

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**AN ASSESSMENT OF GRADES 9 AND 10 ENGLISH LANGUAGE
TEACHERS' MOTIVATION IN USING LITERARY TEXTS IN ENGLISH
LANGUAGE CLASSROOMS: SHENEN SECONDARY SCHOOL IN
FOCUS**

BY:

ZELEKE BEYENE NEGESE

ADVISOR:

MENGISTU ZELALEM (PhD)

SEPTEMBER, 2017

ADAMA, ETHIOPIA

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FOCUS**

**A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH
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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
(MA IN TEFL PROGRAM)**

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BY:

ZELEKE BEYENE NEGESE

Approved by Examining Board:

Adviser

Signature

Date

Examiner Signature

Date

Examiner

Signature Date

DEDICATION

This dissertation is dedicated to myfamily for nursing me with affection and love and for their dedicated partnership in the success of my career.

DECLARATION

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

Name: Zeleke Beyene Negese

Signature: _____

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

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Abstract

The purpose of this research is to assess extent to which English language teachers are motivated in using literary texts in English language classes at Shenen Secondary School. The study particularly, tried to find out teachers' motivation and belief in the value of literary texts in language teaching and learning, examine the extent to which teachers practically use different literary texts for English language teaching purpose in EFL classes and identify the major difficulties that might hamper teachers' use of literary texts teaching in EFL classes. To this end, the study employed descriptive survey method, which involves both quantitative and qualitative methods. Accordingly, Shenen Secondary School was selected through availability sampling. Then, 12 English teachers from both grade 9 and 10 were selected purposefully for the interview, for the questionnaire and for classroom observation. In addition, data were collected from 96 randomly chosen students through questionnaire. Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative data were analyzed qualitatively. The results of the study reveal that the teachers were not capable enough on the knowledge and the theoretical orientations of using literary texts in EFL classes. In addition, it was found that the teachers lacked practical skills on the implementation of different types of literary texts in EFL classes according to their suitability. Furthermore, the study revealed that they rarely practiced using literary texts in EFL classes during literary texts instruction. Thus, the study indicated that the English teachers didn't give due attention for the role of literary texts in teaching and learning language as a result of the difficulties they encounter during literary texts instruction in EFL classes. Finally, summary, conclusions and recommendations were drawn based on the findings. Finally, based on the findings, the researcher recommended that creating meaningful literary texts teaching opportunities through English language teaching should be practiced widely in the school.

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

This chapter discusses background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation and definitions of terms. These components are stated as follows.

1.1 Background of the Study

Literature is one of the resourceful language teaching materials that have been available and part of language curricula for many years, having obtained high and low popularity in response to new theories and methods in teaching and learning contexts. Literature within English language teaching before reaching the current level of acceptance has gone through long year development (Kelly, 1996, p. 121). For instance, for hundreds of years, the use of literary texts in language education was looked upon as a venerable tradition. Although the methodologies did not fit the current views and practices of language teaching and learning, its role in the foreign language curriculum was unquestioned. For-example, grammar-translation method was regarded as a preparation for the study of literary works (Ibid, 1998). The traditional scholastic approach used the grammar-translation method to equip learners in the eighteenth century with a reading knowledge of foreign languages particularly using literature and applied this knowledge to the interpretation of literary texts with the use of a dictionary to improve learners' language use and enable learners as translators in foreign language. Such practices were believed to promote an ideal version of education during that time (Stern, 1991, p.42).

However, it can be understood that the acceptance and implementation of literary texts in English language teaching has undergone challenging debate due to the controversies raised by some English language teaching (ELT) practitioners in the past decades. This is due to some ELT practitioners have ignored or given less emphasis to incorporating genres of literature in language textbooks, and mainly focus on forwarding learning a language as subject matter focused and bare fact oriented activities while others are focused on inclusion of literary texts for immediate and ultimate purpose of learning a language. For example, Ferrada (2006) explained this issue as how some ELT practitioners questioned why ELT practitioners should be concerned with literature. He elaborates:

As it is often claimed, it has little practical application; it is often closely concerned with specific cultural context and can be idiosyncratic, even subversive. It is their contention that although it has often considered drawbacks, these features of literary discourse can make valuable contributions to language acquisitions. It is also ignoring creating variety to language teaching and learning (p.21).

In recent years, a renewed interest has emerged in the teaching of literature in the language class, and considerably much has been written on the subject. For example, according to Larson-Freeman, (2000) after the 1980s, the situation has changed significantly due to the emerging of 'Communicative Approach' in language teaching and learning. Literature is now undergoing an extensive reconsideration of its functional and interactional uses within the language teaching and related curricular reviews (Carter and Long, 1992; Richards and Rodgers, 2001). This is based on assuming the benefits of using literature in EFL/ESL classrooms. It is obvious that the use of literature promotes language acquisition, enhances motivation and language awareness in learners.

In most EFL/ESL classrooms, students read and write in order to decipher the input in the target language. The need to decipher written input in English becomes an important instructional objective demanding that students process and interpret the target language. In such situation by providing interesting contexts for students to generate input, negotiate meaning and develop motivation, literature can become an efficient vehicle for language acquisition (Krashen, 1985). In addition, the interesting contexts provided by literary texts serve to illustrate the noticeable lexical and syntactical features. By strengthening the affective and emotional domains of students, literature develops a sense of involvement in them (Carter & Long, 1991; Lazar, 1993).

In Ethiopian English language teaching and learning context, the new grade 9 and 10 textbooks which were published in 2010 and designed based on communicative language teaching (CLT) which is the manifestation of Student Centered Approach (SCA) have included informative, structured passage, transactional texts and also it is assumed that there are relatively a few genres of literary texts mainly poems and a few traditional stories to develop language skills. Yet, literary texts despite their authenticity and resourcefulness in their language input for the classrooms are still either ignored or avoided.

In light of this, the purpose of this study is to assess English teachers' motivation in using literary texts in EFL classes at Shenen Secondary School and possibly attempts to show how to overcome the problem.

1.2 Statement of the Problem

Literary texts offer theme for universal experience which relate to students' own life and education. Like many teaching inputs, it is also a mirror that reflects and heightens each learner's perception of the social world. It is believed by many scholars that much can be done to promote the students language proficiency level by using different literary texts as raw material in the language classes.

Much has been said about the importance of using literary texts in language teaching mainly in EFL classes. There are several researches conducted in the areas of the power of literature in language teaching and learning, learning language through literature, and the roles of literature genres in language teaching and learning. Ahmed (2008) had studied on "the difficulties of teaching novel in language class." The purpose of Ahmed's research was to investigate the challenges EFL teachers face in teaching English novel in Grade 11 Gaza High Schools. This study has suggested some recommendations that are hoped to help syllabus designers in teaching the English novel in EFL classroom. And also, Paran (2006) studied on "literature in language teaching and learning." His findings brought to life the organic connection between literature and language teaching. This study proved that language and literature do not have to be taught in separate realms. It showed how the study of literature can be successfully integrated with ESL/EFL teachings.

And also, there are few local studies on literary texts teaching in EFL class in the Ethiopian context. Little attention is given to the extent to which English language teachers have motivation towards using literary texts in EFL classes in general and particularly at Shenen Secondary School. In line with this, Tilahun (2012), Tesfaye (2008), Alemu (2004) and Birhane (2013) conducted research on the roles of literary texts in language teaching. Though these researchers attempted to look in to the importance of literary texts in EFL classrooms, none of them attempted to look at the EFL teachers' motivation in using literary texts in English in their foreign language classes at high school and preparatory level. And to the knowledge of the

researcher there has not been any research carried out on assessing EFL teachers' motivation in using literary texts at Shenen Secondary School. For example, Tesfaye (2008) and Alemu (2004) conducted their research on "The role of literature in language teaching." Their study concluded that using literary texts in English language teaching has invaluable benefits for the English language learners as well for the EFL teachers.

Similarly, Birhane (2013) conducted on "The use of literary texts in primary classes." Her findings show that literature entertains students, develop concentration and listening skills, extend a child's vocabulary, develops imagination, and causes questions and new knowledge. And Tilahun (2012) conducted on "Significance of Literature in Foreign Language Teaching." And his findings show that using literature for teaching four language skills (writing, reading, speaking, and listening) as well as language components such as grammar, vocabulary and pronunciation seems to have become very popular in the area of teaching and learning a foreign language. And as a result he recommended that teachers could modify their attitudes in a fairly short period of time.

Several researches have been conducted without considering the EFL teachers' motivation in using literary texts in EFL classes. But little attention is given to the extent to which English language teachers have been motivated towards using literary texts at Shenen Secondary School.

The researcher believes that, to make the best pedagogic decisions for the students and teachers, a systematic study on the EFL teachers' motivation in using literary texts at secondary level is important. Thus, the purpose of this study is, therefore, to assess EFL teachers' motivation in using literary texts in EFL classes with reference to Shenen Secondary School.

Accordingly, the current study basically differs from the above studies in the aspects of assessing EFL teachers' motivation in using literary texts in EFL classes; it focuses on investigating the extent to which English language teachers are motivated in using literary texts in EFL classes. At Shenen Secondary School, using literary texts in EFL classes have been paid less attention than it should have been, as compared to its requirement in developing students' language competency.

Understanding the problems concerning EFL teachers' motivation in using literary texts at Shenen Secondary School and the existing research gap, the researcher is initiated to conduct a research on the EFL teachers' motivation in using literary texts in their classes.

1.3 Objectives of the Study

During the course of the investigation, the study tried to address the following general and specific research objectives.

1.3.1 General Objective

The general objective of the study is to:

Assess EFL teachers' motivation, in using literary texts in EFL classroom the case of Sheneneh Secondary School of grade 9 and 10 classes.

1.3.2 Specific Objectives

Based upon the main objective, this research is intended to achieve the following specific objectives:

- a) To identify whether EFL teachers have motivation in using literary texts in EFL class or not.
- b) To check whether EFL teachers believe in the values of literary texts provide in language teaching and learning or not.
- c) To check whether the use of literary texts are basically practiced or not in EFL classes.
- d) To examine difficulties English language teachers face in using literary texts in EFL classes.

1.4 Research Question

In order to achieve the above stated objectives, the researcher formulates the following research questions:

- a) How motivated are the teachers in using literary texts in their English language teaching?
- b) To what extent do English teachers believe in the values literary texts provide in language teaching and learning?
- c) How far do EFL teachers use literary texts to teach English as foreign language?
- d) What difficulties do English language teachers face in using literary texts?

1.5 Significance of the Study

The finding of the study is expected to help EFL teachers to have motivation and be aware of their gaps in providing literary texts in EFL classroom. It is also expected to help the teachers to adopt and adapt different approaches for using literary texts in EFL classroom. Moreover, the study may help the teachers to understand the students' confusion about learning literary texts. Besides, it may be a useful guide for English teachers in developing new methods and strategies in using literary texts in EFL classroom. Finally, the findings might help the curriculum and syllabus designers, and material developers to give due attention to the roles of literary texts in language teaching and learning.

1.6 Scope of the Study

The study is delimited in both the number of populations involved and in its area of investigation. The populations for the study were 12 English teachers and students drawn from only Shenen Secondary School and the sample of the study is delimited to 332. Therefore, the study was confined to grades nine and ten English teachers and some students from the two grades. And the objective of the study is delimited to address the EFL teachers' motivation in using literary texts in EFL classroom and it has not exhaustively explored about other requirements in language teaching and learning.

1.7 Limitation of the Study

This was a descriptive study that only included a small number of teachers teaching English as a foreign language and a small number of participants. A larger sample from different high school would definitely yield more generalizable findings. As a result, conclusions deduced or generalized from such a narrow context and recommendation provided might not serve in the case of all high schools throughout the West Showa Zone and the study does not offer any conclusive findings about English teachers' motivation in using literary texts and also the findings may not be generalized.

1.8 Acronyms and Definitions of Key Terms

IQ-Intelligence Quotient or a measurement of a person's intelligence that is calculated from the results of special tests (Hornby, 2010).

RRA- Reader Response Approach

SGA- Story Grammar Approach

TEFL-Teaching English as a Foreign Language

Genres of Literature- A genre is a term French in origin that denotes types of classes of literature (Upreti, 2012).

Literary Texts-A literary text is a piece of written material such as a book or poem that has the purpose of telling a story or entertaining, as in a fictional novel (Hornby, 1998, p. 71).

Motivation- Motivation is the impetus to create and sustain intentions and goal-seeking acts (Ames, 1989).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter provides review of related literature. The reviews of related literatures the study incorporates mainly include definition of literature, the role of literature in English language teaching and learning, challenges in using literature in language classroom and approaches of teaching literature in EFL classroom.

2.1 The what of Literature

The quest to discover a definition for “Literature” is a road that is much travelled. Most attempted definitions are broad and vague, and they inevitably change over time. In fact the only thing which is certain about defining literature is that the definition will change.

Generally, most people such as writers, scholars and even readers have their own ideas of what literature is. Etymologically, literature has to do with ‘letters’; the written as opposed to the spoken word, though not is written done is Literature (Eagleton, 1996, p.74). Maley (2001) defines canonical ‘Literature’ (with large L) as the ‘best’ writing produced in a given society. Whereas ‘literature’ with small l refers to any texts whose imaginative content will stimulate reaction and response in the receiver, including simple poems, short stories, drama and texts which present a kind of literariness inherent in them (McRae cited in Moc,2001).

Thus, the latter definition (even though with a change of designation with small (l) is suitable for this study as it is the focus throughout the course of this study.

2.2 Language and Literature

Language is a method of communication; literature can be the content being communicated. Language is a set of gestures and words and phrases with meaning behind them, and literature is the manipulation and use of those gestures and words and phrases (Brumfit, 1986, p. 126)

In literature, language is meticulously crafted, not just to inform a reader but to persuade him/her, to play and poke at his/her mind. In theory, with the right rhetorical devices one can write one thing but make a reader might believe it at first, but with continued repetition the reader starts to wonder who the writer is really trying to convince. So, one can say literature is a lot more complicated than the language being used.

According to Widdowson (1971) the study of literature is fundamentally a study of language in use, and is a context for language use (p. 14). Thus, this indicates that the study of literary texts helps learners to understand the systems of language operation in situation. Moreover, concerning creating and magnifying the complex organization of language, literature is the advisable text for language teaching (Short and Candlin, 1986, p.125).

2.3 The Roles of Literary Texts in Language Teaching and Learning

Hadaway et al. (2002) suggest three benefits of using literature for teaching language. The first advantage considers the contextualization of language. Students get familiar with the application of language in various conditions when they read a literary work. The second benefit considers social factors which are embedded in different genres of literature. The third advantage considers the natural and meaningful application of language which are accomplished via illustrations and use of descriptive language in literature. According to Obediat (1997), literature can help learners to obtain a competence in target language, learn the usage of idiomatic expressions, speak accurately, and become more fluent and creative in the target language. Also, as Custodio and Sutton (1998) observe, literature opens doors of opportunity and permits learners to ask, criticize, and investigate. Briefly, literature represents the learners a rich resource of authentic material. If the learners got this material, then they will be able to internalize the language at a high level (Elliot, 1990).

Literature is a microcosm of an entire society, a little window that permits us to look to the cultural values, traditions and life styles of people; as a person's word reflects character, and literature reflects the unique character of a group of people who share a language (Keshta, 2002). Because literature teems with such precious human experiences and values. It should have a unique position in the language classroom curriculum. Moreover, literature and language complement each other. The following are some of the reasons that necessitate the inclusion of literature in English language teaching.

2.3.1 Motivational Material

Literary texts are very motivating due to their authenticity and the meaningful contexts they provide (Ghosn, 2002, Van, 2009). Literature deals with things which are interesting in nature and includes little if any uninteresting things (Maley, 1989a). Motivation is one of the elements

which can drive the learners to go ahead. Motivation is especially achieved when students are exposed to what they really enjoy. Experience shows that students are highly motivated when they are exposed to literary texts for language learning purposes.

The motivational factors are of great significance since the literary texts represent the authentic feelings of their authors and this produces a strong motivation in the learners. By the help of the literary texts, the students can have access to this individual experience and are able to relate what they read to the real world. Literature has the capacity to create authentic conditions for the learners to practice and learn a foreign language with motivation.

According to Lazar (1993), literature exposes students to competences and fresh unexpected use of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of and unraveling the plot. A play may engage students in complicated adult dilemmas, and a poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

2.3.2 Authentic Material

Literature is inherently authentic and provides authentic input for language learning (Ghosn, 2002; Sharestha, 2008). According to Malley (1989) literature deals with non-trivial things which are personally relevant to them. Authenticity is a criterion considered highly essential in the current literature in EFL/ESL which is naturally existent in literary texts. Authenticity can especially be envisaged in drama and novel. In drama, we have conversations, expressions or feelings, functional phrases and contextualized expressions. Similarly in novels, descriptive writing along with other types of writing adds to the imaginative nature of human and hence, language is easily detached.

Authenticity also indicates the prohibition of simplified and modified languages in a foreign language classroom. Many scholars suggest teaching language through literature enables to bring the natural atmosphere in the language classroom. This is due to the fact that Carter (1991), as quoted in Melakneh (2003: Xi), writes, "Literature is language in use." And, hence as the Collie and Slater (1987) stated most of the literary works are not written for the purpose of language

teaching. They are written to satisfy the needs of the native speakers. Due to this, they have the capacity to be rich in linguistic elements like complexities, deviations, manners, parallelism, etc.

