

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITY AND LAW
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A STUDY ON ASSESSMENT OF LITERARY MATERIALS IN ENGLISH
FOR ETHIOPIA GRADE TWELVE TEXT BOOK: THE CASE OF
BUTAGIRA PREPARATORY SCHOOL, BUTAGIRA

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ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITY AND LAW DEPARTMENT
OF ENGLISH POST GRADUATE STUDIES

A STUDY ON ASSESSMENT OF LITERARY MATERIALS
IN ENGLISH FOR ETHIOPIA GRADE 12 STUDENTS' TEXT BOOK:
THE CASE OF BUTAGIRA PREPARATORY SCHOOL, BUTAGIRA

In Partial Fulfillment of the Requirements for the Degree of MA in
TEFL

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List of Acronyms

ALM- Active learning method

CLT-Communicative Language Teaching

EFL- English as a Foreign Language

FL-Foreign Language

GEQIP-General Education Quality Improvement Project

St-Students

PS- Permanent Secretary

List of Table

Tables	Page
Table1: A list of literary texts provided in the students' textbooks.....	32
Table 2: Language expressions in the literary texts are at the students' language proficiency level.....	42
Table 3: Literary texts demand students' literary knowledge.....	44
Table 4: The themes of the literary texts are compatible to the students' cultural background	46
Table 5: Vocabularies in the literary texts are at the students' level	48
Table 6: Students' questionnaire.....	xiii

Table of Contents

CONTENTS	PAGE
Acknowledgements.....	I
List of Acronyms.....	II
List of Tables.....	III
Table of Contents.....	IV
Abstract.....	V
1. Introduction	
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Objective of the Study.....	5
1.3.1 General Objective.....	5
1.3.2 Specific Objectives.....	5
1.4. Research Questions.....	6
1.5. Scope of the Study.....	6
1.6. Significance of the Study	6
1.7 Limitations of the Study.....	6
1.7. Operational Definition.....	7
2. Review of related literature.....	8
2.1 Definition of Literature.....	8
2.2 The Roll of Literary Texts in English Language Classrooms	9

2.2.1 Valuable Authenticity Material.....	9
2.2.2 Cultural Enrichment.....	11
2.2.3 Language Enrichment.....	12
2.2.4 Personal Involvement.....	13
2.3 Benefits of Different Genres of Literature for Language Teaching.....	14
2.3.1 Benefits of Poetry for Language Teaching.....	15
2.3.2 Benefit of Short Story for Language Teaching.....	16
2.3.3 Benefit of Novel for Language Teaching.....	16
2.4 Approaches in Using Literature for Language Teaching.....	17
2.4.1 Information Based Approach	18
2.4.2 Paraphrastic Approach.....	18
2.4.3 Language Bases Approach	18
2.4.4 Personal Response Approach	19
2.4.5 Moral Philosophical Approach	19
2.4.6 The Stylistics Approach.....	19
2.5 Literature and Communicative Language Teaching	20
2.6 Literature and Teaching Language Skills	21
2.6.1 Literature and Teaching Reading.....	21
2.6.2 Literature and Teaching Writing.....	22
2.6.3 Literature and Teaching Listening.....	23
2.6.4 Literature and Teaching Speaking.....	23

2.7 Challenges and Difficulties in Using Literary Texts	24
2.8 Criteria for Selecting Appropriate Literary Material for Language Teaching.....	25
3. Research Design and Methodology	
3.1 Research Design.....	27
3.2 Sampling.....	27
3.3 Instruments and Data Collection.....	28
3.3.1 Document Analysis.....	28
3.3.2 Questionnaire.....	28
3.4 Procedure of Data Collection.....	29
3.5 Procedure of data Analysis.....	29
4. Data Analysis and Interpretation	
4.1. Content Analysis.....	30
4.1.1. Under a Telephone Pole.....	33
4.1.2. Building the Nation.....	34
4.1.3. Extract from a Novel ‘No longer at ease.....	35
4.1.4. A Character from ‘ From Devil to the Cross’	35
4.1.5. The plot of a film.....	36
4.1.6. Film review.....	36
4.1.7. A Taxi Driver on his Death.....	37
4.1.8. Vultures.....	38

4.1.9. Western Civilization.....	39
4.1.10. Extract from the novel ‘The Money Order’	39
4.1.11. A review of Titanic.....	40
4.2. Questionnaire for the Students	41
5. Summary, Conclusion and Recommendations	
5.1. Summary.....	49
5.2. Conclusions.....	50
5.3. Recommendations.....	51
References	I
Appendices	IV

ABSTRACT

This study attempted to investigate the appropriateness of literary materials in grade12 students' textbook in Butajira preparatory school. It is a descriptive type of study. The data for the study was collected using quantitative and qualitative research methodologies. Triangulation involved in different research instruments: Textbook analysis, questionnaires, and classroom observations. The study was conducted by assessing the literary materials, analyzing questionnaire collected from a total population of four teachers and 104 sampled students from the total population of 520 students and 8 classes were observed to cross-check the results found in document analysis and questionnaire regarding the suitability of the language, compatibility of the theme to the students' cultural background and interest and the level of vocabulary. With open ended questionnaire, teachers and students explained their opinion and solution on the suitability of the literary materials. The finding of this research revealed that most of the literary materials are linguistically difficult: this is due to the fact that there are uncommon structure of sentences, implied meanings of expression, a lot of complex vocabularies(words which are uncommon and only used for particular or literary purpose) are included in the literary texts. The literary texts are also incompatible to the students' cultural background. Culture in a sense that the students national culture. In addition, the study revealed that the students' literary background knowledge and the literary elements in the materials mismatch. Generally, most of the literary texts included in the students textbook are inappropriate to Ethiopian students. This shows that selection of literary texts requires a lot of efforts, commitment and a strong desire from, curriculum designers, textbook writers, evaluators and teachers to assist students' language development. Based on the findings, it is recommended for curriculum designers and textbook writers to consider students' language proficiency level, literary background knowledge, cultural background, need and interest. It is also recommended that there are indigenous literary materials written in English by Ethiopians. These literary materials can provide opportunities for the learners in order to get balanced intercultural themes and this can solve the problems existed because of unfamiliar literary texts. There are sample literary texts written in English by Ethiopian writers (see the list in appendix A)

UNIT ONE

INTRODUCTION

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

1.1 BACKGROUND OF THE STUDY

This study aimed at assessing literary materials included in Grade 12 English for Ethiopia text book, which was first printed in 2003 E.C in China and reprinted in 2005 E.C. It belongs to the Federal Democratic Republic of Ethiopia funded through the General Education Quality Improvement Project (GEQIP). The text book counts 12 unites and 314 pages including the appendices. The author of this textbook is Barbara Webb, and its evaluators are Asefa Kassa, Ejeta Negeri, Getahun Geberemedhin and Tesfaye Gebreyes.

Teaching materials play an important role in FL (foreign language) teaching programs. For this reason, teachers rely on a different range of materials to support their teaching and their students learning. In this regard, we need to have a clear pedagogic goal in mind: What precisely do we want our students to learn from these materials. Among other materials, literature is one that can be used for language teaching and learning.

What is literature? Literature is a piece of writing that valued as works of art, especially novels, plays and poems. Literature for language teaching means using these literary materials which are not necessarily designed for classroom language teaching.

As many researchers and scholars indicated in their work, literature for language teaching was started a century ago in Grammar Translation Method. For instance Mohammed (2012, 320) said in Grammar Translation method that literature was used as the central component of the target language were read and translated to teach the grammar and lexical items of the language. However, after Grammar Translation Method declined, literature for language teaching failed to

be used with other methods such as direct method, structural approach and functional-notional approach.

Fortunately, when Communicative Language Teaching approaches became dominant in the last few decades, literature for language teaching revived because of its qualities in facilitating the use of CLT. The assumption of CLT is teaching language for communicative purpose. Richards and Rogers(2001). The main concern of this language teaching approach is to help learners acquire communicative competence and communicative competence is more than acquiring mastery of structure and form, it also involves acquiring the ability to interpret discourse in all its social and cultural contexts.

In order to enhance this, authentic materials are very important. One of the benefits of literature is its authenticity. Literature provides appropriate linguistic, methodology and motivation on learning. Literature is used to teach form as well as meaning of language. It also plays an important role in teaching the four language skills like Listening, Speaking, Reading and Writing interactively not in an isolated manner.

To sum up, literature provides priceless contribution for language teaching such as; Motivation, authenticity, cultural/intercultural awareness and globalization. It also provides intensive/extensive reading practice; sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional intelligence and critical thinking are its payoffs.

The Ethiopian Ministry of Education particularly, the department of English language perceived the importance and benefits of using literary texts in English language teaching and decided to include it in its curriculum as a component of the subject to complement the existing resources for English language teaching and learning. This was because the curriculum designers of the country recognized the value of introducing real language learning texts (short stories, poems, novel extracts and film extracts) in English language classroom as opposed to artificially constructed language learning texts in to the classroom.

Different genres of literature are included in the textbook. They are poems, extract from novels and film extracts and film reviews. Using variety of literary forms makes the lesson interesting to the students. In addition, the inclusion of different genres of literature benefits students by giving

variety instead of stacking on one type. One literary material can be more suitable to teach a particular kind of skill and language because of different learning purposes and interests' of students. So using variety of genres is essential Hismanoglu (2005) noted that Novel develops the advanced level readers' knowledge about different cultures and different groups of people, improves critical thinking. "Poetry" provides readers with different viewpoint towards language use by going beyond the known rules of grammar, syntax and vocabulary (ibid).

Nevertheless, literature for language teaching has its own negative impacts. It may be linguistically difficult; it can also be culturally offensive or unfamiliar for a particular group of EFL students. The literary text on its own may not also be interesting to the students. These are the reasons why any material including literary material should be selected carefully. Selection is necessary because any literary material may not be applicable for language teaching and learning. According to Ayotunde(2006, 132) Criteria for selection of texts in EFL classes categorized into two major parts: They are based on the psychological and linguistic needs of foreign language students. Psychological criteria include age, maturity and intelligence level of the students. Linguistic criteria include readability or level of difficulty of the material.

Many scholars also suggest that literature selection criteria should be based on students' cultural background, linguistic proficiency and literary background. Teachers should also include factors such as availability of texts, length of texts, exploitability and suitability with the syllabus." Therefore, selection should be considered when any literary material is selected for a particular group of students.

