

**EXPLORING GRADE 12 ENGLISH TEACHERS' AND STUDENTS'
PRACTICE OF USING LITERARY TEXTS IN THE STUDENTS'
TEXTBOOK IN EFL CLASSROOMS: CHOLE PREPARATORY
SCHOOL IN FOCUS**

M.A. THESIS

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MAY, 2015

ADAMA

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ABSTRACT

Exploring Grade 12 English Teachers' and Students' Practice of Using Literary Texts in EFL Classrooms: Chole Preparatory School in Focus.

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The main purpose of this study was to explore Teachers' and Students' practice of using literary texts in EFL classrooms. It further explored teaching approaches employed by English teachers while using literary texts. Moreover, it investigated mediating factors that affect the classroom practice of teachers and students of using literary texts.

The study employed mixed methods research design. The participants of the study were all the 3, Grade 12 English teachers and 100 randomly selected grade 12 students from Chole Preparatory School, in Oromia Regional State, Arsi Zone, Chole Woreda. Different instruments were used to collect Data. Classroom observations were conducted to look in to what teachers' and students' practices looked like in the actual scenario. In addition to this tool, to obtain a relevant data teachers' and students' questionnaire, textbook analysis and teachers' interview were utilized. Textbook analysis was conducted on English for Ethiopian students' textbook and Teachers' Guide, Grade 12. The collected data were analyzed quantitatively and quantitatively.

Findings of the study reveal that teachers used more class time by giving explanation, summary notes and re- telling the message of the given literary texts. Teachers employed teacher- fronted teaching approach. Interactive students' practices like individual, pair and group activities were received less attention. This is to mean, EFL teachers failed to utilize variety of classroom approaches and integrate the literary texts with the teaching of language skills effectively. On the other hand students' was reading the given text, and writing short summary notes and some new words and phrases written on blackboard.

Based on the findings of this study, teachers were recommended to employ variety and flexible teaching approaches, by giving more class time for students' practice, and motivating students to engage in individual, pair and group activities. Also, teachers need to gage their teaching approaches in order to achieve the aims and objectives of the literature component in English. Moreover, it was suggested for students to take part in variety of classroom activities: individual, pair and group activities, while they are using literary texts.

DEDICATION

This Thesis is dedicated to my lovely wife, Zewdinesh Tulu. Without her support, love, enthusiasm, tolerance and advice this thesis would never have come about.

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Date of Submission: -----

Signature: -----

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LIST OF ABBRIVATIONS

- EFL: English as a Foreign Language
- ELT: English Language Teaching

- ESL: English as a Second Language
- F: Frequency
- T: Teacher

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Chapter One: Introduction

This chapter tried to present the introductory information about why, when, where, etc. the study was carried out. Particularly, it dealt with the background of the study, statement of the problem, objective and significance of the study.

1.1. Background of the Study

Literature has been an integral part of the language curriculum intended for non- native classrooms to foster the cognitive, affective and communicative skills of EFL learners. It is widely acknowledge that a literary text with richness and variety can be stimulating for language learners and can be used to elicit a wide range of responses from the learners which are facilitating for language teaching and learning. Teaching language using literary text through appropriate classroom tasks is an effective way to teach the EFL learners.

Liaw(2001), points out that the use of literature in language teaching traces back to the nineteenth century. The dominant method of language teaching was grammar translation and the most popular technique was the translation of literary texts in the mother tongue. Literary works provided additional material of grammar practice, vocabulary learning, and translation. With the advent of structural approaches to language and popularity of direct and audio lingual method, literature was not utilized in language classes anymore. Even in the time of communicative language teaching literature was ignored and discarded from language syllabuses. One of the most influential figures in the field of literature, Maley(2001), mentions the lack of empirical research in support of the facilitative role of literature as the main reason for the negative view.

But from the middle of 1980, the interest in literature as a teaching resource has renewed and continues until today. This can be seen from the publication of textbooks on the role of literature in language classes (e.g. Duff& Maley, 1991; Gower & Pearson, 1986; Lazar, 1993; Maley & Duff, 1989; McRae, 1991), but there is still controversy over the use of literature for the purpose of teaching and learning. Many EFL teachers consider the literature just as the work of art and beyond the proficiency level of their students and ignore it as a source of learning and teaching (Bassinette and Grundy, 1993).

In the early 1980's, Linguists and ELT scholars like (Widdowson, 1975; Brumfit, 1985; Long and Carter, 1991) have realized that literary texts can be used to reinforce the skills and complement language teaching and it has found its way back into the teaching of English language. Later on, literary texts had been found as one of the valuable and good resources to facilitate language teaching and learning.

In his article "Literature and Language Teaching", Lazar (1996) states that literary texts are in fact rich sources of classroom activities which can be very motivating for language learners due to the content they have.

Divergent views are held about the significance of literature in English in Africa. As cited by Haileleul(2012), some African literary figures like Nugugi maintain that literature should be taught to reflect the social being and situation of the people of Africa. In his article, “Literature in School”, Nugugi claims that literature should reflect the consciousness of the people.

In the Ethiopian ELT context, according to Haileleul(2012), the primary aim of teaching literature is to enlarge the students’ knowledge about literature not knowledge of literature. Considering this, literature teaching has been given a significant place in ELT classrooms since the newly English Grade 12 students’ textbook has been designed. Grade 12 English language textbook includes different genres of literary texts with a variety of tasks and activities.

The researcher has been teaching English in Chole Preparatory School at Chole Woreda in Arsi zone for years. While he has been teaching there, he could observe the practice of English language teachers and students of using literary texts. Most of the time, EFL teachers and students use traditional literature teaching and learning methods and practices, teacher fronted activities. The researcher thinks employing traditional practices and strategies for teaching and learning literature affect exploiting the relevance of literature effectively. It is very important to mention at this point that there are traditional approaches and practices performed by EFL teachers and students associated with using literary texts in English classrooms. It is as a result of this that the researcher wants to carry out a study on this area to show the actual practice of English language teachers and students while they are using literary texts in English language classrooms.

1.2. Statement of the Problem

Literature teaching and learning practices and methods affect both the receptive and productive capabilities of the learners. In his book, “Stylistics For Language Teaching and Learning,” Haileleul(2012) question , how many of the English language teachers practice student- fronted literature teaching? Are the methods employed by the teachers’ student centered or still traditional? How are the teaching method selected? Is the effect of these methods and practices evaluated? Haileleul reveals that the main purpose of teaching literature in the Ethiopian Context is to improve both productive and receptive skills of students and then their linguistic, functional, creative, pragmatic, and sociolinguistic competencies.

The inclusion of different components of literature is clearly seen in the syllables at different educational level, particularly, in the Ethiopian Preparatory level English language syllabus. Currently, Ethiopian English language syllabus of Grade 12 incorporates different genres of literary texts. It incorporates totally 12 literature components, which are: 5 poems, 3 novel extracts, 3 film extracts and 1 short story. These literary texts provide plenty of classroom activities to be performed by both English teacher and students in EFL classrooms.

In informal discussion with some English language teachers and students of this school and through informal observation in the English classrooms the researcher could understand that teachers and students do not fully practice the procedural activities suggested by the student's textbook and teacher's guide. They skip over or ignore many of the tasks and activities as a source of learning and teaching.

Chole Preparatory School is found in Oromia Regional state, Arsi zone in Chole Woreda, which is 117 km. far away from Adama Science and Technology University. The school is established in 1999E.C. Through his long experience in teaching English language, the researcher has been able to observe the practice of EFL teachers and students while they are using literary texts. Most of them do not know how to appreciate and interpret different perspectives of a particular literary text in the textbook. Grade 12 EFL teachers and students at Chole preparatory school might consider literature as an ordinary reading text and do not recognize the major principles why they teach and learn literary texts in EFL classes. Also some teachers use literature as a filler type activity and not as an integral part of their instruction.

To successfully materialize and maximize the relevance of literature in EFL context, both teachers and students have to use modern literature teaching and learning methods and practices. Parkinson and Thomas (27-39) recommend the right teaching practices and methods have to be implemented in the EFL classrooms while teaching literary texts, in order to obtain their importance effectively.

A number of studies have demonstrated in many EFL classrooms teachers and students wish to follow teacher- centered and teacher directed activities, such as: informative background lectures, reading the text (mostly aloud) in class, and asking students to answer leading and loaded questions for understanding the text, (Akyel and Yalcin, 1990:176). Students rely almost exclusively on resorting to rote learning. This old and traditional practices of teaching English literature as a body of received knowledge to be learnt largely through the lecture mode is frequently criticized as being too product centered, tending to impose the meaning of texts on the student (Elliot, 1990:192).

Few local researches have been carried out in the area of teaching and learning practices and views in using literature in EFL classrooms. For instance, Alene Ketema (2012), carried out a research that tries to investigate EFL teachers' and students' views towards in using literary texts in English classrooms. The main objective of this study was identifying the views of English language teachers and students on using literary texts.

Though grade 12 English textbook includes different genres of literature, English language teachers and students employ traditional practices and methods in using the literature in textbook. They do not adopt effective and highly innovative methods and approaches in using literary texts. In addition they do not completely follow the procedural activities given in the textbook. These situations arouse the interest of the researcher to look them in depth. This study

will try to bridge the gap between the theory of teaching and learning literary texts in EFL classrooms and the actual classroom practice of EFL teachers and students. It also aims to explore the appropriate classroom activities which facilitate teaching and learning literary texts in EFL classrooms.

Therefore, in general, this study tried to explore grade 12 English language teachers' and students' practice, activities and methods of using literary texts in EFL classrooms: Chole preparatory school on focus.

1.3. Objective of the Study

This research attempts to address the following objectives:

1.3.1. General Objective

The purpose of this study is to explore grade 12 English language teachers' and students' practice of using literary texts in English Foreign Language classrooms at Chole Preparatory School.

1.3.2. Specific Objectives

- To examine grade 12 EFL teachers and students classroom activities while they are using literary texts.
- To identify the factors that influence the practice of grade 12 EFL teachers and students of using literary texts in the textbook.
- To investigate grade 12 EFL teachers approaches in teaching literary texts at Chole Preparatory School.
- To explore whether the practices of EFL teachers and students of Chole Preparatory School match with their views of using literary texts in the EFL classroom

1.4. Research Questions

The study attempted to answer the following research questions.

- What are the classroom activities of grade 12 EFL teachers and students of using literary texts at Chole Preparatory School?
- What are the factors that influence the practice of grade 12 EFL teachers and students of using literary texts in the textbook?
- What type of approaches and strategies are used by EFL teachers in teaching literary texts at Chole Preparatory School?
- Do the classroom practices of EFL teachers and students of Chole Preparatory School correspond to their views of using literary texts in the EFL classrooms?

1.5. Scope of the Study

This research covered the practice of grade 12 English language teachers and students of using literary texts in English language classrooms in Chole Preparatory School in Oromia regional state in Arsi Zone in 2014/15G.C. (2007E.C.) academic year. This study delimited to English language teachers' and students' practice of using literary texts contained in the students textbook only. Other types/genres of literary texts out of grade 12 students' English textbook are not included in this study. Moreover, exploring the practice of English Teachers and students of using literary texts on other participants, processes, and products was beyond the scope of this study.

1.6. Significance of the Study

The findings of the study can be of some help to the following bodies.

- It will raise English language teachers' awareness about the practice of teachers in teaching literary texts in English language classrooms.
- It will provide educational planners and curriculum designers in proposing and including suitable literary texts in the students textbook.
- Finally, the findings of this study will serve as a preliminary idea for any interested researcher in the area to expand some of the efforts that will be made through this study.

1.7. Limitation of the Study

It is expected that this study provided with useful findings for both EFL teachers and students. However, there are some limitations in the study that have to be addressed as it is natural for any research to have certain shortcomings. Therefore, the research has the following limitations.

- The small number of observations that were made only in one school could be one limitation of the study.
- Due to time and financial constraints, the study was delimited to only one preparatory school. Large number of participants should have been included as the woreda level.

1.8. Organization of the Paper

In this study, chapter two deals with a review of related literature. Chapter three describes design of the research, participants of the study, data gathering instruments, data gathering procedures, and methods of data analyses. In chapter four, data analyses, findings, and discussions are reported. In chapter five, summaries, conclusions and recommendations of the study are presented.

1.9. Definition of Key Terms used in this Study

For the purpose of maintaining a harmonious meaning of the key terms all the way through, operational definitions of the words and phrases were given as follows.

- **Literary Text:-** refers to any excerpt taken from any types of literature including: poems, short stories, extracts of films and novels contained in Grade 12 student's textbook used as a resource for English language teaching.

- **Exploring:-** refers to making a careful and systematic investigation about how EFL teachers and students practice regarding using literary texts in EFL classrooms.
- **Teachers' Practice:-** this refers to teachers' activities in relation to teaching literary texts in EFL classrooms that include: lesson preparation, focus area of teaching, time budgeting, classroom assessment, teaching methodology and giving advice and guidance on students' learning.
- **Students' Practice:-** this refers to students' activities in relation to learning literary texts in EFL classrooms that include: classroom activities, their participation, and reactions to the lesson.

Chapter Two: Review of Related Literature

2.1. The Concept of Literature

It should be made clear from the onset that there is no real consensus or one all embracing definition of the term literature. Some of the definitions of literature given by scholars are largely according to their wealth of life experience within their locations. An abundance of definitions of

literature can be found. Numerous sources have explained literature in various ways. For example, According to Longman Dictionary of Contemporary English(2003), Literature means books, plays, poems and so on that people think are important and good. Literature is writing what is considered to be a work of art in the Oxford Word Power Dictionary (1998). Concise Dictionary of Current English (2011), Defines literature as writings whose value lies in beauty of form or emotional effect.

Gyasi (1973), defines literature in its broad sense as anything that is written, while Rees (1973) sees it in the narrow sense of writing which expresses and communicates thought, feelings and attitudes towards life. Moody (1987), writes that literature springs from our in born love of telling a story, of arranging words in pleasing patterns, of expressing in words some special aspects of our human experience. Rees (1973), after describing what he regarded as literature, summed up that literature is a permanent expression in words of some thoughts of feelings in ideas about life and the world.

All the above definitions describe literature from different perspectives. Still, there are certain things that are common to them. They all recognize the fact that:

- i. Literature is imaginative
- ii. Literature expresses thoughts and feelings
- iii. Literature deals with life experiences
- iv. Literature uses words in a powerful, effective and yet captivating manner.
- v. Literature promotes recreation and revelation of hidden facts.

2.2. Language and Literature

Language and literature constitute one universe (Lado, 1964) and cannot be separated from each other. In this respect, it is widely argued among researchers (Durant, 1993, Brush, 1989) that the relationship between literature and language learning has undergone significant changes. Literature is an indispensable element of a language learning experience (Bassnet and Grundy, 1993).

Literature is an essential component of language teaching and learning. They are indivisible. Their role is not contradictory but complementary to each other. No literature comes to life without language and no language survives without literature. The link between language teaching and literature can be seen as an activity involving and using language.

In this regard, Widdowson (1971), points out the study of literature is fundamentally a study of language in operation which is based on the understanding that literature is an example of language in use, and is a context for language use. Carter (1986) suggested that language and literature teaching closely integrated and harmonized in EFL classroom. This integration enhances the use of language in a variety of activities in which different innovative and student centered learning is being implemented.

