

Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate Program)

**AN INVESTIGATION INTO THE EFFECTIVENESS
OF TEACHING GRAMMAR THROUGH
LITERARY TEXTS**

By
Kidist Yohannes

July, 2007
Addis Ababa

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**A Thesis Submitted to the Institute of Language Studies
Department of Foreign Languages and Literature
Addis Ababa University**

**In Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Teaching
English as a Foreign Language**

**July, 2007
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Table of Contents

Acknowledgement.....	i
Abstract	ii

CHAPTER ONE

Introduction

1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study	6
1.4. Scope of the Study	6
1.5. Significance of the study.....	6
1.6. Limitation of the Study	7
1.7. Definition of Terms, Abbreviation and Symbols	8
1.7.1. Definition of Terms	8
1.7.2. Abbreviations	9
1.7.3. Symbols	9

CHAPTER TWO

Review of Related Literature

2.1. The concept of Grammar and its Place in Language	10
Teaching and Learning	
2.2. Communicative View of Grammar	11
2.3. Authenticity and Variety of Contexts	14
2.4. The Concept of Literature	15
2.5. The Role of Literature in Language Teaching and Learning	17
2.6. The Benefits of Literature in Teaching Grammar	20
2.7. Literary Texts for Teaching Grammar.....	22
2.7.1. Poetry.....	22
2.7.2. Short story.....	24
2.7.3. Drama	25

2.8. Selecting Literary Texts.....	26
2.9. Phases of Good Grammar Lesson.....	28
2.9.1. Presentation.....	28
2.9.2. Focused Practice.....	29
2.9.3. Communicative Practice.....	29
2.9.4. Feedback and Corrections.....	29

CHAPTER THREE

Methodology

3.1. Sampling.....	31
3.1.1. Sampling of School.....	31
3.1.2. Sampling of Subjects.....	31
3.2. The Experiment	
3.2.1. The control Group and The Experimental Group.....	32
3.2.2. The Grammar Point Taught.....	32
3.2.3. The Classroom Teaching Procedure.....	33
3.2.3.1. The Control group.....	33
3.2.3.2. The Experimental Group.....	34
3.3. Data Collection Instruments.....	35
3.3.1. Test.....	35
3.3.2. Observation.....	36
3.3.3. Questionnaire.....	36

CHAPTER FOUR

Findings and Discussion

4.1. Findings.....	38
4.1.1. Results of the Post – test.....	38
4.1.2. Significance Testing.....	41
4.1.3. Classroom Observation.....	42
4.1.4. Questionnaire.....	42
4.2. Discussion.....	44

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1. Summary.....	48
5.2. Conclusion.....	49
5.3. Recommendation.....	50
Bibliography	51
Appendix A	
Teaching Materials for the control Group.....	55
Appendix B	
Teaching Materials for the Experimental Group.....	57
Appendix C	
Achievement Test.....	65
Appendix D	
Post – test Results of the Experimental Group and the Control Group.....	68
Appendix E	
Observation Check – list.....	70
Appendix F	
Students’ Questionnaire.....	71
Appendix G	
Students’ Response to the Questionnaire.....	77

Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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This thesis has been submitted for examination under my approval as a research advisor.

Name _____

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Acknowledgment

I am sincerely grateful to my advisor Dr. Teshome Demssie who devoted much of his precious time helping me carry out this study.

I am greatly indebted to every member of my family, especially to my father and mother, without whose great effort, today's glimmer of hope would have been unattainable.

I also want to thank, from the bottom of my heart, Ato Tafesse Sisay, the director of Ethiopia Tikidem Primary School, for his assistance during the experiment.

My heartfelt appreciation goes to Yibo Muleta, special friend of mine, for supporting me through out my work.

I would also like to appreciate Ato Hailu's contribution and all friends of mine who gave me their hands in time of need.

Abstract

In this study, an attempt has been made to find out whether or not the use of literary texts in teaching grammar is effective. Two sections from grade seven were selected randomly and assigned as experimental group and control group. The experimental group was taught specific grammar point through literary texts (short stories and poems) where as the control group was taught the same structure through the textbook.

At the end, a test was administered to observe the outcome of the experiment. The results obtained by the experimental group were better than that of the control group. The responses of the students in the questionnaire and observation also indicated that literary texts play a pivotal role in teaching grammar. On the basis of the findings, it was concluded that the teaching of grammar can be supported effectively by using well - chosen literary texts. And the recommendation given is that literary texts should be integrated into the present syllabus.

CHAPTER ONE

Introduction

1.1. Background of the Study

Today, English is regarded as a language that brings the whole world together. It is widely used for communication in every corner of the world. As a result, many countries are giving due attention to the teaching and learning of this language. As such, in Ethiopia, English is taught as a compulsory subject in schools beginning from elementary level and is considered as the most important foreign language in the school system and in real - life situations. Since English has got such a prominent position in the country, it needs to be taught as effectively as possible.

For students to develop their command of language, knowledge of grammar forms and how to use them in different situations has got great value. Grammar, being one of language aspects, is believed to be central to the teaching and learning of a language. This belief arises from the fact that, as Widdowson (1996) states, learning a language is essentially learning how grammar functions in the achievement of meaning.

Though there have been various methods advocated by different scholars and implemented in language classrooms, what is now believed to be better in language teaching is exposing students to the real discourse i.e. what native speakers use. With this regard, Littlewood cited in Brumfit and Carter (1986:117) states:

A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom especially one outside the community of native speakers is isolated from the context of events and situation which produce natural language.

As such, considering the level of students, their background and other factors, English teachers are expected to bring different materials which can make the classroom situation authentic.

Authentic materials are believed to be highly useful to present grammatical points. They can be used as contexts to present grammar rules and enable students to internalize the forms and functions of structures quickly. Students will be able to get opportunities to see different grammar rules in different contexts. Though there are different long texts which can be used as contexts, in this study the use of literary texts in the teaching and learning of grammar is highly emphasized.

Different scholars, like Widdowson (1975), Collie and Slater (1987) and Lazar (1993) perceive literature as an example of language in use and a context for language use. This implies that literature can be used as a tool for teaching language aspects. Of course, in the traditional approach, using literature is not regarded as useful tool in language teaching in general and grammar teaching in particular since, according to Richards and Rodgers (2001), the focus was on only the mastery of grammar rules. However, the modern approach endeavors the value of literature as the focus is on authentic language and authentic situation.

Whenever students are exposed to different literary texts, they will be successful in acquiring and comprehending a language. Further more, from the input they are exposed to, students will get the chance to form hypothesis or to say correct or incorrect about grammar rules by themselves. Regarding this, Nunan and Miller (1995) confirm that teaching grammar in isolation may produce good readers and listeners, but without guided exposure to authentic language samples students may be less able to reach their goal of using the language.

In relation to the use of literature in language teaching Abiy Daniel (1998), at Addis Ababa University, carried out a research which attempted to explore the contribution of African Literary texts to the language classroom in general. The study indicated that literature, in the study African literature, has got something to do with motivational factors which greatly influence the language learning. In the study, it was indicated that by using African literature and language based methodology the language learner will be more motivated to learn a foreign language. And as literature provides students an opportunity to know how a member of a particular society behaves in specific situation, the writer of the paper said, 'it breaks the culture of silence in Ethiopian language learner.'

After all, when teachers are there to teach grammar using literary texts, they are not only fulfilling their main objective i.e. teaching students the target grammar rule but also helping their students develop other aspects of the language, like knowing new words, reading, writing and listening. For instance, McKay (1982) in Brumfit and Carter (1986) argues that because of its capacity for pleasure and enjoyment, literature can increase the students' motivation to interact with texts and this ultimately increases their reading proficiency. And, with respect to the contribution of literature to the development of writing skills of the students, Collie and Slater (1984) note that literature can familiarize students with many features of the written language, the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas, which broaden and enrich their own writing skills.

1.2. Statement of the Problem

In our case, in Ethiopia, it is true that almost all teachers give more emphasis to the teaching of grammar other than other aspects of language. But, the problem lies on the method most teachers use when presenting grammatical rules. They usually teach their students in traditional way with the emphasis on the mastery of grammar rules. Students are not allowed to practice and use

the rules they have been taught in different contexts. It, in other words, means that most of the time, much stress is given to language usage than language use. As a result, it is common to observe many of the students being clever at distinguishing grammar rules one from the other in isolation but unable to use the rules in their speech and writing as expected. They are also seen forgetting what they have learnt before and demotivated to learn the language.

The study made by Girma Gezahegn (2005), at Addis Ababa University, was on investigating the extent to which teachers implement the grammar aspects of the English language course for secondary schools. One of the findings of the research indicated that the teachers did not present the structures in contexts so that students could learn the form and use. It was pointed out that one observable factor that affected teachers' classroom practices was the textbook each teacher was using. In the textbooks used, there were much more mechanical exercises than meaningful activities. Though there are a few instances of contexts used to present grammar points they are used only to highlight and illustrate the form of the grammar points.

As Harmer (1991) states, it is teachers' responsibility to use suitable tools for presenting grammatical aspects of a language so that their students will be able to acquire the grammatical rules and able to perform different functions of a language in a speech community. Nevertheless, though there can be various reasons, it is unusual for teachers to bring literary texts, which is one of the techniques advocated by CLT, into the classroom for the purpose of language teaching in general and grammar teaching in particular. Students are not given opportunities to see grammar rules functioning in different genuine contexts

When we see the English textbook of grade seven, which is currently being used, it is prepared on the basis of grammatical rules. It seems demotivating and lacks authentic literary texts which can be instruments to introduce the target culture, increase learners' interest and promote personal growth through

language teaching. For example, to introduce a specific grammatical rule such as 'present perfect', the dialogue inside a text cooperates with the 'present perfect' which has been put purposefully. Consequently, both teachers and learners often feel bored by the teaching material. If teachers use them as they appear the students could not be able to grasp the meanings of the structures.

In addition, despite acquiring linguistic accuracy, it is apparent that students still have difficulties in comprehending the nuances, creativity and versatility which characterize even standard and transactional forms of English. Besides, students are not very much fond of reading which has got a direct effect on their knowledge. In addition, it is also rare to see students who are aware of literature and its relation to language.

The above conditions indicate us that the value of literature in the teaching and learning of language is not give attention still now. This situation prompted the researcher to investigate uses of literary texts in teaching grammatical points by utilizing communicative language teaching which is favored by most educators. Among different literary texts, the use of short stories and poems in teaching grammar was examined. Taking a sample of grade seven students the researcher conducted an experiment using experimental and control groups. Short sorties and poems were used with the experimental group for about four weeks to teach past continuous. The control group was taught through the usual procedure as it is in the English textbook of grade seven. Then, a test was conducted to see the effectiveness of using literary texts in teaching grammar in elementary school.

1.3. Objectives of the Study

The main goal of this study is to investigate the effectiveness of teaching grammar through literary texts. The following are the specific objectives of the study:

- to investigate if using literary texts are feasible and applicable in elementary schools
- to find out if students are familiar with literary texts
- to show the reaction of students towards learning grammar through literature

1.4. The Scope of the Study

This study dealt with investigating the effectiveness of using literary texts in teaching grammar. Of all aspects of language, the study confined itself to grammar considering its contribution to the development of students' command of language.

The study focused on the seventh grade students of Ethiopia Tikidem No. 2 Primary School. Since English is used as a medium of instruction in Ethiopia starting from grade seven and onwards, students of this grade level are highly expected to start developing their use of language. This suggests that their good command of English may help them to study their other subjects and make them successful in their academic career in line with to develop their interest in literature.

1.5. Significance of the Study

The language teaching methodology which is being used in most of elementary schools emphasizes on teaching grammar rules in isolation. Students do not get opportunity to see grammar forms in different contexts and learn how to use those forms in different situations. With regard to this Widdowson (1978:8) states that the teaching of only usage i.e. teaching of structure may not

contribute to the knowledge of language use but the teaching of use has got something to contribute to the learning of usage. This shows that the latter i.e. language use is taken as a necessary part of the former i.e. language usage.