However, as a teacher the researcher observed that Grade 12 students of Butajira Preparatory School do not engage well with most of the literary materials in their textbook. Teachers also complain that, in informal discussion with the researcher, it is challenging to teach English language as a foreign language using the literary materials included in English grade 12 textbook. All these problems contrast with the qualities of literature for language teaching mentioned in the background of this research.

It is for this reason that the researcher decided to assess the literary materials in relation with the students' language proficiency level, culture, literary knowledge.

1.2 Statement of the problem

Despite the fact that, there are more literary texts in the students' text than the previous EFL texts, according to the researcher' observations as a teacher, students are less interactive and low achievers when they are learning English with the literary texts. Besides, as per the informal discussion held with English teachers in the school, the researcher realized that teachers are not comfortable to teach language using existing literary material. The students also show little interest in dealing with the literary materials. The students in the selected school are less engaging with the activities which are presented under the literary material in their textbook. The teachers complain that some of the literary materials are challenging even for them. These might be because the literary materials are not appropriate to the students' interest, background knowledge, need, culture and level of language competency. Selection is necessary because any literary material may not be applicable for language teaching and learning.

Literary material selection criteria should be based on students' cultural background, linguistic proficiency and literary background. Teachers should also include factors such as availability of texts, length of texts, exploitability and suitability with the syllabus." Therefore, selection should be considered when any literary material is selected for a particular group of students. Because of these problems, the researcher aimed at assessing the literary materials found in the students' textbook and identified factors that affect the appropriateness of these literary materials.

All the literary materials in Grade 12 EFL text are written by foreigners and that might be the factors that affect students' interest and understanding. Even more of the texts are written long time ago that deal with things students are unfamiliar with. The language might be difficult because it does not consider the difference between native and foreign language students.

So far a lot of researches have been done on the area of literature for language teaching by different researchers. For instance, Mohammed, (2012, 36) on his research entitled 'Literature and Language Teaching' concludes that literature provides authentic and real contexts of communicative situations. Augustin (2007) 'Benefit of using short stories in the EFL context' shows that literature has a lot of advantages for second and foreign language teaching and Mohammed (2014) in his study " Assessing the suitability of literary texts to secondary school students" concludes that the literary texts selected for Sudanese students are inappropriate. Alene

(2012) also investigated teachers' and students' view towards the literary materials in grade 12th textbook and in his findings he concludes that teachers' and students' have wrong perception of the literary texts.

However, none of the above researches dealt with whether the literary materials found in English for Ethiopia grade 12 textbook are suitable to the students or not. Therefore, the current research focused on assessing the suitability of the literary materials in grade 12 textbook. This research was needed because the text had only been in use for three years and ample research had not been done. The researcher, as a teacher, observed that problems still existed. There might have been other factors which affected the appropriateness of the literary materials but the focus of this study was on factors related to selection criteria as they might be the reasons which make these literary materials inappropriate. Therefore, in order to fill the gap there and to address particular problem this research was conducted.

1.3 Research Objectives

1.3.1 General objective

This research aimed to assess to what extent the literary materials are suitable for the students.

1.3.2 Specific Objectives

In the light of the general objective this research aimed to assess the following specific objectives:

- ❖ Assess the appropriateness of the language of the literary texts with the students' language proficiency level.
- ❖ Investigate the appropriateness of the language in the literary texts with the students' literary knowledge.
- ❖ Explore the compatibility of the themes of the literary materials to the students' culture.

1.4. Research Questions

In the light of the above research objectives this research intends to answer the following questions.

- ❖ To what extent is the language in the literary materials appropriate to the students' language proficiency level?
- ❖ To what extent is the language in the literary texts appropriate to the students' literary knowledge?
- ❖ To what extent are the themes of literary materials compatible to the students' culture?

1.5 Scope of the study

The scope of the study is limited in one Governmental school named Butajira Preparatory School which is found in Gurage Zone, SNNPR. The participants of the study are only sampled students of the school in the year 2014/2015 G.C.

1.6. Significance of the Study

The findings of the study are significant to EFL teachers to identify the problem of the literary materials and may adapt the materials in order to offer appropriate texts to their students.

Moreover, it can provide an input to curriculum designers and textbook writers to include literary materials that are appropriate to the students. It also can give an insight for the school communities. The study can support the curriculum designers, textbook writers and evaluators in proposing the most suitable textbooks to be used in schools. Finally, the findings of this study will help researchers within the area to expand some of the efforts that were made through this study.

1.7 Limitation of the Study

This study was limited on assessing the literary materials based on only some criteria of selection not all of them. Data was collected only from Butajira preparatory school. If other schools were included the findings would be more accurate.

1.7 Operational Definitions

Literary materials: Materials used for language teaching which are written for other social purposes not necessarily for language teaching.

Literary elements: elements of literature which deals with theme, character, style of writing like personification, irony, metaphor etc.

Language proficiency: the ability of students understanding language: structure, syntax, Culture: Believe attitude, custom, religion the particular group of people live that makes the people differ from the other.

UNIT TWO

2. Review of Related Literature

This chapter presents review of research findings and scholarly experiences concerning the use of literary texts in English language classrooms and synthesizes various aspects of literary text and its use as a pedagogical tool in language teaching. It includes, what literature is, the role of literature for language teaching, benefits of using different genres of literature for language teaching, approaches in using literature for language teaching, literature and communicative language teaching, literature and teaching the language skills, challenges in using literary texts and criteria in selecting appropriate literary texts.

2.1 Definition of Literature

“Literature is pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books, news papers, magazines etc.)” (Oxford Advanced Learner’s Dictionary, 2000, p.692)

McRae (1994) distinguishes between literature with a capital L - the classical texts e.g. Shakespeare, Dickens - and literature with a small l, which refers to popular fiction, fables and song lyrics. The literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries e.g. UK, USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English.

As Brumfit (cited in Elliott 1991, p.2) defines literature “is a language act which exploits the resources of the time and place in which it is written.”

Oxford Advanced Learner’s Dictionary (2000) “Literary means a language or style of writing suitable for or typical of a work of literature.” In the language class literary texts which are written in the target language are used to teach foreign language (ibid).

Literary texts can be studied in their original forms or in simplified or abridged versions. An increasing number of stories in English are written specifically for learners of other languages. The types of literary texts that can be studied inside and outside the ELT classroom include: short story, poems, novels and plays.

2.2. The Role of Literary Texts in English Language Classrooms.

Scholars in the area have been trying to put the best way of teaching and learning ESL/EFL. Especially after the communicative language teaching approach, literature has got acceptance to be used for language teaching. In communicative approach the materials which are used to teach language are designed so as to enable learners to be communicatively competent instead of identifying some linguistic items or mastering rules of the language. Literature for language teaching contributes a lot for communicative language teaching.

Many scholars mentioned a lot of advantages of literature for language teaching. According to Collie & Slater (1990, p.3) there are four main reasons for using literary material for foreign language teaching. They are authenticity, cultural enrichment, language enrichment and personal involvement.

2.2.1 Valuable Authentic Material

Authentic means real and genuine and authenticity refers to the quality of being genuine or true. When we say literature is authentic material, it is representative of the actual language that the native speakers use in a real situation. It is not designed for classroom teaching. This quality makes literature to be preferred for language teaching as it enables students to practice real language.

Khatib and Rahimi (2011, p.2) “Authenticity is a criterion considered highly essential in the current literature in FLT.” Literature is authentic material because most of the time it is not written for classroom teaching. Peacock(cited in Khatib and Rahimi) says that the main purpose of writing literature is not for classroom teaching rather it is written to fulfill some social purpose

in the language community (ibid). Therefore, the language is the actual language of the native speaker with original real world situation.

Using this material for classroom teaching provides students with socially as well as linguistically rich language. Textual language is planned, formal, designed for classroom teaching, and artificial. Literature bridges the gap between textual language and real world language. It offers students with situational language, formal and informal registers of language, wide use of expressions. It makes students feel as they are living with the native speakers.

Augstin (2007, p.8) “literature provides the learner with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types and registers.” The artificial nature of language in the students’ text book is mostly irrelevant for the real world situation. In other words, the language in the students’ text does not reflect how the language is really used in the real world situation. Berardo (cited in Kahtib 2011, p. 3)states: “ one of the main reason for using authentic materials in the classroom is once outside the safe, controlled language learning environment, the learner will not encounter the artificial language of classroom but the real world language and how it is really used”. Ghosn and Shrestha (as cited in Mohammed 2012, p.1) supports this “Most works of literature are not created for the primary purpose of teaching a language.” Thus, in a classroom context, learners are exposed to actual language samples of real life /real life like settings. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

Duff and Maley (1990, p.6) Literature is genuine linguistic material, not a linguistically artificial textbook. Most works of literature are authentic materials. They are not principally meant for teaching a foreign language. Thus, when literature is used in a classroom context, learners are exposed to actual language samples of real life. They become familiar with many different linguistic forms. Berardo (cited in Elliott, 1991, p.61) believes that the main advantages of using authentic materials in the classroom include:

- 1- Having a positive effect on student motivation;
- 2- Giving authentic cultural information;

- 3- Exposing students to real language;
- 4- Relating more closely to students' needs;
- 5- Supporting a more creative approach to teaching.

To sum up, when we say literature is authentic material, it is not necessarily designed for classroom teaching. As a result, it provides learners with the opportunity to use a variety of language forms and how these forms are used in a real-life situation.

2.2.2 Cultural Enrichment

The second advantage of literature for language teaching is that it is culturally rich. Language and culture are closely interrelated. It is through language that people's culture transfer to others. In other words it reflects the culture of language speaking society. People live in a wide world and it is hardly possible to the students to learn the culture of other people by being physically available with them as they may live somewhere far in the globe. Literature makes this easier by letting the students know the culture, living style, interaction, belief and attitude of other people because it represents the real word situation of people's activities.

Aghagolzadeh and Tajabadi (2012) supports this that literature help learners to develop their understanding of other cultures, awareness of 'difference' and to develop tolerance and understanding. At the same time literary texts can deal with universal themes such as love, war and loss that are not always covered in the students' text books

Ghouti and Mohammed (2014, p.7) literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. These literary genres, though imaginary, present a full setting in which characters from many social/regional backgrounds can be described; i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings.