Moreover, literature includes all possible varieties of subject matter and language which might be intrinsically interesting. The texts are non-trivial because they cover many significant themes and contexts which are missing in most EFL textbooks (Duff and Maley, 1990, p. 6). Literature exposes students to fresh themes and unexpected language. In this sense, ‘a literary text is authentic text, real language in context, to which we can respond directly’ (Brumfit and Carter, 1986, p.15). This quality appears to make literature suitable and valuable to language teaching in many contexts and cultures.

2.3.3 Providing Cultural/Intercultural Awareness and Globalization

Literature promotes cultural and intercultural awareness especially in the year of globalization. In the era of globalization, there is a growing concern of universally shared needs and wants rather than individual (Maley 1989). There is an urge to grab on literature as an input source for flourishing language learners’ competence. Globalization carries for joining hands on only in economy, politics, and sociology but also in language–related idles such as ELT.

According to Maley (1989), literature deals with universal concepts such as love, hatred, death, nature, etc. that are common to all language and cultures. The similarities and even differences between cultures and languages can further our understanding of the whole world. Literature is also a doorway into another culture. Teaching literature enables students “to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling and artistic form within the heritage the literature of such cultures endows” (Carter and Long, 1991, p. 2). Students learn to see a world through another’s eyes, observing human values and a different kind of living, and discovering that others living in very different societies. They will understand and become broadly aware of the social, political, historical, cultural events happening in a certain society. Through literature, learners can deepen their cultural understanding.

2.3.4 Enhancing Intensive/ Extensive Reading Practice

Literature is good for extensive and intensive reading. Novels are good for extensive reading purposes. Students can be given a week just to go through a novel without extensive use of dictionary. Such a practice will double up their reading speed and also encourage meaning guessing in reading. Subsequently, learners learn how to read a lot in a short period of time. The author of this paper enjoyed his own experience of reading. On the other hand, the best literary text for intensive reading purposes can be poetry. In this, student can be assigned to read each stanza closely to delve the text and dig out hidden meaning expressed through literary elements.

2.3.5 Developing Socio Linguistic/ Pragmatic Knowledge

Due to its authenticity, literature can develop socio linguistic and pragmatic knowledge as manifested in communicative competence models (Mckay, 2001). Socio-linguistics and pragmatic competence are two of the main components of the communicative competence models. Hence, special attention is needed to be directed to this component. Literature due to its authenticity is equipped with socio linguistic and pragmatic information. These two features are more related to ‘appropriateness’ in language which can be found only in contextualized language such as literary texts especially dramas and plays.

2.3.6 Developing Critical Thinking

Literature is a good medium for critical thinking enhancement among language learners (Gajdusek & Van Dommelen, 1993, Ghosn, 2002, Van, 2009). Ghosn (2002) also maintains that literature can bring about changes in the attitudes of the learners. According to Langer (1997), literature allows students to reflect on their lives, learning, and language. Literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore" (p. 607). Literature among other text types is fertile with ideas to critically look at. Here, the role of the teacher is very significant in developing such higher-order thinking skills.

2.3.7 Developing Grammar and Vocabulary Knowledge

Maley (1989a) says that literature deals with a potpourri of language types and varieties from slang to formal and various subject matters. Also Arthur (1968) believes that syntactic knowledge and vocabulary enrichment can be accelerated through literary texts. In other words,

literature involves a profound range of vocabulary, dialogues and prose (Van, 2009). Though poetry is usually criticized for its complex and far-fetched syntactic structures, it can simultaneously be a good source for practicing grammatical structures. One such drill is asking the students to change the complex structures in a poem to the Standard English structure.

On the other hand, vocabulary knowledge can be expanded through considerable exposure to literary texts which treat both formal and informal language. Reading short stories and novels is a good exercise for enlarging vocabulary domain of knowledge.

2.3.8 Encourages Personal Involvement

Literature offers universal themes which are relevant to students' own experience. It, unlike many teaching inputs, is also a mirror that reflects and heightens each learner's perception of the social world. Thus, literary texts are open to multiple interpretation and genuine interaction (Duff and Malley, 1990, p. 6). Students may relate the ideas, events and things found in literary texts to their own lives. It will help "to stimulate the imagination of our students, to develop their critical abilities, and to increase their emotional awareness" (Lazar, 1993, p. 19).

Literature also develops learners' pleasure in reading. When EFL learners enjoy reading literature, they can get motivation to interact with a text, and they will develop their reading proficiency. When they try to comprehend the meaning of the text, learners must make inferences, drawing both on content of the reading and their own experience. "The reader is placed in an active interactional role in working with and making sense of literary language." (Brumfit and Carter, 1986, p.15). Students are required to engage in "content-based purposeful learner talk in English"; and teachers act as facilitators to help their learners in discovering the meanings of the texts.

Literature, thus, has a wider function because it fosters personal development in the readers. It helps learners to grow as individuals as well as in their relationships with the people and institutions around them (Carter and Long, 1991, p. 3). This is a crucial part of an education which might not be offered by the textbooks.

From these various discussions, we can conclude that the use of literature yields many benefits. The most important justification is that literature can educate the whole person (Lazar, 1993,

p.19). Literature sharpens linguistic and cognitive skills and provides for some deepening of the students' understanding of their learning.

2.4 The Importance of Learning English through Literary Texts

Malley (1987) listed a number of virtues for learning English through literature, the most important of which are:

a) Universality: No known language is without literature (oral or written). The themes which literature deals with are common to all cultures though the treatment of them may be different from death, love, separation, beliefs, and nature. Even the genre, conventions, and devices employed by literature are common across cultures (though of course there is no one-to-one correspondence.)

b) Non-triviality: Many of the more familiar forms of language teaching inputs tend to trivialize texts or experiences. Literature does not trivialize or talk down. Literature is about things that matters to the author when he write them. It offers genuine as well as merely "authentic" inputs.

c) Personal Relevance: Because it deals with ideas, things, sensations and events which either form part of the readers' experience or which they can enter into imaginatively, they are able to relate it to their own lives.

d) Variety: Literature includes within it all conceivable varieties of the language, and all possible varieties of subject matter. Within literature, we shall find the language of law and of mountaineering, of medicine and of bullfighting, of church sermons and nursery talk. Students may be exposed to as much as or as little of this as desirable but they never lack for variety.

e) Interest: Literature deals with themes and topics which are intrinsically interesting because they are part of the vast domain of human experience and treats them in ways designed to engage the readers' attention.

f) Economy and Suggestive Power: One of the great strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Because it suggests many ideas with few words, literature is ideal for generating language discussion. Maximum output can often be derived from minimum input.

g) Ambiguity: Because it is highly suggestive and associative, literature speaks subtly and delivers different meanings to different people. It is rare for two readers to react identically to any given text.

2.5 Difficulties EFL Teachers Face in Using Literary Texts in EFL Classes

Although literature offers many useful benefits, pedagogically there are still some major “difficulties” or “problems” expressed by teachers. It is worth investigating what difficulties encountered. Then we need to remedy these “hazardous diseases” immediately so that they will not damage the benefits that literary texts embody.

The most common problem encountered in using literary texts in teaching English in EFL classes is language. Many EFL teachers and students see literature as a hindrance because the literary language is viewed as incomprehensible. Often teachers and students find the language “does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected ways” (Lazar, 1994, p. 115). Besides, literary vocabulary and grammatical structures are often considered to be too complicated.

The length of the text is also often seen as one of the major difficulties. For some, longer texts may appear more difficult, whereas for others, shorter texts present more difficulties simply because “they do not offer extended contextual support and repetition which longer texts do” (Duff and Maley, 1990, p.7).

Another problem teachers face in using literary texts in EFL classrooms is concerned with culture. According to Duff and Maley (1990, p.7), cultural factors can present difficulties in a way that “it is clearly impossible for outsider to share fully the range of references of an insider”. Literary texts can bring problems if they are viewed as “carrying an undesirable freight of cultural connotations” (Collie and Slater, 1987, p. 2).

In short, we can see that there are some problems involved in using literature in EFL classes. Understanding these problems, as noted earlier, will enable us to identify the areas where teachers need to improve most in order to make the best use of literature in English teaching. Furthermore, the following are some of the challenging tasks those EFL teachers face in using literary texts in EFL classes:

2.5.1 Syntax

Syntactic difficulty inherent in literary texts makes reading a cumbersome task. This is one of the main criticisms leveled against literature in EFL/ESL. McKay (1982) and Savvidou (2004) contend that literary texts are far from the conventions of Standard English and hence can induce problems for language learning purposes. It is argued that literary texts are loaded with complex structures sometimes miles away from Standard English. The irregularity of syntax is particularly evident when it comes to poetry. Poems are usually written in a form deviant from the norms of speaking or even writing and hence they make understanding them a herculean task. Bearing all these arguments in mind, we should remember that this complexity itself can become a source for practice especially for the learners at the intermediate and the above levels. In other words, the syntactic complexity should be given to above intermediate levels so that it becomes a source for language practice.

2.5.2 Lexis

Some argue that lexical difficulty of the literary texts adds fuel to the fire. Robson (1989, p.25) argues that due to its syntactic and lexical difficulty, literature is seen to be able to do “little or nothing to help students to become competent users of the target language”. Some others also argue that literary texts are teeming with old and outdated vocabulary not practiced in today’s English. Again there is a counterargument that this is only working in old literature such as that of Shakespeare. Teachers are not obliged to use old literature only. There are so many modern literary texts that can be used as a source of input including short stories written by Hemingway and the like which are closer to the Standard English.

2.5.3 Phonetics and Phonology

Similarly some practitioners believe that literature is replete with instances where there is a deviation from normal phonetic and phonological system. Some words have gone through minor or drastic changes in their pronunciation which might bring about misunderstandings. These inconsistencies can be thorny for language learners. However, the author believes even these fluctuations can be intriguing for our language learners and eventually making them aware of these phonetic or phonological changes is revealing.

2.5.4 Semantics

Some words have changed semantically. Changes in meaning can also be a hindering point for language learners. Therefore some scholars consider this as a pitfall in literary texts. Similarly however, we content that these semantic changes are not considered to block the learners' previous knowledge but an appendix to their earlier semantic repertoire. As long as they are not impeding language learning, no harm is expectant from these semantic variations.

2.5.5 Selection of Literary Materials

Literary texts are usually difficult for both the students and teachers to select. In this respect, teachers should be wary about such factors as the learners' language proficiency, age, gender, and background knowledge so that children or young adults are exposed to certain types of literary texts in comparison to the adult learners. The learners' gender and background knowledge likewise should come under close scrutiny when it comes to selecting the materials. Also factors related to the text itself should also be considered. For example, is the text old or modern, is it from escape literature or interpretive literature, what is the genre of the work, who is the author, which dominant literary school does the work allude to, is it short or long, and other similar questions. Considering all the aforesaid problems built-in literary texts, Carter & Long (1991) argue that these problems can be overcome by selecting an appropriate text for an appropriate group of language learners.

2.5.6 Literary Concepts and Notions

Unfamiliarity with certain literary genres and conventions might also bring about certain sorts of problems (Maley, 1989a). Lack of knowledge about these literary concepts makes the texts bewildering and demanding to understand. A solution to this problem is to select the texts that best suit the learners' current and potential level of literary knowledge doing away with complex literary canons, or teaching these new literary concepts and notions prior to having the learners read the related literary text.

2.5.7 Attitude towards Literature and Academic English

Along with McKay's (1982) argument, so many language teachers conclude that literature has little if anything to serve the needs of our learners in academic settings or specialized fields such as biology and zoology where educational goals are given priority over aesthetic values of

literary texts. As Maley (1989a) himself later clarifies such is not necessarily the case because we can use literature as a motivating tool for instigating the learners to explore different text types. Also as Shang (2006) indicates, literature can even be integrated in content-based instruction classes. Though literature cannot directly serve ESP courses' needs; it can be a positive catalyst for quickening language learning process.

2.5.8 Cultural Barriers

Drawing on McKay's (1982) contention, we can drive home the fact that literature is saturated with certain cultural concepts which hence makes understanding literature much frustrating. Currently language teachers and materials writers are on the horns of a dilemma about which culture to present, L1 culture or L2 culture. As Tomlinson (2001) maintains, there is a need to humanize the textbooks and one way to actualize this want is to localize the textbooks with interesting L1 topics and themes.

2.6 Reason for Choosing Appropriate Literary Texts

Factors such as culture, interest, motivation and language level of the students should be considered when a language instructor wants to select a literary text for a foreign language classroom. Reading literary texts have valuable effects on the learner's linguistic knowledge when it is interesting and meaningful. Selecting texts about the real-life experiences, desires and emotions of the learners is also significant.

Furthermore, language difficulty should be regarded. Simple language of a literary work can facilitate the understanding of the literary text but it cannot be seen as the most crucial factor. Criteria such as appeal, interest, and relevance are of more significance. Other factors like enjoyment, pleasure and fun all help learners treat the linguistic problems that sometimes are serious in less interesting materials (Collie & Slater, 1990).

2.7 Criteria for Choosing Suitable Literary Texts

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive

reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing.

Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Text selection is a 'crucial factor' (Maley, 2001: 184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation. McRae (1997: 49) also says that "Careful text selection is fundamental to the successful use of any kind of representational materials."

Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective; all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material (Collie and Slater 1990:6-7).

In a rather detailed examination of the key criteria for text selection, Lazar (1993) emphasizes five main points. These include (1) the students' cultural background, (2) their literary background, (3) their linguistic/ language competency (4) length of text, and (5) students' interests.

2.7.1 Identifying Students' Cultural Background

The texts selected should also be within the teachers' and students' competence culturally. Culture, which is beyond students' competence, will not motivate the students to read. According to Lazar (1993, p.53), the students' cultural background has the potential to either enhance or hamper their understanding of a literary text. This implies that the teacher has to opt/choose for texts that are culturally familiar to the students. Familiarity with the subject matter of the text, theme, or references close to the students' own culture may considerably help activate their existing prior knowledge, which, in turn, would boost their comprehension. Matching the student

with the text, according to Lazar, cannot be achieved when the choice of the text falls on those narratives that are very remote in time and place, as they may perplex the reader.

Additionally, students' cultural unfamiliarity with the text may result in a total dependence of the students on the teacher's interpretation. Consequently, students often have to study literature by listening to the teachers' own translations and / or other ready-made literary judgments.

Hill (1992, p. 142) proposes that the subject matter of the text needs to deal with events or experiences which the readers have been through. Carter and Long (1991, p. 142) share this perspective that the theme of the texts must relate to some extent to the country or culture of the readers. To this, Lazar (1993) states,

In this sense, it would be meaningful to include literary texts produced by ESL or EFL authors. It is an excellent means of motivating students to read literature whose setting and culture are familiar to them. Moreover, the themes of these texts are mostly relevant to their lives (p.57).

2.7.2 Investigating Students' Literary Background

Lazar (1993) also discusses the correlation that exists between the students' literary background and their linguistic proficiency. Put differently, there is a certain relationship between the students' literary competence and their language proficiency. If the students are bookish, constantly engaged in extensive reading in the target language, they may have developed a certain amount of literary competence, which helps them understand the meaning of the text at both levels: linguistic and literary.

2.7.3 Identifying Students' Language Competency Level

Teachers should select literary texts within students' language proficiencies because students might feel unmotivated if they are not linguistically ready. Carter and Long (1991, p. 5) suggest, as a general rule, it is better to choose for teaching literary texts which are not too far beyond the students' normal reading comprehension.

It is necessary to select literary texts which consist largely of words or expressions sufficiently familiar to the students (Hill, 1992, p. 142). To this, Duff and Maley (1989, p. 12-13) add that it is not necessary to choose texts, which embody special register (archaism, heightened vocabulary, etc.) since 1920, this kind of language is no longer used by most authors. In short, if the language

of the literary text is quite straightforward and simple or not too difficult in regard to the linguistic level of students, students will want to have more access to literary works and finds these texts more relevant to their experience.

Texts that are linguistically inaccessible will pose hurdles for the students to grasp meaning (Lazar1993). By the same token, McKay (1982:531) warns us that “A text which is difficult on either a linguistic or cultural level will have few benefits”. It is, therefore, essential for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In short, they should look for works that match the level they are teaching.

2.7.4 Determining Length of the Literary Texts

Since literary texts vary greatly in length, teachers also need to consider whether the texts can be integrated in the amount of class time available. Lazar (1993, p. 55) comments that when selecting literary texts, teachers should bear in mind whether they have enough time available to work on texts in class, how long students have to work on the text at home (reading) and how much background information of the text the teacher needs to give students. If the text is long enough, teachers may conduct various techniques, for example by assigning homework so that they can finish exploring the text on time.

2.7.5 Determining Students’ Interest

It is also crucial to select texts which can stimulate the kind of personal involvement and arouse the learners’ interest. If the learners’ ideas, experiences and needs are completely at variance with what they are asked to read, it is useless to expect them to be motivated. On the other hand, if the assigned literary text is meaningful and enjoyable, learners will try to overcome the linguistic obstacles enthusiastically (Collie and Slater, 1994, p.6-7).

Some or all of the above factors may render literary texts less acceptable for use in language learning activities. To minimize these difficulties, teachers need to select appropriate literary texts for their students. This is also a challenging task for teachers.

2.8 Models for Teaching Literary Texts

There are three models of teaching literary texts according to Carter and Long (1991). These are the cultural, the language, and the personal growth models.

2.8.1 The Personal Growth Model

This model attempts to bridge the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context where learners are encouraged to express their feelings and opinions and make connections between their own personal and cultural experiences and those expressed in the text.

