his/her effort to learn language through literature (Baird, 1944). Although the main reason for this argument is the fact that many scholars doubt that the communicative competence acquired by learning the language through literature may not be feasible for testing (Brumfit and carter, 1986). The objective of learning/teaching language through literature is to develop a good communicative significance in the leaner. The leaner, on the other hand, might have his/her own purpose of learning the language he / she seeks to be assured by a legal body or a responsible organization. Due to the lack of feasibility in communicative language, giving assurance for such students may not be so easy. This may cause some people to feel that teaching language through literature is insignificant. But as to Brumfit and Carter (1986) make it clear, the view that teaching language through literature is not viable for testing may come from imagining literature as a big body of knowledge or field of discipline rather than as a means by which functions or skills are enlarged. The main objective of learning or teaching languages through literature is to develop the learners ability in speaking or writing the language or to foster his/her ability to listen and respond to what is spoken or to read understand what is written in that language. Thus, if teaching /Learning the English language through literature has any role to play, it should not be thought out of its contribution in shaping these basic language skills. Hence, testing the role of literature in language teaching is evaluating the individual learner's efficiency in using the language effectively (Carter and Brumfit, 1986).

Therefore, it is possible to say that one can test how well an individual student responds to a literary text by reading or listening to it in a spoken or in a written form.

2.14 Attitude of Learning and Teaching English language

Attitude, the psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993), toward an educational issue are extremely influential in either facilitating or hindering how it is perceived and learned. Attitude has cognitive, affective and cognitive components; it involves beliefs, emotional reactions and behavioral tendencies related to the object of the attitudes (McGroarty, 1996). Students' attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success in learning a language. Students' attitude towards the target language, its literature and the learning context in which they are involved seems to be a key factor that may determine their success or failure. Gardner (1985: 9) defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinion about the referent". Attitude, hence, involves beliefs, emotional reactions, fears, convictions and behavioral tendencies towards a subject matter. Put another way, attitude is reinforced by beliefs and often arouses strong feelings that, in turn, would lead to a particular type of behavior. Many studies were conducted in this area. For instance, Morgan (1993) notes the weight of attitude in learning a foreign language contending that: "Pupils' attitudes to the foreign language that they are learning or to the foreign culture (s) with which it is associated are recognized as crucial to language learning success". (p.63)

2.15 Attitude towards EFL Literature

It is commonly acknowledged that literature was the major source of input for teaching language during the era of Grammar Translation Method, but since then it has been pushed to the margin. Collie & Slater (1987) assert that with the emergence of structuralism and audio-lingual method, literature was downplayed and dismissed. With the advent of CLT, the neglect of literature continued as more attention was directed to the practical use of language in the real world situation. Maley (2001) argues that this attitude toward literature is mainly due to a rareness of empirical research stressing the weight of the literary component in the language classroom. Maley adds that what exists, to this day, as empirical research on attitude towards literature is

restricted to action research. However, from the mid 1980s on, literature has made its comeback and language scholars have resurrected it as a source for language learning after being discarded for long (Duff & Maley, 1991). Hence, many researchers argue that producing positive attitude towards literature, as a genuine example of the target language and as a major source for cultural enrichment, are a key factor to attain successful language learning in general and in an EFL context in particular.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3. Introduction

The main purpose of this study is to investigate teachers' and students' attitude towards using literary texts in EFL classroom and this chapter describes the research methods that were used to achieve the main objectives of the study. Therefore, an attempt has been made to discuss the research design, instrument of data collection, the development of data collecting tools and the data collection procedure of the entire study. Finally, it outlines the data analysis method and ethical issues.

3.1 The Research Design

As it was stated in chapter one, the prime objective of this study is to investigate teachers' and students' attitude towards using literary texts in EFL classroom. In order to achieve the intended objective, descriptive research design was incorporated. Mixed research method involving both qualitative and quantitative techniques was employed because the problem under investigation has both quantitative and qualitative aspects. According to (Creswell 2002 p.22), the mixed research design is the combination of both forms of data and it provides a better understanding of a research problem than either quantitative or qualitative data by itself. Obviously each method has its own function in collecting and analyzing the data. Thus, the researcher used the quantitative method to obtain the measurable data, i.e. the use of literary texts in EFL classroom. On the other hand, the qualitative method was used to elicit the information regarding the attitude of the subjects towards using literary texts in EFL classroom. Generally, these techniques were chosen because they could provide information concerning the status of the current attitudes of English teachers and students towards using literary texts in teaching and learning English as a Foreign Language (EFL) classroom.

3.2 Population of the Study

As it has been indicated in the previous chapter, the researcher conducted this study in Oromia Regional State Bunno Bedele Zone Gechi District which is located in the western part of Ethiopia. The study involved all English language teachers and grade 11 and 12 students of the

2016/2017 academic year who were teaching and learning at Gechi Preparatory School as the main subjects of the study.

3.3 Sample Size and Sampling Techniques

In order to achieve the intended objectives of the study, grade eleven and twelve students and English language teachers at Gechi Preparatory were focused on. In line with this, from the total number of 202 students, 60 students (27 male and 30 female students) were selected by using simple random sampling technique from the four sections of both grade 11 and 12 and also 4 male English teachers were selected purposively as a sample. Since the number of teachers is limited, the study included all English language teachers that were found in the GPS as the subjects of the study. All together 64 people were included in this study.

3.4 Data Gathering Instruments

In an attempt to achieve the proposed objectives, questionnaires, interview and classroom observations were the instruments that were used to collect data in this study.

3.4.1 Questionnaires

Attitudes can be measured by using a questionnaire (Gall et.al, 1996). Moreover, there are several reasons behind choosing this instrument: it is easy to administer, it is easy to interpret, it is relatively quick to administer and complete, it has easily reportable scales, and it has reliability and validity supported by the research (Peacock, 2001).

Therefore, the researcher designed 23 both close-ended and open-ended questions and administered them only for students in order to get the relevant research information about the attitude students' towards using literary texts in EFL classroom. The questionnaires had three parts. The first 3 items inquired students' personal background. The second part of the questionnaire included seven items which are based on the students' attitudes towards using literary texts. The third part had eight items about students' experience and practice of literature. The fourth which had eight items asked students open ended questions. Except the background of the students (3items) and the fourth part, the rest two parts all were based on five point Likert Scale.

3.4.2 Interview

The purpose of using interview is to validate whether some of the information obtained from the questionnaire is valid or not, and to elicit more reliable information from the interviewees as they describe their own practice of using literary texts in the EFL classroom. It is believed that, better evidence can be obtained if teachers and students are invited to tell the researcher in a face to face communication about what they did in teaching and learning literary texts. The researcher employed semi-structured interview which is used to collect qualitative data by setting up a situation that allows respondents the time and scope to talk about their opinions on a particular subject. According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, semi structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data.

Accordingly, semi-structured interview having similar contents with the questionnaire were set and conducted with four EFL teachers selected purposively and ten students which were selected voluntarily to obtain additional supplementary data concerning their views towards using literary texts in EFL classes. In light of this, 8 items of interview questions were prepared for English teachers and 6 items of interview questions were prepared for the students. The interview took averagely 10 to 15 minutes and it was conducted in the language laboratory of the selected school compound for five days and it was recorded as much as possible with help of smart phones. Then, the data that was gained from both teacher's and student's interview were analyzed qualitatively in paragraph form.

3.4.3 Observation

Observation can be particularly useful to discover whether people do what they say, or behave in the way they claim to behave (Bell, 1993). Therefore, the researcher employed overt type of observation. Overt observation is where those being observed are aware that the observation is taking place. This was employed when the teachers were in the actual teaching literary texts according to their plan. The observation was conducted based on the pre-designed checklist in order to verify teachers and students response, to investigate how teachers deal with literary texts, which skills

are given more emphasis through literary texts, the interaction between teachers and students with the activities of literary texts were observed. It also helps to cross check what they respond in the questionnaires as well as in the interview and how the actual lesson is going on in their classes. Four classes and all the four teachers were observed two times each for 40 minutes with the help of pre-designed checklist. The observation checklist of two point scale (yes, no) was prepared to identify the presence or absence of some selected behaviors which took place in the classroom instruction. Then, the checklist results of the observers were analyzed through percentage.

3.5 Data Collection Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Second, research question and objectives were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. In order to know their general feeling towards using literary texts the questionnaire was distributed to 60 students with the presence of the researcher at the normal class time. Students who needed explanation about the questions or the way they should make their responses were given clarifications. All the students' questionnaires were returned. As far as interview was concerned, interview for ten students and four English teachers was carried out in the language laboratory room after class by assigning 10 to 15 minutes for every subject and during every interview the researcher recorded the data by using smart phones and took notes where possible. Finally the researcher observed 8 lessons by using the pre-designed observation checklist.

3.6 Reliability and Validity of Instruments

Before the actual data collection, a pilot study was done with different sample who did not take part in the actual study in order to maintain the reliability and validity of the instruments. To do so, 30 students were randomly selected from the target population and questionnaire was piloted on these students at Gechi Preparatory School. Therefore, students were told to fill in the questionnaires by the researcher in the separated room when they were free of their class and the procedure of the pilot study lasted for two days and it was done in the classroom. It was found that almost both the open ended and closed ended items were filled by all of the students except

some extremely minor problems. Based on the result of the pilot study, the researcher decided to recognize both items by making some sort of modification only on the open ended items.

To see the validity of the instruments, the researcher employed expertise comments. Thus, the questionnaire was given to EFL teachers of Gechi Preparatory School who are teaching English as Foreign language for their professional judgments. And then they suggested on some item to modify. Accordingly, the researcher accepted their suggestions and comments and made some modifications on some important points.