2.3. The Importance of Literature in the EFL Classrooms

A large number of educationalists put forward a number of reasons for the benefits of teaching literature in the EFL classrooms. In his article, "Literature and Language Teaching," Lazar (1996) states that literary texts are in fact rich sources of classroom activities which can be very motivating for language learners due to the content they have. As put by Lado (1964) the chief aim in teaching foreign language literature should be to teach appreciation of the foreign language literature itself, i.e., capacity to experience it fully. This should also increase the students' appreciation of their own literature. Langar (1997), points out that literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore.

Scholars (Carter and Long, 1991: Collie and Slater, 1987: Lazar, 1993), assumed that using literature in the EFL classroom strengthens and promotes motivation. In this way literature aids students to expand "their linguistic and cognitive skills, cultural knowledge and sensitivity (Shanahan, 1997). Nonetheless, integrating literature in the curricula adds a new dimension to the teaching of EFL. It mainly: "expose students to a wide variety of styles and genres." (Fitzgerald, 1993). Lin (2004) also proves that through reading stories, students not only get involved when they are reading, but also link their personal experiences to the contents, which are positive to their reading development.

Gwin (1990) and Brock (1990), summarize some of the important place of literature in EFL classrooms, among others:

- i. Literature provides learners with interesting and meaning input in the written form. Interest is the primary goal of literature,
- ii. It provides a means for meaningful output through writing and discussion,
- iii. It enhances learners' understanding of cultural values of English speaking people,
- iv. It provides realistic experiences for the type of reading that is most probably encountered in academic courses,
- v. It encourages extensive reading,
- vi. It provides a basis for learners' conversation, group work, and problem solving activities.

Meanwhile, Collie and Slater (1987), add that literature is an example of authentic materials in a way that literary works are not designed for a particular purpose in language learning. However, the most important aspect in the teaching of literature is the wide possibility of personal involvement in the process of literary appreciation.

Literature functions as a mirror that reflects the abounding and amazing diversities (Lazar, 1993) of life, belief systems, values, behaviors Joseph, et. al, 2000) history, and culture presented in language (Bruner, 1996). Reading literary texts encourages learners to grow with sharp,

discerning sensibility to the events, whether social, political, or historical, which construct the background to a particular literary text (Lazar, 1993).

The use of literature can enlarge learners' vocabulary (Povey, 1972; Spack, 1985) and inspire them to take risks in experimenting with the target language. Literature cannot only be used to enrich their vision, fostering critical thinking (Oster, 1989), and stimulating their creativity (Mckay, 1982; Preston, 1982), but also to promote their greater cultural tolerance (Mckay, 1982) and sensitivity (Liaw, 1995).

Maley (1989), gives seven reasons for using literature as a potent resources in the language classrooms. Literature, in his opinion, has universality, non- triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity. Collie and Slater (1990), mention four main reasons for using literature as a source for language teaching. According to them, Literature is an authentic material which is not created for illustrating a grammatical example. Each literary work is a world in itself, self- contained. The language of literature is highly contextualized, imbedded in the situations and the imaginative world that it seeks to recreate. The second main reason, according to Collie and Slater (1990), is cultural enrichment, which shows literature helps students to understand others culture. Language enrichment, the third reason, claims that literature provides learners with a wide range of individual lexical or syntactic items.

The fourth main reason is personal involvement. This advantage of literature will give opportunities for students to express their opinions about general subjects. This relatedness involves and immerses the reader and makes him/her to become enthusiastic to find out what happens at the end.

Clandfield (2004), also stresses the many benefits of using literary texts in the EFL classrooms. Some of them are summarized as follows:

- i. Literature is authentic material
- ii. Literature encourages interactions,
- iii. Literature expands language awareness,
- iv. Literature educate the whole person,
- v. Literature is motivating

However, some scholars are against the use of literature in EFL classrooms. They say literature can contribute little to language learning due to the special nature of literary texts (Mckay, 1982). It follows that intrinsic hindrances lie ahead for ESL students, let alone EFL students, to read literary works, such as linguistic intricacies of the target language, especially lexical and semantic barriers, unfamiliarity with or remoteness of the cultural background (Lazar, 1993), lack of an overview of Western literature, failure to comprehend overall meaning and an insensitivity to literary works.

An additional issue is that more often than not literary language might be so markedly “deviant” that it breaks the usual norms of language use, as observed by Leech (1973), quoted in Lazar, 1994. In addition to this, there is a distinction between literary and linguistic activities; the learning of literature cannot facilitate the learning of communicative skills, which are the main goals of language learning (Littlewood, 1986). Complaints about the inclusion of literature in language instruction are often heard, based on the grounds that the language of literature, is “upgradeable and linguistically unsuitable,” thus, irrelevant to learners’ needs (Hill, 1986).

Another objection, according to Lazar (1994), to using literature associates learners under preparedness in their English or Western literary competence with learners’ low level of English competence where they might fail to generate valid interpretations of a text. There may be a case where the learners, who do not read literature in their own language, or whose language has a literature very distinct from literature in English, remain mystified or intimidated by the formal properties of the literary texts.

Despite its some drawbacks, literature with many variety of importance plays a significant role to expand learners’ linguistic and cognitive skills as well as cultural knowledge and sensitivity.

2.4. Significance of Using Different Genres of Literary Texts to EFL Classrooms

2.4.1. Significance of Using Poetry in EFL Classrooms

Poetry is one of the most effective and powerful transmitters of culture and it comprises so many cultural elements- allusions, vocabulary, idioms, tone that are not easy to translate into another language (Sage,1987). As Cubukcu(2001), mentions poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey “ love and appreciation for the sound and power of language.” At this juncture, it can be stated that students become familiar with the supra segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry.

Sarac (2003) also explains the educational benefits of poetry as follows:

- Provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary,
- Triggers unmotivated readers owing to being so open to explorations and different interpretations,
- Evokes feelings and thoughts in heart and in mind,

- Makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

2.4.2. Significance of Using Short Stories in EFL Classrooms

Using short stories/ short fiction in EFL classrooms seem to be a very helpful technique. Sage (1987), asserts that short stories, like all other types of literature makes contribution to the development of cognitive, analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment. He also explains the world of short fiction both mirrors and illuminates human lives.

Ariogual (2001), summarizes the benefits of short stories in the ESL/EFL classrooms as follows:

- Enlarges the advanced level readers' world views about different cultures and different group of people.
- Provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge.
- Motivate learners to read due to being an authentic material.
- Offers a world of wonders and a world of mystery.
- Gives students the chance to use their creativity.
- Promotes critical thinking skills.
- Serves as a valuable instrument in attaining cultural knowledge of the selected community.
- Helps students coming from various backgrounds communicate with each other because of its universal language.
- Helps students to go beyond the surface meaning and dive into underlying meanings.

2.4.3. Significance of Using Novel in EFL Classrooms

The use of novel is a very beneficial technique in today's foreign language classes. In this juncture, Helton, C.A, J. Asamani and E.D. Thomas (1998), expound the educational importance of novels as follows:

- Stimulate their imagination.
- Help students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences.
- Enable them to acquire information, process this knowledge, identity problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions.
- Develop oral and written language skills.
- Present a unique way of teaching reading by getting students involved and excited about the reading process.
- Motivates students to become a lifelong reader.

2.5. Literary Texts and the Teaching of Language Skills

According to Povey's (1972), observation literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax.

In order to teach the four language skills, literature plays a significant role. Hence, literature is so rich that it has an innumerable authentic material of language for the development of reading, writing, speaking and listening skills. However, when using literature in the EFL classrooms, the four language skills should never be taught in isolation but in an integral way.

2.5.1. Literary Texts and Reading Skill

Reading literature has great benefits on learners' achievements as Langer (1997) states: "because it taps what they know and who they are, literature is a particularly inviting context for learning both a second or foreign language and literacy." According to Collie and Slater (1987), by reading a particular literary text, students are exposed to the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas. What is more, the interaction with the literary text providing a living through not simply knowledge about, (Rosenblatt, 1995). Cox 1991; West,1994, also mention that reading literary texts can be especially valuable in generating intellectual growth and an understanding of how experiences of people in the past and present can be represented

2.5.2. Literary Texts and Writing Skill

Literature can be a powerful and motivating source for writing in ESL/EFL, both as model and as a subject matter. Literature as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and/or style (Stern, 1991). However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by the reading, literature serves as subject matter. On variety of themes learners are asked to write on in terms of free, guided and controlled types of writing. Whereas, literature as a subject matter it can be writing "on or about" literature, and writing "out of" literature.

The former, writing "on or about" literature comprises the traditional assignments like written responses to questions, paragraph writing, in-class essays, and home-take compositions. The later, writing "out of" literature states making use of a literary work as a springboard for composition- creative assignments developed around plot, characters, setting, theme, and figurative language (Spack, 1985).

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

2.5.3. Literary Texts and Speaking Skill

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

2.5.4. Literary Texts and listening Skill

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

2.5.5. Literary Texts and Communicative Competence

The relevance of literature in communicative competence, according to Widdowson (1983) is, on the one hand, that it transmits messages. It is the way of communication between the author and the reader. On the other hand, literature pays special attention to form, and this helps the learner reflect about language, another principle and goal of the communicative method. It is important that the learners develop their linguistic competence by learning how to express meanings in English, but also that they develop their communicative competence.

As Candlin (1996), argues that it is important to have creativity in a language classroom to provide a successful communicative setting and it can be used to develop learners' creative abilities to communicate with each other through the engagement of literary texts.

He also stresses the discussion and group activities based on literary texts help improving communication skills, which supports the development of communicative competence.

To sum up, to promote the basic language skills, communicative competence, critical thinking and other language areas like vocabulary, grammar and pronunciation, it is very useful to emphasize on the use of literary texts in EFL classrooms.

2.6. Models Used to Teach Literary Texts

Based on our purposes in using literary texts as instructional materials, we can choose to employ the appropriate type of approach. The purpose would be what we use literature for. Is it used to teach language skills? language components? to arouse cultural awareness? or to build empathy? The answers to these questions will take us to different approaches to the teaching of literature in the EFL classrooms. Carter and Long (1992), proposes three main approaches to teaching literature. These are: Cultural Model, Language Model and Personal Growth Model. Each of the models has a different aim but they are not completely independent of each other as Carter and Long Argue.

2.6.1. Cultural Model

Cultural model is a traditional approach to teaching literature and enables students to understand and appreciate cultures and ideologies different from their own in time and space. It helps students to understand different cultures and they should learn to accept differences in culture, geography, politics, race, etc. Teaching literature with in this model is also stimulating because students are inspired to understand their society and culture as well as themselves as they function within the society and culture. The learners, therefore, benefit from learning literature in which embedded culture educates them about what is right or wrong and/or what is appropriate or inappropriate (Joseph,et.al.,2000).

A teacher who uses this model would attempt to explore and interpret the social, political, literary and historical context of a specific text. This model does not provide ample opportunity for extended language work either. It is associated with teacher- centered methodologies and product based teaching (Carter and Long, 1991). Students' exposure to reading literature has been dominated by lectures in which teachers interpret plot, theme, characters and semantic meaning. In general, this approach denies the learner of the opportunity to make a persona response to the text which is the essence of the study of literature. Lazar (1993), calls his model, with the same purpose and aim, differently, namely "Content Approach".

2.6.2. Language Model

The second approach by Carter and Long (1991) and also Lazar (1993), is the language based model. As the name indicates, it aims at improving the language competences of the students and is, therefore, usually learner- centered. This model encourages students to develop their responses to literary works by learner –centered and process- based activities.

In a language- based approach to literature teaching, EFL procedures such as cloze, prediction, creative writing, re- writing, role play, and even games or competitions, are deployed for purposes of opening up the literary text and releasing its meanings (Carter and Long, 1991).

As Savvidou (2004), asserts this model enables learners to utilize various strategies used in language teaching as well as access text in a systematic manner in order to identify specific linguistic features. Duff and Maley (1990), also added, the different activities and procedures offer a wide range of styles and registers. They are open to multiple interpretations and hence provide excellent opportunities, for classroom discussion and they focus on genuinely interesting and motivating topics to explore in the classroom.

2.6.3. Personal Growth Model

The third model by Carter and Long is said to be Personal Growth Model. It emphasizes the need for students' personal engagement with literary texts. The reader's engagement and interaction with the text is accorded great priority. The reader's response and engagement with texts further provides opportunity for learners to share their personal interpretation and meanings with others and by so doing, deepen their understanding of the text (Carter and Long, 1991).

As Carter and Long (1991), dictate the personal growth of students can be seen in a lasting pleasure in reading and a deep satisfaction in a continuing growth of understanding. Lazar (1993), calls his model, with the same purpose and aim, differently personal enrichment model. To sum up, the personal growth model involves the whole person, it tries to incorporate feelings and emotions of students and it tries to develop students' identities and encourages creativity.

It seems none of this approaches to teaching literature provides a comprehensive and more effective method of teaching literature. The cultural, language and personal growth models differ in terms of their focus, as they perceive the text as: cultural artifact, useful for grammatical and structural analysis, and a stimulus to personal growth activities respectively (Savvidou, 2004). In the light of the inadequacies associated with each approach, Duff and Maley (1990), recommend the integration of the three approaches as a more effective way of teaching literature, especially, in an ESL/EFL context. All in all, it can be said that these three models describe how literature can be integrated in a lesson at school in an effective way.

A more comprehensive, recent and also more detailed classification of approaches to the teaching of literary texts were suggested by Van (2009). The six very recent approaches are: new criticism, structuralism, stylistic, reader response, language based and critical literacy. Generally, Van's six approaches are more complex and specific than the three models by carter and Long. Two of their approaches are similar but Van refers to many additional approaches in more detail.

- New Criticism: here literature is considered as a self- contained whole, independent of the author's intention, and the contextual factors for instance, the political, social and

historical background of the text. Texts used for analysis in this approaches are usually adopted from old literature which contains long texts irrelevant to the learners' immediate needs.

- **Structuralism:** focuses on the linguistic and structural aspect of a text. In other words, the concern here is more the form of the text. Leaving no room for subjective meaning and the reader's response.
- **Stylistics:** In this approach aesthetic experience is achieved through the linguistic knowledge. Here the conventions of language are treated.
- **Reader Response:** The readers' interactions with the text result in the interpretation. In other words, the interpretation is achieved through the interaction between the text and the reader.
- **Language Based:** Literature is contacted through a set of activities including cloze procedures, brainstorming, summarizing, jigsaw reading etc.
- **Critical Literacy:** focuses on the relationship between language use and social power and aimed at facilitating students' critical awareness encouraging learners to explore how social and political factors shape the language they are learning. Learners should acknowledge that there is always a hidden meaning behind the text.