One way of enabling students to see the functional use of grammar rules is exposing them to the real discourse i.e. what the native speakers use. And literary texts being authentic materials can play this role. In Ethiopia, in elementary schools, literary texts are not seen used as resources to teach grammar rules. And that is why, in this paper, it was intended to deal with investigating the effectiveness of using literary texts in teaching grammar.

This study intended to indicate teachers and the concerned bodies the role that literary texts play in teaching grammar, i.e. how using literature in teaching grammar in elementary schools is effective. Furthermore, it was intended to help curriculum designers in designing and preparing teaching materials or textbooks so as to improve the teaching and learning of grammar. Last but not least, the study could possibly pave the way for further research in this area.

1.6. Limitation of the Study

In order to compare the reactions of the two groups during the teaching learning process and the classroom situations, there should have been video - tape. But, due to money constraint, in place of video - tape, it was simply managed to prepare observation check - list which consisted of different behaviors and involve an observer in the study.

Moreover, it is well known that in order to come up with a reliable conclusion in a particular study, the samples who could participate in the experiment have to be large enough and represent different members of the target population. However, this study selected samples from only one governmental elementary school since, for the researcher, it would be very difficult to manage the subjects properly and carry out the research successfully. Actually,

because situations (with regard to the issues raised in this study) in almost all the governmental elementary schools found in Addis Ababa are similar, the study could also possibly touch other schools.

1.7. Definition of terms, Abbreviations and symbols

1.7.1. Definition of Terms

Procedure – It encompasses the actual moment to – moment techniques, practices and behaviors that operate in teaching a language according to a particular method. (Richards and Rodgers, 2001: 31)

Technique – A well defined procedure used to accomplish a specific activity or task. More than one technique may be available for accomplishing a specific task or activity. Selection of the technique should be based on project approach, available tools, etc.

(www.portfoliostep.com/390.1Terminologydefinitions.htm)

Form – Refers to the shape of a lexical item (written or spoken) used to express something in language as opposed to meaning. (Strevens, 1980)

Structure – A specific instance of grammar. Example: Past tense, plural nouns. (Ur, P., 1996: 75)

Function – Refers to the use of structure to convey meaning in speech and writing. (<http://www.aau.edu.et/lalibraries/>)

Context - Refers to the conditions in which something exists or occurs.

Linguistically, this is the part of a discourse surrounding a word or passage that helps make its meaning clear.

(<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatIsContext.htm>)

1.7.2. Abbreviations

CG - Control Group

CLT - Communicative language Teaching

EFL – English as a foreign language

ESL - English as a second language

EG - Experimental Group

No. - Number

TEFL – Teaching of English as a foreign language

TESL – Teaching of English as a second Language

Sig. – Significance

1.7.3. Symbols

\bar{X} - Mean

SD - Standard Deviation

t - test - Means difference test

L₁ - Mother tongue

L₂ - Second/foreign language

CHAPTER TWO

Review of Related Literature

2.1. The Concept of Grammar and its Place in Language Teaching and Learning

Different scholars have tried to define grammar in different ways. For example, Ur (1984:4) relates it with the arrangement of words in a language and defines it as “The way a language manipulates and combines words or bits of words in order to form larger unit of meaning”. Harmer (1987:1) also sees it as “The study and practice of the rules by which words change their forms and are combined in to sentences”. Further more, Celce- Murcia and Hilles (1988) describe grammar as a subset of a certain language rules which govern the configurations that the morphology and syntax of a language assumes.

Moreover, as Venkateswaran (1995) claims, grammar usually takes into account the meanings and functions the sentences have in the overall system of the language. Similarly, Rea Dickens (1991) in O’Shannesy (1995) states that it is by using grammar that we can express our meanings. And these descriptions about grammar lead us to consider grammar as an important language aspect which contributes more for communicating effectively. Unless we know the rules of a certain language, we do not know the way how words and phrases can be combined together so as to produce proper sentences and communicate effectively. And that is why Ur (1996:75) states, “Grammar rules not only affect how units of language are combined in order to ‘look right’; but also affects their meaning”.

Stevic (1982:187) relates its purpose to meaning by stating “Grammatical statement also gives information about the meanings of construction which it describes”. Thus, we can conclude that grammar is the rules of language system, which help us to communicate with correct and meaningful sentences in both written and spoken forms.

From the above descriptions of scholars about grammar, it is undeniable that grammar has got a great place in language teaching and learning. With this regard, Venkateswaran (1995) points out that grammar is central to the teaching and learning of languages. Its centrality to a certain language is because that a language has got a type of rule governed behavior. For this writer, in addition to communicative competence and language proficiency, acquiring grammatical competence contributes to the knowledge of a language.

Ur (1996) declares that the place of grammar in the teaching of foreign languages is controversial, i.e., most people agree that knowledge of a language means knowing its grammar and others say that it is not necessarily true that grammatical structures need to be taught as such. However, what Ur (1996) states and in which the researcher also believes is that the important question should not be whether teaching and learning of grammar is necessary and sufficient for language learning but whether it helps or not. The given answer is, of course, grammar does help students to know a language taking it as a tool for communicating more effectively not an end in itself.

2.2. Communicative View about Grammar Teaching.

Various views on how to teach grammar have been developed by different scholars and have been implemented in language classrooms. According to Richards and Rodgers (2001), in the early days of grammar teaching, grammar translation method asked students to translate literary texts from the second/foreign language to their native language based on grammar rules they have learnt. As Atkins et.al (1995:82), in this approach, grammar is viewed as a system of rules of syntax that describes the orders and patterns in which words are arranged in correct sentences. However, because this method gives wide room to the mastery of grammar rules and does not enable students to use the language, different criticisms have been raised.

Brown (1994) states that in the 1940s and 1950s the teaching of grammar was simply making students learn language habits through drills and pattern practices. This method was Audio-lingual which was popularized by psychologists such as Skinner and Watson. But, as Stern (1983) describes, because there was no focus or emphasis on the intention, thinking and internal problems, this method also failed to be used. Then, this method, by sociolinguists and collective works of Krashen, Halliday and Hymes, was replaced by another approach called Communicative language teaching in 1970s and 1980s.

Starting from this time, as Howatt (1984) points out, the focus turns to meaning rather than forms or grammar rules as it is believed that it is meaning which derives language acquisition and development. Though it is not easily adopted in practical teaching situations, in schools, which are test - oriented and teacher-centered, communicative language teaching is largely treated as the most effective approach due to its ability to support teaching for communicative ability. Richards and Rodgers (2001) indicate that the aim of Communicative Language Teaching is 'to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication'. Larsen - Freeman (1986:131) explains that 'Communicative competence involves being able to use the language appropriate to a given social context'.

But, it does not mean that teaching and learning of grammar rules or forms is totally ignored in this approach. In the communicative competence model, which is the underlying theory of CLT, the purpose of learning grammar is to learn the language of which grammar is a part. The model, as it is stated by Byrd (1998) on the web page, recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the

language. Instructors, therefore, teach students the grammar they need to know to accomplish defined communicative tasks.

According to Harmer (1991), the main goal of teaching grammar should be to ensure that students are communicatively efficient with the grammar they have at their level. Sentences which perform functions are made up of grammatical elements. Although creating a good grammar rule is extremely difficult, violating grammar rules too carelessly leads to communication breakdown. Harmer (1991) states that without knowledge of grammar, we would not be able to string words together in any meaningful way and the relationship between the words would be impenetrable. According to the writer, grammar knowledge includes knowing how to recognize structures when spoken, how to identify when written, how to understand in context, and how to produce meaningful sentences.

Like wise, noting the close interrelationship between form and meaning Nunan (1989:10) says “we use different grammatical forms to signal difference of meaning”. He claims, “Good oral grammar should be both meaningful and communicative.” He added that at present, language is learned primarily for communication, but we need to have a grammatical base as well. Besides, according to Littlewood (1981), one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into more fully communicative view.

Advocators of the communicative approach such as Larsen-Freeman (1986) Nuttal (1989), Fortune (1992) and Cunningsworth (1995) say that effective grammar tasks in a communicative approach to second language teaching and learning need to have natural features such as integration of language skills, authenticity and variety of contexts, information gaps and creative use of language.

2.3. Authenticity and Variety of Contexts for the Teaching and Learning of Grammar

What is presently believed to be better to language teaching and what is advocated by CLT supporters is exposing students to the real discourse, i.e. what native speakers use. Supporting this, Littlewood in Brumfit and Carter (1986:172) states,

A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom especially one outside the community of native speakers is isolated from the context of events and situation which provide natural language.

As such, communicative approach to second language teaching and learning calls for authentic materials that create favorable environment for students to exercise the target language items in real situation.

Lee (1995:323) says, “A text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purposes, where the writer has a certain message to pass on to the reader”. According to Lee (1995) authentic text is useful for students to develop their linguistic and communicative competences and make them aware of the conventions of communication. It enables learners to transfer what they learn in the classroom to the real life situation. Thus, students will be able to use appropriate communicative styles in different contexts. Accordingly, Widdowson (1996:68) states:

...if you are going to teach real English as it functions in contextually appropriate ways, other than a collection of linguistic forms in contrived classroom situation, then you need to refer to how people have the language as an L1 actually and put it in to communicative use.

Larsen – Freeman (1986) indicates that using authentic materials in the classroom considering the level of the students makes learners feel that they are learning a target language as it is used outside the classroom. These

materials are also highly useful to present grammatical points. They can be used as contexts to present grammar implicitly and enable students to contextualize and internalize them quickly. In support of this, Nunan and Miller (1995) note that teaching grammar in isolation may provide good readers and listeners, but without guided exposure to authentic language samples students may be less able to reach their goal of using the language.

Authentic materials to teach grammar rules may help students remember the grammatical constructions better and give them a sense of how the construct can be used in various contexts. Though, as Nolasco and Arthur (1988) states, there are different authentic materials such as films, news broadcasts, television shows, magazines, newspapers, restaurant menus which expose students to examples of natural language rather than materials which have been written for language teaching purposes, in this study the use of literary texts as authentic materials is highly emphasized.

2.4. The concept of Literature

Many scholars state that to have a clear definition of literature is very difficult. And because of this different scholars tried to define it in the way they feel it. Lazar (1993:5) attempts to show this by saying, "...defining literature is not an easy task, and that there is considerable controversy among literary theorists and critics as to how this can be done." And related to this, on the web page (<http://www.und.nodak.edu/dept/linguistics/wp/1997.htm>) Meyer (1997) states that understanding exactly what literature is has always been a challenging, and pinning down a definition has proven to be quite difficult.

Literature, as Holden (1981) defines, is a quintessential language content and it is possibly the only text written for the primary purpose of reading enjoyment. Moreover, as Talif (1992) states, literature is sometimes regarded as any form of art that involves communication of some type of meaning through a particular medium.

According to Cox (1991) and West (1994), literature refers to a body of written texts produced by a culture and highly values within that culture over a period of time as part of its literary heritage. With respect to this, Hedge (2000:38) indicates that 'it is commonplace for materials published in a particular English speaking culture to use that culture as a setting for stories and dialogues. One of the reasons often given for this is the link between language and culture'. Thus, English literature, in schools and colleges includes selected works of English Writers such as Shakespeare, Wordsworth, Shelly, Charles Dickens and many others. Reading the texts of these writers is considered as important part of English culture as well as literary development. It can be especially valuable in generating intellectual growth, aesthetic appreciation, and an understanding of how the experiences of people in the past and present can be represented.

Literature, as perceived by different scholars, uses language which is different from the real discourse. In relation to this, Lazar (1993) writes that literature constitutes certain kinds of linguistic features which are considered to be predominant in literary texts. Such features include metaphor, similies, assonance, alliteration, repetitions of phrases or words, unusual syntactic pattern, double or multiple meaning of a word, poeticism, mixing of styles or registers etc.