3.7 Methods of Data Analysis and Interpretation

After gathering the relevant data from the students' questionnaires, the researcher categorized the data according to their topic. For instance, the first seven questionnaires were about the students' attitudes towards using literature and the second eight questionnaires were about students' experience with literature and the last eight were open ended items of students' questionnaire in order to interpret them easily. Firstly, the data which was gathered through the questionnaires was tallied and tabulated under every item. Then by using frequency, percentage, mean and grand mean the responses obtained were organized and analyzed quantitatively. Secondly, the qualitative data analysis was used to analyze the information obtained through the interview because it is difficult to numerate such data. Thirdly, the result that was collected through the classroom observation was presented in tabular form and analyzed quantitatively. Finally, a description of the result of the findings, summary, conclusions and recommendations were made based on the information collected using the above data gathering tools.

3.8 Ethical considerations

Before starting the data collection process the researcher gained authorization from Gechi Preparatory School. This is because research ethics play a great role in facilitating the process of data gathering. To begin with, the researcher informed the participants about the main issues of the research and assured them that their names will remain anonymous. This permission explained that there is no risk to the participants. The other point is that, the researcher should be neutral during every type of data gathering time because the participants have to express their feeling about the problem according their interest not as the researcher wants.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4. Introduction

This study aimed at investigating EFL teachers' and students' attitude towards using literary texts in EFL classrooms. To collect relevant data for the study, questionnaire for students, interview for both teachers and students, and classroom observation were employed. The data gathered by closed ended questionnaires were presented in tabular form, frequency, mean, grand mean, percentile scales and analyzed quantitatively whereas the data gathered by open ended questionnaire and interview were analyzed in paragraph form qualitatively. Then, the data gained through actual classroom observation were analyzed by using frequency and percentile scales. Lastly, the discussion of the results will be presented.

4.1 Characteristics and Background of the Subjects

Before discussing the data related to the major questions, the characteristics and background of the subjects is presented here. As mentioned in chapter three, the intended information for this study was gathered from two groups; namely, EFL teachers and students of Gechi preparatory school. A total of 64 respondents were included in the study. Four of them were teachers and sixty of them were students. All teachers are male and qualified with BA degree. All of them had taken general method of teaching and as much as training on literature is concerned, almost all of them take some literature courses when they were attending their undergraduate. On the other hand, from the total number of the sample students 33 were female and 27 of them were male both from grade 11 and 12.

4.2 Analysis of Data Obtained through Students' Questionnaire

As mentioned in chapter one, the purpose of this study was to investigate EFL teachers' and students' attitude towards using literary texts in EFL classrooms of Gechi Preparatory School. To this end, the questionnaire was administered to sixty grade 11 and 12 students in the presence of the researcher and the responses to the questionnaire were gathered. Then, the data obtained from close-ended items was analyzed by using frequency, percentages, mean and grand mean

quantitatively whereas the open-ended items in the questionnaire were analyzed in paragraphs qualitatively in the following sections.

4.2.1 Analysis of the Data from Closed-ended Items of Students' Questionnaire

As it was discussed in chapter three of this paper, the closed ended items of the students' questionnaires were analyzed quantitatively as follows.

Table 4.2.1 The Students' Attitude towards using Literature

Items	Questions	1. Strongly disagree		2. disagree		3. undecided		4. agree		5. Strongly agree		Σvxf	$X = \frac{\Sigma vxf}{n}$
		F	%	F	%	F	%	F	%	F	%		
1	I believe literary texts improve my vocabulary level in English	-	-	-	-	-	-	52	86.67	8	13.33	248	4.13
2	I believe literary texts help me to increase my creativity and critical thinking	5	8.33	25	41.67	3	5	20	33.33	7	11.67	179	2.98
3	I think literary texts improve my knowledge of English grammar	5	8.33	28	46.67	3	5	15	25	9	15	175	2.92
4	I think literary texts help me to improve my speaking skill	-	-	7	11.67	-	-	38	63.33	15	25	241	4.01
5	I believe that students should be encouraged to take part in literary texts while reading them in EFL classroom	-	-	-	-	3	5	48	80	9	15	246	4.1
6	I think Literary	3	5	7	11.67	6	10	42	70	2	3.33	248	4.13

	texts Should be included in English language classrooms as a teaching resource												
7	I believe that reading literature helps me understand people more.	-	-	6	10	12	20	30	50	12	20	228	3.8
8	I think that Literature teaches us about the ethics of a society.	-	-	9	15	7	11.67	40	66.66	4	6.67	219	3.65
G=mean													3.6

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree

Strongly agree = 5, Agree= 4, Undecided= 3, Disagree= 2, strongly disagree = 1

Item-1 in the above Table the respondents were asked whether literary texts improve their vocabulary level in English or not.

As the response that was given from the respondents indicated 52(86.67%) and 8(13.33%) of the respondents agreed and strongly agreed respectively as using literary texts in EFL classroom improve their vocabulary level. To sum up, the mean value of their responses (4.13) ranges from “Agree” to “Strongly Agree.” This shows that, all the students agreed on the idea that literary texts improve their vocabulary level in English. Therefore, the researcher concluded as all the respondents agreed with assumption that using literary texts in EFL classroom can help them to improve their word power or vocabulary level in English. Concerning this item, one of the scholars Ur (1996:201) states that “Literature is a good resource for increasing word power”.

Item-2 states “literary texts help us to increase our creativity and critical thinking.”

In responding to this item, 20(33.33%) agreed and 7(11.67%) of the respondents showed their strong agreement with the idea that was given in this item whereas 25(41.67%) and 5(8.33) of

respondents disagreed and strongly disagreed respectively. However, the remaining 3(5%) of the respondents marked undecided about whether literary texts helped them to increase their critical thinking or not. Furthermore, the mean value of their response is 2.98 ranging between disagree and undecided. This reflects that the majority of the students believed that literary texts did not help them to improve their creativity and critical thinking. However, many scholars stated that using literary texts in EFL classroom as well as outside classroom helps to improve our critical thinking skill. As it was explained by Lazar (1993:19) literary texts are often rich in multiple levels of meaning, and demand that the reader/ learner is actively involved in 'teasing out' the unstated implications and assumptions of the text.

In the above Table of item-3 the respondents were asked if literary texts support them to improve their knowledge of English grammar.

According to this item 24(40%) of the respondents agreed as literary texts can improve their knowledge of English grammar while 33(55%) of the respondents disagreed to this item. But as it was shown in the table, 3(5%) of the respondents answered undecided concerning the importance of literary texts to improve their grammar. Generally, as it can be observed from the responses under each likert scale, the mean value is 2.92 and ranges between disagree and undecided telling us as the majority of the respondents did not believe as literary texts improve their knowledge of grammar. However, regarding the importance of literary texts to improve the knowledge of grammar, scholars like Clece-Murcia and Hilles (1988) claim that poetry is an interesting way to contextualize grammar lesson because poems are the reflection of cultural value and moral beliefs of the society.

Item-4 asked whether literary texts help the respondents to improve their speaking skill or not.

The response to this item revealed that 38(63.33%) and 15(25%) of the respondents agreed and strongly agreed respectively with the assumption while 7(11.67%) of them disagree. As the mean value which is 4.01 in response showed most of the respondents believed that literary texts helped them to improve their speaking skill. To sum up with, one can understand that most literary texts invite learners so as to act improve their speaking skill because these texts can give the chance to act out in different activities such as dialogue and narrating what read orally.

In supporting this view Collie and Slater (1987) stated that, literary texts serve as an excellent prompt for oral work, as they provide unexpected compactness of meaning leading to a variety of interpretations through imagination and discussion.

Item-5 said “students should be encouraged to take part in the literary texts.”

In responding to this item, 48(80%) of the respondents agreed and 9(15%) of them strongly agreed whereas 3(5%) of the respondents undecided or remains neutral. Furthermore, the mean value is 4.1 and it ranges between strongly agree and agree and based on this data the researcher concluded that the majority of the respondents support the idea of being encouraged by their teachers so as to take part in using literary texts in EFL classroom.

Item-6 asked whether literary texts should be included in EFL classroom as teaching resource or not.

In responding to this item, 42(70%) of the students agreed and 2(3.33%) of them strongly agreed with the idea. However, 7(11.67%) and 3(5%) of the respondents disagreed and strongly disagreed respectively whereas 6(10%) of them had no idea with the issue. Moreover, the mean value of the response is 4.13 ranging between agree and strongly agree as it was presented in the above table. Therefore, from the interpretations made above, it seems possible to realize that the majority of the respondents support the idea of using literary texts as teaching resource. In line with this point, Ur (1996) states that using literature as a language teaching resource is a very enjoyable to learn a language, provides examples of different styles of writing, and also representations of various authentic uses of the language, a good resource for increasing word power, encourages critical and creative thinking (P.201).

In the above table item-7 stated “Reading literature helps them to understand people more.”

As it can be seen from the data collected 30(50%) of the respondents agreed and 12(20%) of them strongly disagreed with the issue even though 6(10%) and 12(20%) of the respondents disagreed and undecided respectively regarding item-7. This indicates that the majority of the respondents showed as reading literature help them to understand people deeply as well as the mean value is 3.8 between agree and undecided . Moreover, Langer (1995) stated that Literature

helps us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be (p. 5).

Item-8 asked if literature teaches them about the values of the society or not.

The response to this item revealed that 40(66.66%) of the respondents agreed and 4(6.67%) of them strongly agreed with the issue whereas 9(15%) of the respondents disagreed and 7(11.67%) of them did not have idea with the given point. The mean value of the item 8 i.e., 3.65 indicated as the majority of the respondents believed literature has the power to teach them about the values of the society. Studying literature from another culture gives learners insight into the values and customs of other places. In relation to this (Strong, 1996) stated that, Literature is a powerful tool in teaching the relativity of cultural values and the inherent problems in cross-cultural communication (p. 303).