2.7. Teaching Approaches Used to Teach Literary Texts

Teaching approaches used to teach literary texts refer to how literary texts are presented by English teachers in EFL classrooms. Moody (1983: 23) explains that the importance of an approach is to "provide a framework, or sequence of operations to be used when we come to actualities". According to Rosli (1995), there are various approaches that can be employed in the teaching of literature, namely: Information-based approach, personal response approach, Language-based approach, Paraphrastic approach, Moral-philosophical approach and the stylistics approach

- **Information based approach:** The emphasis of this approach is to elicit information from students about the text, explain the content of the text to the class, ask questions to check students' knowledge based on what they have read and provide students with background information.
- **Personal- response approach:** This approach deals with encouraging students to relate the themes to personal experiences, eliciting students' response to a text, encouraging students to express feelings towards the issues of the text
- **Language –based approach:** The focus of this approach is to Guide students to express their opinions towards a text, set language activities in literature lesson, encourage students to actively participate in the process of understanding the meaning of text, students work with their classmates in the process of understanding the text, and generate language practice using the text.
- **Paraphrastic Approach:** This approach aiming at re-telling the text to students to help them understand, using simple terms to explain what the story is about to

students, discussing what the author says in the text, and getting students to tell the story line of the text.

- **Moral-Philosophical approach:** The objectives of this approaches to incorporate moral values in lessons, ask students the values they learn from the text, get students to search moral values from a text, and raise students' awareness of values derived from the text
- **Stylistic Approach:** This approach aims at guiding students to interpret a text by looking at the language used by the author, getting students to mark any linguistic features from the text that are significant to their learning, my literature lesson looks at the language of the text, thus, encouraging language awareness, and encouraging students to discuss beyond the surface meaning of the text

2.8. Methods of Teaching Literature

According to Collie and Slater (1994), there are many different ways of teaching literature at school. Some teachers still think they have to impart all of the information to students, which is quite an outdated conception. In those lessons students do not speak a lot in the target language. Furthermore, students often simply adopt the view that is presented by the teacher without thinking about it themselves. Other teachers, however, take a more modern path and allow their students' proposals and their own opinion. In other words, those teachers want active students who participate and work themselves.

Those two view points of teachers can be grouped into two different theories: the teacher-centered theory and the student- centered theory (Collie and Slater, 1994). In addition to these theories Beach et. al (2006), include a more recent theory based on socio- cultural learning theory that posits learning is primarily social.

2.8.1. Teacher- centered

Students should not just learn what teachers present but they should be able to interpret a text on their own in the end (Beach et al 2006). In teacher- centered approach, the literary text being presented to students through lectures, summaries and paraphrase, with little or no involvement of students in understanding and appreciating those texts on their own. Traditionally, the language teacher, was educated in its literature, who often forced particular works of literature on students who were not yet ready for them and attempted transmission of irrelevant information about books and authors, i.e. knowledge about literature, and has nothing to do with the ability to profit from reading the literature itself (Pattison, 1963).

As cited in Harper (1988), Kramsch (1985) elaborated teacher- centered and text directed approaches and methods use lectures, period and genre surveys, biographical summaries, teachers' explanation and critical analysis of canonical texts, stereotyped exam questions requiring stereotyped answers. Moreover, teachers continue to teach literary texts as finished products to be unilaterally decoded, analyzed, and explained. As a result, the learners minimize

their involvement, engagement and participation and undermine the value of learner's responses to literature as readers in their own right, resulting in frustration and a lack of interest and motivation on the part of learners.

2.8.2. Student- centered

This theory is about the consideration of the individuality and emotionality of students as well as the demand of more student- centeredness has led to a reconsideration of traditional teaching methods (Nunning, 2004). It lets the student derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature (Collie and Slater, 1994). The role of the teacher in a student- centered lesson is more or less impulse generator or negotiator between the text and the students (Nunning, 2004). Moreover, with student- centered tasks students can develop their own response to literature and express their own opinion. In order to present their own ideas they also have to use the target language.

One problem with this theory is that it leaves the responsibility for learning up to the student (Beach et. al 2006). Consequently, if students are lazy or not motivated they will not learn a lot in student- centered lessons.

2.8.3. Socio- cultural Learning

As the name indicates, it is about social learning and cooperation. It has been developed on the assumption that people or students learn through social interaction and participation. During their whole lives people acquire practices which are important for social communication or other purposes in real life.

These practices can only be learned through participation in the social world where these practices are needed in relating the theory to the classroom setting it means that a literature teacher, socializing students into what could be called a literary community of practice (Beach et.al. 2006).

As Showalter (2003), asserts the large part of a lesson should be preserved for the students and should, therefore, focus on student- centered activities. The reason is that after all students profit more from a lesson if they can work with the language and use it themselves (Collie and Slater, 1994). They also claim that teachers in the literature classroom are only facilitators, guides and active planners, whereas, students should be active and autonomous participants.

2.9. Teaching Activities in Literature Classrooms

Various kinds of multiple intelligences activities such as storytelling, writing, questions and answers, singing, film viewing, group discussion and dramatization are recommended for use in the EFL literature classroom (Armstrong, 2000; Campbell, Campbell & Dickinson, 1996; Elliot, 1990). Film viewing has been hailed an effective activity on the grounds that literature based movies can make corresponding literary works easier to be read (Rushing, 1996), offering

insights into the literary texts that might be denied to the readers (Hill, 1986) and, in turn, improving students' motivation (Carter & Long, 1991). As Tillyer (1996) maintains, resembling a mirror of culture and real life, good films accompanying literary works function as great tools to teach language and culture. One could read novels or dramas and enjoy a quite different experience of viewing the corresponding films (Carter & Long, 1991).

Approaching literature in a response based manner is considered an effective and coherent pedagogical method of foreign language instruction and the development of cultural understanding that enhances the experience of reading in a foreign language (Liaw, 2000; Long, 1991; Iser, 1978). Davis (1989, 1992) suggests the use of audience- oriented criticism owing to its comprehensive and heuristic characteristics in the reading process that takes into account both text and reader's attitudes and prior background knowledge. As Rosenblatt (1978) depicts, reading is a process of transacting, instead of simply interacting with texts, where readers, taking an active role to construct meaning from texts (Beach, 1993), are provided with an experience that they can live through. Readers can find meanings in the texts based on their own ideas, interests, and needs. Advocators (e.g., Davies, 1989, 1992; Elliot, 1990; Long, 1991) of the reader response approach claim that literature in a foreign language classroom can make the learning experience much more enjoyable and stimulating for learners than classroom instruction that requires mere acquisition of the linguistic components of the text. Most importantly, integrated with such an approach, literature reading is not necessarily intimidating for non-native language learners (Liaw, 2001).

Due to individual traits, students could derive diverse messages from reading a particular novel, play or poem (Brumfit & Carter, 1986). Gajdusek and Van Dommelen (1993) assert that guiding students to do the necessary critical thinking is essential since it is at the heart of the writing process and critical thinking contributes to triggering students' formation of judgments (Beyer, 1995). Whole language and cooperative learning techniques are deemed satisfying vehicles to cultivate students' automaticity in processing written language and fostering critical thinking skills (Sage, 1993).

Prompting or questioning enables students to make connections between their personal world and the literary text that seems remote to them (Carter & Long, 1991). Introducing students to authors' biographies and their relevance to the authors' writings in order to assist them in gaining necessary background knowledge is a promising approach, as is encouraging class discussions about cultural differences before reading literary works (Gajdusek, 1988).

To make predictions about what will happen next at key points is likely to provide an unintimidating way of bridging the gap between language study and the development of literary based skills (Lazar, 1993). Given the variety of activities, the selection of appropriate teaching activities is dependent on various factors that include class time available, class size, the genre of

the literary texts chosen, as well as students' English competency level, intellectual development, students' characteristics, and their interests in the literary texts. In this context, it is argued that a needs analysis is needed to understand students' needs before the outset of a course design and implementation.

2.10. Difficulties in using literary Texts

Despite the many benefits of literary texts, Khatib et.al. (2011), also mentions some probable difficulties in using literature in ESL/EFL settings as below:

- Syntax: difficult syntactic structures,
- Lexis: difficult or outdated vocabulary,
- Phonetics and phonology: deviation from normal phonetic and phonological system,
- Semantics: Changes in meaning,
- Election of materials: Considering many factors like: age and gender of learners,
- Literary concepts and notions: Unfamiliarity with literary genres and conventions,
- Literary texts and academic English: Place of literature in specialized fields, where educational goals are given priority over aesthetic values of literary texts, and
- Cultural barriers: Different cultural concepts.

According to Lazar (1990), teachers and students see literary language as problematic since it does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected way, and it includes vocabulary, grammatical structures, and syntax considered to be too complicated (Duff and Maley, 1990). It is likely that some teachers may have negative attitudes towards using literature in the class because their main goal in language teaching is to teach the grammar of the language (Mckay, 1982). Similarly, (Rodhika,O, 1991), raised the linguistic difficulty of the text and the background knowledge about English language and culture to interpret some literary texts are the major difficulties in EFL classroom.

The problem of language complexity is made worse by the question of what techniques and strategies should be used to teach literature. It is made much worse by the lack of learners' cultural background knowledge. Teachers of literature often fall back on a traditional approach, in which they see themselves as imparting information about the author, the background of the work, and/or the particular conventions that inform the text, and so on. As a result, learners are expected to have the ability to take all this in and make in their own (Collie and Slater, 1987).

However, literary texts remain an unavoidable tool in the hands of language teacher. It is in the teacher's domain as what to teach and how to teach and how to use literary texts (Sujata, R., 2009).

2.11. Literary texts and the EFL Teacher

The English teacher, according to Frisby (1957), teaches a craft but he also initiates into a mystery. The good teacher of literature, for him, must have not merely knowledge, but a sensitive appreciation of the art he communicates. He states that the teacher of English is not only an instructor in an honorable craft, the writing and reading of work- manlike prose, he is also something of a magician with the key in his hands to an art which is more universal than music and which is nourished and not vitiated by cheap mass production.

Delanoy (1996) and with reference to his own experience in teaching literature claims that getting from a first interest to actual involvement in a literary text can be a demanding step. Yet in many cases “It is painfully clear that there are many among those teachers whose command of English as a language is not sufficient to enable them either to discuss and teach great works of literature or fully to understand or appreciate them,” (Halliday, 1964). Carter and Long (1991), stress how the successful teacher will make students love literature for the rest of their lives, rather than just equipping them for the next examination paper. In this way the language teacher has as a major task to create interest in literature or in literary texts, facilitate entry into literary texts, safeguard involvement in literary texts, safeguard the interest of literary texts, encourage a self- critical attitude to text- reception, and sensitize students to the language of literature (Delanoy, 1997).

According to Savvidou (1996), what is needed is an approach to teaching literature in the EFL classroom which attempts to integrate different models in a way that makes literature accessible to learners and beneficial for their linguistic development. Frisby (1957) states that the goal of teaching literary texts is not primarily the getting of knowledge about books and plays and poems, but the acquisition and development of an attitude towards the reading of books and the values that literature has to. Therefore, to achieve such goals in our EFL classrooms, teachers should make their students to involve in active reading of literary texts so that they get pleasure from what they read.

2.12. Summary

In this chapter, the researcher has tried to present an in depth discussion on the theoretical framework of literary texts and a comprehensive overview of the application of literary texts in EFL classrooms. Different scholars stress the many benefits of using literary texts in the EFL classrooms. It offers a distinct literary world which can widen learners’ understanding their own and other cultures. It can also create opportunities for personal expression as well as reinforce

learners' knowledge of lexical and grammatical structure. In addition, it offers EFL learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language about language in all its discourse types.

EFL teachers should refer to different flexible approaches according to specific situations to fulfill their teaching practices. They should not cling to old modes or limit themselves to stereotypes to block their own ways. To enhance the learners' active involvement, the teachers are recommended to select the most appropriate models for a certain situation: cultural model, language model, or personal growth model. What is important, however, the learners should be conditioned in fruitful activities and practices so that they can acquire much of the materials presented. Furthermore, it can be emphatically asserted by different scholars in the field of literature that teaching language using literary texts through appropriate classroom practices is an effective way to teach the EFL learners.

Generally, in this chapter the definition of literature, the relationship between literature and language, the importance of literary texts in teaching English language, the significance of using different genres of literary texts, approaches used to teach literary texts, theories of teaching literature, teaching activities in literature classrooms, literary texts and the EFL teacher and difficulties in dealing with literary texts in English language classrooms were broadly discussed.

Chapter Three: Research Design and Methodology

In this chapter, the methods and procedures employed to carry out this study are described. First , the type of research design employed is indicated, and then the population participant of the study are stated followed by sampling techniques and sample size are mentioned .After that , instrument used to collect data and data collecting procedures are discussed.

3.1. Research Design

Mixed methods research approach, where both quantitative and qualitative data were used concomitantly, were employed to explore grade 12 English teachers' and students' practice of using literary Texts in English Foreign language classrooms: Chole Preparatory School in focus. According to Onwuegbuzie and Leech (2004) mixed methods research, both quantitative and qualitative research are important and useful to draw from the strengths and minimize the weaknesses of both in single research studies and across studies. Therefore, combining both quantitative and qualitative methods were very useful for this study. Hence, to take the advantages of the strengths of the two methods, the concurrent triangulation design was used (Creswell, 2010). The two components (quantitative and qualitative) were used independently and correspondently to complement one another (Creswell, 2010).

This design provides a general picture or test how the different findings complement or corroborate each other. In concurrent triangulation model, as stated above, the two methods support each other to bring about better findings in the research. This is because as Creswell (2010) asserts, the strength of one method also integrated at the discussion phase.

According to Denzin and Lincon (2000), qualitative research design was employed in order to have a valid data for the study or to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way. The qualitative method employed semi-structured interview and textbook analysis. The quantitative method on its part used questionnaires and classroom observation.

3.2. Participant of the Study

The participants of the study were grade 12 English language teachers and their respective students in Chole Preparatory School at Oromia Regional State in Arsi Zone Chole woreda. There are three English language teachers who teach grade 12 students. Hence it can be expected that the teachers know how they view and practice literary texts in their English language classrooms. The students who participate in this study were both natural and social science stream students of grade 12 at Chole Preparatory School. This helped the researcher to identify a better insight of students and teachers, practices of using literary texts in English language classrooms.

3.3. Sampling Techniques and Sample Size

Purposive sampling was employed for the selection of the school to be the setting of the study because of its more accessibility and familiarity with the researcher. This familiarity enabled the researcher to get the consent of teachers easily to carry out the classroom observation. The reason behind choosing the grade level, 12, was, the student's textbook incorporates different genres of literary texts.

As their number was few and manageable, all three English teachers who teach in grade 12 were included using comprehensive sampling technique.

From the total number of 363 grade 12 students in 7 sections in Chole Preparatory School in (2007 E.C.) 100 students were selected for the questionnaire using random sampling technique. To minimize the sampling error, the researcher took 27.5% of the total population. Random sampling technique was relevant for this study since it gave equal chances for the population and free from bias.

Table 3.1: Summary of Total population and Samples of the Students by sex

Total Population			Number of Sections	Sample students 27.5%		
M	F	T	7	M	F	T
211	152	363		58	42	100

3.4. Data Gathering Instruments

As the study followed a mixed methods research approach, both quantitative and qualitative data were collected using different instruments. In order to collect data from the samples of the target population, questionnaire, text book analysis, classroom observation, and interview were employed as instruments.

Quantitative data were collected mainly through classroom observations and questionnaires. For the qualitative data, interview and material (textbook) analysis were used.

3.4.1. Questionnaire

Survey questionnaire were designed and prepared for both sample teachers and students to examine their practice in using literary texts in the classroom. The first set of questionnaire for the teachers was to find out their practice and the type of methods they employed or avoided in teaching literary texts.

