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**COLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALIZIM AND**  
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**(GRAGUATE PROGRAM)**

Teachers & students' perceptions towards the significance of reading literary texts  
in English Language Learning:

Derartu Tullu & Fitawurari Abayneh Preparatory Schools.

**Grade 11 in focus**

**BY:**

**Amsalu Assefa**

**February 2019**

Teachers & students' perceptions towards the significance of reading literary texts  
in English language learning:

Derartu Tullu & Fitawurari Abayneh preparatory Schools

**A thesis submitted to the school of Graduate students of Department of Foreign  
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**ADDIS ABABA UNIVERSITY**

**In partial Fulfillment of the Requirements for the Degree of  
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**By:**

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**February 2019**

**Addis Ababa University**

**DEPARTMENT OF FOREIGN LANGUAGE & LITERATURE  
(GRAGUATE PROGRAME)**

## DECLARATION

1. I, the undersigned, declare that this is my original work and has not presented for a degree in any other university and that all sources of materials used for the thesis have been dully acknowledged. Brief quotation from this thesis is allowable without special permission provided that accurate acknowledgment of source is made.

Student's name: Amsalu Assefa

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2. This senior essay has been evaluated under my approval as a university examiner.

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## ***Abstract***

*This research aims to consider reading literary texts as a significant tool for teaching fundamental language skills including speaking, listening, reading and writing. Reasons for the use of literary texts in English language classrooms and major factors for choosing appropriate kinds of literary texts in such classes should be highlighted in order to make readers aware of the primary reasons why language teachers are suggested to use literary texts. Furthermore, teaching language skills through literary texts, advantages of various kinds of genres of literary texts to language teaching and some issues faced by language teachers in teaching language via literary components are considered in present study. As a result this research was conducted on teachers and students' perception towards the significance of reading literary texts in English language learning. The data for the study was collected from ninety grade eleven students and fourteen English teachers at Derartu Tulu and Fitawurary Abayineh preparatory schools using an open and close-ended questionnaires, lesson plan analysis and classroom observation. Accordingly it was found that almost all teachers and students have positive perceptions towards role of reading literary texts in English language learning even though they mentioned different factors that affect them not to read regularly. Language difficulty, shortage of time, teachers' approach, lack of materials to be read, lack of interest and less emphasis given to literary texts were identified as problems respondents faced while reading literary text.*

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## CHAPTER ONE

### 1. Introduction

#### 1.1. Background of the study

The changing relationship between language learning and teaching literary texts in the context of second or foreign language learning used to be and still is a central point of a great deal of debate. Until recently, literature was considered to be too far from the language of daily communication to be needed and embodied in a foreign language classroom. However, ‘the awkward fact that many learners want and love literary texts’ (Coolie and Slater, 1987, p 2) was probably the first driving force which brought literary texts back in the language classrooms. This paper reviews the theoretical assumptions regarding the role of literary texts in language teaching and learning and the current situation related to study and implementation of literary texts in the context of grade 11 English language text book in Ethiopia.

The aim of teaching English in the secondary school is to have the public attain a standard which will permit students to make ready use of desired materials in English and which enables them to communicate. Literature is important in Education because one can possess skill like reading (Bevan, 2006). By reading the novel, one may have different views that happened in the past. “History, thus illumed by literature, allows for the opportunity to introduce alternative view points or interpretations” (Bevan, 2006, p.5).

As literature is vital, it becomes one of the subjects that is being thought at school. Students may gain advantages through learning the components of literature starting from the school. Thus, once students understand the message in the literary text, they can imply the moral value in their life (Hwang & Mohamed Amin (2007); Tunnel & Jacobs, 2008).

The arguments advocating the use of literary texts in the language classroom and in second language education are numerous. Including literary texts in language teaching and learning for second or foreign language learners can several benefits. It is often claimed that literary texts are intellectually stimulating. They allow readers to create worlds with which they may not be familiar and the way they do this is by relying on language.

Literature helps students to develop their linguistic skills, as well as their cultural knowledge and sensitivity towards cultural issues. Therefore, literature is helpful when teaching cultural issues to foreign language students. By learning about culture, students learn about the history, people's customs and traditions. In some educational systems, even today, the students have limited access to spoken English, or they do not find often opportunities to be in a setting in which they can practice their spoken language outside of a language classroom. Therefore, written materials, literary texts being included, are very important for stimulating language acquisition.

Literature helps students learn the non-spoken and non casual modes of the English language. Cairns and Cairns, in Hill (1987) use the term internalization, defining the notion as follows: "When people learn their native language, they are not taught the rules of grammar and the meaning of words, they work out how the language works from what they hear, imperfect though this sometimes is, and so internalize or construct mentally their knowledge of the language. "(Cairns and Cairns, 1976, in Hill 1987, p 7). But how can foreign language learners do this? One of the ways to internalize the grammar and work out the meaning of the words from context, they need to have a sufficient body of both authentic and understandable material to work with, for instance a variety of texts and extensive reading programmes. Such exposure to authentic materials will promote the language acquisition, and reinforce what the students have studied as an academic exercise.

One of the most valuable advantages of using literature in language teaching and learning is the personal involvement and enrichment it cultivates in readers and learners. Most of the materials and course books designed for language teaching contain materials which are concerned more with grammar rules and vocabulary. Learning fostered upon learners is "analytic, piecemeal and at the level of the personality fairly superficial" (Collie and Slater, 1987, p 5), meaning that these materials, although they serve their purpose to provide ground for learning, provide not more than learning only to the learner: there is no personal satisfaction or involvement. Engaging in literary texts enables the learners to focus beyond the grammar and the syntax of the target language. The reader pursues the development of the story and willing to share his/her personal responses.

During this period, the roles of teachers is a motivator, a designer of meaningful tasks, an interpreter of the task, a reader for information, an organizer and a resourceful person who began to allocate sufficient time for their students for selecting topics to read, (Glaserfeld, 2001, Littlewood, 1981, Richard and Roger, 1986 in Gul, 2016).

Generally this study was conducted to investigate grade eleven English subject teachers and students' perceptions towards the significance of literary texts and challenges that affect them not to read the case at Derartu Tulu and Fitawurary Abayneh preparatory schools in Akaki Kality sub city.

## **1.2. Statement of the problem**

As it is quite obvious that language students should be competent readers, writers, speakers and listeners of the target language in which they are going to be professionals. And as many writers have forwarded (actually, stated under literature review), literature is believed to be important in developing language competence. According to Hill (1986), the study of literature begins in delight and ends in wisdom. The psychological and linguistic reasons for teaching literature are: (1) the possibility of internalizing the language and reinforcing points previously learned, (2) a genuine language context and a focal point for the students in their own effort to communicate, (3) the motivation and (4) an introduction to the many different varieties and range of texts of English (Hill, 1986). Due to these reasons, the Ministry of Education has included the literature component in the English language syllabus.

In second language learning, it is important that students have high motivation and positive attitude towards the target language. This is because many linguists have proven that motivation and attitude are closely related in determining the success of second language learning (Gardner and Lambert, 1972). Higher levels of motivation and positive attitude will produce more successful second language learners and vice versa. Brown (2000) states that positive attitudes towards the self, the native language and target language group enhance second language proficiency. He further states that a second language learner benefits from positive attitude and that negative attitude may lead to decrease in motivation, input and interaction, hence, lead to unsuccessful attainment of proficiency.

However, most of the students are not seen engaging themselves in extended activities (exercises) of the mentioned language skills. Many students are not motivated in reading (RosliTalif, 1995), hence, to them literature is burdening. As a result, they felt that they are forced to learn the subject and so, they learn the subject just to pass the examination (Pillay, 1998). Many students specially in the rural areas are facing difficulties in learning literature due to the language and cultural barrier (Hill1, 986). Due to their inability to comprehend the texts, they are not able to proceed to more cognitively challenging activities. They become passive listeners as they expect teachers to be the active provider of input during the learning process. Consequently, this leads them to frustration and building of negative attitude towards literature, while the process of learning itself will be de motivating (Hill, 1986).

At present, the issue is whether students are interested in learning English literature or not, the questions that have always been pondered upon are how much literature and reading texts should be included in to the curriculum as well as the cultural and linguistic barriers that must be overcome to facilitate a successful second language learning environment. While other studies had been conducted to find out students' motivation and attitude towards second language learning, this study looked in to students' perception of their motivation and attitude towards learning and reading the English literary texts. We are observed reading literature (if at all), during our vacation. Otherwise we think that we are wasting time. Bayley, 1994:42) indicated that "the public and students alike were not convinced of the importance of literature to their education or to culture in general. (Brooks 1989:10) stated that "students are leery of literature and teachers are unsure of how to approach it because they often do not know where the true difficulty lies."

### **1.3. Objectives of the study**

#### **1.3.1. General objectives**

The main objective of the study was to identify teachers and students' perceptions towards the significance of reading literary texts in English language learning.

#### **1.3.2. Specific objectives**

Specially, the study attempted to asses:

- Teachers' and students' reading practice of literary texts.
- Factor affecting their reading of literary texts.

- To suggest recommendations to the problems identified throughout the study.

#### **1.4. Research questions**

To achieve the above objectives, the present study attempted to answer the following questions.

- What are teachers and students' perceptions towards the significance of reading literary texts in English language learning?
- What are teachers and students' reading practice of literary texts at the selected school?
- What are factors affecting their reading of literary texts?
- What are the solutions of the identified problems could be?

#### **1.5. Significance of the study**

- As literature is rich in linguistic material, it is beneficial to be used as a resource of comprehensible input in the language classrooms.
- Thus the findings of this study provide insights for English teachers who are teaching the literature components to reflect on whether the approaches that they are implementing in their classrooms are effective and beneficial to their students.
- Apart from that, teachers can understand their students' interest & motivations towards learning literary texts
- By knowing these, teachers will be able to select more appropriate method or technique to teach literary components in order to make it interesting and fun for their students.
- Similarly, students are expected to read it to get awareness about significance of reading literary texts in English language learning and (decide) their side view.
- Furthermore, the findings of the study provide information for curriculum developers as to whether the reading texts of the literature components in the syllabus are motivating for the students and whether it caters to the students' needs, and interests.
- With this information, better selection of components for the English literature such as poems, short stories and novels could be done to make the students avid readers of the English literature.

- Thus it is hoped that through the findings of the study, teachers are able to cater to the Students' needs and interests in learning the English literature component so as to improve on their motivation and shape their perception positively as these will affect their success in second language learning.
- Finally it is assumed that researchers on this topic will use the finalized paper as secondary source.

### **1.6. Delimitation of the study**

The scope of the study covered teachers and students' perceptions towards the significance of reading literary texts in language learning and factors that affecting their reading practice. The study is limited to the case of all English language teachers and grade 11 students at Derartu Tulu and Fitawurary Abayineh Preparatory Schools in Addis Ababa, Akaki kality sub city.

### **1.7. Limitations of the study**

The researcher is susceptible to varieties of difficulties (limitations) on his/her way to the study, starting from the early beginning of data collection up to the analysis and presentation of the report of the research outcomes. Intact, I faced different problems while I was conducting my research. To mention some of them, the time for data gathering and analysis is overlapped with class teaching; one teacher refused to give me any information during data collection. Besides, some students were found to be unwilling to return back the distributed questionnaires that I was forced to redistributed

## CHAPTER 2

### 2. Review of related literature

#### 2.1. Definition

The term “literature “ was defined by different writers differently. For instance, (William, T. Littlewood, 1975) defined literature as “an instance of the productive use of a limited number of linguistic structures in order to achieve communication. The other source defined literature as”... a creative work of art ,which expresses the truth of experience in terms of beauty to be comprehend ,and it is means of communicating ideas of intellectual and social significance” Melakneh 1999; 1) it is again defined by (Oxford Advanced learners dictionary P. 692) as, “pieces of writing that are valued as works of art, especially, novels, plays, and poems (in contrast to technical books and news papers).Accordingly, the second and the third definition to literature is the focus of this research. That is to mean any works of art like fiction (Novel, Novelette and short story).Drama (e.g. tragedy and comedy) and, poetry(lyric and narrative)which people read either for pleasure or for their special purposes, are the core focus of this research paper.

#### 2.2. Significance of literature

According to Littlewood, the main difficulty in language class of non-native speakers who are out of the real language situation (natural language environment) is creating real situation for language. This absence of real language context as to this source can be compensated by making use of literature. As to Littlewood, in this case, literature produces its own real language atmosphere. However the atmosphere created by literature is foreign culture with which students/readers are unfamiliar. Thus, literature is means to assimilate the perception of this external environment with the way the natives actually use to communicate with one another.

The idea is expressed by Collie and Slater(1987),that literature is authentic material and it is good to expose learners to this source of an modified language in classroom because the skills they acquires in dealing with difficult or un known language, can be used outside the class. For instance, it was said by Maley, and Duff, (1978); and wassels, 1987);That drama enables teachers to base on the existing fact in the society. It can resists the students rigidity to learn language within a new culture by integrating (relating) language learning to their own day to day to day activity. As it is stated above, this source used drama as an example to make clear the idea

that drama can adapt students' day to day life activities and again that drama can increase students' desire to learn language. On the other hand, Prodomou forwarded that the previous teacher-centered and authoritarian classroom which lets the teacher to dominate the class, can be made an interesting teaching-learning environment, where students actively participate with full interest, by relating things to their life experience and societal values which are dominantly reflected in literarily works. All these ideas of different persons indicate that literature creates comprehensible and contextualized environment which familiarizes the students with the new culture in which they are going to use the new language.