Table 4.2.2 The Experience and Practice of Literature

Items	Questions	1. Strongly disagree		2. disagree		3. undecided		4. agree		5. Strongly agree		Σvxf	$X = \frac{\Sigma vxf}{n}$
		F	%	F	%	F	%	F	%	F	%		
1	I enjoy reading literary texts like short stories, poems, novels, films			4	6.67	6	10	45	75	5	8.33	231	3.85
2	Our teacher give us the meaning of difficult words during literature lessons in EFL classroom	13	21.67	35	58.33	3	5	9	15	-	-	128	2.13
3	Our English text book contains all literary genres such as poem, novel, plays, short stories	15	25	36	60	-	-	9	15	-	-	123	2.05

4	Our teacher teaches us literary texts which are found on our text book	13	21.67	38	63.33			9	15	-	-	125	2.08
5	Our text book contains motivating literary texts	10	16.67	36	60	3	5	11	18.33	-	-	135	2.25
6	We have learnt poems, novels, short stories etc in high school	10	16.67	42	70	-	-	8	13.33	-	-	126	2.1
7	Our teachers prepare questions about literary texts on different tests such as mid exam, final exam in order to increase their attitude....	13	21.67	47	78.33			-	-	-	-	107	1.78
G=mean													2.32

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree

Strongly agree = 5 Agree= 4 Undecided= 3 Disagree= 2 strongly disagree = 1

Item-1 the respondents were asked whether they enjoy reading literary texts or not.

The focus of this question was to investigate the students' interest towards reading literary texts and they were also asked to justify their choice. In this respect, 45(75%) agreed and 5(8.33%) of them strongly agreed as they prefer reading different literary. However, 4(6.67%) of the respondents did not enjoy reading literary texts whereas 6(10%) of them had no idea about this issue. From this result, it is possible to generalize as most of the students enjoy reading literary texts because the mean value is 3.85 which ranges between undecided and agree in supporting the idea even if and some of them neither hate nor enjoy reading literary texts . Moreover, a total of 80% the respondents showed their agreement and this indicated that the students had good understanding on the assumption forwarded.

Item-2 asked the respondents if their teacher gives them the meaning of difficult words during literature text lessons in EFL classroom or not.

As the response that was given from the respondents implies 13(21.67%) of the respondents strongly disagree whereas 35(58.33%) of them disagreed with the idea that has been raised on this item. However, very small number of the respondents i.e. 9(15%) of them agreed with the point. Furthermore, the mean value 2.13 is nearer to disagree. Therefore, based on the responses that is reflected on the item the researcher reason out as teachers did not help their students while they were facing difficulties during the literature lesson. To sum up with, as the researcher saw on interview, the questionnaire and the classroom observation teachers were not eager to help their students while they were facing different problems in using literary texts that are found on their textbook and this made the students not to use literary texts.

According to the above Table, in item-3 it was asked if the respondents' textbook contains all types of literary genres such as poems, novels, plays and short stories or not.

As it can be seen from the Table, 15(25%) and 36(60%) of the respondents showed their strong disagreement and disagreement respectively even though 9(15%) of the respondents agreed with the issue. Generally, as it was presented on the data gathered from the respondents, the mean value was 2.05 approximately nearest to disagree with point which was being raised in this item. Accordingly, the researcher concluded that the majority of the respondents indicated as their textbook did not contain all types of literary genres.

Item-4 stated "our teacher teaches us literary texts that are found on our textbook."

The response to this item revealed that 38(63.33) and 13(21.67%) of the respondents disagree and strongly disagreed respectively with the idea of the given item whereas 9(15%) of the respondents agreed with the issue. Furthermore, the mean value was 2.08 ranging between disagree and undecided and it indicated as the respondent were not taught literary texts properly even if these texts were presented on their textbook as much as possible. From data that was gained regarding this item, one can conclude that most of the time EFL teachers did not teach literary texts that were found on their textbook properly. Generally speaking both EFL teachers

and students of Gechi Preparatory School responded on the interview as they rarely teach and learn literary texts that were found on their textbook due different reasons.

Item-5 stated “Our text book contains motivating literary texts.”

According to this item 11(18.33%) of the respondents agreed as their textbook contains motivating literary texts whereas 36(60%) and 10(16.67%) of the respondents disagreed and strongly disagreed respectively to this item. On the other hand, 3(5%) of the respondents replied undecided concerning this issue. However, the mean value was 2.25 i.e., between disagree and undecided and from this response the researcher realized that the majority of the respondents explained as their textbook did not contain motivating literary texts. In regard to this point, Collie and Slater (1994:6) raise that text selection basically depends on “each particular group of students, their needs, their interests, cultural background and language level”.

Item-6 asked if the respondents have learnt poems, novels, short stories and plays when they were at high school.

In responding to this item, 42(70%) and 10(16.67%) of the respondents disagreed and strongly disagreed respectively whereas 8(13.33%) of the respondents agreed with idea. In addition to this, the mean value 2.1, which was gained from the respondents showed as they did not support the issue that was raised in this item. Based on the response to this item, the researcher concluded that the majority of the students did not learn literary texts when they were in high school. Therefore, if students did not have the experience of using literary texts when they were at high school level, they may not have the interest to use them at preparatory level.

Item-7 stated “Our teachers prepare questions about literary texts on our mid and final examination in order to increase their attitude.”

In responding to this item, 47(78.33%) of the respondents disagreed whereas 13(21.67%) them of strongly disagreed with the issue that has been raised in this item. As the response from the respondents showed, almost all of the respondents explained their disagreement to the statement. Moreover, 100% of the students indicated their disagreement as literary texts were not presented

on different exams such mid, final, model and university entrance examination at school as well as country level and the mean value is 1.78 which was between disagree and strongly disagree.

4.2.2 Analysis of the Data gained from Open -ended Items of Students' Questionnaire

As it was mentioned earlier the data gained through open ended questionnaires were analyzed qualitatively as follows.

Q16. What is your opinion towards learning literary texts? How do you explain the importance of these texts in EFL classroom? What are the advantages of literary texts?

Most of the respondents gave their opinion as learning literary texts is necessary and motivating. When students filled the questionnaires they stated that literature is the reflection life and it is found in them and it helped them to explain themselves in a simple way. As the respondents suggested literary texts are very interesting and they have the power to entertain us and to make the teaching and learning process attractive. Most importantly using literary texts helped in order to improve our students' the critical thinking.

In relation to this item another respondent replied that "Learning literary texts help us to develop mentally, to know culture, history, customs and to strengthen our word power as well as to improve language skills."

Concerning the importance of literary texts in EFL classroom, Langer (1995: 5) stated,

Literature helps us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be and in its best sense, literature is intellectually provocative as well as humanizing, allow using various angles of vision to examine thoughts, beliefs, and actions, provide students with excellent opportunities to express their feelings, emotions, opinions and ideas and helps them to gain meaning from the text. (p.5)

Q17. What problems did you face while using literary texts in EFL classroom?

As it was gained from the data in the questionnaire, most of the respondents stated that they faced cultural difficulty while using literary texts in English as a foreign language classroom. The respondents declared that most of the literary texts that were presented in

their textbook were taken from abroad countries and it is too difficult to understand these literary texts. As the majority of the respondents explained there are no literary texts written by Ethiopian authors that teach the norms, the culture and this makes us not to understand the message of the given texts and not to know and use our culture properly in English classroom.

Regarding this point, Lazar (1993) stated that the students' cultural background has the potential to either enhance or hamper their understanding of a literary text. This implies that being exposed to an unfamiliar culture can be problematic for students because they may not have a cultural insight necessary for understanding some literary works so that the teacher has to choose for texts that are culturally familiar to the students.

The other problem that students faced was lack of vocabulary. Most of the respondents explained that new words that were found in the literary texts were difficult to understand the meaning that author wanted to give and some of the words were not found in dictionary.

Thirdly, the hidden message of literary texts is the other problem that the respondents faced during literature lesson. The meaning of the literary texts which were given on their textbook was difficult for them because these texts have different meaning based on the culture and our readers' understanding.

Fourthly, the length of literary texts is the other problem that students faced while using literary texts. As respondents stated some literary texts are too long and this made them not understand the general message of the text. According to Sage (1987:87) lengthy texts might pose "the question of 'how to maintain students' interest".

However, in reverse of above respondents, there were also respondents who said that "it is impossible to list problems because we did not practice using literary texts in English as a foreign language classroom." This means there were respondents who were not interested to express their idea concerning this issue because they were not practicing these texts in EFL classroom before.

Q18. Do literary texts improve your vocabulary level? How?

Most of the respondents claimed that literature helped them to develop their language skills particularly vocabulary. The data demonstrated the majority of the respondents argued that while they were using literary texts they may get new words and this helped them to expand and enrich their English vocabulary level. In support of this idea, Ur (1996:201) stated that “Literature is a good resource for increasing word power”. One of the respondents stated “While I am reading literary texts I can get new words which I didn’t hear them before and then I can use them in my daily activities in the society which I live in.”

Opposite to the above students’ idea, some students explained their idea as literary texts do not have any role in developing their vocabulary level. As some of them explained, most of the literary texts that are found in literary text are not necessary in our daily activities, it difficult to apply them in our society and they do not help them to develop their vocabulary because we can get words from dictionary.

Q19. Do you think that literary texts improve your knowledge of English grammar?

As it was stated by the majority of the respondents literary texts are the best materials which helped them to narrate what was happening in the past. The respondents expressed that, when they use literary texts which narrate past events they can have the chance to learn about narrative tenses such as simple past tenses, past perfect tense, past continuous tense and this helped them to improve their knowledge of grammar. In addition, there are also students who believe as literary texts help to teach sequence of events. According to Elliot (1991) the use of Literature may help students to practice and adopt grammar structures.