Nevertheless, according to the writer, these features can be found in other forms of discourse as metaphors and similies are used in every day colloquial speech and as assonances and alliterations can be found in children's rhymes and advertising jingle. Literary language is, therefore, not completely separate from other forms of language. This obviously has some implication for the use of literature in language classroom.

2.5. The Role of Literature in Language Teaching and Learning

Many scholars like Widdowson (1975), Brumfit and Carter (1986), Hill (1986), Salih (1986), Collie and Slater (1987) and Lazar (1993) take literatures as a powerful tool to the teaching and learning of language aspects. For instance, Salih (1986) states that teaching language through literature enables students develop all language skills. Salih (1986:25) says “In literature courses students exercise or practice all of the skills, they are required to listen to what an instructor is saying, they must jot down notes, they often ask or answer questions, and they are frequently required to read passages relevant to the deal under consideration”.

However, as it is stated in Brumfit and Carter (1986:191) there are some scholars who discount the value of using literature in language teaching and learning stating different arguments. So, before moving to discuss its role in language learning widely, it is necessary to review the arguments against using literature in language teaching and resolve them.

The arguments are first, literature fails to make a significant contribution to the goal of teaching grammar of the language since literature uses language in a complex and unique way. Second, the study of literature will contribute nothing to helping students meet their academic or occupational goal. Third, the presence of a particular cultural perspective in literature could create difficulties for the students at a conceptual level. Fourth, language of literature is somewhat different from the normal or the common use of language especially the language of poetry.

Let us address these arguments. The first argument that literature due to its complex and unique use of language fails to contribute to teaching grammar, which remains one of the main goal of language teaching found to be weak argument. As Widdowson (1975), Collie and Slater (1987) and Lazar (1993)

mention the use of literature in fact encourages language acquisition and expands students' language awareness for the following reasons:

- Literature stimulates language acquisition by providing contexts for processing and interpreting new language
- Literature supplements the restricted input of the classroom
- Listening to recorded literary texts exposes students to new language
- Rich in multiple levels of meaning, literature provides students with a frame work for sharing their feelings and opinions
- Literature could promote an elementary grasp of English to internalize vocabulary and grammar pattern.

Similarly, Brumfit and Carter (1986) claim that we all have the objective of developing our students' awareness of the structure of the language. According to Widdowson (1978), there are two levels of linguistic knowledge. The first level is the level of usage and the next, the level of use. Widdowson (1978) defines usage as knowledge of linguistic rules, and use as knowing how to use the rules for effective communication. Then the question of the writer is whether literature does have any contribution to either of one or not. Though literature has always been associated with the teaching of language usage, we cannot disregard the advantages of using literature to teach language use since it presents language in discourse in which the parameter of the setting and the relationships are well defined.

The second argument against using literature is that it will contribute nothing towards promoting the students academic or professional goal. However, it is clear that literature by fostering an overall increase in reading proficiency, may well contribute to the goals. Widdowson (1975) regards reading as a reaction to a text and as a dynamic interaction between writer and reader mediated thought a text. This perspective of reading as interaction presupposes that a reader is willing to interact with a particular text. Therefore, by developing

reading proficiency, literature can contribute to students academic and occupational objectives.

The third argument objects to literary texts that have a particular cultural perspective which, according to the scholars who raised this argument, could pose difficulties for the reader at a conceptual level. McKay in Brumfit and Carter (1986) counterargued that if students are there to read a foreign culture literature, they would increase their understanding of that culture and develop their own imaginative power and promote greater tolerance of cultural differences. Brumfit and Cater (1986) claim that English is now used as first, second and foreign language. Hence, different literary texts in English are written by different authors who do have different culture. So, by exposing our students to interact with these texts, we are asking them to think about the cultures from which literature in English is written.

Finally, critics of the use of literature object to literary texts which use the uncommon use of language somewhat different from the normal language. This argument specially attacks the language of poetry. However, according to Widdowson (1975) what should be really considered is that whether the original and the unconventional uses of language are obviously going to confuse the learners. What Widdowson (1975) suggests for such problems is, before disregarding literature for its inappropriate use of language, teachers may ask students to explore such sophisticated uses of language. And by doing so they are encouraging them to think about the norms of language use. If students are exposed to such kind of unconventional language uses, they will become more sensitive to some of the overall features of English. Students could be asked to identify in what way the expression is unusual and to contrast it with normal or common used one. Then, students will be able to reach to some kind of conclusion about the stylistic effect conveyed by the language and the meaning of the literary text.

In general, the above counterarguments are somewhat convincing to conclude that because of its several benefits, literature plays a pivotal role in the teaching and learning of language.

2.6. Benefits of Using Literature in Language Classrooms/ In the Teaching and Learning of Grammar

The following are some of the benefits of using literary texts in language teaching and learning as suggested by different scholars.

- **It enables students to internalize the new language item and reinforce points previously learned.** It is to mean that According to Brumfit and Carter (1986), when people learn their native language they are not taught the grammar rules of their language but they simply dig out how language works from what they frequently hear. Thus, for foreign learners to internalize the grammar of the language from different contexts, they must be given sufficient authentic and understandable materials what Krashen calls comprehensible input (Krahsen 1985). with regard to this, Inkrist, Spender and Grefory (1964) in Brumfit and Carter (1986) claim : “ A study of a variety of texts will provide a short cut to the extensive experience of linguistic items in context that native speakers acquire by direct exposure.” Lazar (1993) also states that literature provides appropriate way in order to stimulate learners to acquire a new language since it provides meaningful and memorable contexts for processing and interpreting new language.
- **It enables students to be highly motivated.** It is well know that motivation in language teaching is a vital component. And many scholars said a lot regarding motivation. For instance, Wilhelm and Humboldt in Hill (1986:9) state, “We cannot teach language, we can only create conditions under which it can be learned.” Thus literature is one which provides pleasure by engaging the emotion of the students. Mckay (1982) in Brumfit and Carter (1986) states that because literature provides

pleasure and enjoyment, the subject can increase the students' motivation to interact with a text. According to Lazar (1993), if the materials are carefully chosen students will be motivated thinking that what they do in the classroom is relevant and meaningful to their own lives.

- **Literature can be used as a genuine context.** As Hill (1986) asserts, teaching particular language points by using isolated sentences prevents the learners from making any analysis on the basis of context. For students to be able to remember structures and words they need a meaningful context to work from and to which they can relate what they learn. In relation to this, Collie and Slater (1987) confirm that literature is authentic material in that, works of literature are not prepared or written for the purpose of language teaching. As such, when incorporating literature in teaching language, learners can be exposed to language that is genuine and will be able to cope with language intended for native speakers. They will also be familiar with different linguistic rules and forms.
- **Literature can provide students with access to the culture of the people whose language they are studying** (Lazar, 1993:16). According to him literature provides students to contextualize how a member of a particular society behaves or reacts in specific situation. Further more, reading literature according to Carter and Long (1991:2) make learners to understand, appreciate and respect different cultures. In support of this Ibsen (1990:2) states, "The best way to learn about a country's culture is to stay in that country. The second best way to find out how other people live and think is through literature."
- **Literature provides language enrichment.** Collie and Slater (1987) state that literature provides a rich context in which individual lexical and syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many

features of the written language - the functions and formations of sentences, the variety of possible structures, the different ways of connecting ideas which broaden and enrich their own writing skills. Students reading literary texts will be able to infer from linguistic clues and deduce meaning from context. Further more, as Lazar (1993) points out, literature also expands the students' language awareness in that, being exposed to forms somewhat different from the normal discourse, they will become aware to some of the overall features of English.

2.7. Literary Texts for Teaching Grammar

2.7.1. Poetry

*Poetry is the breath and finer spirit of all knowledge;
poetry is the first and last of all knowledge, it is as
immortal as the heart of man. (Wordsworth)*

A poem, as stated on the web page (<http://en.wikipedia.org/wiki/Poetry>), is commonly defined as a composition written in verse. Poems rely heavily on imagery, precise word choice and metaphor. They may take the form of measures consisting of patterns of stresses or of patterns of different length syllables; and they may or may not utilize rhyme. Typically, though poetry as a form of literature makes some significant use of the formal properties of the word it uses - the properties attached to the written or spoken form of the words, rather than to their meanings. In addition, Coleridge, on the web page, defines poetry as the 'best words' in the 'best order' and learners will be aware of the importance of the order, arrangement or even the rhyme and rhythm.

Cass (1984) states that a carefully selected poem of a suitable length, with an interesting theme as well as emphasis on the vital areas of stress, rhythm and similarities of sound can serve not only as language learning but also as a source of enjoyment for both teacher and learners. Besides, Collie and Slater (1987:226) point out that "Reading poetry enables the learner to experience the

power of language outside the strait-jacket of more standard written sentences, structure and lexis.”

Using poetry in teaching grammar has got several benefits to ESL/ EFL classrooms. With regard to this, Clece-Murcia and Hilles (1988:122) claim that poetry is an interesting way to contextualize grammar lesson. This is because poems are the reflection of cultural value and moral beliefs of the society. Further more, some poems have the nature of repeating particular item and this repetition makes easy to internalize the structure (Ibid). They state the idea in the following way:

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

Besides, once a poem has been learned it stays in the minds of the students for long time with all the rhythms, grammatical features, and vocabulary. In general, poems have enormous linguistic values as they provide authenticity and cultural views.

Though poetry has got different benefits to teaching grammar some difficulties might be created because of failure to select appropriate poems which are syntactically and thematically appropriate to the level, age, and interests of the students. The three main barriers that may involve when using poetry as to Povey cited in Celce- Murcia and Hilles (1988) are linguistic difficulties such as problems caused by the syntax or the lexicon of the poem, cultural difficulties like imagery, tone, allusion and intellectual level i.e. the intellectual level and the maturity of the students to understand the theme of the poem. However, by removing or minimizing such problems poetry can be used as appropriate authentic context for foreign /second language learners.

2.7.2. Short Story

Short story, according to the web page (<http://en.wikipedia.org/wiki/short-story>) is a form of short fiction/ non fictional narrative prose. Short stories tend to be more concise and to the point than longer works of fictions such as novels. In grammar teaching, story is also highly used. It is known that students naturally love stories. They will listen to the same story over and over again. Stories can provide the basis for effective communicative activities in a language classes as they are remembered long after the lesson is over. As a result stories can be used as convenient and natural grammar teaching tool. According to Celce-Murcia and Hilles (1988), they not only motivate the learners to participate in various activities that promote language learning but they also stir the learners' imagination.

As Celce-Murcia and Hilles (1988) state, stories can be used for both eliciting and illustrating grammar rules. Here, the former employs inductive reasoning, while the later requires deductive thought. As these writers mention, there are two approaches which are useful in teaching grammar though they do have different uses. When we say stories can be used for inductive reasoning, this implies that students first will be given a certain kind of story and from the story they infer the rules or generalization. However, for deductive thought, first students are given rules and then they will be asked to apply those rules to the story given by the teacher as an example.

According to Celce-Murcia and Hilles (1988), if stories are selected with the interest of the class in mind, are told with a high degree of energy and involve students, grammar points can be contextualized. A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that no other technique can. The other point here is that in order to teach our students the intended grammar rules, story should not be too long which lead students fed up and be tired with what they are reading or listening.

2.7.3. Drama

A play or drama offers another classical literary form that has continued to evolve over the years. It generally comprises chiefly dialogue between characters and usually aims at dramatic performance rather than at reading. Holden (1981) defines drama as, “any activity which asks the participant to portray himself in an imaginary situation or to portray another person in an imaginary situation.” Drama is, thus, concerned with the world of ‘let’s pretend.’ Since drama is used in the language classroom and not on a stage, drama in this paper refers to informal drama. The participants in the drama activities are thus learners not actors.