On the contrary, McKay, (1982:191), hesitated this use (role) role literature asking, "Should literature be part of the curriculum for English as a Second Language (ESL)? Is there a rationale for including literature in curriculum? Can literary text contribute to knowledge of either language use or usage?" She also indicated that it is possible to prove any consideration of literature in meeting the specific academic and professional purposes as useless. To prove these questions, McKay, (1982), forwarded the following points of argument against using literature. Firstly, as our major purpose (objective) as ESL teachers is teaching language grammar, literature due to its difficulty, plays insignificant role to this purpose. Secondly, studying literature adds nothing to students' academic/occupational purpose. Lastly, literature reflects foreign world, the culture of which students are unfamiliar. So, it may be too difficult for students to comprehend.

Having examined all these points, McKay, pointed out by quoting Bovey's (1972:187) argument for use of literature, that literature will play a role in developing all language skills due to the fact that it will promote knowledge about language providing wide range of vocabulary usage and 'complex' and 'exact syntax'. She said that though it has been used to teach language usage which is mastery of linguistic rules and, seldom has it been used to enable students use the language (develop language us, which is use of rules an forms for communication), literature presents language relationship are defined...As such, literature is an ideal for developing an awareness of language use" (Mackay, 1982:191,192).

According to this source, literature will create conductive situation that encourages students to read. And as result, literary texts can help improvement (development) of reading competence which in turn helps them in their academic and occupational goals. In addition to this, McKay,

indicated that literature helps to develop: patience, students' self discovery of new idea (critical thinking), and familiarity with one else's culture. Even, the difficulty of foreign culture and words of literature as to her will be alleviated again through extensive reading of wide range of literature. (McKay (1982) also added that, surely, literature as it is usually increase reading skill, it will also play a great role to these objectives. That is to mean, using literature to promote students' academic and educational goals.

Finally, Mackay (1982:198), in her conclusion highlighted that; *Literature does indeed have a place in the ESL curriculum. For many students, literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. Our success in using literature, of course, greatly depends up on a selection of texts which will not be too difficult on either linguistic or conceptual level.*

So, McKay, finally, was convinced that literature has a positive influence on language learning. Similarly, it was suggested by Melakneh,(1999) that student especially, fresh students (beginners) have to read carefully select and valued materials by professional teachers (instructors).However, according to this source limiting books to be read in literature is not recommended because it is believed to decrease the comprehensibility of the dynamicity of literary tradition and assessment of literary genres. El-Helaly, on the other hand stated that the words and language in literature can positively influence children's language acquisition and skill of appropriate diction.

### **2.3. Reasons for teaching literature**

Using literature for teaching the four language skills –writing, reading, speaking and listening as well as language components such as grammar, vocabulary and pronunciation seems to have become very popular in area of teaching and learning a foreign language since two decades ago. Furthermore in translation classes, sometimes language instructors ask students to translate some kinds of literature into their Mather language because translation makes students able to practice their pragmatic, syntactic, stylistic and semantic knowledge. In the following, it is considered that why language instructors use literature in teaching language and what are the major criteria for selecting appropriate literary texts for teaching a language. Hadaway et al. (2002) suggest three benefits of using literature for teaching language. The first advantage considers the

Contextualization of language. Students get familiar with the application of language in various conditions when they read literary texts. The second benefit considers social factors which are embedded in different genres of literature. The third advantage considers the natural and meaningful application of language which are accomplished via illustrations and use of descriptive language in literature.

According to Obediat (1997), literature can help learners obtain a competence in target language, learn the usage of idiomatic expressions, speak accurately, and become more fluent and creative in the target language. Also as Castodio and Sutton (1998) observe, literature opens doors of opportunity and permits learners to assess, criticize and investigate. Briefly, literature represents the learners a rich resource of authentic material. If the learners achieve this material, then they will be able to internalize the language at high level (Elliot, 1990).

### **2.3.1. Using literature in language classroom**

Collie and Slater (1990) observe that four major factors convince a language teacher to decide to use literary texts for teaching language. These factors are genuine material, cultural enhancement, and language enhancement and personal participation. Moreover, universality, non-triviality, variety, interest and creativity are some other factors for using literature in language teaching.

In addition, Duff and Maley (1990) argue that literature is used for three reasons as a means of second language teaching. First of all is the linguistic reason demonstrating that literature is influential in language teaching since it provides the students with real samples of language applications? It is of great significance for foreign language learners to be thought in different genres and styles and to be able to distinguish the function of each of them. The second reason is methodological and considers the idea that literary texts can have different interpretations, thus they produce ideas among the learners and this leads to creative, motivated interactions with the text, the learner and the teacher (Widowson, 1983).

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

### **2.3.2. Factors for choosing appropriate texts of literature in teaching a foreign language**

Factors such as cultures, interest, motivation and language level of the students should be considered when a language teacher wants to select literary text for a foreign language classroom. Reading literary texts has a valuable effect on the learners' linguistic knowledge when it is interesting and meaningful. Selecting texts about the real-life experiences, desires and emotions of the learners is also significant. Furthermore, language difficulty should be regarded. Simple language of a literary work can facilitate the understanding of the literary text but it cannot be seen as the most crucial factor. Criteria such as appeal, interest and relevance are of more significance. Other factors like enjoyment, pleasure and fun all help learners treat the linguistic problems that sometimes are serious in less interesting materials (Collie & Slater, 1990).

### **2.4. Literary text and teaching language**

Literature is of great significance in teaching speaking, listening reading and writing skills. While it is typical to teach every language separately, it should be considered that when using literature for teaching language, the four skills (speaking, listening, reading and writing) should not be thought separately. Instead they should be thought in an integrated manner. Teachers should consider the four skills as an essential segment of oral as well as written language application

#### **2.4.1. Literary text and reading**

Language teachers should choose a student-based and dynamic method towards understanding of literary texts. In reading classes, discussions can begin literarily by asking questions about setting, characters and plot of selected texts. When learners have literal understanding, then they can go to the inferential level in which they should have some investigations and interpretations of characters, setting and themes as well as the authors' point of view. After understanding a literary text both literarily and inferentially, learners should be ready for a group work in which they can share their assessments of the work. The individual evaluation motivates the learners to activate their imagination about the work and even find some solutions to their problems.

#### **2.4.2. Literary text and writing**

Literature is a valuable and reliable source for developing writing skills in foreign language

classes. It provides the learners with a model that provokes them to write like the original work in content, theme, style and organization. Also literature embodies variety of themes to write on. Thus it can give enough ideas to the learners to start their writing with.

### **2.4.3. Literary text, speaking, and listening**

Literature also can be a source for teaching speaking and listening skills. Activities such as oral reading, dramatization, pantomiming, discussion and group activities can be considered as the ways through which language teachers can improve the students' listening and speaking.

## **2.5. Advantages of teaching different genres of literature**

### **2.5.1. Use of poetry in teaching language**

Poetry is a significant genre for teaching and learning language skills. Some benefits of teaching poetry for language learning can be counted as follows:

- ❖ Providing learners with different view points towards language applications.
- ❖ Motivating the learners for personal interpretations and explanations.
- ❖ Evoking emotions and ideas in both heart and mind
- ❖ Making the learner familiar with figures of speech (metaphor, simile, etc)

According to Cubukcu (2001), poetry is an encouraging and interesting exercise with elements of rhythm conveying “ love and appreciation for the sound and power of language.” (1) Thus, it can be noted that the learners become familiar with aspects such as stress, pitch, juncture and intonation of the foreign language through reading poetry.

### **2.5.2. Use of short story in teaching language**

Short story can be seen as a significant genre for teaching language. In short stories characters play authentically and symbolically, as individuals do in their daily life. Indeed short stories mirror and illuminate human lives (Sage, 1987). Considering short story in foreign language classes has advantages such as (Ariogul, 2001):

- ❖ Facilitating the learners' reading task because of being short and simple in comparison with other literary genres
- ❖ Promoting the learners' attitudes and knowledge in different cultures.
- ❖ Offering a world of wonders and mystery.
- ❖ Developing critical thinking ability
- ❖ Making the learners feel comfortable and free

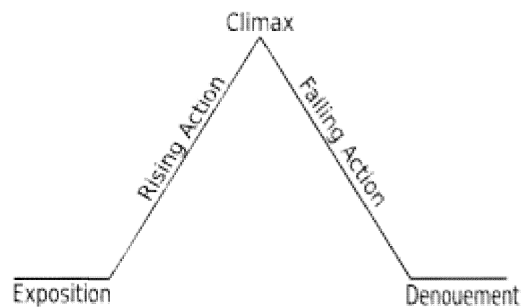
Briefly, the application of short fiction is very influential in foreign language classrooms. Also, short stories, like other genres of literature, develop the cognitive analytical ability (Sage, 1987). For example students can analyze elements of story as discussed in unit six (6) of grade 11 English text book which are indicated as follows.

### Elements of fiction

The six major elements of fiction are character, plot, point of view, setting, style, and theme.

**1. Character** -- A figure in a literary work (personality, gender, age, etc). E. M. Forester makes a distinction between flat and round characters. Flat characters are types or caricatures defined by a single idea of quality, whereas round characters have the three-dimensional complexity of real people.

**2. Plot:** is the cause-and-effect sequence of events in a story. It refers to the sequence of events inside a story which affect other events through the principle of cause and effect. The causal events of a plot can be thought of as a series of sentences linked by "and so". Plots can vary from simple structures such as in a traditional ballad to complex interwoven structures sometimes referred to as an *imbroglio*. The term *plot* can serve as a verb and refer to a character planning future actions in the story.



**Freytag's pyramid**

### Exposition/beginning

The first phase in Freytag's pyramid is the exposition, which introduces the characters, especially the main character, also known as the protagonist. It shows how the characters relate to one another, their goals and motivations, as well as their moral character. During the exposition, the protagonist learns their main goal and what is at stake.

### **Rising action**

Rising action is the second phase in Freytag's five-phase structure. It starts with a conflict, for example, the death of a character. The inciting incident is the point of the plot that begins the conflict. It is the event that catalyzes the protagonist to go into motion and to take action. Rising action involves the buildup of events until the climax.

In this phase, the protagonist understands his or her goal and begins to work toward it. Smaller problems thwart their initial success and their progress is directed primarily against these secondary obstacles. This phase demonstrates how the protagonist overcomes these obstacles.

### **Climax**

The climax is the turning point or highest point of the story. The protagonist makes the single big decision that defines not only the outcome of the story, but also who they are as a person. Freytag defines the climax as the third of the five dramatic phases which occupies the middle of the story. At the beginning of this phase, the protagonist finally clears away the preliminary barriers and engages with the adversary. Usually, both the protagonist and the antagonist have a plan to win against the other as they enter this phase. For the first time, the audience sees the pair going against one another in direct or nearly direct conflict.

This struggle usually results in neither character completely winning nor losing. In most cases, each character's plan is both partially successful and partially foiled by their adversary. The central struggle between the two characters is unique in that the protagonist makes a decision which shows their moral quality, and ultimately decides their fate. In a tragedy, the protagonist here makes a poor decision or a miscalculation that demonstrates their tragic flaw.

### **Falling action**

According to Freytag, the falling action phase consists of events that lead to the ending. Character's actions resolve the problem. In the beginning of this phase, the antagonist often has the upper hand. The protagonist has never been further from accomplishing their goal. The outcome depends on which side the protagonist has put themselves on.

## **Resolution**

In this phase the protagonist and antagonist have solved their problems and either the protagonist or antagonist wins the conflict. The conflict officially ends. Some stories show what happens to the characters after the conflict ends and/or they show what happens to the characters in the future

**Point of View** -- the vantage point from which a narrative is told. A narrative is typically told from a first-person or third-person point of view. In a narrative told from a first-person perspective, the author tells the story through a character who refers to himself or herself as "I." Third –person narratives come in two types: omniscient and limited. An author taking an omniscient point of view assumes the vantage point of an all-knowing narrator able not only to recount the action thoroughly and reliably but also to enter the mind of any character in the work or any time in order to reveal his or her thoughts, feelings, and beliefs directly to the reader. An author using the limited point of view recounts the story through the eyes of a single character (or occasionally more than one, but not all or the narrator would be an omniscient narrator

**Setting** — That combination of place, historical time, and social milieu that provides the general background for the characters and plot of a literary work. The general setting of a work may differ from the specific setting of an individual scene or event.

**Style** -The author's type of diction (choice of words), syntax (arrangement of words), and other linguistic features of a work.

**Theme(s)** -The central and dominating idea (or ideas) in a literary work. The term also indicates a message or moral implicit in any work of art.

### **2.5.3. Use of drama in teaching language**

Drama is an enrich source for teaching language. By using drama the learners can learn the application of language. Drama can raise the learners' awareness towards the target language and culture. The teachers can use drama to promote the learners comprehension of life experience (Saricoban, 2004).The advantage of teaching drama, as Lenore (1993) observes, as follows:

- ❖ Stimulating the imagination and promoting creative thinking
- ❖ Developing critical thinking ability.