On the contrary, some of the respondents reported that literary texts do not pave the way to learn grammar rather they can give us the chance to improve reading skill. For example, some respondents declared that literary texts do not have connection with grammar rather they help us to improve our reading and vocabulary skills.

Q20. Do you like reading literary texts like short stories, poems, novels, and watching films? Yes ☐ or No ☐? Which one do you prefer more to use it in English language classroom? Why?

Most of the students did not have the experience of reading literary texts. The majority of the respondents reported that they preferred reading short stories because short stories are short, memorable and easy to understand. As it was stated by the respondents, short stories are the most popular genre and most of the respondents have a positive attitude towards using short stories. According to the respondents' conclusion short stories are the easiest, less time consuming and manageable literary materials.

Concerning why most students prefer short stories, Rosenblatt (1994: 54) states that the most basic drive for young people to read a literary work is the wish to find out what will happen next. In reading short stories, the pupils get to follow a story from beginning to end, and they are engaged affectively and emotionally. As it was stated in the data gathered, there are a few respondents which preferred using films in EFL classroom to improve their critical thinking, stimulates their imagination, increase their listening and speaking skill, fosters peer respect and cooperation, expose the students to the target culture and to know and solve the social problems their society under going in. As it has been indicated in data that is gained from the respondents using films in EFL classroom is preferable since these types of literary texts are very participatory and easy to understand them easily whether they are written by using difficult words.

On the contrary some respondents enjoyed poems because these texts are difficult and they have different meaning which is not similar to our imagination whereas few of the respondents preferred using novels in English classroom. The respondents have stated their reasons why they lack interest in using novels by indicating as novels are too long and time consuming so as to read them and the theme of novel is too much hidden. However, opposite to the above respondents there are very small numbers of respondents who did not support this assumption.

Q21. Do you believe vocabulary and culture make the literary texts which were used in the English classroom too difficult? Please, give your own explanation briefly!

As the data collected from the respondents showed lack of vocabulary is one the major problem they faced while using literary texts. As they mentioned in this questionnaire, while they were using literary texts, they may face new words which could force the respondents not to have motivation towards literary texts which was presented in their textbook. For instance, as it was explained by some of the respondents there are many new words in a single literary text without having clear meaning even on oxford dictionary. This means their meaning which is given on a dictionary and the implied meaning they had in a given text is not the same. Similarly some respondents explained that there are literary genres which are constructed from long and complicated sentences. For instance, as it was stated by one of the respondents, “a novel is one of the literary genres which are constructed from too many sentences and it is very time consuming which creates lack of interest not to use and read it properly.” The other problem that the respondents mentioned in their response was culture. The majority of the respondents explained that most of the literary texts which were presented on their textbook were not taken from students own culture. As the respondents shared their opinion about culture and literature, nearly all of the literary texts which were given on their textbook were taken from abroad countries and this made them not to understand the meaning of the given text because they did not know the culture the text was describing even if it helped them to know other countries’ culture. Furthermore, the students explained that if there textbook consisted of literary texts from Ethiopia, they would have the chance to understand them easily and know and protect our culture. According to Carter and Long (1991:142) perspective, “The theme of the texts must relate to some extent to the country or culture of the readers.”

Generally, as it was seen from the data gained in the questionnaire, there are different cultures throughout the world and these differences could be expressed by different difficult words i.e., the writer uses special words which are not simple to come across while using the given literary text.

On the other hand, there are respondents who thought as unfamiliar culture and new vocabularies do not make the literary text more difficult. Even though most literary texts are prepared by

using unfamiliar culture and difficult words, some of respondents stated as they may not be difficult for the learners if their teacher gives them support during the class and they use these texts repeatedly.

Q22. Do you imagine that reading Literature in English can help you to learn the language?

Yes ☐ or No ☐? Please explain your reasons briefly

Most of the respondents agreed that reading literature in English can help them to acquire the English language. The respondents explained that through their exposure to literary works, they had the chance to be familiar with many new words and the vocabulary that they had gained from literary texts or materials can help them to communicate easily in their daily activities.

For example, one of the respondents stated that literature can help to understand any language because literature is the pillar for any language and when someone read and learn literary texts he/she acquires writing, pronunciation, reading style of the text and literature helps to improve vocabulary level and our English language.

Regarding this point Brumfit and Carter (1986) state, literary texts contain lots of meaningful contexts in which linguistic components such as lexical items and grammatical structures are used in a natural way. Furthermore Elliot (1990) explains the role of literature in enhancing learners' knowledge of the language and considers literature as the most efficient and yet the pleasant route towards the command of language, since it is in literature that the foreign language learner is most likely to meet words used in the widest range of contexts. Based on this the researcher suggested, students will be exposed to a variety of unexpected uses and types of linguistic expressions if they use literary texts in EFL classroom.

Q23. What are the benefits of using literary texts in EFL classrooms?

As the majority of the respondents explained using literary texts had so many advantages if they were being used in English as a foreign language classroom properly. For instance, as the data that was gained from the questionnaires showed, using literary texts in English as a foreign language classroom helped them to develop their language skills, to know their culture, norms and values, to increase their vocabulary level, to be sociable,

to develop their critical thinking skill, to improve their grammar skill and so on. Regarding the benefits of using literary texts in EFL classrooms,

Gillian Lazar stated that:

Literature may have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask our students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. They will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society (Lazar, 1993: 19).

One of the respondents of the questionnaire reported that “The advantage of using literature in English as a foreign language classroom is to teach how language represents a given societies’ norms, cultures, values and so that students aware words beyond their literary meanings.” According to this respondents’ idea while we are using literary texts in EFL classroom we can understand as literature represents the society because it is found in the society.

4.3 Analysis of Data obtained through Interview

This section presented and analyzed the results of the study concerning the data obtained from the students’ and teachers’ semi-structured interview. While the first section presented the data of the students’ interview, the second section presented the data of the teachers’ interview.

4.3.1 Analysis of Students’ Interview

As it was mentioned in chapter three, a semi-structured interview was conducted three weeks after the data obtained through the questionnaire was gathered. The interview was carried on between 10 to 15 minutes and it was recorded as much as possible by using smart phone where necessary a short note was taken. Accordingly, ten students volunteered to be interviewed and seven of them were male while the rest three were female students. At the interview, the students responded to six open-ended questions regarding their attitude towards using literary texts and their practice in using literary texts in teaching English as foreign language classroom. Finally, the data of the interview was analyzed, and presented qualitatively by using paragraphs since it is not possible to analyze and interpret them numerically.

Item-1 Do you like reading?

- Why do you read books?
- Have you ever read literary texts like poems, novels, short stories etc?
- Which one do you like more? Why?

While responding to these questions most of the interviewees reported that they enjoy reading and they have explained as they read different literary texts for different purposes like reading for pleasure, so as to improve their language such as reading and vocabulary and to improve the ability of understanding what has been written by others. When the interviewees were asked about the literary texts they like more, most of them said that they like reading poem and short stories because these literary texts short, they save their time and their theme can be understood easily.

Item-2 Your text book contains a few literary texts.

- What do you think about the benefits of these texts to the students?
- Does your teacher teach all literary texts that are found on your textbook?
If not why?
- Does your text book contain all types of literary texts such as poem short story novel and so on?
- How does your teacher start teaching literary texts?

In relation to this question almost all of the respondents replied as their textbook contains excess literary texts and all of them agreed that literary texts are important if they were used in English as Foreign Language classroom. As the students state literary texts are important for students to improve their vocabulary level, their skill of writing and summarizing the idea which has been written by others, to guess meaning from context and to improve their language skill. On the other hand, when the students are asked if their teacher teaches them all the literary texts that are found on their textbook, most of the interviewees explained as their teachers did not teach the literary texts that were found on their textbook because of lack of enough time and negative attitude of the students. Generally as most the subjects responded their teachers rarely use

literary texts in EFL classroom and their textbook mainly contains the same type of literary texts especially most of the time poems.

Item-3 What are the challenges you face while reading literary texts in EFL classroom?

- Do you think these challenges make you not to use literary texts? How?
- Does your teacher help you to solve these challenges? In what way he/she helped you?

In line with these questions the majority of the interviewees stated that culture is the major factor which made them not use literary texts in EFL language classroom properly. As the respondents explained the literary texts presented on their text book were taken from abroad countries and this made them not use these literary texts because understanding literary texts that were written so to talk about foreign cultures were too difficult for Ethiopian students. Opposite to the above respondents, one of the participants said that learning literary texts that were prepared by using abroad countries was important for students.

She said that,

Using literary texts which discuss about foreign culture will help the students one day if they have got the chance to go in that foreign country. This means if we know about the culture foreign countries it will easy for us to understand and communicate with those people if we go there as a chance and she said that culture is not the problem that I face while I was using literary texts. (St2)

The other problem that has been stated by all of the participants was difficult vocabularies or new vocabularies. As the interviewees replied during the interview section, most of the time literary texts are written by using difficult words that have different meaning from what they have guessed. In addition to the above mentioned problems, the other challenge which was stated by the interviewees was the failure to understand the theme of the given literary text. As most of the interviewees state the literary text which is found on their textbook were written by using the culture from other countries outside Ethiopia and this made the students not to understand the message the writer of the text intend to achieve. Concerning this point when the students reported whether their teacher helped them when they faced these challenges or not, they stated

that their teachers were not interested to find solutions for these challenges and to make them clear for the students.