Drama is one of the literary forms which can be used as a communicative activity in language classroom. According to Redington (1984) the basic idea of using drama in language classes was the realization that the need to play is an important developmental process in a child. Dougill (1987) says that the value of drama as educational tool consists of fostering the social, intellectual and linguistic development of the students. According to him, for the students to use the language in and outside the class, drama is a unique teaching tool. Students can get an opportunity to use the language in operation which is absent in a conventional language class. Students will be encouraged to internalize grammatical points not in isolated sentence but in a meaningful context (discourse). As a result, second language acquisition becomes internalized as a direct result of placing the learners in situation that seem real.

Besides, since drama activity forces the students to use their language resources, it enhances their linguistic abilities. The other contribution of drama for the students in learning grammatical points is that it encourages them to practice the rules they have learnt in a relaxed way. It highly motivates students to internalize those grammar rules. Sometimes, according to Celce – Mucia and Hilles (1988), when it is difficult for teachers to identify which

structures have been internalized by the students, dramatic activities are useful tools in pinpointing which structures need to be reviewed and practiced. To add more, it encourages student – centered approach since the participants are learners themselves.

Dougill (1987) also states that drama activities provide opportunities for teachers to understand the thoughts and feelings of the students as they express themselves in the drama activities. And from the constant feedback provided by the activities, the teachers can plan better strategies for more effective learning and teaching.

Generally, it can be said that the use of drama and drama activities in TESL/TEFL do adhere to the principles of the communicative approach since one of the aims, as it is in the communicative approach is for the learner to achieve communicative competence. It is the hope for the advocators of the dramatic techniques, that the learner will become more imaginative creative and sensitive as he/she becomes more self – confident in the process of learning English as a second/foreign language.

2.8. Selecting Literary Texts

As discussed earlier, using literature in language classroom has got several benefits. But the question is, 'Could teachers use any kind of literature in language classrooms?' Gwin (1990) says that selection of appropriate literary text for particular group of students is the first problem that the teacher faces. Similarly, Rosenblatt (1979) in Brumfit and Carter (1986:194) also states, “Our success in using literature, of course, greatly depends up on a selection of texts which will not be too difficult on either a linguistic or conceptual level.” It is, directly, to mean that unless teachers select literary texts, they will not be able to teach what they have intended to teach rather they will be confusing their students.

According to Collie and Slater (1987:6), the literary texts that teachers need to read with their students should be selected taking their students' age, level, needs, cultural background, language level and the goals of the course in to consideration. Regarding students' level, for example, stylistically or linguistically complicated or difficult texts may be more suitable materials for higher levels than for lower levels. Hill (1986:14) states "If students have to struggle with extremely difficult vocabulary, sentences and structures they will neither understand the text nor enjoy reading it." However, when we say this, it does not mean that the readings must be too simple for the students to understand every word that they read. With regard to this idea, Gwin (1990:10), using Krashen's terminology, states, "We need to expose students to language at the level of $i + 1$ ".

Besides, with respect to interest of the students, if the literary texts cannot stimulate the students' interest, students would not be able to discuss and relate what they have read (learnt) to their experience. The students' cultural background should also be taken in to consideration when selecting literary texts. According to Lazar (1993), teachers should know how far the students' cultural background will help or hinder their understanding of a text. The other important point in selecting literary texts as mentioned in Lazar (1993) is considering the length of the texts. If the texts are too long it would be difficult to maintain students' interest and what is intended to be taught will be lost.

In order to select literary texts that can match particular group of learners what Collie and Slater (1987:7) firstly suggest is that to use questionnaires on interests of the students. And secondly, to give the learners brief summary of three or four possibilities and let them choose what they find interesting. Moreover, what Basturkmen (1990) advises teachers in the selection process is, to select the work by seeing it through the eyes of the students.

2.9. Phases of good Grammar Lesson

As to Celce-Murcia and Hilles (1988) and Venkateswaren (1995) a good grammar lesson includes the following stages:

2.9.1. Presentation

When presenting a new grammar a teacher may use either deductive or inductive approach. According to Clece-Murcia and Hilles (1988), when practicing an inductive approach, students would be presented the language sample for example, some kind of advertisement. Then they would be encouraged to make their own observation about for example, the form of mass and count nouns. Here, the teacher is there to listen to their observation and to summarize by generalizing about the issues (grammar point). On the other hand, when practicing a deductive approach according to Celce – Murica and Hilles (1988), it is the teacher who presents the generalization and then asks students to apply it to the language sample.

With regard to this issue, Ur (2001) states that presenting and explaining a foreign language grammatical structure to a class of learners is difficult. The most frequent reasons he raises are first, to understand what is involved in knowing the structure and second, how to present examples and formulate explanations that will clearly convey the necessary information.

As pointed out by Venkateswaran (1995), the techniques and recourses that can be used during this phase should be selected according to teachers' strength, students' preference and the nature of the structure. Songs, authentic texts (like newspaper, articles, and literary texts) relia and charts can be mentioned as techniques or resources which can be used for introducing grammar points.

2.9.2. Focused Practice

Here, as we can understand from the expression, learners are there to practice the focused structure rather than other practices. As Clece- Murcia and Hilles (1988) state, all other variables are held constant when learners manipulate the structure in question since the purpose of this step is to allow students to gain control of the form. Here, the teacher is strongly advised not to proceed to the next phase until most students have mastered the form of the structure.

2.9.3. Communicative Practice

Venkateswaren (1995) states that in this phase, so as to practice the target structure the learners are engaged in different communicative activities. And there is less control over grammatical structure as it is in the practice phase. Johnson and Marrow (1981) cited in Venkateswaren (1995) have pointed out three features that an exercise during this phase incorporates so as to be more communicative.

- **Information Gap**- When doing the activity there should be information gap between the communicators. It means that one participant should be in a position to tell one or more people something that they do not know yet.
- **Choice** – The learners should be in a position to decide what they will say and how they will say it out by themselves.
- **Feedback** - What the speaker say to the person he is speaking with depends on what the person says and on what the speaker wants to accomplish via the conversation.

2.9.4. Feedback and correction

Clece –Murcia and Hilles (1988) states that though this is usually considered as a final step, it should take place throughout the lessons and a teacher's correction and feedback strategy varies according to each phase of the lesson. For example, during the second phase (Focused practice) correction should be

straight forward and immediate so as to let students manipulate the correct structure. Here, there might not be any kind of interruption. During the 3rd part, however, communication should not be interrupted. So, the teacher should take note of errors and deal with them after the communication exercises.

CHAPTER THREE

Methodology

In this chapter, the methodology of the research is discussed. The description of the research population is given in terms of sampling. How the experiment was done is also tried to be discussed. Moreover, a brief account is also made of procedures used during the experimental period and the instruments used to collect data.

3.1. Sampling

3.1.1. Sampling of the School

Among the governmental elementary schools found in Addis Ababa, Ethiopia Tikidem No. 2 Primary School is chosen for the research work as the researcher had easy access to get the necessary help and cooperation whenever needed which might otherwise be difficult.

3.1.2. Sampling of the Subjects

For the experiment, a sample of grade 7 was taken. In the selected school, there were three grade 7 sections – ‘7A’, ‘7B’, and ‘7C’. There was only one English teacher for these sections. A lot was casted and sections ‘7A’ and ‘7B’ were selected for the study. The sections had 35 students each with ages ranging from 11 to 17. Again, using lottery method, section ‘7B’ was chosen to be an experimental group which got the treatment or the program and section ‘7A’ to be control group which did not get the program. And the study dealt in investigating whether there would be any difference between the test results of the two groups after the treatment.

A pre – test was not required for this design. Of course, usually pre- test is included in the study in order to determine whether the two groups (EG and CG) are comparable prior to the program. But, because the researcher used random assignment it was assumed that the two groups were probabilistically equivalent to begin with and the pretest was not required.

3.2. The Experiment

3.2.1. The Control Group and the Experimental Group

Both the control group and the experimental group were taught specific grammar rule (past continuous) by the same teacher with different techniques. The teacher was the researcher herself since it is the researcher who knows the purpose of the study well. The groups were presented the grammar rule four about four consecutive weeks (20 days) at the rate of five periods per week during their normal periods.

The control group was taught through the standard or usual procedure as it is in the textbook of grade 7. The students also followed the exercise in their textbook. Since there was only one exercise incorporated in the textbook, the researcher together with the classroom teacher tried to prepare some additional exercises or activities for practicing the target structure (See Appendix A). The exercises or the activities were like most of the exercises found in the textbook. It was in order to balance the experimental period that these additional exercises were needed to be prepared to the control group.

For the experimental group, two different short stories and one poem with exercises and activities were selected and prepared based on the level and background of the students and the objective of the lesson. The materials were selected with the help of the classroom teacher of the school (See Appendix B).

3.2.2. The Grammar Point Taught

The grammar point which was presented to both groups was past continuous. It is selected for the experiment because for one thing, it is one of the grammar points found in grade seven English textbook which the regular English classroom teacher didn't present to the students until the beginning of the experiment. The other thing is that most of the time, students are observed having serious problem in distinguishing the use of past continuous and

simple past tense. Therefore, past continuous was felt to be appropriate for testing the use of literary texts in teaching grammar.

As such, though the techniques used in both groups were different, the form of past continuous, how to make questions in past continuous, how to construct negative past continuous sentences and some time markers which usually take past continuous were presented. Furthermore, the function of the past continuous was also tried to be presented.

As can be seen from 'Appendix B' the experimental group was taught the above mentioned aspects of past continuous through short stories like 'The Wisdom of Solomon' and poem, 'The Dog and the Meat'. For students to practice what they have learnt, some exercises and activities which were prepared by the researcher were given. However, the control group was taught through the exercise taken from their textbook and some more from the researcher (Refer Appendix A).

3.2.3. The Classroom Teaching Procedure

3.2.3.1. The Control Group

The teaching materials used to teach the students in the control group were taken from the textbook. They were used as they are presented in the textbook. Further more, some exercises prepared by the researcher were given to the students.

The following procedures were practiced in presenting the target structure to the control group.

- The students were helped to do the exercise found in their textbook (Exercise 2.5.3 on page 18). In the textbook there was only one exercise which required students to bring some photos of their own or their family which show activities or actions in the past. And students, being given some questions to start with, were asked to tell their group about the photo, the people in it and the place and that was all (See Appendix A).

Here, what should be considered is that doing only this exercise, could not help students get any opportunity to see the form as well as the function of past continuous in different contexts.

- The students were helped to do some more exercises prepared by the researcher. And most of the exercises required the students to change the verbs put in the bracket in to their correct forms (See Appendix A).

3.2.3.2. The Experimental Group

Teaching materials for the experimental group on past continuous were prepared with classroom activities and exercises (See Appendix B). Different short stories and poem for teaching past continuous were selected based on the level and background of the students from different books and internet. In order to make materials suit with the students' level and background, information was shared with their classroom teacher. Attempts were made to make the materials reflect the basic principles of language teaching methodology.

In the teaching of past continuous through different literary texts (short stories and poem) the following points were tried to be practiced. In the experimental group the procedures used by the teacher followed the ideas suggested by Celce- Murcia and Hilles (1988) and Venkateswaran (1995).

- Students were given the short stories and the poem and helped to understand the contents of the texts asking different questions before, during and after reading. Before reading the texts, students were also given the meanings of some words which were assumed to be difficult to them. This step, as Celce - Murcia and Hilles (1988), makes texts, especially poems, less complex and turns them in to useful contexts for the practice of grammar.
- Sentences which were in past continuous were written on the black board and the form which is meant to express past continuous was elicited explicitly on the board i.e. was/were + present participle.

Moreover, through the literary texts ('The Mexican and the Bicycle' and 'The Dog and the Meat') they were also introduced some time markers which can be used in past continuous parts of sentences.