The second set of questionnaire was distributed to the sample students to find out relevant data about their practices while they learn literary texts. All the samples, 3 grade 12 English teachers and 100 grade 12 students, were requested to fill the questionnaire. Both sets of questionnaires, for teachers and students, consisted of close ended questions.

In both cases, the first part of the questionnaire, which inquired the personal or background information of the students and teachers, was developed by the researcher with the insights gained from the literature. The other items in the second part of students' and teachers' questionnaire were adapted from former research works on literature carried out by different researchers, both from local and foreign. In adapting the contents of the questionnaire, changes were made at phrase and clause level. Besides, some of the items were developed from the

literature review part by the researcher. In both cases, frequency Likert scale was used. Scale1= Never, 2= rarely, 3= sometimes, 4= often, and 5= very often.

The questionnaire items prepared for the students were translated from English to Amharic and Afan Oromo language. The purpose of translating the questionnaire into Amharic and Afan Oromo was to minimize students' misunderstandings caused by the language, English. A senior MA (TEFL) teacher and an experienced English teacher, both from Chole High School, carried out the translation. First explanation had been given to them about the purpose of the study and then they translated it. After that, the two translated versions of the questionnaire items were compared and organized as one.

3.4.2. Textbook Analysis

In order to supplement the data that was collected through observation, questionnaire and interviews, relevant documents were analyzed in the study as Alderson and Wall (1993) have recommended. This tool was used to look at the nature and activities of literary texts in grade 12 students' English textbook and teachers' guide. In this regard Krippendorff (1980) stated, document analysis is used to generate valid and replicable data from documents. Thus, students' textbook and teachers' guide were examined to see whether the classroom practices of teachers and students were in line with the objectives of the lesson.

Title, genre, length and total number of literary texts and page number in the textbook and techniques requested to teach the literary texts were analyzed.

3.4.3. Classroom Observation

Classroom observation was one of the instruments intended to examine what the practice of teachers and students in using literary texts looks like. It enabled the researcher to find out what the classroom practices of teachers and students looks like in the actual teaching and learning scenario in using literary texts. Non participant classroom observation was conducted to validate teachers and students response, to explore how the teachers teach literary texts, which skill/s has/have been given priority in using literary texts, what type of approaches teachers used when they teach literary texts and the interaction between teachers and students and among students, how the students reacted in the class in using literary texts were examined. To conduct the classroom observation, a structured checklist was used. All the 7 sections and grade 12 English teachers in Chole Preparatory School were observed twice using checklist.

3.4.4. Semi- Structured Interview

As Alderson and Wall (1993) suggest, supplementing classroom observation with other tools such as questionnaire, material analysis, and interview is important. Through observation, the overt feature of the classroom instructions and interactions of the participants could be assessed. Reasons and beliefs about teachers practice in the classroom behind the observable practice,

which the questionnaires and observations could not elicit because of their closeness, should be explored in depth with interview (Selinger and Shahomy, 2008). Therefore, to complement the data that was gathered through observations and questionnaires, interview was used.

The researcher designed a semi-structured interview questions for teachers. This helped the researcher to find out more about the practical activities faced by both teachers and students when they used literary texts. Besides, it helped to explore the factors that influence teachers' and students' proper practice in using literary texts contained in grade 12 English textbook and to find out the approaches they used to understand literary texts. The researcher used tape recorder to record the response of all grade 12 English teachers.

Table 3.2: Shows Data Gathering Tools and Types of Data Collected in this Study

S.No.	Data Collection Tool	Type of Data Collected
1	Textbook Analysis	- The nature of literary texts in the textbook - Purpose of literary texts in English Language textbooks
2	Questionnaire	- Methods they adopted while using literary texts - Time arrangements of using literary texts - Language skills that can be enhanced through literary texts - Reasons teachers and students use or avoid literary texts in EFL classrooms.
3	Classroom Observation	- The practice of both teachers and students of using literary texts in the textbook. - The interaction between teachers and students and among students based on literary texts in the textbook. - Practical problems encountered in using literary texts - Strategies they adopted to comprehend each literary text in the textbook.
4	Semi- structured Interview	- Factors that affect the proper utilization of literary texts available in textbooks and strategies used to overcome the difficulties they faced. - Language skills they prefer to enhance through literary texts and the reasons why they use or avoid using different strategies of using literary texts in the textbook.

3.5. Data Collection Procedures

Before collecting data from the sources, first, permission was obtained from the principal of the school. The data collection process was carried out procedurally. Once the samples were identified, then classroom observation was conducted. After the classroom observation was

conducted the researcher briefed the objective of the study to the samples. Next, questionnaires were dispatched and collected. After that the content of lessons, activities, nature and procedures of literary texts in the textbook were identified and analyzed. Finally, interview was administrated for Grade 12 English teachers.

3.6. Data Analysis Procedures

After collecting the different data from different sources using data gathering instruments, the data was organized and analyzed both quantitatively and qualitatively. The data that was obtained from classroom observation (using checklist) and questionnaires were analyzed quantitatively, whereas, qualitative approach was used to analyze the data that was obtained through textbook analysis and semi- structured interview.

The quantitative and qualitative data were analyzed independently as the study employed concurrent model (QUAN + QUAL) of mixed methods approach. That was done to elucidate each component, minimize the influence of one component on the role of the other and to obtain substantiated findings (Creswell, 2010).

In this regard, Dornyei (2007: 245) recommends following this approach as:

... the analysis of the data should proceed independently for the QUAN and QUAL phases and mixing should occur only at the final interpretation stage... in many cases it may be better to keep the analysis separate and only mix the QUAN and QUAL results at a later stage to illuminate and corroborate each other.

Substantiating this, Creswell (2010), notes that the mixing of the quantitative and qualitative data analysis in the concurrent triangulation research design is usually done at the interpretation or discussion section. Hence, the analysis of the quantitative and qualitative data was made in a separate and parallel manner as recommended by the scholars.

The tape recorded interview was first transcribed, analyzed and coded in to several significant themes. These themes were then grouped in to certain categories. The data that was gathered from the textbook analysis was analyzed in the form of table. The findings were discussed in order to investigate and report as accurately as possible. At last, conclusions were drawn inductively and recommendations were forwarded.

3.7. Sequence of Operations to be used through the study

Table 3.3: Shows sequence of Operations to be used through the study

			Types of Data
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No.	Research Objectives	Corresponding Research Questions	Gathering Tools Used
1	To examine grade 12 EFL teachers and students classroom practices while they are using literary texts	What are the practices of grade 12 teachers and students of using literary texts in Chole Preparatory School?	-Questionnaire - Interview -Classroom Observation
2	To identify the factors that influence the practice of grade 12 EFL teachers and students of using literary texts in the textbook	What are the factors that influence the practice of grade 12 EFL teachers and students of using literary texts in the textbook?	-Questionnaire -Interview -Classroom observation
3	To investigate grade 12 EFL teachers classroom approaches in teaching literary texts at Chole Preparatory School	What type of approaches and strategies are used by EFL teachers in teaching literary texts at Chole Preparatory School?	-Textbook analysis -Interview -Questionnaire -Classroom observation
4	To explore whether the practices of EFL teachers and students of Chole Preparatory School match with their views of using literary texts in the EFL classroom	Do the classroom practice of EFL teachers and students of Chole Preparatory school match with their views of using literary texts in the EFL classroom?	-Interview -Questionnaire

Chapter Four: Data Analyses, Findings, and Discussions

4.1 Introduction

In this chapter, the data analyses, findings, and discussions are reported. The tools used to collect data were textbook analyses, teacher and student questionnaires, classroom observation, and

teacher interview. The data obtained with these instruments were analyzed under quantitative and qualitative data analyses sections separately. In the first section, the quantitative data analyses and findings are presented. In the next section, the qualitative data analyses and findings are reported. In the final section of the chapter, the findings of quantitative and qualitative data analyses are discussed.

4.2 Quantitative Data Analysis and Findings

This part presents the analysis and findings of the data obtained through classroom observation, and survey questionnaires of teachers and students. At the beginning, the analyses and findings of the classroom observation data collected are reported. Then, the analyses and findings of the survey questionnaires data of teachers and students follow.

4.2.1 Classroom Observation

In this part, the analyses and findings of the data generated through the classroom observation are reported. For the ease of the analyses, the teachers who participated in the classroom observation are labeled from T1 to T3, who teach English in grade 12.

The analyses of this classroom observation were made with relevant to: teachers' practice, students' practice, teacher- students' interaction, and student/s- student/s interaction.

4.2.1.1. Teachers' Practice

The result of the classroom observation showed that the teachers (T1, T2 and T3) attempted to make the classroom participatory at the beginning of the observed period. They were asking questions based on the title, brainstorming, reviewing familiar stories, considering illustrations and titles, making predictions based on previewing, skimming and scanning for main and specific points. But this situation didn't stay longer. During and after reading the given literary session T1, T2, and T3 dominated the class. They were budgeting of more time for their own activities.

The data obtained from the observed classrooms revealed that there was a high tendency of using the information based approach, which is teaching knowledge about literary texts where literary texts are considered as a medium to offer a source of information to students, in teaching the literature component in English. It was observed that T1, T2, and T3 began their lesson by initiating the students with warm-up activities. Then students were asked to read the literary text aloud to the entire class. That was followed by the teacher by giving explanation and lecture of what was being read. Of course, it was noticed that T1 would read the text aloud again to the class then worked through every unfamiliar words and phrases found in the text and retold the message of the text.

On the other hand, T2 explained and summarized the entire content and message of the literary text in simpler way after the students had completed reading the text. T2 also interpreted the meaning of some of the words and phrases, at the middle of his reading, in Amharic.

In approaching the literary texts, in the observation session, T1, T2, and T3 were seen to paraphrase difficult words and phrases in to the students' mother tongue (Amharic and Afan Oromo). T3 provided students with back ground information about the given literary texts and asked open and close ended questions to provoke ideas from the given literary texts. He

instructed them to work in pair and groups but the time he gave them was not sufficient. He didn't wait for them until they express their answers and opinions instead he explained the theme, and gave answers to the questions that he had asked them.

From the above data we can deduce that teachers were a dominant figure in the EFL classrooms of using literary texts. Vast amount of time was taken by the teachers to talk, explain and lecture the lesson. This implies that classroom activities and practice of using literary texts in EFL classroom were highly dominated by the teacher. Thus, in the observed classrooms, the method/ approach used by the teacher were teacher-fronted.

4.2.1.2. Students' Practice

The data obtained from the observed class times and lessons revealed that in more than half percent of the total observed class times the students were listening to explanations made by the teachers and had less time for expressing their own opinions, answering questions discussing and practicing the activities in pairs or groups. The other types of students' practices in learning literary texts in the observed classroom was reading the given text, and writing short summary notes and some new words and phrases written on blackboard. Little or no time was given for other communicative activities. From this explanation we can understand that Students in EFL classroom speak and discuss little on the given text when they learn literary texts.

4.2.1.3. Classroom Interaction between teacher and students/ among students

It was noticeable that in the observed lessons the dominant form of classroom organization was teacher to students/class interaction. The two observation sessions confirmed this reality. The teachers covered more of the observed class times. They speak more and class listen. That means students had less time in exchanging their views and opinions with their partners. They had less opportunity of practicing the language as there was more taking time for teachers. This data confirmed that individual, pair and group works based on the given literary texts were given less attention by the teachers in using literary texts in EFL classrooms.

In general, the findings through classroom observation implied that the teacher acts as a dominant figure that reads the poem (text), retells the message, explains, ask questions and give answers. The findings also manifested that the teacher was in control by spending much time in dealing with students' comprehension and explanation of the given literary text.

In the observed lessons, in all sections, there was no balance in time allotment for the treatment of different classroom activities related to the given literary text. For example, working on the meaning of new vocabulary items received more attention, whereas, others received less. Even some of the activities were not practiced totally. The teachers gave little or no time for the students to recite, practice pronouncing the given poem, and discuss etc.

This implies that communicative activities were overshadowed as teachers' focuses of the classroom activities were on lecturing, rote learning, summarizing the content, and giving them short notes, and students were kept less interactive. From these evidences, it is possible to deduce

that teachers' practice while teaching literary texts affected the practice of students in EFL classrooms.

4.2.2. Questionnaire Results

4.2.2.1. Teachers' Questionnaire Result

This part is devoted to present the analyses and findings of the data gathered from 3 teachers using the questionnaire. In the first section, the analysis of the data related to teachers' personal factors is presented. In the next part, the analysis of the data collected related to the actual classroom practice of teachers when they teach literary texts is presented.

4.2.2.1.1. Demography of the Teachers

Table 4.1: Summary of Teachers Personal Information

No.	Personal Information		Frequency	%
1	Teaching Experience at Preparatory School	1-5 years	1	33.3%
		6-10 years	1	33.3%
		Above 10 years	1	33.3%
		Total	3	100%
2	Gender	Male	3	100%
		Female	-	-
		Total	3	100%

As the teachers personal information analysis reveals, differences among the participants were noticed in their teaching experience. That is, 1 (33.3%) of the participants teaching experience ranges from 1-5 years. Again 1 (33.3%) of them has been teaching in Preparatory school for 6 to 10 years; the remaining 1(33.3%) has been teaching for over10 years. So, there was difference among the participants in teaching experience. Regarding the gender of the participant teachers, all of them, 3(100%), are male.

4.2.2.1.2. Classroom practice of Teachers

The questionnaire items in this section are related to the classroom practice performed by the teacher while using literary texts in EFL classrooms. The questionnaire consists of 12 questions.

Table 4.2 A: Shows the Actual practice of Teachers in EFL classrooms

N o.	Items	Frequency											
		Nev er		Rarely		Sometim es		Often		Very Often		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I do activities, analyzing the language of literary texts in order to draw students' attention to how language is used to convey meaning in the literary texts.	-	-	-	-	-	-	3	100	-	-	3	100
2	I advice and motivate my students to practice well.	-	-	-	-	1	33.3	1	33.3	1	33.3	3	100
3	During lesson preparation, I give attention to the objective of each genre of literary texts.	-	-	-	-	-	-	1	33.3	2	66.7	3	100
4	In my teaching of literary texts, I skip over (ignore) certain sections from the lesson.	-	-	1	33.3	2	66.7	-	-	-	-	3	100
5	I read the literary texts aloud and give explanation.	-	-	-	-	-	-	2	66.7	1	33.3	3	100
6	I give summaries of each literary text as notes for students to copy.	-	-	-	-	-	-	3	100	-	-	3	100

The result of item 1, in the teachers' questionnaire, shows that all the three teachers, 100%, asserted that they sometimes do activities, analyzing the language of literary texts so as to draw their students attention to how language is used to convey meaning in the literary texts. From their response it can be concluded that English teachers do not properly draw the attention of their students to how language is used to convey meaning in the literary texts by doing different activities and analyzing the language.

In item 2, teachers were asked to rate their practice whether they advice and motivate their students practice well when they use literary texts. The three teachers reacted differently to this item. They rated sometimes, often and very often. This result affirmed that there was uniformity of teachers practice in advising and motivating their students when they teach literary texts.

