

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT ON THE SIGNIFICANCE OF
LITERATURE IN LANGUAGE TEACHING
WITH SPECIAL REFERENCE TO GRADE NINE**

FIKRU GEBRE

JANUARY, 2009

**An Assessment on the Significance of
Literature in Language Teaching
With Special Reference to Grade Nine**

**By
Fikru Gebre**



**A Thesis Submitted to the Department
Of Foreign Languages and Literature
For the Degree of M.A in Literature**

**Institute of Language studies
Addis Ababa University**

January, 2009

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**An Assessment on the Significance of Literature
in Language Teaching with Special Reference to Grade
Nine**

By
Fikru Gebre

Institute of Language Studies

Approved by Board of Examiners:

<u>Dr Abise Danu</u>	<u></u>	<u>Feb 9/09</u>
Advisor	Signature	Date

<u>Berhanu Mathew, Dr.</u>	<u></u>	<u>FEB 09/09</u>
Examiner	Signature	Date

Abstract

The main objective of this study is to assess the role of literature in teaching the English language and to check whether or not it could be applicable in Ethiopian high schools in general and in grade nine in particular. Hence, it has combined both theoretical and practical methods of data collection. The theoretical approach focuses on the review of related literature whereas the practical approach gives emphasis to the activities performed in the classroom to see the significance of literature in teaching the English language and its results.

The paper all in all consists of five chapters. The first chapter discusses the background of English language teaching, statement of the problem, objective of the study, the importance of the study and its scope.

The second chapter reviews related works on literature and language teaching. It gives detail regards to issues such as the nature of language teaching, its importance, the interrelation between literature and language teaching, methods of teaching language through literature. It has also given an appropriate space to related local works.

The third chapter, in its turn, had given much space to the *why* and the *how* of the study. It also earnestly regards the methodology of data collection and all the processes and procedures passed through in the data collection process. This mainly involves methods of sampling, processes of data collection, mechanisms of the analysis and interpretation, the process of teaching language making use of some selected literary materials and what the outcome looks like. The fourth chapter is dedicated to the analysis and interpretation of the data. This has mainly focused on students' age distribution and sex-differences, the pre-and the post-lesson exam's result, etc. In this chapter all the collected data are presented, analyzed and interpreted into two main ways. These are quantitative and tabular presentations. The quantitative approach has been set apart for the statistical analysis of the pre-and post-lesson exam's results. In the tabular presentation the sample student's demographic backgrounds and the responses they gave to the questionnaires are detailed. The final chapter presents the summary and conclusion of the study and the researcher's recommendation.

Acknowledgements

I am grateful to my advisor, Dr. Abiye Daniel, for his censorious follow up, constructive criticism and constant supervision.

I also feel indebted to the students and administrative staffs of Birhan Guzo Secondary School for their kindhearted cooperation during the data collection process.

I would like to extend my thanks to all those who cooperated with me and encouraged me in every way possible.

I still like to convey my gratitude to the members of my own family, Simegn Shiferaw, Simemg Haile-Georgis and Buruk Fikru. I feel that, if it had not been for their patience, only my effort would have enabled me to reach nowhere.

Last, but not less, I would like to thank Simert Getachew and Addis Dinku, owners of the A.S. Secretarial Service, for letting me use their computers whenever I wanted them.



Table of contents

Page

CHAPTER ONE

I. Introduction	1
1.1 Background	1
1.2 Statement of the Problem.....	6
1.3 Objective of the Study	8
1.4 The Importance of the Study	8
1.5. Scope of the study	9

CHAPTER TWO

2. Review of Related Literature	11
2.1 The Concept of Language Teaching	11
2.1.1 The Nature of Language Teaching	11
2.1.2. The Purpose of the English Language Teaching	13
2.1.3 The Theoretical Background.....	14
2.2 Literature and Language	17
2.3 The Importance of Teaching Language through Literature	21
2.3.1 The Personal Value	21
2.3.1.1. Cultivating the Love for Reading	22
2.3.1.2 Promoting the Sense of Universality.....	24
2.3.1.3. Personality Development.....	25
2.3.2. Linguistic Aspects.....	25
2.3.2.1 Variety	26
2.3.2.2 Motivation	26
2.3.2.3 Suggestiveness	27
2.3.2.4 Authenticity	28
2.4 Types of Literary Materials to be used	28
2.5 Methods of teaching language through literature.....	31

2.6 The problem of teaching language through literature.....	34
2.6.1. People's Views.....	34
2.6.2 Students	37
2.6.3. The Teacher.....	38
2.6.4 The Texts Selected.....	39
2.6.5. Testing.....	40
2.7 Related Local works	41

CHAPTER THREE

3. Methodology of Data Collection	45
3.1 Method of Sampling, Processes of Data Collection, Analysis and Interpretation	45
3.1.1 Selection	45
3.1.1.1 The School	45
3.1.1.2 The Students	47
3.1.2 Sampling	48
3.1.3 Selection of Literary Texts	50
3.2 The Process of Data Collection	51
3.2.1 The Direct Methods	51
3.2.1.1 Questionnaires.....	52
3.2.1.2 Observation.....	53
3.2.2 The Indirect Methods	53
3.2.2.1 The Pre-and Post-Lesson Exam	53
3.2.2.2 The Process of Teaching the Language	56
3.2.2.2.1 Problems Faced	56
3.2.2.2.2 The Classroom Interaction /the Lessons	58
3.3 Methods of Analysis and Interpretation	74
3.3.1 Analysis	74
3.3.2 Interpretation.....	74

CHAPTER FOUR

4. Analysis and Interpretation of the Data	75
4.1 The students' age distribution and Sex- Differences.....	76
4.1.1 Age Distribution	76
4.1.2 The Distribution of the students' Sex Differences.....	77
4.2 The Quantitative Analysis's of the Data	79
4.2.1 The Statistical analysis of the Pre-and post-lesson exam's results.....	81
4.2.2 The Tabular analysis of the collected data	86
4.2.2.1 The students demographic Background.....	86
4.2.2.2 The responses for the questionnaires.	89

CHAPTER FIVE

5. Summary, Conclusions and Recommendation	107
5.1 Summary	108
5.1.1 Age distribution and sex-differences.....	108
5.1.2 The Statistical analysis of the exam results.....	109
5.1.3 The Data from the questionnaire.....	110
5.1.4 The students' Opinions About the lesson.....	111
5.2 Conclusion	113
5.3 Recommendation	116

Bibliography

Appendices

Appendix 1. Pre- and Post- lesson exam

Appendix 2. Exam results

2.1 The pre-lesson Result of the controlled group

2.2 The pre-lesson result of the experimental group

2.3 The Post- lesson result of the controlled group

2.4 The post-lesson result of the experimental group

Appendix 3. The T-Test results of the paired samples statistics

a. Controlled group

b. Experimental group

Appendix 4. Questionnaires

Appendix 5. Lesson plans, presentation procurers, exercise and different texts

(Special pages 1-32)

Appendix 6. Drama

Appendix 7. Model answers given by the students

Chapter One

I. Introduction

1.1 Background

Much emphasis was not given to the teaching of the English language, even in England, up to the end of the nineteenth century. According to Varghese, et al (2001), it was in 1920 that the English language was offered as a subject of study for the first time. Even then teaching English as a discipline of study was not the concern of Oxford and Cambridge, the well known universities of the time. As Varghese and others (Ibid), further add, it was at the newly opened university college in London that was founded in 1826 that the course for the first time became a part of the subjects which were being offered. However, the courses which were being offered had no relation with the English literature at all.

Although English language was included in the syllabus of the college, great focus was given to classics, theology and mathematics. Hence, there was no place given to the teaching of English literature. As Varghese and et al (2001), it was in 1831, at King's College in London, that English literature started being considered as a subject of study. The most amazing thing to remember here is that Oxford and Cambridge, the two renowned universities, did not open their doors for the new subject, English, till the end of the 19th century. It was in 1894, after a lot of discussion that Oxford allowed English to be taught as a subject (Ibid). As to Varghese, et al (2001) further state, Oxford and Cambridge were preceded by some Indian universities such as Macaulay's Minute in considering both English language and English literature as part of their syllabus starting from 1835. From the explanations above, one might understand that English language and English literature were not given much emphasis up to the end of the nineteenth century in the renowned

universities of its own home land. But nowadays very great emphasis is given to the teaching of English language and English literature not only in England but also in many countries all over the world (Carter: 1991).

Richard Pankhurst in 'The Ethiopian Journal of Education' (1974/Vol.7/1) has written that the history of English language teaching in Ethiopia begins from the first decade of the twentieth century. It was mainly related with the opening of the Emperor Minilik the II's school in October, 1908. As Pankhurst (Ibid) further adds, there were about ten Egyptian Coptic teachers who were brought from Egypt to teach in the newly opened school. Although those teachers used French as a medium of instruction due to the situation in their own experiences, they were also made to teach English, for they had studied the subject in their own country (Ibid).

English was considered among the prominent subjects taught in the new school, i.e. Minilik II. This was due to two most important factors (Pankhurst, 1974) (Ibid). One of these was the need for foreign contacts, whereas the other was dependency on foreign teachers, i.e. Egyptian, and text books brought from abroad. However, more emphasis was given to French than to English in the use as a medium of instruction for teaching the other subjects such as mathematics, science, physical training and sports (Ibid).

According to the evidence above, one may deduce that English has been taught in Ethiopia for more than a century though the outcome is not satisfactory as it had been thought. For example, Jarvis in 1969, in ELT Journal, i.e. vol. 23/4, has written that until then little had been done to have it thought effectively. As Jarvis (Ibid) referred from an earlier article of the same journal, the due situation of English language teaching was rather depressing. The main reasons for this, as Jarvis further states, were: inadequate teachers, often they themselves partly educated and

with out any knowledge of modern approaches to language teaching, an out modeled syllabus, learning to an unsatisfactory examination and almost total lack of suitable teaching materials (1974: 151).

The other factor that Jarvis thought to become the most important factor that hindered the development of English language teaching in Ethiopian is too much advice from various sources. Due to its keen interest to improve its policy of education in general, and that of the English language in particular, Ethiopia has suffered from too much advices from various agents and sources at different times (Ibid). The disadvantage of these advices out weighed the advantage because everyone of these agents and sources tried to divert the direction of the country's educational policy in general and that of the English language in particular to targets and directions of their own interests rather to the country's own.

This has hampered the country not to have a consistent syllabus regarding the English language teaching.

On the other hand, although English is taught or learnt as a second or as a foreign language, many scholars argue on its effectiveness in countries like Ethiopia. For example Underwood (1989) complains that classroom English lacks authenticity. As he further explains, there is a most common phenomenon that occurs when people for whom English is a second or a foreign language visit a foreign country where English is spoken as a native language. As Underwood continues these people are usually observed failing to understand what is being said by the native speakers in spite of years of language study at school (Ibid). The main reason for this as Underwood (1989:98) confirms, "The lessons which are learnt do not seem to have been an adequate preparation for the real thing".

As to the writer, this might be because of the fact that classroom English may not be presented in the manner that the language is being used in the real situation out of the class room. This makes it to be restricted mainly on words, expressions, and styles that are most frequently used in the classroom interactions and have no much importance in the real life atmosphere outside of it.

Many scholars suggested using recorded materials such as tapes and videos could be good remedies to alleviate this problem because they can help to record and present native accents and styles in to the classroom. For example Yi(1998) states that the use of recorded materials in the classroom is advisable because, “ It brings authentic spoken English in to the classroom.”

Nevertheless, other scholars such as Anderson and Lynch (1988) seem to disagree with what Yi proposed above. They think although it is true these recorded materials play significant role in bringing authenticity into the classroom, their inaccessibility, their preparation and the process of making them standardized, their inflexibility to be adopted according to the need of each individual learner, itself is a great problem. Some other scholars such as Harmer (1991), Yagang (1993), etc, on the other hand, argue whether these recoded materials are available or not they are not good means to present the type of English required. For example, for Harmer (1991: 21) ‘It is hardly natural for 30 to 40 students to sit in silence listening to the tape. If they begin not to understand what they are hearing they gradually lose the thread, while the tape continues on relentlessly.’

By this Harmer means that in classes where many students are learning applying recorded materials can not be a good means of supplementing authenticity. This is because such an approach would cause the

students to be passive. Carter and Long (1991) also agree that this is true.

The explanations given above indicate that the intention to present authenticity in the classroom may not be so effective as it is thought to be so. The easiest method to do this is to teach the English language through literature. This enables the learner to encounter a type of language that is usually used in the everyday language (Collie and Slater, 1987:3).

The main reason for this, as Melakneh (2003:X) writes, "Such materials construct experiences and contents in a non-trivial way with voice complexities, deviation, parallelism and subtleties, not always present in other types of texts." This indicates teaching language through literature helps to substantiate the language learning process with elements that can not be attained through the implementation of other types of texts or instruments.

Many other scholars have suggested that the use of literature to teach the English language has many advantages in addition to authenticity. They argue that teaching language through literature:

- serves as means of motivation,
- contributes to the students' social and cultural awareness,
- facilitates the students language learning a activities,
- broadens their language skills,
- helps them to create/develop a good language interpreting capacity,
- plays role in shaping the students' personality

Among these scholars are Brumfit and Carter (1986), Lazar (1993), Hill(1986), from abroad and Abiye (1991) from Ethiopia, etc.

However, such an important role of literature in teaching the English language skills is not given proper consideration in Ethiopian High Schools in general and in grade nine in particular. Hence, it seems worth having to study the role of literature in teaching the English language for high school students in general and to grade nine students in particular. This will be the concern of this paper, i.e. the significance of literature in teaching the English language to grade nine students.

Regarding this important issue, two local works are found to the access of my knowledge. These are Dr. Abiye Daniel(1998), a PH.D dissertation and Zemenfes Baraky (1991). DR. Abiye's work is on "African Literary texts and Language based approach in ELT: A study of motivation." Zemenfes'(1991) is "The Role of Short Story in Teaching Amharic to Grade 11 students". These papers will be discussed in detail in unit two(2.7) .

1.2 Statement of the Problem

In our situation, in Ethiopia, although English has been taught for more than a century, no one dare say the out come is satisfactory. It is also common to see most of the high school students being troubled even to express themselves and failing to understand even simple classroom instructions. This is a serious issue with grade nine students in particular. It is also common to hear many teachers complaining that these students are not willing to actively participate in the English language learning activities and have no interest in learning the English language, too.

The researcher fears that the main reason for such a serious problem might be the way through which the English language has been usually presented to these students. As is learnt from experience, the method which is being used to teach English to students of this grade level

seems not this much motivating. They are usually made to confront with the text. The first task to be performed is the reading passage which is usually followed by comprehension questions. Then, they will be made to pass to the vocabulary part which in turn is followed by the grammar section. Then the speaking part follows which in turn gives way to the listening and writing sections respectively. Most of the time, the listening section may not be taught due to inaccessibility of the listening text to the hands of the teachers. This in turn may affect the practicability of the writing activity in some occasions for there are times in which the writing section be based on the information in the listening section.

Following such a procedure throughout the whole text is monotonous by itself. If once the students realized what is going to come after what, they would be bored of following the same pattern, after they have learnt one or two units.

The grade nine English text gives hardly any space for literary elements such as poetry, prose, drama, short story etc. Most of the topics in the reading passage focus on issues such as gender, HIV, Natural conservation, Early Marriage, Harmful Traditional practices, etc, which they encounter in their daily life and hear or read them in deferent media, etc except two or three detective stories. Such topics may bore the students for they do not arouse their curiosity of knowing (encountering) a new thing. This shows that the text lacks literariness and the role of literature in teaching the English language is completely ignored or left out.

Thus, this study attempts to find answers to questions such as:

- what will the outcome be if the English language is taught through literature?



- What will the students' response be if such an approach is implemented in the classroom?
- What problem (problems) could be faced in teaching the language through literature? Etc.

1.3 Objective of the Study

Therefore, the main objectives of this paper are to:

- assess the role of literature in teaching the English language in grade nine;
- test the significance of teaching the English language through literature
- suggest or provide means of teaching the English language to Ethiopian High school students.

1.4 The Importance of the Study

The researcher believes that the study would serve as basis for revising the English language syllabus of the high school in Addis Ababa in general and that of grade nine in particular with regard to the significance of teaching the English language through literature. It is also believed the study would show the role that literature plays in teaching the English language and what the students' feelings are. Hence, from this perspective the study is hoped to help:

- policymakers to revise the English language syllabus of the high schools in general and that of grade nine in particular with regard to the findings arrived
- students to be taught English in a way that it can develop their interpretive and communicative faculties.

- teachers to teach English in an effective and productive way based on the preferences of their students
- other researchers being a spring board for further studies in the field.

1.5. Scope of the study

As the study focused on the assessment of the role of literature in teaching the English language, it would be of a very great significance if it were studied at wider scope. However, it was found difficult to go any farther beyond a single high school and a single grade level and a limited number of sample students, 80 students, (40 students in each group, i.e experimental and controlled groups). This was deliberately done for various reasons. The first was to make the sample students from the same school environment because if the samples were collected from various school environments, it was feared that the environmental differences themselves might affect the result of the study one way or another. The second was that the researcher believed that it would be better if both groups were taught by the same teacher. This was because of the fear that if these sample students were the ones who were taught by different teachers, the teachers' individual difference might have the chance to affect the feelings of the sample students which in turn could affect the result of the study. Hence, for the sample students were from the same environment it created an easily accessible condition. As the students were attending whole day classes, it was not easy to get time and place for students who come from various schools. This itself was another problem.