- Students were required to do different grammar focused practices (in pairs and groups) to practice the form of the target structure (See Appendix B) and some more communicative activities. Regarding this step, Clece – Murcia and Hilles (1988:58) state,

Once the teacher has told the stories and elicited the context and rules, the presentation, the first phase of the grammar lesson, is finished. The class should then be ready to go on to structured exercises followed by communicative exercises.

As such, the activities have been successfully tried out in the class in order to test the workability of teaching grammar through literary texts.

- Feedback and corrections were also given during each step so as to let students manipulate the correct structure. When students were doing communicative activities, feedback and corrections were tried to be given after them.

3.3. Data Collection Instruments

So as to address the objectives of the study, in the data collection process a test was designed to collect quantitative data. Moreover, observation and questionnaire for the experimental group were employed.

3.3.1. Evaluation/Test

After the four weeks of the experiment, it was necessary to evaluate the students of both groups in order to see if the newly implemented teaching technique is more effective in teaching grammar than the usual way of teaching grammar as in the textbook. As such, achievement test was administered as a means used to find out how much the students in the two groups have learnt from what has been taught.

Since the area of assessment was to know which group was able to know the form and function of past continuous, the test was prepared to cover such an issue. The test was prepared on the basis of specific objectives and made to include four types of questions as can be seen from 'Appendix C'. A test was prepared and first administered to sample students to make some appropriate changes . After making the necessary changes in the test items, the test was given to all the subjects. The test papers were corrected by the researcher herself.

3.3.2. Observation

The researcher also used observation as an instrument for data collection so that she would be able to compare how the two groups reacted towards the teaching learning process and see their interest towards learning grammar through literature. It was done by an observer having a check list as can be seen from 'Appendix E'. Besides what the researcher observed during the teaching learning process is included in this study.

3.3.3. Questionnaire

Since the main objective of this study is to investigate the effectiveness of using literary texts in teaching grammar, having the students' opinion/reaction towards learning grammar through literature found to be important. Because of this, questionnaire only for the experimental group was administered. It was distributed after the experiment was accomplished. The questionnaire was designed by the researcher based on the literature review. So as to help the students understand what they were asked better and to get relevant information the questionnaire was prepared in Amharic. And the questions were structured and sequenced from general to specific for getting specific information directly relevant to the study. Further more, the researcher tried to elaborate the questions orally while the students were filling the questionnaire.

As can be seen from 'Appendix F', the questionnaire had two parts. Part 'I' required the students to reflect their opinion regarding the technique their regular classroom teacher uses in the classroom when teaching grammar and part 'II' was to ask the students to reflect their feeling about the four weeks experiment and some related issues.

CHAPTER FOUR

Results and Discussion

In this chapter, the post-test results of the students, the responses of the students to the questionnaire along with the observation are analyzed to see the effectiveness of using literary text in teaching grammar.

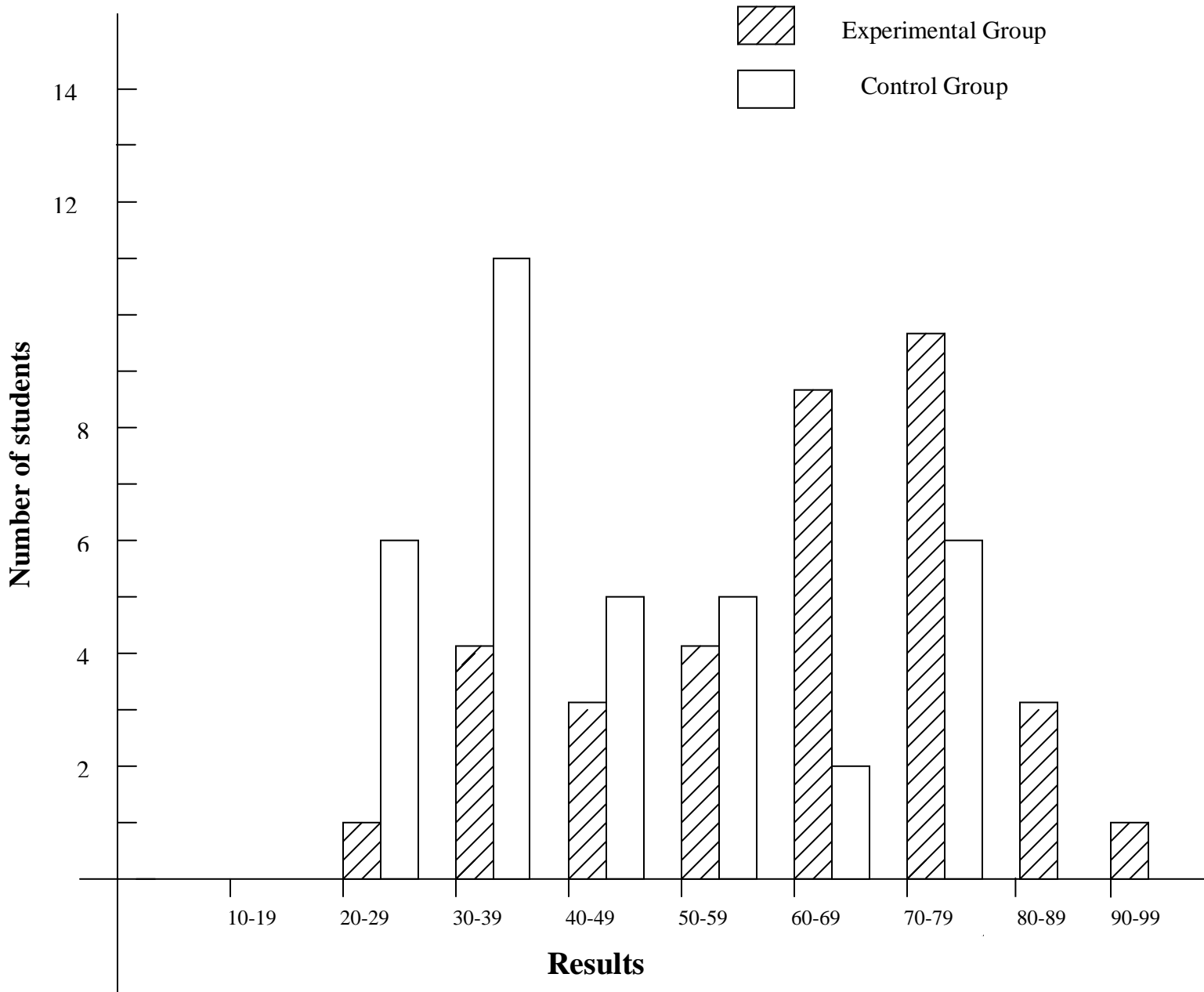
4.1. Results

4.1.1 Results of the Post - test

The experimental group and the control group which were taught by the same teacher with different techniques were given the same test which consisted of 20 questions after the treatment. The post - test results of the experimental group and the control group are shown in percentages in Appendix D. The average score of the experimental group is 60.14 while that of the control group is 44.29. The average scores show that the experimental group performed better than the control group. This analysis helped the researcher to conclude that literary texts used in teaching the target structure somewhat supported students in the experimental group to perform better than the students in the control group.

In chapter three, it was mentioned that the two groups were selected randomly assuming that both groups were probabilistically equivalent to begin with. Consequently, it could be very safe to say that such variation in the post - test results of the two groups is because of the treatment they were exposed to.

Graphical Representation of the Post - test Results of the Two Groups.



So as to compare the post - test results of the two groups (EG and CG) in relation to the number of the students easily, the above bar - graph is used. As can be seen from the bar - graph, most of the students in the experimental group (25) scored marks between 50% and 90% while in the control group most of the students (27) obtained marks between 20% and 60%. This shows that as opposed to the students in the control group, most of the students in the experimental group (26) scored marks above 50%. And this, by implication, means that the performance of most of the students in the experimental group is better than that of the control group.

Table 1: Comparison of the Experimental Group and the Control Group in Question Types Average Scores of the Post - test.

No	Question Types	Group	Average Scores (%)
1	Multiple Choice	EG	62
		CG	50
2	Constructing sentences	EG	50
		CG	42.5
3	Completing dialogue	EG	67
		CG	36
4	Completing a story	EG	65
		CG	45.5

The above data indicates that in all question types (1, 2, 3, and 4) the experimental group performed better than the control group. Relatively, in question type '2' the difference between the averages scores of the two groups does not seem that much significant. Thus, we can say that both groups performed almost the same. Nevertheless, from overall observation, the data shows that the students in the experimental group were somewhat able to

know not only the form of past continuous but also its use/function in different contexts. Especially, great difference is observed in the question types '3' and '4' where the average scores of the study group are 67 and 65 and that of the control group are 36 and 45.5 respectively.

The question types '3' and '4' required the students to give answers based on the contexts they were given. Students were expected to use their knowledge of the target structure accurately and meaningfully. As stated in chapter three, students in the experimental group were presented the target structure using different literary texts so that students would be able to internalize and contextualize the form and use of the structure. And because of this, the students in the experimental group were found to be better in their performance, especially in the two question types, than the control group.

4.1.2. Significance Testing

In order to assess whether the post - test average scores of the two groups (EG and CG) are statistically different from each other the t -test was used and the following results were found.

Table 2: T - test for the Equality of Means

Groups	No.	\bar{X}	SD	\bar{X} difference	t- value	Sig.
EG	35	60.14	17.383	15.857	3.818	.000
CG	35	44.29	17.369			

The above table shows that the computed mean of the experimental group is greater than that of the control group. And that is why the t-value is positive (3.818). As in most social research, the significance was tested setting the alpha level (risk level) at 0.05. As such, the test indicates that the difference between the post- test average scores of the two groups is statistically significant. Which, in other words, means that the performance of the EG is

much better than the CG. Therefore, it can be concluded that there is a significant difference between the effectiveness of teaching grammar through literary texts and the effectiveness of teaching grammar through the normal/usual procedure as in the English textbook of 7th grade students.

4.1.3. Classroom Observation

The observer used a checklist which was prepared by the researcher (See Appendix D). Here is the summary of what the observer reported.

According to the classroom observation, most of the students in the experimental group were quite motivated to learn the lessons. Most of the students showed a kind of involvement. Thus, there was high participation. They were observed asking questions about the contents of the stories and the poem and the target structure used in the texts. Most of the students seemed to be very happy when reading the stories and the poem. They were eager to find out the form of the grammar they have been taught and how it is used in the texts. Moreover, it was also observed that they were eager to see what the teacher would bring next time.

Where as, the motivation and involvement of most of the students in the control group, as observed, began to decrease from time to time. Most of the students were observed disturbing the class, like talking with their friends about some other issues, sleeping in the class, doing other things and etc. Generally, they were observed being bored and fed up with the learning of the structure.

4.1.4. Questionnaire Summary

At the end of the experiment, questionnaire was distributed to the experimental group to reflect their feeling and opinions about the experimental teaching and their previous experience (Refer 'Appendix F' for the questionnaire and 'Appendix G' for their responses to the questionnaire). The collected data indicated the following:

- All the students (100%) said that their regular English teacher teaches them the grammar points found in their textbook. This implies that the teacher does not ignore the teaching of grammar.
- Most of the students (74.3%) indicated that their English teacher mostly uses deductive method in order to introduce certain grammar point. Though he teaches them every grammar point found in the textbook, what he usually does in presenting grammar rules is giving explanations about the rules and then help students do exercises.
- All the students (100%) said that their regular English teacher has never used literary texts in the classroom to present any grammar point.
- Almost all of the students (94.3%) said that the grammar lessons, during the experimental periods were to a great extent enjoyable and motivating.
- Most of the students (80%) said that the grammar lessons helped them to know the form and the use of the target structure well.
- Most of the students (68.6%) also said that learning grammar through literature helped them to use the target structure in their speech and writing.
- Most of the students (82.9%) did not deny that they faced problems while learning the target grammar through literary texts. And among the problems, as they (82.8%) stated, difficulty of words and lack of experience were found to be the most common ones. Here, it does not mean that because they faced problems during learning grammar through literature, they did not learn the target structure successfully. Obviously, as they were not familiar with reading literary texts, they should face such problems. And these challenges rather made them to be more motivated.
- Almost all of the students (94.3%) liked the way of teaching grammar used in the experiment more than the way used in their regular English classes and mentioned that it will be very great if their regular teacher brings different literary texts into the classroom to present grammar.