Generally, these were the major problems which were stated by the participants during the interview repeatedly and one can understand from their feeling these problems can make them not to use literary texts in EFL classroom properly. In relation to this point the students were asked to report how their teachers helped them in solving these challenges and their answer was different since their teachers are different. As the students replied there some teachers which helped their students by giving the meaning of new words while they were using literary texts in English classroom whereas there were also teachers who did not help their students so as to solve the problem they faced while using literary texts in English as Foreign Language classroom. From this point the researcher concluded that students faced major challenges such as new vocabularies, foreign or unfamiliar culture, inability to understand the theme of the given literary text and the weakness of the teacher in helping their students while they were facing problems when using literary texts. Furthermore, these were the main problems that made both the teacher and students not to use literary texts in EFL classroom as they were also mentioned the students' questionnaire.

Item-4 What is your view about the role of literary texts in improving students' language skills (listening, speaking, reading and writing)?

- How literary texts help you to learn the language skills?
- Which language skills can be taught by using literary texts?

Under this item students were asked to report the role of literary texts in improving students' language skills (listening, speaking, reading and writing) and most of the interviewees reported as they had deep-rooted understanding as literary texts are important in improving students' language skills. For instance, as one of the interview reported if the learners practice narrating short stories orally, they can improve their speaking skill.

On the other hand, another participant replied, "Literary texts helped us to improve our grammar skill because the given literary text is prepared by using different structures and we can also improve the level of our vocabulary and pronunciation skill."

Similar to this one of the interviewee also stated “Reading literary text help us to improve our reading skill and reading more help us to be best speaker.”

Generally, the researcher summarized that most of the students on the interview thought as using literary texts in EFL classroom helped them to improve all language skills.

Item-5 Which literary text is more suitable to use in EFL classroom? Why?

- Which literary text does your textbook contain?
- What do think about this text? Is it interesting to you?

From the students respondents which were invited to participate in the interview, five of them stated that using short story is more preferable for students to use it in English as a foreign language classroom because as all of them tried to explain short story is short enough than any other literary texts. Opposite to this, four of the interviewees stated that poem is more suitable for students to use it in English as a foreign language classroom and only one student reported that novel is better for students to use it in English as a foreign language classroom. In line with this issue the researcher asked the interviewees if their textbook contains interesting literary text and which literary text is more available in their textbook and all of the respondents replied that their textbook contains poem and rarely short stories. Before as the majority of the students stated in item-3, their textbook contains literary texts which were prepared by using foreign cultures and they are not interested in order to use this text properly. Accordingly the researcher concluded that, even if the student’s textbook contained literary texts, most of the interviewees assumed as they are not suitable for learners and are not familiar with their own culture.

Item-6 Do you think literary texts should be formally tested, during final exams, mid exam and entrance examinations?

- Why it is necessary to use literary texts so as to prepare exams?

Concerning this question all of the interviewees reported that literary texts should be tested during mid, final and entrance so as to make the students to have positive attitude towards literary texts. When students were asked why these literary texts should be formally tested on different exams, most of them agreed that literary texts are very important so to know about their

norms, values and their society. Especially, regarding these questions two interviewees (St8 and St1) reported that,

When we read literary texts so as to pass exam, we can know more about our culture and since literary texts are too long we know about using time properly if these texts are being presented on different exams.

Therefore, if literary texts are formally tested on different type exams, students will read different literary texts in order to pass exams and while reading these texts their attitude towards these texts increase as much as possible.

4.3.2 Analysis of Teachers' Interview

As it was mentioned in chapter three, a semi-structured interview was conducted two weeks after the data obtained through the questionnaire was collected. This interview was carried on between 10 to 20 minutes and it was recorded as much as possible and where necessary short was taken. Four teachers were selected based on purposive sampling technique to be interviewed and all of them were males. Thus, the teachers responded to eight open-ended questions regarding their practice and attitude towards using literary texts. Finally, the data gained from the interview was analyzed, and presented qualitatively as follows.

Q1. How do you see the benefits of using literary texts in EFL-classrooms?

- Have you ever read literary texts like poems, novels, short stories etc?
- Which one do you like more? Why?

In relation to this item, all of the interviewees stated as using literary texts in English as a foreign language classroom is very important both for teachers and students because these texts are very important for both teachers and students to know about the culture of their society. As well as they reported as literary are very interesting for them and all of respondents said that they had the experience of reading literary texts which are written in English or in their mother tongue language. When the interviewees were asked about which literary texts they like more all of them answered as short stories are very interesting because short stories are very short, easy to understand and entertain readers.

Item-2 Your text book contains a few literary texts.

- What do you think about the suitability of these texts to students?
- Do you teach them all? If not why?
- What is the view of the students towards these literary texts?
- How do you start teaching literary texts?

In line with this question all of the interviewees stated that their textbook contains a few literary texts. However, when they were asked about the suitability of the literary texts which were presented on their textbook, all of them reported as they were not suitable. Additionally, the teachers themselves were not interested in teaching these literary texts because these texts were not taken from their area or their own country. As the interviewees explained most the texts which were presented on their textbook were taken from foreign countries and these made both students and teachers not use them in English classroom. On the other hand the interviewees were not interested so as to teach literary texts because majority of their students lack interest in learning these texts. However, there are teachers who rarely teach literary texts that are found on their textbook and outside their textbook by arousing their students' attitude towards the lesson. For instance, concerning how to start teaching literary texts one of the interviewee (T1) reported "I start teaching literary texts by preparing brainstorming activities which are related with their traditions in order to make the students enjoy the given text on their textbook." In this regard, Lazar (1993:42) argued that 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.

Item-3 What are the challenges you face while using literary texts in EFL classroom?

- How do you see these challenges?
- Do you think these challenges make the students not to use literary texts? How? Have you helped your students to solve these challenges? In what way you have helped them?

As the interviewees reported there were many problems they had faced while using literary texts in English as a foreign language classroom. From these problems culture was the first and the

most overstated problem that had been stated by all of the interviewees. Regarding culture, most of the literary texts which were used in their textbook had been prepared by using cultures from the western countries and these made them not to use these texts properly. As all of the participants stated literary texts should be prepared based students own culture because if students were taught their own culture by using difficult words they did not hate learning these texts. The second challenge that the interviewees had mentioned was lack of enough time. The participants of the interview reported that it is impossible to teach a given literary text within forty minutes or one period. The third challenge was difficult vocabularies which were used to prepare the literary texts that are found on their textbook. As the interviewees explained before in this item most of the literary texts on their textbook were prepared by using western cultures and the words that had been used were not easy for learners and this made the students not have positive attitude towards using literary texts in EFL classroom.

Lastly, when the interviewees were asked how they solved the problems they came across while using literary texts; some of them said that they had tried their best by bringing literary texts from their own culture.

Item-4 What is your view about the role of literary texts in improving students' language skills (listening, speaking, reading and writing)? How literary texts help you to teach the language skills?

In relation to these questions all the interviewees agreed that literary texts are pleasing to improve their language skills. As the participants stated in the interview students can improve all language skills through using literary texts. For example, one of the respondents (T1) explained that "Students improve their reading through writing; through writing literary texts they can improve their grammar, while their teacher is reading the students can improve their listening skill and they can also improve their communicative skill."

Similarly one of the interviewee (T2) reported that,

If both teachers and students are involved in using literary texts they can get the meaning of many difficult words because a literary text is a collection of difficult words which indicates the societies' culture, values and norms and in other words literary texts means communicating with the society.

Item-5 Which literary text is more suitable to use in EFL classroom? Why?

- Which literary text does your textbook contain?
- What do you think about these/these texts?

According to the interviewees, all of them stated that short stories are more suitable to use in English as a foreign language classroom and even if they explained as poem is also good to some extent.

For instance, one of the interviewee (T4) stated that,

Short stories are more suitable because in short stories there are very smiling words that make learners to read more and more repeatedly and if we encourage students to use short stories in EFL classroom they will search for another short story after the normal classroom.

Similarly the other interviewees also gave their own idea why they assume as short stories are more suitable so as to use them in EFL classroom.

Teacher three (T3) stated that,

Short stories are very entertaining the learners because these literary texts have the power to teach their students from birth to death or from the beginning to the end and most of the time when students are taught short stories in a narration form they are very eager to see the of the narration.

Concerning this point, Rosenblatt (1994: 54) states that the most basic drive for young people to read a literary work is the wish to find out what will happen next. In reading short stories, the pupils get to follow a story from beginning to end, and they are engaged affectively and emotionally. This can be the simple reasons why the participants enjoy teaching short stories and novels the most.

In addition to this the interviewees were asked which literary text was over used on their textbook and they stated that poem was the literary text which was used repeatedly. However, the interviewees were also asked whether these literary texts are interesting or not. In replying to this item, they reported that the literary that were presented on their textbook were not comfortable because as all of the participants explained as these texts

are not local rather they from western countries and the teachers themselves were not interested in teaching poem. From this response, the researcher concluded that the literary texts which the interviewees assumed as they are suitable and those which presented on their book are not the same as well as they are not appropriate enough in relation to the learners' culture.

Item-6 What is your opinion about the roles literary texts have in enhancing students' grammar usage? What kind of grammar topic can be taught by using literary texts?

Based on the above question the interviewees reported that literary texts are necessary in teaching grammar. For example teacher one (T1) stated that,

Any literary part can be taught by using literary texts if the teacher has good knowledge teaching with the help of literary texts and he concluded that a teacher can teach grammar sections such as reported speech, tenses and conditionals.

Similarly teacher four (T4) reported that we can teach pronunciation by using literary texts especially while teaching poem because in poem there may be some words which are difficult to pronounce them easily.

Generally as the researcher tried to understand from all of the interviewees it is possible to teach grammar topics by using literary texts.

Item-7 What is the main objective that you intend to achieve in teaching literature?