Item 3, in the above table shows that the practice of English teachers during lesson preparation if they give attention to the objective of each genre of literary texts or not. The result shows that 1 (33.3%) performed often; whereas, the rest, 2 (67.7%), performed very often. Thus it can be said that they prepared their lesson by considering the objective of teaching the given literature component.

Question number 4, in the teachers' questionnaire, was asked to investigate if the respondents skip over (ignore) certain sections and activities from the lesson suggested by the text and teachers' guide while teaching literature or not. One of the respondents (33.3%), rated rarely. Whereas, the remaining, 2 (66.7%), affirmed that they skipped over some sections and activities from the literary texts they suggested to teach. This result shows that there was tendency of omitting useful classroom activities suggested by the teachers' guide and students' textbook in teaching literary component.

When asked if the teacher read the given literary texts aloud to the class and give explanation or not, in item 5 of the questionnaire. All of them replied positively. Two of them, (66.7%), rated often. On the other hand, 33.3%, rated very often. This result signifies that reading aloud and giving explanation about the given literary texts was believed to help students to comprehend the text better, improve their reading accuracy and pronunciations.

Item 6, in the questionnaire, was asked to explore the practice of English teachers in teaching literary texts in giving summaries as notes for students to copy. As the result illustrates all of them, (100%) confirmed as they performed this practice most of the time. From this data it can be said that giving summaries as notes for students in teaching literary texts was a frequent activity practiced by English teachers.

Table 4.2 B: Shows the Actual practice of Teachers in EFL classrooms

		Frequency					
						Very	

N o.	Items	Never		Rarely		Sometimes		Often		Often		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
7	I assign different activities to students in pairs/ groups and encourage them to present their work to the whole class.	-	-	-	-	2	66.7	1	33.3	-	-	-	100
8	I spend more time to classroom activities that help my students to practice well while I am teaching literary texts.	-	-	-	-	1	33.3	1	33.3	1	33.3	3	100
9	I encourage students to relate the topics and themes of the literary text they read to their own personal experience and opinions.	-	-	-	-	2	66.7	1	33.3	-	-	3	100
10	I encourage students to understand cultures and beliefs different from their own that are reflected in the literary text.	-	-	-	-	2	66.7	1	33.3	-	-	3	100
11	I adopt different and flexible teaching methods while teaching literary texts.	-	-	-	-	1	33.3	2	66.7	-	-	3	100
12	I encourage my students to share their own opinions about the literary works in their own words in order to generate their independently critical ideas.	-	-	-	-	1	33.3	2	66.7	-	-	3	100

With regard to assigning different activities to students in pairs/ groups and encourage them to present their work to the whole class, as this was raised by item 7, in the questionnaire. 2 (66.7%) rated sometimes; while, 1 (33.3%) said often. This shows that to some extent there was tendency by English teachers in encouraging students to take part in pair/ group activities and present their work to the class. But as the number signifies the situation was not sufficient.

According to the result, obtained from the response of the teachers for item 8, all the three teachers have different reaction. They rated sometimes, often, and very often. Though there was no similarity, all of them spent more time to classroom activities that help their students to practice well while they are teaching literary texts.

In the questionnaire, item 9, was asked to identify teachers practice in encouraging students to generate ideas, share their opinions about the literary texts they use in their own words. The result of this question yields that there was some tendency of motivating students in order to generate ideas and share their own opinions about the literary texts in their own words. In the response 2 (66.7%) rated often, on the other hand, 1 (33.3%) rated sometimes.

Teachers were asked to rate their practice on encouraging students to relate the topics and themes of the provided literary texts to their own personal experience and opinion. That was question number 10 in the questionnaire. Two of the respondents, 66.7%, confirmed as they practiced sometimes. On the other hand, the rest 1 (33.3%), said most of the time. From their response we can understand that to some extent, students were encouraged by their teachers to relate the topic of the given literary texts with their own personal experience.

Teachers were asked to decide whether they encourage their students to understand cultures and beliefs different from their own that contained in the literary text, According to question number 11 in the questionnaire. As the result shows, there was less tendency of doing such practice. Because 2 (66.7%) of the respondents rated sometimes; while, 1 (33.3%) said often. This shows encouraging students to understand and admire others culture and beliefs reflected in the prescribed literary texts received less consideration by English teachers.

The last item, question number 11, was asked to investigate if English teachers adopt different and flexible teaching methods while teaching literary texts or not. 2 (66.7%) rated often; while, 33.3% rated sometimes. Based on their response, we can say that English teachers employ different teaching methods according to the nature and type of texts and classroom activities insufficiently.

Evidently, the findings of the teacher questionnaire (see the table 4.2) revealed that classroom practices and activities popularly used by the English teachers in teaching the literary component in English class were not carried out properly as the approach of teaching literary texts advocates. In general, teachers didn't give an ample of opportunities to their students when they teach literary components. The teachers' approaches to the teaching of literary texts were emphasizing explanation, reading aloud and giving summaries as a note. There was also lack of motivating students to practice actively and involve in pair, group and works and present their works to whole class.

4.2.2.2. Students' Questionnaire Results

4.2.2.2.1. Demography of the Students

Table 4.3: Number of Participant Students by stream and sex

Grade	Total Number of Students	
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12	Natural Science			Social Science			Total			% of Students		
	M	F	T	M	F	T	M	F	T	M	F	T
	31	25	56	27	17	44	58	42	100	58	42	100

With regard to the students gender 58 (58%) of the participants are male and 42 (42%) of the participants are female students. In terms of the participants field of study 56 (56%) of the participants are from Natural Science and 44 (44%) of the participants are from Social Science.

4.2.2.2.2. Classroom Practice of Students

In the questionnaire, all the items are related to the classroom activities and practices performed by students while they are using literary texts. This part of the questionnaire consists of 10 questions.

Table 4.4. A: Students' Questionnaire response on their practice

N o.	Items	Frequency											
		Never		Rarely		Sometime s		Often		Very Often		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I read and re-read the prescribed literary texts for better understanding	2	2%	21	21%	50	50%	22	22%	5	5%	100	100%
2	I read the given/ assigned literary texts and information by applying different reading skills (e.g. scanning, guessing, predicting, and finding main ideas).	1	1%	13	13%	35	35%	39	39%	12	12%	100	100%
3	I find meanings in the literary texts based on my own ideas, interests and needs.	7	7%	27	27%	29	29%	25	25%	12	12%	100	100%
4	I find, sift, and sort information contained in the given literary text and to present it in a useful way.	4	4%	33	33%	39	39%	24	24%	-	-	100	100%
5	I searched for and organize extra information related to the literary works discussed in classroom.	7	7%	22	22%	54	54%	10	10%	7	7%	100	100%

According to this, item 1 was used to determine whether the students read and re- read the prescribed literary texts for better understanding or not. The result shows that 23 (23%) of the student responded negatively that they read and re- read little or none the given literary texts so as to have better understanding. On the other hand, 50 (50%) of the respondents responded as they read and re- read the given literary text sometimes. The remaining respondents, 27 (27%)

gave their responses positively that they regularly read and re-read the given literary texts for the better understanding.

From the above interpretation, it can be suggested that the majority of the sample students realize and emphasize the essence of reading and re-reading the literary texts for better understanding. However, some of the respondents give less attention to reading and re-reading of the given literary texts.

Item 2 in the questionnaire is about whether the students apply different reading skills like: scanning, guessing, predicting, and finding main ideas when they read the given literary texts or not. The result showed that the vast majority of the respondents 86 (35+ 39+12), which is 86% gave their responses positively that they employ different reading skills and sub skills while they are using literary texts. Whereas, only 14 (14%) of the respondents rated that they apply little or no reading skills and sub skills while they are reading literary texts.

This shows that there were no uniformity of employing different reading skills and sub- skills among students of using literary texts even though most used it of the respondents confirmed that they used it.

Item 3 in the above table, concerns about whether the student finds in the literary texts based on his/her own ideas, interests and needs. Evidently, the response of the respondents revealed that 37 (37%), 34 (34%) and 29 (29%) rated often, little or no and sometimes respectively.

As indicated in the above table, item 4, the respondents were requested to rate their practice on whether they find, sift and sort information contained in the given literary text and to present it in a useful way. According to their response obtained from this item, 39 (39%) of the students sometimes find, sift and sort information in the literary text and present in a meaningful way. On the other hand, 37 (4%+ 33%) of the participants rated little or none. However, only 24 (24%) of the respondents practiced these activities most of the time.

This is to mean that the students were not that much aware of finding, examining, and sorting the information contained in the literary texts and presenting it in the meaningful way.

Item 5, in the questionnaire was used to investigate whether the students search for organized extra information related to the literary works used in the classroom. As the data of this item reveals that 7+22 (29%) of the respondents have had little or no experience of searching for organized information from the given literary texts. Again more than half of the respondents 54 (54%) said that as they search for organized information sometimes. The remaining student respondents rated 10 (10%) and 7 (7%) often and very often respectively. This result implies that most of the students lack the ability to construct and organize text meaning by combining their prior knowledge with the information given in the text.

Table 4.4.B: Students' Questionnaire response on their practice

N o.	Items	Frequency											
		Never		Rarely		Sometimes		Often		Very Often		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
6	I communicate with my partners/ group members using spoken and non- verbal expressions in the target language.	6	6%	26	26%	34	34%	22	22%	12	12%	100	100%
7	I demonstrate my opinion in English regarding the given literary text.	3	3%	29	29%	36	36%	24	24%	8	8%	100	100%
8	I take an active role to construct meaning from the texts.	8	8%	10	10%	38	38%	29	29%	15	15%	100	100%
9	I undertake group/pair work that would lead to the cooperative learning process of negotiation, organization and sharing regarding the given literary text.	5	5%	15	15%	40	40%	27	27%	13	13%	100	100%
10	I ask question when something is not clear for me and give answer when questions are raised.	-	-	7	7%	63	63%	13	13%	17	17%	100	100%

According to the data illustrated by the above table, item 6, the respondent students were asked to rate their practice on classroom interaction, communicating with their partners/ group members while they are using literary texts in the target language. The obtained response shows that 34(34%) of student respondents interact with their partners and group members sometimes to discuss the given literary text, another 22+12 (22%+ 12%) of respondents rated often and very often respectively. The rest respondents 6+ 16 (22%) have almost no practice of communicating with their partners and group members.

It can be deduced from the result obtained from item 6, that pair and group works in using literary texts in EFL classrooms received less attention. The absence of such a practice could be linked to teachers' teacher- centered habits of controlling the whole learning process.

Research question item 7 was used to explore information about students' practice of demonstrating their opinions and views in English with regard to the given literary text. The response confirmed that majority of the respondents, 68 (68%), which is 36 (36%), 29 (29%) and 3 (3%) rated sometimes, rarely and never respectively. While the remaining 32 (32%), which is 24 (24%) and 8 (8%) rated often and very often respectively.

The result of this item shows that students only have limited habit of demonstrating their opinion and views about the given literary texts. That is to say, only a relatively short time and chance were devoted for students to provide and express their opinions about the text they read.

Item 8, in the above table, was requested to know whether the students take an active role to construct meaning from the given literary text or not. According to their response, 38 (38%), 29 (29%), 15 (15%), 10 (10%) and 8 (8%) rated sometimes, often, very often, rarely and never respectively. This result shows that most of the students have problems on involving actively constructing meaning from the given literary texts. The absence of such a very useful practice could be attributed to the domination of teachers practice in the classroom and less consideration of motivating students to take their role actively so as to construct meaning from the text.

According to the result obtained from the respondents on item 9, which is used to determine if the students practice to negotiate, organize and share information with regard to the given literary text in the process of cooperative learning. The data shows that the highest number of respondents 40 (40%) undertake group and pair work to negotiate, organize and share information. The data also shows that another 40%, which is 27 (27%) and 13 (13%) rated often and very often respectively. The remaining 20%, specifically (5%+ 15%) rated as they had no or little experience in negotiating, organizing and sharing information when they undertake group and pair work in cooperative learning.

This result strengthens the result obtained in the above questionnaire items. Many students are less likely to undertake group and pair work in negotiating, organizing and sharing of information based on the given literary work. Everyone's contribution in the group was less considered. That was why a considerable amount of time was spent on various teachers' practices in many of the EFL classroom while using literary texts.

Question 10, in the questionnaire, was asked to explore whether students ask question when something is not clear for them and try to give answer when questions are raised or not. As can be seen from the table the vast majority, 63 (63%) of the respondents ask and answer questions sometimes in using literary texts. The second large group, which is 30% (13+ 17), asks and answers questions when necessary in the literature classrooms. The remaining respondents, only 7 (7%), have little experience of asking and answering questions while using literary texts in the EFL classroom. From this data we can deduce that most of the students are interested to ask and answer questions in the literature classroom if they get the opportunity.

Over all, as the result of the students questionnaire reveals that students were either given some time or a little time to practice different classroom activities in EFL classrooms when they learn literary texts.

In addition, students were given little chance to attempt comprehension questions and demonstrate and present their own opinions and ideas on the given literary text. Individual, pair and group activities were given less consideration. This situation in turn affects students to take an active role in the classroom activities. Students also lacked sufficient exposure to different practices important to find, meaning, sort, and construct information from the given literary texts.

4.3. Qualitative Data Analysis and Findings

This part presents the analysis and findings of the data obtained through Textbook analysis, and semi structured teachers' interview. At the beginning, the analyses and findings of the textbook analysis data collected are reported. Then, the analyses and findings of the semi structured teachers' interview data follow.

4.3.1. Result Obtained From Textbook Analysis

In this section the analysis and findings of the data obtained from the textbook analysis were reported. The data analyzed were obtained from Grade 12 English textbook and Teacher's Guide. In the first part of this section, different genres of literary texts with their corresponding units in the texts, page number, length, author, and practices (activities) to be performed in the classroom were presented in Table. In the next part, the analysis and findings were presented.

Table 4.5: Literary Texts Incorporated in Grade 12 English Textbook

No.	Title of the literary Texts	Genre	Unit	Page	Length of the literary text	Author	Practices(Activities to be performed
1	The Girl From Abroad	Novel Extract	1	29	2 pages	-	- Comprehension questions - Reading individually and silently
2	Under a Telephone Pole	Poem	2	49	10 pages	Carl Sandburg	Reading aloud and reciting the poem, Discussion in small groups, writing the version of the poem individually.
3	Building the Nation	Poem	4	82-83	36 lines	Henry Barlow	Reading aloud, discussing the answer, guessing the meaning of some words and phrases
4	No Longer at Ease	Novel Extract	4	83	33 lines	Chinua Achebe	Reading silently, discussing the answer, guessing the meaning of some words and phrases, comprehension.