As a result, students easily know the culture of other people who may live very far from them. This knowledge makes them tolerate cultural differences between them and accept other cultures

which are different from them. Students also know how the language is used in the actual situation of the speaker with different contexts.

2.2.3. Language Enrichment

Literary texts are linguistically rich as they are not designed for classroom teaching. Therefore, it provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures and different ways of connecting ideas, which develop and enrich their own writing skills.

Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts. Literary texts offer a rich source of linguistic input and can help learners to practice the four skills - speaking, listening, reading and writing - in addition to exemplifying grammatical structures and presenting new vocabulary.

Ghouti & Mohammed “EFL learners may develop their knowledge with many features of the written language, reading a significant and contextualized body of text.” They also added that students learn about the syntax and discourse functions of sentences, the variety of structures, and the different ways of connecting ideas, which develop and increase their own writing skills.

Abraham (2010, p.2) supports this that learning language through literature not only improves the basic skills like reading, writing, listening and speaking but also other language areas like vocabulary, grammar and pronunciation. One of the pre-requisites for language learning is that students should have a feeling for the language which can be achieved through creative and critical use of literary texts where they can experience language in use.

In conclusion, unlike the usual way of students’ textbooks, literature provides students with a wide range of language rules with their real world practicality. In other words literature is more

suitable than non- literary materials to present integrated language skills as well as the grammar of the language.

2.2.4 Personal Involvement

One scholar suggested “Education is suffering from narration sickness.” If the lesson is always narrated by the teacher, the learners become passive and irresponsible for their learning. If students are the centre of learning and involve in their own learning, they are accountable for their learning and they learn best. Brooks and Bibby (2013, p.7) literature discussions had the potential to engage students in enjoyable reading, enabled them to practice the target language through active social interactions, and gave them the opportunity to express themselves meaningfully in English.

Literature refers back the students own experience of real world situation. Therefore, they thoroughly engage with the material to find a solution to the problem existed, or to speculate what will happen next. While they are doing this they learn the language. Once students start engaging with the literary text, they begin to inhabit the text. They are drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The students become enthusiastic to find out what happens as events unfold via the climax; they feel close to certain characters and share their emotional responses. This can have beneficial effects upon the whole language learning process. Literature in the language classroom is the active role of the learner and the literary text as the central focus of attention. Learners become active, autonomous, and central to the learning process.

According to Agustin (2007)

Literature has great relevance on students' motivation because the literary text shows the real feelings of the writer and this generates a powerful motivation in the learner. With the literary text the student accesses this personal experience, if she is touched by the theme and provoked, she will be able to relate what she is reading to her world, to what she knows and feels. Designing stimulating activities that motivate the learners is the greatest challenge for language teachers, and literature has a strong motivating power due to its calling on to personal experience. (p. 4)

In conclusion, literature provides the learners with examples of many features of the written language the structure of sentences, the variety of form, the different ways of connecting ideas.

This will enrich the students' own writing skills. A literary text might also provide the stimulus for oral work and encourage students to be aware of the vast range of language which is incorporated in a particular text. It also takes them away from the ordinary way of text-book learning and puts them to a wide range of real world language use.

2.3 Benefits of Different Genres of Literature for Teaching Foreign Language

Literature has different genres such as novel, drama, short story and poetry. Each genre of literature has special benefit to teach a particular language skill, suitable for a kind of methodology or even may address the interest of students than other genres of literature.

For instance short story is more suitable than novel according to exploitability criteria. In other words novel cannot be finished in one or two periods. It also needs high knowledge from both the teacher and the students. Poetry, on the other hand, is more suitable than other kinds of genres to teach vocabulary as it is full of new words. Hismanoglu (2005, p.9) stated the benefit of using different genres of literature for language teaching. One may be preferred over the other as it more suitable than the other to teach a particular language skill, vocabulary, grammar, pronunciation.

2.3.1 Benefits of Using Poetry to Language Teaching

Poetry is a collection of poems and poems is piece of writing in which the words are chosen for their sound and the images they suggest, not just for their obvious meanings. The words are arranged in separate line, usually with a repeated rhythm, and sometimes the lines rhyme at the end (Oxford Advanced Learners' Dictionary, 2000, p896).

Poetry can pave the way for the learning and teaching of basic language skills. Most poetry consciously or unconsciously makes use of metaphor as one of its primary methods and it serves as a great source for the students to understand the author's interpretation. The students understand beyond line message, or understand the poet's message which is written out of the ordinary style and expression of message. The students also understand the poet's idea, expressions used to refer cultural, social, political implication.

Banu (2012,p.5) shows that “The accomplishment of poetry lessons depends upon on the teacher’s level of creativity, enthusiasm, reading aloud with tone variation, ... or with the approaches he/she implements to generate the learner’s interest in the poetry”. He also suggested that the approach should be student centered so teachers should make it possible.

Sarac (cited in Hismanoglu 2005, p.61) explains the educational benefits of poetry as follows: provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary, triggers unmotivated readers owing to being so open to explorations and different interpretations, evokes feelings and thoughts in heart and in mind, makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Generally, the layout of poetry attracts students to read and engage with it. Poetry also provides students to learn how to read it with correct intonation, pitch, tone, and rhythm. Its unusual expressions (allegory, imagery, irony, idioms) enable students to understand beyond line or referential expression which are not found in ordinary texts. As poetry is usually rich in vocabulary, it gives students the opportunity to learn the meanings of new words.

2.3.2 Benefits of Using Short Stories to Language Teaching

Short story is the form of fiction. Unlike novel it is short and deals with a single aspect of life. Therefore it is easier to understand needs shorter time to finish than novel. Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human According to Sage (cited in Hismanoglu 2005, p.10) states the benefits of short fiction in the ESL / EFL curriculum as follows. Makes the students’ reading task easier due to being simple and short when compared with the other literary genres, enlarges the advanced level readers’ worldviews about different cultures and different groups of people, it provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers, motivates learners to read due to being an authentic material, offers a world of

wonders and a world of mystery, gives students the chance to use their creativity, promotes critical thinking skills, facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community, makes students feel themselves comfortable and free, helps students coming from various backgrounds communicate with each other because of its universal language, helps students to go beyond the surface meaning and dive into underlying meanings, acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment Sage (cited in Hismanoglu 2005). According to Erkaya short stories allow instructors to teach the four skills to all levels of language proficiency if they are selected and exploited appropriately.

2.3.3 Benefits of Novel to Language Teaching

Novel is the form of fiction it is longer than other literary forms. It is complex in its nature so that it needs knowledge of the teacher as well as knowledge of the students. It deals with all aspects of human life not a single aspect of human life. It reflects experiences, knowledge and practices of human being with their natural environment. The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives.

Novel develops students reading, spelling, hand-writing, grammar, vocabulary, speaking and punctuation if the teacher prefers suitable methodology and variety of assessment types. The assessments should be made up of not only fact-based questions serving as a basis of evaluating comprehension but also open-ended questions developing critical thinking abilities. The open-

ended questions enable students to predict outcomes, make comparisons and contrasts, and draw conclusions. Class discussions of each novel event should comprise the main idea and supporting details, including who, what, when, where, and how. Various social issues which are often an integral part of the plot, can provoke interesting debate. Discussions can also facilitate vocabulary development.

Helton, C.A., Asamani, J. and Thomas, D. (1998, 1-5) expounds the educational benefits of novels as follows: Stimulates their imagination, help students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences, help them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful effective decisions and solutions, develops oral and written language skills, serves as a spring board for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing, resents a unique way of teaching reading by getting students involved and excited about the reading process, motivates students to become a lifelong reader.

Generally, although literary materials provide students with some common advantages, each genre of literature particularly has its own quality to teach a particular type of lesson to a particular type of students. Different genres of literature provide students with different opportunities for foreign language learning. For instance, poetry might be preferable than short story for a particular lesson for a particular students. In other words there are times novels might be more suitable than short story or poetry to a particular lesson.

2. 4 Approaches in Using Literature for Language Teaching.

Approaches of using literary texts refer to how literary texts are presented regarding the recent teaching method. This is driven from the emergence of using literature for language teaching. There are various approaches that can be applied in the classroom to teach language using literature. Rosli (1995)(cited in Alene Ketema, 2012) indicated six approaches of using literary texts that EFL teachers can adopt. These are: information based approach, paraphrastic approach, language based approach, personal response approach, moral philosophical approach and stylistic approach

2.4.1. Information based approach

As the name indicates, information based approach is a way of teaching knowledge about literary texts where literary texts are seen as a medium to offer a source of information to students (Carter, 1988). Teachers who adopt this approach perform activities like lecturing, explanation about literary texts and terms, reading notes and criticism provided in workbooks or by the teacher. It demands a large input from the teacher and it is closely related “aesthetically patterned artifact endowed with the knowledge potentials philosophy, culture, morality, and humanities” Ganakumaran 2003(quoted by Alene). This approach is quite ineffective in enhancing students’ language proficiency because this approach bases itself on traditional views to literature and teaching.

2.4.2. Paraphrastic Approach

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

2.4.3. Language Based Approach

Language based approach (LBA) seeks greater association between language and literary texts. LBA is done by providing them exposure to the target language and connecting them to specific vocabulary and other aspects of the language. Maley and Duff (1990) insist that the primary aim of this approach is “quite simply to use literary texts as a resource for stimulating language activities”. With the use of LBA, the focus shifted to the learner, the reading process and creating

language awareness in the learners. Activities like prediction, close, role play, recitation, debate and discussions can be used to create opportunities for language use in the classroom. In line with this approach, a language-based framework for reading literary texts moves from lexis (vocabulary), syntax (sentences) to coherence (discourse).

2.4.4. Personal Response Approach

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

2.4.5. Moral philosophical approach

This is an approach which incorporates moral values across curriculum. The focus of this approach is to discover moral values while reading a particular literary text.