- ❖ Heightening influential listening skills.
- ❖ Increasing the learners' empathy and awareness.
- ❖ Reinforcing positive self-concept.
- ❖ Providing the teachers with fresh perspectives on teaching.
- ❖ Developing creativity, sensitivity, flexibility, cooperation and communication skills.
- ❖ Helping the learners develop new options and thoughts.
- ❖ Helping the learners develop their level of competence with respect to their receptive and productive skills.

The use of drama can be very influential way in communication- based language teaching. Authentically drama helps the learners develop their understanding of the verbal as well non verbal features of the target language

#### **2.5.4. Use of novel in teaching language**

Novel can be a very rich source for developing linguistic structures as well as learning the target language. Choosing the appropriate novel can give the learner enough motivation to learn the target language. Using novel for learning a foreign language can have the following benefits:

- ❖ Developing the learners' knowledge about different cultures, traditions, societies and people
- ❖ Offering real life like settings
- ❖ Giving the learners the chance to use their creativity
- ❖ Improving critical thinking ability
- ❖ Stimulating the learners' imagination.
- ❖ Developing both oral and written language skills

When selecting a novel for teaching a language, the teacher should consider whether the novel has an interesting story that motivates the entire class. Moreover, characters, themes, and settings of a novel should be considered in selecting a novel. Particular themes, ideas, motifs, and concepts that are developed in language classes should also existed in the novel.

Totally, using an appropriate novel raises motivation and interest in learners. Although some learners may think reading a novel is studious and boring, it can be an influential TOOL for developing reading comprehension skills and building vocabulary. In fact, reading novel broaden the learners' horizons, and makes them aware of other cultures, and also develops their

intercultural communications skills.

## **2.6. Approaches to using literature in ELT**

There are various strategies that teachers can choose when literature and language study are combined. This section therefore, elucidates some of the common models in an attempt to illuminate the theoretical assumptions on the approaches to literature ELT. Lazar (1993:23-39) in her book, 'Literature and Language Teaching', describes three general methods when using literature with language students:

### **2.6.1. language-based approach**

According to Lazar (1993:23), this approach assumes that by studying the language of literary texts will help to integrate language and literature syllabus more closely. The advocators of this approach such as Brumfit (1985) and Duff and Maley (1990) believe in the integration of literature since it can help to promote students' knowledge of and proficiency in the target language through the use of literary texts. As Lazar (1993:23) point out, detailed analysis of language of the literary texts will help students to make meaningful interpretations... [And] at the same time, students will increase their general awareness and understanding of English. Accordingly, the proponents argue that this approach justifies the addition of literature to language of acquisition since it fulfill the students' main objectives of learning English, to increase performance and use in the target language. However the advocates of this approach have three different goals when using this method. First the aim is not studying literature, but literary texts are utilized as one of the recourses in providing inspiring language tasks for students. Duff and Maley (1990:6) claim that literary texts are beneficial for this purpose because they offer genuine samples of a wide range of styles and registers...[and] are open to multiple interpretations and the nature of literature that often touches on interesting themes that students can relate to acts as powerful motivator that can instigate increased increase classroom participation.

Another goal for using language-based approach is concerned with the techniques of analysis which focus on the study of literary texts themselves. The objective is to offer students analytical tools that presumably will assist them in formulating discerning interpretations. Lazzar (1993:27) notes that this when a stylistic method is frequently employed as it involves a detailed analysis of

the linguistic features of a text in order to arrive to an understanding of how the meanings of the texts are transmitted. In other words, students are helped to develop a response to literature by examining the linguistic evidences in a text. Undertaking a detailed language analysis can facilitate the contraction of meanings and encourage students to exercise their existing knowledge of grammar and vocabulary. Hence this approach is assumed to offer students a useful exposure to grammar and vocabulary in an interesting and different context from their academic texts. Currently, it also helps to increase their general understanding of the target language. However there are some limitations with this method as it may seem mechanical and demotivating if students have to undertake a rigid linguistic analysis of a text. Also if students assume a purely linguistic investigation, it may leave little room for them to respond to the text personally (Brumfit and Carter). In addition, important factors such as the historical and cultural background of the text that may enhance learner's understanding will be under played. The third aim of a language –based is to prepare students with preliminary language activities in order to study literature, especially for those who are not ready to embark on a stylistic analysis of literary genres (Lazar 1993). Most of these language exercises are the usual every day classroom tasks such as gap-filling and making predictions.

### **2.6.2. Literature as content**

Among the three approaches this is the most traditional method. It is commonly used in higher learning institutions and literature becomes the content or the subject of the study. Lazar (1993) reports that this approach focuses on issues such as the development of literary criticism, writers' background information, and other pertinent factors that may influence the production of text such as its political and historical background. The focus on analyzing the language of literary texts is secondary. Students normally acquire the target language through reading a wide variety of canonical texts and the topic of discussion usually revolves around literary theories and movement.

This approach also involves considerable translation work from one language to another. According to Hall (2005: 50), the method of teaching usually involves a lecture-based teaching, using anthologies of classic extracts or largely unread classic works... summarizing authors' life and times, themes plot, characters and anticipating exam questions with lists of key quotations .

This approach is assumed to be more suitable for advanced learners because the texts used may be linguistically difficult and consequently, put off limited proficiency students. The method is also said to be teacher- centered as students have to rely on their teachers to translate or paraphrase difficult text which result in students participating less in class activities. Students also may be dependent on reading and memorizing the interpretations of texts from established sources or their teachers.

### **2.6.3. Literature for personal enrichment**

In this method literature is perceived as a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions about literary writing (Lazar, 1993:39). In doing so, students are persuaded to become more involved in acquiring the language through class procedures such as communicating their views and fabricating suitable responses in discussing texts. Similar to the language based –approach, the most common procedure used in the literature for personal enrichment classroom is the group discussion format. Group or class discussion will normally focus on the topic-related issues, characters or events.

According to Hyhoe and Parker (1990), this approach demands students’ reactions to a particular text in the form of some commentary as evidence for comprehension or interpretations. Put another way when students read any literary piece, they have to generate reliable responses; it may inflict unwarranted pressure because they may not have enough guidance or knowledge to cope with the details of the text to fabricate a reaction. Attributes such as students’ unfamiliarity with the text or linguistic restrictions also contribute to their failure in constructing appropriate responses. When students are unable to generate worthy interpretations, they are more likely to be discouraged and withdraw from class activity.

## **2.7. Different models of teaching literature**

Similar to the three approaches mentioned above, there have been other models suggested for the teaching of the literature to ESL/EFL students. Carter and Long (1991:2) proposes that the common approaches to using literature in language education can be grouped in to three models.

### **2.7.1. The cultural model**

The cultural model is a teacher- centered approach, where students obtain information by means of lectures and text is viewed as a product. In other words literary texts are treated as a

source of information about the target culture. This method of teaching is the most traditional approach among the three models and is often used in university courses on literature. The model examines the social, political, and historical background to a text as well as the literary movements and genres. The focus on language is also secondary as there is limited or no extended language work done on text. Carter and Long (1991:2) describe the function of the culture model: Teaching literature within a cultural model enables students to understand and appreciate cultures and ideologies different from their own time and space, and to come to perceive traditions of thought, feeling and artistic form within heritage the literature of such cultures endows.

In other words, through the application of a culture model in teaching literature, not only are students introduced to the universality of thoughts and ideas of particular culture, distinct from their own, but also promotes the appreciation of different culture and ideologies in relation to their own. Hence this model stresses in the value of literature as a catalyst for expands students cultural awareness that promotes sensitivity and understanding towards other cultures. This model, to a large extent, reflects the characteristics of Lazar's literature as content approach.

On the other hand, in the language model, literary texts are utilized to exemplify certain types of linguistic patterns such as direct and indirect speech, and literal and figurative language .Though the model exposes students to the more subtle and creative uses of language in language writing, it's principal aim is to help students find ways in to a text in a methodological way (Carter and Long 1991:2). Put another way, it strives to help students discover independent and systematic ways in to a text through extensive exposure to the language in literary works. This exposure is assumed to promote students' literary competence.

This model is also based on the principle that literature is thought for the promotion of vocabulary. In short, the model endeavors to develop students' language skill through the study of authentic literary texts. When students read a text, they have to pay close attention to the way language is used. Accordingly, not only students able to respond to the texts, but also improve their general knowledge and awareness of English, This model also allows teachers to devise language exercise that promote students' knowledge of grammar and vocabulary. This method also makes frequent use of stylistic analysis to assist students in meaning construction and reading literature more competently.

### **2.7.2. The language model**

This model also exhibits similarities with Lazar's 'language-based approach' due to the model's main objective of developing student's language proficiency through the use of literary genres. Both methods are also central to literature-based language teaching (further discussion on literature-based language teaching is provided in section 2.8. Finally, unlike the "cultural model", the "language model" is more of student-centered methodology.

### **2.7.3. Personal growth model**

Personal growth model helps students to achieve an engagement with the reading of literary text...to which students carry with them... a lasting pleasure in reading ...[and} helping them to grow as individuals (Carter and Long,1991:3). In other words, the model focuses on the personal pleasure and emotional gain that students can procure by reading literary texts and how an effective reading of literature helps them to progress and mature as individuals. When reading literary texts, students are involved in an interaction between the texts and themselves that helps to create a more memorable and an absorbing literary experience. In doing so, the personal growth model endeavors to bridge the gap between the "cultural model" and the "language model" (Savvidou 2004). Savvidou contends that, it is possible to bridge the gap because students are prompted to communicate their opinions and thoughts and make the opposite associations between their personal cultural experiences to those depicted in the text, and currently, pay close attention to the language use.

The model also recognizes the potential influence of literature that enables students to achieve enjoyment from reading literary works through classroom instructions. This implies the needs for teachers to carefully select genres that appeal to students that in return, stimulate students' emotional reactions by drawing on their own feelings and opinions. Hence, rather than having a predominant focus on language analysis like the "language model", the personal growth model promote individual evaluation and judgment. This model displays an analogous resemblance to Lazar's "literature for personal enrichment" approach.

## **2.8. Teaching literature versus literature-based language teaching**

It is common to find that many ESL teachers make literature-based language teaching for the teaching of literature (Wasanasomsithi 1998). Edmonson (1997) also expresses a similar claim that English literature is handled more as literature than as English in language lessons.

Therefore, it is necessary to provide further explanation and distinction between teaching literature and literature-based language teaching. Carter and Long (1991:3-4) have clearly emphasized the contrast between teaching literature and literature-based language teaching. Like Maley, they have also labeled the teaching of literature as the study of literature, and literature-based language teaching as the use of literature as a resource. They explain that the study of literature:

*Involves reading literature within an academic, institutionalized setting for the purpose of obtaining qualifications in literary studies. It involves a considerable baggage of critical concepts, literary conventions and Meta language and the requirement is often that students should show an ability to use such terms and concepts in talking and writing about literature. On the other hand, Carter and Long have these to say about the use of literature as a resource in the context of language teaching and learning.*

*Using literature as a resource suggests a less academic though no less serious approach to the reading of literature. Literature can also supply many linguistic opportunities to the language teacher and allow many of the most valuable exercises of language learning to be based on the materials capable of stimulating greater interest and involvement than can be the case with many language teaching texts. Literature is a legitimate and valuable resource for language teaching.*

The distinction between literature as a ‘resource’ and ‘object’ is probably the most significant features that differentiates literature teaching from literature-based language teaching. McRae (1961:17) asserts that literature teaching concerns ‘literature as an institutional discipline, or as the subject of specialist study.’ On the other hand, when literature is used as a ‘resource’, its prime concern is not to understand and appreciate its literary qualities, rather literary works are utilized to improve and develop students’ understanding and use of the target language (McRae and Boardman 1987). In short, literature based -language teaching advocates the use of literature as one of the main ‘resources’ in language acquisition. Specially, its aim is to develop students’ overall language proficiency through the use of literature and not to promote their literary competence as in the objectives of literature teaching.

More recently, Hall (2005:47) talks about the problems of integrating literature. He argues that

the main problem emanates from the friction between language and literature as two separate subjects and the frequent failure to coordinate the literary and linguistic element. He further explains:

*Literature is typically used in more traditional ways in university foreign language education. 'Literariness' is emphasized and linguistic elements underplayed; in second language teaching situations, where language is required more immediately for communication, and at lower schooling levels, literature is more likely to be integrated in to communicative curriculum where language issues are focused on and difficult or distracting literary features are played down.*

In other words, Hall argues that there are two common situations when literature used in second language classrooms. Literature is emphasized and the language element is “under played”, particularly in university language courses, or language is focused on and the “literary features are played down”, especially in ESL teaching or in secondary education where the emphasis is on students’ communicative needs. Hence, Hall calls for a “better balanced and better integrated” approach to the use of literature in language study.

## **2.9. Relationship between linguistics and literature**

According to Short (1996a:1) “stylistics spans the boarder of two subjects: literature and linguistics.” This two disciplines have also been discussed by Widdowson(1975) and he labels the as linguistic criticism and literary criticism.