➤ Do you help your students to relate what they read with their own life experience?

As it was reported by interviewees concerning these questions all of them had their own objectives that they intended to achieve after teaching literary texts. When teacher three (T3) was asked what he intended to achieve after teaching, he replied that after teaching literary texts he wanted to see if the students were entertained with topic and their skills were improved.

In line with this one of the interviewees (T1) stated that “After teaching literary texts I want see my students future result through different ways like writing because these students will have the chance to be a good writer, reporter, journalist and history writers and these may help them to decide their future.”

The same to the above interviewees, teacher two (T2) reported that “After teaching literary texts I want my students to come across with different grammar topics and language skills.”

Lastly one of the interviewees reported “After teaching literary texts I want my students to use literary texts in their future life whether they are worker or higher institution students.”

To sum up with, all of the interviewees agreed that they help their students to relate what they read with own way of life.

Item-8 Do you think literary texts should be formally tested during final exam, mid exam and entrance examinations?

➤ Why it is necessary to use literary texts so as to prepare exams?

Regarding these questions three of the interviewees (T1, T2, and T4) stated that literary texts should be formally tested in different types of exams whereas teacher three (T3) did not agree on the idea of using literary texts to prepare exams.

For instance interviewee two(T2) explained that “If literary texts are presented on different exams type, students will read so many literary texts from different sources like Google so as to score a good mark”.

However, opposite to these interviewees, interviewee three (T3) reported that literary texts should not be formally tested on different exams because literary texts are very long and they need too much time, additionally these texts are time consuming and they open the way to extravagancy.

Generally, the researcher understood as the majority of the interviewees agreed with the idea of using literary texts to prepare different exams to help both teachers and students to have positive attitude towards using literary texts in EFL classroom as it has been seen from the response given by most of the interviewees.

4.4. Analysis of Data Obtained through Classroom Observation

In this section, the data obtained through actual classroom observation will be presented and analyzed. To fulfill the purpose of the observation, the four EFL teachers were observed two times each. In total eight overt types of observations were done by the researcher based on the requirement of the pre-designed classroom checklist. The result of the observed classes were added up and presented in the following table and analyzed quantitatively.

Table-4.4.1 Activities of teachers during the literature lesson

No	Activities to be observed	Yes		No		Total	
		F	%	F	%	F	%
1	Does the teacher clarify the learning objectives so that the students direct their attention to the literary texts?	2	25	6	75	8	100
2	Does teacher ask the class open and close-ended questions about literary texts before he/she starts teaching?	2	25	6	75	8	100
3	Does the teacher encourage students to relate the idea of literary texts to their personal experience?	0	0	8	100	8	100
4	Does the teacher offer a means when students face difficulties in using literary texts?	2	25	6	75	8	100
5	Does the teacher follows up students' participation in the group discussion?	4	50	4	50	8	100
6	Does teacher prepare language skills activities during the literary text lesson?	0	0	8	100	8	100
7	Does the teacher help the students to do comprehension question?	4	50	4	50	8	100
8	Were the students encouraged to participate actively in the process of understanding the literary text by their teacher?	2	25	6	75	8	100
9	Does the teacher take responses from the Students?	6	75	2	25	8	100
10	Were the students given constructive feedback?	2	25	6	75	8	100

According to the data obtained from classroom observation, 2(25%) of the observation revealed that teachers introduced the objective of the lesson so that the students bring their attention to the lesson; whereas, 6(75%) of observed session revealed as teachers did not introduce the lesson and it was observed while they were presenting the lesson by letting the students see from their text and read the text and try to guess the meaning of the words.

According to item-2 of the above table, in 2(25%) of the observation sessions the teachers asked questions which could motivate students before they started teaching whereas 6(75%) of them did not. In this regard, Lazar (1993) argued that 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. According to Nation (2001) the teacher may draw students' attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition or synonyms. As the classroom observation result indicated, the majority of the teachers did not ask close-ended and open-ended questions about literary texts before they started teaching. As it was seen during the observation session, only one teacher included a number of activities such as inviting students to use literary texts which they read in English and within their mother tongue to narrate them before starting the normal lesson orally.

Regarding encouraging the students to relate the idea of literary texts they use in the class to their personal experience, 8(100%) of the observation indicated as teachers were not interested in encouraging the students to relate the idea of literary texts to their personal experience. As it was indicated on the data that is obtained from the classroom observation all of the observed teachers did not help their students to relate the literary text that has been used with their own life experience.

In the above table item-4 asked whether teachers help their student if students face difficulties while using literary texts in FL classroom or not. One can see that helping students during any difficulty in the classroom is the best system of encouraging our students to understand a given topic or text easily. However, 2(25%) of the observation result to this item showed while teachers were using their own technique of solving problems students faced while they were using literary texts in EFL classroom. On the other hand, 6(75%) of the observed lessons result

indicated as EFL teachers simply let their students to do comprehension questions in pair as well as in group and most of the students were not freely participating in the activities.

As the response obtained in item 5 showed, in 4(50%) of the observed classes teachers were ready to follow their students during group discussion whereas in 4(50%) of the observed sessions teachers were not active in helping their students while they discussing in group. Even though, the data obtained was equal teachers should attend their students after giving them different activities not only in EFL classroom but also in any teaching and learning process because students may do another things if they were not followed y their teacher during the class time.

Item-6 of the observation checklist tried to ask if EFL teachers prepared language skill activities and 8(100%) of the observation result indicated as all of the teachers did not prepare language skill activities during the literature lessons. During the observation time all the observed teachers did not support their teaching learning process of literary texts by preparing language skill activities which can arouse student's interest towards the topic. This hinders them not to process the task properly with the target language. To sum up, the process of preparing language skill activities and its utilization so as to teach literary texts in EFL classroom of the observed classes was found to be at a minimum level.

In item-7 above, the classroom observation result indicates that 4(50%) of the observation classes showed while teachers were helping the students to do comprehension questions whereas 4(50%) of the observation indicated as teachers were not helping their students. As well as in item-8 only 2(25%) the observation result specified while teachers tried to encouraged his students to participate in using literary texts actively by giving brain storming activities. However, the result of the rest 6(75%) of the observed classes showed as teachers did not encourage their students to participate in the lesson except letting them discuss in pair or in group.

As it was shown in the above table, 6(75%) the observation result indicated while teachers take responses from the students after and before their discussion while 2(25%) of it represented as teacher did not take response from the students. Similarly on item-10, 2(25%) classroom

observation revealed while teachers checked and gave constructive feedback for the students after the group or pair work and 6(75%) the observation result showed as teachers were not interested to give constructive feedback and to check what the learners has discussed. To sum up, the majority of the observed teachers were not eager to check and give constructive feedback for their students after the discussion was completed.

4.5 Discussion of the findings

As it has been pointed out in the introduction part of this paper, the prime objective of this study was to investigate teachers' and students' attitude towards using literary texts in teaching English as a foreign language classroom. In this section of the paper, an attempt has been made to discuss the results obtained from the analysis of the data in relation with the research questions, which were formulated in chapter one of the study. The discussion of the results mainly focused on four major issues. These are:

- the attitude of teachers and students towards the inclusion of literary texts in EFL classrooms
- reasons why EFL teachers and students do not use literary texts in EFL classrooms

4.5.1 The attitude of teachers and students towards the inclusion of literary texts in EFL classrooms

In order to investigate the attitude of teachers and students towards the inclusion of literary texts in EFL classrooms eight interview questions for teachers and 23 questionnaires for students were prepared. As far as actual classroom observation and students interview were concerned, six questions were prepared for students' interview and the four EFL teachers were observed two times each. After these instruments were prepared the researcher carried out the interview with four EFL teachers and administered the questionnaires for 60 students. As the result from both teachers' interview and students' questionnaires indicated, both subjects have a positive attitude towards using literary texts in EFL classroom theoretically. To begin with, all most all of the interviewed teachers explained as they had positive attitude towards the inclusion of literary texts

but the majority of them lack the interest in using literary texts in EFL classroom at the present time. On the other hand, questionnaires which had nearly similar idea to students' interview questions were administered for students and the result of the analysis showed as students had positive attitude towards the inclusion literary texts in EFL classroom. Similarly, students were asked six semi-structured interview questions which are related to questionnaires and the response gained from these interviewees showed as they had positive attitude towards using literary texts in EFL classroom. However, when the respondents were asked about their practice of using literary, the majority of them reported as they were not eager to use them practically in the classroom due to so many reasons. Furthermore, as it was presented on the analysis of students' questionnaires, the grand mean of the students' response for questions about attitude is 3.6 which almost nearest to agree whereas the grand mean for questions about their practice of using literary text is 2.32 and it is nearest to disagree. Generally, as one can understand from the result that was gained from teachers' interview and students' questionnaires, both teachers and students had a positive attitude towards using literary texts but their positive attitude doesn't let them to use literary texts in EFL classroom practically. This is also witnessed during the actual classroom observation.