2.4.6. The Stylistics Approach

Teachers who adopt stylistic approach to using literary texts guide students towards a closer understanding and appreciation of the literary text itself using the combination of linguistic analysis and literary critics (Lazar, 1993). The main goals of teachers who adopt this approach is to enable students make meaningful interpretations of the text which in turn allows students look beyond the surface meaning of the given literary text and to expand students' knowledge and awareness of the language (Mengistu 2011). Recently scholars have started trying out an integrated approach where any of the approaches or their principle is combined with the other. According to Savvidou (2004) (cited in Alene, 2012) the use of an integrated approach of using literary texts that mix either of the above approaches ensure the maximal utilization of literary

texts. So, it is better to use an integrated approach in teaching literature in EFL classrooms to promote basic language skills and language areas of students.

2.5 Literature and Communicative Language Teaching

Breen and Candling (cited in Richards and Rogers 2001,166) points out that in CLT the role of the teacher is **facilitator** of the communication process between all participants in the classroom, and between these participants and various activities and texts. The role of the learner is as **negotiator** between the self and the learning process emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes (ibid). CLT has the following benefits for language teaching: A focus on meaning rather than medium, with an emphasis on fluency; The information gap, where students are encouraged to use their learning to understand authentic texts; A focus on process rather than product; An emphasis on negotiation rather than pre-determination; A teacher who acts as facilitator not just instructor. Haileleul (2012, p.6) recommended that the pedagogic relevance of literature should be the advancement of students' communicative competence. This will be effective through selection of the right method and appropriate literary text. The active learning methods (ALM) enable the implementation of an eclectic (mixture of styles: formalist, functionalist, cognitive, pragmatics and feminist stylistics) communicative language teaching (ibid). He also added that this method can also change the role of the teacher. The teacher becomes facilitator of learning. this approach enable to apply practices like facilitating, cooperative learning/teaching, creative writing, story-telling, pair discussion, reflection, presentation, role-play, debate, home works, and drawing pictures. Students-centered learning can be implemented.

To sum literature has a positive impact to apply CLT this method also enhance the application of literature for language teaching. Using literature for language classes change from the traditional roles of the teacher in which the teacher narrates everything and is all knower (lecture method). The teacher here is a facilitator of learning. Students' roles change from passive receivers of knowledge to negotiator of learning. Student-centered approach can be applied in this method. Students interact in their learning without expecting orders from their teacher. However, the teacher should be careful in selecting the best method to apply for each language skill and in the

choice of genres of literature. Literature contributes a lot for the teaching of language skills and sub-skills. It also helps to teach these language skills in an integrative way not in an isolated way. “Literature instruction was shown to promote students’ reading, translation, vocabulary, problem-analysis, grammar, rhetoric, listening, speaking and writing abilities”. (Brooks & Bibby, 2013)

2.6 Literature and Teaching Language Skills

2.6.1 Literature and Teaching Reading

It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical thinking and writing. Teachers can exploit literary texts in a large number of ways in the classroom. Classroom work with literary works may involve pre-reading tasks, interactive work on the text and follow up activities. Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students. Hismanoglu has drawn attention to the fact that in reading lesson, discussion begins at the literal level with direct questions of fact regarding settings, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author’s point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author’s point of view. This is also the suitable time for them to share their reactions to the work’s natural cultural issues and themes. The third level, the personal/evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities (p.5).

Reading literature helps students to become familiar with literary interpretations or to develop literary experiences. This helps them to interact with the text or the reader and the text easily interact. Once this interaction existed, the students start enjoying reading without the teachers’

request. The piece of literature should be suitable for the reader and the reader himself/herself should be eager and willing to react to the literature.

It is recommended that the literature be first presented to the students as a totally non- verbal experience. When presenting literature in the classroom the atmosphere should be relaxed. The teacher should only explain what is most needed by the students the rest should be left to them. The teachers should avoid taking a reading exam after reading the story because the students will prepare themselves for the exam rather than receive the story as the literary experience. We can take advantage of the interesting nature of literature to create motivation in students, and then devise activities suitable to their proficiency level. Our primary concern will be to ensure that students interact with the text and with each other. This interaction will lead to language learning and literary understanding follows as a by-product of their involvement in and engagement with the texts.

Therefore, literature provides opportunities for the students to read and comprehend the reading text following the steps (pre-reading, while reading and post reading). It is also suitable to go through from simple to complex if the teacher organizes herself/himself.

2.6.2 Literature and teaching writing

Literature is a creative work in which the writer shows his/her talent, special writing style, word choice and unique expressions which is unusual in actual writing. Oster (cited in Erkaya, 2005) affirms that “literature helps students to write more creatively. He also suggests that Instructors can create a variety of writing activities to help students to develop their writing skills using literary materials. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency.

Brooks and Banu in their study find out that:

...(The simplicity of language style, a variety of cultural information, and comfortable length of stories in literature) are perceived to facilitate the student's reading comprehension and that this genre knowledge, obtained through reading stories, could be applied to the student's own writing practice. The research showed that the students' chosen texts provided good writing samples for their own stories

and enhanced their sense of authorship.

The teacher should provide opportunities for the students to practice writing with different kinds of writing approaches. They are controlled writing, guided writing and free writing.

Controlled writing can be used at the beginning of the composition writing. The students here are not expected to produce or create something by themselves. In this stage the can ask them to find answer questions like what the writer says, what date is mentioned in the story etc. therefore they rewrite what is already said in the literary text. Guided writing usually used as a second level or for intermediate students. The teacher can ask questions like complete sentences; summarize a text or a paraphrase. Free writing is used for higher learners and at the final stage of writing. In this stage the teacher can ask students to write a story of their own based on the story they read to finish a story on their own ideas. When doing this the teacher should always remind them to follow steps of writing (thinking, brainstorming, planning, writing, checking, rewriting)

2.6.3 Literature and teaching listening

Students' world, in the classroom or outside class is exposed to a lot to listening. The teacher should use different techniques and strategies for the classroom teaching. Pre-listening activities help students to predict what will happen in the story and give students reason why they should listen to the story should be presented before the actual listening. In this stage the teacher can also provide students the meaning of essential vocabularies that help students to understand the story in the listening text. In while listening the teacher should give activities that demands students understanding of the story. Direct reference questions like what happened, when something happened and who did something motivates students to listen the literary text. After these two stages, the teacher can facilitate students to discuss issues related to the story. To end the story with their own ideas, give solution for the existed problem in the story and write a story of their own help students to think critically and develop their cognitive skill.

2.6.4 Literature and teaching Speaking

Donato and Brooks (cited in Banu 2012, p 6) examine a senior-level literature course for 'EFL majors' to see if group discussions in this class help students develop advanced level speaking

functions. According to the findings they state that discussions that take place in literature classes have the potential to incorporate advanced proficiency goals however to achieve this goal instructors and students should be aware of and well-prepared for the potential of literary discussions.

According to Hismanoglu (2005) although literature contributes mainly associated for the teaching of reading and writing, it also contributes a lot for the teaching of speaking and listening skills. Hismanoglu also suggests that oral reading, dramatization, improvisation, role-playing, discussion, and group activities are well supported by literary materials.

2.7. Challenges and Difficulties in Using Literary Texts

Although literary texts offer many benefits which make them worth being included in language program, they have their own challenges for foreign language teaching and learning; and it includes vocabulary, grammatical structures, and syntax considered to be too complicated. The length of the text can be seen as the major difficult apart from the linguistic difficulty. Concerned with culture, culture offers difficulties in a way that it is impossible for the outsider to share fully the range of references of an insider. All literary works make reference to things outside themselves and are thus liable to interpretation, or variable misinterpretation.

What are some of the challenges to be faced when using literature in the classroom?

Literary texts can present teachers and learners with a number of difficulties including:

- Text selection - texts need to be chosen that have relevance and interest to learners.
- Linguistic difficulty - texts need to be appropriate to the level of the students' comprehension.
- Length - shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot.
- Cultural difficulty - texts should not be so culturally dense that outsiders feel excluded from understanding essential meaning.
- Cultural appropriateness- learners should not be offended by textual content.

However, literary texts remain an unavoidable language teaching materials as they provide a lot of benefits. There are some agreeable criteria to resolve this problem.

2.8 Criteria for Selecting the Appropriate Literary Material

In the above section the qualities of literature for language teaching has been discussed. However, any material for language teaching should be selected based on some criteria. Literary materials to be used in the classroom should also be selected based on certain criteria. One of the objections of using literary texts are that they might embody language which is not typical of everyday life, nor might it be like the language encountered in modern textbooks. Linguistic and stylistic appropriateness does, of course, have to be considered. The teacher might also take into account the needs and abilities of the learner group, and also analyze the amount of background information required for a true appreciation of the text.

According to scholars in the area selection criteria for literary materials should be majorly based on the students, the particular lesson and the selected text. Student related factors refer the age of the learner, cultural background, linguistic background and literary background of the learner. Lesson related factor focus on the length of the lesson, depth of the lesson and content of the lesson. Text-related factor refers to the exploitability of the lesson and fitness with the syllabus should be considered.

Duff and Maley (cited in Abraham 2010) stress that teachers can cope with many of the challenges that literary texts present, if they ask a series of questions to assess the suitability of texts for any particular group of learners:

- Is the subject matter likely to interest this group?
- Is the language level appropriate?
- Is it the right length for the time available?
- Does it require much cultural or literary background knowledge?
- Is it culturally offensive in any way?
- Can it be easily exploited for language learning purposes?

Hismanoglu (2005) suggested that cultural implications should be considered when planning teaching materials which involve literature. Shared history, religion or literary tradition make cross referencing easier. On the other hand, People are highly sensitive to cultural, religious, race and ethnic issues. The literary material should be selected considering these issues.

Hismanoglu also suggested that selecting suitable genre is necessary based on its suitability. Prose extracts, short stories or poems might be suitable for use in the language classroom simply because of the limitation of time available. Poetry has an immediate appeal since it has universality with common themes. (p,5) Asamani and Thomas recommend (1998)

When a teacher uses a novel in the foreign language class, the language teacher should pay attention to whether the story in the novel is of interest to the entire class, are the themes and settings captivating their imagination and exploring the human condition. The selected novel should also have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. Specific themes and concepts being developed in class should also be incorporated within the novel.(p,5)

Literary material chosen for EFL classes should fit with the goal of language syllabus of the country. The intended contents, vocabulary, grammar, skills and other activities in the syllabus must be applied in the selected literary materials.