5	Devil on the Cross	Novel Extract	4	87-89	31 lines	Ngugi Wa Thiong'o	Reading silently, guessing the meaning of some words, discussing the questions in groups
6	The Plot of a Film	A Film Review	4	98-99	25 lines	-	Listening comprehension, making notes, writing review, identifying film genres, speaking
7	A Taxi Driver on His Death	Poem	7	162	17 lines	Timothy Wangusa	Reading aloud, discussing the questions with partners
8	Vultures	Poem	8	187-189	51 lines	Chinua Achebe	Comprehension questions, guessing the meaning of unknown words and phrases
9	Western Civilization	Poem	9	209-210	25 lines	Agostinho Neto	Comprehension questions, practicing pronouncing the poem, reciting the rhythm of the poem and its stress
10	From the Money Order	Novel Extract	9	215	40 lines	Sembene Ousmane	Reading, comprehension questions
11	Film stars and their Works	A Film Review	11	245-257	25 lines	-	Listening comprehension, discussing in small groups and pairs, making notes, guessing the meaning and using new words
12	Titanic	A Film Extract	11	260-261	20 lines	-	Reading, Comprehension, Discussion

As can be seen from the above table, totally there are twelve literary texts included in grade 12 English textbook. The literary texts have been included regularly throughout the course. From the total twelve units, in grade 12 students' English textbook, seven units contained different genres of literary texts. When we see in terms of genres: 5 poems, 3 novels extracts, 3 film extracts and 1 short story are incorporated. Looking at the contents of these literary texts, we can ascertain that the literary form which is subjected most of the extraction is the poem.

As stated in the teacher's guide the main objective of teaching literary texts is to widen the students' enjoyment and understand of English. In the guide it was recommended that all language skills and language areas should be taught in an integrated manner while using these literary genres.

With regard to the length of the literary texts in the Grade 12 English textbook, the shortest literary text is 10 lines poem, entitled: "Under a Telephone Pole", whereas, the longest literary text is 2 pages novel extract, entitled: "The Girl from Abroad". Here we can deduce that the contents are not too lengthy to understand. They are convenient to use.

However, all the literary texts in the Grade 12 students' English textbook are written by foreign authors. No single work of Ethiopian writer is included in the textbook. The researcher believes that including Ethiopian writers literary works written by English language in the textbook for teaching purpose, has many advantages.

The texts enable the students to understand and appreciate different cultures and ideologies which differ from their own in time and space. Even though the students have low level of English competence (as it was confirmed by an earlier research paper conducted in this school) where they might fail to make valid understanding of a given text, the literary texts included in the English text book of Grade 12 students are appropriate to their linguistic and comprehension level. The literary texts are open to many interpretations and they are interesting, motivating and are enjoyable.

As clearly seen from the above table the suggested activities (practices), in the textbook under each literary text, to be performed in the classroom, the texts give great opportunity for creating a close classroom interactions between teacher and students and among students. A typical example to show this reality is the first literary text found in unit one, page 29, entitled: "The Girl from Abroad". In this text the students are asked to discuss in pairs then in groups about the wedding ceremonies of their own culture and local and tell to the teacher before they read the text and asked to compare the cultural similarity and difference with the wedding ceremony in the text after reading and tell to the whole class. Another example, in the poem entitled: "Under a Telephone Pole" in unit two, page 49, the students are asked to discuss, practice, recite the poem individually and in groups and then to write their own poem similar with the given poem. This clearly shows the literary texts in the text book offer an ample of time more for students to practice and work individually, in pairs and groups. This situation provides opportunity for broadening students' appreciation of literature, and self- directed reading, which stimulates the interest of the students. This can create conducive language teaching and learning atmosphere and make students to be interested to language teaching.

The literary texts in the text book can function as communicative situations for teachers and students to introduce real life into the classroom. For instance, the poem in unit7, page 162, entitled: "A Taxi Driver on His Death", best illustrates the real life situation. The overall message of this poem signifies the day to day activities in the students setting and some other place. As the incidence in the poem is very close to their daily life they can use it as a communicative situation. They also offer a wide range of styles and registers, like: formal informal and neutral registers.

However, some of the literary texts in the text book, especially, the film review part, unit 4, "The plot of the Film", Unit 11, "Film Stars and their Works" and Unit 11, "Titanic" do not create opportunities as the other genres do for the students to practice and do the prescribed

activities. The students are asked to review the plot, settings, and film genres and to discuss some ideas about characters in the films like: Avator, James Bond, Titanic, The Prince of Diaries etc. Since the students are unfamiliar with these types of films. Most of them even have no idea about Western Movies. This shows that the film extracts used in Grade 12 English text book are not closely related to the real life situation of many of the students.

The procedural activities, how each literary text should be used in the classroom, are clearly stated in the teacher's guide. The teacher's guide provides a clear procedural classroom practices, what to be done before, during and after reading each literary text. It also states the role of both teacher and students in the classroom while using literary text. Moreover, it demonstrates individual, pair, group and whole class activities with the ways of evaluation of the achievement of each lesson. For example, the teachers guide clearly suggests the following procedures to be followed while using a poem.

English for Ethiopia grade 12, Teacher's Guide, page iv.

- *Read the poem aloud while students follow in their books.*
- *Identify any unknown vocabulary and check that they have understood the general mood and feeling of the poem.*
- *Follow the correct rhythm and intonation patterns and ask students to read it aloud after you.*
- *Point out various poetic devices: alliteration, repetition, and similes, verse form and rhythm, and ask students to identify these in the poem.*
- *Explain any difficult concepts, and then invite the students to read the poem aloud in groups, pairs, or individually.*

Generally, the analysis of literary texts included in English for Ethiopia Grade 12, Student Textbook and Teacher's Guide implies that they are adopted as a resource to provide stimulating language activities and to help students improve their knowledge of and proficiency in the English language. They provide plenty of classroom practices with clear procedures performed by both teacher and students.

4.3.2. Results of Teachers' Interview

This section deals with the additional data from a semi- structured interview of teachers about the classroom activities, teaching methods and time management when they teach literary texts. This semi- structured interview was prepared for three English teachers, who teach English in

Chole Preparatory school. Each interview session took approximately 10 to 20 minutes. All of the interviewees were tape- recorder.

1. Whether the teacher spends more time to the students to practice more

The first question “While you are teaching literary texts, do you spend more time by giving opportunities to the students to practice more?” was presented to the three teachers. More or less all the three teachers agree that they took more time in explaining new language items, giving lectures and elaborating the message of the literary texts. They also said that there were times which they gave more opportunities to the students to practice more regarding the type of the text.

2. Types of approaches or methods they employ in teaching literary texts

All the three teachers were asked the question “What type of approaches or methods do you employ while you are teaching literary texts?” Their response is almost a like. They responded that they most of the time use teacher- centered and sometimes student- centered, like: using discussion, pair and group works.

3. Whether the literary texts in grade 12 English text books provide an ample of classroom activities and practices or not

After all the three teachers were asked the question “Do you think the literary texts in grade 12 students’ text book provide an ample of classroom activities and practices for both teacher and students?”, their response indicated that the literary texts in the book provide plenty of interesting and interactive classroom activities and practices. T1 also added that some of the activities are difficult to manage in the classroom in the allotted time.

4. The procedural activities suggested by the teacher’s guide and students’ text book

When the teachers were asked about whether they follow every procedural activity suggested by the teacher’s guide and students’ text book of using literary texts or not. T1 said that sometimes he skipped over some of the procedures since he found the some of the texts unfamiliar with the students. Instead he used alternative activities. T2 in his side said that he followed only some of the procedures. He said that he adapted some of the texts and activities. When I thought the texts are difficult to the students, he didn’t follow regularly the suggested procedures to teach literary texts. T3 also said that he rarely followed the suggested procedures as he had no ample of time to accomplish all the procedures. For this reason he omitted some of the activities. The response given by the teachers to interview question number 4 was almost similar. Hence, they

sometimes use the procedural activities, whereas, most of the time they omitted the suggested procedures to teach literary texts.

5. Interests of students to practice and take part in pair and group discussion

This interview question is aimed at exploring to know whether the students are interested to practice and take part in pair and group discussion while they are learning literary texts in EFL classrooms. T1 replied that his students were very interested to practice and take part their role in pair and group discussion while they were using literary texts by comparing with the other types of texts. He said that their interest for different activities slowed down when the texts were unfamiliar. T2 also confirmed that his students had much interest of using literary texts and enjoyed the activities. On the other hand, T3 responded that his students involved in pair and group activities even though they needed some help and guidance from him to perform well. In general, the results from the three teachers showed that their students practiced and took part in pair and group activities well when they use literary texts in the EFL classrooms.

6. Challenges or problems teachers face when they teach literary texts

The main purpose of this interview question was to get information from the three English teachers about what type of challenges or problems they face when they teach literary texts in the EFL classrooms. The result obtained from their response showed that they faced problems like: teaching unfamiliar texts, and lack of students' inspiration to learn by themselves. As T1 replied his students most of the time expected more from him. They expected him to explain everything. T2 stated that some of the texts are unfamiliar with our culture and sometimes they contain many unfamiliar and new vocabularies. He also added, since students had poor background of English language, it was very difficult for them to understand the messages. T3 also confirmed the response given by T2. In addition, T3 said that the unfamiliarity of the text restricted the interaction between the teacher and students and among students.

4.4. Discussions

The main purpose of this study was to explore the practice of Grade 12 English teachers and students of using literary texts in the EFL classrooms. In addition it was also aimed to identify

factors that influence the practice of both teachers and students of using literary text in EFL classrooms and to Check whether the practice of both teachers and students of English correspond with their views of using literary texts or not. Data were collected using different tools from classroom observation, teachers' and students' questionnaire, analysis of textbook and teacher's guide and from teachers' interview. The data were analyzed quantitatively and quantitatively in the preceding sections. The findings of the analysis were integrated and discussed in these sections.

The discussions of the findings were made in relation to the research questions posed in section 1.4 of this research. That is to say, the organization of the discussions was made in a way to address the objectives of the research questions.

Research Question 1: What are the activities and practices of Grade 12 EFL teachers and students of using literary texts in Chole Preparatory School?

This question was designed to find out the frequent classroom practices performed by both English language teachers and students. The findings of classroom observation, teachers' and students' questionnaire, textbook analysis and teachers' interview were used to address the objectives of this question.

The findings of classroom observation indicates that teachers usually reads aloud the given literary texts to the whole class, they also emphasizing translating new vocabulary items and phrases in to students mother tongue, (either into Afan Oromo or Amharic). They spent more time by giving detail explanation with regard to the message of the text and some other theories about literature.

They talk more by explaining meaning of the words and giving lecture. Writing short summary notes on the blackboard about the text they teach was also a common practice of teachers, which received more attention by English teachers. On the other hand, students were found to listen to teachers' nonstop talk. In fact, students were observed performing individual, pair and group activities while using literary texts. Nonetheless, these interactive practices were not stay longer. It was simply an attempt. More or less, they tried to answer questions, posed by the teacher. Most of the class time was devoted to teachers' traditional practices.

The findings in the questionnaire, (both from teachers and students), also supported the findings obtained from the classroom observation. The findings of the teachers' questionnaire indicate that teachers focused on specific aspects of activities and language items. They failed to employ the suggested teaching practices. Moreover, the findings of the students' questionnaire also show that the prevailing mode of practice was listening. Students were found passive.

The findings of the material analysis, English for Ethiopia Teacher's Guide and Students' textbook of Grade 12, reveal that they adopted as a resource to provide stimulating and interactive language activities. It also stated suggested activities procedurally to help both teachers and students to improve their practice of using literary texts and proficiency in the English language. In addition the findings indicate that the practices suggested by the text stimulate the interest of the students and creates a pleasant language teaching and learning atmosphere by making students to be interested to language learning. It also helps teachers to present the lesson step by step smoothly. Furthermore, the findings of textbook analysis entail that the textbook and teachers' guide clearly put the role of teachers and students, the way they interact, and what to be done before, during and after the lesson of the provided literary text with individual, pair and group activities.

However, teachers didn't follow the procedures suggested in the book. They skipped over some of the activities and failed to rely on the procedural activities listed on the book.

The findings of the teachers' interview also confirm that teachers took more time in explaining new items, giving lectures, elaborating the message and writing summary notes based on the given literary texts. The findings of the teachers' interview also claim that students rarely engage in pair and group work and cooperative learning and listen more. Comprehension questions in the majority of the teachers' lesson were answered in a few minutes without attending to text content in more detail.

Generally, based on the findings of the four data gathering tools used in this study, the practice of English teacher and students in the EFL classrooms of using literary texts, claim that teachers often dominate the practice of their students by taking much of the class time in order to explain the content of the lesson, focus on the meaning of unfamiliar words, write summary notes on the board and asking few questions. On the other hand, students tend to be dominated by their teachers. Listening to the talk of their teacher, copying summary notes, and trying to answer posed question and sometimes engaging in pair and group works are frequent classroom practices of students.

Research Question 2: What are the factors that influence the practice of grade 12 English teachers and students of using literary texts?

This question was intended to find out the real factors that influence the suggested EFL classroom activities of teachers and students while they are using literary texts. The findings of

the classroom observation, questionnaire and teachers' interview data analysis try to give answer to this question

The findings of the classroom observation show that the teachers' way of teaching literary texts were the main factors that influence the practice of teachers and students. This is to mean that English teachers employed a very limited set of activities in particular language in all the observed classrooms. This situation affects the practice of students. The findings of the classroom observation also claim that the language and familiarity of the literary text were the factors that affect the practice of grade 12 English teachers and students while using literary texts.

As the result of teachers' and students' questionnaire analysis of data shows, students practice was highly influenced by the traditional way of literary text teaching. That is, the teachers were found frequently using teacher centered approach instead of using different and flexible way of teaching and giving more time for their students to practice more. Substantiating this, the findings of teachers' interview data analysis reveal that the teachers' beliefs about the process of teaching literary texts were the other factor that influences their practice. Through the interview, T1 said, "I skipped over some of the texts and activities when I thought they are difficult to the students." T1 also added, "I sometimes ignored some of the activities and practices of the given literary text due to the fact that I thought the texts were unfamiliar with the students." This evidence signifies that teachers' and students' practice of using literary texts in EFL classrooms was highly influenced by the beliefs of teachers.

The teachers' interview findings also shows that students' learning attitudes towards some of the classroom activities were the other factor which influence their and teachers' practice in EFL classrooms of using literary components. One of the interviewed teachers, T1, expressed his opinion as follows:

"Students expect more from me though I gave them more opportunities and practice time. Through time this students believe cannot be changed. They want me to explain everything."

The response gained from the other teacher, T3, supported T1's response. T3 said, "In some of the literary texts the students lack interest to involve in the activities when the text is unfamiliar with them." Such believes of students were found influencing the classroom practice of teachers. Thus, perceived students' learning attitudes was the other main factors which influence their and teachers' practice.

The findings of the study is consistent with what Brog (2003), found out that there was a relatively relationship between teachers' beliefs and their classroom practices. In addition, Irena's (2011), study also supported the findings of this study. Teachers' beliefs are thought to have a profound influence on their and students' practices, (Irena, 2011).

Research Question 3: What type of approaches and strategies are used by EFL teachers in teaching literary texts at Chole Preparatory School?

The objective of this question was to identify the actual approaches and strategies that teachers employ in teaching literary components in EFL classrooms. The findings of the classroom observation, Teachers' and students' questionnaire, textbook analysis and teachers' interview were used to answer research question 3.

As the findings of the analysis of classroom observation data shows that in all the observed classroom there was high tendency of using the information- based approach in teaching the given literature component in English. That means, teachers elicit information from students, explain the content of the text to the class, ask questions to check students' knowledge based on what they use and provide students with background information. In this regard Carter and McRae (1996), argued that the information based approach bases itself on traditional views to literature and teaching. The findings of the classroom observation data analysis also depicts that teachers also employ a paraphrastic approach, which is teachers re-tell the text to students to help them understand, use simple terms to explain what the literary text is about to students, discuss what the author says in the text and get students to tell the story in line of the texts. In general, teacher fronted and traditional teaching strategy was used. Less attention was given to students' activities. On this issue, Dunning (1989) points out that it is important for teachers to create student- centered classroom where they can find chance to participate in the classroom activities actively.