## **2.10. Previous studies on the topic**

The research by Mahmud Hussein, in 1989, at Yarmourk University, which surveyed the role of literature in language skills, competence, relationship between language and linguistic knowledge, stated that the students’ survey revealed that studying literature in English was believed to add to linguistic competence. That is, it’s positive effect (influence) on language skills could not be overlooked as students confront with all of the skills, exercises and activates in literature course. For instance, during literature lesson, they are needed to listen to literature class, they are needed to listen to teachers ’lecture; they have to take note; they usually answer and ask questions and they often read texts useful to the topic under focus. The finding is again supported by students’ acceptance of the contribution of literature to linguistic competence.

*They tend to agree that literature helps them acquire a native like competence the future of modern English; learn how the English linguistic system is used for communication, see how*

*idiomatic expressions are used, speak clearly ,precisely and become more Proficient in English as well as creative, critical and analytical learners (Mahmud,Husein,1989,English Teaching Forum).*Literature, whether prose fiction ,drama or poetry, indeed is very essential way to develop students 'language ability if and only if it is implemented in the classroom in a proper way(appropriately).

### **2.11. Arab students' attitude towards significance of literature in language learning**

The same source, in addition to the above quoted information, provides us with the attitude of Arab English Department students of Yarmourk University. The students agreed that literature had a positive role in their competence in morphology. "Literature according to respondents is a means for recognizing ambiguity, paraphrase and the connotative denotative meanings of words and expressions."(Mahmud Hussein, 1989, English teaching forum)According to the survey, "...ESL students enjoy English literature in general, more than language and linguistics .and they do not like the idea of having number of literature offering reduced."(Mahmud Hussein, 1989.

## **CHAPTER THREE**

### **3. Research design and methodology**

#### **3.1. Research design**

The research design of this study was descriptive method because it was supposed to explore teachers and students' perceptions towards the significance of reading literary texts. To achieve this, a paired approach research was adopted and employed therefore both qualitative and quantitative techniques were used. Both observation and lesson plan analysis also used simultaneously.

#### **3.2. Research setting and subjects**

##### **3.2.1. Research setting**

The research was conducted at Derartu Tulu and Fitawurar Abyneh preparatory schools in Akaki Kality Sub City, Addis Ababa. Both schools were purposefully selected because the researcher has been working in Derartu Tulu preparatory school and Fitawurary Abyneh School is also the nearest school for the researcher. These helped the researcher to manage the time and cost effectively.

##### **3.2.2 Subjects of the study**

The study targeted grade eleven preparatory students and grade eleven English language teachers. The total number of English teachers in Derartu Tulu preparatory school is 14 and total number of grade eleven students is 869 which enroll in 15 sections. And also the number of English teachers and grade eleven students in Fitawrary Abayneh preparatory school is 12 and 850 respectively. From these total populations 8 teachers (all grade eleven teachers) from Derartu and the seven of grade 11 from Fitawurary were purposefully selected. Among the students 45 from Derartu and 45 from Fiawurary randomly selected students were taken.

### **3.3. Methods of Data Collection**

#### **3.3.1. Source of data**

In this study three kinds of instruments were employed to gather data. These are questionnaires, observation, and sample document/lesson plan analysis.

#### **3.3.2. Sampling technique**

The sampling technique was done by making an integrative use of random and purposive sampling techniques. All grades eleven English language teachers from both schools were purposefully selected and participate on the research work. As schools enroll a great number of students, it would be difficult to address everyone. Therefore, 15 students from each section were randomly selected. This method yields to the equivalent proportion to ensure the representativeness of the sample to the general population. This also helped the researcher from bias.

#### **3.3.3. Data collection process**

90 students, which are to mean 37.8 of the total 238 students, were taken from the groups of 48, 48, 49 from Deraratu Tulu and 46, 46, 47 from Fitawurary Abyneh preparatory school students respectively .15 students were taken randomly from each group. On the other hand, the whole English teachers were taken as they are only 15 from both groups' i.e.8 from Derartu Tulu and 7 from Fitawurary Abayneh preparatory schools though one teacher was unwilling to give response to the questionnaire

### **3.4. Research instruments**

#### **3.4.1. Questionnaire**

In this study, teachers and students', questionnaire incorporated close and open- ended items. Some of them were made to cross check on students' and teachers' response. These items

Verified respondents' feedback. 13 questionnaires were made for both students' and teachers. The responses of both teachers and students were sum up and presented in percentages.

### **3.4.2. Classroom observation**

The researcher found conducting classroom observation for it would allow him to check whether teachers will genuinely practices Reading literary texts and to see whether there has been interplay between what teachers responded in the questionnaire and what actually is happening in the classroom where Reading is being taught. For this purpose, the researcher employed an observation checklist. The items in the checklist was designed to observe teachers' attempt to teach reading and relative time coverage, and to see how he/she makes students to employ the different steps of reading and appropriate instance in which he/ she provide corrective feedback to their students' reading. From the overall target teacher population, a direct classroom observation was carried out on three English language teachers.

### **3.4.3. Sample Document/lesson plan analysis**

A lesson plan serves as a map or checklist that guides us in knowing what we want to do in the classroom. Besides it is a framework for a lesson which contains teachers' descriptions of the course of instruction for a class and it can be a public document to see when it is needed. Thus, the researcher collect copies of weekly lesson plans, which cover in average 7 to 8 weeks, from five voluntary teachers, three from Derartu Tulu & two from Fitawurary Abayneh preparatory schools. The lesson plan analysis was used to crosscheck against in each reading sections in the textbook to find inputs on plan to see whether teachers plan to teach literary texts or not, though lesson plan can't the only tangible evidences to what will happen in classroom.

### **3.5. Data Analysis Method**

After the data had been collected, the responses to the questionnaire were counted, tallied and then, descriptive statistics were employed in analyzing the quantitative and qualitative data. While information obtained through observation and lesson plan analysis were analyzed using

content analyses. The collected raw data was analyzed using frequency and percentage for quantitative method of data analysis and qualitatively interpretation to ensure the reliability and validity of the collected data

## CHAPTER-FOUR

### 4. Presentation and analysis of data

As noted earlier, the main purpose of this study was to find out the perceptions of teachers and students towards the significance of literary texts in language learning and Challenges in - teaching reading of literary texts. To achieve this, questionnaires consisting of closed and open ended were distributed to 14 grade 11 language teachers and 90 selected grade 11 students. Moreover, these were supplemented by classroom observations and lesson plan analysis. In addition, it presents the findings obtained to address the research questions from questionnaire, observation, and lesson plan analysis in a form of description along with different literature review. Data from these different people treated mutually around or successive central topics to create holistic picture of qualitative and quantitative data gained through these tools. Firstly, the integrated results of questionnaire (both teachers' and students'), classroom observation and lesson plan analysis including comments from actual data, and the possible implications of the results to the research topic will be presented and analyzed quantitatively and qualitatively. At the end, based on the findings summary, conclusions and recommendations will be presented.

#### 4.1. Background of respondents

**Table 1. Background of the respondents**

Total number of teachers			No. of Students			Teachers' qualifications						Teaching experience of teachers											
						Degree			MA			1-5			6-10			11-15			Above 16		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
10	4	14	35	55	90	7	2	9	3	2	5	2	2	4	4	2	6	1	1	2	1	1	2

**M-Male F-Female T-Total**

The above table shows the general information of the respondents. There are 10 male teachers and 4 female teachers from both schools. The table shows that majority of the teachers are degree holders and only five of them are qualified in MA degree. On the other hand majority of the teachers have below ten years teaching experience and only 4 teachers have above 10 ten years teaching experience. The total number of student respondents is 90. among these majority number of the respondents are females.

#### 4.2. Respondents' reading habit

It is every body's common belief that one has to read more to be an all rounded person or,

whatever the purpose is, literature specifically, as to Collie and Slater, serves as authentic material and it is good if learners are exposed to this source of unmodified language classroom. This is what is believed by different educators .Table 2 and 3 below reveal the perception of respondents of this study towards the role of reading literature in language learning together with what they think was their reason.

**Table 2. Whether they read literary texts or not**

Do you read English literary text?											
Teachers (T)				Students(SS)				Total			
YES		NO		YES		NO		T		SS	
NOR	%	NOR	%	NOR	%	NOR	%	NOR	%	NOR	%
12	85.71	2	14.29	62	68.9	28	31.1	14	100	90	100

**NOR-Number of Respondents      T-Teachers      SS-Students**

As it can be observed from the above table, both teachers and students have good reading habit though the number of teachers is more promising than that of students.

**Table.3 Teachers’ reasons for their responses**

<b><u>Teachers : Who responded ‘Yes’ I read:</u></b>	Nor	%
I read for pleasure	6	42.86
I read to improve my language skills, vocabulary, concepts, Knowledge of cultures, different human life experiences, expands human mind to get pleasure.	3	21.43
I read to improve my language skills, vocabulary, grammar and for my teaching purpose.	3	21.43
<b><u>Those who do not read at this moment</u></b> :I don’t have spare time and I have to give focus on teaching other topics	2	14.28
<b>Total</b>	14	100

As the above table shows, Large number of teachers under this study read literary texts for entertainment. On the other hand, 14.28% of teachers who were selected as subjects of this study responded that they do not read literary texts currently as they need to give focus on teaching other topics. Though this number is insignificant to this group, it implies (indicates) that this number will be larger and larger as the sample grows larger. This in turn seems to have its’ own impact (effect) on teachers

approach to the language class. Because we have already stated in the literature review part that using literary texts in classroom is believed to help teachers to have flexible approach and besides, it is believed to serve as authentic materials for more understanding of students. So not to use this way may influence the teachers approach. 21.43% of the teachers read literary texts for improving their language skills, vocabulary, grammar and for their teaching purpose.

**Table 4. Students' reasons for their responses**

<b>Students:</b> who responded 'Yes I read literary texts; For entertainment	15	16.7
Because of my belief that literature improves (develops) all language skills (ability), to know the writing style of authors, and to improve understanding of literary texts.	7	7.8
To get general knowledge (information)	8	8.8
For academic purpose	5	5.55
To be aware of the history of literature in the society (to know more about literary works)	4	4.4
Not specified (they share all the above literary texts )	20	22.2
Those who responded 'No': I do not read literary texts due to: Language difficulty	10	11.1
Shortage of time	10	11.1
Lack of interest (assuming literary texts) as incomprehensible concept.	11	12.21
<b>Total</b>	<b>90</b>	<b>100</b>

The large number of students as it is shown in table 4 read literary texts realizing that it will bring improvement (change) to their general language competence; it exposes them to different styles of authors: it gives them knowledge of the history of literature in the society and few. Realizing by that it helps them for academic purposes. All these purposes were also mentioned by different educators under literature review part of this paper, which implies that unknowingly, people are reading aims at the same purposes. The interesting thing here is that, for whatever purpose they read, the majority of both the teachers and students will get any benefit from reading literary texts. Similarly, the non- reading group of students under this study (31.1%) mentioned reasons behind their poor reading habit as shortage of time, language problem, lack of interest and lack of

#### **4.3. Respondents' preference of the type of literary texts to read**

As it has been mentioned in the literature review part, most writers like MacKay and Lindsay,

text selection based on students' interest, level and preference is the basic prerequisite for success in using literature. Accordingly, it is worth identifying respondents' preference of the type of literary texts they read and it is organized as follows:

**Table 5. Teachers' preference of the type of literary texts to read**

If your answer for question number 1 is Yes, What type of literary texts do you like to read?	NOR	%
<b>Teachers:</b> Who read currently: Novels and short stories usually of social issues, romance and crime.	8	42.86
Classical works (i.e. simple and attractive works)	2	42.86
short stories and novel	2	14.285
Those who do not read literary texts currently: short stories and poem	2	14.285
<b>Total</b>	<b>14</b>	<b>100</b>

According to the result found from the gathered data, half of the teacher respondents of the reading part of group prefer to read novels and short stories of social issues, romance and crime. The rest part of teachers prefers reading Classical works, short stories and novel. But two of teachers responded as they do not read literary texts currently.