Nunan (2004, 27) stated that identifying learning goals is an important step in the development of a language program. He also added that the sources of these learning goals may be derived from task analysis, learner data, ministry of education specifications, and so on. Therefore, the literary materials included in the students' text books should fit with these goals.

The nature of the courses to be derived from syllabus specifications, the length of the courses, and many other factors will determine what is feasible and appropriate to set as goals, and will also largely dictate the types of communicative and pedagogic objectives which are both appropriate and feasible for the educational system in question (ibid

Nunan suggested that "... goals can refer to cognitive and affective aspects of the learner's development, what the teacher hopes to achieve in the classroom, what the teacher hopes the learners will achieve in the classroom, the real-world communicative tasks the learners should be able to perform as a result of instruction, and so on"(80).

The sources of goals may vary according to the level of students, background level of the students, English in the country (is it the regular means of communication or its function is limited in the school curriculum),

UNIT THREE

Research Design and Methodology

3. Introduction

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

3.1 Research Design

This study is a descriptive type of study. In order to answer the questions raised in research questions section, the research design was mixed method approach. Using both quantitative and qualitative methods is important and useful to enhance the strengths and to minimize the weaknesses of both methods in single research study and across studies.

Qualitative research design was employed in order to have a valid data for the study or to gain a better picture of the reality of the issue raised in the research questions and its objectives in a natural way. The methods used to collect qualitative data were textbook analysis, and open ended questionnaire.

Qualitative method was utilized in order to assess the suitability of the literary texts to the students. The instrument used to this method was content analysis. To do this certain categories, such as setting, theme, length, linguistic level, vocabulary difficulty level, literary elements were used to assess the literary texts in the students' text. In order to triangulate the data gathered from qualitative method, quantitative method was used. The instrument used to collect quantitative data was questionnaires. Questionnaire was indebted in order to investigate students' opinions towards the appropriateness of the literary texts based on linguistic difficulty, cultural familiarity and vocabulary difficulty level.

3.3 Sampling

The sampling methods the researcher used in this study were systematic random sampling for the students and comprehensive sampling for content analysis. In order to give equal chance to all students and to get representative data, sample was taken from each section. Based on the

participants name list, chance was given for each x interval. This was done since it reached the designed sample size. As a result, among the population size of 520 students in 10 sections 20%, which is suggested by different scholars as the maximum sample size, was taken as sample size of the study. Comprehensive sampling was used to assess content analysis. All (12) literary texts included in Grade 12 students' text book were investigated.

3.4 Instruments of Data Gathering.

According to the objective and research questions of the study, document analysis, open ended and closed ended questionnaire were used as data gathering instruments. These instruments were used to triangulate the data and to get pertinent and valid information.

3.4.1 Document Analysis

Document analysis is a qualitative analysis. As the focus of this study was assessing literary materials on students' textbook, content analysis was used mainly to investigate the materials. The researcher found content analysis is the best tool to gather data from written materials such as text books. According to the objectives of this study and the criteria of material evaluation suggested by different scholars, the researcher categorized each literary material into different sections. They are theme, setting, language difficulty, exploitability, level of vocabulary and cultural familiarity with Ethiopian students.

3.4.2. Questionnaire

Questionnaire was used to get the attitudes of students regarding the suitability of the literary materials to the students in the students' textbook and to triangulate the information gathered through document analysis. Questionnaire is a tool that is suitable to gather reliable data from large populations. The researcher used both open-ended and close-ended types of questionnaire which were taken from expertise and modified to make them more suitable to assess everything needed. Then it was distributed to all sampled students. Before the questionnaire was distributed to the students, it was translated into Amharic for more clarifications.

3.5. Data Collection Procedures

Once all the literary texts in the textbook were identified, they were categorized into different sections: setting, themes, language difficulty, vocabulary difficulty, literary expressions, cultural familiarity and length of each literary text was discussed. Then, the second data collection instrument questionnaire was administered. First, the students who participate in the study were identified and briefed about the objective of the study. Secondly, questionnaire were distributed to the sampled (104) students in order to triangulate the data gathered from content analysis and to know their opinion towards the suitability of the literary texts to them.

3.6 Data Analysis Procedures

After the data was collected in the above procedure, the data was analyzed in the following procedure. The qualitative and quantitative data were examined by using different mode of analysis (method triangulation). The investigation for questionnaires was provided and the data was obtained qualitatively analyzed and used accordingly to develop a general profile of the students' views towards literary texts and their appropriateness in the classroom through using liker scale. The qualitative data gathered from the textbook analysis and open ended questionnaire were investigated, synthesized and categorized in a few significant categories: they are title, length, setting, theme and language difficulty level. These themes were then grouped in to certain categories in order to establish the participants' views and experiences on the appropriateness of the literary texts in English language classrooms. Each of the compiled notes was summarized and compared in order to draw appropriate interpretations and conclusions. Then the qualitative results obtained from the textbook analysis and open ended questionnaire were used to verify or refute the analysis of data from the questionnaires. The findings were discussed in order to investigate and report as accurately as possible the teachers' and students' views towards literary texts and its application in English language study. Finally, conclusions were drawn inductively and recommendations were forwarded.

UNIT FOUR

DATA ANALYSIS AND INTERPRETATION

4. INTRODUCTION

The purpose of the study was to investigate the appropriateness of the literary materials included in grade 12 English for Ethiopia text book. Content analysis and questionnaire were held concerning identifying the problems that hinders the suitability of the literary materials. The findings were categorized in to the following main areas: the suitability of literary texts to the students' level of linguistic proficiency level, literary knowledge, cultural background and interest.

4.1 Content Analysis

As Krippendorff(cited in Shankurie 2012) indicates; content analysis is potentially one of the most important research techniques in the social sciences. The content analyst views data as representations not of physical evidence but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed with such uses in mind. Analyzing texts in the context of their uses distinguishes content analysis from other methods of inquiry.

Therefore, the researcher of the current study analyzed literary texts in the textbook in order to assess their suitability to the students in relation to language difficulty level, students' literary background knowledge, length and the compatibility of themes of the literary materials to the students' cultural background.

Table1: Literary provided in grade 12 English text book.

No	Literary materials	Genre	Skill	Length	Indigenous or foreign	Activities
1.	Under a telephone pole by Carl Sandburg	poem	reading	10 lines	foreign	Lang. use: comp & write your own version
2	Building the nation by Henry Barlow.	poem	reading	36 lines	foreign	Lang. use: pronunciation, compare literary forms. A poem and a novel
3	extract from a novel 'No longer at ease' by Chinua Achebe	extract	reading	35 lines	foreign	Lang. use
4	extract from a novel 'From Devil to the Cross' by Ngugi Wa Thiong'o	extract	reading	26 lines	foreign	Lang. use/usage: comp & adj.
5	The plot of a film: Casino Royale	film	listening	12 lines	foreign	Lang. use/usage: plot & think/may/going to
6	A film review: Casino Royale	film	listening	15 lines	foreign	Lang. use
7	Film reviews: Ratatouille, Titanic, Bratz, The Princess Diaries and Avatar.	film	writing	3 lines	foreign	Lang. use: writing
8	A taxi driver on his death by Timothy Wangusa	poem	reading	17 lines	foreign	Lang. use comp and write your own version
9	Vultures by Chinua Achebe	poem	reading	51 lines	foreign	Lang use:
10	Western Civilization by Angolan poet Agostinho Neto	poem	reading	22 lines	foreign	Lang use: comprehension/ pronunciation
11	Extract from a novel 'The Money-Order' by Senbene Ousmane	extract	reading	1 page	foreign	Lang. use
12	Titanic	film	reading	1 page	foreign	Lang.use: infer meanings of words

Table 1 summarizes that the literary materials include different genres of literature Poem, extract from novels, and extracts of films and film reviews. The longest text counts 51 lines and the shortest 10 lines. The activities focus both on meaning and use of the target language. The literary materials provided to teach different language skills although reading is given more emphasis and that is because literature is more suitable to teaching reading than teaching other skills. Among these 12 literary materials 6 of them are found in unit four entitled *Arts and Literature*.

All the literary materials are written by foreigners. This means that no literary text is about the students' culture. In fact, one of the benefits of literature for language teaching is providing students with opportunity to learn other people culture specially, target language culture. However, the students feel confused on learning always foreign culture which is not familiar to them.

According to the result of textbook analysis, there is no lesson about literary elements, except film genres, included in the students' textbooks. The students are asked questions about characters, setting and plot of a text. The researcher assesses grade 9th, 10th, 11th and 12th textbook to find out if the students have vertical background knowledge of literary elements. In grade 9th some elements of poetry like stanza, rhythm are included as questions to be answered by students. There are few elements included in grade 11th textbook which are characters, settings and plot. Even their definition is not given, only questions are provided to the students to find out answer to these elements from the text. Almost similar type of literary elements are included in grade 12 textbook.

The literary texts were analyzed based on the following categories: setting, theme, language expressions, vocabulary and cultural suitability.

Analyzing the *setting* is necessary to identify when and where the story was written. A place which is not well recognized or refers to a very particular place is mostly unfamiliar to the students who are far from where the story is written. Regarding time, if the story deals with something which happened a very long time ago may not be to the students' interest and even the language might be worn out and difficult to understand.

Theme is also important to identify whether the selected theme in the literary texts address students' interest or not. In fact, students' interest differs according to their age and cultural background. However, students of similar age and cultural background may have the same interest. This result was also cross-checked through questionnaire.

Analyzing *linguistic level* and *literary elements* of the literary texts is important to investigate to what extent the language used in the literary texts is suitable to the level of the students. Linguistic difficulty of literary texts is one of the challenges of using literature for language teaching. The literary elements or expressions which need readers' background knowledge of literature should also be considered to investigate the suitability of the literary texts. If students do not have sufficient literary background knowledge, they face difficulty in understanding literature which is written with different style and implied meaning.

1. Under a Telephone Pole

This poem is written by an American poet Carl Sandburg 100 years ago. It is found on page 49 of the students' textbook and counts 10 lines. The stated objective says, 'After this lesson the students will be able to read a poem.' This implies that the students will practice pronunciation in addition to other activities.

Setting: The poem is not limited to a particular place as the issue it deals with works for any place where a telephone pole is found. According to time, this poem was written 100 years ago.