All the sample students were from the same grade level. This was due to different reasonable factors, too. Firstly, in the situation of our country, these are the groups of students that are most commonly heard being

complained about their poor English ability by different groups of the society. Secondly, it was believed that as grade 9 is the first stage of the high school education, the researcher believes it should be here that such a culture of teaching English through literature to be cultivated. Then, the outcome itself was thought to give clues regarding what should be done for the other grades in the future. Thirdly, as the researcher taught students of this grade level, it was believed it would make the situation favorable for various things such as easy access of the students; observe their shortcomings from a near distance, etc.

The sample classes were made to contain 40 students each. This was to create a similar atmosphere to the normal classes in the school. Because, there were only 38-45 students in each section.

One more thing that should not be left unmentioned is the reason why the sample school, i.e. Birhan Guzo Senior Secondary School, was chosen. This was due to the fact that the researcher worked there. This helped to find sample students and favorable time in which the sample students could join the experimental classes without affecting their periods of their normal classes.

It was also thought to have saved time and energy to the research, too.

CHAPTER TWO

2. Review of Related Literature

2.1 The Concept of Language Teaching

2.1.1 The Nature of Language Teaching

Language may simply be expressed as a means by which human beings communicate with each other or express their ideas, thoughts, and feelings and believes in a written or spoken form. However, Sharma, et al (2005) argue that defining language in such few terms is unfair and impossible. This is because, as Sharma further adds, language comprises a number of complicated components and various characteristics which are difficult to 'disentangle' each from one an other. Furthermore, each of these characteristics and features have the nature of a code (ibid). Therefore, understanding these codes and features is a matter of agreement and convention between speakers and listeners and a set of signs and symbols which represent these agreements and conventions and a set of systems which coordinate all of these agreements, conventions and the signs or symbols which represent them (ibid).

The explanation above seem to have made it clear that language is not only a means of communication that human beings express their ideas, feelings, thoughts and desires but also a network of many systems which make the process of language learning difficult . In addition to these, Lado (1964:7) says language has firm relation to man's feelings and acclivities. It serves various functions such as work, play, worship, etc and it binds up with different social and individual aspects such as nationality, religion, self-esteem and so on. Hence, as Brogger (1992) writes this has made language to appear as a reflection of different cultural and traditional entities and in turn a means by which these cultural and traditional entities are represented, too. This indicates that

language combines a number of linguistic and social elements within it. The linguistic elements are the systems and codes discussed earlier whereas the social elements are cultural and traditional entities. This is one of the most important factors that make both language learning and teaching complicated.

If for example, we consider language teaching, it requires the language teacher to be aware of both the nature of the language to be taught or learnt and the nature of the mental process by which the normal use of the language is acquired (Sharma, et al, 2005). As to Lado (1964), 'the nature of language' refers to the 'linguistic' aspects of language teaching because it informs the teacher to be aware of the nature of phonemes, and their sequences, words to be learnt and their different parts, parts of speech, the modification of structures; parts, types and sequences of sentences. The nature of the mental process on the other hand refers to the psychological process that takes place in the mind when learning (Ibid). As Lado further explains, these two concepts 'the nature of language' and 'the nature of mental process' are the psycholinguistic features that the language teacher has to be well informed about when teaching a certain kind of language to a certain groups of students. If we also consider language learning it should be compulsory to be aware that the term doesn't mean knowing the vocabulary or the grammar of the language but also as Stevick (1957:18) writes, includes becoming familiar with the situation in which the speakers of the language ordinarily use it and being aware of its sound systems, too.

This seems evident enough for one to be aware that both language learning and language teaching are complicated activities that combine a lot of process and that can be affected by different factors such as linguistic, social and psychological.

2.1.2. The Purpose of the English Language Teaching

Teaching the English language has become one of the most important subjects taught in universities, colleges and schools for centuries. In earlier times, the main purpose of teaching or learning the English language was to come in contact with great literary works written in English. Hence, teachers were teaching the language to their students to make them aware of the literary works written in English and to introduce them with such opportunities. However, now a days, as Lado (1964:27) writes, "The purpose of studying a foreign language has changed, from the narrow one of coming in contact with great literature only, to the broader one of coming in contact with the members of other cultures as well as with their literature, art, science, technology, and language". This indicates that language learning or teaching is done not only for such a limited task of introducing the learner to great literary works written in the language but, however, it has broaden its domain to understanding all the arts, science, technology and culture of the people for whom the language is a native language. This is one purpose for which the English language is being taught.

The other is the fact that English is the central issue in the schools and classrooms of many countries in which it is taught as a second or as a foreign language. When language is taught for such purposes the students cannot have the chance to contact with the native speakers which is believed by many scholars to play a significant role in facilitating the teaching and /learning process of the English languages for it helps to be aware of some of the sociolinguistic aspects of the language by coming in contact with them in their own natural environment. In situations where such natural atmosphere of the language is not easily accessible or available, schools and classrooms are the pervasive environments which substitute the natural thing which is missed in the land of second language learning. As Hyde (1994) writes

globalization is another factor that calls for the teaching of English in many countries, because it has made the English language to be considered as goods that can be produced and traded like any other products and services (Ibid). The advancements in science and technology had made it easy for people who live in different parts of the world to come in contact in a very limited period of time in one way or another. This made important the need to learn at least one language that can serve to communicate with peoples of other countries. Due to various reasons English has got the priority among very few languages internationally used for such a purpose (Ibid). For example, in our situation, speaking English is seen as an expression of modernity. It is also widely accepted that speaking English is a very important prerequisite for employment in well-paid positions. The other most important factor that contributed English to be chosen for such a purpose is, as Hyde (1994:296) wrote. "The pressure to learn English may well be seen as an attempt of linguistic and social domination for economic ends by the English speaking nations". As to Stubbs (1983) the fact English is used as a medium of instruction in many schools of many countries is another factor for which English is preferred to be taught or learnt.

2.1.3 The Theoretical Background

As discussed earlier, language is one of the most distinctive human activities which comprises various linguistic, psychological, social and cultural entities. This has made all the attempts made to teach a second or a foreign language to peoples of other lands and cultures difficult. Hence, scholars, linguists and language teaching methodologists have been working day and night for centuries to develop a model language teaching approach by which any language can be taught best. They have formulated methods after methods and tried their effectiveness in the real situation. As to Mackey(1965:151) the most common were; the

Direct Method, the Natural Method , the Translation Method, the Grammar Translation Method, the Eclectic Method, the Unit Method, the Language Control Method, the Mimicry-memorization Method, the Practice Theory Method, The Cognate Method, the Dual Language Method, etc.

Although many in number the methods invented by these scholars are, Lado (1964) indicates that, the Grammar Translation, the Direct, and the Linguistic Approach methods are the most prominent ones because he believes that the other methods implemented in the field of language teaching have some relation to one/all of these methods in one way or another. As to Lado in the grammar translation method the students are expected to define parts of speech; memorize conjunctions, declensions, and grammar rules; and translate selections using a bilingual dictionary or glossary (1964:4). The intention of such an approach was to enable the students understand the language, speak it well and to help them to write using the language in a satisfactory manner (Ibid). However, gradually, this method was found failing to attain its goal, because, as Lado explains, after years of studying the language, the students were seen troubling even to use it in their daily activities but in the contrary they lost interest in learning the English language in particular and developed inferiority complex in language learning in general (Ibid) .

The failure to realize the existence of great difference between talking about the grammar of a certain language and reciting its rules from the ability to speak or to read was one of the greatest mistakes of this approach. Regarding this Lado (1964:4) writes, "Often those who can use the language are unable to recite its rules, and those who can recite its rules may be unable to use it". This indicates that although it is not denied that grammar translation has its own role in language teaching, it is not wise to consider' it as the best method of practicing a certain language.

On the other hand, the view that language can be learnt best by direct contact with the foreign language intended to be learnt or taught in a meaningful situation had got a good acceptance specially in Europe which gave rise to the Direct Method (Lado, 1964:4). As he further describes, "The central idea of the direct method is the association of words and sentences, with their meanings through demonstration, dramatization, pointing, etc" (1994:5). Still the significance of this approach was only to teach or to learn meaning as much as it was possible to dramatize it. The method considers that the foreign language can be taught or learnt in the same manner that the first (mother) language is learnt. This method was found useful to the whole class whenever it was implemented by effective teachers whereas the grammar translation method was advantageous at best for only the exceptional ones (Lado, 1964).

Gradually this method like its predecessor, lost acceptance for its focus was on a type of teaching which resulted in mispronunciation.

In the same manner, the Linguistic Approach was one of the most prominent language teaching methods developed by linguists during and after the Second World War (Lado, 1964). It was entitled so by the emphasis it gave to linguistic aspects of language teaching, because it was mainly characterized by imitation and memorization of basic conversational sentences in the manner that they were articulated by the native speakers (Ibid). Hence, description of the distinctive features of intonation, pronunciation, understanding the morphology, structure and syntax based on the sentences memorized, and excessive practice to speak and listen to the language were among its most important mechanisms of presenting the essay or teaching the language

To conclude, above it is tried to give some models from the whole lot of language teaching methods and approaches discovered and attempted in

the history of language teaching. Some of them focused on translations whereas the others gave emphasis to direct approaches emphasized on teaching the language bases of some linguistic aspects of the language. This shows language teaching has used different methods throughout its history but without consistency.

2.2 Literature and Language

Whenever the issue of language and literature is argued, many agree that they can not be taught separately for they are mutually inclusive and Complementary to one another. Regarding this interrelation between language and literature Pearce (1977), describes that linguistic analysis is a crucial process in interpreting and understanding the meaning of a literary work. This seems a good evidence to elaborate a literary work in its entirety. On the other hand, Melakneh (2003:vii) adds “..... literature is language in use”. Literature, written or oral cannot exist without language and any literature is a means through which a language can be well expressed. This shows that literature is one means by which language is expressed in real life situation or in the everyday life.

This might be evident enough one to conclude that literature and languages are not exclusive to one another but means that represent and complement each other. It seems due to this interdependency between language and literature, the suggestion that ‘the teaching of the one can contribute to the development of the other’ have got the agreement of many scholars. Furthermore, the number of scholars who argue that the two must be taught together is not few. For example Hyde (1994:295) says “Language use reflects culture and it is impossible to disassociate the two in any real sense.” It could not be too much argumentative to accept that any language grows within the culture of that people who speak it. It will be possible to deduce that language is a means through which the culture of a certain society can be reflected or expressed. The

best criterion to judge any individual's adequacy in using a second or foreign language learnt is the level of his/her efficiency in using the language in the manner that its native speakers use it and his or her ability to use the language in its proper context for the proper purpose. This is due to the fact that natives may use their languages differently in different context as to their purposes in mind. Therefore, Brogger (1994:92-93) stress that, "...Language learning should not be limited simply to linguistic performance, but should include some understanding of the culture of the native speaker".

This reminds us the significance of having some understanding of the culture of a certain society whenever it is necessary to learn the language of that society in a foreign land. Hence, to drop some cultural elements in the language that we teach or learn, it is advisable to make it within its literature. This is mainly due to two important factors. The first one is, as literature is grown in a culture, it is a full reflection of it. It can be a good representation of that culture even in a foreign land. The second, is, the close interrelation between language and literature which can make the language teaching and learning process easier and faster than the one learnt /taught by any other means.

However, as Gower and Pearson (1986) argue, and as discussed earlier under this chapter (2: 1:3.), Very recently language teaching approaches have given hardly any emphasis to the role that literature plays in teaching language (in our case English).

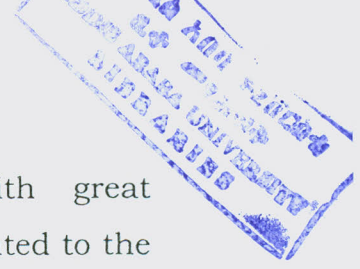
For example, the emphasis of the Grammar Translation Method was the memorization of grammar rules and the analytical translation of selected texts whereas the focus of the Direct Method, on the other hand, was teaching the language by presenting words and sentences to the students so that they could understand the meanings of these words and sentences without analyzing the grammar or translating the sentences

(Loado, 1964). The linguistic approach, on its own behalf, focused on imitations of basic conversational sentences in the manner that the natives used to articulate them (Ibid).

As many scholars seriously argue such approaches lack a lot of things to be effective in the field of language teaching. The most significant ones of such problems were their failure to get sufficient responses from the learners' side due to the lack of active involvement in the teaching learning process. Long, in Brumfit and Carter, (1985) writes that early language teaching approaches, especially the ones which appeared from 1960-1985 had some common problems in developing responses and in isolating the different kinds of responses involved. Among the most common shortcomings that those early approaches usually faced Long (Ibid) points out:

1. The focus of most of these methods was on the structure of the language. As Long further adds this includes,
 - the emphasis was on discrete-point teaching;
 - they gave priority for grammatical correctness;
 - repetition of a range of graded structures, restricted texts was the main activity;
 - representation of methodology which is usually unsuited to literature teaching was widely used.
2. The teaching of literature lacked a consistent methodology for presentation to non-native speakers.

This was due to the fact that

- 
- most commonly texts were presented with great enthusiasm but in the manner they were presented to the native speakers;
 - too many and continued activities those made the learners so busy in writing and translating unfamiliar words and responding to the texts (Ibid).

Hence, years have come and gone without these methods scoring any satisfactory result in the field of teaching the English language. Most probably the main reason for this might be these approaches have not enabled the learners to involve in the activities or make them to actively participate and be able to develop their capacities of responding. This is because, as Long (Ibid) concludes, the teaching of language to non-native speakers should give greater emphasis to developing the capacity of responding in any way and of whatever type but the important thing is their involvement in the activities. Most of the language approaches were most commonly seen failing to attain such fruitful goals but on the contrary they made the language teaching process more mechanical that focused on grammatical formulas and gave hardly any space for literature. Thus, the overall out come of such approaches, as Long (Ibid) further writes, were:

1. literature was totally expelled from the field of language teaching.
2. literature teachers were removed from teaching the language.
3. literatures were becoming rarer and rarer which in turn contributed for the learners to be forgotten (Carter, 1986: 93-44).

And hence, literature is said to be ignored in he field of language teaching or learning and language teaching approaches are said to be weakening the activity of language teaching rather than strengthening it.

2.3 The Importance of Teaching Language Through Literature

This sub topic regards the benefit of using literary works in the language classroom in the manner they contribute to the development of the language skill of the learner. It is believed by many scholars that much can be done to promote the students language proficiency level by using different literary texts as raw material in the language classroom which in this paper entitled as, "Teaching Language through Literature".

Ibsen (1995) writes that language can be taught through literature for two most important significant effects. These are 'Authentic effect' and the 'affective effect'. As to Ibsen (Ibid) the Authentic effect mainly focuses on the linguistic aspect that the student can attain by learning the language through literature for it enables him/her to encounter to different cultural and socio linguistic aspect of the language learner. The affective aspect of teaching language through literature is thought to affect the cognitive process that takes place in the learners' mind which enables him/her to learn the language in a pleasant situation.

As to the writer, the attempt to teach the English language through literature would benefit the learner from two aspects. These are from its 'personal' and from its 'linguistic' aspects.

2.3.1 The Personal Value

This concerns the role that literature plays in shaping the personality of the learner. As is learnt from ERIC Digest (i.e., a web page), a psychologist called Gorge Kelly has described that literature has the capacity of shaping our personalities starting from our childhood because as the source further adds, "our personalities" can grow out of the stories we have encountered in our life and the way they influenced our future expectations and together with the perception of what has happened to us. In the same manner, a sociologist called Petter Berger

has emphasized the role that literature plays in shaping social realities in ourselves because he states stories have the capacity of changing our characteristic as they progress from one life theme to the other (Ibid). This indicates that literature can have the power to shape one's personality. There are other personal values that teaching language through literature can in print in the learners. Among these are, developing the love for reading, enlarging the sense of universality and the personal development of the learner.

2.3.1.1. Cultivating the Love for Reading

Due to the effect of globalization and vast provision of electronic media, it is common most frequently to hear people complaining that the present generation has no good appetite for reading. For example, Penrod (1988) (Ibid), criticizes that the access to various television programmes and unlimited provision of movie freaks have turned the faces of many of the young people; including even the ones who were once comic books affectionate and have been greatly 'attuned' to the visual things rather than to the verbal aspects of the art. Penrod's view seems write, because, now a days, many young people are busy in watching international football matches. They waste most of their time talking about video films they recently watched and football matches that took place in Europe in the previous night. This causes them to have no time for reading. Hence, the culture of reading is on the verge of being forgotten. Furthermore, the extensive access to electronic media such as the computer has made the availability of ready made information about every thing in a very limited period of time. If this is observed with regard to time and energy it saves, it has to be really considered as a very great achievement or leap, because people have not to waste time turning pages of printed materials in order to look for a certain type of information about a certain issue or event. However, it should not be forgotten reading itself has to play an important role in developing an individual's language ability and shaping

his/her personality. Many scholars agree on that a person who is an efficient reader can also develop a proportionally good capacity in the other aspects such as speaking, writing and listening. There are a lot of things that one can acquire from reading. These include good vocabulary capacity, various styles of expression and language use, broadening one's understanding about different fields of knowledge and various aspects of life. Thus, if students got stuck to only mechanic information, it is obvious that they lose immense benefits that they may encounter by reading different printed material. Efforts have to be made to turn the eyes of the young generation, as much as possible, before it is gone too far and to cultivate and develop the need for reading from the very beginning.