**Table 6 students preference of the type of literary texts to read**

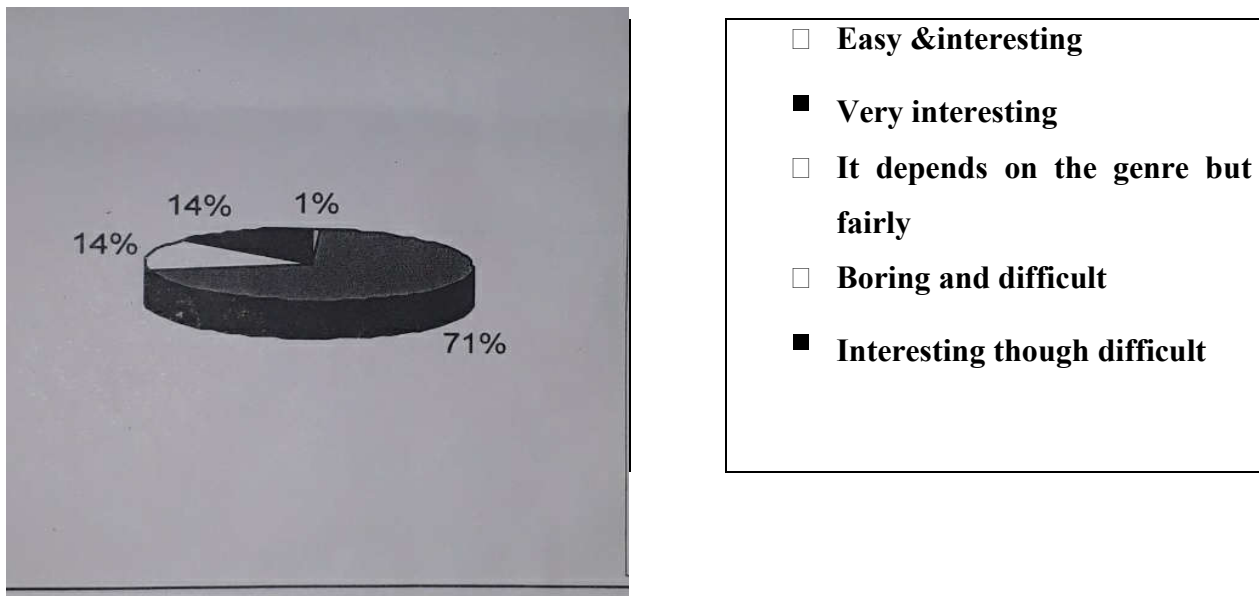
<b>Students:</b> who read; Social, historical, psychological, religious, short story	45	50
Poetry and short stories	14	15.55
Novels and short stories	9	10
Any literary texts	10	11.11
Tragedies and comic drama	12	13.34
Total	90	100

As the above table shows the wide range of students are fond of reading social, historical, psychological, and religious and, short stories and love stories. The rest part of students prefers types of literary texts including poems and tragedies and comic drama, which the majority didn't mention. This result implies that different group of peoples have different preference though they

have also common choice. So, according to the scholars, all these respondents need to be treated according to their preference. For instance, when we critically look at students' interest area, it is so wide that it touches historical, social, psychological , religious, scientific and romantic areas which is to mean they generally read to have an overall view of their society and themselves through which they can more unconsciously learn language used in different fields. Teachers on the other hand, mostly seem to read for pleasure.

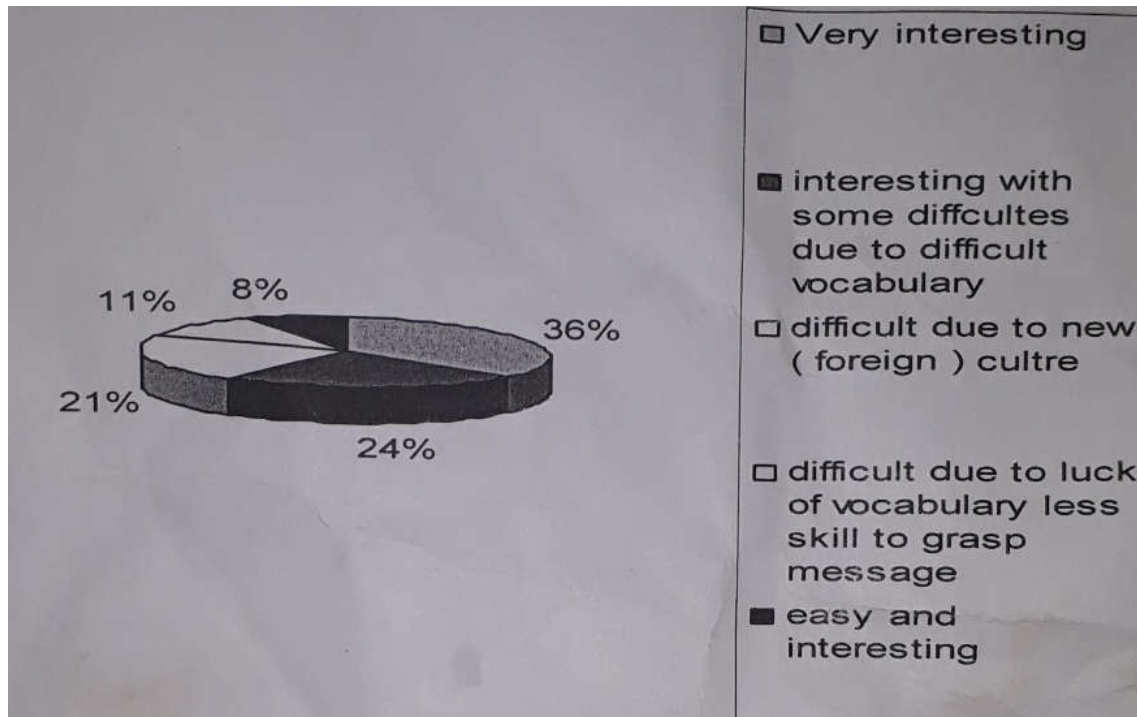
#### 4.4. Respondents' intention about the texts after reading

When we are asked about our belief, we may say what our mind feels right. But when we are asked about what we actually have practiced, we may get it different from our belief. Similarly, the following pie charts demonstrate respondents, intention about the texts after reading.



**Fig 1a) Teachers' intention about the texts after reading**

As the above figure 1.(a), shows almost all teachers under this study found texts they read fair easy , interesting and even very interesting except for only 14% who Said they found it boring and difficult. This indicates the most teachers do not have difficulty to engage themselves in reading literary texts



**Fig 1b) Students intention about the texts after reading**

As it is demonstrated on figures 2. (b) Above more than half of students from the reading group found texts they read difficult due to difficult vocabulary (lack of vocabulary knowledge), new (foreign) culture and less skill to grasp messages of the texts. These are all the problems which MacKay mentioned could be revealed through extensive reading of literary texts.

On the contrary, about 44% of students in the reading group said that they found it easy and interesting and most of the, very interesting, From this figure, it is not difficult to guess that student came from different educational background and that most of them need help (guidance) especially, in selection of materials to deal with according to their reading experience and background. In addition, it is also easy to say that these students seem to lack link with each to exchange information regarding what to read and how to read literary texts.

#### 4.5. Respondents' perception towards the reading of literary texts in the class.

**Table 7. Whether they like reading literary texts in the class or not.**

Do you like reading literary texts in the class?				
Teachers			Students	
	NOR	%	NOR	%
Yes	12	85.7	62	68.9
No	2	14.3	28	31.1
Total	14	100%	90	100%

The respondents' like and (or) dislikes of the text, has a direct link with their perception towards the significance of literature in language learning as literature is the bridge to their contact with literary texts, and it more or less touches each and every type of literary works. So, if they have negative perceptions for the texts they may not have an appetite to read literary works by generalizing the nature of the lesson to literary texts.

Accordingly, the above table reveals 14.3% of the 14 teachers and 31.1% of the 90 students responded that they don't like the lesson. The rest percent of respondents replied that they don't like literature class so, it is likely if the respondents who don't like replied "literature has no role in language learning and of course their number is proportional with the number of non-reading respondents.

**Table 8. Teachers' reasons for their likes or dislikes**

If you say 'yes' I like the texts, why? If no why?	NO	%
<b>Teacher: who said 'Yes':</b> Literature is a mirror of the society and it makes me read more.	7	50
It helps me to appreciate the power of language in expressing the history, philosophy culture,	3	21.4
'Yes' and 'No; 'yes' because it holds literary aspects and, 'No', because of its difficulties	2	14.3
'No' Because I don't clearly see the importance of literary text for language leaning.	2	14.3
Total	14	100%

As the above table shows most of the teacher said they like the text for the fact literary text is a bridge to

literary works which are mirror images of the society; agents to appreciate the power of language in expressing the society and which are key that hold literary aspects. Most of the teachers again stated all points that are mentioned under sections II and III above and in addition, they said they like the text for the fact literary text is a bridge to literary works which are mirror images of the society; agents to appreciate the power of language in expressing the society and which are key that hold literary aspect.

**Table 9 .Students’ reasons for their likes or dislikes**

<b>If you say’ yes’ I like the texts, why? If no why</b>	<b>NOR</b>	<b>%</b>
<b>Students: <u>who responded</u>; ‘Yes’</b> Because it the reflection of life, culture and past history.	24	26.7
To develop the four skills, attitudes and language ability, vocabulary and to get pleasure.	20	22.2
To learn many things from it. (E.g. Love philosophical) and psychological thinking.	8	8.9
To Know more about literary texts’ language structure, and it is my interest to read it.	7	7.8
Due to my subject teacher (he helped me to engage myself in the activities of the text.)	3	3.3
<u>Those who said ‘No’</u> Because it has so (difficult) words and it is time consuming.	10	11.1
Luck of books and time constraints	10	11.1
Lack of interest (it is boring and results with bad grade.)	6	6.7
Because of the teacher’s approach and the fact that the course is only theory.	2	2.22
Total	90	100%

Similarly, as the above table shows, students almost share the above teachers’ idea except for that they mentioned additional points, like they are so interested to read literary works and therefore literature paves the way to them. Besides, their subject teacher encouraged them to deal more with activities in the text. From their reasons, it is clear that these respondents have developed a positive perception towards role of literature in language learning as they believe that literary texts have some contribution to language development, as was mentioned to be true for literary works.

**4.6. Difficulties respondents faced while dealing with the texts**

Similar to the factors those either encourage or discourage them to read or no to read, respondents may have quite different or similar difficulties to face while dealing with the text. Here are their responses as they uttered.

**Table 10. Difficulties teachers faced while dealing with the texts**

What difficulties did you face while dealing with your literary texts?	NOR	%
<b>Teachers:</b> It was time consuming; besides, I couldn't go beyond its given meaning.	7	50
The way the text is organized, its vastness and various new words (New culture).	4	28.6
Lack of experience to read and apply different literary works.	3	21.4
Total	14	100

From the table above, half of the teachers under this study found analyzing literary texts in the text book was time consuming which shows that teachers as well have a problem to comprehend literary texts and which in turn affects the students' ability (interests) to deal with the lesson.

The rest of the teachers mentioned text organization, word difficulty, and vastness of the text book and lack of experience of application of literary text as major matters. But it is evident that any teacher should be able to eradicate all these problems various (mechanism) of which day to day contact with literary texts, reading selected materials and discussing problems with a Collogue are few.

**Table 11. Difficulties students faced while dealing with the texts**

What difficulties did you face while dealing with your literary texts?	NOR	%
<b>Students:</b> Lack of understanding of new culture, terms and, difficult language use.	36	40
How to analyze (interpret) literary texts i.e., it needs high thinking)	18	20
Bad way of teachers' presentation, new culture and lack of books and time.	14	15.5
Complexity of literature by its' nature and teachers' bad way of presentation.	8	8.9
Shortage of books, time, and it is not easy to read all books in the class.	8	8.9
no difficulties	6	6.7
Total	90	100

All ideas reaming the same with that of the teachers, student responded shortage of books (literary teaching) as difficult they usually face while learning the lesson. Only few students (6.7%) replied that they faced no difficulties.

#### **4.7. Respondents' time preference to read literary texts**

Time preference may contribute to how often we read and we don't. That is, if we always prefer

to read at a time when we are completely free from other tasks and if we are not in a condition to have such a time, we are not in position to read literary works. So, let us look at the following table to see what experience respondents have on this issue.

**Table.12teachers'time preference to read literary work**

When do you like to read literarily texts?	NOR	%
<b>Teachers:</b> <u>who read currently</u> ; any time I get it and I am free; when there is no distraction of attention, and any time of the day	10	71.43
During my leisure time (vacation) and when I want to relax myself.	2	14.28
<u>those who do not read at this moment</u> : I used to read always	1	7.14
When I wanted to relax my self	1	7.14
Total	14	100

The above table shows 71.3% of the teachers prefer to read literary at any time they get where there are no distractions of attention. The rest of the teachers read when they want to relax themselves and one teacher responded he used read always but not any more now.

**Table13.Students' time preference to read literary works**

When do you like to read literarily texts?	NOR	%
<b>Students:</b> during long vacation (summer)	46	51.1
when I get free time and I am interested	21	23.3
when I am dealing with literary texts lessons or during exam time	23	25.6
Total	90	100

The above table indicates most of the students read only during long vacation (summer), which is only once in a year. They are only 25.6 % of the total 90% students who usually read literary texts at any time they get such as literature lesson & during exam. This is found to be a contrary to their response to the frequency to which they read literary texts. This indicates that the respondents might not have responded honestly for one of these questions; most probably for the frequently to which they read literary texts. Because, it is human nature to hide one self's weak side. Others, 23.3% generally said that they read when they get free time, which completely

undermines the importance of reading literary texts in any ordinary time other than vacation and exam time. Generally speaking, they are only a few numbers of students who have frequent time interval for reading literature. The case of teachers is almost good.

#### 4.8. Factors respondents think either encourage or discourage them to read literary texts

Different people can have different factors either to encourage or discourage them to read. So, this research paper provides its readers with these factors from first hand information as stated in the table below.