Another aspect of this model is that it helps learners develop knowledge of ideas and language content and formal schemata through different themes and topics. Gajdusek (1988: 227-254) presented "an orderly, four-step approach to any literary text, an approach that obliges students to take responsibility for building their own more complex schemata, which allows them to explore a text on successively more demanding levels." These classroom techniques are: rereading activities which deal with essential background information and vocabulary, factual in-class work that answers who, where, when, and what, analysis for aspects of structure, theme and style, and extending in-class activities that extend the ideas or situations encountered in the text: written response.

Carter and Long (1991:81) explained that reading aloud is another technique used by both teachers and students. The students like and enjoy it a lot. It is very important for teachers to open this reading task by reading aloud the first paragraph. In fact, a good teacher should read aloud in order to clarify some difficulties. The researcher believes that reading aloud may help students overcome their weaknesses in understanding drama. Some say it is better to read silently, some say aloud; however, the researcher thinks reading aloud is better because it clarifies difficulties and makes the text alive. It also reveals humor, irony, and sarcasm which may not be obvious by silent reading. Another technique which is full of creativity is writing letters in which the readers are extremely involved in the text. In this case, the students are asked to write a letter from x to z because in that way the students can reveal their inner feelings.

2.8.2 The Language Model

The language model can be a tool for teaching of specific language skills, vocabulary or structures. It would also stimulate creative and critical thinking, assist to raise an awareness of use of different modes of language, create an opportunity for team work, co-operation and experiential learning. Using this model, literary texts according to McKay (1982) are exploited

for the teaching of vocabulary or structures or language manipulation and utilized to exemplify certain types of linguistic patterns such as direct and indirect speeches, and literal and figurative language.

2.8.3 The Content or Cultural Model

In this model, literature is an ideal vehicle for presenting the cultural notions of the language such as the history, literary theories, theory of genres, biography of the authors, geography, custom, politics, art, etc. (Carter & Long, 1991; Lazar, 1993).

2.9 Methodological Approaches to Teaching Literary texts in EFL Classes

Teaching literature has recently changed a lot from knowledge about literature to knowledge of literature, from reading literature in breadth to reading literature in depth (Carter and Long, 1991). It has been noticed that there is no perfect method of teaching literature in EFL class as each method has its advantages and disadvantages. Following is an account of some recent approaches to literature teaching in EFL classroom.

2.9.1 Language Based Approach

Carter and Long (1991:7-8) indicate that the overall aim of teaching literature is to motivate students to read by relating the themes and topics in a literary text to their own experiences. The language based approach tends to be student-centered. It means that the teacher has to come 'down from the pedestal' or from the base. In other words, language based approach encourages students to read between lines and go in-depth inside literary texts rather than focusing on vocabulary in the lines of a text.

There are many techniques and strategies used in that approach. Some of them are:. It is easy to prepare and comprise re-ordering of a text which has been scrambled. It may jigsaw reading, matching, gap-filling, and reading aloud. Jigsaw is borrowed from language teaching suggest some sort of games and stimulates learner-learner interaction in the problem-solving technique. In this respect, the term jigsaw is appropriate as it indicates a series of small increments which when added together will complete the picture (Carter and Long, 1991:71).

Matching exercise is another wonderful technique in which students are expected to match phrases, pictures, words, sentences. The main aim of using this technique is to enable students to

use responses to the parts to build up sensitivity to the whole. Carter and Long (1991:75). Students in secondary schools enjoy such activities especially when conducted in groups.

Cloze or gap-filling is another technique in language based approach in which teachers use this activity in their classes and exams. The aim is to draw students' attention to the language and form of a text. Another aim is to draw attention to the use of particular linguistic features such as connecting words between sentences or signal words across paragraphs. Students must focus on the function and the use of these words. This technique has many advantages. Firstly, it changes the ordinary role of the teacher. Cloze makes the teacher encourager, supporter, stimulator, attentive listener, manager and motivator. Secondly, it leads to involvement with the text. Thirdly, it is a productive way of increasing the students' awareness of the patterns of words in a literary text. Finally, the strategy of cloze emphasizes the role of students as the center of learning process (Carter and Long, 1991:80).

Reading aloud is another technique used by both teachers and students. It is very important for teachers to open their reading task by reading the first paragraph aloud. A good teacher should read aloud in order to clarify some difficulties (Carter and Long, 1991:94-97).

2.9.2 Reader Response Approach (RRA)

The (RRA) has a growing influence on EFL literature classes (Carlisle, 2000, p.71). The reason is to encourage learners to study literature for literature sake, rather than for the mere attainment of language skills, which is the popular practice in most EFL classes (Ali, 1994, p.31).

2.9.3 The Personal Enrichment Approach

The personal enrichment approach shares common characteristics with the personal growth model. In this approach, literature helps students to become more actively involved both intellectually and emotionally in learning the target language through focusing on personal experiences, feelings and opinions. Thus, engaging in literature would also make students more democratic, open-minded, and open to change and improvement (Heathcote & Bolton, 1998).

2.10 The Three-phase Approach in Teaching Literary Texts in EFL Classes

As Saricoban (2002) explained the teacher should follow the three-phase approach in teaching inside the classroom: The three phase approach deals with the three faces of reading (pre-

reading, while-reading and post-reading). The aims of pre-reading phase are stimulating oral communication, reading for pleasure to enrich thinking and focusing on waking the imagination. The aims of while-reading phase are clarifying text content which begins with general understanding of the text, and then moves to smaller units such as paragraphs, sentences and words. The aims of post-reading phase are relating the text to the learners' own knowledge, interests or views.

2.10.1 The Critical Literary Approach

According to Maley (1989a) in this approach we focus on the literariness of the texts including such features as the characterization, motivation, value, psychology, background, etc. Adopting this approach, we should be cautious that our learners should have already mastered the intermediate levels and are currently at a level above that. Furthermore, the students should have the knowledge of literary conventions.

2.10.2 The Stylistic Approach

Maley (1989a, p.11) states that in this approach, we focus on literature as 'text'. This approach is closely in tandem with what EFL/ESL teachers need for their language classes. Contrary to the first approach here we have description and analysis of language prior to making interpretations.

2.10.3 The Story Grammar Approach (SGA)

This approach is based on the idea that there is an interaction between the reader and the text. In other words the reader gets aware of the text structure. It is closely associated with genre-awareness in textual analysis and how this knowledge is conducive to a better understanding. Knowing the difference between two different text types, e.g. narrative vs. expository will help the learners make better guesses about the text types and how ideas are developed in a text.

2.11 Motivation in Second Language Teaching and Learning

Generally, it is accepted that enthusiasm and commitment on the part of the teacher are the most important factors affecting his/her students' motivation to learn (e.g., Richards, 2003; Sawyer, 2007). Dornyei (2001) explains: "Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn." He elaborates:

Furthermore, I believe that this principle does not only apply to the overall level of motivation but also to more specific aspects of motivation: for example, if a teacher finds a particular academic task meaningful rather than pointless drudgery, this task attitude is likely to be communicated - either directly through deliberate action, or indirectly by means of modeling - to the students, who will in turn adopt a similar position. (p. 156)

Ellis (2005) explains the importance of motivation in language classrooms in the following statement:

Teachers also need to accept that it is their responsibility to ensure that their students are motivated and stay motivated and not bewail the fact that students do not bring any motivation to learn the L2 to the classroom. While it is probably true that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation.

Dornyei (2001) summarizes that the available research evidence and theorizing suggest that teachers' values, beliefs, attitudes and behavior, as well as the general level of their commitment towards the students, their learning and the subject matter, constitute some of the most prevailing influences on student motivation and learning. (p. 180)

2.12 Teachers' Motivation in English Language Teaching

In their everyday work, English language teachers are situated in a classroom where communication is co-authored with students and the professional motivation of the teachers assumes a vital importance in classroom interactions.

Johnson (1995) aptly describes the job of a second language teachers as the patterns of communication are jointly constructed by teachers as they control the content and structure of classroom communication and by students as they respond to what teachers say and do. (p. 89)

One of the defining characteristics of a "teacher" is to be "on display" (Roberts, 1998, p.107) and, therefore, a lack of motivation on the side of teachers could become quite apparent. This lack of motivation from the teacher's end would naturally lead to a negative impact on the motivation of the students. The teacher is a keystone of what is going on in the classroom, as Jerome Bruner (1996), an American philosopher of education, contends: "You cannot teacher-proof a curriculum any more than you can parent-proof a family" (p. 64).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This Chapter deals with the research methods that were used in this study. It discusses the research design, site of the study, population of the study, sample size and sampling techniques, data gathering instruments, procedures of data collection, and methods of data analysis used in carrying out the study.

3.1 Research Design

The major aim of this study is to assess EFL teachers' motivation in using literary texts in EFL classes at Shenen Secondary School grade nine and ten. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs. Besides, it is useful in showing immediate status of a phenomenon.

3.2 Site of the Study

For the present study Shenen Secondary School was selected purposefully. It is located to the West of Ambo town 184kms away from Addis Ababa. The researcher decided to choose grade nine and ten English teachers and students of Shenen Secondary School for three reasons. The first reason is that, this level is the higher level where students and teachers can use literary texts in order to develop their English language. Second, the researcher didn't come across a study conducted on assessing the EFL teachers' motivation in using literary texts at the selected school; therefore, the researcher felt that the study would fill a gap. Thirdly, the school is at a reasonable distance for data collection, particularly, to hold frequent lesson observation.

3.3 Population of the Study

The sources of data were English language teachers and students at Shenen Secondary School. According to the information from the school, in the 2016/2017 academic year, there were 12 English language teachers and all of them were taken as population of the study, and 320 students were taken as the population of the study. The populations of the study were therefore, 12 English teachers and 320 students.

3.4 Sample Size and Sampling Techniques

The target populations of the study were grade nine and ten English teachers and students at Shenen Secondary School in Shenen Town –West Showa Zone. In line with this, 12 English teachers and 320 students from both grades were taken as a population for the study. So, the total population size is 332. But, the researcher has taken 30% of the students i.e. 96 because of their large population.

The respondents were randomly selected from the total population of both grade students using the lottery method for questionnaire. Because it gives each element in the population an equal probability of getting into the sample; and all choices are independent of one another. And it gives each possible sample combination an equal probability. The researcher used availability sampling for the teachers because there were twelve English teachers in the school and all of them were involved in the study.

3.5 Data Collection Instruments

In order to collect the required data for this study, three types of data collecting tools namely, questionnaire, interview and classroom observation were used as data gathering instruments.

3.5.1 Questionnaire

In order to collect data to explore teachers' motivation in using and teaching literary texts lessons in English classes, a total of 51 items having both close-ended and open-ended items were designed for sample teachers. The first 6 items inquired teachers' personal background. The second part of the questionnaire included 4 items which are based on teachers' motivational experience in teaching literary texts in EFL class. The third part of the questionnaire consisted of (19) items which is based on EFL teachers' belief in the values literary texts embody in language teaching and learning. The fourth which has 3 items asks teachers to obtain their use of literary texts adapting and adopting from different sources for language teaching purposes in EFL classes. The fifth part which has 20 items asks teachers the difficulties that hinder them to implement the literary texts during English language classes. The sixth part which has two items asks teachers the learners' interest and their successfulness in learning English language through literary texts. And the seventh part asks teachers factors that hinder the practice of literary texts

teaching in EFL classes. Except the background of the teachers (6items) and the seventh part, the rest parts were based on five point Likert Scale.

Regarding students, after gathering the sample students in a separate room from both grades, the researcher distributed the students' questionnaire and read them through the cover page of the questionnaire with the students and explained the objective of the study.

Even though the respondents have been given one week to answer the questions, most of them returned within 2 days and the return rate was 100%. The sources of the data were Shenan Secondary School grade nine and ten students. The students' questionnaire consisted of 18 close ended items and one open-ended item were designed for sample students and 52 close ended and 2 open ended items were designed for sample teachers. The questionnaire was prepared on the basis of Likert scale which have five-point scales. Here Likert scale is the most widely used scale in survey research because when responding to a Likert questionnaire item, respondents specify their level of agreement to a statement and they use other ordered continuum response categories like frequency. As stated by Taylor (1973) cited in Lakachew (2003), Likert assigned numerical values to responses.

3.5.2 Interview

The purpose of using the interview is to verify whether or not some of the information obtained from the questionnaire is accurate, and to elicit more reliable information from the interviewees as they describe their motivation regarding their use of literary texts in EFL classes. It is believed that, therefore, better evidence could be obtained if teachers were invited to tell the researcher in a face to face communication about what they do in using literary texts during literary texts instructions. The researcher employed semi-structured interview which is used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, semi-structured interview having similar contents with the questionnaire to crosscheck the responses drawn through the questionnaire was set and conducted with 12 EFL teachers to obtain additional supplementary data on teachers' knowledge and view on their motivational experience during literary texts use in EFL classes. In light of this, 7 items of interview questions were prepared for English teachers. The interview has taken averagely 15 minutes for each subject and it was conducted in the selected school compound for five days (from March 27- 29/2017).

The procedure of interviewing was held using the target language through note taking while the interviewee was explaining his/ her ideas. This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments. According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, the semi-structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data. Therefore, the researcher believes that this would help to get more significant information to support the data obtained through questionnaire and classroom observation.

3.5.3 Classroom Observation

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). So, observation has a number of clear advantages for the researcher so as to gather ample information about the physical environment and about human behavior that can be recorded directly by the researcher without having to rely on the retrospect or anticipatory accounts of others. In other words, observation enables the researcher to note down what the researcher sees as it occurs, and the observational data are more accurate (Best and Kahan, 1989).

The researcher employed overt type of observation because the researchers focus was to investigate how English teachers deliver literary texts in language classroom. Overt observation is where those being observed are aware that the observation is taking place. This was employed when the teacher teaches literary texts according to his/ her plan. But due to the time constraints and work load of the researcher, the researcher observed two times for each English teacher which is totally 24 classroom observations during literary texts instructions. The focus of observation was to see teachers' motivation during literary texts instruction, the actual setting of teachers' literary texts teaching in EFL class and to observe the difficulties they face during literary texts use. Therefore, to make sure that the data obtained from the questionnaires were the reflection of what grade 9 and 10 English teachers of the selected school were actually motivated in using and teaching literary texts in language classes and to obtain first-hand information during literary texts teaching, the researcher prepared a classroom observation checklist (See appendix

F) in order to collect additional data and to verify the results obtained through semi-structured interview, and close/open-ended questionnaire. All teachers were observed two times for 40 minutes with the help of checklist.

The observation checklist of two point scale (yes, no) was prepared to identify the presence or absence of the sell the behaviors taken from the classroom instruction.

The checklist has three parts focusing on situations to be observed in the class concerning EFL teachers' motivation, the practices of literary texts teaching situations in EFL class and finally the difficulties EFL teachers face during literary texts instruction. Then, checklist results of the observers were analyzed through percentage.

3.6 Data Collection Procedure

Before collecting the actual data, the researcher piloted the questionnaire. The pilot study was carried out on 40 grade 9 and 10 students and 7 English teachers of Ali Kutaye Secondary School because of its reasonable distance for the researcher to carry out the task easily. The questionnaire was given to the students out of their shift when they were studying in the school library and to the teachers when they were free of classes. The main objective of the pilot study was to see the reliability of the content, assess the clarity and the logical flow of items. Accordingly, the pilot study helped to shape some questions. Unexpectedly, it also helped the researcher to know the existence of students who do not understand English language very well. As a result, the English questionnaire was translated to Afan Oromo because Afan Oromo is their mother tongue.

After piloting was completed, the researcher duplicated and distributed the questionnaire to sample teachers and students at Shenen Secondary School. Within a week the questionnaire was filled and returned for the researcher. Next, interview was employed with the teachers. Following the completion of the teachers' interview, classroom observation was carried out. The researcher observed the teaching learning process for one month and two weeks in the sections which the teachers allowed him to observe. After the completion of the observation, the researcher started analyzing and interpreting the collected data.

3.7 Methods of Data Analysis

The data which were gathered from teachers and students through interview, classroom observations and questionnaires were analyzed, interpreted and discussed accordingly.

The majority of the data (data from the questionnaire and from the observation) are quantitative. But the interview gives forth a considerable amount of qualitative data. For this reason, both quantitative and qualitative methods of analysis are used. The quantitative data is first tallied. Then it is organized into frequency tables where the responses are presented in the form of frequencies and percentiles. Finally, the frequencies and percentiles are compared with each other and analyzed. The qualitative data is discussed at length usually in connection with the quantitative data because most of the qualitative data contains further explanations, reasons and evidence to the information given quantitatively.

The presentation of the analysis follows the order in which the research questions are presented. All the items from all instruments that are concerned with the first question are analyzed and discussed at the beginning, those with the second follow, those with the third continue, and those with the fourth come at the end. After all the data were analyzed thematically and then, summary, conclusion and recommendations were given based on the results.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This study aimed at assessing the EFL teachers' motivation in using literary texts in EFL class at Shenen Secondary School. To collect relevant data for the study questionnaire, interview and classroom observation were employed. Accordingly the results and discussions of teachers' and students' responses, compared with the classroom observation were assessed. Finally, the major factors that affected the practice of teaching literary texts in EFL classes were treated under this section respectively.

4.1 Analysis of Data Obtained through Questionnaire

4.1.1 Teachers' Response

Table 1 Teachers' Response to their Motivation in Using Literary Texts in EFL Class.