A good remedy for such an objective is to expose students to various literary works and to help them to develop good appetites and affection to these literary texts. Penrod (Ibid) believes that this is not impossible because many of the elements of literature are easily accessible to students of all stages and grade levels and have the power to capture their emotions and affect their feelings aesthetically by creating instantaneous connection by directly replacing their experience of viewing the visual art by the art of reading the novelistic texts.

Hudson (1949), stresses that literature can have the capacity to replace the visual arts such as the movies, TV, video, etc because he believes such materials are secondary to the verbal ones and which are based on them. Hence, if situations are conducive and efforts are made there is no doubt that people can show special preferences to the original thing, .i.e., the written art rather than the copy, i.e. the visual art. It is also clear that electronic media require the user (viewer) to get particular time, place and the access to different devices such as the video and electricity.

But on the contrary, one can carry a book in his pocket and move from place to place without too much difficulties and read it even on his/her journey. It seems because of this fact that Hudson calls the written art a 'pocket theatre' (1949:129).

Therefore, using literature as a means in teaching the English language would lay the foundation to cultivate the habit of reading in the learner from the very beginning,

2.3.1.2 Promoting the Sense of Universality

Another benefit, one can profit from learning or teaching the English language through literature is the possibility of enlarging the sense of universality in the language learner. As many of us may agree, literature is a universal phenomenon. All people of all races, colours and times have literature of their own in either written or oral form. The issues they raise are issues of all man kinds, although it could be of different colours, ages, gender, time and place or status. As accessed from ERIC Facts sheet, (a web page), Gordon(1979) writes, that this universal nature of literature would help to establish a common ground for heterogeneity among people of different cultural backgrounds. Thus, this enables one to attain more than one objective at once. In the one, it helps to base the language teaching on a common ground which facilitates the teaching. In the other, it motivates the students to actively involve in the language learning and teaching activity and to be able to respond for the lesson based on what he/she has already practiced. If the student once involved in the learning beginning from what is known, he/she promotes to the unknown part without being aware of the transition. This really avoids the frustration of making mistakes and being mocked at by his/her classmates

2.3.1.3. Personality Development

In addition to its making good readers and developing the sense of universality in the learner, the role that literature plays in the personality development of the learner is also great. It enables the learner to grow as an individual in the society and makes him or her to be aware about the type of relationship which exists in the society (Carter and Long, 1991), it also helps him/her to learn the good and the bad of the society and hence to behave accordingly or to refrain from.

So, teaching language through literature assists the learner to know more about the society, the culture, the societal codes and to develop his/her personality, which in turn plants an ever lasting effect on the individual's future.

2.3.2. Linguistic Aspects

The other most important significance of teaching the English language through literature is its linguistic value. This is because, as Widdowson (1975: 43) writes, "At the heart of Literary creation is the struggle to devise patterns of language which will bestow upon the linguistic items concerned just those values which convey the individual writers personal vision". Widdowson's view indicates that in literary texts great emphasis will be given to the use of different types of linguistic items and language patterning. Thus, if one tries to teach the English language through literature, it enables him/her to provide the students and to supplement the lesson with such special kinds of linguistic elements and language patterns. The overall outcome of this, then becomes provision of varieties of language, good motivation and want to learn the language and be able to develop the skill of using the language in the suggestive manner from the students side; and making the lesson ambiguous and creating an authentic atmosphere in the classroom.

2.3.2.1 Variety

By variety, here is to mean the capacity of literary texts in to providing the learner with all sorts of conceivable language items, subject matters and styles. Although the emphasis of literary works is not knowledge but as Hudson (1949:10), "...to yield aesthetic satisfaction" of the readers, any one who has a good exposure to such materials can not be ignorant of the other aspects of man's life. For example, as Melakneh (2003:X) writes, "..... one can find the language of Law, Medicine, Mountaineering and bullfighting of pornography, church sermons, Nursery talk and what not !". Hence this makes the reader to have some knowledge of all aspects of life and of all fields or disciplines in which man is engaged. But, rather, as Hudson (1944:10) adds, "A piece of literature differs from specialized treaties on astronomy, political economy, philosophy or even history; in part because it appeals, not to a particular class of readers only but to men and women as men and women" in general.

From this we can perceive that literature not only concerns all aspects of human affairs but also in a sensible and in a considerable way. Thus, if such materials are presented in the language class, they would create favorable conditions for the learner to encounter with all these varieties of styles, language items and subject matters which assist him/her to use the language learnt effectively in all aspects of life.

2.3.2.2 Motivation

The term refers to the role of literature in arousing the feeling of the learner and its capacity to make him or her to act accordingly. Long in Brumfit and Carter (1986:42) writes that language learning requires a full involvement and active response from the learners side. It has got the agreement of many scholars that literature can fulfill such requirements. Fore example, Carter and Slater (1987) have stated that through

experience of long reading the reader begins to inhabit the text and to be drawn deep in to the heart of the book as far as he/she reads with closer intimacy to one of or some of the characters and becomes in a position which inspires him/her to give responses. Such a feeling or emotional involvement plays decisive roles in facilitating the language learning or teaching Process. It enables the learners to fully involve in the process and to actively participate.

2.3.2.3 Suggestiveness

Whenever language is made to be taught through literature, it would open the door for interactive discussion in language classroom of various aspects from different angles and students may seriously argue against or for an idea raised or inspired. Then, such interactive involvement may call for the involvement of almost all of the students in the classroom. Due to this suggestive capacity of literature, even by providing the simplest form of a literary text one can promote the classroom discussion to a wider range in the foreign language classroom. This suggestive capacity of literature mainly results from the manner language used in literature because in literature language can be used in an emphatic, lofty and subtle manner together with various types of expressions and with different types of further argumentation and debates. As Melakneh (2003:x) stresses, this "Pedagogically has many advantages such as validating the interpretation of each respondent and stimulating interactive discussion among the target group which in turn leads to a genuine exchange of ideas and to the development of the learner's critical faculty and language proficiency.

2.3.2.4 Authenticity

Another most important reason for teaching the English language is its accountability to create an authentic atmosphere in the language classroom. This is because, as Sharma and Tuteja (2005:9) assert, "If we are teaching German, let us teach as Germanly as possible; let us consciously create in our classroom a German atmosphere." This is a solid indication of the importance of an authentic atmosphere in the language classroom. As foreign language learners are learning the language in a mechanical manner, the language learnt or taught might lose much of its natural taste. Hence, the learners may face some problems when communicating with the native speakers. As authenticity indicates the provision of unsimplified and unmodified language in a foreign language classroom, many scholars suggest teaching language through literature enables to bring the natural atmosphere in the language classroom. This is due to the fact that Carter (1991), as quoted in Melakneh (2003:xi), writes, "Literature is language in use." And, hence as to Collie and Slater (1987) most of the literary works are not written for the purpose of language teaching. They are written to satisfy the needs of the native speakers. Due to this they have the capacity to be rich in linguistic elements like complexities, deviations, manners, parallelism, etc (Ibid) and sublets which are rare in other types of texts. This enables the learner to be exposed to the type of language that is genuine and undistorted or unsimplified. Moreover, the learners can develop the capacity of reading literary works which are written for the native speakers.

2.4 Types of Literally Texts to be used

What sort of literary text can be used in teaching the English language through Literature?

Such a question refers to the criteria of checking of the suitability of literary texts for a certain aspect of language teaching. As literary texts are varied and many in number, it is definitely clear that all sorts of materials can not fit the needs of all students of all grade levels, age, and cultural backgrounds. The chance to access immense of different types of literary texts at once makes selecting among many alternatives and types important. As Collie and Slater (1987:6) state, the criteria mainly depend up on the need and interest of each individual group of students, their culture background and their language proficiency level. This stresses on the importance of choosing literary materials which are relevant to the life experience of the intended group of students and that appeal to their emotional needs and that cop-with their future dreams (Ibid).

Regarding this, Melakneh (2003: Vi) suggests the following points from Collie and Slater (1987) that would help in the process of selecting a certain type of literary text for a certain group of students who are learning the language for a certain purpose. These are:

1. the availability of the printed text;
2. whether the text provides representative selection;
3. familiarity (economical text- vs-unfamiliar text;)
4. selection restricted by the syllabus;
5. related to the reader's culture or experience;
6. contemporary/ modern interims of classification;
7. conceptual/ as opposed to linguistic simplicity;
8. long-vs-short;
9. thematic appeal;
10. Complete work-vs-extract work.

As Melakneh further adds, although the points listed above are believed to contribute a lot in selecting literary materials which are suitable to a certain purpose of language teaching, their might situations where these criteria may fail to satisfy the need due to various conditions. Hence,

whenever such problems are faced the teacher has to take measure which he/she thinks is proper (Ibid).

However, as Collie and Slater (1987:6) emphasize, whatever the criteria might be, the most important thing to bear in mind whenever selecting literary texts for teaching language is its capacity to arouse the students for personal involvement and its power to provoke them to react in any manner that the classroom condition permits .

Therefore, in short, any literary text, written in English can be used to teach the English language as much as it satisfies the need of the learner, appeals to his/her interest, it goes in harmony with his/her culture and at most if it has the capacity to arouse the learners emotion and makes him/her active participant in the language learning process. For example, Lindsay (1974:55) explains that drama can be used in the language classroom as Lindsay (Ibid) further adds, "...it can help students to learn to use the language in situations where they have to communicate using the whole self and not just the vocal part." As Lindsay suggests, drama can have an immense value in teaching language through literature.

As language use involves different gestures and body language, whenever the language is made to be taught through drama it may inspire the learner to practice some of the body languages such as facial expression, non-verbal sounds and other paralinguistic features (Ibid). This enables to clarify meanings and at the same time to practice the body languages that accompany our vocal or verbal language.

Melakenh (2003: vi) seems to agree with Lindsay because he states that one can teach many concepts of the language by taking a one act play into the classroom and applying it skillfully. For instance, phrases, vocabulary, pronunciation, reading comprehensions, interpretation, improvisation, writing character sketches, and group interaction.

2.5 Methods of teaching language through literature.

In the previous sub-topic it is tried to point out that if it enables to arouse the students' emotions, make them involve and be respondent and it appeals to their dreams and, if it is not too much far beyond the students' language level any literary text written in English can be used to teach English. Under this sub unit it will be tried to assess the methods by which these literary texts can be presented to the students in the classroom, i.e. approaches and means by which they can be implemented.

Literature can be brought into the language classroom in either of two ways, i.e. directly as a field of study or as resource for the language classroom. If the purpose is of the first type, Carter and Long (1991) write that it can attain one of the three models although they are not mutually expulsive but be seen simply as tendencies preferred by teachers to satisfy some particular pedagogical needs in the same field of study. These are:

1. The cultural aspect
2. The linguistic aspect
3. The personal growth aspect (Ibid).

The first aspect mainly focuses on enabling the students to be aware and to be able to appreciate different cultures and ideologies of people who were and are existing in different time and space and to expose them and keep them in touch to perceive their traditions, share their feelings, etc. It is believed by many scholars that literature can have the power of bringing people who are geographically and chronologically apart in touch due to the fact that it has close interrelation with the most significant idea and sentiments of human beings (Carter and Long , 19910).

The language aspect model, on its own regard, sees the significance of teaching literature from a linguistic point of view. Carter and Long argue that if teaching through literature has any significance it should be its contribution in fostering the linguistic capacity of the learner. This is because, they add, the proponents of such a model believe that language is the medium through which literature represents itself, as much as the students are exposed or pushed into it, they will be able to build up their linguistic capacities. However, this approach is complained about its ignoring the nature of language in literature and it is feared not to demotivate the language teaching activity in general due to its mechanistic approach (Ibid). These fears and complaints seem because of the different natures of language teaching and the way literary works are interpreted for the latter mainly focuses on genuine engagement with the literary work whereas the former gives further emphasis to linguistic aspects of the language to be learnt.

The personal growth aspect on the other hand seeks to help students to develop the capacity to achieve an engagement of literary texts although it can not be determined in terms of passing or failing an examination for its focus is on the capacity that the student can possess i.e. love for literature and enjoyment that they profit from it. According to this model " Helping students to read literature more effectively is helping them to grow as individuals as well as in their relationships with the people around" (1993:3). Hence, the teacher's task should be encouraging students to achieve these goals by motivating them, selecting and providing texts which the student can interact with and be able to give response.

As is discussed in the previous sub-topic the most important thing in selecting a literary text is its appropriateness to the students' needs, emotions, level and its capacity to make the students active participants in the classroom activity. Any method thought to be implemented in such

a classroom should be the one that fosters to accomplish this objective. Therefore, under this topic it will be attempted to insight some of the most commonly used approaches of teaching the English language through literature and some of the familiar means of implementing such approaches.

As Collie and Slater strongly argue, it is very conducive to make the presentation free from the teacher's dominancy and help the students to make the text of their own (1987:8).The main reason for this is the fact that students can not be learning of their best unless they are fully involved in the learning activity. Hence, the teacher has to pay important attention in selecting the method or approach that enables him/her to achieve this goal as no less than the attention he/she paid in selecting the literary text. There might a number of ways to do this. However for the matter of convenience, Collie and Slater have suggested the following underlining approaches. These are:

1. maintaining interest and involvement by using a variety of student centered activities;
2. supplementing the printed page;
3. tapping the resources of knowledge and experience within the group;
4. helping students to explore their own responses to literature;
5. using the target language and
6. integrating language and literature (1987:8-10).

Collie and Staler (ibid) suggest that a teacher can make his lesson effective by applying these principles. However, these are not the only

ones. One may use various other means that would help to make the presentation living and interesting .

2.6 The problem of teaching language through literature

Although the value of teaching language through literature is enormous, it is not so easy to apply but rather full of challenges. There are a lot of factors that make it so. Among which are, people's attitudes regarding teaching language through literature, the students themselves, the materials (texts) and the problem of testing the outcome, etc.

2.6.1. People's Views

A lot of people argue that literature can not be a good resource to teach the English language by. One of the reasons they give comes from the belief that the objective of any language teaching should be promoting the students' knowledge of the structure of the English language due to its complex nature. Hence, they believe making the students aware of this complexity of the English grammar minimizes the chance of making mistakes when using the language. So, they believe literature can not be a good means for such a purpose because, as McKay in Brumfit and Carter (1981:191) writes, "..... Literature, due to its structural complexity and its unique use of language, does little to contribute to this goal."

As to McKay (Ibid), the objective of promoting the students' awareness of the language structure is something that everyone wants to achieve. However, the view that literature is insignificant for such a purpose seems a wrong conclusion that might have been said without realizing that there are differences between using a language and knowing its grammatical rule. One may manage to do the one without giving much attention to the other. Furthermore, Widdowson (1978:3) in Brumfit and Carter (1986:195) describes that these two are of two different levels i.e.,

'the level of usage' and 'the level of use'. As to him the former focuses on understanding the linguistic rules of the language whereas the later refers to the knowledge of using the rules effectively for communication. But, the question here one may ask is, "Does literature enable one to attain both levels at once?". The answer seems "Yes". Because, in one hand as McKay quotes in Brumfit and Carter (1986), Povey (1972:187) states that literature can satisfy all language skills by extending one's knowledge of the linguistic aspects for it provides extensive and subtle vocabulary usage and different syntactic elements which are exact. In the other, the language that the writer uses can not be completely different from the way that the society uses the language. Hence, the most important thing is to select the write type of material that satisfies the need of our students for writers can write in various ways.

The second point for which people seem uncertain regarding teaching language through literature is the view that it does not help the learner to acquire good goals. People with such views fear that since literary materials or texts are not written in the manner that they can satisfy people's needs in specialized fields of knowledge but human needs in general, they may not contribute to make proficient in some particular fields of knowledge. However, as McKay in Brumfit and Carter (1986:192) stresses, "Certainly in so far as literature can foster an overall increase in reading proficiency, it will contribute to these goals". This indicates that the main objective of teaching language through literature is not being efficient in jargons and/or registers which are proper to only certain situation and/or disciplines but it is to enable the learner to have a good command in all aspects of the language that can serve as basis for all fields.

There is still another argument that literature confines the learners' understanding to only certain cultural aspects for literary texts reflect

mainly the culture of the people who speak the language in which the text is written.

McKay (Ibid), agrees this is really a problem. If a student is made to read (to learn by) a literary work written in English and on English culture he will be well exposed to this culture rather than to any other cultures. However, as to McKay (Ibid) the purpose of such a method of language teaching is not this, but it is whether or not any benefit could be gained by encountering with the cultural aspects of a literary piece. If this has got an 'yes' response, it will be easy to make clear that there is no such a text that makes the learner to be aware of all cultures around the globe and that makes the learner ready to act accordingly to all of them. If any thing can be done in a language classroom with regard to culture is to make the learner aware of such cultural variations can occur to language use and to help him or her to develop tolerance to them which is "one of the most obvious uses....." of encountering cultural aspects through literature. Furthermore, as Frye(1964:129) strengthens, "It is clear that the end of literature teaching is not simply the admiration of literature; it's something more like the transfer of imaginative energy from literature to the student."

Hence, the purpose of confronting students of different cultures through literature is not to enable them to be able to solve all cultural problems that they encounter in life but at least to help them to be psychologically aware and not to be ignorant of such things in their future life.

There are also others who believe that teaching language through literature has to wait for some time until the students have developed enough experience of the language. Regarding this view, Baird (1994:279) writes that although it is not false that a certain level of efficiency in the language is needed, it is wrong to consider that an extensive amount of vocabulary is necessary. This is because, as Baird further elaborates, it

is possible to begin it at any stage but the most decisive factor is being able to select literary texts that are proper to the level of the students and the need of language teaching for such group of students.