This finding was also confirmed by the data analysis of teachers' and students' questionnaire. Similar data were obtained which strengthen the data gained from the classroom observation.

However, the actual classroom approaches and strategies used by EFL teachers of using literary texts to some extent contradicts with the suggested approaches and strategies in students' textbook and teacher's Guide, which directed them to employ communicative language teaching approach as stipulated in the syllabi.

Research Question 4: Do the classroom practice of Grade 12 English teachers and students of Chole Preparatory School Correspond to their views towards using literary texts in EFL classrooms?

The main aim of this question was to identify whether EFL teachers and students classroom practice corresponds with their views towards using literary texts. The findings of questionnaire and teachers' interview data analysis were used to identify the answer to research question four.

The findings obtained from the data analysis of both questionnaire of teachers and students and teachers' interview shows that English teachers and students seem that they were aware of the advantages of using literary texts in English language classes. However, their views on how to use and implement these literary texts in the classroom were a little different. It can be inferred from the data analysis of their questionnaire and interview some teachers and students believe that the contents and message of the literary texts in EFL classrooms should be explained and lectured by the teacher for better understanding. They believed that teachers leading role helps students to understand the text well. Their practice in the classroom seems exactly corresponds with their views. Because of having that type of view, they tended to use teacher fronted and limited classroom activities. That means, teachers take a lion share in the EFL classroom activities of using literary texts. Therefore, it is possible to infer from the findings that to some extent there is relationship between their views and practice. The answer for Research Question two also supports this conclusion.

The overall findings of the analysis gained from the tools used in this study imply that literary text classrooms have great domination of teachers practices like: explanation, lecture, focusing on the interpretation of new vocabularies, and reading aloud. On the other hand, very useful practices in using literary texts like: individual, pair, group, cooperative activities of students and whole class discussion received less attention.

Chapter Five: Summary, Conclusions, and Recommendations

5.1 Introduction

In this chapter, the summary, the conclusions, and the recommendations of the study are presented. In the first section, the participants of the study, the instruments used; the major findings of the data analyses and the discussions made on the findings are summarized. In the

next part, the conclusions drawn from the findings follow. In the final section, the recommendations suggested are forwarded.

5.2. Summary

The main purpose of this study was to explore the practice of Grade 12 English teachers and students of using literary texts in EFL classrooms. In order to achieve this, the researcher used different data gathering tools. The first tool used to collect the data was classroom observation based on formulated check list to find out the actual practice of both teachers and students while they are using literary texts in EFL classroom. The second type of tool that the researcher used was textbook analysis with relevant to length of the literary text, types of classroom activities based on the given literary text, the cultural background of the literary text and nature of the given literary text. The other data gathering instrument used was questionnaire for both grade 12 English teachers and sample students. At last, a semi structured interview was held to the teachers.

To collect data for the study, different numbers of participants were selected according to the types of tools. In order to collect relevant data about the practice of teachers via questionnaire all three English teachers who teach in grade 12 were included using comprehensive sampling technique.

From the total number of 363 grade 12 students in 7 sections in Chole Preparatory School 100 students were selected for the questionnaire using random sampling technique. Random sampling technique was relevant for this study since it gave equal chances for the population and free from bias. In order to examine what the actual classroom practices of teachers and students looked like, classroom observation was conducted twice.

In addition to the teacher survey questionnaire, interview was made with all three teachers who teach English in Grade 12 in Chole Preparatory School. To see how the practice of English teachers and students matched with the activities in the students' text book and teachers guide, Grade 12 English textbook and teachers guide were analyzed.

The data collected were analyzed quantitatively and qualitatively. The data collected through classroom observation and teachers' and students' questionnaire were analyzed quantitatively. Whereas, the data collected through textbook analysis and semi structured interview was analyzed qualitatively.

Discussions were made integrating the findings of the quantitative and qualitative data analyses so as to answer the posed research questions. The summary of the discussions of the findings

was made in line with the answers to the research questions. The discussions made in relation to the answers of the basic research questions are summarized as follows.

- Based on the findings of the four data gathering tools used in this study, the practice of English teachers and students in the EFL classrooms of using literary texts, claim that teachers often dominate the practice of their students by taking much of the class time in order to explain the content of the lesson, focus on the meaning of unfamiliar words, write summary notes on the board and asking few questions. They were budgeting more time only to their practices. On the other hand, students tend to be dominated by their teachers. Listening to the talk of their teacher, copying summary notes, and trying to answer posed question and sometimes engaging in pair and group works are frequent classroom practices of students.
- The practice of EFL teachers and students when they use literary texts were influenced by different factors. The main factors identified by this research were: teachers' approach of teaching literary texts. This is to mean, teachers using teacher fronted teaching method, which gives less attention to students classroom activities, dominate the practice of their students. Besides, Teachers' beliefs on teaching literary texts also one of the dominant causes which affect their and students' practice. Teachers instead of using different approaches, they guessed the given literary text was complex and unfamiliar to the students' level. Moreover, students' views towards using literary texts was the other factor which influence the practice of teachers and students of using literary texts in EFL classrooms. Students expected their teachers to explain ever thing about the given literary text, instead of trying by them. This is to mean, Students believed that they understood well when their teachers explained the lesson.
- English language teachers employed fixed and inflexible teaching approach of using literary texts. They usually use the information based teaching approach in teaching a given literary component. That means, teachers elicit information from students, explain the content of the text to the class, ask questions to check students' knowledge based on what they use and provide students with background information.

This approach bases itself on traditional views to literature teaching. Teachers also employed a paraphrastic approach, in which teachers re-tell the text to students to help them understand, use simple terms to explain what the literary text is about to students, discuss what the author says in the text and get students to tell the story in line of the texts. In general, teacher fronted and traditional teaching strategies were used. Less attention was given to students' activities. Generally, teachers didn't employ an integrated teaching approach according to the nature and type of activities.

- English teachers 'and students' practice were found to be correspond with their views about using literary texts in the EFL classrooms. In fact, they were aware of the advantages of using literary texts in English language classes. However, both teachers and students thought that teachers' lecture and explanation while teaching literary text was good for better understanding. They believe that teachers' lecture and summary notes help students to understand the given text well. Their practice in the classroom seems exactly corresponds with their views. Because of having that type of view, they tended to use teacher fronted and limited classroom activities. That means, teachers take a lion share in the EFL classroom activities of using literary texts.

5.3. Conclusions

In light of the discussions of the findings of the study, the researcher forwarded the following conclusions.

- The different approaches using literary texts and the carried out classroom practices of teachers don't match. In addition, students classroom activities were not in line with the procedural activities suggested by their textbook and teachers guide. This signifies that there is a wide gap between the approaches used in using literary texts advocated by scholars in the field and the actual teachers' and students' classroom activities.
- There was no or little integration of language skills of using literary texts. Hence, only priority was given to teachers speaking and students listening. Writing and speaking were received less attention.
- Most teachers employed an information and paraphrastic approach which were not the only appropriate teaching approaches, which encourage interest and understanding in the themes of literary texts due to an exclusive focus on other interactive teaching approaches.
- The teachers' techniques of solving problems, teaching methodology and strategies to overcome literary text problems and the encouraging and motivating techniques followed in the literary texts in English language classes can broaden the students' horizons in many aspects, and techniques, which lead students to be active participants that can have better understanding of the given text
- The researcher believed teaching literary components through interactive classroom teaching can foster learners' understanding rather than teaching through teacher fronted approach. To adopt teaching literary texts through interactive classroom teaching in

teaching English in the preparatory school environment in Ethiopian contexts, it is suggested that teaching literary texts should be adjusted in order to encourage learners to work independently, pairs and groups and more time should be given for students' classroom practices.

- It would also be possible to conclude that this inappropriate teachers and students' practice of using literary texts could be one major factor for the poor English language proficiency of the students obtained from literary texts.
- The teachers also lacked sufficient exposure to and an understanding of alternative instructional practices.

Generally, it would be possible to conclude that the designed syllabi that were intended to develop the literary competence and communicative skills of the students did not seem to take root in EFL classes in teaching literary texts. The efforts made in preparing textbooks communicatively and in training teachers to implement the designed syllabi tended to become less successful in terms of using literary texts.

5.4. Recommendations

With the light of the conclusions of this study, the researcher suggested the following list of recommendations.

- Teachers should employ different and flexible teaching approaches when they teach literary texts instead of simply providing information to the students.
- This study suggests that teachers need to devote significant class time to teaching literary texts through interactive classroom teaching and encourage students to engage in it. Thus, teachers should give an ample of class time for students' classroom activities.
- In order to achieve the objective of teaching literary texts in EFL classrooms, teachers should motivate their students so as to perform the given activities based on the suggested procedural activities.
- Individual, pair and group activities should be encouraged by the EFL teacher.

- Teachers should follow appropriate techniques in their EFL classes in order to help their students recognize the positive contributions of literary texts in their language improvement.
- Teachers should gauge their approaches so that the aims and the objectives of the literature component in English will be achieved to and hence, successfully accomplished.
- Students should take part in variety of classroom activities: individual, pair and group activities, while they are using literary texts.
- The use of literary texts in EFL classes should be utilized beyond classrooms by integrating the themes of the text used in the classroom to the real life of the learners with the intention of creating an interactive and meaningful discussion atmosphere by supporting it with home take assignments.
- Curriculum developers also should consider the difficulty level, familiarity of the literary text and content of the lesson whether it goes with the learners level or not.
- Curriculum developers should also include different literary components, which are the works of Ethiopian writers, written in English Language. This will help to build interest and confidence of EFL learners, from the more known to less known.

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Appendix A: Classroom observation Checklists

S.No.	Items	Yes	No
1	The teacher initiate the students with warm- up activities		
2	The teacher provides students with background information about the literary text.		
3	Teacher uses pre- reading, while reading and post reading activities.		

4	Teacher adopts student centered teaching method		
5	Teacher gives prompts/ cues.		
6	Teacher asks questions that lead to emotional, attitudinal and aesthetic response to each literary text.		
7	Teacher asks questions to provoke ideas, facts, etc. from the given literary text.		
8	Teacher asks close- ended questions.		
9	Teacher gives a summary of the text to be read.		
10	Teacher explains the content of the text to the students.		
11	Teacher uses different approaches/ methods.		
12	Active engagement and reaction of students with texts and other students.		
13	Interactive activities between teacher and students.		
14	A friendly rapport between the teacher and learners and among the learners to maintain effective communication.		
15	Students read and re- read the prescribed texts for better understanding.		
16	Students work in pairs and groups.		
17	Students justify their answers.		
18	Students express their feelings towards the issue of the literary texts.		
19	Students ask questions.		

Appendix B: Teacher Questionnaire Items

Dear Teachers, this questionnaire was designed for research purpose entitled: “Exploring Grade 12 English Teachers’ and students’ practice of using Literary Texts in EFL classrooms: Chole Preparatory School in Focus.” The term Literary Text in this questionnaire refers to any kind of literary texts written in English (e.g. novel extracts, short stories, poems, film extracts) included in the grade 12 English textbook. The success of this study depends on your genuine responses to these questions. The information you give in this questionnaire will be treated in utmost confidence and will be anonymous. Please, read carefully and give your responses to the questions honestly.

Thank you very much for your cooperation!

Part I: Background information

Directions: Please, put a tick () mark in front of your choice in the boxes.

1. Experience of teaching English at preparatory school.
 - 1-5 years ☐
 - 6-10 years ☐
 - Above 10 years ☐
2. Gender Male ☐ Female ☐

Part II:

Directions: Please read each of the following statements and put a tick mark () under the number key that best describes the frequency of your practices in time arrangement, teaching approaches/ methods, the types of contents you practice while you teach literary texts. Use the following key for the scale.

Key: 1= Never 2= Rarely 3= sometimes 4= often 5= very often

S.No.	Items	1	2	3	4	5
1	I do activities, analyzing the language of literary texts in order to draw students' attention to how language is used to convey meaning in the literary texts.					
2	I advice and motivate my students to practice well.					
3	During lesson preparation, I give attention to the objective of each genre of literary texts.					
4	In my teaching of literary texts, I skip over (ignore) certain sections from the lesson.					
5	I read the literary texts aloud and give explanation.					
6	I give summaries of each literary text as notes for students to copy.					
7	I assign different activities to students in pairs/ groups and encourage them to present their work to the whole class.					
8	I spend more time to classroom activities that help my students to practice well while I am teaching literary texts.					
9	I encourage my students to generate ideas, share their own opinions about the literary works in their own words.					
10	I encourage students to relate the topics and themes of the literary text they read to their own personal experience and opinions.					
11	I encourage students to understand cultures and beliefs different from their own that are reflected in the literary text.					
12	I adopt different and flexible teaching methods while teaching literary texts.					

Appendix C: Students Questionnaire Items

Dear Students, this questionnaire was developed with the intention of exploring the practice of grade 12 students at Chole Preparatory School of Using Literary Texts in EFL classrooms. Being sincere in your responses that you give to the items in the study will be confidential and will not be used for any other purposes. Please, read carefully and give your responses to the questions honestly.

Thank you very much for your cooperation!

Part I: Background information

1. Stream Social Science ☐ Natural Science ☐
2. Gender Male ☐ Female ☐

Part II:

Directions: Please read each of the following statements and put a tick mark () under the number key that best describes the frequency of your practices and activities, the types of contents you practice while you learn literary texts. Use the following key for the scale.

Key: 1= Never 2= Rarely 3= sometimes 4= often 5= very often

S.No.	Items	1	2	3	4	5
1	I read and re-read the prescribed literary texts for better understanding					
2	I read the given/ assigned literary texts and information by applying different reading skills (e.g. scanning, guessing, predicting, and finding main ideas).					
3	I find meanings in the literary texts based on my own ideas, interests and needs.					
4	I find, sift, and sort information contained in the given literary text and to present it in a useful way.					
5	I searched for and organize extra information related to the literary works used in classroom.					
6	I communicate with my partners/ group members while we are using literary texts in the target language.					
7	I demonstrate my opinion in English regarding the given literary text.					
8	I take an active role to construct meaning from the texts.					
9	I undertake group/pair work that would lead to the cooperative learning process of negotiation, organization and sharing information regarding the given literary text.					
10	I ask question when something is not clear for me and I try to answer when questions are raised based on the given literary texts.					

Appendix D: Textbook Analysis Criteria

1. What type of (genres) literary texts incorporated in the textbook?
2. Are the literary texts in the textbook appropriate to the linguistic or cultural level of the students' comprehension?
3. Do the literary texts in the textbook cater for the linguistic level and interest of students on a variety of themes that can be exploited for group activities?