4.2. Discussion

The data obtained from the post – test results of the two groups showed that there was a significant difference between the average scores of the experimental group and that of the control group indicating that the former (EG) performed better than the later (CG). Moreover, the general overview of the response of the students in the questionnaire and observation report indicated that learning grammar through literary texts is more effective than the usual method. However, the question which could be raised is, “Could not there be other factors which might be taken as responsible for the difference observed between the two groups?”

Of course, as stated in the study made by Geremew Semu (1994) at Addis Ababa University, factors, like the students' attitude, motivation, learning experience, background knowledge of the target language, the teacher, the teaching learning techniques and the interference of L₁ to L₂ might be taken as responsible factors for such differences. And this study, like any other studies made on teaching techniques, could be open to the effects of the stated factors. Nevertheless, it can surely be concluded that the difference between teaching techniques was responsible to bring about significant difference in the results obtained by the two groups and determine the reactions of the students. Therefore, the following points are tried to be discussed in order to address how the teaching techniques, other than the mentioned factors, influenced the achievement of the two groups.

To start with the teacher, since there was only one teacher (the researcher herself) involved in the experiment to teach two different groups using two different techniques, the teacher cannot be taken as variable factor in this study. With regard to the mother tongue interference, because the sections were selected randomly and all students in each section were participated in the study, their L₁ cannot be an influential factor in this experiment.

The significant difference in the results of the EG and CG could not also be influenced because of the student's previous learning experience, background knowledge of the target language, the students' motivation and attitude. It is because that most of the students had been exposed to the English language for almost the same number of years in schools which had similar conditions like, teacher's qualification, textbooks and school environment.

Therefore, based on the arguments mentioned above, it could be concluded that the experimental group performed better than the control group as a result of the different techniques used during the experiment. In the following paragraphs why using literary texts is found to be reasonably effective when compared to the other method is discussed below.

As it was discussed before, one of the benefits of literature is that it promotes motivation in the classroom. By strengthening the affective and emotional domains of students, literature develops a sense of involvement in them (Carter and Long, 1991, Collie and Slater, 1987, Lazar, 1993). And motivation is one of the most important factors in the language teaching and learning process. Once the students' desire is aroused and if they are interested, then one can at least say that students are ready to learn.

Of course, since an effort was made in selecting literary texts (short stories and poem) in which students would be interested, students were observed motivated and interested from the beginning of the class to the end. And this helped them to attain the intended objectives of the lesson. With this regard, Hyland (1993) states that creating learning situations that interest and immerse students can weaken classroom constraints and encourage the development of communicative language use. Classroom constraints may refer to large class size, the size of the classroom, sitting arrangement of the students, the chairs, etc. So, what the writer wants to point out is that if we use materials that interest students and increases their motivation, we can minimize the influence of the classroom constraints and help students develop their language.

The other reason is that the literary texts used helped the students to internalize the target structure. The students have got an opportunity to see the target structure in different contexts which are not prepared for the purpose of language teaching. This made them to feel that they were really learning the target language. Regarding this, scholars state that for students to internalize the structure from different contexts, they must be given sufficient authentic and understandable materials as input. Besides, as literature provides meaningful and memorable contexts, it helped the students not to forget the structure they have learnt.

Now, let us address why grade 7 English textbook is less effective than the newly implemented technique for the teaching of the target structure. As discussed earlier, in the textbook we find nothing discussed about past continuous. There is only one exercise which required students to tell their friends about the past actions looking at the photos they have brought. Neither the form nor the function is presented in the textbook. Besides, since the additional exercises prepared by the researcher focussed on the teaching of the structure in isolated sentences and out of the context of use, the students in the control group could not be able to perform well in the test.

Consequently, the above mentioned points lead us to conclude that teaching grammar through literary texts is more effective than the other technique. Now let us also see its effectiveness discussing the difference between the performances of the two groups with respect to the questions types incorporated in the achievement test.

The first question type required students to choose one best answer which could complete the sentences. It mainly emphasized the form of the target structure in relation to the time markers used in past continuous parts of sentences. In this question type the average scores of the EG and CG are 62 and 50 respectively. And this, directly, implies that EG was somewhat able to know the form of past continuous as compared to the CG. Of course, it was

assumed that the CG would perform well since the group was taught with a technique which greatly focussed on the form/ usage. This implies that for the students to be able to remember structures, they need a meaningful context to work from and to which they can relate what they have learnt (Hill, 1986).

In the second type of question students were asked to write past continuous sentences in their negative and question forms where the focus was again on form. The average scores of the EG and CG are 50 and 42.5 respectively. As said earlier, in this type of question there is a slight difference between the performances of the two groups. Nevertheless, there is still a difference between the two groups.

It is in the third question type that we could observe great difference between the performances of the two groups where the average scores of the EG is 67 and that of the CG is 36. As can be referred from 'Appendix C', different contexts which could help the students fill the blank spaces were tried to be given. And they were relatively successfully answered by the EG. This implies that literature used as a genuine context helped students understand the use of the target structure in different situations.

The same is also true for the fourth question type. Again, we get the EG performed better than the CG. The average scores are 65 and 45.5 respectively. To answer the question there needed to be a brief understanding of the story first. The story was assumed to be a context and based on that context the students were asked to complete another story. The EG performed well since they were able to get an opportunity to see the form of the target structure and how the structure is used in different contexts (short stories and poem). In support of this, Hill (1986) states that teaching particular language points by using isolated sentences prevents learners from making any analysis on the basis of context. And this was what the CG experienced and failed to answer the questions as expected.

Chapter Five

Summary, Conclusion and Recommendation

5.1. Summary

The main goal of this study was to assess the effectiveness of teaching grammar through literary texts in elementary schools. Two groups (EG and CG) were selected for the experiment. The students in the two groups were presented similar content by the same teacher but with different techniques. The study was limited to the teaching of past continuous. The experimental group was taught the target structure using different short stories and poem where an effort was made to balance both the language usage and language use as suggested by the advocators of communicative competence model. Where as, the technique used in the control group was meant to stress only language usage (form).

After the experiment, a test was given to both groups. The results were corrected and analyzed statistically in order to determine the difference between the performances of the two groups. Moreover, so as to determine the effectiveness of using literary texts in teaching grammar, questionnaire was distributed to the experimental group and observation was employed in the study in order to compare the reactions of the students in the experimental group with the control group. How the classroom situations in both groups, in general, looked like was also tried to be assessed through observation.

To this end, the responses of the students and the report of the observer were summarized and reached to the conclusion that compared with the students in control group, students in the experimental group were highly motivated and interested in the lessons they had. The students thoroughly enjoyed themselves reading the texts and practising the target structure. In general, the post - test results of the students, the responses of the students to the questionnaire and the observation report indicated that grammatical points can be effectively presented through properly selected literary texts.

5.2. Conclusion

Having gone through the analysis of the information obtained through post – test results of the two groups, the classroom observation and responses of the students to the questionnaire, the researcher has come up with the following:

- Students are not familiar with reading literary texts and they do not seem to be aware of literature and its relation to language.
- The teaching of grammar can be supported effectively by using literary texts and it is applicable in elementary schools.
- Literary texts increase the learners' motivation and involvement and develop their confidences to use the target language since they feel that they are learning the target language.
- Short stories and poems are highly motivating since they are amusing and at the same time challenging. They employ meaningful and useful language in real contexts.
- Literary texts, if selected based on the interest, background and level of the students, are invaluable as they help students develop positive feeling towards the lessons and at the same time allow students to practice the target language.
- Teaching a foreign language by isolating its structure does not seem effective way of developing learners' ability to produce coherent and grammatical sentences to express their ideas.
- Teaching technique plays a vital role in the teaching of English as a foreign language.

5.3. Recommendation

In relation to the findings of this study, the following recommendations are made:

- Since teaching is a developing art which requires innovative and creative ideas to enrich its effectiveness, teachers must not hesitate to use resources like literature in their classroom.
- The concerned bodies should provide the students different literary texts in their text book. The texts should be as interesting, motivating and purposeful as possible.
- Teachers are advised to teach grammar forms and structure in relation to meaning and use for specific communication task.
- The Educational bureau should organize some workshops, service trainings and seminars for the English teachers so that they would be able to use literature in teaching language in general and grammar in particular. To this effect, teachers should be able to know the benefits of literature, should have the knowledge of how to select literary texts and have the knowledge of teaching grammar through literature.
- Further research should be conducted to find out the effectiveness of different kinds of literary texts in teaching grammar and other aspects of language.

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Appendix A

Teaching material for the Control Group

An exercise from the textbook to the control group

Exercise

Bring some photos of your own or your family which show activities or actions in the past. Tell your group about the photo, the people in it and the place. You may use the following questions to start with.

1. What were you doing _____?
2. What color was the shirt you were wearing?
3. What were you carrying in your left hand?
4. Who was standing by your _____?
5. What was your little sister eating?
6. What was your mother wearing?

Answers may vary depending up on the actions in the photo.

Example:

1. What you doing at the Maskel square?
We were celebrating Maskel around the 'damara'.

Exercises prepared by the researcher to the control group

Exercise 1

Change the verbs into their past continuous forms.

Example: You/speak - You were speaking.

1. He/eat
2. They/work
3. We/play
4. I/read
5. She/cook

Exercise 2

Write the correct forms of the verbs in to the gaps. Use past continuous.

Example: _____ she _____ books? (to read)

Answer: Was she reading books?

1. _____ Abebe _____ out a book? (to take)
2. _____ the friends _____ home from school? (to come)
3. _____ you _____ to music? (to listen)
4. _____ the girl _____ the windows? (to open)
5. _____ kebede and Abebe _____ at a picture? (to look)

Exercise 3

Put the verbs in to the correct form (past continuous)

1. Yesterday at six I (prepare) _____ dinner.
2. I (practise) _____ the guitar when he came home.
3. The kids (play) _____ in the garden when it suddenly began to rain.
4. What (you/do) _____ yesterday.
5. We (not/cycle) _____ all day.

Students were told that 'when', 'while' and 'as' are time markers which usually take past continuous part of a sentence. And examples were given.

Examples: **As** I **was walking** down the street, I met my old teacher.

When I arrived at home, he **was talking** to his friend on the phone.

While the teacher **was talking**, two of the students went out from the class.

Exercise 4

1. When I phoned my friends, they (play) _____ monopoly.
2. While she (prepare) _____ dinner, he (wash) _____ the dishes.
3. The kids (play) _____ in the garden when it suddenly began to rain.
4. As I (practice) _____ the guitar, he came home.
5. While Aaron (work) _____ in his room, his friends were swimming in the pool.

Appendix B

Teaching materials for the experimental group

The Wisdom of Solomon

As the two women came to King Solomon to plead their case, one of them spoke first. "I plead with you, sire, to hear what I have to say!"

"Speak!" said the king, "What is your problem?"

She pointed to another woman who was standing near her with a tiny baby in her arms, "Sire, this woman and I live in the same house. About two weeks ago I gave birth to a son. She helped me. She and I were the only ones there," As she spoke, tears came to her eyes.

"Go on my daughter," said the King.

"Three days later, my lord, this woman also had a baby. And it, too, was a son. I helped her give birth. There were still only two of us in the house." Tears streamed from her eyes as she continued. "A few days later, her baby died in the night because she accidentally lay on it as she slept. And then she took my son from my bed while I was sleeping and put her dead child beside me," She continued to weep as she spoke. "When I got up in the morning to nurse my son, I found that it was dead, but when I examined it, I discovered that it was not my child."