Language expressions and vocabulary: Even if the style is special unlike the structure the students are familiar with, the meaning as well as the message of the text is clear through the context. For example, *slim against the sun I make not even a clear line of shadow (no auxiliary do)*. Commonly, *this is written I do not make even a clear line of shadow (without do)*. Pronouns are commonly used after nouns not to repeat nouns. But in this poem, in line 4, pronoun *it* is written before the noun it represented the talk that passes through telephone in line 6.

Theme: The poem deals with the day to day experience of a telephone or how people use it for different purposes. Such an issue is familiar to the students as they are connected to it.

Exploitability: as it is a 10 line poem it is easily exploited with the given time. The students are familiar with reading a longer text.

Literary elements. This poem is written in personification style. The telephone is speaking as a person. In line 1 *I am a copper wire...line 2 I make even a clear line of shadow*. But still it is clear with appropriate challenge to the students that it is the telephone that is speaking. The picture and the title also give clue to the message.

In conclusion, despite the fact that the poem is written in personification style and some structures are unfamiliar, the students still understood the message. And it is appropriate to the students' level. The theme, although it is written 100 years ago, is familiar to any type of student and it still works.

2. **Building the Nation** a poem written by Ugandan poet Henry Barlow. It is found on page 82. Objective of this poem said *read and analyze the poem*. The poem counts 36 lines and divided into 6 stanzas.

Setting. The place of the poem is set in Entebbe and Lake Victoria Hotel in Uganda and the time is lunch time (imaginary time). The mentioned place is unfamiliar to Ethiopian students.

Language expressions and vocabularies. Pairs of expressions in second stanza are written with pairs of things: *The menu reflected its importance*

Cold bell beer with small talk,

Fried chicken with niceties,

Wine to fill the hollowness of the laughs, and other two lines are written the same way. It is not common to read these pairs in a menu. The poet uses these expressions to imply some other meaning. They imply something that needs the readers' background knowledge. Therefore, it is difficult to the students.

Theme: this poem is dealing with issues of corruption but there is no literal expression for this. Unless the students have background knowledge that many African literatures deal with corruption.

Literary element: Building the nation is written in **irony** technique. The whole poem is written in irony. The PS and his friends are enjoying life in an expensive hotel but they are saying that they are devoting themselves in building their nation.

In conclusion, the places mentioned are not familiar to the students and the expressions used make this poem unsuitable to the students. As it is written in irony, the students face difficulty in understanding it.

3. **Extract from a novel.** An extract from a novel 'No longer at ease' by the famous Nigerian writer Chinua Achebe. This extract is found on page 83-84. The stated objective is to read and analyze it. The length is less than a page.

Setting: The place is Obi's office and the time is season for scholarship.

Language expressions: direct and everyday language (a conversation between the man and Obi). The structure is common. *'The man knocked on Obi's door, and Obi jumped up to open it for him.... "Good afternoon," he said "Good afternoon are you Mr. Okonkwo?"* Even if the language is direct, the students have to deal with few unfamiliar words (agbada and cola) that reflects Nigerian cultural clothe and drink.

Theme. This extract is dealing with corruption. One rich business man came into Obi's office in order to ask Obi to recommend his son for scholarship which was allowed for poor people. In return, the man offered Obi some money as a bribe. Obi was in dilemma whether to accept the bribe and recommend the man's son for scholarship or not.

Exploitability it is less than a page extract, so it is not too long to be completed with the given time.

To conclude, although the place and few cultural expressions are not compatible to the students' culture, the language used is direct and clear. The theme is also universal. As a result, it is suitable to the students.

4. **A character from a novel 'From devil on the Cross'** by Ngugi wa Thiong's included on page 87-88. It is less than a page.

Setting: place and time is not mentioned in the extract.

Language expressions: the language used here is clear and at the students' level. *As Waringa walks along...today waringa strides along with energy and purpose...* there are also expressions that the students can learn some grammatical rules(descriptive adjective)*Her faded blue jeans, blue waistcoat, her beautiful body,*.

Theme: About a young woman who is successful both physically and mentally. The young woman succeeded in life because she does not believe that this world is men's world.

In conclusion, this extract is suitable to the students in different aspects. The language is direct, the theme is attractive to their age, and vocabularies are not too difficult.

5, 6. The plot of a film and film reviews (listening for two lessons). A film entitled 'Casino Royale'. The latest movie in James Bond series. The star is Daniel Craig. The purpose of these listening texts are to make notes while they are listening on characters, settings genre and the plot of the film and the second lesson to predict the ending after they listen the first part. The 1st text counts 11 lines and the second counts 15 lines.

Setting: Places Uganda, the Bahamas, Casino Royale in Montenegro, a mountain hideaway, but time is not mentioned. This implies that the students are not familiar with these places.

Language expressions and vocabulary: the theme is unfamiliar to the students so the language used to deal with this unfamiliar issue is also difficult to the students. *The title Casino Royale, code names British M16, 007 secret agent, names of places mentioned and there are special words which are used to express films.* These are also unfamiliar to the students. Special words used to describe only films are used: action packed, star, scene, sweaty action, thrills and romance, hard-hitting thriller, glamorous, humor and action hero are some of them.

Theme: this film is dealing with criminal activity. Newly recruited detective named 'James Bond' is sent to Uganda where he is to spy on a known terrorist cell. James bond is assigned by British Secret Agent M16. The people's names are coded for its own purpose. Then the story narrates the fight between James Bond and the terrorist to win one another. As most of the students are from rural areas, they do not have access to watch movies like this. In addition, even

if the action in the movie seems attractive, it is not easy to understand the message even for students who have access to watch movies.

To conclude this film is not suitable to the students as the theme is far from their culture, many special words included in it and the places mentioned are also unfamiliar to the students.

7. Film reviews of Ratatouille, Titanic, Bratz, Princess Diaries and Avatar.

Setting: As these film extracts of film reviews are written in short, almost in three lines, it is difficult to find setting. No specific time and place mentioned in all reviews.

Themes: They are about family comedy, creatures in planet, love, loyalty and friendship.

Language expressions and vocabulary: Although these extracts are short, they are full of special expressions which are used to describe films. On one hand, the students are not familiar to these movies and on the other hand the language is not familiar to the students' background.

Literary elements A lightweight, feel good family comedy, the humor is sharp, personalities likeable, easy on the eye, perfect holiday movie, the romance is over played, the animation is outstanding, the voice work superb, the script is hilarious and masterpiece.

To sum up these films are not appropriate to the students as themes, although it is not explained widely, are not compatible to the students' culture. There are many literary words which need students' knowledge of literacy.

8. A taxi Driver on His death by Timothy Wangusa. It is found on page 162 and counts 17 lines. The stated objective says read the poem. This implies that there is pronunciation practice.

Setting: there is no particular time and place mentioned in this poem.

Language expression and vocabulary: the language is not familiar as it includes a lot of special words which are used for literary beauty and structures. For example, *perish- formal and literary*, and other words used to describe the taxi are also metaphors. Language structures such as *not that I care, ... not for these do I attempt the forbidden limits* are some of the unfamiliar

expression which are out of the common structure of English language. Common structure is Subject + auxiliary + not + verb

Theme: This poem is about a taxi driver who does not like his job and the taxi because he feels that this is a dangerous job that kills people and himself. Even though the theme of the text is not new, the language expressions are unfamiliar to the students. There are also metaphors to assimilate the taxi with other things. But the students cannot cop up with kind of style as they have never been learned about this.

Exploitability. This poem counts 17 lines. It has appropriate length.

Literary elements: this poem is written in metaphor style. The poet assimilates the taxi with other things. *This metallic monster that now I dictate this docile elaborate horse.*

In conclusion, the style the poet uses (metaphor); unfamiliar structure makes this poem difficult to the students.

9. Vultures. This poem written by a famous Nigerian writer Chinua Achebe. It is found on page 187 and counts 51 lines 4 stanzas and 6 sentences.

Setting: As the theme indicates, this poem is set back in II World War in because of it many Jews were killed. Even if it is not directly written, from the theme we can find out that the place is in Germany.

Language expressions and vocabulary: the 51 line poem is written in 4 stanzas and 6 sentences. This indicates that it has very complex sentences. That is one of the problems of understanding a text. There is no breaking of ideas to separate one line from the other. Words like harbingers, drizzle, bashed, pebble and many others are new to the students. Some words have special and particular meaning that needs deep understanding. For instance, *Belsen* Camp in line 30 refers a camp in Germany in which Jews were killed. This word cannot be even found in a dictionary.

Theme: this poem is about II World War concentration camp where Jewish were forcibly kept and many were put to death. The language to express this is not direct. This poem needs not only

Proficiency of language and vocabulary but also background knowledge of history like II world War.

Literary element. The poet gives the behavior of human to vultures. ‘...inclined affectionately to hers...’ the poem is about vultures love and man’s evil activity.

To sum up, this poem has a lot of complex words and structures. Too long sentences and hidden style of writing make this poem inappropriate to the students. It needs literacy knowledge and background knowledge of the students.

10. Western Civilization a poem by Angolan poet Agostinho Neto who was his first president. The poem is found on page 209 of the students’ text. It counts 24 lines and 5 stanzas. The stated objective for this poem said read a poem this implies that there is pronunciation practice.

Setting: According to the theme, this poem is set back in the history of colonization and slavery before Angola won its independence in 1975.

Language expressions and vocabulary: the language is clear and easy. Even if there are some expressions which are not direct they are fairly challenging and interesting.

Theme: it is about colonization especially in Angola. It deals with life differences between people in colonization period (European and African). Because of its language the students understand it with some challenge.

To conclude, the language in this poem is not too complex; the theme is familiar to the students. it is suitable to the students.

11. Extract from a novel ‘The Money-Order’ by Senegalese writer Sembene Ousmane. It is found on page 215 and about a page.

Setting: not mentioned except the post office that the character went to order money.

Language expression and vocabulary. The language used in this extract is direct and clear. The situation for the conversation is also suitable for the students.

Theme: it is dealing with a beggar who went to the post office to order money without an identity card. He even does not know an identity card is necessary to order money and he does not know where to get an identity card.

To conclude, this extract does not include many complex words and expressions. The theme is also common to anyone as a result; this implies that it is suitable to the students.