Statements	VH		H		M		L		VL		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. The extent to which you are motivated in using literary texts in teaching English as a foreign language.	-	-	-	-	2	16.7	8	66.7	2	16.7	12	100
2. The extent to which you wish that literary texts are integrated in your English course book.	-	-	1	8.3	1	8.3	7	58.3	3	25	12	100
3. The extents to which you are interested to bring literary texts from other sources to your English language class.	-	-	-	-	1	8.3	4	33.3	7	58.3	12	100
4. The extent to which you are interested to provide literary texts which are appropriate to your students' language level.	-	-	-	-	-	-	2	16.7	10	83.3	12	100

Key: VH= Very High, H= High, M= Medium, L= Low, VL= Very Low

Note: VeryHigh=5, High= 4, Medium= 3, Low=2, Very Low= 1

Table 1 above depicts that 2(16.7%), 8(66.7%) and 2(16.7%) of the respondents confirmed that they have medium, low and very low motivation in using literary texts in their class respectively. And none of them have very high and high motivation in teaching literary texts in EFL class.

Likewise, in replying to item 2, 1(8.3%), 1(8.3%) , 7(58.3%) and 3(25%)of the respondents stated that they have high, medium, low and very low motivation respectively with regard to the integration of literary texts in English course book. In teaching language, it is good to establish a link between the literary texts and English course books because literary texts have power in developing students' language.

In relation to this, items 3 and 4 were used to find out the respondents' awareness in providing the students with literary texts that go in line with students' level of language competency. Hence, the above table showed that majority of the teachers have very low motivation in bringing any literary texts from other sources to their English language class and also they were not interested in providing literary texts which are appropriate to their students' language level.

To wind up, as it can be observed from Table 1 above, the data collected from the teachers regarding their motivation on their use and teaching of literary texts in EFL classes showed that majority of them were not motivated in teaching and practicing literary texts in EFL classes.

Table 2 Teachers' Responses to whether they Believe in the Values of Literary Texts in Language Teaching or not

Statements		SA		A		UD		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
5	Literary texts provide learners with different viewpoints towards language	7	58.3	4	33.3	1	8.3	-	-	-	-	12	100
6	Literary texts motivate the learners for personal interpretations.	6	50	4	33.3	2	16.7	-	-	-	-	12	100
7	Literary texts evoke emotions and ideas in both heart and mind.	5	41.7	4	33.3	3	25	-	-	-	-	12	100
8	Literary texts make the learner familiar with figures of speech (metaphor, simile, etc.).	9	75	2	16.7	-	-	1	8.3			12	100
9	Literary texts promote the learners' attitudes and knowledge on different cultures.	5	41.7	6	50	1	8.3	-	-	-	-	12	100
10	Literary texts offer a world of wonders and mystery.	5	41.7	6	50	1	8.3	-	-	-	-	12	100
11	Literary texts develop critical thinking ability.	7	58.3	5	41.7	-	-	-	-	-	-	12	100
12	Literary texts make the learners feel comfortable and free.	6	50	5	41.7	-	-	1	8.3	-	-	12	100
13	Literary texts stimulate imagination and promoting creative thinking.	7	58.3	5	41.7	-	-	-	-	-	-	12	100
14	Literary texts heighten influential language skills.	6	50	4	33.3	2	16.7	-	-	-	-	12	100

15	Literary texts increase the learners' empathy and awareness.	5	41.7	5	41.7	2	16.7	-	-	-	-	12	100
16	Literary texts reinforce positive self-concept.	7	58.3	5	41.7	-	-	-	-	-	-	12	100
17	Literary texts provide the teachers with a fresh perspective on teaching.	9	75	3	25	-	-	-	-	-	-	12	100
18	Literary texts develop creativity, sensitivity and flexibility, cooperation, and communication skills.	9	75	3	25	-	-	-	-	-	-	12	100
19	Literary texts help the learners develop competence with respect to their receptive and productive skills.	7	58.3	5	41.7	-	-	-	-	-	-	12	100
20	Literary texts help the learners develop new opinions and thoughts.	4	33.3	6	50	2	16.7	-	-	-	-	12	100
21	Literary texts develop the learners' knowledge about different cultures, traditions, societies, and people.	8	66.7	4	33.3	-	-	-	-	-	-	12	100
22	Literary texts give the learners the chance to use their creativity.	10	83.3	2	16.7	-	-	-	-	-	-	12	100
23	Literary texts develop both oral and written language skills.	5	41.7	6	50	1	8.3	-	-	-	-	12	100

Key: SA=strongly agree, A= agree, UD= undecided, D= disagree and SD= strongly disagree

Literature plays a significant role in language curriculum and teaching. However, many language instructors have argued that why and how literature should be embodied in language curriculum. Many instructors have considered the use of literature in language teaching as a valuable and interesting strategy (Sage, 1987). In this regard, item 5 in Table 2 asked if the teachers believe in the value that literary texts are providing learners with different viewpoints towards language applications. Accordingly, 7(58.3%), 4(33.3%), 1(8.3%) of the teacher respondents strongly agreed, agreed and uncertain respectively with regard to the value of literary texts in providing learners with different viewpoints towards language applications in language teaching and learning.

Likewise, in replying to item 6, 6(50%), and 4(33.3%) of the respondents strongly agreed and agreed respectively that literary texts give the value of motivating the learners for personal interpretations; however, 2(16.7%) of the teacher respondents replied that they disagree in the value that literary texts provide with regard to motivating the learners for personal interpretation. This indicated that majority of the teacher respondents have accepted that literary texts have high value in teaching English language.

With regard to item 7, 5(41.7%) and 4(33.3%) of the teacher respondents replied that they strongly agreed and agreed respectively in the value of literary texts in evoking emotions and ideas in both heart and mind of the learners. On the other hand, 3(25%) of the teacher respondents disagreed in the value of literary texts mentioned here. From this, I can analyze that majority of the respondents believe in the values of literary texts in manifesting imaginations, emotions and ideas in both learners' heart and mind.

As shown on item 8 in Table 2 above, 9(75%) and 3(25%) of the teacher respondents strongly agreed and agreed respectively that using literary texts in EFL classes have the value of making the learners with figures of speech such as metaphors, similes, etc. This indicated that literary texts have high position in providing the learners with different figures of speech.

Item 9 and 10 indicate that 5(41.7%) and 6(50%) of the teacher respondents strongly agreed and agreed respectively in the role of literary texts in language teaching that they promote the learners' attitudes and knowledge in different cultures and in developing learners' offer in the world of wonders and mystery. Whereas 1(8.3%) of the teacher respondents disagreed in the value of the literary texts stated here.

As indicated on items 11 and 19, 7(58.3%) and 5(41.5%) of the teacher respondents strongly agreed and agreed respectively that using and teaching literary texts in EFL class have the value of developing learners' critical thinking ability and helps them develop their value of competence with respect to receptive and productive skills.

Item 12 shows that 6(50%) and 5(41.7%) of the teacher respondents strongly agreed and agreed respectively in the value of literary texts in making the learners feel comfortable and free. This indicated that literary texts have value in language teaching and learning. On the other hand 1(8.3%) the teacher respondents replied that they disagreed in the value that literary texts provide with regard to this item.

Likewise, literary texts play a great role in stimulating the imagination and promoting creative thinking of the learners. Therefore, as shown on item 13, 7(58.3%) and 5(41.7%) of the teacher respondents revealed that they strongly agreed and agreed respectively with regard to this issue. This response of the English teachers still shows that the value of literary texts in language teaching and learning is limitless.

With regard to items 14 above, 5(41.7%) of the teacher respondents strongly agreed and agreed respectively in the importance of literary texts in language class in heightening learners influential listening skill. On the other hand 2(16.7%) of the teacher respondents replied that they were not certain in the values of literary texts mentioned along with the item stated here.

On the line of reinforcing positive self-concept as item 16 indicated in the Table 2 above, 7(58.3%) and 5(41.7%) of the teacher respondents strongly agreed and agreed respectively that literary texts give the value of reinforcing the learners in their learning. This indicated that majority of the teacher respondents have accepted the value of literary texts in reinforcing learners' positive self-concept. However, 2(16.7%) of the teacher respondents were not certain in the idea given above.

Along with item 17 and 18 above, 9(75%) and 3(25%) of the teacher respondents strongly agreed and agreed respectively that literary texts provide teachers with fresh perspective in their teaching. From this it is possible to deduce that literary texts play a great role in developing learners' creativity, originality, sensitivity, flexibility, and cooperation and communication skills.

Using literary texts in language classroom helps the learners in developing their level of competence with respect to their receptive and productive skills. Hence, on item 19, 7(58.3%) and 5(41.7%) of the teacher respondents replied that they strongly agreed and agreed respectively. This idea clearly indicated that the value of literary texts in developing learners' language skills such as listening, speaking, reading and writing is at the higher level.

In developing the learners' knowledge regarding different cultures, traditions, societies and people, the position of literary text is at higher level. Students can learn other countries cultures, traditions, norms, values, etc. through literature. As indicated on the above table, on item 21, 8(66.7%) and 4(33.3%) of the teacher respondents strongly agreed and agreed respectively in the value of using literary texts in English language classes.

In case of providing the learners the chance of using their creativity, still literary texts play a great role. Item 22 has indicated this fact. As it is illustrated on the Table above, 10(83.3%) and 2(16.7%) of the teacher respondents strongly agreed and agreed respectively in the value of literary texts in providing the students the chance of using their creativity. So it is possible to deduce from this information that literary texts have great value in English language learning. In

addition to this, learners can develop their both oral and written language skills. As shown on item 23, 5(41.7%) and 6(50%) of the teacher respondents strongly agreed and agreed in the role of literary texts in EFL class. Whereas, 1(8.3%) of the teacher respondents expressed their uncertainty in the value literary texts embody in developing learners oral and written language skills. This indicated that, there is variation between teachers concerning their belief in the values of literary texts.

Table 3 Teachers’ Responses towards their Use of Literary Texts in EFL Classes

Statements	Always		Usually		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
24. How often do you use literary texts in your class to make your language teaching process motivational and interesting?	-	-			2	16.7	6	50	4	33.3	12	100
25. To what extent do you use literary texts which do not go against the students’ cultures, norms, values, etc.	-	-	1	8.3	-	-	7	58.3	4	33.3	12	100
26. To what extent do you use literary texts that go with students’ language competency level?	-	-	1	8.3	-	-	5	41.7	7	58.3	12	100

Using literary texts in teaching English has various advantages. To help the learners to develop their competency level in language, it is advisable if EFL teachers use literary texts in teaching English language. Literature is particularly a good source for developing students' abilities to infer meaning and to make interpretations (Widdowson, 1975). In line with this, Shen Secondary School EFL teachers were asked to reveal their genuine responses regarding questions given in table 3. As a result, regarding item 24, none of the teacher respondents use literary texts frequently in their teaching process. Anyhow, 2(16.7%) of the teacher respondents sometimes use literary texts and use for language teaching purpose. However, 6(50%) and of the teacher respondents revealed that they rarely use; whereas, 4(33.3%) of the teacher respondents never use literary texts in their classes. This indicated that these respondents have less attention in using literary texts in English language teaching and learning.

Along with item 25, none of the respondents always use the texts. Anyhow, 1(8.3%) of the teacher respondents revealed that he/ she usually uses literary texts which do not go against the learners' cultures, norms and values. However, there are 7(58.3%) and 4(33.3%) of the teacher respondents stated that they rarely and never respectively use literary texts respectively. From this it is possible to analyze that these respondent teachers do not use literary texts in their English language teaching procedures. The data gathered by the researcher during classroom observation also go parallel to the fact given here.

In line with item 26, none of the teacher respondents strongly agreed and uncertain, respectively, concerning using literary texts that go with students' language level. 1(8.3%) of the teacher respondents have done this task. Whereas 5(41.7%) and 7(58.3%) of the teacher respondents disagreed and strongly disagreed that they didn't use literary texts that match with students language competency level.

Therefore, the respondents response clearly indicated that Shenen Secondary School English language teachers' believe in the values that literary texts embody in language teaching and learning, but they didn't give due attention in using them for language teaching purpose. What is difficult for them is that putting in to practice what they have in mind. The responses given by the respondents here directly reflected what the researcher has observed during classroom observation.

Table 4 Teachers Response to Difficulties they face in Using Literary Texts in EFL Classes.

Statements	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
27. Students lack clear aims and objectives for studying the literary texts.	6	50	4	33.3	-	-	2	16.7	-	-	12	100
28. Students do not experience the sense of pleasure and enjoyment that goes with the study of the literary texts.	7	58.3	4	33.3	1	8.3	-	-	-	-	12	100
29. Students lack background knowledge about the literary text writer's life and the prevailing social climate.	7	58.3	5	41.7	-	-	-	-	-	-	12	100
30. Students concentrate on the content and ignore the language skills embedded in studying the literary text.	6	50	4	33.3	-	-	1	8.3	1	8.3	12	100
31. Students face difficulties in the process of analyzing and assessing the literary texts, which results in text misinterpretation.	9	75	3	25	-	-	-	-	-	-	12	100
32. Students' low level of language proficiency in English language makes understanding the literary texts difficult.	9	75	3	25	-	-	-	-	-	-	12	100
33. Students feel burdened with implications of studying the literary texts for the exam, which makes its study a difficult task to accomplish.	2	16.7	10	83.3	-	-	-	-	-	-	12	100
34. Students lack the ability to appreciate the literary texts which is an essential requisite for enjoying and understanding it.	12	100	-	-	-	-	-	-	-	-	12	100
35. Students struggle hard and face a tough time to get the real meaning of the literary text.	5	41.7	3	25	4	33.3	-	-	-	-	12	100
36. Students develop some psychological barriers to the literary texts learning resulting from the difficulties they undergo while studying it.	5	41.7	3	25	4	33.3	-	-	-	-	12	100

37. Students and teachers are obliged to translate the incomprehensible language into mother tongue to get the meaning of the literary texts.	10	83.3	2	16.7	-	-	-	-	-	-	12	100
38. The literary texts content and language are not in harmony with students' age and interest.	4	33.3	8	66.7	1	8.3	-	-	-	-	12	100
39. The literary texts come from an alien culture, which sometimes contradicts students' culture and values.	10	75	2	25	-	-	-	-	-	-	12	100
40. The literary texts entail a lot of difficult figurative and symbolic language and diction, which make it difficult for students to comprehend.	9	75	3	25	-	-	-	-	-	-	12	100
41. Language difficulties kill the sense of enjoyment of studying the literary text.	7	58.3	4	33.3	1	8.3	-	-	-	-	12	100
42. Not enough class time is allocated for teaching the literary texts.	9	75	3	25	-	-	-	-	-	-	12	100
43. The literary texts are written in incomprehensible language obviously beyond students' linguistic and socio- cultural background.	5	41.7	7	58.3	-	-	-	-	-	-	12	100
44. The literary text is highly unrealistic and full of ambiguity, which makes it difficult for students to comprehend	6	50%	5	41.7	1	8.3	-	-	-	-	12	100
45. The literary texts are highly symbolic, which makes them difficult for students to grasp.	8	66.7	4	33.3	-	-	-	-	-	-	12	100
46. The literary texts are full of far-fetched ideas and images.	5	41.7	7	58.3	-	-	-	-	-	-	12	100

Key: SA=strongly agree, A= agree, UD= undecided, D= disagree and SD= strongly disagree

Through teaching literary texts in EFL classroom, English language teachers face difficulties in different ways. This section deals with the analysis and interpretation of the data collected from Shenen Secondary School English language teachers concerning the problems they face during literary texts instruction in EFL classroom as showed on Table 4 above.

One of the difficulties English language teachers face during literary texts teaching is that the students lack of clear aims and objectives for learning language through literary texts. In line with this, item 27 in the Table 4 above indicated that 6(50%) and 4(33.3%) of the teacher

respondents strongly agreed and agreed, respectively regarding the difficulties they face during literary texts instruction in EFL classroom. On the other hand, 2(16.7%) of the teacher respondents expressed their uncertainty concerning students lack of clear aims and objectives for learning English language through literary texts. These respondents may be from those who do not use literary texts in English language teaching.

In line with item 28 and 41, 7(58.3%), 4(33.3%) and 1(8.3%) of the teacher respondents strongly agreed, agreed and uncertain respectively concerning the difficulties they encounter along with the learners' sense of enjoyment and language difficulty which hinders the sense of enjoyment for studying literary texts. This indicates that the learners do not experience the sense of pleasure and enjoyment that go with the teaching of literary texts. In addition, difficulty of the terms expressed in literary texts hinders the sense of students feeling of entertainment. As a result, English language teachers do not feel confident in their teaching. Teachers and learners can succeed when the students get the concept of the lesson they are dealing with. But English language teachers face difficulties along their ways to fulfill this task.

Students' background knowledge about literary text writers' life and the prevailing social climate is a tough task in understanding literary texts. Hence, when students face difficulty in getting the central idea of the literary texts, teachers alone cannot go forward in their teaching. Still this is a challenge for teachers to teach literary texts in English language class. Along with this idea, on item 29, 7(58.3%) and 5(41.7%) of the teacher respondents strongly agreed and agreed, respectively, on the difficulties they face with regard to students lack of background knowledge about the literary texts writers' life and prevailing social climate.

Along with item 30, 6(50%) and 4(33.3%) of the teacher respondents replied that they strongly agreed and agreed, respectively regarding the challenges they face regarding of students' concentration on the language content and their ignorance of the language skills embedded in studying literary texts in EFL classes. As a result, teachers cannot precede the teaching of English language through literary texts in an appropriate manner. Contrary to this, 1(8.3%) of the teacher respondents disagreed and strongly disagreed, respectively regarding the case. This indicated that there were few English teachers at Shenen Secondary School who do not consider students concentration on the content and ignorance of the language skills embedded in studying the literary texts as a hindering task in teaching literary texts in EFL classes.