2.6.2 Students

Another problem that confronts one who intends to teach the English language through literature is the students themselves. As they might come from different cultural and social backgrounds and they start from different efficiency level of the language command, having them in a single classroom itself is a serious problem.

As Lado (1964) argues, the students might begin to talk about literature in the target language in their own native languages even with out reading the presented or chosen literary text. This causes problems to attain the intended objective of promoting the students language command. Such a problem arises from different experiences in the language proficiency level and background of the students. There might also situations in which the students become incompetence and remain passive in certain situations. This might be due to frustration of making mistakes or due to failure to understand the a activity preferred for the moment. This causes the teacher to despair to continue his/her task due to unexpected outcomes. However, Professor J.Sinclar, as quoted in ELT Journal vol. 48/4(1994:280) has stated the following at the conference held in 1962 regarding the teaching of literature overseas:

To improve the efficiency of English literature teaching, then we have to face these difficulties and bridge these gaps especially in dovetailing with the language teacher; the only link that seems practical is that of the theories of how language work provided by modern linguists.....

This reminds the importance of making all the possible efforts whenever such incidents are confronted in the language classroom.

2.6.3. The Teacher

Some times teachers themselves might affect the effectiveness of teaching language through literature. As to Lado (1964) there are times in which teachers present the language lesson by over simplifying some well known materials and reading them as if they were the real things or use them for information about the target culture or they may take a master piece from literary works of an earlier time and use them as a model for the present time. Due to this improper use the literary text may lose many of its good qualities such as authenticity, originality, and so on. Hence, the proper outcome that is intended to be gained may not be attained.

As Stevick (1957:18) writes, language is something that can not be taught but learnt which mainly should be based on the students' interaction but not on the teacher's action. Nevertheless, sometimes teachers ignore this fact or they may lose the tolerance and pass the boundary and consider themselves as agents of imparting knowledge rather than creating favorable conditions for successful language learning (Brumfit and Carter, 1986).

Therefore, they sometimes draw back to the traditional approaches and consider themselves as the centre of the presentation. Such a consideration lets the learner be passive observant rather than being active participants in all activities in the classroom (Collie and Slater 1987). This is because although teacher centered approaches may provoke detailed discussions to arise in the classroom, they do not make students to accept that the lesson is their own but not that of the

teachers. Hence, in such situations the students may not be well motivated to learn by their own efforts .

Teachers can also affect the teaching of language through literature due to their background, their attitudes to language teaching and the way they select materials and the type they select.

2.6.4 The Texts Selected

In addition to the societal view, students attitudes, interests and cultural background, teacher e.t.c, the texts which are selected to teach the language by might affect the outcome of teaching. The texts which are selected to such a purpose need to be exactly to the level of the learner. For example, as Brumfit and Carter (1986:193) write, "A text which is extremely difficult on either linguistic or cultural level will have few benefits." Because, this does not enable them to learn much of it. If it is too simple, it could not be difficult to imagine that it does not enable them to work of their full potentials.

Therefore, selecting materials which appeal to the interests and maturity level of the students would be advisable for successful out comes.

One of the main reasons that make a literary text improper to a certain context is its linguistic difficulty level. Some scholars suggest that one can maintain the difficulty level of a material to the students capacity. However, many scholars, such as Lado (1964), Brumfit and carter (1986), Honeyfield (1977) agree that such a method could not be a good means for it distorts the authentic nature of the material and for it tends to produce a homogenized product in which the information is diluted. Hence, the preferable means of getting such materials is to select texts which are relatively easy as to the need and level of the students.

2.6.5. Testing

Baird (1994) states that there are many scholars and teachers who would assert teaching language through literature is the best approach to enable the learner to acquire all rounded language skills. Nonetheless, many other scholars complain regarding some shortcomings of this approach. One of such complaints is the one which regards the fact that one cannot be so sure that he/she is proceeding so well or so badly in his/her effort to learn language through literature (Baird, 1944). Although the main reason for this argument is the fact that many scholars doubt that the communicative competence acquired by learning the language through literature may not be feasible for testing (Brumfit and carter, 1986).

The objective of learning/teaching language through literature is to develop a good communicative significance in the learner. The learner, on the other hand, might have his/her own purpose of learning the language he/she seeks to be assured by a legal body or a responsible organization. Due to the lack of feasibility in communicative language, giving assurance for such students may not be so easy. This may cause some people to feel that teaching language through literature is insignificant.

But as to Brumfit and Carter (1986) make it clear, the view that teaching language through literature is not viable for testing may come from imagining literature as a big body of knowledge or field of discipline rather than as a means by which functions or skills are enlarged. The main objective of learning or teaching languages through literature is to develop the learners ability in speaking or writing the language or to foster his/her ability to listen and respond to what is spoken or to read and understand what is written in that language. Thus, if teaching /learning the English language through literature has any role to play, it

should not be thought out of its contribution in shaping these basic language skills (Ibid).

Hence, testing the role of literature in language teaching means evaluating the individual learner's efficiency in using the language effectively (Carter and Brumfit, 1986). Therefore, it is possible to say that one can test how well an individual student responds to a literary text by reading or listening to it in a spoken or in a written form.

2.7 Related Local works

The local works found to the access of the writer are Dr Abiye Daniel's (1998) and Zemenfes Baraky's (1991).

Zemenfes (1991) has studied "The Role of Short Story in Teaching the Amharic language". The study was made on grade eleven students of Yekatity 12 Senior Secondary School. The main objective of Zemenfes' study was to see whether using short stories in a language classroom would cause a change or not. To attain this goal Zemenfes classified students in to two groups. First, he gave a pre-test to both groups and compared the out come to see if there were differences of any significance in the prior knowledge of the subject matter in those two groups. In the outcome Zemenfes was able to prove that there was no such a considerable difference between the two groups in their prior knowledge regarding the subject matter. Then, he taught the language to the experimental group only using short stories for some time and at the end he gave the same exam to both groups and compared their results. He also used questionnaires to collect further evidences to come with a motivating out come. In the outcome Zemenfes realized that there was a considerable difference in results of these two groups. In his conclusion Zemenfes (1991) suggested teaching Amharic using short story would help the students to be motivated and learn the language well.

Although his study was on the 'Amharic Language', the procedures Zemenfes passed through and the methods that he used give good clues for any one who wants to engage in such a study. However, Zemenfes' study differs in many ways from mine.

First of all, the objective of Zemenfes' work was to see the significance of short story in teaching the Amharic language. As Amharic is spoken either as a mother or as a second language in Ethiopia, the problem that a student who learns Amharic in an Ethiopian situation may not be similar to that of a student who learns English in the same environment. The former may have the chance of encountering some environmental factors that may help him/her to ease the burden whereas the latter can not have the chance of getting such an opportunity if he/she once goes out of the classroom. The other, big difference between Zemenfes' work and mine is the type of literary text which is the target of focus. Zemenfes' has mainly focused on one type of literary genre, i.e. the short story, but the focus of this paper is the role of literary texts in general in teaching the English language in Ethiopian situation, particularly to grade nine students. The grade level of the students is another difference, too.

The second work which is thought to have much proximity to this paper is Dr. Abiye Daniel's work.

Abiye (1998), in his PH.D. Dissertation has studied the role of "African literary texts and Language Based approaches in ELT". His study is mainly on the motivational value of such literary texts in the language classrooms in Ethiopian context.

The main focus of Abiye's study is to argue on the appropriateness or significance of African literary texts in teaching English as a foreign language in Ethiopian context. As Abiye stresses, the Argument is that these texts are more motivating for they incorporate the Ethiopian

English language learners social milieu which in turn is a part of an African historical experience (1998:1).

Abiye (1998) believes that due to the absence of Ethiopian variety English, using African literary texts in Ethiopian situation would help to motivate the students by much due to the proximate of the cultures in which these literary texts are found from and that of the students and the inclusion of the one in the other would be a good support to the language being taught. This fact is because of the fact that culture and language are 'intertwined one in the other'.

As Abiye believes literature would be a possible answer to the lack of motivation in the language classroom, he suggests the use of African literature to teach English in Ethiopian context. He had based his study on freshman students who were studying social science in the A.U. in that academic year. He has tried to investigate whether or not they liked to study English together with their reasons, their feelings, regarding the English language and the English speaking people and their views regarding language learning in general.

Hence, Abiye's work is different from mine in some aspects, too. First of all, Abiye's focus is on African literature to teach English in Ethiopian context. Abiye has preferred such an approach due to many factors such as absence of English of Ethiopian variety and the cultural interrelation between Ethiopia and the other African countries. However, mine focuses mainly on literary texts of any people and country as much as it satisfies the need and the level of grade nine students and as much as the medium of instruction is English.

To me it seems the way it is selected and presented to the students what matters. If the proper material is selected and efficiently presented, I think, it may satisfy the needs of all students of all races and colors. The other difference between Abiye's and mine is the level of students, who

are involved in the study. The focus for Dr. Abiye's study was on freshman students of the A.A.U. whereas mine are grade nine students. Abiye thinks that the freshman students of the A.A.U. seem less fluent in their English language use. He believes the main reason for this is lack of motivation which is caused due to the lack of culturally appropriate material and the absence of language based approach. But if such a culture is made to grow with the students, it would contribute the situation in the Universities to be improved, too.

CHAPTER THREE

3. Methodology of Data Collection

3.1 Methods of Sampling, Process of Data Collection, Analysis and Interpretation.

In the previous chapter it was attempted to see the issue of teaching the English language through literature from the view point of various scholars and their works. It is also tried to show the place given to teaching language through literature in earlier methods of language teaching, the role that literature plays in language teaching and some of the most significant factors that hindered its applicability. In this chapter it will be tried to show some of the processes passed through and methods implemented in selecting samples and materials, sources and process passed through in collecting the necessary data.

3.1.1 Selection

By selection here is to mean the reasons why the school, the students of the concerned grade level, etc. were chosen and the criteria on which the preparation of materials and texts were based.

3.1.1.1 The School

The school which was preferred by the researcher for the study, i.e. 'The significance of Literature in Teaching the English Language', was Birhan Guzo Secondary School, a government school in Addis Ababa which is found in Yeka Sub-City around Kazan Chis, Near Enderassie Hotel.

There were some important reasons for the school to be chosen for such a purpose. The first was the background of the students. Most of the students who learnt in this school came from families whose monthly income was very low to fulfill all the necessary materials that contribute

for effective learning out comes or to send them to schools of better standards. Students who come from such backgrounds were most commonly heard being complained about their poor successes in all subjects that they learn in general and in the English language in particular. Hence, to base the study on students of such backgrounds was believed by the researcher to be advantageous for two most important reasons. If the study is found effective, it would be evident enough that the approach could satisfy the needs of the majority of students in our country in general as most of the Ethiopian students were from such backgrounds. This was the first aspect. The second was that if the method was found favorable to satisfy the needs of students of that group, it was also believed to play a significant role in satisfying the needs of students who come from better family backgrounds, too.

The other reason why the school, Birhan Guzo, was chosen was the fact that the researcher worked there. It was believed that it would help to find sample students easily without too much difficulties and to get favourable time in which these sample students could join the experimental and controlled classes without affecting their ordinary periods of the other subjects which the students were attending. It was also believed that it would save the time and energy that the researcher might lose running here and there i.e. working in one school and conducting the research work in an other.

But, here, one may ask “Why only from one school? Why students from various schools were not involved?”

As students in Addis Ababa were attending whole day classes, it was not easy to get sample students, an appropriate time and place for the teaching learning activities and for the data collection processes. It was not also easy to accommodate students who came from various schools for it was feared it could affect their regular classes. This itself seems

tangible evidence. However, was due to various reasons. One was to have the sample students from the same school environment because if the sample students were collected from different school environments, this itself was feared to have affected the result of the study one way or another. The second was the fact that the researcher believed that it would be reasonable if both groups, i.e. the EXPERIMENTAL and the CONTROLLED, were taught by the same teacher. This was because of the fact that it was believed that if the sample students were the ones who were being taught by different teachers, the teachers' individual differences and experiences may have the chance to affect the result of the study.

3.1.1.2 The Students

The reason why grade nine students were chosen seems another point to be made clear. As grade 9 is the first stage of the high school education, it seems logically reasonable to begin the task of cultivating such a culture from such a grade level as much as the importance of teaching the English language through literature thought to have got an acceptance of any level. Then it was believed that the outcome itself might give clues regarding what has to be done in the future or for the future coming grade levels. This was one of the reasons why the study focused on grade nine students. The second is, as the researcher taught students of the same grade level, i.e., grade 9, it was believed that it would make the situation favourable for things such as easily access to the sample students, know their backgrounds, observe their short comings from a near distance etc.

The points discussed above might have helped to make clear what criteria and factors were mainly focused on during the process of selecting the school and the grade level of the students for such a study.

Below, it would be attempted to see the sampling process passed through.

3.1.2 Sampling

As the main objective of the study was to assess the role of literature in teaching the English language to grade nine students and to observe their attitudes towards it, after the type of the school had been identified and the grade level of the students was decided, the next most important step was the process of sampling. Due to the fact that the study required comparing the results of the two methods, i.e. the usual approach and learning or teaching the language through literature, it was important to have two groups of students, CONTROLLED and EXPERIMENTAL groups. The students in the controlled group were the ones who were assigned to represent the usual approach whereas those in the experimental group were the ones who were made to represent the new approach.

Originally it was thought to draw four students from each of the twenty sections of grade nine in order to get 80 students in aggregation randomly and to classify them into two groups of forty students in each i.e. one for the 'experimental group' and another for the 'controlled group'. It was already planned that 40 students would be registered in each group. This was to create an atmosphere in the sample classes which resembles the normal condition because in the school there were from 38-45 students in each section which means 40 students on the average.

However, this was found impossible because collecting students from each section in this way and grouping them in to two groups means adding two additional sections to the already existing ones. These in turn were though to require two additional extra classrooms, additional

periods of two more sections for each department and the school to prepare another schedule. The alternative which was thought better was to create such groups and to teach them after the regular school time, i.e. from 3:45 P.M. to 4:30 P.M. Nevertheless, this was feared of not being practicable for the students were feared to be involunteer to stay in the school compound after all their school mates had gone and it would also be boring for the sample students, too for they had spent the whole day attending classes. Then the solution which was thought to be the best alternative was to select two normal classes in random and to categorize them as a CONTROLLED and EXPERIMENTAL groups.

Due to the fact that the things to be compared were the two methods, i.e. the new approach and the usual method, all the other things had to be in their normal conditions except the two methods which were intended to be compared. Hence, this in turn had some role to play in the process of sampling the two groups. As they were only the methods that had to be different, the two sections had to be the ones who were being taught by the same teacher and the ones who should be taught by the same teacher during the teaching process, too. Or else, differences between the teachers were thought to have their own impacts on the result of the investigation. This made it compulsory that the two sections had to be among the four sections, i.e. 9Q, 9R, 9S and 9T, which were being taught by the researcher. This in turn made it clear that the responsibility of teaching in both sections to be that of the researcher. This was due to the fact that the process of teaching in the experimental class involved such activities as selecting and preparing literary materials which needed the knowledge of the subject matter, i.e., Literature, preparing lesson plans etc. Hence, to leave such a big responsibility for another person was thought to be unfair.

Then, it was necessary to observe if there were any peculiar characteristics that enable to identify whether any one of these four

sections was favourable or unfavourable for the intended purpose. Hence, all things being similar one thing different was number. That is the number of the students in the four sections were; 9Q=37; 9R=42; 9S=45 and 9T=41. This showed that the two sections 9 'R' and 9 'T', had almost similar number of students except one more student, in 9 'R' which had 42 students. Then to continue the study was found logical having in mind that one student would be drawn randomly out from the section with greater number of students if the number of the students remained the same at the end of the study. Then, the two sections i.e. 9 'R' and 9 'T' were classified as experimental and controlled groups respectively in a lottery method. The draw was done in the presence of two representatives from each section and three teacher observance.

The process of sampling was accomplished in this way and the two sections were made to be taught in the methods preferred to them. When the process of teaching or the process of exposing the students in the experimental group to the new approach was accomplished, the number of the students was found the same as it was in the beginning. Then, this made drawing a student's result from the sum of the results of the experimental group compulsory to have equal number of students in both groups, i.e. 41 students.

3.1.3 Selection of Literary Texts

As the process of sampling the students and forming groups were accomplished, another most decisive step to pass through was the process of selecting and preparing the literary texts by which the students in the controlled group were going to be taught. This was really a difficult task. In one case as teaching the English language through literature was not common, there were no ready made literary texts appropriate for this purpose and grade level. In another, the students had no experience of learning or being taught English using literary texts

as resource. Therefore, these two reasons made selecting literary texts (materials) that were to the level of the students and which were appropriate for the intended purpose. Because of this it was attempted to select the materials (texts) based on the criteria proposed by Collie and Slater (1987) and applying the check list criteria suggested by Lazar (1993). Furthermore, it was also attempted to base the selection on materials which were near to the culture of students or on materials such as tales which have the nature of universality and to proceed to materials of the sense of particularity. The selection was made to involve literary texts such as tales, short stories, prose, poems and drama in order to enable the students to get some experience about how these materials could be used in teaching the English language. Even in the teaching process it was attempted to make the literary texts of various lengths and parts, in order to make the students be involved in the learning activity by beginning from the simplest ones.

3.2 The Process of Data Collection

All the activities done and the processes discussed earlier under this chapter can be considered as pre-conditions to the main task of data collection on which the processes of analysis and interpretations, which will be treated in the next chapter, based. Therefore, for a reliable outcome, some indirect and direct methods of data collection were implemented.