4.5.2 Reasons Why EFL Teachers and Students do not Use Literary Texts in EFL Classrooms

As the data gained from the questionnaire and interview indicated, both teachers and students mentioned different problems which made them not to use literary texts in EFL classroom. These problems were selected on the bases of their frequencies in the responses of the teachers and students in the questionnaire and interview. Among the problems, culture, difficult vocabulary which were being used to prepare the literary texts, shortage of time, teachers' and students' lack of interest to use literary texts, the type of literary text teachers and students preferred to use in EFL classroom and lack of using literary texts to prepare different exams. As it was explained on the students' interview, students' questionnaire and teachers' interview unfamiliar culture was the major problem that made both teachers and students not use these texts properly in EFL classroom. This means in all cases the subjects of the study reported as the literary texts that were presented on their textbook had been taken from western or other African countries and it is

difficult to understand these texts. Generally, the students' cultural background should also be taken in to consideration when selecting literary texts and preparing literary texts. According to Lazar (1993:53), teachers should know how far the students' cultural background will help or hinder their understanding of a text. The other problem which made both teachers and students not use literary texts was the difficult vocabularies used in order to prepare literary texts. Concerning this point the data gained from interview as well as questionnaires indicated as unfamiliar words were the factors which made them not use literary texts EFL classroom. Hill (1986:14) states "If students have to struggle with extremely difficult vocabulary, sentences and structures they will neither understand the text nor enjoy reading it." Similarly, lack of interest towards the type of literary text which was being used on their textbook was the other problem as it was pointed out in the analysis the questionnaire and interview. While they were giving their response about the type of literary text they preferred to use it in EFL classroom, the majority respondents preferred using short stories. However, more than half of the respondents described as their textbook contained poem repeatedly. From this one can understand as the interest of the students as well as teachers and the type of literary texts which was presented on their textbook was not interrelated. As it was expressed in the interview of teachers, most of them reported lack of time is the problem which forced them not to use literary texts in EFL classroom appropriately. The time given for one period is 40 minute and this is not enough to cover one literary text within one day. Most of the time literary texts were not used so as to prepare examinations like entrance, final and mid examinations. The data gained from the interview and questionnaires indicated as no one used literary texts to prepare examinations or for testing purpose. As the majority of the respondents stated literary texts should be used in preparing different exams because if these texts were used in order to prepare different tests, both teachers and students would be forced to use them in EFL classroom and this can increase the attitude them as much as possible. Teachers thought as literary texts were not good to prepare tests even though they answered as literary should be tested on different exam types. . According to (Carter and Brumfit, 1986), testing the role of literature in language teaching is evaluating the individual learner's efficiency in using the language effectively. Therefore, it is possible to say that one can test how well an individual student responds to a literary text by reading or listening to it in a spoken or in a written form. On the other hand, the data gained from the interview, questionnaires and classroom observation showed that both teachers and students were not

interested to use literary texts except narrating about their importance orally. Furthermore, the way teachers teach literary text is not good as it was seen on the interview, questionnaire and actual classroom observation. For instance, as it was gained on interview only one teacher use brainstorming activities before starting teaching the text which is found on their textbook. This confirmed during the actual classroom observation.

UNIT FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

Based on the objectives established at the beginning of chapter one and the findings and discussions presented in chapter four of this study, the researcher has attempted to provide some useful summary, conclusions and recommendations as follows.

5.1 Summary

The main aim of this study was to investigate students' and teachers' attitude towards using literary texts in EFL classroom. In order to achieve the expected result, the researcher has formulated the following research questions.

- How do EFL teachers view the inclusion of literary texts in EFL classrooms?
- How do students view the inclusion of literary texts in EFL classrooms?
- Why EFL teachers do not use literary texts in EFL classrooms?
- Why EFL students do not use literary texts in EFL classrooms?

In line with the above research questions the researcher drew the following specific objectives.

- To identify the attitude of teachers towards the inclusion of literary texts in EFL classrooms
- To identify the attitude of students towards the inclusion of literary texts in EFL classrooms
- To find out the reasons why EFL teachers do not use literary texts in EFL classrooms?
- To discover the reasons why students do not use literary texts in EFL classrooms?

After formulating these specific objectives, the researcher selected students from grade11 and 12 by using simple random sampling technique and 4 EFL teachers purposively since this topic directly related with them and the researcher believe that they can give him pertinent information about the topic. After that, so as to collect all the necessary information for the study, the researcher employed three data gathering tools such as questionnaires for teachers, semi-

structured interview for teachers and students plus overt type of classroom observation. After collecting important information by using the above data gathering tools, each of them were analyzed and interpreted by using qualitative and quantitative data analysis method. Lastly, through a careful collecting and analyzing the data, the researcher has arrived at the following major findings of the study:

- Both teachers and students had a positive attitude towards using literary texts to some extent even if they were not using them due to some major problems.
- The students would get more enjoyment if literary were restored as an essential contents at preparatory schools.
- Unfamiliar cultures are the major challenges that enforce learners as well as teachers not to use literary texts properly in EFL classroom.
- Unsuitability of literary texts or literary genres is also the problem that students and teachers face while using literary texts in EFL classroom. For instance, the suitability of short stories has been stated so many times on the interview of both teachers and students as well as on the questionnaire as it was portrayed on the data gained from these instruments but as they explained it their textbook most of the time contains poem.
- Literary texts are being explained as they are very vital for every aspect of the English language teaching even though they were neglected due to factors like unfamiliar culture, difficult words and lack having positive attitude towards these texts from both teachers and students in Gechi Preparatory School.
- As it was discussed in the questionnaire and observation most EFL teachers are not eager to help their students and to prepare brainstorming activities.
- The teachers and students of GPS hardly practice using literary texts in EFL classroom.
- The teachers and students of Gechi Preparatory School (GPS) seem to be aware of the relevance of literary texts, even if they lack the proper commitment to apply it in their classroom practically.

5.2 Conclusion

The researcher is highly convinced that the role of literature teaching in EFL classroom is not easy. As is repeatedly raised in this paper, the benefit of employing literature for the purpose of teaching the English language is enormous, because it plays a lot of roles in shaping the learner's personality or in developing good linguistic skills in the learner. If we want our students to be able to make a sense of what is implicit in a foreign language, to experience language in use, to have a deeper understanding of how that language works, and to play on the imaginary level, we should bring literature back into the language classroom. Literary texts are open to different interpretation - they provoke a more personal response in the learners, engage them emotionally and motivate them to participate more actively in the classroom activities and get more personally and responsibly involved in homework assignments, exploring, discovering, creating.

However, as it was discussed in the first chapter of this paper, in Ethiopia particularly in Gechi Preparatory School the situation of using literary texts in EFL classroom was worse due to some factors although English has been taught for more than a century as our country's context. The major factors hindering the effectiveness of teaching literature in EFL classroom especially in Gechi Preparatory School context were lack of suitable teaching materials which consider learners interest, the student's cultural background, the student's linguistic proficiency, lack of availability and unsuitability of the text and difficult vocabularies which were used to prepare literary texts. Generally, all the above mentioned problems made the process of teaching literature boring and tedious even though both teachers and students had a positive attitude towards using literary texts in EFL classroom as data gained from both subjects indicated in chapter four of this paper.

Therefore, if literary texts were selected based on the interest, cultural background and vocabulary level of the students, they are very invaluable in helping students to develop positive feeling towards the lessons and at the same time allow students to practice the target language. Otherwise, the importance of literary is known only theoretically than being implemented practically in EFL classroom.

5.3 Recommendations

Based on the discussion of the findings, summaries and conclusions stated above, it seems right to recommend some points that should be born in mind regarding the attitude of teachers and students towards using literary texts in EFL classroom of Ethiopia in general and in the Gechi preparatory School in particular as follows:

- It is recommended that if literature is to be used in EFL classroom, great attention should be given for selecting literary texts.
- As subjects of the study explained repeatedly, unfamiliar culture makes the students not to use literary texts in EFL classroom and these texts should be from students' own culture as much as possible.
- Since teaching is a developing art which requires innovative and creative ideas to enrich its effectiveness, teachers must not hesitate to use resources like literature in their classroom.
- The Educational bureau should organize some workshops, service trainings and seminars for the English teachers so that teachers know the benefits of literature and should have the knowledge of how to teach every language aspects through literature.
- Teachers of English language are recommended to encourage the students to learn and act in literature in EFL classroom.
- When studying literature, teachers should maintain a comfortable and friendly atmosphere and design interesting activities that encourage students of literature to read, think and act.
- Teachers should give great attention to tackle the problems that the students face when studying literary texts in EFL classroom.
- Literary texts should be used in preparing different exams so as to improve both students' and teachers' attitude towards using literary texts.
- Curriculum designers should supply the English language syllabus with literary texts which reflects the Ethiopian culture and society because it is important to create a literature syllabus which reflects the needs and interests of the students in relation to their own culture.

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APPENDICES

APPENDIX I

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Questionnaire for students

Dear Students,

I am currently conducting a study on “An *Investigation of EFL Teachers’ and Students’ Attitude towards using Literary Texts in EFL Classrooms: Gechi Preparatory School in Focus.*” The data to be collected through the questionnaire is highly valuable to meet the objectives of this study and the success of this study depends on the genuine response you give to this questionnaire. It is one of the instruments, which the researcher uses to gather the necessary data for his **MAThesis** in the teaching of English as a foreign Language (TEFL). Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I would like to stress that the information you provide is completely used for academic purpose only and kept confidential

Thank you in advance for your cooperation!

General instruction:

- **Please, do not write your name on the questionnaire**
- **Please, follow the directions given in each part.**

Part I

Background information

Instruction: Please indicate your answer by making an 'X' in the appropriate box or writing where it is necessary in the space provided.

1. Sex: Male ☐ Female ☐

2. Age:

A) 12-15 ☐ B) 16-20 ☐ C) 21-25 ☐ D) 25-and above ☐

3. Grade: 11 ☐ 12 ☐

Part II. The following questions are based on your beliefs towards using Literary Texts and your experience towards using literature in English as Foreign Language classroom

Show that to what extent you agree with the following statements based on your belief **towards using Literary Texts** and **your experience towards using literature** by putting an “X” under each number in the table below.