12. A review of Titanic: this film is made by a famous film maker producer and director James Cameron.

Language expression and vocabulary: this is not necessarily the language of the actual movie. It is about the language of the review. However, to see how the reviewer expresses his idea students need to know the story of this movie. Although, the film is well known and watched throughout the world unlike any other movie, most of the students are from rural areas and do not have access to watch it.

Theme: it is about two couples who met in the ship and fall in love. Their social class is separated.

To conclude, although this film is well known, the students who have no access to watch film may not have seen it. In addition, a very short review of the film is included in the students, text. These all make it difficult to the students although some students who have seen it before can cop up with the activity that is derived from i

4.2 Questionnaire for Students

Questionnaire is designed in order to cross-check the result found from document analysis is whether consistent or not. In this questionnaire students were asked to express their opinion on the suitability of the literary materials. All 12 literary texts included in the students' textbook were provided to be seen as they are linguistically and culturally suitable to the student.

In the very first questionnaire, students' were asked to examine their opinion about whether the language expressions in the literary materials are at students' level or not. Therefore, their responses were summarized in the table below.

Table: 2.The language in the literary texts is at the students' level.

No	Literary materials	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1.	Under a Telephone Pole	18	17.3	14	13.5	5	4.8	32	30.8	35	33.7
2.	Building the Nation	34	32.7	44	42.3	2	1.9	15	14.4	7	6.7
3.	Extract from a novel 'no longer at Ease'	19	18.3	25	24	3	2.8	28	26.9	29	27.9
4.	A character from a novel' From Devil to the cross	9	8.7	16	15.4	-	-	42	40.4	37	35.6
5.	The plot of a film 'Casino Royale': listening	33	31.7	47	45.2	-	-	11	10.6	3	2.8
6.	Film review 'Casino Royale': listening	36	34.6	45	43.3	-	-	16	15.4	7	6.7
7.	Filmreviews(Ratatouille, Titanic, Bratz, ThePrincess Diaries and Avatar: writing	27	26	32	30.8	4	3.8	24	23	17	16.3
8.	A taxi driver on his death	34	32.7	47	45.2	2	1.9	13	12.5	8	7.7
9.	Vultures	41	39.4	56	53.8	-	-	3	2.8	4	3.8
10.	Western Civilization	12	11.5	16	15.4	2	1.9	43	41.3	31	29.8
11.	The money order	22	21.2	22	21.2	4	3.8	27	26	29	27.9
12.	Titanic	26	25	23	22.1	4	3.8	24	23	27	26

As can be seen from the above table the majority 76% and 71% and more than half 54.8%, 64.5%, 56% and 51% of the students responded that the language in literary texts a character

from a novel, Western Civilization, extract from no longer at ease, Under a Telephone Pole, The Money Order and Titanic successively are appropriate to the students language proficiency level. 4.8% and 2.8 of the students did not respond to the texts Under a Telephone Pole and extract from a novel No longer at ease successively.

Nevertheless, a large number 93.2% of students responded that the language in Vultures is not at the students' linguistic level. In addition, the majority 75%, 76.5%, 78% and 78% and more than half 56.8% of students responded that language expressions in Building the Nation, The plot of a film, A film review, A Taxi Driver on his death and extract of film reviews successively are not at the students' language proficiency level. 1.9% and 3.8% of the students did not respond to the language level of texts Building the Nation and extracts of film reviews.

To conclude, the majority of students believe that language in Building the nation, the plot of a film, a film review, film reviews, A Taxi Driver on his Death and Vultures is not at the students linguistic background knowledge. Less than half of the students respond that The Money Order and Titanic are at the students linguistic level. Waseema Tasneen (nd) strengthen this "Linguistic difficulty of the text is one of the major arguments against using literature in the language classes Learners may need a lot of background knowledge about English language and culture to interpret some texts."

In the open ended questionnaire, students mention language difficulty is one of the impediments of literary materials. One of the students claimed that,

Most of the literary materials are full of unfamiliar expressions and figurative language and the meanings are usually implied or hidden behind the text. As a result, students had to use a lot of imagination in order to comprehend the text and they are not interested in such texts.

In this questionnaire, students' were asked to examine their opinion about whether the literary materials need the students' literary background knowledge or not. This means knowledge about elements of literature: stanza, rhythm, assonance alliteration, verse, personification, irony, metaphor, action packed, star, thriller etc. Therefore, their responses were summarized in the table below.

Table 3: The literary materials demand students' literary background knowledge.

No	Literary materials	Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1.	Under a Telephone Pole	14	13.5	24	3	2	1.9	42	40.4	22	21.2
2.	Building the Nation	41	39.4	50	48	3	2.8	7	6.7	3	2.9
3.	Extract from No Longer at Ease	16	15.4	19	18.3	2	1.9	44	42.3	23	22.1
4.	A character from a novel' From Devil to the cross	9	8.7	13	12.5	1	1	42	40.4	39	37.5
5.	The plot of a film 'Casino Royale': listening	39	37.5	49	47.1	2	1.9	9	8.7	5	4.8
6.	Film review 'Casino Royale': listening	40	38.5	47	45.2	3	2.8	9	8.7	5	4.8
7.	Film reviews(Ratatouille, Titanic, Bratz, The Princess Diaries and Avatar: writing	42	40.4	43	41.3	2	1.9	9	8.7	8	7.7
8.	A taxi driver on his death	38	36.5	47	45.2	2	1.9	10	9.6	7	6.7
9.	Vultures	45	43.3	50	48	-	-	5	4.8	4	3.8
10	Western Civilization	13	12.5	26	25	3	2.8	32	30.8	30	28.8
11	The money order	4	3.8	9	8.7	-	-	52	50	39	37.5
12	Titanic	34	32.7	42	40.4	3	2.8	16	15.4	9	8.7

As can be seen from table 3, large number 87.5% of students responded that the literary text The money order does not demand students' literary background knowledge. The majority 77.9% more than half 64.2% and 57.6% agree that literary texts A character from a novel From Devil to the Cross, Extract from a novel No longer at ease and Western Civilization Do not demand students literary knowledge.

Table 1 also shows that the majority 87.5%, 85.6%, 83.7%, 81.7%, 81.7%, 91.4% and 73% of the students responded that literary texts Building the Nation, The Plot of a film, A film review, Extract of films reviews, A Taxi Driver on his death, Vultures and Titanic demand students literary background knowledge. About half (53/51%) of the students responded that one literary material do not demand students literary background knowledge. A few 1.9% of students did not respond to each of the following texts: Under a Telephone Pole, No Longer at ease, a character from a novel, the plot of a film and a film review respectively. Extracts of film reviews and A Taxi Driver on his Death. Few 2.8% of students did not respond to each of the following texts: A film review, Building the Nation Western Civilization and Titanic respectively.

In conclusion, the majority students disagree that literary materials The plot of a film, Film review, extract of film reviews, Vultures, Building the Nation, The Taxi Driver on his death and Titanic are appropriate to the students' literary background knowledge.

Regarding document analysis, students have not been provided lessons in their text book which is about literary elements. But on the other hand, the literary texts demand students' literary knowledge. To support this, one student in the open ended question said "literary elements should be included in the textbook so as to enable students deal with the literary texts which include different styles of literature writing."

In this questionnaire, students' were asked to examine their opinion about whether the themes of the literary materials are compatible to the students' cultural background or not. Cultural background was to refer national (Ethiopian) culture not ethnic culture. Therefore, their responses were summarized in the table below.

Table 4: The theme of literary material is compatible to the students' cultural background.

No	Literary materials	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1.	Under a Telephone Pole	6	5.8	16	15.4	-	-	36	34.6	46	44.2
2.	Building the Nation	22	21.2	38	36.5	-	-	33	31.7	11	10.6
3	Extract from a novel 'no longer at Ease'	-	-	-	-	4	3.8	70	67.3	30	28.8
4.	A character from a novel' From Devil to the cross.	-	-	2	1.9	2	1.9	-	-	98	94.2
5.	The plot of a film 'Casino Royale': listening	81	77.9	21	20.2	2	1.9	-	-	-	-
6.	Film review 'Casino Royale': listening	81	77.9	23	22.1	-	-	-	-	-	-
7.	Film reviews(Ratatouille, Titanic, Bratz, The Princess Diaries and Avatar: writing	76	73	12	11.5	-	-	9	8.7	7	6.7
8.	A taxi driver on his death	-	-	4	3.8	2	1.9	56	53.8	42	40.4
9.	Vultures	47	45.2	51	49	-	-	4	3.8	2	1.9
10.	Western Civilization	37	35.6	41	39.4	4	3.8	15	14.4	7	6.7
11.	The Money Order	12	11.5	5	4.8	2	1.9	46	44.2	35	33.7
12.	Titanic	32	30.8	31	29.8	4	3.8	26	25	11	10.6

As can be seen in Table 4, the majority and large number 78.8%, 96%, 94.2%,94.2%, 77.9% of students responded that the theme of literary texts Under a telephone Pole, extract from No longer at ease, A Character from a novel, extract from a novel A Taxi Driver on his Death and The Money Order successively are compatible to the students cultural background.

Nevertheless, the majority and large number 98%, 99%, 84.5%, 94,2% and 75% and more than half 57.7% and 60.6% of the students agree that the theme of literary texts The plot of a film, Extract of film reviews, Vultures, Western Civilization Building the Nation and Titanic are not compatible to the students cultural background. A few students 3.8%, 1.9%, 1.9%, 1.9%, 3.8%,

1.9%, 3.8% the students do not respond to Extract from ‘No longer at ease’, a character from a novel, the plot of a film, A taxi Driver on his Death, Western Civilization, The money order and Titanic successively.

To conclude, the majority students commonly responded that the theme of literary materials Building the Nation, No longer at ease, The Plot of a film, Film reviews, Extract of film reviews, cultures, western Civilization are not compatible to the students cultural background. This implies that the students are exposed to culturally unfamiliar literary texts. Researchers in the area mentioned as one of the difficulties of using literature for language teaching is, it exposes students with culturally unfamiliar texts. Despite the fact that literature provides students opportunities to learn others cultures, the students may get bored and uninterested to cop up with culturally unfamiliar text. This makes them achieve less on the lesson.

Korie Shankulie (2012) supports this

The learners have their own set of cultural experiences and objectives of using a language. They have their own cultural amalgamation which has to be addressed during target language learning process to make it meaningful and relevant to the learners. We can assume that integration of local culture and context is inevitable while learning a target language.