4. Are the literary texts in the textbook open to many interpretations?
5. What type of classroom activities do the literary texts offer?
6. Do the activities in each literary text give more practice time and opportunities to the students?
7. Do the literary texts in the textbook provide opportunities for sustained, rapid, self-directed reading and broadening students' appreciation of literature?
8. Do the literary texts in the text book offer a wide range of styles and registers?
9. Do the activities in the literary texts stimulate the interest of the students?
10. Do the literary texts create an interesting and entertaining language learning environment?
11. Does the teacher's guide provide any procedural support on how the classroom activities should be done based on the given literary text in the textbook?
12. Do the literary texts in the textbook create an intensive engagement and interaction between or among the students?
13. Do the literary texts in the textbook offer the students a chance to drill in the language and to express their output ability?
14. Do the literary texts in the textbook give valuable opportunities to the students to use and develop such sub skills like deduction of meaning from linguistic and situational context?

Appendix E: Interview Questions for teachers

Date of interview ----- Time of interview ----- Venue -----

Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is intended to gather data about your practice while teaching literary texts in EFL classrooms.

I kindly request you to forward your ideas genuinely to the questions I am going to raise. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

1. While you are teaching literary texts, do you spend more time by giving opportunities to the students to practice more?
2. What type of approaches/ methods do you employ while you are teaching literary texts?
3. Do you think the literary texts in Grade 12 student's textbook provide an ample of classroom activities in teaching literary texts?
4. Do you follow every procedural activities suggested by the teacher's guide and student text while teaching literary texts in EFL classrooms? If not Why?
5. Are the students interested to practice and take part in pair and group work while they are learning literary texts?
6. What challenges or problems you face when you teach literary texts in the EFL classrooms?

Students Questionnaire Afan Oromo Version

Milltoo : Bar- Gaaffii Barattootaa

Jaallatamtota Barattoota, Kaayyoon gaafannoo kana barattootni Mana Barumsa Collee Qophaa'inaa yeroo daree Ingiliffaa og-barruuwwan adda addaa barataan gochaawwan daree keessatti raawwatan addaan baasanii akka beekan kan gargaaru sassaabuuf. Gaafannoo barreeffamaan dhihatan sirritti erga dubbistanii booda bakka duwwaa ()

mallattoo akka keettan isin gaafachaa deebiiwwan kennaman ofi eeggannooniifi iccitiin qabamanii qorannoo kanaaf qofa akka oolan isin hubachiisuu barbaanna.

Gargaarsa keesaniif Galatooma!

Kutaa I: Dur duubaa Odeeffannoo

1. Kutaa Barnootaa: Saayinsii Hawaasaa Saayinsii Ummamaa
2. Saalaa: Dhiira Dubraa

Kutaa II: Gochaawwan barattoota daree kessattii

Qajeelfama: Himoota tokkoo tokkoon isaanii erga dubbistee booda yeroo daree Ingiliffaa barreeffamota adda addaa barattu sirriidhan gochaawwan kee kan daree keessaa hima ibsu fuulduratti safartuuwwan tarreeffaman keessaa tokko jalatti mallattoo ka'i.

Furtuu: 1= gonkumaa 2= darbe- darbee 3= yeroo tokko tokko
4= yeroo baay'ee 5= yeroo hunda

T.L.	Gaafannoowwan	1	2	3	4	5
1	Og- barruuwwan dhihaatanirraa hubannoo gaarii argachuuf irra deddeebi'ee dubbi saa.					
2	Malleewwan dubbisa adda addaa fakkeenyaaf dubbisa- saffisaa, dubbbisa- sagaloo, dubbisa- sakkatta'aa, dhuma dubbisaa tilmaamuuniif raaguun kkf. Fayyadamuun dhaamsa hubachuuf yaalii ni taasiisa					
3	Fedhiifi danddeettii koo irratti hundaa'uun hiika barreeffama kenname barbaaduuf ni yaala.					
4	Og- barruuwwan dhihaatan keessaa dhaamsa ta'e haalaan hubachuudhaniifi qorachuun addaan baasee qindeessee dhiheessa.					
5	Xiyyeeffannaan dubbisuun barreeffama dhihaaterraa dhaamsa qindaa'e argachuuf ni yaala.					
6	Yeroo hojii waliiniifi garee barreeffama dhihaate fayyadamun miseensoota garee waliin walitti dhihaachuun ni hojjadha.					
7	Og- baruu dhihaatee keessatti dhaamsa qindaa'ebaasuudhaan malleewwan adda addaafayadamuun shaakallii ho'aa ni taasiisa.					
8	Og- barruu dhihaaterratti yaada mataa kootiifi wanta hubadha hanga danda'ameen afaan Ingiliffaatiin ni ibsa.					
9	Garee hojii waliin, akkasumas gurmaa'ina tokko- shaniin yeroo gareen, hojiin golaa itti hojjatamutti og- barruu dhihatae ilaalchiisee mari'achuun, yaada koo haala qindaawwan dhiheessuun, kan biros dhageeffachuun hirmaanna ho'aa ni taasisa.					
10	Og- barruu dhihaaterraatti kan naaf ifa hin taane yoo jiraate gaafachuun, kan gaafatames deebii itti kennuun hirmaanna nan taasiisa.					

Students Questionnaire Amharic Version

አባሪ : የተማሪዎች የጽሁፍ መጠይቅ

ውድ ተማሪዎች፣ የዚህ መጠይቅ ዋና አላማ የጮሌ መሰናዶ ትምህርት ቤት 12ኛ ክፍል ተማሪዎች በአንግሊዝኛ ትምህርት ክፍል ጊዜያት የተለያዩ የስነ ጽሁፍ ዐይነቶችን በሚማሩበት ወቅት በክፍል ውስጥ የሚያከናውኑትን ተግባራት ለይቶ ለማወቅ የሚረዳ መረጃ ለማሰባሰብ ነው። የቀረቡትን የጽሁፍ መጠይቆች በሚገባ ከነበባችሁ በሁዋላ ትክክለኛ ምላሻችሁን በተገቢው ክፍት ቦታ የ () ምልክት አንድተደርጉ አየጠየኩ የምትሰጡት ምላሽ በጥንቃቄና በሚስጥር ተይዞ ለዚህ ጥናት አገልግሎት ብቻ አንደሚውል ላረጋግጥላችሁ አወዳለሁ።

ለትብብራችሁ አመሰግናለሁ!

ክፍል 1: አጠቃላይ መረጃ

1. የጥናት መስክ: ማህበራዊ ሳይንስ ☐ ተፈጥሮ ሳይንስ ☐
2. ጾታ: ወንድ ☐ ሴት ☐

ክፍል 2: የክፍል ውስጥ ተግባራትን በተመለከተ

መመሪያ: አያንዳንዱን ዐረፍተ ነገር በሚገባ ከነበብክ/ሽ በሁዋላ በአንግሊዝኛ ትምህርት ክፍል ጊዜያት የተለያዩ የስነ ጽሁፍ ዓይነቶችን ስትማር/ ሪ በትክክለኛው ያንተን/ ያንቺን የክፍል ውስጥ ተግባር ከሚገልጸው አረፍተ ነገር ትይዩ ከተዘረዘሩት መልኪያዎች በአንዱ ስር () ምልክት አድርግ/ጊ።

መግለጫ: 1= ፈጽሞ አላደርግም 2= በጥቂቱ 3= አንዳንዴ 4= ብዙ ጊዜ 5= በጣም ብዙ ጊዜ

ተ.ቁ	መግለጫ	1	2	3	4	5
1	ከቀረበው የስነ ጽሁፍ አይነት የተሻለ ግንዛቤ ለማግኘት ደጋግሜ አነባለሁ					
2	የተለያዩ የንባብ ዘዴዎችን ለምሳሌ የዳሰሳ ንባብ፣ የፍጥነት ንባብ፣ የቅኝት ንባብ፣ የአትኩሮት ንባብ፣ የስነ ጽሁፉን ፍጻሜ መገመትና መተንበይ የመሳሰሉትን በመጠቀም የቀረበውን ስነ ጽሁፍ መልዕክት ለመረዳት አሞክራለሁ ።					
3	የራሴን ዳራዊ ዕውቀትና አመለካከት በመጠቀም የቀረበውን ስነ ጽሁፍ መልዕክት ለመረዳት ጥረት አደርጋለሁ።					
4	ከቀረበው ስነ ጽሁፍ ውስጥ የተቀመጠውን መልዕክት በሚገባ አገናዝቤና መርምራ በመለየት በተደራጀ ሁኔታ አቀርባለሁ።					
5	በአትኩሮት በማንበብ የተቀናጀ መልዕክት ከቀረበው ስነ ጽሁፍ ውስጥ ለማግኘት አጥራለሁ።					
6	በጥንድና በቡድን ስራ ወቅት የቀረበውን ስነ ጽሁፍ በመጠቀም ከቡድኔ አባላት ጋር ተቀራርቤ አሰራለሁ።					
7	በቀረበው ስነ ጽሁፍ ዙሪያየራሴን አስተያየትና የተረዳሁትን በተቻለኝ አቅም በአንግሊዝኛ ቋንቋ አገልጻለሁ።					
8	በቀረበው ስነ ጽሁፍ ውስጥ የተቀናጀ መልዕክት ለማውጣት የተለያዩ ዘዴዎችን በመጠቀም ንቁ ተሳትፎ አደርጋለሁ።					
9	በጥንድ፣ ቡድን አንዲሁም በአንድ ለአምስት አደረጃጀት የክፍል ስራ ወቅት የቀረበውን ስነ ጽሁፍ በተመለከተ በመወያየት፣ የራሴን ሀሳብ በተደራጀ ሁኔታ የሌሎቼን በማዳመጥ ንቁ ተሳትፎ አደርጋለሁ።					
10	የቀረበውን ስነ ጽሁፍ በተመለከተ ያልገባን ነገር ከለ በመጠየቅ፣ የተጠየቀም ከለ በመመለስ ተሳትፎ አደርጋለሁ።					

Appendix F: Teachers Interview Transcription

Teacher 1 (T1)

- Interviewer: Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is designed to gather data about your practice while teaching literary texts in the EFL classroom. I kindly request you to forward your ideas genuinely to the questions I am going to raise. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.
 - T1: Ok. Thank you giving me this chance.
 - 1. Interviewer: While you are teaching literary texts, do you spend more time by giving opportunities to the students to practice more?
 - T1: Yes, but it is not always. Sometimes I spend more time in explaining the meaning new words and the message of the text because they expect more from me. But as much as possible, I would allow them to practice more.
 - 2. Interviewer: What type of approaches/ methods do you employ while you are teaching literary texts?
 - T1: Well, I use most of the time explanation and lecture. I also let them to work and discuss in pairs and groups.
 - 3. Interviewer: Do you think the literary texts in Grade 12 student's textbook provide an ample of classroom activities for both teacher and students in teaching literary texts?
 - T1: I think so. The textbook offers the teacher and students different activities even though some of the activities are difficult to perform in the classroom with in the allotted time. But varieties of interesting activities are there.
 - 4. Interviewer: Do you follow every procedural activities suggested by the teacher's guide and student text while teaching literary texts in EFL classrooms? If not why?
 - T1: I can't say I follow every procedural activity. Sometimes I ignore some of the procedures because sometimes the students are not familiar with the suggested procedures and activities. So I ignore them and use alternative activities instead.
 - 5. Interviewer: Are the students interested to practice and take part in pair and group work while they are learning literary texts?
 - T1: yes, most of the time when the lesson is about literary texts they are interested to take part their role unless the text is unfamiliar with them.
 - 6. Interviewer: What challenges or problems you face when you teach literary texts in the EFL classrooms?
 - T1: I don't face a great challenge but students expect more from me like teaching grammar though I gave them more opportunities and practice time. Through time this situation cannot be changed. They want me to explain everything.
- Interviewer: Thank you very much again. I have completed my questions

- Interviewer: Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is designed to gather data about your practice while teaching literary texts in the EFL classroom. I kindly request you to forward your ideas genuinely to the questions I am going to raise. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.
- T2: That is ok.
- 1. Interviewer: While you are teaching literary texts, do you spend more time by giving opportunities to the students to practice more?
- T2: To some extent I give them more time to practice more. But sometimes I take more time in lecturing the lesson and writing summary notes and sometimes when I thought the text is easy to understand I give them more time to work individually, in pairs and groups.
- 2. Interviewer: What type of approaches/ methods do you employ while you are teaching literary texts?
- T2: I employ both teacher- centered and student- centered approaches when necessary. Some texts need more explanation and lecture because they are unfamiliar to the students. For example, in the film extract part students have little or no idea. That time I explain more and pose questions. The activities in literary texts, like poem can be done by the students. This time I apply student- centered approach.
- 3. Interviewer: Do you think the literary texts in Grade 12 student's textbook provide an ample of classroom activities for both teacher and students in teaching literary texts?
- T2: Yes, many interactive and interesting classroom activities are presented in the text book. Many of them create good chance to the students to practice more.
- 4. Interviewer: Do you follow every procedural activities suggested by the teacher's guide and student text while teaching literary texts in EFL classrooms? If not why?
- T2: No, I often follow only some of the procedures. In order to make the lesson more interesting to the class sometimes I adapt some of the texts and classroom activities. Because I thought they are difficult to use them as they are. So, I don't regularly follow the suggested procedures.
- 5. Interviewer: Are the students interested to practice and take part in pair and group work while they are learning literary texts?
- T2: Yes of course, they have great interest to learn literary texts and enjoy the activities.
- 6. Interviewer: What challenges or problems you face when you teach literary texts in the EFL classrooms?
- T2: Although using literary text is an interesting activity, I sometimes find it difficult. For example, sometimes the texts are not familiar with our culture and many new vocabularies. Since they have poor background of English, they fail to understand the message of the given text.

Appendix H: Teachers Interview Transcription Teacher 3 (T3)

Interviewer: Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is designed to gather data about your practice while teaching literary texts in the EFL classroom. I kindly request you to forward your ideas genuinely to the questions I am going to raise. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

- T3: Never mind
- 1. Interviewer: While you are teaching literary texts, do you spend more time by giving opportunities to the students to practice more?
 - It is difficult to say yes or no because sometimes I give more time to the students and another time I use more. This shows that according to the type of the text and the nature of the activities, I can give more time to the students or to me. When the lesson is new for the students, I take more time for explanation.
- 2. Interviewer: What type of approaches/ methods do you employ while you are teaching literary texts?
 - T3: Sometimes I use discussion, pair or group work, which foster active involvement of the students. There are times also that I use to introduce the background of the lesson, literary theories or characteristics of literary genres. In this case I use lecture to explain new ideas by dominating the class even I write short notes on the board.
- 3. Interviewer: Do you think the literary texts in Grade 12 student's textbook provide an ample of classroom activities for both teacher and students in teaching literary texts?
 - T3; Yes, the activities in each literary text have interesting classroom activities. However, some of the activities are difficult.
- 4. Interviewer: Are the students interested to practice and take part in pair and group work while they are learning literary texts?
 - T3: To tell you truly, I rarely follow all the procedures in the instruction because to do all the procedures in the given time is impossible. So I omit some of the procedures and use only the rest.
- 5. Interviewer: Are the students interested to practice and take part in pair and group work while they are learning literary texts?
 - T3: Yes, as far as I order them to practice and involve in pair and group work activities, they do it. But they need some explanation, help and guide to perform well.
- 6. Interviewer: What challenges or problems you face when you teach literary texts in the EFL classrooms?
 - T3: No big problem, but in some of the literary texts the students lack interest to involve in the activities when the text is unfamiliar with them. That situation interrupts the interaction between I and them and among them.