Item	Questions	1	2	3	4	5
	The Students’ Attitudes towards using Literature					
1	I believe literary texts improve my vocabulary level in English.					
2	I believe literary texts help me to increase my creativity and critical thinking.					
3	I think literary texts improve my knowledge of English grammar.					
4	I think literary texts help me to improve my speaking skill.					
5	I believe that students should be encouraged to take part in literary texts.					
6	I think Literary texts should be included in English language classrooms as a teaching resource.					
7	I believe that reading literature helps me understand people more.					
8	I think that literature teaches us about the values of a society.					
	Students’ experience towards using literature in EFL classroom					
1	I enjoy reading literary texts like short stories, poems, novels, films etc.					
2	My teacher gave me the meaning of difficult words during literature lessons.					
3	My English text book contains all literary genres such as poem, novel, short stories etc.					
4	My teacher teaches me literary texts which are found on our text book.					
5	My textbook contains motivating literary texts.					
6	I have learnt poems, novels, short stories etc in high school.					
7	My teacher prepares questions about literary texts on different tests such as mid exam, final exam and entrance					

Key

1= Strongly Disagree

3 = Undecided

2= Disagree

4=Agree

5 = Strongly Agree

Part III: You are expected to write your responses in a precise way for the following open ended questions on the space provided.

16. What is your opinion towards learning literary texts? What can you say about the importance of literary texts? What are the advantages of literary texts? Give your explanation briefly.

17. What problems did you come across while using literary texts in EFL classroom?

18. Do you believe that literary texts improve your vocabulary? How? Would you make clear explanation, please?

19. Do you think that literary texts improve your knowledge of English grammar? Clarify your answer briefly.

20. Do you like reading literary texts like short stories, poems, novels, films? Yes ☐ or No ☐ ?

Which one do you prefer more to use it in English language classroom? Why? Please explain your reasons briefly

21. Do you believe the vocabulary and culture make the literary texts used in the English classroom too difficult? Give your own explanation! _____

22. Do you imagine that reading Literature in English can help you to learn the language? Yes ☐ or No ☐ ? Please explain your reasons briefly

23. What do you think the benefits of using literary texts in EFL classrooms are?

APPENDIX II
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH

Interview for teachers

1. How do you see the benefits of using literary texts in EFL-classrooms?
 - Have you ever read literary texts like poems, novels, short stories etc?
 - Which one do you like more? Why?
2. Your text book contains a few literary texts.
 - What do you think about the suitability of these texts to the students?
 - Do you teach them all? If not why?
 - What is the view of the students towards these literary texts?
 - How do you start teaching literary texts?
3. What are the challenges you face while using literary texts in EFL classroom?
 - How do you see these challenges?
 - Do you think these challenges make the students not to use literary texts? How? Have you helped your students to solve these challenges? In what way you have helped them?
4. What is your view about the role of literary texts in improving students' language skills (listening, speaking, reading and writing)?
 - How literary texts help you to teach the language skills?
 - Which language skills can be taught in an integrated way by using literary texts
 - Do you prepare language skill activities for you students?
5. Which literary text is more suitable to use in EFL classroom? Why?
 - Which literary text does your textbook contain?
 - What do think about these/this texts?
6. What is your opinion about the role literary texts have in enhancing students' grammar usage? What kind of grammar topic can be taught by using literary texts? Would you give your explanation briefly?
7. What is the main objective that you intend to achieve in teaching literature?
 - Do you help your students to relate what they read with their own life experience?
8. Do you think literary texts should be formally tested during final, mid and entrance examinations?
 - Why it necessary to use literary texts so as to prepare exams?

APPENDIX III
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH

Interview for students

1. Do you like reading?
 - Why do read books?
 - Have you ever read literary texts like poems, novels, short stories etc?
 - Which one do you like more? Why?
2. Your text book contains a few literary texts.
 - What do you think about the uses of these texts to the students?
 - Does your teach all literary texts that are found on your textbook? If not why?
 - Does your text book contains
 - How do you start teaching literary texts?
3. What are the challenges you face while using literary texts in EFL classroom?
 - Do you think these challenges make you not to use literary texts? How?
 - Does your teacher help you to solve these challenges? In what way he/she has helped you?
4. What is your view about the role of literary texts in improving students' language skills (listening, speaking, reading and writing)?
 - How literary texts help you to teach the language skills?
 - Which language skills can be taught by using literary texts
5. Which literary text is more suitable to use in EFL classroom? Why?
 - Which literary text does your textbook contain?
 - What do think about these/this texts? Are they interesting to you?
6. Do you think literary texts should be formally tested during final, mid and entrance examinations?
 - Why it necessary to use literary texts so as to prepare exams?

APPENDIX IV
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

Observation Checklist-1

Name of the school: **Gechi preparatory School**

Code of the teacher: **T1**

Unit: **Nine, Ten**

Topic being observed: **The night of Scorpion, why the old woman limps** respectively

Grade and section: **11 A**

Observer: _____

Date of observation: **9/8/2009 and 11/9/2009** respectively

The main purpose of this observation checklist is to investigate EFL teachers' and students' attitude towards using literary texts in EFL classroom. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

No	Activities to be observed	Teacher one			
		Date			
		One		Two	
		Yes	No	Yes	No
1	Does the teacher clarify the learning objectives so that the students direct their attention to the literary texts?	√		√	
2	Does teacher ask the class open and close-ended questions about literary texts before he/she starts teaching?	√		√	
3	Does the teacher encourage students to relate the idea of literary texts to their personal experience?		√		√
4	Does the teacher offer a means when students face difficulties in using literary texts?	√		√	
5	Does the teacher follow up students' participation in the group discussion?		√		√
6	Does teacher prepare language skills activities during the literary text lesson?		√		√
7	Does the teacher help the students to do comprehension question?		√		√
8	Were the students encouraged to participate actively in the process of understanding the literary text by their teacher?	√		√	
9	Does the teacher take responses from the Students?	√		√	
10	Were the students given constructive feedback?	√		√	

APPENDIX IV
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
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DEPARTMENT OF ENGLISH

Observation Checklist-2

Name of the school: **Gechi preparatory School**

Code of the teacher: **T2**

Unit: **Nine, Ten**

Topic being observed: **The night of Scorpion, why the old woman limps** respectively

Grade and section: **11 B**

Observer: _____

Date of observation: **9/8/2009 and 11/9/2009** respectively

The main purpose of this observation checklist is to investigate EFL teachers' and students' attitude towards using literary texts in EFL classroom. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

No	Activities to be observed	Teacher two			
		Date			
		One		Two	
		Yes	No	Yes	No
1	Does the teacher clarify the learning objectives so that the students direct their attention to the literary texts?		√		√
2	Does teacher ask the class open and close-ended questions about literary texts before he/she starts teaching?		√		√
3	Does the teacher encourage students to relate the idea of literary texts to their personal experience?		√		√
4	Does the teacher offer a means when students face difficulties in using literary texts?		√		√
5	Does the teacher follow up students' participation in the group discussion?	√		√	
6	Does teacher prepare language skills activities during the literary text lesson?		√		√
7	Does the teacher help the students to do comprehension question?	√		√	
8	Were the students encouraged to participate actively in the process of understanding the literary text by their teacher?		√		√
9	Does the teacher take responses from the Students?		√		√
10	Were the students given constructive feedback?		√		√

APPENDIX IV
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
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DEPARTMENT OF ENGLISH

Observation Checklist-3

Name of the school: **Gechi preparatory School**

Code of the teacher: **T3**

Unit: **Eight, Ten**

Topic being observed: **Building the Nation, A Taxi Driver on his death**

Grade and section: **12 A**

Observer: _____

Date of observation: **26/7/2009 and 14/8/2009** respectively

The main purpose of this observation checklist is to investigate EFL teachers' and students' attitude towards using literary texts in EFL classroom. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

No	Activities to be observed	Teacher three			
		Date			
		One		Two	
		Yes	No	Yes	No
1	Does the teacher clarify the learning objectives so that the students direct their attention to the literary texts?		√		√
2	Does teacher ask the class open and close-ended questions about literary texts before he/she starts teaching?		√		√
3	Does the teacher encourage students to relate the idea of literary texts to their personal experience?		√		√
4	Does the teacher offer a means when students face difficulties in using literary texts?		√		√
5	Does the teacher follow up students' participation in the group discussion?		√		√
6	Does teacher prepare language skills activities during the literary text lesson?		√		√
7	Does the teacher help the students to do comprehension question?	√		√	
8	Were the students encouraged to participate actively in the process of understanding the literary text by their teacher?		√		√
9	Does the teacher take responses from the Students?	√		√	
10	Were the students given constructive feedback?		√		√

APPENDIX IV
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

Observation Checklist-4

Name of the school: **Gechi preparatory School**

Code of the teacher: **T4**

Unit: **Eight, Ten**

Topic being observed: **Building the Nation, A Taxi Driver on his death**

Grade and section: **12 B**

Observer: _____

Date of observation: **26/7/2009 and 14/8/2009** respectively

The main purpose of this observation checklist is to investigate EFL teachers' and students' attitude towards using literary texts in EFL classroom. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

No	Activities to be observed	Teacher four			
		Date			
		One		Two	
		Yes	No	Yes	No
1	Does the teacher clarify the learning objectives so that the students direct their attention to the literary texts?		√		√
2	Does teacher ask the class open and close-ended questions about literary texts before he/she starts teaching?		√		√
3	Does the teacher encourage students to relate the idea of literary texts to their personal experience?		√		√
4	Does the teacher offer a means when students face difficulties in using literary texts?		√		√
5	Does the teacher follow up students' participation in the group discussion?	√		√	
6	Does teacher prepare language skills activities during the literary text lesson?		√		√
7	Does the teacher help the students to do comprehension question?		√		√
8	Were the students encouraged to participate actively in the process of understanding the literary text by their teacher?		√		√
9	Does the teacher take responses from the Students?	√		√	
10	Were the students given constructive feedback?		√		√