3.2.1 The Direct Methods

This involved mechanisms such as questionnaires, interviews, observation. Among these, questionnaires and observation were chosen to serve as supporting techniques in collecting the necessary data for the study the main one being written examination as for as the aim of

the study was to compare and contrast the two methods, i.e. teaching the language in the usual approach and teaching through literature.

3.2.1.1 Questionnaires

The questionnaire intended for such a purpose was made of two parts. The first part focused on the demographic aspects of the students whereas the second part of the questionnaire in turn consisted of two parts, i.e. closed ended and open ended questions.

In the demographic section such things as sex, age, birth place, language, etc. which focused on the students background and previous experiences were involved. The information collected from this part was designed in the manner that it would enable to have clear knowledge about the students' backgrounds. The second part, on the other hand, was thought to have given the proper information regarding the students' views and attitudes towards language learning in general and learning the English language through literature in particular. This section had two parts. The first part consisted of questionnaires of about 12 heading statements on which the students were expected to mark the alternatives on which they agree or one the ones they disagree. The choice of the alternatives was made to extend from "A"= which means 'strongly agree' to D= which means 'Strongly disagree', whereas the remaining two alternatives, i.e. B & C consisted responses which respectively mean 'Agree' and 'Disagree'.

In a similar way the second part of the questionnaire consisted about three open ended questions on which the students were expected to give their own opinions, and/or to suggest ideas on the English language teaching learning process in general and learning the English language through literature in particular. These were not involved in closed ended questions. The questionnaires were thought to

be responded by the students after they had finished attending the intended classes.

3.2.1.2 Observation

It was also found vital to enter in the classroom and to observe the extent to which the students were or were not motivated as the students in the experimental class were attending their lessons with the new approach. Hence, to ease this task, it was found necessary to have prepared space on each daily lesson plan on which the teacher might jot down some of the main points regarding what he observed and heard being done or said about the new approach by the students. This had helped to have some important evidences to prove how the students were interacting with the material, among themselves and as well as with the teacher. There were also times the teacher tried to ask the students' opinions or to provide suggestions regarding the new approach.

3.2.2 The Indirect Methods

These were methods on which the sample students were not expected to give responses which were directly related to the subject under investigation but instead they were expected to provide evidences indirectly that enabled to prove or disprove the hypothesis in mind. This included the pre-and-post lesson examination and the process of exposing the students to the new approach i.e. teaching the English Language through literature.

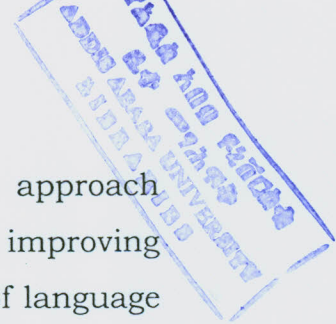
3.2.2.1 The Pre-and Post-Lesson Exam

As the main objective of this study was to see whether teaching the English language through literature could bring a significant difference on the students' results or not, it was necessary to check the standard of the sum total differences that the students in the two sample groups

could score with regard to learning the English language in the usual method. This made preparing a pre-lesson and post-lesson examination and giving it to both groups important. This was in order to see what the standard of the sum total difference or the extent of the differences or the similarities that existed among the members of these individual groups with regard to learning the English language in the usual approach would be before the students in the Experimental group were exposed to the new approach i.e. being taught English through literature. Furthermore, this exam was thought to serve two purposes. One was its contribution in differentiating the standard of difference that existed among the members of the two groups before they were divided into two groups and began to be taught by the two different methods or approaches. The other was that the exam was also intended to serve as an instrument to measure the extent of the difference of the expected outcomes after the students in the EXPERIMENTAL group had passed through the new approach. This was due to the fact that the progress or regression of the students had to be measured by the same instrument prior and later their exposure to the new approach and to compare its relation with the result of the students in the other group.

The exam prepared for such a purpose consisted of eight parts or types. This included grammar, conversation (dialogue), filling blanks, using the correct forms of verbs, complementing, speeches and sentences, reading passage, inferring contextual meanings, identifying TRUE and FALSE Statements and Writing.

This was done intentionally for two purposes. As it was obvious that the students had different abilities and attitudes towards different aspects of language, such an approach was thought to satisfy the needs of different learners in both groups. This was one of the two reasons why this pre- and post-lesson exam was made to contain of these different types of questions. The other was to test the students' abilities with regard to



different aspects of the language. In addition to this, such an approach would also enable to evaluate the role that literature played in improving the students' abilities in commanding these different aspects of language and to examine the extent that the students became successful in improving their abilities of using the different aspects of the language due to the provision of the new approach.

The exam questions were made to consist of 100 marks each and every question having one mark except the writing part which alone consisted of 18 marks. The writing part was corrected from 18% having focused on the students' abilities in using tenses, spelling, mechanics, the story (flow), handwritings and lay out, etc.

The exam which was prepared in this form was given to both groups before they began learning in their own perspective groups, with a great care by placing two teachers in each class. The task of one of these teachers was following or controlling whether each of these students was working by his/her own and to take measure as necessary whereas the responsibility of the other teacher was to help the students whenever they fail to understand instructions. They were told to raise their hands and consult the teacher who was assigned only for this purpose. The researcher was acting as an advisor and observer in both classes. By the time they had finished answering all the questions of the exam, each and every question paper was collected with great care none of them or part of any question paper would be left with the students. The appropriate care was also made not to give chance for the students to take any notes of it. This was done by informing the students to come only with their ID cards and hence by providing them with the necessary pens and pencils together with the questions. They were also provided with additional extra sheets of papers on which they might give answers. They were also told to return these papers to their examiners at the end of the exam.

After they had taken this pre-lesson exam, the students in both groups were made to learn language in the two different methods for at least two weeks. Then, they were made to encounter that very exam they had encountered at the beginning or before the lessons, and their responses were checked and marked in the same manner as the earlier ones. The results were recorded on the prepared mark lists according to the codes written on their answer sheets.

The main objective of the exam was to enable the researcher to be in a good position to compare and contrast the results of the exams in order to see or check whether the new approach had enabled the students in the experimental group to score results better than the ones in the other group or in the controlled group.

3.2.2.2 The Process of Teaching the Language

3.2.2.2.1 Problems Faced

This was the process that took place after the pre-lesson test was given to both groups and before the post-lesson test. The main objective of this approach was to expose the students in the experimental group to the new approach, i.e. 'learning the English language through literature'. This was believed by the researcher it would help to differentiate which one of the two methods was preferred by the students in the EXPERIMENTAL group, to compare the result they scored in both exams and measure their success or failures by comparing their results with the results of the students who were held in the controlled group.

This process was intended to be held from March 19/ 2008 to April 18/ 2008, for about one month. However, this was found impossible due to the fact that it was learnt that it could affect the regular teaching learning programme of the school. It was also found difficult to get extra classes and suitable time for the lesson. Because of these factors it

became necessary to look for another time in which the lesson could be given in a reliable condition. The time which was thought to be favourable for such a task was the ESLSE weeks, because it was assured that all the grade nine students would be away from school in those weeks because of National Exams. However, as these students could not have the chance to enter in to the school compound during this time there was no possibility of getting classrooms in which the lessons could be given.

Although it was possible to discuss with the administrative staff of Birhan Guzo Primary School, in order to get free classes, most if the students expressed that their parents might not let them come to school in those days.

Then the only alternative which came in to mind was to teach the two groups in their own perspective classes in the regular teaching time. Discussing the problem with people whom the issue concerned and by getting a letter from A.A.U. that appeals for cooperation it was agreed that the lesson could be given but after the students in the experimental group had covered all the topics intended to be covered fore the grade level i.e. grade 9, in the academic year. This made the researcher to call classes of about 12 extra periods in advance to accomplish the topics on the grade Nine English Text at least two weeks earlier than the intended time.

Having passed all these activities, it was found possible to get time of about two weeks from May 27/05/08 to Jun 16/06/2008 or about 10 workdays excluding the three days, i.e. June 3,4 and 5/2008 on which the Grade 10 National Exams were on due. This means of about 12 period or 9 hours contact time with each group. This was enough to present about seven lessons together with their continued activities or exercise of some of the lessons in the Experimental group's class.

However, it was not necessary to prepare another class for the students in the controlled group because they had to learn the usual subject, in the usual method, within the same environment, by the same teacher.

3.2.2.2 The Classroom Interaction /the Lessons

Tuesday 27, May 2008

LESSON ONE

Listening



By this the first lesson it was intended to teach the listening skill. Hence, they were made to listen to a story about a monkey and a crocodile. Before the new lesson began, I had to explain what was going to be done in the following few periods and how it had to be done. By the time I told them they were going to learn (taught) English through literature, it was possible to learn from the expressions on their faces that most of students were confused except very few students who were discussing the issue with very low voices. But, I had to ask the following question to the whole class in order to learn what they really were thinking about the issue.

Do you think this is possible?

I had to go round each of the twenty one desks to hear each of the student's opinions and feelings regarding the question. I heard some phrases repeatedly:

- I am not sure (very few students);
- It seems possible but difficult (most of the students);
- Possible (very few students);
- I don't know (very few students);

Having heard the response of the last student, I jerked back to my desk to distribute the task sheet prepared for the first period by my own hand writing's copy. It was entitled, PRESENTATION PROCEDURES (1). It had three phases, pre-listening, listening and post-listening. The listening phase had two parts, part I and part II, because as the listening text was a little bit longer, the students had to have some breaks as a rest and to continue on the same text. In the meanwhile, it was planned to enable the students to understand the listening text well by giving them chance to answer some question drawn from the first part of the listening text.

Then, having distributed the task sheet to each student, I told them to discuss on the pre-listening questions for some time. The room calmed for some time. I stood quietly and waited. Little by little sounds began to be heard and immediately changed to serious talks. Then, I began to move from desk to desk to hear what they were talking about and what language they were using (speaking). They were busy in telling their experiences to one another. This lasted for about six minutes. Then I stopped the discussion and ordered them to read the questions given in the second part of the task sheet.

By the time I was sure that everyone had read the questions well, I told them that I was going to read the text three times and I informed them to listen attentively and silently in the first reading, to take notes in the second, and to check their answers in the third. Then I asked them if I were clear. The class agreed. I continued reading the text slowly. It took me about two minutes. They were listening quietly except one student who had already begun answering the post reading questions. Then I told them to have their pens or pencils in their hands and to take notes as I was reading. I continued my reading; everyone was busy in filling the blank spaces. I thought I was reading in the same speed but it took me more than two minutes. They were still working on. As they were writing I approached the student who had already finished the task and asked

him how he could finish ahead of all the other students. He told me that he had already read the story at home for he had the book. Then, I turned back to my place. At that moment, most of the students had almost finished. Then, I informed them to be ready for the last activity and I continued reading. This time it took me 1.58 minutes. This means I was a little bit faster although it was not deliberate.

Then I ordered them to compare their answers with the students who sat nearby. Soon after, the class quieted except few students at some desks. I went near by these students who had not yet finished and asked their opinions. They told me it was interesting but a little bit faster. I apologized and told them that I was on the average adding that they have to work harder to catch up with the other students and I went back to the front to part of the class promote the discussion to a class level. I can say almost all of the students had raised their hands in order to give answers. I was really troubled to choose the one whom I could give chance first. We finished our discussion in very few minutes. The class was filled with smiling and brightened faces. Immediately the bell rang. I told them I would be back in the next period. As I entered in to the class, the next period I informed them to read the instruction of the next part. When they had finished, I told tem to follow the same pattern as in the 1st part. As the reading task was finished, the activity promoted to the task of answering question. Most of the students were participating actively; however, I had to call some students' names to answer questions. Even these ones were able to give correct answers except some grammatical mistakes. By the time I was sure that all the activities were accomplished, I had to ask their opinions regarding the day's lesson. The majority of the students agreed it was interesting but some of them said that it was a little bit faster and longer for which it was difficult to catch up with the activities given. I jotted down their opinions and went out

having given them some home work. The homework was writing a paragraph by arranging jumbled sentences in a sequential order.

Thursday, May 19, 2008

LESSON TWO

READING FOR COMPREHENSION PURPOSE

The Meeting in the Big Barn

Mine was the 1st period in 9R or in the EXPERIMENTAL class. As I entered in the classroom, I had to check whether the students had done the given homework or not. All have done the homework except five or six students who caused the failure of electric light in their areas in the previous night.

As we accomplished the activities related to the assignment, I asked one voluntaries student to retell the story of the listening text to the class. A boy stood up and reflected the story in short. Then I revised the main points in the story and I asked them the following question:

What would you do if you were the monkey or the crocodile?

Then the students began to forward their views as:

- If I were the crocodile, I would not tell the monkey that I was going to take its heart? (A boy).
- If I were the monkey, I would not have a crocodile friend? (A girl)
- If I were the crocodile, I would leave the king die instead of killing my friend. (Another boy) etc.

Together with these answers the class was full of laughter' and humours.

After the students had said enough, I asked them to explain what they had learnt from the story. Then, some students answered that:

- We have to know who our friends are;

- The importance of time and place whenever we play with our friends;
- We have not to use our friends to only our own benefits and purposes, etc.

By then, I closed up the discussion and began to distribute the 1st page of the task sheet of the second lesson having informed the students that the day's activity was reading and instructed them to discuss on the pre-reading questions. This day it did not take a long for the students to be involved in the day's task. The discussion started slowly and glowed immediately after a while. It continued for about five minutes. Then, I distributed the reading text which was taken from the first chapter of George Orwell's 'Animal Farm' by giving the title, **'The Meeting in the Big Barn'**. As the text was made to contain the first three paragraphs and as the students were new to such approaches, they were made to read the text in parts. In the first part, they were made to read only the first paragraph which contained only six lines of three sentences.

Hence, I informed them to read only that paragraph in order to answer the questions on the first part of the text or questions 1 up to 6.

It did not take a long for all the students to be busy on reading the paragraph. It was really astonishing to see even the ones who never liked participating in these types of activities in the classroom being completely involved in the activity.

Friday 30, May 2008.

The second period. We had not to have another lesson for this day because the activities which were given as homework from the task sheet of lesson two i.e. part three, were enough for the period. Having checked whether the students had done the given homework, I asked some questions regarding the last two parts of the previous lesson in order to relate the lessons. Having spent about five minutes on this part, I

ordered them to read the 3rd part for some time. The reading took from 5 to 6 minutes for most of the students. Then we continued our discussion on the third part of the lesson which included answering question, giving descriptions, inferring contextual meanings of some of the new words used in the reading text and filling in blank spaces with the appropriate information from the text. We had ample time to let the students to answer questions by referring in to the text or by discussing with their friends or by asking some clues from the teacher. Most of the students were busy to get the answers by themselves. The teacher's task was to move round and to observe or contact individuals or groups who had some problems in doing so and writing the correct answers on the blackboard or asking for reasons. It was easy to read from their activities that the discussion had eased much of the burden of the difficulty of the text.

By the time the discussion was over, I had to ask how they had been doing in that part of the lesson. Some students raised their hands and answered that it was really challenging but interesting. Among the things amazed them were:

- The way some animals acted in the meeting
- Old Major's dream
- Benjamin
 - never talked
 - never laughed
 - had saw nothing to laugh at
 - God had given him a tail to keep the flies of, etc.

Their answers pleased me too. Then I informed them to keep the text with them for the next period and began to collect my materials to leave the class. As I was leaving, some students followed me and asked where they could find such stories. I showed the title of the book on top of the

text and told them that they could find it in many book stores. Then I went to my normal class i.e., 9S.

Friday 6, Jun 2008

LESSON THREE

Language Awareness

The Past Perfect Tense

This day, the aim was to teach grammar based on the selected text. There was a week's gap between the previous lesson and this one because of the Grade Ten National Exam. Then, I had to have some extra copies of the text used in the previous two lessons in fear that they might forget theirs at home due to the break, but most of them had brought the texts with them, except few students.

Then I began the day's task by writing the title 'LESSON THREE ' and 'LANGUAGE AWARENESS' on the blackboard in the order they were written at the top of the lesson note. I had not to write the sub title '*Past Perfect Tense*'. Simply I left blank space as _____, because I did not want to give clues for the students of what was going to take place next. The students were wanted to come to that point by themselves. So, I told them to scan the passage in order to answer the following question.

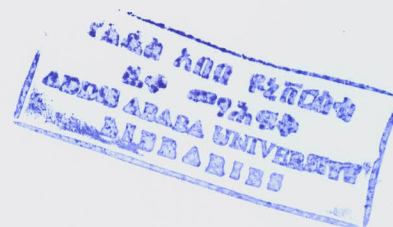
1. What are the tenses that the writer most dominantly used?

Immediately the students began to read the text so as to search the answer for the question. After a while students began to raise their hands but I had to wait for some more minutes as most of the students were working out the question yet. When I was sure that most of the students had got something to say, I gave the chance to a girl. She answered saying,

“Simple past and Past Perfect”

Some of the students murmured in agreement but most of the students were silent. I learnt from the atmosphere that I had to be a little bit clear. I asked for explanation. A boy raised a hand and began to explain by giving some evidences from the first paragraph as;

- had locked the hen-house (past perfect)
- was too drunk (simple past)
- lurched across the yard (simple past) etc.



I thanked the boy and continued to write my second question on the blackboard thinking that the boy's explanation would give enough clue.