"That is not the way it was!" the other woman interrupted. "That's not the way it was at all!" She's just making up an emotional story for you, Sire, and she has produced some tears to do with it! This is my son, the dead child is hers!" "You are lying!" said the first woman. "And you know it! The living son is mine and the other is hers!" This is my son!"

And in this way they argued back and forth in front of the King. Solomon has listened and observed carefully and it seemed as though he had made up his mind. However, he asked the woman to lay the child down in front of him. He looked intently at the child and then at each of the women as though he were trying to determine by appearance whose child it was. Then, to the great surprise

of all who heard, King Solomon said, "Bring me a sword." One of his guards came with a sword in his hands. "Divide the child in two parts!" he said coldly. Give half to one and half to the other!"

As the guard raised the sword to obey the King, the first woman cried out, "Don't kill the child, my lord! Please don't do it! Let him live and give him to her." The other woman, however, thought Solomon's idea was a good one. "Cut it in two!" she shouted. "Then neither one of us will have it." Then the King raised his hand and spoke. "Don't kill the child! Give it to the first woman!" he commanded, pointing to her. "She is the mother!"

From : <http://www.asian-efl.journal.com/pta-nov-ore.pdf>

Activities

Pre - reading activities

1. What do you know about King Solomon?
2. What does wisdom mean?
3. Do you have any idea about judgment?

During reading activity

4. Can you guess how the real mother could get her son?

Post - reading activities (group work)

5. What would have happened if King Solomon had not heard the real mother of the baby and cut the baby in half giving half to the real mother and half to the other woman who claimed to be the real mother?
6. What would you do if you were King Solomon?
7. Do you agree with the resolution of the story?
8. Do you agree with the way King Solomon acted? Do you agree with the way the real mother acted?

After finishing reading the story and doing some activities regarding the content of the story, sentences which are in past continuous were extracted out from the story and written on the black board and the form was elicited by using the time line.

"She pointed to another woman who **was standing** near her with a baby in her arms."

"She took my son from my bed while I **was sleeping.**"

The woman was standing

—————→
×
—————
She pointed to the woman

I was sleeping

—————→
×
—————
She took my son

The form of past continuous was explicitly presented to the students.

I/it/she/he was + present participle

We/you/they were + present participle

Exercise 1

Use 'was' or 'were' as appropriate.

1. My brother and sister _____ playing tennis at 11 am yesterday.
2. _____ you working at 7 pm last night.
3. At 8:30 am today I _____ driving to work.
4. We _____ sleeping at 11 pm.
5. Why _____ he having lunch at 4 pm.

Exercise 2

Ask your friend that what he/she was doing at these times yesterday:

8:00 am 12:00 pm 6:00 pm 4:00 pm

7:00 pm 10:00 pm

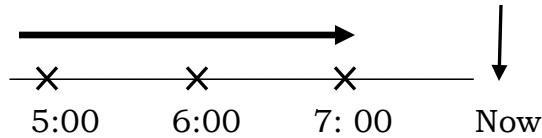
Example: A: What were you doing at 8:00 pm?

B: I was reading the newspaper.

Exercise 3

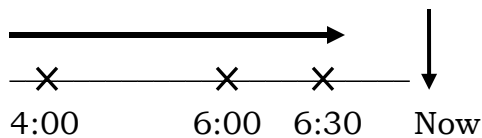
Look at the time lines, discuss in pairs and answer the following questions.

1. Abebe was playing the piano for an old people club dance.



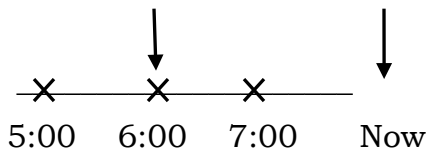
- What time did Abebe start playing the piano?
- What time did he finish playing the piano?

2. Kindu and Tena were visiting their grandmother.



- What time did Kindu and Tena start visiting?
- What time did they finish visiting?

3. Someone killed a man.



Question: What is the difference between the above two and this one?

The Mexican and the Bicycle

A policeman was working on the border between Mexico and the United States when one day, a Mexican arrived on a bicycle. The man had a large bag on his back, and the policeman was sure that he was smuggling something, so he asked him to open the bag.

But inside the bag, there was only sand. The policeman poured all the sand onto the ground, but there was nothing else in the bag, and so he let the man go.

For the next few years this happened two or three times a week. The Mexican arrived on a bicycle and was always carrying a bag of sand. The policeman became

more and more convinced that the man was smuggling something, but he could never find out what it was.

Years later, after the police man retired, he was drinking in a bar one evening when the Mexican came in. The police man bought hem a drink and, while they were sitting and chatting together, said "Come on, you tell me now. I'm retired and it doesn't matter any more. I know that or all those years you were smuggling something. What was it?"

The Mexican looked at him, smiled and said "Bicycles."

From: <http://www.eslbase.com/articles/story-telling.asp>

The teacher read the story aloud two times and gave meanings of some words.

smuggle, pour, Mexican, retire

Questions from the passage

Be in groups of 4 and answer the following questions from the given passage

1. Why did the policeman ask the man to open his bag?
2. What did the policeman get inside the bag?
3. What was the thing the man smuggling for years?

Exercise 1

Group Activity

- Read the story carefully and write sentences which are in past continuous and state why past continuous in that part of the story is used.

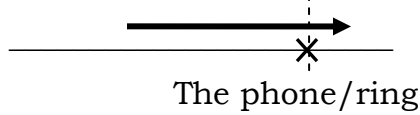
Students were introduced about the important time marker which can be used with the past continuous part of the sentence. Here sentences with the time markers were extracted out from the story and written on the blackboard to the students.

1. A policeman **was working** on the border between Mexico and United States **when** a Mexican arrived on a bicycle.
2. He **was drinking** in a bar one evening **when** the Mexican came in.
3. **While** they **were sitting** and chatting together, the policeman said, "come on, you can tell me now...."

Exercise 2

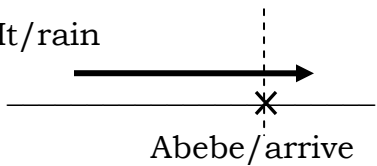
Look at the time lines and make sentences using when.

a) I/read the paper:

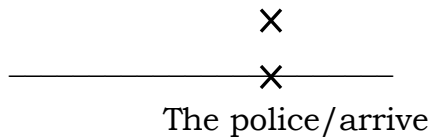


Example: I was reading the paper
when the phone rang.

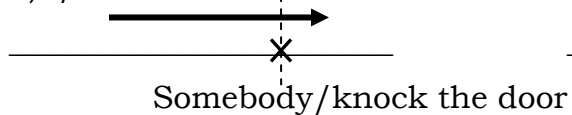
b) It/rain



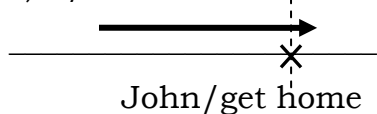
c) I/drive away



d) I/write a letter:



e) I/cook dinner



The Dog and the Meat

A dog with some meat in his mouth
Was traveling from north to south
Across a creek on a beam
When he saw himself in the stream.
But to him, how did it all seem?
Why it seemed that another dog
Was walking across on a log
With a larger piece of meat
That he himself wanted to eat.
So he acted as if he were mad
And dropped the good piece he had,
Barking gruffly, "I'll bet
I get the bigger piece yet."
But all he got was wet!

From: Grandville, J. J. (1966) Fables from Aesop

The poem was read two times before distributing it to the students. It was also read once again while the students were following along. It was pointed out that the poem has got unusual syntax. Students were asked to paraphrase the poem in normal syntax sentence by sentence. And during this phase, unknown words were defined.

Exercise 1

1. Why did the dog drop its piece of meat in the stream?
2. Did the dog get anything after getting into the stream?
3. What do you think is the message of the poem?
4. How can you relate it to your experience?

After providing support for the students in their efforts to understand the poem and make it relevant to their lives, students were required to do grammar based activities.

Exercise 2

Group Activity

Discuss in groups and answer the following questions.

1. Point out sentences which are in past continuous.
2. Write the functions of why the sentences which you think are in past continuous.

Students were told to read the poem line by line to their partner in an attempt to memorize it.

Appendix C

Achievement Test

I. Choose suitable answers to complete the sentences.

(4 points)

1. When I saw Abebe, he----- Biology.
a) is studying b) studied c) was studying
2. I ----- my relatives last week.
a) was visiting b) visited c) on visiting
3. He ----- Kebede in town yesterday.
a) meets b) was meeting c) met
4. While I ----- to work, I saw an accident
a) drove b) was driving c) did drive

II. a) Write the following sentences in past continuous.

(2 points)

Example: Lakech/clean/her room

Lakech was cleaning her room.

1. He/wash/the car

2. You/not/work/in the shop

b) Write questions in past continuous. (2 points)

Example: He/sell/fruits

Was he selling fruits?

1. The students /write/ a test

2. Your little sister/cry

III. Complete the following dialogues by using the given clues. (4 points)

1. **Teacher:** Why were you absent yesterday?

Student: Because _____ (sick)

2. **Teacher:** What were you doing at 8: 00?

Student: _____ (read/newspaper)

3. **Teacher:** _____? (Come/Addis Ababa)

Student: I came here to attend school.

4. **Teacher:** Hello! You seem tired.

What were you doing yesterday night?

Student: _____ (study)

IV. Read the following story carefully and try to complete the story that follows according to the instruction. (8 points)

I was feeling really tired and annoyed when I finally arrived home. I was twenty four hours late because of a railway strike. I really needed to get home and sleep. I went to the railway car park to get in my car but as I was walking across the car-park I saw a yellow clamp on my car! I couldn't believe it. The car park attendant was sleeping in his van when I woke him up. "Take that clamp off my car!" I said. "Sorry, sir, your car has been here for more than twenty four hours. You have to pay a fine of Rs 40." he replied.

I explained that I was twenty four hours late because there was a railway strike. "Sorry sir." he said, "Rules are rules - Rs 40 please"

I was so angry that while he was writing the ticket for the fine. I went to my car and took out my steering wheel lock and locked his steering wheel. "Right," I said. "Now I can't move my car and you can't move your van!"

"I will call the police!" he said. "No, I will." I replied and so we both call them. But while we were waiting for the police to arrive he said "Ok. You win" and he took the clamp off my car. So I took off the steering wheel lock. I got in my car but as I was leaving, the police arrived and I had to stop and explain the whole story. They couldn't stop laughing. I don't know what they thought was so funny!"

Source: Roberts, R (2004)

The next morning the car-park attendant went home and told his wife the story.

Instruction: - Complete his story using **past simple** or **past continuous**.

Last night, I (feel tired) was feeling tired. I (sleep) _____ when this man (wake me up) _____. He was really angry because his car had been clamped. While he (shout) _____ at me I tried to tell him he had to pay a fine of birr 30. As I (write) _____ the ticket, he (go) _____ to his car and came back with a steering wheel lock and he locked my steering wheel! I could not believe it! I called the police and so did he. While we (wait) _____ for the police, he got angrier and angrier. I felt quite scared so I decided to let him go. He (drive) _____ away when the police (arrive) _____ but he stopped to talk to them. For some reason the policemen thought the story was really funny.

Appendix D

Post - test Score Distribution of the Experimental Group and the Control Group.

No	The study group (%)	The control Group (%)
1	65	50
2	60	75
3	35	25
4	45	75
5	60	30
6	80	30
7	50	25
8	70	35
9	95	25
10	70	45
11	60	75
12	55	45
13	75	65
14	75	25
15	75	55
16	65	40
17	30	75
18	75	50
19	70	30
20	65	50
21	70	35
22	45	30
23	65	60

24	80	75
25	60	40
26	40	45
27	50	35
28	80	25
29	50	25
30	30	30
31	75	55
32	65	70
33	30	30
34	20	35
35	70	30
Total	2105	1550
Mean	60.14	44.29
Mode	65	30
SD	17.383	17.369

Appendix E

Observation Check - list

No. of students: _____

Period Duration: _____

Observation Behavior: The effectiveness of Teaching Grammar through
Literary Texts.