With regard to items 31, 32, 40 and 42, 9(75%) and 3(25%) of the teacher respondents strongly agreed and agreed respectively that they face difficulties during literary texts instruction in EFL classes. Students may face difficulties in the process of analyzing and assessing the literary texts which results in the texts misinterpretations. And understanding the literary texts is difficult for the students because of their low level of maturity in English language. The respondents revealed that literary texts entail a lot of difficult figurative and symbolic language and diction which make it difficult for students to comprehend. In addition to this, they indicated the difficulties they face concerning class time allocation. As the respondents try to express, not enough class time is allocated for teaching literary texts in detail in EFL classroom. As a result of these challenging tasks, using literary texts in English language class is difficult for English teachers.

As indicated on the Table above on item 33, 2(16.7%) and 10(83.3%) of the teacher respondents strongly agreed and agreed, respectively with regard to students' feeling in the implications of studying literary texts for the exam which makes its study a difficult task to accomplish. From these respondents idea I can possibly deduce that students feel burdened with the implications of studying literary texts for exam. Therefore, it is great challenge for teachers to teach students who feel that studying literary texts as something which is not good for their career.

Having the ability of appreciating literary texts is an essential requisite for enjoying and understanding it. However, students are not competent enough to do so. In line with this, as indicated on item 34, all of the teacher respondents strongly agreed that students' lack of the ability to appreciate literary texts in EFL class as one of the challenging task they face during literary texts instruction in English language class.

In order to be effective language learners, students should work hard and should be free of any barriers. In line with this issue, items 35 and 36 on the Table above state about students interaction and what they feel during literary texts instructions in the EFL class. As indicated in the table above, 5(41.7%) of the teacher respondents strongly agreed and agreed respectively in both items. The respondents indicated that the students struggle hard and face a tough time to get the real meanings of the literary texts. The respondents also indicated that learners develop some psychological barriers to the literary texts learning resulting from the difficulties they undergo while studying it. As a result of this, it is difficult for teachers and students to share common wages in leading language learning process through literary texts in EFL class. Beside of this

2(16.7%) of the teacher respondents have stated their view of uncertainty upon students struggle and the tough time they face during literary texts instruction. They have also indicated that they haven't clear and definite idea regarding the psychological barriers the learners develop to the literary texts learning in English language class.

On the items 37 and 39, 10(83.3%) and 2(16.7%) of the teacher respondents have indicated the difficulties they face in translating the incomprehensible language in to the learners' mother tongue. This is very difficult task because in one class there are different students speaking different languages as their mother tongue.

The literary texts that English language teachers use in EFL classes should match with the learners' age and interest. In case of selecting literary texts that fit students' age, interest and grade level, the teachers face great challenges. In this regard, on item 38, 8(66.7%), 3(25%) and 1(8.3%) of the teacher respondents strongly agreed, agreed and undecided respectively that the content and languages of literary texts provided in students' text books are not harmony with students age and interest.

Along with items 43 and 46, 5(41.7%), and 7(58.3%) of the teacher respondents strongly agreed and agreed respectively that literary texts are written in incomprehensible language obviously beyond the students linguistic and socio-cultural background. The respondents also indicated that the literary texts are full of far-fetched ideas and images. This resulted in the learners' inability to understand the literary texts. From this you can deduce that English language teachers face difficulties during literary texts instruction in EFL classes.

It is better to make the literary texts teachers use/ teach in language classes realistic and free from ambiguity. Item 44 on the table above indicated about this case. In line with this, 6(50%), 5(41.7%) and 1(8.3%) of the teacher respondents strongly agreed, agreed and undecided respectively that the literary texts teachers teach in EFL classes are full of ambiguity, which makes it difficult for students to comprehend. In language teaching and learning process, the difficulties students face has direct relationship with the challenges English language teachers face because both of them do for the same goal. When the learners are free of any difficulties in their learning, teachers can also be free of any challenges. This clearly shows that teachers and students roles are interrelated to each other.

Similarly, on item 45, 5(41.7%), and 7(58.3%) of the teacher respondent strongly agreed and agreed, respectively in the difficulties they face regarding literary texts symbolic expressions. The respondents revealed that literary texts are highly symbolic and this makes difficult for the learners to grasp the message of the texts. When students face difficulty in understanding the texts, the teachers also face challenges. So that they struggle to overcome the difficulties occurred and to provide the learners with clear and understandable lessons.

I. Problems Related to Teaching Materials.

According to the data collected from the respondents through questionnaire, the following teaching material related problems were found to have slowed down the practice of literary texts in EFL teaching and learning process:

- Lack of reference materials on how to teach literary texts in EFL class.
- Insufficiency of topic lessons of literary texts teaching in the students' English text book.
- Lack of literary texts to use in EFL classes.

II. Problems Related to School

The respondents claimed that the following problems related to the school were found to have hampered the practice of literary texts teaching in EFL classes:

- Almost no induction and training was given to teachers concerning how to teach English language through different literary texts.
- More than half of the teachers do not have adequate knowledge on the literary texts teaching strategies.

In line with this, item II₄, and IV_{2.3} of the teachers' questionnaire (See Appendix A) and B₂ of the interview made with the teachers' (See Appendix B), the respondents were asked to mention the factors that hinder not to implement the practice of literary texts teaching in EFL classes, if any. The data collected from the teachers using questionnaires are categorized and presented above. Hence, there are challenges teachers encounter on the side of lack of teaching materials and lack of trainings.

Generally, the problems that hindered the practice of literary texts in language teaching in the school looked to work in concentration. For example, lack of enough literary texts is indirectly or directly affecting the teachers' attempt of literary texts use in EFL classes.

In the teachers' questionnaire, item VII (See Appendix A), asked the respondents to suggest their own ideas on how to promote the practice of literary texts teaching at high school level. In replying to this item, thus, most of the respondents reported that they needed training to be given to them on how they practically use the literary texts to teach English language.

In general, it seems that many of the barriers to practice literary texts teaching in EFL classes may be reduced if the teachers get adequate training on how they could overcome the difficulties they encounter in teaching English language through different literary texts and have got sufficient teaching materials on literary texts.

Table 5: Teachers' Responses to whether they had Taken Adequate Training about Literary Texts Teaching in EFL Classes or not.

Item No. 47	Yes		No.		Total	
Have you ever taken adequate training about literary texts teaching strategies while you were in college/ university?	F	%	F	%	F	%
	2	16.7	10	83.3	12	100

It is obvious that having adequate training is an essential means to make language teachers aware of the principles of practicing or using literary texts teaching methods and strategies; and it is also a means to improve teachers' skills of literary texts teaching strategies in EFL classes. In turn, the teachers' understanding of the practice of literary texts teaching strategies along with the skills they have as to how practically implement literary texts teaching methods and strategies have grate position.

As Table 5 above shows, 2(16.7%) of the research participants have got adequate training on literary texts teaching methods and strategies. The rest 10(83.3%) of the respondents replied that they have not got adequate training on literary texts teaching methods and strategies while they were at university /college. From this, one could assume that the majority of the respondents may not properly practice and implement literary texts teaching methods and strategies in EFL classes. Further, it appeared that these EFL teachers had not gained adequate training on literary texts teaching methods and strategies. This implies that these EFL teachers should get training on the uses / practices of literary texts teaching in EFL classes.

Table 6: Teachers' Response towards Students' Interest in Learning English Language through Literary Texts and their Success.

Item No.	VHI		HI		AI		LI		NI		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
48. To what extent do you think your students are interested in learning English language through different literature genres?	-	-	2	16.7	3	25	7	58.3	-	-	12	100
49. To what extent do you think students are successful in English language learning through different literature genres?	VHS		HS		AS		LS		NS		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	-	-	2	16.7	4	33.3	6	50	-	-	12	100

Key:

For item 48: VHI= very highly interested, HI= highly interested, AI= averagely interested, LI= less interested and NI= not interested at all. For item 49: VHS= very highly successful, HS= highly Successful, AS= averagely successful, LS= less successful and NS= not successful at all.

As the Table above indicates, 7(58.3%) of the teacher respondents replied that their students are less interested in learning English through literary texts. But most of the student respondents replied that they were averagely interested in English language (See appendix A). Therefore, there is inconsistency between the two respondents. Even if the students may have interest in English, the teachers may not teach literary texts consciously to arouse students' attention towards literary texts instruction (See appendix B). The teachers were observed whether they arouse or not. This is supported during the actual classroom observation; most teachers did not give due attention for literary texts teaching methods consciously to arouse students' interest toward the literary texts lessons during literary texts instruction.

As the Table above shows, 6(50%) and 4(33.3%) of the respondents replied that their students are less successful and averagely successful in their language proficiency, respectively. The rest 2(16.7%) of them reported that as their students are highly successful. So, the teachers need to use different and interesting literary text teaching methods and strategies, which make English lessons more exciting and motivating for learners.

4.1.2 Students Responses

Table 7: Students Responses to Teachers' Motivational Experience while Teaching Literary Texts in EFL Classroom

Statements	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Teachers are motivated in providing students with different literary texts.	15	15.62	20	20.83	23	23.96	33	33.33	17	17.71	96	100
2. Teachers prefer to teach English language skills using literary texts.	5	5.21	11	11.46	23	23.96	34	35.42	23	23.96	96	100
3. Teachers intentionally initiate students to use literary texts.	8	8.33	10	10.42	13	13.54	32	33.33	33	34.38	96	100
4. English language teachers give much time for literary texts in their teaching.	4	4.17	13	13.54	14	14.58	36	37.5	29	30.21	96	100
5. Teachers give value for literary texts in language teaching and learning.	2	2.08	5	5.21	17	17.71	31	32.29	39	40.63	96	100
6. Teachers have motivation in assessing students using literary texts.	-	-	3	3.125	18	18.75	34	35.42	41	42.71	96	100
English language teachers initiate students to express their opinion and feelings using literary texts.	1	1.04	3	3.125	7	7.29	24	25	61	63.54	96	100

SA=strongly agree, A= agree, UD= undecided, D= disagree and SD= strongly disagree

As indicated on the Table 7 above, the student respondents were asked to give their precious idea towards their English language teachers' motivational experience during literary texts instruction in EFL class. Accordingly, regarding item 1, 15(15.62%) and 20(20.83%) of the student respondents strongly agreed and agreed respectively that English language teachers willingly help students providing them with different literary texts. Whereas, 23(23.96%), 33(33.33%) and 24(25%) of the students respondents are undecided, disagreed and strongly disagreed that their teachers willingly help the learners providing them different literary texts in order to make them competent language learners. This indicated that majority of the teachers haven't motivation to teach the students different literary texts in EFL classes. The data which the researcher collected

during observation also shows what the student respondents illustrated here. This indicated that there is consistency between the data obtained through classroom observation and questionnaire.

Item 2 on the above table illustrated the preference of the English language teachers in teaching English language skills through literary texts. In line with this issue, 5(5.21%), 11(11.46%) and 23(23.96%) of the student respondents strongly agreed, agreed and undecided respectively. While 34(35.42%) and 23(23.96%) of the respondents disagreed and strongly disagreed respectively concerning English language teachers literary texts teaching. This shows that the teachers do not prefer to teach English language skills through literary texts.

Along with item 3 above, 8(8.33%), 10(10.42%) and 13(13.34%) of the students respondents strongly agreed, agreed and undecided respectively that EFL teachers intentionally initiate students to read and write literary texts in and out of the school. However, majority of the respondents, i.e. 32(33.33%) and 33(34.38%) of them disagreed and strongly disagreed along this issue. From these respondents' point of view, you can understand that EFL teachers do not initiate the learners towards reading and writing literary texts in and out of the school.

In line with item 4, the respondents were asked to provide their genuine response regarding English language teachers allocation of much time to literary texts exercises during teaching and learning process. Hence, 4(4.17%) and 13(13.54%) of the student respondents strongly agreed and agreed respectively regarding the stated idea. This indicated that only few English language teachers focus on literary texts exercises. On the other hand, 14(14.58%) of the student respondents were undecided up on this statement. Anyhow, 36(37.5%) and 29(30.21%) of the respondents disagreed and strongly disagreed, respectively that their English language teachers give much time for literary texts exercises. From this it is possible to deduce that English language teachers do not give due attention for literary texts exercises. The researcher also observed the same case during classroom observation. Almost all of the English language teachers were observed while they simply tell the students the high light of the literary texts exercises and proceed to other sections of the book.

In line with this, as indicated on the Table above on item 5, 2(2.08%) and 5(5.21%) of the students respondents strongly agreed and agreed respectively that English language teachers give high value for literary texts in their teaching. This shows that only few English language teachers

give value for literary texts when teaching language in EFL class. 17(17.71%) of the respondents were doubtful to decide the case. Contrary to these ideas, 31(32.29%) and 39(40.63%) of the respondents disagreed and strongly disagreed that their English language teachers give high value for literary texts in language teaching and learning. This indicated that majority of the teachers didn't give value for literary texts in English language teaching. The data gathered through interview and classroom observation also reflects the same case. Therefore, we can deduce from this that there is consistency between data collected through interview, classroom observation and the questionnaire.

Assessing students through literary texts can bring the learners' attention towards giving value for it. Students, most of the time, focus on the parts of the texts that teachers use for assessing them Black and William (1998a). On the above Table, item 6 illustrated about this fact. Accordingly none of the student respondents strongly agreed that English language teachers assess students using literary texts. 3(3.125%) of the respondents agreed that there is a time when English language teachers assess students using literary texts. But 18(18.75%) of the students respondents were not certain to decide the case. However, 34(35.42%) and 41(42.71%) of the respondents disagreed and strongly disagreed respectively that the English language teachers assess the students using literary texts. From this you can understand that majority of the EFL teachers do not assess students using literary texts. This can have influence on students because they do not give value for literary texts during literary texts instructions in EFL classes.

Learners can show their creativity using literary texts. They also can develop their oral and written language skills using literary texts. To do these, English language teachers should initiate the learners to express their opinion and to give their personal interpretations through literary texts. Along with this reality regarding item 7, the student respondents have given their genuine responses. Hence, 1(1.04%) and 3(3.125%) of the student respondents strongly agreed and agreed respectively that the EFL teachers initiate the students in expressing their opinion and feelings using literary texts in EFL classes. On the other hand, 7(7.29%) of the respondents were uncertain to decide this issue. However, 24(25%) and 61(63.54%) of the respondents disagreed and strongly disagreed respectively that the EFL teachers initiate students to express their opinion and to give their personal interpretations using literary texts. This shows that the EFL teachers do not make the students express their creative ability using literary texts. The data

obtained through classroom observation also has direct relationship with the response given here by the student respondents.

Table 8: Students’ Responses to the Difficulties EFL Teachers Face in Using Literary Texts in EFL Classroom

Statements	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
8. Teachers face challenges for making instructions clear for students so that students cannot do literary texts exercises easily.	37	38.54	31	32.29	7	7.29	9	9.38	12	12.5	96	100
9. Teachers face challenges in using appropriate literary texts that fit with students’ language competency level.	32	33.33	35	36.46	8	8.33	10	10.42	11	11.46	96	100
10. Teachers face challenges in providing literary texts that do not violate students’ cultures, values, norms, etc.	27	28.13	39	40.63	7	7.29	12	12.5	11	11.46	96	100
11. Teachers face challenges in understanding and interpreting languages of literary texts and their theme.	36	37.5	30	31.25	12	12.5	10	10.42	8	8.33	96	100
12. Teachers face challenges in using appropriate method that involves students’ active interactions while they teach literary texts in EFL classroom.	29	30.21	37	38.54	5	5.21	14	14.58	11	11.46	96	100
13. Teachers face challenges in using literary texts which are simple and can stimulate the kind of personal involvement and arouse the learners’ interest.	21	21.88	29	30.21	19	19.79	20	20.83	17	17.71	96	100

Key:SA=strongly agree, A= agree, UD= undecided, D= disagree and SD= strongly disagree

When instructions are clear, students learn very well. It is also crucial to select texts which can stimulate the kind of personal involvement and arouse the learners’ interest. If the learners’ ideas, experiences and needs are completely at variance with what they are asked to read, it is useless to expect them to be motivated. On the other hand, if the assigned literary text is

meaningful and enjoyable, learners will try to overcome the linguistic obstacles enthusiastically (Collie and Slater, 1994, p. 6-7). Item 8 on the Table 8 above states about the difficulties English language teachers face in making literary texts instructions clear for the learners. In line with this, regarding item 8, 37(38.54%), 31(32.29%) and 7(7.29%) of the student respondents strongly agreed, agreed and undecided respectively that English language teachers face difficulties in making literary texts instructions clear for the students. This indicated that there is a problem which EFL teachers face during literary texts instructions. On the other hand, 9(9.38%) and 12(12.5%) of the respondents disagreed and strongly disagreed with the challenges the EFL teachers face during making literary texts instructions clear. This indicated that there are few English teachers who make literary texts instructions clear and understandable for the learners.

With regard to item 9, 38(39.58%) and 45(46.88%) of the student respondents strongly agreed and agreed respectively that the EFL teachers face challenges in using suitable literary texts which fit the learners' language competency level. This indicated that the literary texts that EFL teachers use for language teaching do not go with students' background knowledge. You can also deduce from this that EFL teachers' face challenges while adopting and adapting literary texts which go with students grade level and prior knowledge. And, 8(8.33%) of the respondents were not certain regarding the difficulties that EFL teachers encounter during their literary texts teaching. Anyhow, 2(2.08%) and 3(3.125%) of the respondents disagreed and strongly disagreed respectively. Probably, these respondents may be the higher achievers in their learning because most of the time higher achiever students can easily get the concept of the lessons that EFL teachers needed to deliver. Similarly, these respondents can be from the classes where their English teachers use suitable literary texts for language teaching purpose.