2. Underline all the past perfect forms!

Then, I wrote the title, 'The Past Perfect Tense' on the blackboard in the space that I left. As the students were working on the second question, I began to walk about to see how they were doing. Most of the students had already begun, to run sack for the past perfect tense by moving their pencils and pens on the text. However, there were a lot of students who sat idle not knowing what to do. In this case, I had to give some more examples by moving from chair to chair. This increased the number of participants to some extent.

After some time I told them to stop and to tell their answers. They began to jot me down sentences and phrases such as:

- *Mr. Jones, of the Manor farm, had locked the hen-house for the night*
- *The prize middle white boar, had had a strange dream on the previous night.*
- *It had been agreed that*

*(..... The name which he had been exhibited was willing done Beauty)
etc....*

In fact, there were also some incorrect answers such as:

..... there was a string and fluttering all through the farm building

..... what he had to say, etc. But I had to write only the correct answers not to confuse the students. Then I wrote my 3rd question as:

3. What is the structure of the past perfect tense?

This time they had not to read the text but to discuss in pairs. They murmured for sometimes and students from different desks began to raise hands. I gave the chance to a girl who usually sat at the left back corner. She answered as “ S+ had +V₃+...”. The class agreed. Immediately, I wrote the fourth question. It was an instruction.

4. Give Examples!

Many students raised their hands and began to tell me sentences like:

- They had gone
- I had studied hard
- The doctor had given medicine to the patient, etc.

Initially it was planned to give homework at the end of the lesson but at that moment it was found unnecessary for the students had done well and for the purpose of the lesson was to make the students aware of how each aspect of the language can be taught through literature.

Then I thanked for their active participation and successful work and left the class without wasting time because the next teacher stood at the gate for the bell had already gone.

Monday 9, Jun 2008

LESSON FOUR

Reading Comprehension

The African London

The main objectives of this lesson were two. The first was to confront the students with a very short text for most of the texts in my previous lessons were criticized for their length by the students. The other objective of this lesson was to serve as a background for the following, i.e., Lesson Five, which is entitled, "READING FOR A WRITING PURPOSE"

The text which the students were made to confront within those two lessons, i.e., four and five, was an autobiography taken from "The Interesting Narrative of the Life of Olaudah Equiano or Gustavo Vassa. With the title "The African Lodon, 1989", introduced by Melakneh Mengistu in 'Map of African Literature', (2005:40). The story had five paragraphs. Then, I used the first three paragraphs dividing into three parts in the fourth lesson. The task was designed to help the students to develop the skill of reading very short texts and comprehending them well, which in turn served as background for the next lesson. This was because, if I used the whole text at once, it would be too long and monotonous for it was a little bit harder. If only the third paragraph was used for the purpose in the fifth lesson, it was feared it might not serve the purpose it was intended for, because the students might not understand it well for not knowing the background. Hence, it was found advantageous to present it in the way mentioned above, unless it would be meaningless.

It was the fourth period. When I reached, the students were running here and there, shouting, elbowing, and horsing about. I entered and put my

BA JUNE 2008
DIPLOMA IN EDUCATION
DIPLOMA IN EDUCATION

materials on the table. I stood for while and waited. Every student took his/her seat and quietened. Having distributed the task sheet for the day's lesson, I explained what had to be done in each step. Then, I left them to read by themselves. I had not to interfere as the tasks were divided into stages and as much as each stage was followed with some questions on which the students were expected to reflect their understandings. In fifteen minutes almost all of the students had gone through the whole reading and had answered almost all of the questions provided after each segment of the reading text.

We promoted to the post reading activities as soon as the discussion on the questions was finished. In there, the students were expected to give short answers and to identify two "TRUE" statements among five. As the statements were very short and easy almost all of the students were busy working on the answers.

At last, I asked volunteers to answer questions and discussed on their answers for about five minutes. This was our last activity of the period because the writing part was left out for the focus of the next lesson was mainly on writing.

Tuesday 10, Jun 2008.

LESSON FIVE

Reading Four a Writing Purpose

A Moment of Great Sorrow

The main objective of this lesson was to teach writing based on the selected literary texts. It was in the second period that I had class in the experimental group's class. By the time I entered in to the classroom, they were all busy in copying some notes from the blackboard that the teacher before me told them to do so. I had to wait for about five minutes patiently until they finished. I asked one voluntary student to remind the

class what the previous lesson was about. He stood up to explain the main points of the story of the previous period as much as he could. Some other students added some more. Then, I distributed the presentation procedure sheet and ordered them to spend some minutes on the pre-reading activities. When they finished the discussion, I wrote the title "A Moment of Great Sorrow" on the blackboard. As the meaning of some of the words in the text were thought to be difficult for most of the students, we had to discuss the meanings of words such as *victuals*, *deprive*, *separate*, *vain*, *beseech*, *grieve*, *sorrow*, etc. I wrote their meanings on the blackboard. Then I told them to read the story silently. As they finished reading the first part of the day's reading, we had to discuss on some questions which were drawn from that part of the text orally in order to make them comprehend the story well. Then, I left them to read the last part of the story and waited for about five minutes. By then all of them had finished the reading for which we promoted to answering questions which focused on the theme of the last paragraph. The questions involved giving short answers, filling in blanks and explaining events based on the last part of the story. Having finished the activity of the while-reading section, we promoted to the post reading task which had two parts. One was class work and the other homework. Both activities were writing. Then I explained what they had to do and I let them write a letter about the incident after the separation to the writer being in the shoes of the writer's sister. Most of them were busy in writing their letters. I invited the students who finished earlier to read their letters to the class. They were three students, two boys and a girl. As we had no much time to give the chance for others, I gave homework and went out. The way the students participated was interesting.

Wednesday 11, Jun 2008

LESSON SIX
CONVERSATION

A young Lady of Niger (Poem)

This lesson is intended to make the students aware of how language can be taught by making use of a poem. It was in the 1st period. As I entered into the class, I collected the answer sheets of the homework which I gave in the previous class. Then, I began the day's lesson by distributing the task sheet (the presentation procedure) for the period. They discussed on the pre-reading questions being in groups of three students. The second question was not clear to some of the groups. Hence, I had to go round to explain that. Then after a while all of the groups began to involve in the discussion. As usual, my task was to walk round and to observe what was going on in each group. As they proceeded from the previous number to the next, the discussion was also growing warmer and faster. We spent about eight minutes in this way. I promoted the discussion to a class level. For the first four questions only volunteers from each group were asked to tell their experience to the class with regard to the given questions. For the last two questions, the discussion continued by asking anyone of the groups to answer and by asking the others to add their views or suggestion or to argue against or for. This lasted for about seven minutes. Then, we began the reading. First I told them to read the poem silently for themselves at least three times and then to read it to one another turn by turn. As the poem was very short, the activity did not take too much time. Finally, I read the poem to the class and we transferred to the post reading section. They had to answer the questions on the provided answer sheet individually and then to discuss on their answers in groups. On the 35th minutes all groups had finished their discussions.

Monday 16, June 2008

LESSON SEVEN

DRAMA

NEVER ON WEDNESDAYS

It was in the fifth period. The main objective of the lesson was to teach speaking and grammar on the basis of a drama acted out in the classroom.

The drama was about a typical American family with five members; father mother, two sons and a daughter. It was a short one act drama written by Richard A. VIA.

The script was distributed among 8 groups of 5 students a week before the presentation day of the lesson to give chance to the students to share role and to practice the drama well. On the lesson's day, we had to draw a lottery to identify the group that acts the drama out. The draw gave the chance of presenting the drama to group '3', but before the group began to present the drama, I had to check if all the members of all groups had known their roles in the drama. Then I began to call the names of the people in the drama as, Dad, Mother, Dot, Fred, Tom, The perspective persons who took the responsibilities of these people in each group introduced themselves by raising their hands as I was calling their new names.

By the time I was sure that every one was ready, I told them to sit properly and attentively and to follow while the chosen group was presenting the drama and to be ready to give comments or to suggest ideas at the end. As soon as the group had finished acting the drama before the class, little time was given to the other groups to discuss on it. This gave chance for hot arguments in each group to take place regarding what was correct, what was wrong, how some one acted out

the drama and how he/she should have acted and the total performance of the group for about five minutes. Then, I promoted the discussion to a class level for about 8 minutes in order to give chance for each representative of the group to reflect the opinions of the members in his/her group. As this task was accomplished, I distributed the task sheet or the question paper which consisted three parts, i.e. comprehension, speaking and Language awareness. Then I told them to write answers for questions 1 up to 10.

It did not take too much time for most of the groups to accomplish these tasks except for questions 8 and 9 which were found a little bit difficult for most of the students due to the strange nature of the sentence structure. Originally, these two questions were prepared to challenge the most outstanding students who usually finish such tasks ahead of the other students.

As the time allotted for the exercise was finished, we discussed on the answers and exchanged corrections. Then we had to take some rest due to the fact that the lesson had to continue in the next period, too. After a break of about 15 minutes, we continued our discussions on parts 2 “speaking” and 3 “Language Awareness”

The speaking part focused on how to ask permissions politely based on the concept that Fred was criticized in the drama by his father to say “May I.....” for he used the expression “Can I use the car to night?” In here the students were asked to site if any ways of asking permission were used in the drama and to add if there were any other ways of asking that. However, this was the easiest task for the students for they were able to write a lot of expressions such as:

May I use the car.....?

Might I use the car

Could I use the car?

Would you mind, Dad, if I use the car tonight?

Dad, what about using the car tonight?, etc.

Having spent same time on this part, we proceeded to the next part, i.e., Language Awareness. It was about reporting speeches. First I made them discuss on ways of reporting speeches and then, I told them to report some of the speeches in the drama. Immediately, the students were busy on writing speeches such as:

- *Fred said that he would get it.*
- *Dot ordered her brother (Fred) to tell him that she would be there in a sec.*
- *Fred asked if he could use the car that night.*
- *Fred warned Tom not to put ideas in his (his father's) mind, etc.*

This was the most amazing part of their activities because some of the students did not like to stop even by the time I told them to do so. However, at the beginning most of the students had problems in understanding the instructions, so I had to give at least three examples on the blackboard.

Examples

Dot thought that it was for her.

Tom told his brother to tell her that he was busy etc.

I told them to write their names and I collected the answer sheets. Then we discussed on the questions. At last, I invited them to give opinions. Accordingly, most of the students agreed that the lesson was interesting but a little bit challenging or difficult. Then, as this was my last period, I thanked the students and reminded them that they will have an

examination and told them that there were some questionnaires that they would cooperate by filling. All the students agreed happily. I went out.

3.3 Methods of Analysis and Interpretation

This refers to the methods in which the data collected through the process and procedure indicated above analyzed and interpreted.

3.3.1 Analysis

The analysis of the data is made into two different ways. These are calculation and tabular representation. The calculation is applied to represent the relationship and standard of the differences of the results of the two exams, i.e., the **pre-lesson** and *post-lesson* exams of both groups to one another. Hence, to ease the difficulty of this task the SPSS (Statistical Package for Social Science Studies) Programme for Quantitative Data is used. The tabular presentation, on the other hand has dealt with the questionnaires. About **20** tables are used for this purpose, among these the first **6** deal with the students demographic backgrounds.

3.3.2 Interpretation

As presenting a certain data in tables is not sufficient to learn what the information is about and what it means, it becomes necessary to give some explanation about what it is and what does by it mean. Therefore, each table is followed by an ample explanation about the data in it and what does it indicate.

Both these methods are presented in the next chapter respectively.

CHAPTER FOUR

4. Analysis and Interpretation of the Data

Under this chapter the data collected by providing a pre-and post-lesson exam to the students in both, the controlled and the experimental, groups and by distributing questionnaires to only the students in the experimental group will be interpreted and analyzed.

The data collected by implementing the pre-and post-lesson exam will be analyzed statistically by making use of the SPSS method of quantitative data analysis whereas the information gathered through questionnaires will be presented in tabular presentations.

However, before the task of analyzing and interpreting of these two types of data is done, it would be compulsory to see whether variables such as the number of the sample students in each group, age distribution and sex differences of the sample students in the two groups could have the capacity to affect the outcomes of the two tests significantly. The assumption was that if there were differences of a considerable amount between the two groups with regard to one or some of these variables, it would affect the final outcomes of the pre-and post-lesson exam. But, as the number of the sample students in both groups was equal, i.e., 41, it was believed that the chance of the students' number to affect the outcomes, of the pre-and the post-lesson exams of both the 'controlled' and the 'experimental' groups was insignificant. But, on the other hand, as the selection of the sample students for each group was random, it was not possible to balance, the proportion of the other two variables i.e., age and sex.

Therefore, examining the capacity of these two variables in affecting the final outcomes was found vital. Due to this fact, below it is tried to check

the significances of these two variables in affecting the final result by applying the SPSS method of Quantitative Data Analysis.

4.1 The Students' Age Distribution and Sex-Differences as Variables

4.1.1 Age Distribution

Table 4.1.1.1 The Descriptive Statistics of the Sample Students' age distribution

Group of Students	Number of Students	Mean	Standard Deviation	Minimum	Maximum
Controlled	41	3.37	1.22	1	6
Experimental	41	3.44	1.24	1	6

As can be seen from the table, number being equal, the sample means of the age distribution are 3.37 for the controlled group and 3.44 for the experimental group whereas their standard deviations are 1.22 and 1.24 respectively. If we also observe the extension of the age range we can observe that it extends from 1 to 6 in both the experimental and the controlled groups. However, these two figures, 1 and 6, are not ages by themselves but they are representations of different age levels. In the data collection process the ages of the sample students in both groups were found extending between the age ranges 13 to 18.

However, in the SPSS chi-square analysis, the students' ages were represented by the single digit counting numbers, such as 1,2,3,4, 5 and 6, respectively. Hence, 1 represents the lower age limit i.e., 13 whereas number 6 represents the upper age limit, i.e. 18. Hence, the two

numbers, 1 and 6, in the two columns indicate the minimum and the maximum age limits in both groups.

Therefore, the SPSS chi-square analysis of the sample students Age Test statistics, which was carried out based on the data in table 4.1.1.1 above, enabled to get the information presented in the table below.

Table 4.1.1.2. The Chi-square Test Statistics of the Sample Students' Age Distribution in the two Groups

Type of Result	Age of Students	
	Controlled Group	Experimental Group
Chi-square	16.805	17.154
df.	5	5
Asymp. Sig.	.005	.005

As table, 4.1.2. indicates, the chi-square test results of the students' ages static's are 16.805 and 17.154 respectively in the controlled and the experimental groups. The degree of freedom and the level of significance are 5 and .005 respectively in both groups. Nevertheless, as to Bryman and Cramer (2005), for any observed values to be significantly different the probability level or P should be less than 0.0005 or $P < 0.0005$. Hence, as $.005 > 0.0005$, one can deduce that there is no such a significant difference between the two groups with regard to the age distribution of the sample students.

4.1.2 The Distribution of Sex Differences

The second variable which was thought to affect the results of the pre-lesson and the post-lesson examination of the two groups was the distribution of sex differences. The table below predicates the distribution of the two sex categories in the two groups.

Table 4.1.2.1 Sex Difference Distribution in the Controlled and the Experimental Groups

Group of Students	Number of students						Male to Female Ratio
	Males	%	Females	%	Total	%	
Controlled	21	51.22	20	48.78	41	100	1.05:1
Experimental	19	46.34	22	53.66	41	100	1:1.16
Total	40	48.78	42	51.22	82	100	1:1.05

As can be seen in the table above, the male to female ratio in the controlled group is 1.05:1 which means there are about 0.05 more males in the controlled group than the females whereas there are only about 0.16 females in the experimental group than the males. This shows that the number of males is only slightly greater than that of the females in the controlled group, and on the contrary, the number of females in the experimental group is only slightly greater than that of the males.

Hence, as the differences of the two sex groups are very small in both groups and as much as it seems odd to have fractions of human beings, it seems logical to represent the male to female ratio as 1:1 by rounding off the decimal numbers 0.05 and 0.16 to the nearest whole numbers. This in turn marks the probability of drawing a male or a female student to be 1 out of 2, or 0.5 in each group. This gives a 50% chance to both sexes in both groups. Thus, from the inspection of the figures above, one can realize that the proportion of male to female ratio would appear nearer to 1:1. As Bryman and Cramer (2005) confirm it, such a proportion of ratios is insignificant to affect the outcome of any test and to make a difference.

As a result, based on the two analysis made above, one can conclude that the differences in age distribution and sex differences are insignificant to affect the pre-lesson and the post-lesson exam results in both groups. This in turn would enable to forward the supposition that as much the assumption that variables such as age distribution and sex differences can affect the out comes of the pre-lesson and the post-lesson exam results is proved insignificant, if any difference of any significance is observed in one of the two groups with regard to the results of the pre-lesson and the post lesson exams, it could be due to the methods, which were implemented in teaching the language during the practice lessons.

4.2 The Quantitative Analysis of the Data

Due to the intention to analyses the data of the pre-lesson and the post lesson exam in a reliable manner, the modern approach of quantitative data analysis with SPSS 12 and 13 was implemented. This method of quantitative data analysis is prepared to accommodate the needs of the window programme users. According to Bryman and Cramer (2005) this system is introduced to provide a non-technical step-by-step guide to data analysis and a user-friendly approach to the widely used SPSS whose techniques include: non-parametric tests, correlation, simple and multiple regration, multivariate analysis of variances and covariance, factor analysis. etc.

Nevertheless, as there are relatively a large number of statistical tests of quantitative data analysis with SPSS 12 and 13, that could be used in determining whether a difference between two or more variables is significant or not, to choose the one that is appropriate to the purpose intended was found vital. Therefore, the test which was preferred to be appropriate to determine the type of relation and the significance of the relation that could exist between the controlled and the experimental

groups in terms of their results with regard to the pre-lesson and the post-lesson exam was the T-test of paired samples statistics.