Task: Check whether the behavior exists in the Classroom or not.

No.	Items/Behaviors	To a great extent	To some Extent	Never
1	Students are interested in the teaching learning process			
2	Students seem motivated			
3	Students reflect their idea on what they are learning			
4	Students give their response freely			
5	Students' participation is high			
6	There is good teacher - student interaction			
7	The lesson is enjoyable			

Appendix F

Students' Questionnaire

Dear Student,

I am doing a research for the fulfillment of my MA in TEFL. So, I would kindly request you to fill this questionnaire which is prepared to help the researcher do a study on the effectiveness of teaching grammar through literary texts. The information you will give will certainly be kept confidential and will not be used to assess you in any way. The researcher is interested only in your opinion.

Thank you for your cooperation!

Part I

The following questions (1-3) are concerned with your regular English teacher. Please try to circle those letters which you think can reflect your opinion/feeling.

1. Does your regular English teacher teach you the grammar points found in your textbook at the right time?
 - a. Yes, always
 - b. Yes, sometimes
 - c. Never

2. Which method does your teacher use while presenting you grammar points?
 - a. Letting students first study the rules and then apply them in different exercises.
 - b. Letting students first study different examples and from those examples identify the grammar forms.
 - c. Both
 - d .Others _____

3. Have you ever been taught any grammar rule through different literary texts such as poems and short stories before?
 - a. Yes, always
 - b. Yes, sometimes
 - c. Never

Part II

The following questions (4-10) require you to reflect what you feel regarding the 4 weeks experimental teaching learning process. Give your answers by circling the letters. Besides, try to put your opinion on the blank space given.

4. You have learnt past continuous through short stories and poems for about four consecutive weeks . Do you think that it helped you know the grammar well?

- a. Yes, to a great extent b. Yes, to some extent c. No

5. If your answer for question number '4' is 'a' or 'b', try to explain how?

6. Did the short stories and poems help you know the form of past continuous effectively?

- a. Yes, to a great extent b. Yes, to some extent c. No

7. Did the short stories and poems help you know the function/use of past continuous effectively?

- a. Yes, to a great extent b. Yes, to some extent c. No

8. Did the short stories and poems help you use the target structure (past continuous) in your speech and writing properly?

- a. Yes, to a great extent b. Yes, to some extent c. No

9. When the teacher was teaching you grammar through short stories and poems, were the lessons enjoyable to you?

- a. Yes, to a great extent b. Yes, to some extent c. No

10. Were there problems you faced when learning the target structure (past continuous) through literary texts?

- a. Yes, to a great extent b. Yes, to some extent c. No

11. Among the following, which problems did you face when learning the target structure (past continuous) through short stories and poems? (You can choose more than one letter and write your own in the blank space given)

- a. Difficulty of words/expressions.
 - b. Having no experience in reading literary texts.
 - c. Having no interest in reading literary texts.
 - d. a and b
 - e. a and c
 - f. b and c
 - g. all
 - h. Others_____
- _____

12. For the next times, do you want your teacher to present you grammar using short stories, poems and other literary texts?

- a. Yes, to a great extent b. Yes, to some extent c. No

የተማሪዎች መጠይቅ

ውድ ተማሪዎች

ለድህረ ምረቃዬ ማሟያ ይሆን ዘንድ ጥናታዊ ፅሁፍ በማዘጋጀት ላይ እገኛለሁ። ጥናታዊ ፅሁፉም የእንግሊዘኛ ሰዋሰውን በተለያዩ ስነፅሁፎች በመጠቀም ማስተማር ምን ያህል ውጤታማ ይሆናል በሚል ዙሪያ የሚያጠነጥን ነው። ስለሆነም ይህን በተመለከተ ያዘጋጀሁትን መጠይቅ እንድትሞሉልኝ በትህትና እጠይቃለሁ። የምትመልሱት ሁሉ ሚስጥራዊነቱን እንደጠበቀ ይቆያል። በተጨማሪም የሚፈለገው ሀሳባችሁን፣ በምንም አይነት መልኩ እናንተን ለመገምገም አይደለም።

ለትብብራችሁ አመሰግናለሁ።

ክፍል 1

የሚተከሉት ጥያቄዎች (1-3) መደበኛ የእንግሊዘኛ መምህራችሁ ጋር የነበረውን የመማር ማስተማር ሂደት ይመለከቱ። ሀሳባችንን ሊገልፁ ይችላሉ የምትሏቸውን ፊደሎች በማክበብ ምረጡ። እንደየአስፈላጊነቱም ሀሳባችሁን በተሰጡት ክፍት ቦታዎች ላይ አስፍሩ።

1. የእንግሊዘኛ መምህራችሁ በመማሪያ መፅሃፋችሁ ውስጥ ያሉትን ሰዋሰዎች በጊዜያቱ ያስተምሯችኋል?

- ሀ) አዎ ብዙ ጊዜ
- ለ) አዎ አልፎ አልፎ
- ሐ) በጭራሽ

2. የእንግሊዘኛ መምህራችሁ ሰዋሰው በሚያስተምሩበት ጊዜ የትኛውን ዘዴ ይጠቀማሉ?

ሀ) መጀመሪያ ህጎችን በማስተማር አና ከዚያም ምሳሌዎችን ወይም መልመጃዎችን በመስጠት

ለ) መጀመሪያ የተለያዩ ምሳሌዎችን በመስጠትና በመቀጠልም ህጎችን በራሳችሁ እንድትለዩ በማድረግ

ሐ) ሁለቱንም ይጠቀማሉ

መ) ሌላ ካለ _____

3. የአንግሊዘኛ መምህራችሁ ከዚህ ቀደም በነበሯችሁ ክፍለ ጊዜያቶች ሰዋሰውን ግጥሞች እና አጫጭር ታሪኮችን በማምጣት አስተምረዎችሁ ያውቃሉ?

- ሀ) አዎ ብዙ ጊዜ ለ) አዎ አልፎ አልፎ ሐ) በጭራሽ

ክፍል ሁለት

የሚከተሉት ጥያቄዎች (4-12) ለአራት ተከታታይ ሳምንታት ሰዋሰውን በአጫጭር ታሪኮች እና በግጥሞች የተማራችሁበትን ቆይታ ይመለከታሉ። መልሳችሁን የምታመለክቱት የመረጧቸውን ፊደሎች በማክበብ ይሆናል። እንደየአስፈላጊነቱም ሀሳባችሁን በተሰጠው ክፍት ቦታ ላይ አስፍሩ።

4. ሰዋሰውን በግጥምና በአጫጭር ታሪኮች መማራችሁ ሰዋሰውን በደንብ እንድታውቁት ምን ያህል አስተዋፅኦ አድርጓል?

- ሀ) በጣም ለ) በጥቂቱ ሐ) ምንም

5. ለአራተኛው ጥያቄ መልሳችሁ ሀ ወይም ለ ከሆነ በምን በምን መንገድ እንደሆነ ግለፁ።

6. በግጥሞች እና በአጫጭር ታሪኮች ሰዋሰውን መማራችሁ ህጉን በደንብ እንድታውቁ እረድቷችኋል።

- ሀ) በጣም ለ) በጥቂቱ ሐ) በፍጹም

7. በግጥሞች እና በአጫጭር ታሪኮች ሰዋሰውን መማራችሁ ትርጉሙን ወይም አጠቃቀሙን እንድታውቁ እገዛ አድርጎላችኋል?

- ሀ) በጣም ለ) በጥቂቱ ሐ) በፍጹም

8. በግጥሞች እና በአጫጭር ታሪኮች ሰዋሰውን መማራችሁ የተማራችሁበትን ሰዋሰው በንግግራችሁም ሆነ በጽሁፋችሁ እንድትጠቀሙበት እገዛ አድርጎላችኋል?

- ሀ) በጣም ለ) በጥቂቱ ሐ) በፍጹም

9. ግጥሞችንና አጫጭር ታሪኮችን በመጠቀም መምህራችሁ ሰዋሰውን በሚያስተምርበት ጊዜ ክፍለ ጊዜያቱ አስደሳች ነበሩ?

- ሀ) በጣም
- ለ) በጥቂቱ
- ሐ) በፍጹም

10. ሰዋሰውን በግጥሞች እና በአጫጭር ታሪኮች በምትማሩበት ጊዜ ያጋጠማችሁ ችግር ነበር?

- ሀ) አለ
- ለ) የለም

11. ለአስረኛው ጥያቄ መልሳችሁ አለ ከሆነ ከሚከተሉት ውስጥ የትኞቹ ችግሮች አጋጥመዎችሁ ነበር? (ከ 1 በላይ መምረጥ ትችላላችሁ እንዲሁም መልሳችሁ ከአማራጮቹ ውስጥ ከሌሉ የራሳችሁን በተሰጠው ቦታ ላይ መግለጽ ትችላላችሁ)

- ሀ) የከባድ ቃላቶች መኖር
- ለ) ግጥሞችን እና ታሪኮችን የማንበብ ልምድ አለመኖር
- ሐ) ግጥሞችን እና ታሪኮችን የማንበብ ፍላጎት አለመኖር

መ) ሀ እና ለ

ሠ) ሀ እና ሐ

ረ) ለ እና ሐ

ሰ) ሁሉም

ሸ) ሌላ ካለ _____

12. ከዚህ በኋላም ለሚቀጥሉት ጊዜያትን ግጥሞችንና ታሪኮችን እንዲሁም ሌሎች ስነ ፅሁፎችን በማምጣት ሰዋሰውን እንዲያስተምሯችሁ ትፈልጋላችሁ?

- ሀ) በጣም
- ለ) በጥቂቱ
- ሐ) በፍጹም

Appendix G

Students' Response to the Questionnaire

Table 1 – The students' reaction towards their previous learning experience

Item		Always	Some- times	Never	Total
Whether the regular teacher teaches the students the grammar points found in their textbook at the right time	No.	35			35
	%	100			100
Whether the regular teacher uses literary texts to present grammar	No.			35	35
	%			100	100

Table 2 – Students' opinion on the methods the regular teacher mostly uses when presenting grammar points

Items	No. of respondents	%
Letting students first study the rules and they apply them in different exercises	26	74.3
Letting students first study different examples and then from those examples identify the rules	7	20

Both	2	5.7
Total	35	100

Table 3 – Students’ reaction towards the newly implemented technique

Items		To a great extent	To some extent	Never	Total
Whether the short stories and the poem helped them to know the target grammar well	No.	28	7		35
	%	80	20		100
Whether the short stories and the poem helped them know the form of the target grammar effectively	No.	28	7		35
	%	80	20		100
Whether the short stories and the poem helped them to know the use of the target structure effectively	No.	26	9		35
	%	74.3	25.7		100
Whether the short stories and the poem helped them to use the target structure in their speech and writing properly	No.	24	8	3	35
	%	68.6	22.8	8.6	100
Whether learning grammar through short stories and poems is enjoyable	No.	33	2		35
	%	94.3	5.7		100
Whether they faced problems when learning the target structure through the literary texts	No.	29	4	2	35
	%	82.9	11.4	5.7	100

Whether they need their regular teacher to present them grammar points through literary texts	No.	33	2		35
	%	94.3	5.7		100

Table 4 - the problems the students faced when learning the target structure through short stories and poem.

Items	No. of respondents	%
a. Difficulty of words	2	5.7
b. Having no experience in reading literary texts	3	8.6
c. Having no interest in reading literary texts	1	2.9
d. a and b	29	82.8
e. a and c		
f. b and c		
g. all		
h. others		
Total	35	100