Using literary texts which do not go against the learners' cultures, values, norms, etc. is advisable in order not to put the students in confusion in their learning. The texts selected should also be within the teachers' and students' competence culturally. Culture, which is beyond students' competence, will not motivate the students to read. Hill (1992, p. 142) proposes that the subject matter of the text needs to deal with events or experiences which the readers have been through. Carter and Long (1991, p. 142) share this perspective that the theme of the texts must relate to some extent to the country or culture of the readers. To this end, as indicated on the above table on item 10, 27(28.13%) and 39(40.63%) of the student respondents strongly agreed

and agreed respectively that the EFL teachers face difficulties in case of providing the learners with literary texts which do not go against the students' cultures, values, norms, etc. From this you can deduce that EFL teachers face great difficulties in selecting and using literary texts that is suitable for the learners. But, 7(7.29%) of the respondents were not sure to decide on the idea given for them to judge. However, 12(12.5%) and 11(11.46%) of the student respondents disagreed and strongly disagreed respectively that their EFL teachers face difficulties. As the researcher tried to analyze, these responses may be of those students whose their main focus is on the language embedded in the text rather than bothering for cultures, values and norms. And also they can be from the classes where EFL teachers do not face difficulties in providing literary texts that do not violate students' cultures, values, norms, etc.

Most of the time, EFL teachers prefer to teach sections of the texts where they can understand and interpret clearly for the learners. When content of the lesson seems difficult, they choose to go to other sections of the texts. Teachers' role is to direct students' learning towards a specific goal, to facilitate students' learning, to monitor their performance and to explain what is not clear enough to students. Item 11 above reveals about this idea. As indicated on the table above, 36(37.5%) and 30(31.25%) of the student respondents strongly agreed and agreed respectively that the EFL teachers face difficulties in understanding and interpreting languages of literary texts and their themes. This idea leads to the fact that EFL teachers do not give clear and understandable lesson for the learners during literary texts instructions. Anyway, 12(12.5%) of the respondents were not sure on deciding the difficulties that EFL teachers face. However, 10(10.42%) and 8(8.33%) of the respondents disagreed and strongly disagreed respectively. These respondents can be from the classes where the EFL teachers do not face difficulties in understanding and interpreting languages of literary texts and their theme.

In line with item 12, 29(30.29%), 37(38.54%) and 5(5.21%) of the student respondents strongly agreed, agreed and undecided respectively regarding the difficulties EFL teachers face in using appropriate method that involves students active interaction during the lesson. This clearly shows that there is a problem that EFL teachers face concerning using suitable method that fit with the literary texts they instruct in the EFL classes. Contrary to this, 14(14.58%) and 11(11.46%) of the respondents disagreed and strongly disagreed respectively that EFL teachers face difficulties in using appropriate methods of literary texts teaching in EFL class. As the researcher analyzed,

these respondents can be from the classes where the EFL teachers do not face difficulties in using appropriate method that involves students' active interactions while they teach literary texts in EFL classroom.

In their learning, learners prefer togetliterary texts which are simple and can stimulate their personal involvement and also arouse their interest. In line with this, on item 13, 21(21.88%) and 29(30.21%) of the student respondents strongly agreed and agreed respectively that EFL teachers face challenges in using literary texts which are simple and can stimulate the kind of personal involvement and arouse the learners' interest in language classes during literary texts instruction. But, 19(19.79%) of the respondents were uncertain on this idea. However, 20(20.83%) and 17(17.71%) of the respondents disagreed and strongly disagreed respectively towards the stated idea. These respondents can be from the classes where the EFL teachers do not face difficulties in using literary texts which are simple and can stimulate the kind of personal involvement and arouse the learners' interest.

Generally, majority of the student respondents indicated that there are problems in EFL teachers' ways of using and teaching literary texts in EFL classes. This indicated that EFL teachers should improve their ways of delivering literary texts in EFL classes because literary texts can serve as a back bone in students' language learning.

Table 9: Students' Attitudes towards the Literary Texts Teachers Use in the EFL Classes

Statement	Very difficult		Fairly difficult		Easy		Total	
	F	%	F	%	F	%	F	%
14. How do you see the literary texts teachers use in the EFL class?	72	75	17	17.71	7	7.29	96	100

As table 9 illustrates, 72(75%) of student respondents replied that the literary texts teachers teach were very difficult for them to understand and to get its concept. This indicates that the literary texts teachers use in EFL classes are beyond students' language proficiency level. With regard to this item, 17(17.71%) of student respondents revealed that English teachers teach literary texts that are fairly difficult. On the other hand, 7(7.29%) of student respondents replied that the literary texts English teachers teach in EFL classes are easy. This indicates that there are few students who can understand and get the concept of the literary text lesson which their teachers

teach. Most of the time higher achiever students have such kinds of outlook. From this response we can also analyze that in some EFL classes some English teachers provide literary text lessons in more simplified ways.

Table 10: Students' Attitudes towards the Themes of Literary Texts Teachers Teach in the EFL Classes

Statement	VI		I		QI		NI		Total	
	F	%	F	%	F	%	F	%	F	%
15. How would you qualify the themes of the literary texts your English teacher is teaching in the class?	11	11.46	7	7.29	19	19.79	59	61.46	96	100

Key: VI= very interesting, I= interesting, QI= quite interesting, NI= not interesting

As Table 10 illustrates item 15, 59(61.46%) of student respondents replied that the themes of literary texts English teachers teach in EFL classes are not interesting because of the literary texts teaching methodology they use. These respondents also added that the techniques their English teachers use during the literary text lessons don't attract the students. This showed the method and the technique that teachers use to transmit the lessons has a problem. So you can deduce from this that majority of EFL teachers face challenges in making the literary text lessons attractive and interesting for the learners. However, 19(19.79%) of the student respondents revealed that they were quite interested in the literary text lessons their English language teachers teach. On the other hand, 11(11.46%) and 7(7.29%) of the student respondents replied that they were very interested and interested respectively regarding literary text lessons English teachers teach them in EFL class. This shows that there are students who can understand the lesson as a result of their background knowledge. It also indicates that there are some English language teachers who struggle to make their ways of delivering the lesson interesting. The researcher has also observed the same situation during the classroom observation. Only few English teachers try to make their ways of delivering the literary text lessons interesting for the learners.

Table 11: Students' Response to their Interest in Learning English through Literary Texts and their Success

Item No.17	VHI		HI		AI		LI		NI		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
To what extent are you interested in learning English through literary texts?	5	5.21	23	23.96	49	51.04	19	19.79	-	-	96	100

Item No.18	VHS		HS		AS		LS		NS			
To what extent are you successful in your language learning through literary texts?	F	%	F	%	F	%	F	%	F	%	F	%
	3	3.125	9	9.375	19	19.79	41	42.71	24	25	96	100

Key:For item 17: VHI= very highly interested, HI= highly interested, AI= averagely interested, LI= less interested and NI= not interested at all. For item 18: VHS= very highly successful, HS= highly Successful, AS= averagely successful, LS= less successful and NS= not successful at all.

As Table 11 illustrates item 17, 49(51.04%) and 23(23.96%) of student respondents replied that they were averagely and highly interested in learning English through literary texts respectively. Whereas 19(19.79%) of student respondents replied that they were less interested which means that they have a low interest in learning literary texts. This may also make them have less confidence in learning English well. The rest 5(5.21%) of them reported that they were very highly interested.

In line with item 18 above, 41(42.71%) and 24(25%) of student respondents replied that they were less and not successful in learning English through literary texts. This means they haven't much interest in learning the language through literary texts. Whereas 19(19.79%), 9(9.37%) and 3(3.125%) of student respondents replied that they were averagely, highly and very highly successful in their learning. The foot step for success in learning language is having interest. Anyhow, as indicated on the above table, majority of the students haven't interest in learning language through literary texts. Therefore, students should have this reality in mind and have clearcut interest intheir learning.

4.2 Analysis of Data Obtained through Interview

4.2.1 Teachers' Motivation in Using Literary Texts in EFL Classes

There were twelve teachers who participated in detailed interview. Regarding item A1, they were asked on how motivated they are in using literary texts in EFL class. Almost all of the teachers responded that they haven't motivation towards using literary texts in EFL classes. However, theyagreed on the fact that literary texts have limitless values in improving students' language skills. They also agreed on the importance of literary texts in improving teachers and students' critical thinking. Even if they agreed on the benefits literary texts embody in language teaching and learning, they didn't use the texts for language teaching purposes in EFL classes. The

researcher also observed that they were not interested in using literary texts. Even they didn't give due attention for the literary texts given in students text books. They only told the students the high light of the literary texts lessons on students' texts and directly passed to other sections of the texts. Thus, the analysis of data gathered through interview has shown consistent results with findings of the questionnaire and observation.

Regarding item A2, "Do you think that using literary texts in English language teaching is important aspect to deliver the lesson in an interesting manner? If yes, to what extent? If not, why?" All of them agreed on the importance of using literary texts in language teaching. But they didn't pay much attention for literary texts in the classroom during the literary text instruction. When asked the reasons for not applying, they explained that the literary texts were not written in simple language that students can understand. They added that the literary texts do not match with students' background knowledge. This means that the literary texts are difficult for students to get central idea of the texts. They also added that the literary texts written in different books are alien to students' culture because most of them were adopted from foreign countries cultures.

In line with this idea, they were asked "What can you tell us about the main objectives you intend to achieve in teaching literary texts in EFL classroom?" Most of them reported as they give priority for developing students' vocabulary as literary texts contain many new vocabularies and important idiomatic expressions. According to their response, they said that literary texts are full of unfamiliar words and expressions and as a result, they focus on defining these unfamiliar words and expressions. The rest teachers gave priority to improve the students reading skill because they hope that through reading the literary texts given in their texts, students can develop their reading skills. These teachers also reported that they tell the students to read other literary texts in order to improve their reading skill.

Regarding teachers target in developing their students' language competency through using literary texts in EFL class, most of the respondents replied that they were highly motivated in developing their students' language competency through teaching literary texts. They said that literary texts have a great power in developing students' language skills; for this reason, they give prior attention for literary texts. But this was found inconsistent with the actual classroom

observation because the teachers were not found when they gave due attention for teaching literary texts in order to develop students language proficiency according to their intention.

With regard to language teaching approach the teachers use in delivering literary texts in EFL class, most of the respondents reported that they were highly interested in using language based approach. They explained that language based approach encourages students to read and to go in-depth inside literary texts. As they replied there are many techniques and strategies used in this approach. Some of them are jigsaw reading, matching, gap filling, and reading aloud.

4.2.3 The Difficulties Faced by EFL Teachers in Using Literary Texts in EFL Classes

Regarding item B1, “Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?” all of them replied that the literary texts on the students’ text books doesn’t fit with the students’ background knowledge as a result students lack interest in dealing with the text. They also stated that the literary texts are not written in the context of the students’ culture; rather, they were brought from other countries and they state about those countries culture.

With regard to item B2, “Can you provide us with a summary of the major problems you usually encounter in teaching literary texts at this level?” most of the respondents replied that the most common problem encountered in teaching literary texts in EFL class is language. As they reported, most of the time the EFL teachers and students see literary texts as a hindrance because the literary language is viewed as incomprehensible. As some of the respondents replied, another problem they face during teaching literary texts in EFL classrooms is concerned with culture. They said cultural factors can present difficulties in a way that it is clearly impossible for outsider to share fully the range of references of an insider. They added that literary texts can bring problems if they are viewed as carrying an undesirable freight of cultural connotations. Few of the respondents replied that syntax, lexis, phonetics and phonology, and semantics of the literary texts as the challenging tasks they face during teaching literary texts in EFL class. These respondents also added that they face great problem in understanding certain literary genres and conventions which also brings sorts of problems.

4.3 Analysis of Data Obtained through Classroom Observation

The analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, the selected teachers were observed. The data based on the requirement of the classroom checklist (see appendix IV) were collected and the observation was conducted by the researcher. Thus the observation result was presented here.

Table 12 Teachers' Motivation during the Literary Texts Instruction

I. Teachers' motivation during the literary texts instruction		Yes		No		Total	
		F	%	F	%	F	%
I ₁	Does the teacher introduce the lesson; the students know the objectives of the lesson, so that the students direct their attention to literary texts instruction?	4	33.3	8	66.67	12	100
I ₂	Has the teacher interest in delivering literary texts lessons in the EFL class?	2	16.7	10	83.3	12	100
I ₃	Does the teacher teach consciously to arouse students' attention towards the lesson using clear and simple language that students can easily understand?	2	16.7	10	83.3	12	100
I ₄	At the end of the lesson, does the teacher give home take assignment that invite students to practice reading and writing literary texts?	12	100	-	-	12	100

As depicted in Table 12 the data obtained from classroom observation revealed that 8(66.67%) of the teachers didn't introduce the objective of the lesson and they were observed while they were presenting the lesson by letting the students see from their text and read the words and try to guess the main idea of the literary texts; whereas, 4(33.3%) of teachers introduced the lesson, so that the students directed their attention to the lesson. According to Nation (2001) the teacher may draw students' attention on a particular text by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent.

Regarding the teachers interest in delivering literary text lessons in the EFL class, 1(8.3%) of them were interested in teaching literary texts letting the students to understand the importance of using literary texts in real life situations. While majority of the teachers which means 10(83.3%) of the teachers were not interested in creating an opportunity for the students to learn literary texts, 2(16.7%) of them do. In line with this, students were very passively asking and answering questions in English. This indicates that the teachers did not give value for literary

texts and didn't teach consciously in developing students' language learning. In case of giving home take assignment, all teachers gave them at the end of the lesson.

Table 13 The Actual Setting of Teachers Literary Texts Teaching in EFL Classes.

II. The actual setting of teachers literary texts teaching in EFL class		Yes		No		Total	
		F	%	F	%	F	%
II ₁ .	Does the teacher present the lesson in a way that students can easily understand?	2	16.7	10	83.3	12	100
II ₂ .	Does the teacher make literary text instructions clear for students so that students can do literary text exercises easily?	2	16.7	10	83.3	12	100
II ₃	Does the teacher create conducive situation for students to communicate with their teacher and their peers to enhance students' language learning through literary texts?	3	25	9	75	12	100
II ₄ .	Does the teacher use appropriate method that involves students' active interaction while delivering the lesson?	2	16.7	10	83.3	12	100
II ₅ .	Does the teacher use literary texts which can stimulate the kind of personal involvement and arouse the learners' interest?	3	8.3	9	91.7	12	100
II ₆	Do the teachers give due attention for other sections of language learning like grammar, vocabulary and language skills?	2	16.7	10	83.5	12	100

In Table 13 above, the classroom observation result indicates that the majority of the requirements expected to be practiced by the teachers were not observed. For instance, under item II₁, II₂, II₄ and item II₆, 2(16.7%) of the teachers were observed that they present the lesson in a way that students can easily understand, make instructions clear for students so that students can do literary texts exercises easily and also use appropriate method that involves students' active interaction while delivering the lesson.

On the other hand, 10(83.3%) of them were observed that they didn't present the lesson in a way that students can easily understand. They didn't make instructions clear for the students. In addition to this, they didn't try to make their ways of teaching interactive. The students simply look at the teachers and when the teachers ask questions, they didn't give respond. This condition shows that the students didn't understand the lesson.

Next to this, when 3(25%) of them as shown on II₃ and II₅ tried to create conducive situation for students to communicate with their teacher and their peers to enhance students' language

learning through literary texts, 9(75%) of them didn't try it. In the interview conducted with the teachers, some of the teachers confirmed that teaching literary texts in EFL class is difficult. This indicates that there are challenges the teachers face during teaching the literary texts and these challenges were mentioned by the teachers underinterview section and in Table 13. This indicated that there is consistency between the data collected through the classroom observation, questionnaire and interview

Regarding students participation during literary text instruction in EFL classes, the students were not observed to take part actively in asking questions in English language; they did not experience the sense of pleasure and enjoyment during literary text instructions; they lacked the ability to appreciate literary texts, which is an essential requisite for enjoying and understanding it; their overall weakness in English language skills made understanding the literary texts difficult. In connection to this, during cooperative or group work, they preferred to use their mother tongue (Afan Oromo) rather than practicing English language. This is also another problem the researcher observed in the class.

Generally, in all observed classes, teachers were not usually interested in teaching literary texts in EFL class. Majority of them (i.e. 91%) told the students high light of the literary texts and passed to other language learning sections like grammar, vocabulary and language skills. Even if they did not totally ignore the literary texts, they practiced in a very limited manner. In brief, it is worth-noting that teachers taught very limited literary texts in teaching English as a foreign language. In line with this, they used translation to teach unfamiliar words. Of course, there is nothing wrong in using translation to teach vocabulary. Translation is really a useful strategy in learning language, especially when the students' proficiency is low.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary, conclusion and recommendation drawn based upon the analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to assess to what extent English language teachers were motivated in using literary texts in EFL classes. Therefore, to arrive at the whole purposes of the study, three types of data gathering instruments (interview, questionnaire and classroom observation) were used. Based on the major findings, the following summaries, conclusions and recommendations are forwarded by the researcher.

5.1 Summary

As mentioned in chapter one, the main concern of the study was to explore the EFL teachers' motivation in using literary texts in EFL classes. Accordingly, the teachers' motivation and believe in the values of literary texts, their use of the texts and the difficulties they face in using literary texts in EFL classes were assessed.

An attempt was also made in the review of literature to show the roles of literary texts in language teaching and learning, the importance of learning English through literary texts, difficulties EFL teachers face in using literary texts in language classroom, reasons for choosing appropriate works of literary texts in teaching English, criteria for choosing suitable literary texts for foreign language classes, methodological approaches to teaching literature in EFL classroom and motivation in second language teaching and learning have been discussed as they were related to the study.