**Table 14. Factors teachers think either encourage or discourage them to read**

What factor do you think either encourage or discourage you to read literary texts?	NOR	%
<b>Teachers;</b> It's complicated in nature, and its vastness in addition to lack of time.	4	28.57
Lack of interest, the less emphasis given to literature in the syllabus and the existing culture about reading literature will discourage one to read.	3	21.43
Lack of time and recent materials to read	3	21.43
As it familiarizes with different experiences, it encourages reading.	1	7.14
Since the one who read literary works is tend to improve his or her Vocabulary, develops his/ her comprehension ability and familiarizes him/ her with different cultural experiences of life, this by itself encourages one to read.	1	7.14
Those who don't read literature currently; It's interesting (motivating) nature and reflection of human life encourages reading.	1	7.14
It's complicated in nature and the approach of the teacher who thought me.	1	7.14
Total	14	100

According to most of the teacher respondents, literature's complicated nature (language difficulty), its vastness, the less emphasis given to it in the syllabus, the existing culture (belief) about reading literary texts, lack of interest and new works to read, bad way of teachers' approach and lack of time were generally the major factors which discourage them not to read literary texts. These factors have dominantly been mentioned as discouraging factors (main problems) to deal both with literary texts and any literary texts. So it is better if these factors were given a special consideration.

As to those who said that they do not like the lesson, teachers of this group (100%), put complication of terms in the lesson and lack of knowledge about the relationship (importance) literature has in language learning, as a reason. This implies that a teacher who doesn't (can't) see the importance of literature, which is believed to be an authentic material in language class. And this may force his students to have his attitude or no intention about role of literature in language learning. The student respondent who do not like the lesson, on the other hand added language difficulty, literature's time consumption during analysis, lack of interest, their teacher's approach and the fact that the lesson is only theory, as their reason to hate to learn.

**Table 15. Factors students think either encourage or discourage them to rea**

<b>What factor do you think either encourage or discourage you?</b>		
<b>Students;</b> Less language competence, problem of comprehension and lack of interest.	NOR	%
Literature is not good; besides, the approach of the teacher is so bad.	24	17.8
Friends of other classes discourage me not to read.	8	8.9
Lack of time, materials and convenient place discourages one to read.	5	5.6
Religious like Islam and catholic (especially on love issues); language difficulty lack of materials, time and convenient place are the most discouraging factors.	5	5.6
My subject teacher , friends and model authors encourage me to read	5	5.6
Teachers and students are sometimes found to be discouraging factors and the interesting nature of literature is found to be the encouraging factor.	4	4.4
No factors	1	1.1
Those who don't read :Lack of time is the greatest discouraging factor	6	6.7
Language problem is the greatest discouraging factor	13	14.4
No reason	19	20
Total	90	100%

Similarly, large number of students of the reading group stated almost similar reasons with some exceptions like problem in comprehension of expressions; lack of convenient placeless; classmates and religions like Islam and catholic (especially on love affairs). That is, as to the respondents, the religious societies discourage reading and watching of romantic films, drama,

poem, fictions and so on.

However, these literary texts as McKay, Stoye and, Malay and Duff, help students to differentiate regularities in language; raise interest to exchange ideas and perceptions; promote active interaction and habit of working together; resist students' rigidity to learn new language within new culture and so on. This again certifies that these factors need special attention.

As to the encouraging factors, respondents mentioned significance of literature in language learning and teachers and students to initiate them to read. What is interesting here is that, some of the respondents said that their classmates, friends and teachers discourage them not to read and others responded that same group of people (friends, classmates and teachers) encourage them to read. This by itself indicates that there is a bias among students and teachers whether it is good or bad to read to read literary texts; where different scholars argued and finally convinced that literature indeed has a great role in language learning. Some (6.7%) of the reading group and 5.6% of the non-reading group, even believe that there is no factor to influence their reading.

Surprisingly, this last response, especially the last reason, completely shows that some students have misunderstood the text. Literature above all is the subject which can be put in to practice based on theoretical back ground. For example, one can make a short story and tell to her/his friends, write poem, drama or novel, create her/his own characteristics them and conflict etc and judge and analyze it. So it should be lack of understanding of the purpose of the text to say it is only theory. Otherwise, there might be certain defect with the way they where thought the text like teachers' bad model (bad approach), the learners' personal problem and so on.

#### **4.9. Respondents' belief towards the significance of literature in language learning**

The identification of respondents' attitude toward the significance of literature in language learning is the main objective of this research paper. The following two tables show respondents' 'yes' or 'No' answers and the roles they believe literature plays in language learning consequently.

**Table 16. Whether they think reading literary texts is significant or not**

Do you think the literature has and importance (role) in language learning?											
teachers (t)				Students				Total			
Yes		No		Yes		No		Teachers		Students	
NOR	%	NOR	%	NOR	%	NOR	%	NOR	%	NOR	%
13	92.86	1	7.14	85	94.4	5	5.5	14	100	90	100

According to the result on this table, almost all respondents believe that literature is significant in language learning. Only 7.14 % from teachers and 5.5% from students said that it has no role in language learning. This shows that whatever their actual practice is, most teachers and students are aware of the role reading literature plays in language learning.

**Table 17.the teachers’ believe the role of reading literary texts plays in language learning**

If you responded ‘yes’ what are these roles? If ‘No’ why?	NOR	%
<b>Teachers:-</b> who responded ‘Yes’ It develops linguistic competence, knowledge of grammar, vocabulary and comprehension of writers feeling, it adds to macro and micro language skills and analysis (especially reading skill); it gives input for speech and writing.	11	78.6
Gives knowledge of different life experience and familiarizes with foreign culture.	2	14.3
No; I still don t see the relationship between literature and language.	1	7.1
Total	14	100%

The above table shows 78.6% of the 14 teachers who responded that literature is significant, mentioned that it develops one’ s overall language competence, pronunciation, interpretation, comprehension and so many language aspects. Only one teacher from the 14 teacher respondents said that he didn’t see the relationship between literature and language learning, which might be the case for most of the students who responded “No for whether literature is significant or not and didn’t mention their reason. Actually, this is the problem I myself share and who the reason that initiated me to choose this topic for my study.

**Table 18.the students’ believe the role of reading literary texts plays in language learning**

If you responded ‘yes’ what are these roles? If ‘No’ why	NOR	%
<b>Students:</b> who responded ‘Yes’ .It develops all language skills, pronunciation, grammar and vocabulary and it increases ones accuracy and language.	39	43.33
It develops understanding, problem solving and critical thinking, criticizing and interpretation, increases one s skill of vocabulary and grammar	25	27.77
It initiates students to learn with full interest	21	23.33
<u>Those who responded No’</u> They gave no reason	5	5.6
<b>Total</b>	<b>90</b>	<b>100</b>

The table above indicates which is again shared by 43.33% of the 90 students who believe in insignificance of literary texts in language learning. Others from this group , stated in addition to the above mentioned point that reading literary texts develops skill of problem solving, critical thinking and that initiates students to learn with full interest which is the necessary condition for language learners, and what is expected of them .14.3% of the 14 teachers again said that it exposes one to different life experiences and familiarizes with foreign culture ( gives the actual language contest) which is still the basic necessity for foreign language learners who are out of the real world of that language.

**4.10. Factors that hinder significance of literature in language learning**

**Table 19. Factors that hinder significance of literature in language learning**

If you believe in significance of literature, is there any factor that hinders the significance of literature in language learning?	NOR	%
<b>Teachers:</b> lack of well designed literary texts in curriculum for language development , unselected reading materials according to standard class ( level )	5	35.7
Teachers’ lack of qualification and student’s lack of attention (interest)	5	35.7
Language difficulty, less teachers’ commitment, students’ lack of reading experience, interest and less number of literature lessons offered in English textbook	4	28.6
<b>Total</b>	<b>14</b>	<b>100</b>

Although the main focus of this study is respondents' perception identification, considering that it helps to suggest solutions and take measures, they were also asked for factors which hinder literature's significance in language classroom. Accordingly, majority of the 14 teachers who believe that literature is significant indicated that there is:

- Lack of well-designed literary texts in English language curriculum.
- Problem of material selection according to level and standard of learners,
- Teachers' lack of qualification, (bad approach in the classroom Students' lack of reading experience
- Lack of interest in literature and lack of material.

Indeed, it is quite sure that literature could play no role unless all these aspects were fulfilled satisfactorily. Language difficulty, which has been raised throughout their responses, was also mentioned by some of these teachers and few complained that extracts may not present all the needed concepts and that texts selected as samples are found to be impractical in class room. Here also if there is a problem in text selection and approach, texts could not be practical for the purpose in need.

**Table20. Factor that hinder significance of literature in language learning**

If you believe in significance of literature, is there any factor that hinders the significance of literature in language learning	NOR	%
<b>STUDENTS:</b> Lack of materials, shortage of time,' lack of competence, our more interest to mother tongue, and luck of interest for English literary texts.	23	25.5
Luck of time; mother tongue domination (more interest to it); Luck of confidence and motivation to deal with literature due to difficult language.	20	22.2
The way the author presented that text	20	5.6
It has no use. Rather it is time consuming	13	14.4%
No factor	14	15.5
Total	90	100

From the above table we can see that, most of the student's respondent's share the teachers' idea

and few added that they have more interest to their mother tongue, lack of time and the way the author presents that text. What is interesting here is that both teachers and students explained almost similar factors that affect significance of literature which urges the body concerned to give attention to them even though they haven't explained why and how 15.55% of the 90 students said that there is no factor to hinder the significance of literature in language learning?

**4.11. Respondents' perception towards influence of literature particularly on language skills.**

It was generally indicated by most of the scholars and most of the respondents under this study that literature has a great role in language learning. Here is the 'teachers' response for whether reading literary texts has positive or negative influence particularly on their language skills.

**Table 21. Teachers' perception towards influence of literature on language skills**

Do you think that reading literary texts brings any positive/negative influence particularly on your language skills (competence)? What are they? How?	NOR	%
<b>teachers;</b> By engaging oneself to carefully selected materials, (by reading , analyzing, criticizing) (describing) any literary texts and One can consciously or unconsciously improve all language skills, vocabulary and grammar and language in general.	8	57.1
To consciously or unconsciously improve all language skills, vocabulary and grammar and to acquire knowledge of language items and style.	4	28.6
Helps to acquire knowledge of language items grammar, style and to get linguistic competence	2	14.3
Total	14	100%

As the above table 21 shows, like most of the reference materials consulted for this paper, all of the teacher respondents in one way or another believe that literary texts as to them , helps to improve one's pronunciation, interpretation of texts grammar, vocabulary, language items and style and all language skills in general.

**Table 22. Students’ perception towards influence of literature on language skill**

Do you think that reading literary texts brings any positive/negative influence particularly on your language skills (competence)? What are they? How	NO	%
<b>Students:</b> who usually read literary texts: The more we read so many materials repeatedly, the best we speak, listen, think, interpret and increase our vocabulary studying skill.	51	56.7
it imitates us to create and write more	3	3.3
Both positive and negative influence L- as a negative influence ,it kills my time and as a positive influence it develops my language skill and gives me general knowledge	3	3.3
no influence	5	5.6
Those who do not read -Both negative positive influences: - difficult vocabulary and incomprehensible themes as negative influences and the fact that it develops all he skills.	13	14.4
Yes, it increases our language skills, vocabulary studying skills and text interpretation skills.	10	11.1%
No response	5	5.6
Total	90	100

The above table shows students of the reading group, Similarly, agreed the teachers ideas except for 3.3% who said “ since it kills my time, it has negative influence” and 5.6% who said “it has no influence” This reflects the ignorance some students show towards reading literature and the fact that they don’t even distinguish between its positive (negative) role on their skill, Because they mentioned its time killing (consuming) nature as negative influence on their language.

In the same way, from the non –reading group, 11.1% of them responded that literature has a role in language skill development where as 14.4% of them believe that it has both positive and negative influence. They mentioned similar idea to the above one for its positive influence and its incomprehensible themes and difficult vocabulary as the negative influence .This group again seems to be ignorant and as well, it seems that there may be a problem of material selection and lack of continuous contact with literary texts. Otherwise, it is unlikely that coming across difficult themes and vocabulary of a text mean, it has negative influence. Rather, it provides Students a means to learner centered activities. Of course, this is the idea of most scholars whose works were consulted under the literature review part of this paper.

**4.12. Respondents’ view about their colleague’s perceptions Significance of reading literary texts in language learning**

For the fact that it will be difficult for a student to collect and analyze data from all teachers and students of English department in our school, Consequently, samples were used to make the data manageable. So it was found to be essential to get additional data from respondent

**Table.23.Teachers’ view about their colleague’s belief towards significance of literature in language learning**

What is your class mates’/ colleagues’ belief towards significance of literature In language learning?	NOR	%
<b>teachers:</b> They have positive attitude	6	42.86
Some like literary texts and believe that it will have a great Importance	5	35.71
I have positive attitude, and I don’t know about my Colleagues	3	21.43
Total	14	100%

Though it will not be as quit sure as the persons themselves, this will help to know the perception of teachers and students who are not participated on the response to the questionnaire and to know that how much concern do they give to it and talk to each other ( to exchange information). Accordingly, as it can be observed from the above table, most of the teachers said that large number of their colleagues and classmates have positive attitude towards significance of literature in language learning. But 21.43 responded that they don’t know about their Colleague.