The main reason why the T-Test paired samples statistics is chosen for this purpose is due to the fact that, as Bryman and Cramer (2005) explain, it is the most commonly used test in comparing the means of the same participants in to two different conditions or at two different points of time. As the scholars (Ibid) further elaborated, the T-test analysis of paired samples statistics would also be used to compare participants who had been matched to be similar or for they have some common characteristics in certain respects. In another occasion, the main objective of this study was to form two groups of grade nine students, a controlled and an experimental, and to give a similar exam to these groups at different points of time, i.e., before the activity of teaching the two groups with two different methods or approaches and after this activity had been accomplished. These two incidents had made the results of the pre-lesson and the post-lesson exam of the two groups liable for a T-Test analysis of paired sample statistics. In one case, each of these groups had taken a similar exam at two different points of time and these results had to be compared to one another and in the other, the results that each group scored at each point of time had to be compared with the result that the other group scored for that similar exam at a similar point of time. This indicates that the two groups were not only two groups of same participants that take a similar test at different points of time, but also they were groups who where matched for they were similar in some respects for they were students of the same grade level who were learning similar subjects at a similar period in the same school.

As it was intended it was able to give the pre-lesson and post-lesson exams for to the two groups in the intended times. In the outcomes it was realized that the students in the controlled group scored 2931 for

the pre-lesson exam and 2994 for the post lesson exam whereas the students in the experimental groups scored 2941 and 3089, in each session respectively. Hence, below these results will be analyzed and interpreted statically using the T-Test analysis of paired statistics.

The focus of all the statistical analysis that follow, is to examine whether the new approach has brought a change in the post lesson result of the experimental group. However, due to the assumption that the measure of the significance of the difference that could exist between the results of the two groups that can be observed after a certain type of test is employed, could be affected by the prior knowledge of the samples to the subject matter about which the test was going to be given. Consequently, it has become important to evaluate the type of relation that existed between the two groups, i.e., the controlled and the experimental, with regard to their prior knowledge to the subject matter, i.e., their exposure to the English language. In order to do this we have to be able to compare the statistical data of the two groups using the T-Test analysis of the two groups as in the table bellow.

4.2.1 The Statistical Analysis of the Pre- and Post- lesson Exam Result

Table 4.2.1.1 T-test for the two means of the pre-lesson test

Group	Type of Exam	Mean	N	Standard deviation	Standard error mean
Pair-1 (Controlled)	Pre- lesson	4.90	41	1.895	.296
Pair-2 (Experimental)	Pre- lesson	4.98	41	1.917	.299

As can be seen, the out put of the procedure has displayed the number of cases in the two groups together with their means, standard deviations and stranded errors of both groups. However, such analysis of the

significance of the relation of two different means needs a one line presentation of the statistics, for the process involves comparing the differences between the two means with the standard error of the differences in the means of the different samples. This can be found out by making use of the following formula.

$$t = \frac{\text{sample one's mean} - \text{sample two's means}}{\text{standard error of the difference in means}}$$

Nevertheless, to use this formula, first we have to know what the standard error of the difference in means is. As to Bryman and Cramer (2005:117), this can be done by proving 'Levine's test for equality' which is a one way analysis of variance on the absolute deviation scores of the group. It can be calculated by subtracting the group mean from each of the individuals scores within the group. Hence, passing through this stage, the standard error of difference in means was found to be 0.298 which helped to get the t-test by using the formula indicated above.

$$t = \frac{\text{sample one's mean} - \text{sample two's mean}}{\text{Standard error of the difference in means}}$$

$$= \frac{4.90 - 4.98}{0.298}$$

$$t = 0.268$$

This in turn enabled to have the statistics represented in the table below.

Table 4.2.1.2 The standard error of difference in means.

Group of students	Type of exam	mean	N	Standard deviation	Standard error mean	Standard error of difference in mean	T-test	Level of significance	Standard of differences
Paire-1 (controlled)	Pre-lesson	4.90	41	1.895	.296	0.298	.268	0.05	Big
Pair-2	Pre-	4.98	41	1.917	.299				

As Bryman and Cramer (2005) state, Levine's test is said to be significant if the probability is 0.05 or less than 0.05. Then, since the value of the variance of the pre-lesson result of the two groups is 0.268, it seems possible to conclude that there is no a significant difference in the means of the pre-lesson results of the two groups. This is because of the fact that $0.268 > 0.05$ which has to be equal to or less than 0.05.

Table 4.2.1.3 The T-Test Result of the Paired Sample Statistics of the Controlled Group

Group of Students	Type of Result	Mean	N	Standard Deviation	Standard Error mean
Pair 1. (controlled)	Pre-lesson	4.90	41	1.895	.296
	Post-lesson	5.39	41	2.301	.359

As can be seen in table 4.2.1.3, the paired sample statistics of the pre-lesson and the post-lesson results of the controlled group is displayed. These include, the sample means, standard deviation, and standard error for the two sets of scores as well as for their differences. However, the presence of these sample statistics in this form does not enable to predicate the type of interrelation or the weakness and strength of the relationship that could exist between the two sets of scores scored by the controlled group. Therefore, it needs further analysis. Hence, the correlation of these two results is presented in the table bellow.

Table 4.2.1.4 The T-Test Result of the Paired Samples Correlation of the Controlled Groups

Group of Students	Type of Result	N	Correlation	Significance
Pair 1 (controlled)	Pre-lesson & post-lesson	41	.886	.000

As is indicated in the table, the correlation between the two sets of results, the pre-lesson and the post-lesson results of the controlled group i.e., 0.886, is insignificant for ($P=0.886$) because as Bryman and Cramer (2005) write, for any probability level to be significantly different its probability level or P should be less than 0.05 ($P<0.05$), or in other words the expression $P>0.05$ indicates that there is no significant difference between the two sets of scores.

However, as shown in the table below, the difference between their means is significant for $P=0.006$.

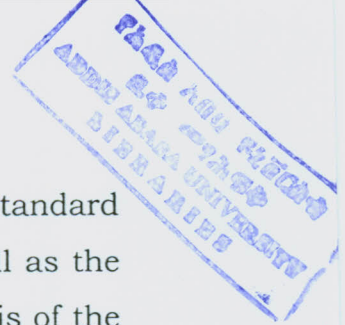
Table 4.2.1.5. The T-Test result of the paired samples statistics test of the controlled group.

Group of Students	Paired Differences					t	df	Sig (2-tailed)
	Mean	St. deviation	St. Error Mean	95% confidence interval of difference				
				Lower	Upper			
Pair 1 (controlled group)	-0.49	1.075	.168	-0.83	-.15	-2.905	40	.006

This is due to the fact that for the value of a probability to be significantly different, it will be enough at least if it were less than 0.05 or be equal to it ($P\leq 0.05$) (Bryman and Cramer; 2005). This indicates that there was no such a big difference between the pre-lesson and the post-lesson results of the controlled group.

Table 4.2.1.6 The T-Test result of the paired samples statistics of the Experimental Group

Group of Students	Type of Result	Mean	N	Standard Deviation	Standard Error mean
Pair 2. (Experimental)	Pre-lesson	4.98	41	1.917	.299
	Post-lesson	5.83	41	2.224	.347



The table comprises the mean, the standard deviation, and the standard error for the two sets of scores of the experimental group as well as the differences between them which serve as resource for the analysis of the paired samples correlation of the pre-lesson and the post-lesson results of the experimental groups. And hence, the extent to which these pairs of scores are similar or correlated is indicated in the table below.

Table 4.2.1.7. The T-Test result of the Paired samples correlation of the Experimental group

Group of Students	Type of Result	N	Correlation	Significance
Pair 2. (Experimental)	Pre-lesson & post lesson	41	.943	.000

As can be seen in the correlation between the scores, the pre-lesson and the post-lesson results of the experimental group i.e. 0.943 is not significant for $P=0.943$ which is greater than 0.05 or $(0.943 > 0.05)$ (Bryman and Cramer: 2005). But as we can see, from the table that presents the paired sample tests, below, the difference between the means of the pre-lesson and the post-lesson results of the experimental groups is significant for $P= 0.000$. This is because as Bryman and Cramer (Ibid) confirm for any observed values to be significant it would be enough if at least $P \leq 0.0005$.

Table 4.2.1.8 The T-Test Result of the Paired Samples Statistics Test of the Experimental group

Group of Students	Paired Differences					t	df	Sig(2-tailed)
	Mean	St. deviation	St. Error Mean	95% confidence interval of difference				
				Lower	Upper			
Pair 2 (Experimental)	.85	.760	.119	-1.09	-.61	-7.184	40	.000

Hence, this indicates that a significant difference was observed in the post-lesson results of the students in the experimental group.

4.2.2 The Tabular Presentation of the collected data

4.2.2.1 The Students' Demographic Background

The first part of the questionnaire comprises the demographic backgrounds of the students. It involves, their sex distribution, age groups, the combination of place of birth, mother language differences, grades where each of them began to learn the other subjects in English and experiences in participating in language and literature clubs. However, to avoid the redundancy, the first two, i.e., sex distribution and age groups are omitted for they are well treated in the previous part of this unit. Hence, in here the main focus becomes on the remaining demographic aspects of the students background. These are the combination of place of birth, mother language differences, grades the students began learning all subjects in English, and the students experience in participating in language and literature clubs.

Table 4.2.2.1.1 Mother Language differences

First Language	Number of Students	%
Amharic	35	85.4
Afan Oromo	2	4.9
Tigrigna	2	4.9
Guragie	1	2.4
Others	1	2.4
Foreign Languages	0	0
Total	41	100

Table 4.2.2.1.1 indicates that the first language about 35% respondents, among 41, speak is Amharic. This comprises the 85.4% of the total sample students whereas only the 15% of the remaining respondents speak other languages such as Afan Oromo, Tigrigna, and Guragie.

Table 4.2.2.1.2 The combination of place of Birth

Place of Birth	Number of students	%
Addis Ababa	29	70.7
In other cities out of Addis Ababa	4	9.8
In Rural Areas	8	19.5
Total	41	100

As is presented in the table, 29 or the 70.7% of the respondents were born in Addis Ababa whereas the sample students who were born in other cities and in rural areas were only about 29.3%

Table 4.2.2.1.3 Grades the Students Began to Learn all the Subjects in English

Grade they began to learn the other subjects in English	Number of students	%
Below grade 7	2	4.9
Grade 7	35	85.4
Grade 8	1	2.4
Grade 9	3	7.3
Total	41	100

As indicated in the table the majority of the sample students i.e., the 85.84% had began to learn all the other subjects in English from grade seven. On the contrary, the percentage of the students who began to

learn all the other subjects in English before grade seven and after it was only 14.6%.

Table 4.2.2.1.4 Students experience in participating in language and literature clubs

Question	Responses					
	Yes	%	No	%	Total	%
Do you participate in (are you a member of) language and literature clubs?	4	9.8	37	90.2	41	100

As can be realized from the table, regarding the question, “Do you participate in (are you a member of) language and literature clubs?” Only 4 respondents, i.e., the 9.8% have marked the option ‘Yes’ whereas, the 37 of them or 90.2% marked the option ‘No’.

Therefore, from the interpretations made above, it seems possible to realize that the majority of the respondents have come from similar environment, i.e., Addis Ababa, and most of them have come from a similar language background. The grade levels where most of the sample students began to learn all the other subjects in English is similar, i.e. grade seven. In the same manner, it is realized that almost the majority of the respondents did not participate in (were not members of) language and literature clubs.

Thus, all these evidences show that almost all of the sample students had similar demographic backgrounds and similar experiences in their prior knowledge.

4.2.2.2 The responses for the questionnaire

Table 4.2.2.2.1 Responses Regarding the Students Experiences in Reading Literary Texts (Materials) in their part times

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
1	I had the habit of reading literary texts in my part time	A. Strongly agree	9	22	
		B. Agree	11	26.8	
		C. Disagree	16	39	
		D. Strongly D.A.	5	12.2	
		Total	41	100	

The objective of the first question in the questionnaire was to realize whether the students had experiences of reading different literary works in their part times. This was because of the assumption that the students prior experiences might have influence of any degree on their attitudes regarding learning English through literature. However, as is shown in table "4.2.2.2.1", 9 respondents, i.e. the 22% have marked the option "A" to indicate their strong agreements regarding their experiences of reading literary texts in their part times. In the some manner, 11 other respondents, i.e. the 26.8% have marked the option "B" which means "Agree" to express their agreements on the stated issues. From this one can deduce that the 48.8% of the respondents have the experience of reading literary texts in their part times although the degree of their agreements varies.

On the contrary, the 39% and 12.1% of the remaining respondents have shown their disagreements and strong disagreements by marking the

choices 'C' and 'D' respectively, which comprises the 51.2% of the total responses.

Hence, these evidences enable us to deduce that most of the student respondents have no experience of reading literary works in their part times.

Table 4.2.2.2.2 Responses Regarding the Students' Purpose for Reading Literary Texts in Their Part times

R. No	Statements	Options	Frequencies		Remarks
			No. of response	%	
2	I read literary texts: 2.1 to get good marks	A. Strongly agree	10	24.4	
		B. Agree	11	26.8	
		C. Disagree	11	26.8	
		D. Strongly D.A.	9	22	
		Total	41	100%	
	2.2 to enjoy myself	A. Strongly agree	20	48.9	
		B. Agree	16	39.0	
		C. Disagree	3	7.3	
		D. Strongly D.A.	2	4.8	
		Total	41	100%	

As can be realized by observing table "4.2.2.2.2" it seems easier to identify the main purpose of the second question of the questionnaire is to investigate why the students read different literary works, if any. The alternatives given are 'to get good marks' and/or 'to enjoy oneself'. For the first option, i.e. 'to get good' marks; 10 students or the 24.4% have marked 'strongly Agree' whereas for the second option, i.e. 'to enjoy myself' 20 students, i.e. the 48.9% have marked the option 'strongly Agree'. By comparing the second option, i.e. 'Agree' we can observe that for the first option the 26.8% and the 39% of the respondents marked the choice 'B' in both sides respectively. From the elaboration given above, we can understand that the 51.2% of the respondents have

marked their strong Agreements' and 'Agreements' to indicate that they read literary texts to enjoy themselves whereas the 87.9% of the responses given has contained the agreements' and 'strong Agreements' of the respondents. Based on these two evidences it seems possible to deduce that the percentage of the students' who read literary texts to enjoy themselves exceeds the number of the students those who read to get good marks.

If we examine and compare the responses given to the options of disagreements, we can see that the 26.8% of the total respondents have disagreed and the 22% have strongly disagreed among the responses given regarding the statement, 'I read literary texts to get good marks'. The responses given for these two options involve the 48.8% of the total responses given. This indicates that the 48.8% among the responses given to the first part of the second question doesn't agree on the statement that "I read literary texts to get good marks' which means that these respondents read literary texts to enjoy themselves or for other purpose. In the same manner, if we examine or compare the response given to the second part of the second question, we can realize that the 7.3% and 4.8% have marked their Disagreements' and "Strong disagreements" respectively regarding the statement ' I read literary text to enjoy my self'. This may be to mean these respondents, i.e. the 12.1%, read literary texts to get good marks or for other purpose.

Based on what is discussed above, it seems possible to conclude that most of the students read literary texts to enjoy themselves rather than to get good marks.

Table 4.2.2.2.3 Responses concerning the Student's Previous Experiences in Being Taught English Through Literature

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
3	In my previous experience, my teachers were teaching me to read different literary materials and to answer different questions which were drawn from them.	A. Strongly agree	3	7.3	
		B. Agree	9	22	
		C. Disagree	18	43.9	
		D. Strongly D.A.	11	26.8	
		Total	41	100%	

The 3rd question of the questionnaire seeks to examine if the students had any experience of being taught English through literature in the previous grade levels. Hence, as table 4.2.2.2.3 predicates, the 7.3% of the total respondents have 'strongly agreed' and the 22% 'Agreed'. This indicates that the 29.3% of the total respondents agree that their teachers were teaching them to read different literary materials and to answer questions which were drawn out of these literary texts. However, among the responses given to the other options, the responses given to choice 'C' is the largest. It alone comprises the 43.9% of the total responses. It is also clear to observe from the table that the 26.8% of the total respondents have 'strongly Disagreed' on the issue raised.

Therefore, by comparing the total responses given to the four options, i.e. strongly agree, Agree, Disagree and strongly disagree, one can learn that the response $A + B < C + D$. This enables to deduce that most of the students had never been taught English through literature in the previous grade levels.

Table 4.2.2.2.4 Responses regarding the significance of learning language through literature in helping them to work in groups.

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
4	Making us read different literary works, or work in groups and discuss on them helps us to develop our language skills.	A. Strongly agree	26	63.4	
		B. Agree	12	29.3	
		C. Disagree	1	2.4	
		D. Strongly D.A.	2	4.9	
		Total	41	100%	

From table '4.2.2.2.3' we were able to deduce that most of the students had no experience of being taught English through literature in the previous grade levels. Hence, the main concern of the fourth question was to assess the students' responses regarding learning English by reading different literary materials, working in groups and discussing on them and together with their attitudes regarding its significance.

Therefore, as one can learn from table 4.2.2.2.4, the largest majority, the 63.4% of the student respondents have marked the option "A" or "strongly Agree" whereas the second largest percent, i.e. the 29.3% marked the option "B" or "Agree". This shows that most of the respondents believe that reading different literary works, working, in groups and discussing on them helps the students to develop their language skills.