For the purpose of gathering reliable data, three instruments- interview, questionnaire and classroom observation were deployed. And the two instruments, i.e. interview and questionnaire were used as major instruments while the other instrument, i.e. classroom observation, was merely used as supplementary one to triangulate and enrich the data gathered through the major tools.

The data gathered through the three instruments were analyzed and discussed both qualitatively and quantitatively.

5.2 Conclusions

In the light of the study results and discussion, the following conclusion is drawn:

Using literary texts is a useful technique for teaching both basic language skills and language aspects. The integration of literature in EFL classes is of great importance due to the advantages it offers. Literary texts provide students with authentic materials and their use in language classes help students improve learning, develop their critical thinking and enhances their cultural education. However, the EFL teachers do not have motivation in using and teaching literary texts and also they hardly practice literary texts teaching in EFL classes.

Shenen Secondary School teachers believe in the importance of literary texts in English language teaching and learning but they didn't frequently use these texts in EFL classes.

The most common problem encountered in using literary texts is language. Many EFL teachers and students see literature as a hindrance because the literary language is viewed as incomprehensible. Students' overall weakness in English language skills which makes understanding literature difficult is identified as the demotivating factor that EFL teachers face during literary texts instruction.

Students' ability to appreciate literature is an essential requisite for enjoying and understanding it. However, the students do not have the ability to appreciate literary texts and this brought a great challenge on EFL teachers in sharing common benefit during literary texts instruction in EFL classes.

Another demotivating factor that teachers face in using literary texts in EFL classes is concerned with culture. The literary texts being from an alien culture sometimes contradicts students' culture and values; as a result the students do not give due attention for literary texts in their learning of English language.

Most of the time EFL teachers do not use literary texts for assessing students, but students mainly focus on the part of their text books which frequently exist on exam. Hence, students' implication of studying literature for the exam makes their study a difficult task to accomplish.

The result of the findings also showed that EFL teachers need more training to transform their classes into an environment where students enjoy literary texts and learn English at the same time. The Shenen High School teachers made it clear that they did not get adequate pre/in-service training on the practical aspects of literary texts teaching in EFL classes. Therefore, it seemed that there was a gap between the teachers' knowledge on the theoretical orientations of practicing literary texts teaching in EFL classes.

In short, we can see that there are many problems involved in using literary texts in EFL classes at Shenen Secondary school. Understanding these problems, as noted earlier, will enable the EFL teachers to identify the areas where they need to improve most in order to have motivation and make the best use of literary texts in English language teaching.

5.3 Recommendations

On the basis of the findings of this study and in the light of the EFL teachers' motivation in using literary texts in EFL classes at Shenen Secondary School, the following are some recommendations that may help overcome the difficulties and improve the process of using literary texts in EFL classes at Shenen Secondary School.

- It would be advisable for the teachers to have motivation towards using literary texts in teaching English as a foreign language and implement them as much as possible when they teach in EFL classes, because literary texts hold a great role in teaching and learning of any language class. The main reason is the fact that literary texts help students improve learning, develop critical thinking, enhance their cultural awareness, evoke emotions, stimulate imagination, develop creativity and increase their empathy and awareness. English language teachers should develop favorable tendency to the primacy of literary texts in the process of language teaching and learning so that they will be able to consider literary texts as the major component of their language lessons.
- The research findings showed that teachers' uses of literary texts in EFL classes were very limited and this was because of almost all teachers hadn't attended courses on how to apply literary texts teaching strategies in language classroom. Thus, it would be helpful if teachers got adequate training to bridge gaps between their' knowledge on the theoretical orientations of literature teaching and their practical skills of using literary texts in EFL classes.
- Teachers are also recommended to use English language in teaching literature to enable students to communicate with each other and stop using their native language.
- Teachers illustrated that instructional materials like the reference materials on literary texts instruction are vital factor in the practicing and implementation of literary texts teaching in EFL classes. Fulfilling the necessary teaching aids and materials for the teachers so that they effectively implement literary texts teaching in EFL classes is the duties that concern the school administration. Thus, the school administration should exert every effort to provide adequate teaching materials for the teachers.
- The result of the study revealed that majority of the learners didn't show sense of pleasure and enjoyment during literary texts instruction as a result of their low level of language

proficiency. Therefore, while selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc. should be taken into account by the teachers in order not to bore students with inappropriate materials.

- Since literary texts vary greatly in length, teachers also need to consider whether the texts can be integrated in the amount of class time available.
- Creating meaningful learning opportunities in and out of the school is very important for learners to make use of the language. Establishing English club and declaring one day as an English day help learners to use the language in school. And also teachers are recommended to establish a theatre in the school where students can show their creativity and talent using literary texts.
- The students need to be aware of the advantages of learning English language through different literary texts so that they become motivated and thereby actively play their roles in their learning process. Students, on the other hand, must have clear-cut objective so as to improve their English language and to become competent language learners.
- Curriculum designers should supply the English language syllabus with plenty of literary texts which reflects the Ethiopian culture and society in students' text books.
- Further research should be conducted at some time in the future to assess the EFL teachers' motivation in using literary texts in EFL classes at high school level.

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APPENDIX A
TEACHERS' QUESTIONNAIRE

Dear teachers,

I am presently making an assessment of the EFL teachers' motivation in using literary texts in EFL classroom in Sheneneh Secondary School. The following questionnaire is therefore designed to gather relevant data for the study from you. Therefore, you are kindly asked to fill in the questionnaire, honestly and carefully. The questionnaire has different questions which are mainly focusing on the difficulties EFL teachers face in using literary texts in EFL classroom. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. You are not required to write your name.

Thank you in advance for your cooperation!

I. Background Information

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

1. Sex: M F
2. Age: A) 20-25 B) 26-30 C) 31-35 D) 36-and above
3. Marital status: A. Single B. married C. divorced D. widowed
4. Qualification: A. College diploma B) Degree (BA/ BED) C) Masters (MA)
D) if other please state_____.
5. Subject you teach: A. English B. Afan Oromo C. Amharic
D. if other please state_____
6. Total year of service as a teacher: 1-5 years B) 6-10 years C) 11-15 years
D) 16-20 years E) 21 and above years

II. Teachers' Response to their Motivation in Teaching Literary Texts in EFL Classes.

Instruction: The following questions are designed to assess the EFL teachers' motivation in using literary texts in EFL classroom. Therefore, put the "√" mark in the boxes against the choices.

N.B. 5= Very High, 4= High, 3= medium, 2= Low, 1= Very Low

No.	Statements	Scale				
		5	4	3	2	1
1	The extent to which you are motivated in using literary texts in teaching English as a foreign language.					
2	The extent to which you prefer literary texts are integrated in your English course book.					
3	The extents to which you are interested in bring any literary texts from other sources to your English language class.					
4	The extent to which you are interested in providing literary texts which are appropriate to your students' language level.					

III. Teachers' Responses to their Believe in the Values Literary Texts Embody in Language Teaching and Learning

Instruction: The following questions are designed to assess the extent to which EFL teachers believe in the values literary texts embody in language teaching and learning in EFL classroom. Therefore, put the “√” mark in the boxes against the choices to indicate your answer.

N.B. 5= Very High, 4= High, 3= medium, 2= Low, 1= Very Low

No.	Statements related to the values of literary texts in language learning	Scales				
		5	4	3	2	1
5	Providing learners with different viewpoints towards language applications.					
6	Motivating the learners for personal interpretations and explanations.					
7	Evoking emotions and ideas in both heart and mind.					
8	Making the learner familiar with figures of speech (metaphor, simile, etc.).					
9	Promoting the learners' attitudes and knowledge on different cultures.					
10	Offering a world of wonders and mystery.					
11	Developing critical thinking ability.					
12	Making the learners feel comfortable and free.					
13	Stimulating the imagination and promoting creative thinking.					
14	Heightening influential listening skills.					
15	Increasing the learners' empathy and awareness.					
16	Reinforcing positive self-concept.					
17	Providing the teachers with a fresh perspective on teaching.					

18	Developing creativity, sensitivity, flexibility, cooperation, and communication skills.					
19	Helping the learners develop their level of competence with respect to their receptive and productive skills.					
20	Helping the learners develop new opinions and thoughts.					
21	Developing the learners' knowledge about different cultures, traditions, societies, and people.					
22	Giving the learners the chance to use their creativity.					
23	Developing both oral and written language skills.					

IV. Teachers' Responses towards their Use of Literary Texts in Teaching English in EFL Classes

Instruction: The following questions are designed to assess the extent to which English teachers use literary texts to teach English as foreign language. Therefore, put the “√” mark in the boxes against the choices to indicate your answer.

N.B. 5= Always, 4= Usually, 3= Sometimes, 2= Rarely, 1= Never

No.	Statements	Scales				
		5	4	3	2	1
24	How often do you use literary texts in your class to make your language teaching process motivational and interesting?					
25	To what extent do you use literary texts which do not go against the students' cultures, norms, values, etc.					
26	To what extent do you use literary texts that go with students' language competency level?					

If you have any other ideas, please write in the space below.

V. The Challenges Facing EFL Teachers in Teaching Literary texts in EFL Classroom at Shenen Secondary School

Instruction: The following questions are designed to assess difficulties EFL teachers face in using literary texts in EFL classroom. Please, show the extent to which the given ideas challenge EFL teachers in teaching literary texts in EFL classroom by putting “√” mark in the boxes against the choices to indicate your answer.

N.B. 1= strongly disagree, 2= Disagree, 3=Undecided, 4= Agree, 5= strongly agree

No.	Difficulties EFL teachers face in using literary texts in EFL Classroom	Scales				
		5	4	3	2	1
27	Students lack clear aims and objectives for studying the literary texts.					
28	Students do not experience the sense of pleasure and enjoyment that goes with the study of the literary texts.					
29	Students lack background knowledge about the literary texts writer's life and the prevailing social climate.					
30	Students concentrate on the content and ignore the language skills embedded in studying the literary texts.					
31	Students face difficulties in the process of analyzing and assessing the literary texts, which results in text misinterpretation					
32	Students' overall weakness in English language skills makes understanding the literary texts difficult.					
33	Students feel burdened with implications of studying the literary texts for the exam, which makes its study a difficult task to accomplish.					
34	Students lack the ability to appreciate the literary texts which is an essential requisite for enjoying and understanding it.					
35	Students struggle hard and face a tough time to get the real meaning of the literary texts.					
36	Students develop some psychological barriers to the literary texts learning resulting from the difficulties they undergo while studying it.					
37	Students and teachers are obliged to translate the incomprehensible language into mother tongue to get the meaning of the literary texts.					
38	The literary texts content and language are not in harmony with students' age and interest.					
39	The literary texts come from an alien culture, which sometimes contradicts students' culture and values.					
40	The literary texts entail a lot of difficult figurative and symbolic language and diction, which make them difficult for students to comprehend.					
41	Language difficulties kill the sense of enjoyment of studying the literary texts.					
42	Not enough class time is allocated for teaching the literary texts.					
43	The literary texts are written in incomprehensible language obviously beyond students' linguistic and socio- cultural background.					
44	The literary texts are highly unrealistic and full of ambiguity, which makes them difficult for students to comprehend					
45	The literary texts are highly symbolic, which makes them difficult for students to grasp.					
46	The literary texts are full of far-fetched ideas and images					

47. Have you ever taken adequate training about vocabulary teaching strategies while you were in college/ university? A. Yes B. No

VI. The following questions are intended to obtain some information about students' interest and their successfulness in learning English through literary texts.

48. To what extent do you think your students are interested in learning English language through different literature genres?

- A) Very highly interested B) Highly interested C) Averagely interested
D) Less interested E) Not interested at all

49. To what extent do you think students are successful in English language learning through different literature genres?

- A) Very highly B) Highly C) Averagely D) Less E) Not effective at all

VII. Questions about school related challenges that hinder the practice of literary texts teaching in EFL classes, if any. Please write your response in the space provided below.

I. Problems related to school

- a. _____
b. _____
c. _____

II. What do you suggest for the practical promotion of literary texts teaching strategies at high school and preparatory level to enhance students' language competency?

APPENDIX B

STUDENTS' QUESTIONNAIRE

Dear Students,

I am conducting a study on “Assessing EFL Teachers’ Motivation in Using Literary Texts in EFL Classes: Shenen Secondary School Grade Nine and Ten English Teachers in Focus.” Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don’t have to write your name.

Part One

I. Background information

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

1. Sex: M F
2. Age: A) 12-15 B) 16-20 C) 21-25 D) 25-and above
3. Grade: 9 10

II. The following questions are designed to assess students’ attitude towards teachers’ motivational experience while teaching literary texts in EFL classroom

Instruction: Show to what extent you agree with the following statements based on teachers’ motivational experience while teaching literary texts in EFL classroom by putting an “X” under each column in the table below.

Note that: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1 = strongly disagree

No.	Statements	Scales				
		5	4	3	2	1
1	Teachers are motivated in providing students with different literary texts.					
2	Teachers prefer to teach English language skills using literary texts.					
3	Teachers intentionally initiate students to use literary texts in order to make the students develop their language skills.					
4	English language teachers give much time for literary texts in their teaching of the language.					
5	Teachers give high value for literary texts in language teaching and learning.					

6	Teachers have motivation in assessing students using literary texts.					
7	Teachers initiate students to express their opinion and to give their personal interpretation using literary texts.					

III. The following questions are aimed to assess students' attitude towards the challenges EFL teachers face in teaching literary texts in EFL classroom

Instruction: Show to what extent you agree with the following statements based on the challenges EFL teachers mainly face while teaching literary texts in EFL classroom by putting an "X" under each column in the table below.

Note that: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1 = strongly disagree

No.	Statements	Scales				
		5	4	3	2	1
8	Teachers face challenges for making instructions clear for students so that students cannot do literary texts exercises easily.					
9	Teachers face challenges in using appropriate literary texts that fit with students' language competency level.					
10	Teachers face challenges in providing literary texts that do not violate students' cultures, values, norms, etc.					
11	Teachers face challenges in understanding and interpreting languages of literary texts and their theme.					
12	Teachers face challenges in using appropriate method that involves students' active interactions while they teach literary texts in EFL classroom.					
13	Teachers face challenges in using literary texts which are simple and can stimulate the kind of personal involvement and arouse the learners' interest.					

IV. The following questions are aimed to assess students' attitudes and interactions towards the literary texts teachers teach in the EFL class.

Instruction: Please select your choice and put "√" mark in the corresponding spaces.

14. How do you find the literary texts teachers teach in the classroom? Tick in the appropriate box.

a) Very difficult b) fairly difficult c) easy

15. How would you qualify the themes of the literary texts teachers are dealing with?

a) Very interesting b) interesting c) quite interesting d) not interesting

16. Does your English teacher face challenges in providing background information which helps the learners in understanding the literary texts? Yes No

17. To what extent are you interested in learning English through literary texts?

- a) Very highly interested b) highly interested c) averagely interested
d) Less interested e) not interested at all

18. To what extent are you successful in learning English language through literary texts?

- a) Very highly successful b) highly successful c) averagely successful
d) Less successful e) not successful at all

19. In your opinion, how do you make literary text lessons more interesting? (Please, write your suggestions in the form of notes).

Thank you very much indeed!

APPENDIX C

BAR-GAAFFII BARATTOOTAAF QOPHAA'E

Kabajamtoota barattootaa, hunda dura yeroo keessan sagantaa kanaaf oolchuuuf heyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree **Fedhi Barsiisonni Afaan Englizii Barsiisan Barrefffamoota Og-barruu Fayyadamanii Barsiisuu Irratti Qaban Irratti Madaallii Gaggeeffamu** (An Assessment of Grades 9 and 10 English Language Teachers' Motivation in Using Literary Texts in English Language Classrooms.) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaacisu tokko kennuudhaaf kan yaadame dha. Deebiin keessan icciitiidhaan qabamee hojii qo'annoo qofaaf kan oolu malee barsiisaa keessan madaaluuf waan hin taaneef sodaafi shakkii tokko malee yaada keessan akka gumaachitanan isin gaafadha.

Gumaacha keessaniif galatoomaa!

I. Odeeffannoo dhuunfaa armaan gadii mallattoo (X) gargaaramuun guuti.

1. Saala: M F

2. Umurii:

A) 12-15 B) 16-20 C) 21-25 D) 25 fi isaa ol

3. Kutaa: 9 10

II. Gaaffileen armaan gadii fedhii barsiisonni afaan ingilizii barsiisan barrefffamoota og-barruu gargaaramanii barsiisuu irratti qaban madaaluuf kan qophaa'anidha.

Qajeelfama: Gaaffileen armaan gadii fedhii barsiisonni afaan Ingilizii barsiisan barrefffamoota og-barruu gargaaramanii barsiisuu irratti qaban madaaluuf kan qophaa'an waan ta'eef, hangam akka itti walii galte mallattoo (X) jedhu kana lakkoofsa himootaa jala kaa'ii agarsiisi.

Hub: 5= ciminaan ittin walii gala 4= waliin gala 3= keessaa hin qabu 2= walii hin galu

1 = ciminaan itti walii hin galu

T/L	Yaadawwan	safartuu				
		5	4	3	2	1
1	Barsiisonni barreeffamoota og-barruu garaagaraa gargaaramanii barsiisuu irratti fedhii qabu.					
2	Barsiisonni dandeettiiwwan afaan Ingilizii barsiisuudhaaf barreeffamoota og-barruu garaagaraatti gargaaramuu filatu.					
3	Barattoonni barreeffamoota og-barruutti gargaaramanii dandeettii afaan ingilizii isaanii akka gonfatan taasisuu irratti barsiisonni ni jajjabeessu.					
4	Barsiisonni Afaan Ingiliffaa yeroo bal'aa fudhatanii barreeffamoota og-barruu ni barsiisu.					
5	Adeemsa baruu fi barsiisuu keessatti barsiisonni barreeffamoota og-barruuf bakka olaanaa kennu.					
6	Addeemsa madaallii barattootaa gaggeessuu keessatti, barsiisonni barreeffamoota og-barruu gargaaramuudhaaf fedhii qabu.					
7	Barattoonni barreeffamoota og-barruu gargaaramanii akka yaada isaanii ibsatan taasisuu irratti barsiisonni ciminaan ni hojjetu.					