**Table. 24. Students’’ view about their colleagues belief towards Reading literature.**

<b>Students;</b> most of them appreciate reading literary texts but some not	NOR	%
They all believe in significance of reading literary texts.	22	24.4
Most of the have negative perception	25	25.8
All of them have positive perceptions	17	18.9
I don’t know others attitude	14	15.6
No response	11	12.2
Total	90	100%

#### **4.13. Sample document/lesson plan analysis on the practices of reading literary texts.**

Different scholars mentioned that a lesson plan is an extremely useful tool that serves as a combination guide, resource and historical document reflecting our teaching philosophy, student population, textbook and most importantly, our goal for students. It can be described with many metaphors such as, road map, blueprint, or frame work, etc. Deciding what to teach, in what order, and for how much time are the basic components of planning.

Lesson plan serves as checklist that guides teachers in knowing what they want to do next, these sequences of activities remind them the goals and objectives of the lesson for students. Besides lesson plan is a framework for a lesson which contains teachers' descriptions of the course of instruction for a class. Usually, lesson plans are written just for the teacher's own eyes and tend to be rather informal. But there may be time when the plan has to be written as a class assignment or given to an observer or supervisor and therefore will be more formal and detailed document. Thus, in order to crosscheck the genuineness of the students' and teachers' responses on the practices/ teaching of reading literary texts, the researcher tried to collect weekly lesson plan from five voluntary grade eleven English language teachers. Lesson plans' of three teachers are collected from Derartu Tulu Preparatory School and two from FitawuraryAbayneh Secondary School teachers. In this section, attempts were made to present and discuss the data collected from lesson plans. It is aimed to crosscheck the lesson plans against to the reading sections in each unit of the textbook. This help the researcher to see whether teachers plan to teach reading or included reading sections in their weekly lesson plans, though lesson plan might not give total guarantee to what will happen in the classroom, at least it gives some inputs which shows teachers' intention. Thus, the researcher uses it to compare with the above responses and draw conclusion on practices of reading of literary texts in grade eleven.

The following five tables show the data collected from the teachers' weekly lesson plans and the analysis

**Table 25. Lesson plan from DPTS teacher A**

Months & date	Units	No of weekly lesson plans	No of reading sections in the unit		Included reading sections.						
			No	Page no	Numbers	%					
14-21/06/2010	6	2	3	142,156&162	0	0%					
24-28/06/2010											
01-05/07/2010	8	3	2	199&207	0	0%					
08-12/07/2010											
15-19/07/2010											
22-26/08/2010	9	2	2	240&243	0	0%					
29-03/09/2010											
06-10/09/2010	10	2	1	252	0	0%					
20-24/09/2010											
Total	4	9	8		0	0%					

The above table shows that the weekly lesson plans which were prepared by DTPS teacher A for nine consecutive weeks. As it can be seen above, four units were included in the plan. The data in the table denote that there are eight literary reading texts from unit six to unit ten in the grade 11 English text books. However, as the data indicated above, DTPS teacher attempted to plan/include none of the reading sections literary texts in his weekly lesson plan.

As it is discussed on the table 25 above, the students complained about teachers' skipping of reading sections allied with the result of this sample lesson of DTPS teacher A.

**Table 26: Lesson plan from DTPS teacher B**

Months& date	Units	Weekly lesson plans	reading sections		Reading sections included	
			T.NO	Pages	Numbers	Percentage
10-14/06/10	6	3	2	142 & 156	1	50%
17-21/06/10						
24-28/06/10						
01-05/07/10	7	2	2	162 & 199	0	0%
08-12/07/10						
15-19/07/10	8	3	2	207&240	0	0%
22-26/07/10						
29/07-03/08/10						
29/07-03/08/10	9&10	3	2	243&252	0	0%
06-10/08/10						
28/08/-01/09/10						

Table 26 also shows a lesson plan made by DTPS teacher for four successive units, from unit six to unit 9 of grade eleven English languages. In these units there are eight reading sections in the textbook. The data in the above table indicates that DTPS teacher B planned lessons for 11 succeeding weeks. The distributions in the table proved that, though there are eight reading sections/ exercises which have to be covered here, none of them was included in the lesson plan to be taught. As scholars suggestions a good teacher has some of plan when he/ she walk into their classroom, however, alike the above one teacher B didn't plan teach .This also validates students' arguments that teachers not properly taught reading skill in general reading literary texts in particular in grade eleven.

**Table 27: Lesson plan from DTPS teacher C**

Months& date	Units	Weekly lesson plans	reading sections		Reading sections included	
			T.no	Pages	Numbers	Percentage
10-14/06/10 17-21/06/10 24-28/06/10	6	3	2	142&156	1	50%
01-05/07/10 08-12/07/10	7	2	2	162 & 199	0	0%
15-19/07/10 22-26/07/10 29/07-03/08/10	8	3	2	207&240	0	0%
29/07-03/08/10 06-10/08/10 28/08/-01/09/10	9&10	3	2	243&252	0	0%
Total	5	11	8		1	12.5%

Table 27 above indicates the weekly lesson plans done by DTPS teacher C. The lesson plans enclosed five units from unit six to ten for eleven successive weeks. Similar there are eight reading sections to be covered here. However, as data above indicates only one section is included on the weekly plans. This also gives hand to agree with students complain; writing skill is not taught properly in grade eleven.

**Table 28: Lesson plan from FAPS teacher A**

Months& date	Units	Weekly lesson plan	reading sections		Reading section included	
			Total no	Pages	Numbers	Percentage
15-19/07/2010	6	1	2	162 & 199	0	0%
15-19/07/2010	9	3	1	207	0	0%
22-26/07/2010						
29-03/08/2010						
13-17/08/2010	8	1	2	240 & 243	0	0%
28-02/09/2010	10	1	1	252	1	100%
Total	4	7	8		0	12.5%

Table 28 shows FAPS teacher a weekly lesson plan for five units, unit six to ten. Though there is some inconsistency, FAPS teacher A did lesson plans for seven weeks. In those five units from unit six to ten there are eight reading sections in the textbook which should be covered/ included in these weekly lesson plans. However, from eight reading sections the teacher tried to include only one section. Similarly, this result also shows that teachers were not ready/will to teach literary texts.

**Table 29: Lesson plan from FAPS teacher B**

Months date	Units	weeks lesson plans	reading sections		Reading section included	
			Total no	Pages	Numbers	Percentage
01-05/07/2010	8	1	2	162 & 199	1	50%
Total	2	2	4		0	25%

Table 29 gives an idea about the lesson plans made by FAPS teacher. Unfortunately the researcher found that only two lesson plans which were made by the FASPS teacher B. The lesson plans were for two units 7&8 for two weeks. The distributions in the above table indicate from four Reading sections the teacher attempted to include 25% in the lesson plan.

The document/lesson plan above adds inputs to affirm as teachers show reluctance on teaching reading literary texts, though this only can't lead to conclude as not taught. The tenet for teaching reading literary text may be addressed through integration to other skills; however, studies have indicated that it is so important to that reading deserves a separate section.

In addition to teachers' made lesson plan, the researcher tried to assess plasma lesson guide of grade eleven English lessons. The guide contains 196 episodes which aim to be transmitted in 110 periods; among these the transmission was available in 49 periods only. In the episodes language skills, particularly listening skill, speaking skill and writing skills are dominantly covered, however, very little attention was given to reading skill of literary texts. It was mentioned only 13 times in the whole sections that means only 6.6% of the episodes are covered by reading skill.

#### **4.14. Analysis and discussion of data from classroom observation**

##### **4.14.1 Classroom observation**

According to Best and Kahan (1989), observation gives the firsthand account of situation under

Study; and combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied. Robson (2002:310) further states: “Data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques”. Observation is considered as a major data collection tool among second language acquisition researchers, because it allows the study of the phenomena at close range with many of the contextual variables present (Selinger and Shahomy, 1989).

To this end, the researcher prepared classroom observation checklist in order to collect additional data and substantiate the results obtained through questionnaires. The checklist was prepared based on the objectives of the study which was focused on classroom instructional activities or techniques which were employed by teachers, challenges teachers and students face, the role teachers and learners play, and teachers’ and students’ strategies which were used in the teaching learning process. Three randomly selected teachers were observed in different English lessons. The classes were chosen according to the teachers’ interest. During the classroom observation the researcher took notes about the classroom situations, teachers’ performance of teaching reading of literary texts .The strategies used by teachers and students to make the speaking lessons attractive and convenient and the learners’ activities. In addition to this, the researcher observed the challenges that English language teachers faced during actual implementation.

#### **4.14.2. Data Collection Procedures**

In order to collect the necessary data or information, first the researcher created awareness for both the selected teachers and the students. They were informed that they could participate in the study voluntarily and would be assured that any information offered to the researcher is only for the purpose of the study.

In order to collect relevant information on the actual teaching of reading literary texts and to crosscheck the information against the data gathered through the questionnaire from both teachers and students, the researcher has produced a structured checklist that has 10 items which are believed to have an ideal connection with the teaching of reading literary texts. The checklist was adapted from the review of literature and it is the direct version of the questionnaire of

teacher related challenges of teaching reading literary texts except items 5 and 6. Teachers must plan interesting and motivating reading activities to do. The activities should be contextualized clearly and where possible they should have realistic purposes, that enable students to express their ideas after reading, or if not, at least enable students to produce a piece of meaningful reading literary texts like short stories. They should be graded in terms of language and appropriate to the experience of students.

To this end, three classes of English teachers who were teaching reading literary texts to grade eleven in Derartu Tulu Preparatory and Fitawurary Abayneh preparatory schools were observed. Each of the teachers was observed one time in separated time. Among these two teachers are from Derartu Tulu Preparatory school and one from Fitawrury Abayneh preparatory school. One observation was made based on the lesson plan; whereas the remaining observations were performed through negotiation with teachers (i.e. the researcher asked them to teach reading of literary texts as it was not included in the weekly lesson plan). During the observation, the checklist was filled in carefully by researcher. Added to this, notes that have a direct relation to the actual teaching of reading skills were carefully taken where possible.

The researcher used the data found through observation mainly to cross-check and enriches the information gathered through a series of questionnaire on teacher related challenges of teaching reading literary texts in grade eleven. As mentioned earlier teachers should fulfill different requirements to teach reading skill effectively. In order to develop students' confidence and effectiveness in reading, teacher must plan activities that focus on developing reading abilities. The activities must be interesting and motivating to do. They should also be contextualized clearly and where possible they should have realistic purposes, which enable students to express their ideas or write.

The following table demonstrated the observed data in relation to teacher related problems of teaching reading literary texts in grade eleven. 'Yes' or 'No' scales were used to fill the observation checklist.

Keys; **CO1 = Classroom observation of teacher 1**

CO2 =Classroom observation of teacher 2

CO3= Classroom observation of teacher 3

**Table 30: Observation data**

Items;	CO1		CO2		CO3		Total			
	Yes	No	Yes	No	Yes	No	Yes		No	
							No	%	No	%
When teaching reading literary texts , the teacher;										
1. Encouraging and motivate students to read.	✓			✓		✓	1	33.3	2	66.6
2. Contextualizes the activities in the reading section.		✓		✓		✓	0	33.3	3	100
3. Provides reading guidelines before reading	✓			✓		✓	1	33.3	2	66.6
4.Provides appropriate support when needed	✓		✓		✓		0		3	100
5.Visits students during reading and guide them.		✓	✓			✓	1	33.3	2	66.6
6.Encourages the students to speak out what they read		✓		✓	✓		1	33.3	2	66.6
7. Gives corrective feedback on the process of reading		✓	✓			✓	1	33.3	2	66.6
8 .Uses variety of techniques to teach a reading skill.		✓	✓			✓	1	33.3	2	66.6
9. Gives corrective feedback on students' product.	✓		✓			✓	2	66.66	1	33.33
10. Integrates reading skill with other skills when he/she teach reading.	✓			✓	✓		2	66.6	1	33.3

Table 30 above depicts ten observation checklists which help the researcher to sort out mainly teacher related problems of teaching reading literary texts in grade eleven.

As can seen above only a teacher observed making effort to create conducive atmosphere to encourage students to read. Scholars stated, that the assignment or the way students are led to read is a critical influence on students' will' to read. Most teachers, according to the data above, were seen unsuccessful on arousing students to eagerly engaging on reading

Item two shows that none of the three teachers attempted to contextualize the activities; instead they let students read as stated in the exercise. Teachers must attempt to contextualize and grade the task in terms of language and appropriateness to the experience of students.

However, the amount of help and guidance the teachers need to give students will vary with the experience and abilities of the class, many students still benefited from the assistance. Teachers are expected to set guidelines and make sure that it is understood well before let their students read. With this in mind, the result on item number three on the observation indicates that 33.3% attempted to provide guidelines to read but the rest 66.6% didn't do it. However, most teachers responded to this on item 10 alienate this result.

Item number four and five in table 17 were intended to observe teachers' assistance when students are reading. Predictably, all teachers showed willingness to help their students when they were asked to do, however, as can be seen from the table in item number five, among the three teachers only one tried to visit and assist his students though calls were not made from the pupils.

If students are to develop reading skill they need to work on reading activities in class under the teachers' supervision as well as reading literary texts out of class. Taking an interest on students' ideas and giving chances to express their idea will encourage them to do more on reading. The observation checklist shows in the above is that 33.3% of teachers gave opportunity for their students to speak out what they read, but the rest 66.6% didn't provide the chance.