In the open ended questionnaire, students recommended that the literary texts are culturally unfamiliar and this affect students’ interest and learning the language negatively. One student suggested “If some of themes of the literary texts are about our culture we could be more interested and learn better.” Another student also suggested, “We have to know both our culture and international culture but all the literary texts are about foreign culture.”

Students in the open ended question exclaim that the literary materials are all are written by African and European writers who could not understand Ethiopian students’ culture and results in as one the major impediments for the unsuitability of the literary materials to the students.

In this questionnaire, students' were asked to examine their opinion about whether the vocabularies in the literary materials are at students' level or not. Therefore, their responses were summarized in the table below.

Table 5: Vocabularies in the literary text are at students' level.

No	Literary materials	Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1.	Under a Telephone Pole	7	6.7	12	11.5	2	1.9	46	44.2	37	35.6
2.	Building the Nation	33	31.7	46	44.2	3	2.8	12	11.5	12	11.5
3.	Extract from a novel 'no longer at ease'	6	5.8	16	15.4	3	2.8	45	43.3	34	32.7
4.	A character from a novel' From Devil to the cross	7	6.7	11	10.6	2	1.9	45	43.3	39	37.5
5.	The plot of a film 'Casino Royale': listening	42	40.4	46	44.2	-	-	6	5.8	-	-
6.	Film review 'Casino Royale': listening	40	38	47	45.2	-	-	1	1	6	5.8
7.	Film reviews (Ratatouille, Titanic, Bratz, The Princess Diaries and Avatar: writing	42	40.4	46	44.2	-	-	11	10.6	5	4.8
8.	A taxi driver on his death	38	36.5	40	38.5	2	1.9	15	14.4	9	8.7
9.	Vultures	47	45.2	49	47.1	-	-	7	6.7	1	1
10.	Western Civilization	13	12.5	15	14.4	3	2.8	45	43.3	28	26.9
11.	The money order	16	15.4	31	29.8	1	1	28	26.9	28	26.9
12.	Titanic	19	18.3	27	26	2	1.9	31	29.8	25	24

As can be seen from the above table the majority 79.8%, 76%, 80.8%, 70% of the students agree that vocabularies in Under a Telephone Pole, extract from No longer at ease, A Character from a novel and Western Civilization are at the students' level and more than half 53% and 53.8% of the students also responded that vocabularies in The Money Order and Titanic are at the students' level. But on the other hand, the majority of the students responded that vocabularies in Building the Nation, the plot of a film, review of a film, extracts from reviews of films, A Taxi Driver on his Death and Vultures are not appropriate to the students' level.

In conclusion, the majority of students believe that vocabularies in six literary materials Building the Nation, The plot of a film, review of a film, reviews of films, a Taxi Driver on his Death and

Vultures are not at the students' level. More than half (56%) of the students believe that vocabularies are at the students level in The Money order and Titanic. The majority of students agree that vocabularies in Under a telephone pole, a character from a novel Western Civilization and extract from No longer at ease are at the students' level.

The findings of open ended questionnaire, according to students' explanations, revealed that the major impediments of the suitability of the literary texts are linguistic difficulty, unfamiliar language structures and complex vocabularies. In addition, cultural unfamiliarity, unattractive themes and students' lack of literary background knowledge are also equally affect students learning with the literary materials. As a result of all these, students become less achiever of the teaching and learning process with most of the literary materials. One student suggested, "We need to read something about our culture, so we can learn language and culture together."

"The language expressions in some texts are completely impossible to understand the message and I personally prefer to stop reading such texts because it is time killing." another student.

The literary materials are culturally biased; no literary text deals with the students' culture. In fact the students can learn others culture through literature and that is good. But students need to read something about their own culture.

For the question what should be done to resolve this problem? Teachers and students suggested that literary texts should be selected based on the students level, interest, language ability, culture and need

UNIT FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

From content analysis of literary material, the discussions made by the respondents the results of the study imply the following major findings.

1. Although there are linguistically appropriate literary texts provided in the textbook, according to the result of document analysis many of the literary texts are linguistically difficult to the students. This means connections between ideas are implicit, there are many complex or uncommon sentence structures. This is consistent with the result found from students' questionnaire. This result is also compatible with the study conducted by Haileleul (2012). This study revealed that one of the problems of American and European literary texts is the difficulty of language.
2. Document analysis showed that the all literary texts provided in the students' textbook are written by African and European writers. None of them are written by Ethiopian writers. As a result, although there are some of the literary texts which deal with universal themes, some others deal with strange themes to Ethiopian students. Moreover no literary material reflects students' culture. Students also support this in the questionnaire provided to them. "Themes of the literary texts are not compatible to the students' culture. This result is compatible to a study by Haileleul (2012). The study found out that even university students lacked motivation to read foreign literary texts because the texts did not match the students' own experience.
3. As the content analysis revealed, the literary materials included in the students textbook need students, literary background knowledge. There are a lot of implied and figurative languages, irony, personification, metaphors included in the literary materials. This is also consistent with the result found from teachers and students in questionnaires.

4. From grade 9 to 12 the students have not learned about literary elements. This implies that the students do not have background knowledge that enables them to understand the themes of the literary texts included in their textbook. To support this Haynes on her study finds out that one of the obstacles students face when they read literature is it needs the students' knowledge of literature genres and elements. (retrieved).
5. Despite the fact that vocabularies in some literary texts are suitable to the students' level, all content analysis, questionnaire and classroom observation revealed that the students faced a lot of unfamiliar vocabularies that hinders them from understanding the message in some literary texts. This is consistent with the result found by Haileleul(2012) that showed literary texts written by foreign writers demand much more time to understand the message and even university students depend on a dictionary to find out the meanings of strange words.
6. According to content analysis, open ended questions and teachers' and students' questionnaire most of the themes of the literary texts are not appropriate to the students' interest. Alene (2012) said, "Teachers and students perceived literary texts as uninteresting and complicated subject or irrelevant to their language development. These lead the students not to understand the message of the literary materials and to lose their interest of dealing with literary materials." One student in the open ended questionnaire suggested,

All of the literary materials are dealing with something I do not know and I do not care to know, so I am not motivated to read them, instead I would like to read something I am familiar with. For instance, if we offer to read something like love, friendship and other similar themes we would be more attracted to it.

Although students have different preferences of themes, different studies revealed that young students have some common preferences of themes to read in literary materials. Mohr(2006) found out that students of age 18-22 prefer to read literary texts which deal with family, friendship, love, home life, folktales and fantasy. The literary texts included in the students' textbook do not include these themes.

5.2 Conclusions

Decision related to selection on literary materials affects students, teachers, and the overall classroom dynamic. Literature for language teaching can play an important role in the success of language programs if the consumers are involved systematically evaluate and assess them on the basis of some established criteria. In the study, a close investigation has been made on assessing the literary texts; cooperation has been made between students, and teachers; classroom observation was also held to closely examine the actual practice of the literary texts.

So the result obtained from the study confirmed that the literary texts have problems of various kinds. Accordingly, on the basis of the findings and discussions made it can be concluded that.

1. Although not all of them, the literary texts are linguistically difficult: they include uncommon structure and syntax which is strange for the students.
2. There are a lot of complex vocabularies included in many of the literary texts where the students feel tired of searching and asking the meanings of those words. As a result, the students become less interested in dealing with the literary texts.
3. Despite the fact that most of the literary materials in the students' text demand knowledge of literacy, the students do not have background knowledge of literary elements. These hinder the students from understanding the message of the text.
4. Although there are universal themes discussed in the literary texts, most of the themes of the literary texts deal with African and European issues which are completely unfamiliar to most of the students.
5. Most of the themes of the literary materials are not compatible to the students' interest.

5.3. Recommendations

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

1. Curriculum designers, textbook writers and evaluators should make decision in selecting literary materials which are suitable to grade 12 Ethiopian students' language proficiency level when there is a chance to adapt Grade 12 English textbook.
2. Decision should be made by curriculum designers and textbook writers to include elements of literature in the students' textbook in order to give students knowledge about them and let them understand the theme of literary texts that include different style and techniques.
3. Textbook writers and evaluators should consider the appropriateness (fairly challenging) of language and vocabulary while they are selecting literary materials.
4. Teachers should carefully adapt or substitute inappropriate literary texts with other literary texts which are at the students' level and compatible to the students' culture (Ethiopian culture).
5. Textbook writers should include indigenous literary texts written by Ethiopians to teach language that reflects the students' culture. This means not ignoring all foreign literature as they have their own benefit for foreign language teaching and learning. Using both foreign and indigenous literary texts have the opportunity to have multiple benefits.

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Appendix

Dear Student,

The questionnaire is designed to collect helpful data for a postgraduate study on the effectiveness of literature for language teaching in English for Ethiopia grade twelve students' book.

You are an important source or you have first hand information since you have learnt the material in your English language learning. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Part I: Students' Questionnaire

Show your opinion or evaluation or decision by putting a tick mark (\checkmark) in the column of your choice or that represents your opinion.

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

Like teachers, students were also requested to fill questionnaires to find out whether

1. The language expressions in the literary texts are at the students level or not.
2. The literary materials demand students' literary background knowledge or not.
3. The themes of the literary materials are compatible to the students' cultural background.
4. Vocabularies in the literary texts are at the students' level. These similar questionnaire was given similarly for all (12) literary texts. That is why the researcher does not duplicate the same tables in this appendix.

Table 5: Students' questionnaire

No	Literary materials	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1.	Under a Telephone Pole										
2.	Building the Nation										
3.	Extract from a novel 'no longer at Ease'										
4.	A character from a novel 'From Devil to the cross'										
5.	The plot of a film 'Casino Royale': listening										
6.	Film review 'Casino Royale': listening										
7.	Film reviews (Ratatouille, Titanic, Bratz, The Princess Diaries and Avatar: writing										
8.	A taxi driver on his death										
9.	Vultures										
10.	Western Civilization										
11.	The money order										
12.	Titanic										

Open-ended questions for students

What topics do you prefer to read or listen with the literary materials?

1. Do you think the literary materials are not suitable to you?

2. If your answer for the above question is yes, explain your reason.

3. What are the major constraints that can impede the suitability of the literary materials?_____

4. What do you think should be done to resolve this problem?_____