III. Gaaffileen armaan gadii rakkoolee barreeffamoota og-barruu gargaaramanii barsiisuu irratti barsiisota afaan Ingilizii muudatan madaaluuf kan qophaa'anidha.

Qajeelfama: Gaaffileen armaan gadii rakkoolee barreeffamoota og-barruu gargaaramanii barsiisuu irratti barsiisota afaan Ingilizii muudatan madaaluuf kan qophaa'an waan ta'eef, hangam akka itti walii galte mallattoo (X) jedhu kana lakkoofsa himootaa jala kaa'ii agarsiisi.

Hub: 5= ciminaan ittin walii gala 4= waliin gala 3= keessaa hin qabu 2= walii hin galu

1 = ciminaan itti walii hin galu.

T/L	Yaadawwan	safartuu				
		5	4	3	2	1
8	Barsiisonni qajeelfama ifaa ta'e barattootaaf kennuun isaan rakkisa. Kanarraa kan ka'e, barattoonni gochoota kennaman qixa barbaadameen hin dalagani.					
9	Barsiisonni barreffamoota og-barruu dandeettii barattootaa giddugaleeffatan filatanii gargaaramuu irratti rakkoo qabu.					
10	Barsiisonni barreeffamoota og-barruu aadaa, duudhaa akkasumas barteewwan hawaasaa fi barattootaa hin hubne fo'anii gargaaramuu irratti rakkoo qabu.					
11	Barsiisonni barreeffamoota og-barruu gargaaramanii barsiisan sirriitti hubatanii barattootaaf ifa gochuu irratti rakkoo qabu.					
12	Barsiisonni yeroo barreeffamoota og-barruu gargaaramanii barsiisan mala baruu fi barsiisuu barattoota hirmaachisan gargaaramuu irratti rakkoo qabu.					
13	Barsiisonni barreeffamoota og-barruu salphaa ta'nii fi barattoonni keessatti qooda fudhachuu danda'an filatanii barsiisuu irratti rakkoo qabu.					

Qajeelfama: Deebii kee erga filattee booda mallattoo“√” saanduqa kenname kessatti barreessuun argisiisi.

14. Barreffamoota og-barruu barsiisaankee daree keessatti itti gargaaramee barsiisu akkamitti ilaalta?

a) Baay'ee ni ulfaata b) ni ulfaata c) giddugaleess d) ni salphata

15. Qabxiilee xiyyeeffannoo barsiisonni irratti bu'uureffatanii barsiisan akkamitti hubatta?

a) Baay'ee ni hawwato b) ni hawwatu c) xiqqoo xiqqoo ni hawwatu

d) Hawwato miti

16. Odeeffannoo dugda-duubaa kan barattoonni barnooticha seeraan akka hubataniif gargaaru barattootaaf kennuu ilaalchisee rakkoon barsiisaa kee muudatu jiraa?

a) eeyyee b) lakki

17. Barnoota Afaan Ingiliffaa karaa barreeffamoota og-barruu garaa garaa barachuu irratti kaka'umsi ati qabdu maal fakkaata?

a) baay'ee olaanaadha b) olaanaadha c) giddu-galeessa

d) xiqqaadha e) kaka'msa hin qabu

18. Barnoota Afaan Ingiliffaa karaa barreeffamoota og-barruu garaa garaa barachuu irratti hangam milkoofta jirta?

a) baay'ee olaanaatti milkaa'eera b) olaanaatti milkaa'eera

c) giddu-galeessatii milkaa'eera d) muraasa milkaa'eera e) hin milkoofta

19. Akka sitti fakkaatutti, akkamitti adeemsa baruu fi barsiisuu barreeffamoota og-barruu hawwataa taasisuun akka danda'amu, yaada kee bifa barreeffamaan ibsi.

Baay'een isin galateeffadha!

APPENDIX D

TEACHERS' INTERVIEW

Good morning/afternoon: my name is _____. I came from the Department of English Language, Adama Science and Technology University to conduct a research on EFL teachers' motivation in using literary texts in English as a foreign language (EFL) classroom.

I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information. Therefore, I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

A. Questions Concerning Teachers' Motivation in Using Literary Texts in EFL Classes

Question 1: How motivated are you in using literary texts in EFL classroom?

Question 2: Do you think that using literary texts in English language teaching is the most important aspect to deliver the lesson in an interesting manner? If yes, to what extent? If not, why?

Question 3: What can you tell us about the main objectives you intend to achieve in teaching literary texts in EFL classroom?

Question 4: Do you target developing your students' language competence through teaching literary texts in EFL class? If yes, how?

Question 5: Which language teaching approach do you use in delivering literary texts in EFL class?

B. Questions Concerning the Challenges Faced by EFL Teachers in Using Literary Texts in EFL Class

Question 1: Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

Question 2: Can you provide us with a summary of the major problems you usually encounter in teaching literary texts at this level?

Thank you!

APPENDIX E

TEACHERS INTERVIEW RESPONSE

Teacher1's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I do not have interest to use literary texts because these texts are too difficult to understand. Literary texts writers use difficult vocabularies that learners cannot understand easily.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts hold great position in language teaching and learning but different situations enforce the teachers not to use.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies.

Do you target developing the learners' language through using literary texts?

Although literary texts play a great role in language teaching and learning, I do not give attention for it.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

Whenever I teach literary texts in my class I prefer language model because my intention is to teach language skills and language aspects.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No, because majority of the texts are written depending on foreign cultures and it is difficult for the teachers and the learners to understand easily.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Students low level of language competency, difficult vocabularies literary texts are written with, cultural barriers, etc. are some of the major difficulties I frequently encounter.

Thank you indeed!

Teacher2's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I am not interested in using these texts as a result of difficult vocabularies that kill the sense of pleasure literary texts provide.

Do you think literary texts have value in language teaching and learning?

Yes, frankly speaking, literary texts have great value in language learning. Literary texts are authentic materials and also they provide motivational value.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies. And sometimes I try to teach grammar in context.

Do you target developing the learners' language through using literary texts?

I do not give attention for literary texts in my teaching.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

Whenever I teach literary texts in my class I prefer language model because my intention is to teach language skills and language aspects.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No, because majority of the texts are written depending on foreign cultures and it is difficult for the teachers and the learners to understand easily.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Students low level of language competency, difficult vocabularies literary texts are written with, cultural barriers, etc. are some of the major difficulties I frequently encounter.

Thank you indeed!

Take it easy.

Teacher3's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

Students in this school do not have interest to learn English language through literary texts. As a result, I have no interest to use literary texts in my class.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts can develop learners thinking ability. In addition to this they can foster learners' creativity.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

The main objective I intend to achieve in using literary texts in EFL classroom goes to developing learners' vocabulary.

Do you target developing the learners' language through using literary texts?

No. I haven't clear cut objective to do so.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

Language model because my main focus is making learners develop their language skills.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No, they are not interesting this much. Literary texts in students' text books are adopted from other countries culture. As a result, teacher face great challenge to relate the texts to learners' culture.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Students low level of language competency, difficult vocabularies literary texts are written with, cultural barriers, etc. are some of the major difficulties I frequently encounter.

Thank you indeed!

Never mind.

Teacher4's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I am not interested in using the literary texts in my class because the students do not pay attention to literary texts lessons. They prefer learning grammar all the time.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts hold great position in language teaching and learning but different situations enforce the teachers not to use.

What can you tell us about the main objective you intend to achieve using literary texts in your class?

Through literary texts learners' vocabulary can be developed. When I teach literary texts given in students' text book my focus is on vocabulary.

Do you target developing the learners' language through using literary texts?

No. I haven't any clear cut objective in developing learners' language providing them literary texts in my teaching and learning process.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

I do not know literary texts teaching models.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

Since the texts are brought from foreign and neighbor countries, they do not attract teachers and students.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

During literary texts lesson,I face great challenge in language because literary texts words are new to get the concept of the lesson.

Thank you indeed!

Don't mention it.

Teacher5's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I haven't motivation to use literary texts in my classes. I don't know the value of literary texts in language classroom.

Do you think literary texts have value in language teaching and learning?

I am not sure regarding literary texts importance in language teaching.

Thank you indeed!

Never mind.

Teacher6's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I have great motivation in using literary texts in my classes.

Do you think literary texts have value in language teaching and learning?

Yes, truly speaking, literary texts have great value in language learning. Literary texts are authentic materials and also they provide motivational value.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies. And sometimes I try to teach grammar in context.

Do you target developing the learners' language through using literary texts?

No. Even though literary texts play a great role in language teaching and learning, I do not give attention for them.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

When I teach literary texts given in learners' text book, I simply teach them the content depending on the texts instruction. I really don't know different literary texts teaching models.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No. They were not interesting at all. They were not written in Ethiopian cultural context.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Syntax, lexis, semantics and phonology of the literary texts are too difficult to understand. As well as the idiomatic expression in literary texts are difficult for me to understand and teach the learners.

Thank you indeed!

Teacher7's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I have no motivation to use literary texts from other sources because the content of students' text book is wide to cover within the given time.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts can develop learners thinking ability, serve as a motivational material, provide cultural awareness, etc. In addition to this they can foster learners' creativity.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies. And sometimes I try to teach grammar in context.

Do you target developing the learners' language through using literary texts?

No. Most of the time I prefer to teach them grammar and exam oriented contents of the text. Even there is a time when I pass over literary texts given in students' text books.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

I am sorry I don't know literary texts teaching models. When I teach, I tell the learners the highlight of the literary texts and go to the other sections of the texts because learners have no interest to deal with literary texts exercises.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No. They were not interesting at all. They were not written in Ethiopian cultural context. Almost all the texts were adopted from foreign cultures and they do not give sense of pleasure for students and teachers.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

When I teach literary texts given in students' text books, I face difficulties on the side of students because they cannot get the concept of the lesson. This results from the idiomatic expressions literary texts use and new vocabularies in the texts.

Thank you indeed!

Take it easy.

Teacher 8's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I have no motivation to use literary texts from other sources because the content of students' text book is wide to cover within the given time.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts can develop learners thinking ability, serve as a motivational material, provide cultural awareness, etc. In addition to this they can foster learners' creativity.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies. And sometimes I try to teach grammar in context.

Do you target developing the learners' language through using literary texts?

No. Most of the time I prefer to teach them grammar and exam oriented contents of the text. Even there is a time when I pass over literary texts given in students' text books.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

I am sorry I don't know literary texts teaching models. When I teach, I tell the learners the high light of the literary texts and go to the other sections of the texts because learners have no interest to deal with literary texts exercises.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No. They were not interesting at all. They were not written in Ethiopian cultural context. Almost all the texts were adopted from foreign cultures and they do not give sense of pleasure for students and teachers.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

When I teach literary texts given in students' text books, I face difficulties on the side of students because they cannot get the concept of the lesson. This results from the idiomatic expressions literary texts use and new vocabularies in the texts.

Thank you indeed!

Take it easy.

Teacher 9's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I have great motivation in using literary texts in my classes.

Do you think literary texts have value in language teaching and learning?

Yes, truly speaking, literary texts have great value in language learning. Literary texts are authentic materials and also they provide motivational value.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies. And sometimes I try to teach grammar in context.

Do you target developing the learners' language through using literary texts?

No. Even though literary texts play a great role in language teaching and learning, I do not give attention for them.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

When I teach literary texts given in learners' text book, I simply teach them the content depending on the texts instruction. I really don't know different literary texts teaching models.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No. They were not interesting at all. They were not written in Ethiopian cultural context.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Syntax, lexis, semantics and phonology of the literary texts are too difficult to understand. As well as the idiomatic expression in literary texts are difficult for me to understand and teach the learners.

Thank you indeed!

Teacher 10's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

Students in this school do not have interest to learn English language through literary texts. As a result, I have no interest to use literary texts in my class.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts can develop learners thinking ability. In addition to this they can foster learners' creativity.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

The main objective I intend to achieve in using literary texts in EFL classroom goes to developing learners' vocabulary.

Do you target developing the learners' language through using literary texts?

No. I haven't clear cut objective to do so.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

Language model because my main focus is making learners develop their language skills.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No, they are not interesting this much. Literary texts in students' text books are adopted from other countries culture. As a result, teacher face great challenge to relate the texts to learners' culture.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Students low level of language competency, difficult vocabularies literary texts are written with, cultural barriers, etc. are some of the major difficulties I frequently encounter.

Thank you indeed!

Never mind.

Teacher 11's Interview Responses

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I am not interested in using these texts as a result of difficult vocabularies that kill the sense of pleasure literary texts provide.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts hold great position in language teaching and learning but different situations enforce the teachers not to use.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Mainly I intend to develop learners' vocabulary because literary texts are full of new vocabularies. And sometimes I try to teach grammar in context.

Do you target developing the learners' language through using literary texts?

No. Literary texts play a great role in language teaching and learning, but I do not give attention for them.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

I am sorry; I do not know separately the literary texts teaching models.

Do you think the themes of the literary texts on the syllabus seem interesting to your students? If yes, to what extent? If not, why?

No, they are too difficult for teachers and student to get their central idea. If the texts are dependent of Ethiopian cultural contexts, teachers and students can get the concept of the text. But the literary texts given are from alien to teachers and students.

Can you provide us with a summary of the major problems you encounter in using literary texts in your classroom?

Language difficulty, cultural barriers, students' interest, students' literary background and students' language level are the major difficulties I encounter in teaching literary texts in my classes. In addition to this, there isn't reference material in the school to use.

Thank you indeed!

You are welcome.

Teacher 12's Interview Response

The purpose of this interview is to explore English teachers' motivation in using literary texts in EFL classroom. Therefore, the following questions are set to collect genuine data from English language teachers.

How motivated are you in using literary texts for language teaching purpose?

I have interest to use literary texts in my classes but the situation of the students and the school does not invite you to use these texts.

Do you think literary texts have value in language teaching and learning?

Yes, literary texts hold great position in language teaching and learning but different situations enforce the teachers not to use.

What can you tell us about the main objective you intend to achieve using literary texts in the class?

Literary texts are rich in new vocabularies; as a result, I intend to develop learners' vocabulary through literary texts lessons.

Do you target developing the learners' language through using literary texts?

No. Literary texts play a great role in language teaching and learning, but I do not give attention for them.

Which literary texts teaching model do you use in delivering literary texts lesson in English classes? Why?

Whenever I teach literary texts in my class, I prefer language model because my intention is to teach language skills and language aspects.

Thank you indeed!

APPENDIX F

TEACHERS' CLASSROOM OBSERVATION CHECK LIST

Behaviors to be observed during the practice of literary texts teaching in EFL classes		Responses																							
		T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12	
I	Teacher's motivation during the literary texts instruction	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1	The teacher introduces, the students know the objectives of the lesson so that the students direct their attention to literary texts instruction.																								
2	The teacher has interest in delivering literary texts lessons in the EFL class.																								
3	The teacher teaches consciously to arouse students' attention towards the lesson using clear and simple language that students can easily understand.																								
4	The teacher has interest in helping the students to make them understand the lesson using literary texts.																								

Key: T+1, 2, 3--- represents code of teachers. For example T1= teacher one, T2= teacher two, T3= teacher three, T4= teacher four, T5= teacher five, T6= teacher six etc. 1= represents first observation and 2= represents second observation.

II	The actual setting of teachers literary texts teaching in EFL class	Responses																							
		T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12	
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1	Does the teacher present the lesson in a way that students can easily understand?																								
2	Does the teacher make instructions clear for students so that students can do literary texts exercises easily?																								
3	Does the teacher use appropriate literary texts that fit with students' language competency level?																								
4	Does the Teacher provide literary texts that do not violate students' cultures, religions, norms, customs etc.																								
5	Does the teacher easily understand the literary texts and make it clear for the students to do to tasks in the lesson?																								
6	Does the teacher use appropriate method that involves students' active interaction while delivering the lesson?																								
7	Does the teacher use literary texts which can stimulate the kind of personal involvement and arouse the learners' interest?																								
8	Does the teacher give home take assignment that invite students to practice in reading and writing literary text at the end of the class?																								

Key: T+1, 2, 3--- represents code of teachers. For example T1= teacher one, T2= teacher two, T3= teacher three, T4= teacher four, T5= teacher five, T6= teacher six etc. 1= represents first observation and 2= represents second observation.

III	Difficulties faced by EFL teachers during literary text instruction	Responses																									
		T1		T2		T3		T4		T5		T5		T6		T7		T8		T9		T10		T11		T12	
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1	Do the students lack clear aims and objectives for learning literary texts?																										
2	Do the students experience the sense of pleasure and enjoyment during literary text instructions?																										
3	Do the students concentrate on the content and ignore the language skills embedded in literary texts?																										
4	Do the students' overall weakness in English language skills makes understanding the literary texts difficult?																										
5	Do the students lack the ability to appreciate literary texts, which is an essential requisite for enjoying and understanding it?																										
6	Are the students and teachers obliged to translate the incomprehensible language into their mother tongue to get the meaning of the text?																										
7	Do language difficulties kill the sense of enjoyment that teachers and students share together?																										

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