Giving helpful and supportive feedback during the process of reading help students to improve / develop their reading and to develop confidence. In this regards, item number seven which was recounted to number six used to observe the actual life in the classroom. As can be seen from the data only 33.3% of teachers attempted to give corrective feedback on the course of reading. The table denote that, majority 66.6% those didn't allow student to read couldn't give timely feedback to students. Opposite to this, in item number 9 more teachers tend to give feedback after the product of students' work.

As it is mentioned espalier, there is no necessarily any 'right' or 'best' methods or techniques to teach reading skill. The 'best' technique in any situation will depend on the type of students, the text being studied, the school system and many other factors. Thus it is advisable to use different techniques to teach and enhance reading skill. The observation checklist shows that only a teacher tried to employ different techniques to teach reading, whereas two teachers steady on a technique to teach reading.

According to Akins (1996), reading is inevitably integrated with other skills. In the above table the last item was proposed to observe this point. As it can be seen from the above table, 66.6% of teachers made attempt to teach reading by integrating with other skills. The rest 33.3% tried to teach the skill separately.

## **SUMMARY**

Literature provides opportunities for foreign language classes & can appeal to the students practice the four skills- speaking, listening reading and writing. In this study, we demonstrated the benefits of using literary texts in foreign language teaching. Literary texts can help the students enhance their perception of other cultures and societies.

Also literary texts can concenter authentic subjects like love and war that one may experience in the real world. Indeed literature is representational instead of referential. While referential language tends to communicate at only one level and is informational, representational language of literature considers the students and involves their feelings and perceptions of the real world. Literary texts help the students to activate their imagination and develop their emotions.

The study attempted to explore the teachers' and students' perceptions towards teaching and learning literary texts. In order to gather the required data for the study, the researcher decided to conduct the study at Derartu Tulu and Fitawurary Abayineh preparatory schools. The subject of the study were the teachers and students who were teaching and learning literary texts in grade eleven respectively. 90 sample students from Derartu and Fiawurary schools included in the study. All, 15, teacher of grade eleven from both schools were also included.

The data for the study were gathered via questionnaire for teachers and students, classroom observation & sample document analysis. To elicit relevant information a total 11 questionnaires for both teachers and students were distributed and used. Moreover, 10 observations checklist and 5 sample lesson plans were used. The questionnaire was administered to both of subjects, whereas the. After carefully gathered relevant data using the four data gathering instrument, the data were analyzed quantitatively and qualitatively

The data collected via the questionnaire, classroom observation and document analysis were analyzed quantitatively. As a result frequency counts, percentage, scales and description of qualitative data were applied to analyze and describe the data

## **CHAPTER-5**

### **5. CONCLUSION AND RECOMMENDATION**

#### **5.1. CONCLUSION**

It has been demonstrated extensively and discussed widely on respondents' answers (ideas) on their reading habits, factors that influence their reading and their perception towards significance of literature in language learning. Based on the obtained information and discussions made, it is possible to conclude that:

Majority of the students and teachers under this study like to read literary texts, though students have contradictory response for the frequency to which they read and their time preference to read. (Having responded that they read always; most of them said that they like to read during long summer vacation or sometimes.)

Almost all students read literary texts to have an overall view (knowledge) of their society and themselves through which they can more unconsciously learn and use language for communication, in addition to their artistic values. Their teachers however, mostly read for entertainment.

Most teachers, though they like to read, have no frequent contact with literary texts most probably due to time constraint.

Language difficulty(literature's complicated nature),less emphasis given to literary texts in the syllabus, cultural belief about reading literature, lack of interest, teachers approach(lack of commitment),shortage of time and, lack of newly written materials were commonly and dominantly found to be common factors which discourage respondents to read. Lack of comprehension of expressions in literary texts, is found to be another problem that students under this study have in addition to the above mentioned ones.

Almost all respondents believe that reading literary texts has significance in language learning and also in language skill development specifically. There are still teachers and students who do not see the role literature plays in language learning. There is a bias among some teachers and students whether it is good or bad to read literary texts. On the contrary, nearly every student complained teachers do not want to teach or focus on the reading literary texts, thus they couldn't get chances to practices the skill.

According to the responses, most of the literary texts sections in grade eleven textbook were overlooked and opportunities were not provided to students to attain the intended objectives.

In addition to this, the results of documents/lesson plan/ analysis denoted that, despite its importance, literary texts do not receive enough attention. Most teachers didn't plan to teach these sections in their weekly lesson and also appropriate coverage is not on plasma TV. As mentioned earlier, the lesson plan covered from averagely four units which consist of seven sections of literary texts. However, only few of the reading sections were included in the lesson plan/taught.

Another point is that teacher related problems of teaching literary texts in grade eleven. According to teacher respondents, most of them do manifest lack of mastery and experience of teaching this section. Additionally, most of the teachers accepted that they showed deficiency in providing guidelines, giving timely feedback, contextualizing the activities and planning interesting activities to read.

Additionally during the observation, difficulty on the manner of teaching and instruction to achieve the objectives of the course was observed. Most teachers fail to encourage and motivate students to read, to guide and give appropriate feedback in the process of reading, to contextualize and give guidelines to read.

Generally, a complete agreement was held by majority of student respondents as teacher related problems are the foremost one in teaching literary texts. Teachers' reluctance to teach reading of these sections along with lack of sufficient knowledge on reading skills is prevalent hindrance to the teaching of reading skill. These results showed that teacher related challenges are severe prevalent problems to achieve the purpose of literary texts in grade eleven.

Lastly, teaching of literary texts is also negatively affected by other contributing students' related problems. These include lack of background knowledge on literature; frustrate to practice reading, and intolerance to revise and recheck their work. According to teachers' responses,

students' perceptions towards the lesson and incapability to cope up in the given period/ time constraints/hold back practices of reading literary texts.

## **5.2. RECOMMENDATIONS**

Even though, it is clear that the problems identified could not be resolved within a day or a week time, based on the above conclusions, it is recommended that:

Texts should be selected by subject professionals and subject teachers, according to the interest, grade level and appropriate social, cultural and religious background of learners. This help to some extent to alleviate the incomprehensibility and complexity of literary texts.

Students and teachers need to discuss with each other and consult reference books for biases and complexities they face while reading literary texts. Likewise they need to do this for confusions of what is good and not good for language learning.

Teachers should as far as possible make literature class interactive and practical, and relate language learning with learners' day to day life experience using different interactive teaching methods

Language teachers and students should (are expected to) frequently read literary texts which is believed by different writers to contribute a lot to carry out hot, learner-centered language class.

Teachers and students who have good understanding of the role of literature and who have good reading habit should be appreciated and encouraged to keep up. We have to contribute our share.

Teaching reading is a difficult one and it is about engaging in a challenging task that calls for a constant making of decisions and choices at the level of ideas, planning, organization and expression which needs to be interconnected to establish meaningful associations. Therefore, teachers should update themselves on the course of reading; appropriate and timely training should be set for language teachers, particularly on teaching of literary texts.

Increase students' knowledge about reading literary texts to become an effective reader, students need to acquire knowledge about the characteristics of good reading as well as the different purpose and form of reading. One way to acquire knowledge about reading is through reading. Students' readiness and interests to learning reading literary text has been found to be low. Therefore, to create a conducive learning atmosphere for learners, teachers should adopt suitable methods of teaching that could arouse students learning needs. The body concerned in (out of) the institution should as much as possible try to provide students

and teachers with enough books, comfortable reading place (library),the available researches done on significance of literature in language learning and give due attention to text selection which is the compulsory step above all.

Lesson plan is a framework which indicates what is going to be implemented in the classroom ahead. As we have seen, nearly every teacher in grade eleven skips the literary texts in their plans. Therefore, stakeholders who are in charge on checking lesson plan, for example; department head, deputy director and other... should verify the lesson cautiously to guarantee that all skills are incorporated evenly. To this end a file box or a bind material should be prepared for lesson plan.

.Finally, the researcher believes that no claim of comprehensiveness is made. As a result, further research should be carried out to replicate the findings of the study.

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**ADDIS ABABA UNIVERSITY**

**FOREIGN LANGUAGE AND LITERATURE DEPARTMENT (TEFL)**

**APPENDICES**

**APPENDIX A**

**Questionnaire for English language teachers**

**Dear teachers,**

I am conducting a research on the teachers' and students' perceptions towards the significance of literary texts in language learning. And to meet my goal, what your respond to the questions Raised on the topic will greatly influence the result of my study. So, thinking that it will help to Make meaning full, logical and reliable conclusion and recommendation, you are kindly Requested to give true, relevant and brief responses honestly.

Thank you in advance for your kind cooperation.

**Section I: Background Information /General profile**

Please give information about yourself by putting a tick / X on the given blank spaces

1.2 Your age; A. 18-25  26-30  C. 31-40  D. 41-50  E. above 50

1.1 Name of the school \_\_\_\_\_

1.3 Qualification: A. Diploma  B. Degree  C. M.A

1.4 Number of classes you teach; A. two B. three  C. four D. above five

**Instruction:** please, read each statement below carefully and write your responses on the space provided against each statement.

1. Do you read English literary texts?

Yes  No

2. If the answer for no 1 is yes, what type of literary texts do you prefer to read?

Short story  novels  poem  others

3. When you read any literary text in English, how do you find it?

Difficult  Easy  Interesting  Discouraging

4. Do you like reading literary texts?

Yes  No

5. If you say yes for no.4, why? If you say no why? Reason out. \_\_\_\_\_

\_\_\_\_\_

6. What difficult did you face while dealing with your literary texts lesson/class?

\_\_\_\_\_

7. When do you like to read literary texts?

\_\_\_\_\_

8. Are there any factor you think discourages/encourages you not to read or to Read literary texts? Mention them.

\_\_\_\_\_

9. Do you think that reading literary texts has any role in English language learning?

Yes  No

10. If your answer for no.9 is yes, what are they? If no why? (How)?

\_\_\_\_\_

1. If your answer for question 9 above is No, is there any factor that hinders the significance of Literary texts in language learning? Mention them.

\_\_\_\_\_

2. Do you think that reading literary texts bring any positive/negative influence on your Language learning skills/ competence?

Yes  No  what are they? How? \_\_\_\_\_

---

13. What are the perceptions of your colleagues/classmates towards the significance of reading literary texts Language learning?

## APENDIXE B

### Questionnaire for students

**Dear students,**

This questionnaire is designed to explore teachers' and students' perceptions towards the significance of literary texts in language learning. It is one of the instruments, which the researcher uses to gather the necessary data for his MA thesis in the Teaching of English as a Foreign Language (TEFL)

Thus, you are kindly requested to give the required information. Your contribution is very important for the success of this study. The researcher would like to assure you that all the responses you give would be kept confidential and used only for research purpose. You do not need to write your name.

Thank you in advance for your kind cooperation.

### **Section I: Background Information /General profile**

Please give information about yourself by putting a tick / X on the given blank spaces

1.1 Name of the school\_\_\_\_\_

1.2 .Grade\_\_\_\_\_

1.3. Age; 15-20  20-25 25-30

1.4. Sex; male  female

**Instruction:** please, read each statement below carefully and write your responses on the space provided against each statement.

1. Do you read English literary texts?

Yes  No

2. If the answer for no 1 is yes, what type of literary texts do you prefer to read?

Short story  novels  poem  others

3. When you read any literary text in English, how do you find it?

Difficult  Easy  Interesting  Discouraging

4. Do you like reading literary texts?

Yes  No

5. If you say yes for no.4, why? If you say no why? Reason out. \_\_\_\_\_

\_\_\_\_\_

6. What difficult did you face while dealing with your literary texts lesson/class?

\_\_\_\_\_

7. When do you like to read literary texts?

\_\_\_\_\_

8. Are there any factors you think discourages/encourages you not to read or to Read literary texts? Mention them.

\_\_\_\_\_

9. Do you think that reading literary texts has any role in English language learning?

Yes  No

10. If your answer for no.9 is yes, what are they? If no why? (How)?

\_\_\_\_\_

\_\_\_\_\_

11. If your answer for question 9 above is No, is there any factor that hinders the significance of Literary texts in language learning? Mention them.

\_\_\_\_\_

\_\_\_\_\_

12. Do you think that reading literary texts bring any positive/negative influence on your Language learning skills/ competence?

Yes  No  what are they? how?

---

13. What are the perceptions of your colleagues/classmates towards the significance of reading literary texts Language learning?

## APPENDIX C

### Analysis on the lesson plans of grade 11 textbook.

The literary text lesson of the English language books attempt to develop reading skill. The students are required to develop a story, describe processes, write summaries and prepare presentations, write narrative essays etc... however the task are not well developed. The students are required to produce what is needs product oriented tasks. They do not progressively from lead students from short story to novel reading.

Items; When teaching reading , the teacher,	CO1		CO2		CO3	
	Yes	No	Yes	No	Yes	No
14. Establishes encouraging atmosphere and motivate students to read.						
15. Contextualizes the activities in the reading section.						
16. Provides reading guidelines before students engage on the reading act						
17.Provides appropriate support when needed						
18. Visits students during reading and guide them while they are reading.						
19. Encourages the students to speak out what they read.						
20. Gives corrective feedback on the process of reading.						
21. Uses variety of techniques to teach a reading skill.						
22. Gives corrective feedback on students' product or after the reading.						
23. Integrates reading skill with other skills when he/she teach reading.						