Table 4.2.2.2.5 Responses on Whether the Students had Problems in Reading Literary Works and Answering Questions which were made from them.

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
5	I had no problem in reading literary texts and answering questions which were made from them before the lessons in which we were made to learn English through literature.	A. Strongly agree	5	12.2	
		B. Agree	15	36.6	
		C. Disagree	15	36.6	
		D. Strongly D.A.	6	14.6	
		Total	41	100%	

As many people believe, reading different literary materials, and being able to answer questions which are made for them is difficult for many students. Therefore, the aim of the fifth question of the questionnaire was to assess the students' responses regarding this view.

As table 4.2.2.2.5 predicts the percentage of the student respondents who marked the options 'B' (Agree) and 'C' (Disagree) is equal, i.e. 36.6% for each, whereas the percentage of the respondents who chose the remaining two alternatives, i.e. 'A' (Strongly Agree) and 'D' (Strongly Disagree) is 12.2% and 14.6% respectively. From this one can realize that the 48.8% and 51.2% of the respondents, have given responses on the agreement and on the disagreement sides respectively which enables to conclude that most of the students believe that they had problems in reading different literary texts and on answering question which were drawn out of these literary texts before the lessons which were arranged to acquaint the students how language can be taught through literature.

Table 4.2.2.2.6 Responses Concerning the Significance of Literary Texts in Initiating Strong Arguments After a Reading or A Listening Activity

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
6	The discussions we made on the provided questions after reading the literary texts or listening to them made us argue strongly because they some times caused points that we could not come to agreements to be raised	A. Strongly agree	24	58.5	
		B. Agree	14	34.2	
		C. Disagree	2	4.9	
		D. Strongly D.A.	1	2.4	
		Total	41	100%	

As the main concern of the sixth question in the questionnaire was to check what the students' views could be regarding the discussion they made after they had read or listened to the literary texts which were provided during the practicing periods of learning English through literature. Hence, regarding the statements provided for such a purpose, 24 respondents have expressed their strong agreements to mean that the literary texts they were made to read or to listen made them argue strongly. This was because of the fact that these literary texts had the capacity to inspire points of arguments on which they some times could not come to agreements. This comprises the 58.5% of the total respondents. In the same manner, 14 students i.e. the 34.2% have expressed their agreements with regard to same issue. These responses comprise the responses of the 92.7% of the total respondents.

This may enable one to conclude that almost all of the respondents agree that the literary texts which were provided to them had the capacity to inspire strong arguments to be held among the students during the classroom instruction periods.

Table 4.2.2.2.7 Responses Regarding the Role of Learning the English Language through literature in Inspiring Strong Arguments

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
7	Learning the English language through literature inspired us to argue strongly although we could not come to agreements	A. Strongly agree	12	29.3	
		B. Agree	14	34.1	
		C. Disagree	10	24.4	
		D. Strongly D.A.	5	12.2	
		Total	41	100 %	

Many scholars do not suggest teaching language through literature because they fear that when the students are made to discuss on the materials presented, some issues on which they may not agree could be raised for the students can have various views to various themes of different literary texts. The concern of the seventh question was to see the students' attitudes to wards such views.

Hence, in the responses given the 29.3% of the total respondents have marked the option 'Strongly Agree' whereas the 34.1% of them have marked the option 'Agree'. On the other hand, the 24.4% of the total respondents have marked their disagreement whereas the reaming 12.2% strongly disagreed. If we compare all the responses given we can get 63.4% responses on the agreement side. This indicates that the largest percentage of responses is given on the agreement side of the options.

Therefore, this enables to conclude that the majority of the students believe that learning the English language through literature had the

capacity to inspire the students to argue strongly although they could not come to points of a common agreement.

Table 4.2.2.2.8 Responses on Different Advantages of Learning English through Literature and the Students attitudes towards them

R. No	Statements	Options	Frequencies		Remarks
			No. of response	%	
8	Learning English through literature: 8.1 was interesting because it made me work of my best.	A. Strongly agree	25	61.0	
		B. Agree	15	36.6	
		C. Disagree	1	2.4	
		D. Strongly D.A.	0	0	
		Total	41	100%	
	8.2 helped me to understand that I can learn by myself.	A. Strongly agree	24	58.5	
		B. Agree	16	39.02	
		C. Disagree	1	2.43	
		D. Strongly D.A.	0	0	
		Total	41	100%	
	8.3 made us waste much time without learning any thing from our teacher because the period ended as we were discussing and arguing.	A. Strongly agree	1	2.4	
		B. Agree	4	9.8	
		C. Disagree	21	51.2	
		D. Strongly D.A.	15	36.6	
		Total	41	100%	
	8.4 enabled me to learn of my best because it helped me to avoid my fear of making mistakes when speaking or writing in English	A. Strongly agree	17	41.5	
B. Agree		19	46.3		
C. Disagree		3	7.3		
D. Strongly D.A.		2	4.9		
Total		41	100%		

8.5 helped me to develop the interest of reading different literary works	A. Strongly agree	24	58.5	
	B. Agree	14	34.2	
	C. Disagree	2	4.9	
	D. Strongly D.A.	1	2.4	
	Total	41	100%	
8.6. Was difficult because some of the words used were difficult to understand their meanings	A. Strongly agree	1	2.4	
	B. Agree	20	48.4	
	C. Disagree	14	34.2	
	D. Strongly D.A.	6	14.6	
	Total	41	100%	
8.7. Was good because it made us work in groups in the classroom or out of it.	A. Strongly agree	28	68.3	
	B. Agree	12	29.3	
	C. Disagree	1	2.4	
	D. Strongly D.A.	0	0	
	Total	41	100%	

As table 4.2.2.2.8 predicates, the 61% of the respondents have marked the option 'strongly Agree' to the statement "Learning English through literature was interesting because it made me work of may best". In the same manner the 36.6% of the respondents have marked the option 'Agree' to the same statement whereas only the 2.4% of the total respondents "Disagreed". Based on these responses we can state that almost all of the respondents have agreed that learning English through literature is interesting for it helps them to work of their best. From the responses given to the statement, in 8.2, the 58.53% of the total respondents have marked choice "A" to indicate the option 'Strongly Agree' whereas the 39.02% have marked the option 'B' which means 'Agree' in which only the 2.43% of the respondents have marked the option 'Disagree' regarding the statement 'Learning English through

literature helped me to understand that I can learn by myself". From the responses given one can sum up that the students have realized that the practice of teaching or learning English through literature in the classroom had enabled the students to understand that they can learn English by themselves without expecting much from the teacher if the language taught or learnt is presented using different literary texts as resource in the language classroom.

Initially, it was estimated that there might students who consider learning language through literature as a waste of time for the students spend much of the time by discussing or arguing among themselves. Therefore, the aim of the statement in number 8.3 of table 4.2.2.2.8 was to investigate the students' attitudes to this view.

As is represented in the third row of table 8.2, only the 2.4% of the responds have marked the option 'Strongly Agree' whereas, the 9.8% of them have chosen the option "B' to mean that they agree with the stated issue. But on the opposite side, i.e. 'Disagree', the 51.2% have responded the option 'Disagree'. This consists the responses of the largest majority of the respondents. The second largest, majority, i.e. the 36.6% have marked the option 'Strongly Disagree'

The elaboration may enable to understand that the 87.8% of the total respondents do not think that learning English through literature is a waste of time. This indicates that the students have realized the best teaching takes place only when the teacher teachers and the student learns.

In most of the Ethiopian high schools, most of the students are not seen involved in classroom discussions and they frustrate to speak English in fear that they may make some grammatical mistakes and be mocked at. As many scholars suggest, teaching the language based on different literary materials enables to avoid such feelings from the students' minds

in case that such approaches help the students to be well motivated and to become active participants. The responses given to the statement in 8.4 of table 4.2.2.2.8, have proved this true because, the 17 (41.5%) of the respondents have marked the option "A" to express their strong agreements with regard to the statement "Learning English through literature enabled me to learn of my best because it helped me to avoid the fear of making mistakes when speaking or writing". Among the remaining respondents, the 46.3% have also expressed their agreements by marking the option 'B'. These responses given to options "A" and "B" have contained the responses of most of the respondents because the percentage of the respondents who disagreed or strongly disagreed is only 12.2%. Therefore, these may become evident enough to conclude that the lessons presented in the practice weeks have enabled most of the students to get the chance of realizing that learning English through literature enables them to be active participants in the classroom teaching learning activities for it minimizes their fears of making mistakes and being mocked at by their classmates when speaking or writing.

To the statements indicated in row '8.5' of table '4.2.2.2.8' i.e. 'Learning English through literature helped me to develop the interest of reading different literary works". The 58.5% and the 34.2% of the respondents have marked their 'strong Agreements' and 'Agreements' by marking the options "A" and "B" respectively. These can serve as strong base grounds to state that from the activities performed during the process of exposing the students to the method of teaching or learning language through literature had enabled the students to understand that the new approach helped them to develop the interest of reading different literary texts or works.

As is discussed in the review section of this paper, i.e. 2.6, many scholars fear that teaching language through literature might be difficult

for the students can encounter many new words which are strange to them. Hence, in order to have clear understanding of the students attitudes towards such views, the students were asked to give their opinions. Hence, as learnt from the responses given for the statement in 8.6, in table 4.2.2.2.8, only 1 respondent, i.e. the 2.4% of the total respondents has marked the option 'Strongly Agree' to mean that "Learning English through literature is difficult because some of the words used in the texts were hard to understand their meanings. Among the remaining respondents 20 respondents or the 48.8% marked the option. "Agree" whereas 14 or the 34.2% of the respondents marked the option 'Disagree' and 6 or the 14.6% of them indicated their disagreements by marking the option "D" to express their strong disagreements.

However, as the sum of the figures (responses) in both the 'disagreement' and 'agreements' sides show, the agreement options, i.e. A (strongly Agree) + B (Agree) comprises the responses of 21 respondents which is the 51.2% of the total responses given to the statement in that row. In the contrary, on the disagreement sides, i.e. C (Disagree) +D (Strongly Disagree) consists the responses of 20 respondents which is the 48.8% of the total responses given.

Although the responses given to the agreement options exceed the ones which were given to the disagreement options, as there is no such a big difference among the responses given to these two groups of options, it seems easier to guess that the respondents had some problems in deciding whether learning language through literature becomes difficult due to the possibility of encountering with new words whose meanings are not familiarized.

Regarding the role that learning language through literature plays in encouraging the students to work in groups in the classrooms or outside

of it, 28 students or the 68.3% have marked the option 'Agree'. However, on the contrary, it is only 1 respondent, i.e. the 2.4% who disagreed by making C (Disagree). This indicates that almost all of the students (among those who gave responses) have agreed on the proposed statement regarding the significance of teaching language through literature in enabling the students to work in groups in the classroom or outside of it.

Table 4.2.2.2.9 Responses Regarding the Role of Learning the English Language through Literature in enabling the learners to infer the Contextual Meanings of The new Words used in the text

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
9	I liked learning English through literature because, although there were many words whose meanings I had not known before, it was easy to learn their meanings from the context.	A. Strongly agree	19	46.3	
		B. Agree	15	36.6	
		C. Disagree	5	12.2	
		D. Strongly D.A.	2	4.9	
		Total	41	100%	

As one can realize from table 4.2.2.2.9, the intention of the 9th question of the questionnaire was to search the students' preference regarding learning English through literature in the manner they were learning in the previous two weeks. In the response, the 46.3% of the students have marked the option strongly Agree. In the same manner, the 36.6% among the remaining respondents have marked the option "Agree" whereas only the 17.1% of the respondents expressed their disagreements although in various degrees.

This indicates that most of the students had preferred the way they learnt English through literature because it had helped them to infer the contextual meanings of even the words they had never encountered before

Table 4.2.2.2.10 Responses Regarding the Role of Learning English through Literature in Making the Students Familiar with the type of English that the natives use

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
10	Learning English through literature helps us to be familiar with the type of English that the natives use	A. Strongly agree	22	53.6	
		B. Agree	14	34.2	
		C. Disagree	3	7.3	
		D. Strongly D.A.	2	4.9	
		Total	41	100%	

Table 4.2.2.2.10 represents the students' responses regarding the view that learning English through literature, helps to be familiar with the type of English the natives use. In the response the 53.6% of the respondents have marked the option 'strongly Agree' and the 34.2% have marked the option Agree. However, on the disagreement side, the 7.3% and the 4.9% of the respondents have marked the options 'Disagree' and 'Strongly Disagree' Which comprises only the 12.2% of the total respondents. Based on these evidences presented in table 4.2.2.2.10, it would be easier to deduce that the majority of the students believe learning English through literature enables the learner to be familiar with the type of English that the natives use.

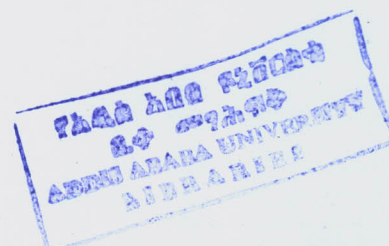


Table 4.2.2.2.11 Responses Regarding the Possibility of Knowing more about the culture of the English speaking people.

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
11	Learning English through literature makes it possible to know more about the culture of the English speaking people	A. Strongly agree	20	48.8	
		B. Agree	15	36.6	
		C. Disagree	5	12.2	
		D. Strongly D.A.	1	2.4	
		Total	41	100%	

In the responses given regarding the statement “Learning English through literature makes it possible to know more about the culture of the English speaking people”, the 48.8% of the respondents have marked the option ‘strongly ‘Agree’. This comprises the largest percentage. The second largest percentage of the respondents, i.e. the 36.6% have marked the option ‘Agree’. The responses which are given with regard to these two options have contained the 85.4% of the total responses given. It is also possible to see that it is only the 14.6% of the total responses that marked the disagreement options.

Then, this becomes evident enough to conclude that most of the students have agreed that learning English through literature helps the learner to know more about the culture of the English speaking people or the native speakers of English.

Table 4.2.2.2.12 Responses regarding to the role of literature in broadening the students' knowledge about the world

R. No	Statement	Options	Frequencies		Remarks
			No. of response	%	
12	Learning English through literature broadens our knowledge about the world	A. Strongly agree	30	73.2	
		B. Agree	9	22.0	
		C. Disagree	1	2.4	
		D. Strongly D.A.	1	2.4	
		Total	41	100%	

As the aim of the 12th question was to realize whether the students believe that learning English through literature broadens their knowledge about the world or not, the 73.2% and the 22.0% of the total respondents have marked their 'Strong Agreements' and 'Agreements' respectively whereas only the 4.8% of the remaining respondents described their disagreements. This indicates that almost all of the respondents believe that learning English through literature broadens one's knowledge about the world.

In addition to the 12 close ended question, there were about 3 open ended questions in the questionnaires which were provided to the students. These were questions 13, 14 and 15. The intention was to give chance for the respondents to express their views and suggest their opinions. Most of the students had given various opinions although there were some respondents who had left all or some of these questions unanswered.

In question 13 the students were requested to express their opinions regarding what would the outcome be if they were taught English using different literary texts in the same way as they were taught in the

practicing weeks. In the responses most of the respondents have expressed that it would be good for:

- it was interesting
- it enabled them to develop skills
- it motivated them to read more literary works and
- for it enabled one to learn by him/herself

Regarding learning in the usual approach, most of the respondents have written that it is not this much motivating. Among the reasons that students gave were:

- making the students dislike learning the language at all
- absence of enough learning materials and
- giving only little chance to free talk, etc.

Chapter Five

5. Summary, Conclusions and Recommendation

This study had taken speculative theoretical and practical approaches to the assessment on the significance of literature on language teaching in general and the English language in particular. The main objective of the study was to see whether teaching the English language based on different literary texts would bring changes of any significance on the students' performances or not. Hence, to arrive at the intended outcomes, both theoretical and practical attempts were performed.

The theoretical activities, as usual, were mainly related to the review of related works which served as basis for the formulation of the general scheme of the study. This the theoretical part of the study was followed by the practical activity of teaching the language in the classroom by making use of different literary texts for a certain period of time. This was mainly done for two most important purposes. The first one was to examine whether such an approach would cause a change of any significant amount on the results of the students in the experimental group could be scored in different from those in the controlled group due to the provision of the new approach.

The second reason that necessitated teaching the English language through literature to be practiced in the classroom was to enable the students in the experimental group to have some practical backgrounds that enable them to reasonably compare and contrast the new approach and the usual one when they give answers to the questionnaire.

And at last, these (the theoretical and the practical approaches) were tested via questionnaires which were provided to the students in the experimental group. However, it should also bear in mind that due to the practical approach it was attempted to observe the students'

performance and to ask their opinions so as to cross check the reliability of the data collected in the other two approaches, the written exam and the questionnaires.

The importance of passing through all these steps was due to the assumption that they would create a favorable condition for a triangular analysis of the data. The validity of the results scored from the pre-lesson and post-lesson exam could be compared and justified with the information accessed through the questionnaires. The observations and discussions which were made with the students, in turn, would enable to compare the results of the exam and the questionnaire with real situation observed in the classroom.

Hence, passing through all these steps and procedures, it was able to arrive at the summaries conclusions and recommendations stated bellow

5.1 Summary

Based on the information accessed and the data collected by implementing all the methods and approaches of data collection, it was able to draw out the following main points.

5.1.1 Age Distribution and sex-differences

As the number of the sample students was similar in both groups, it was known that it would not have the chance to affect the results that could be scored in both groups with regard to the pre-lesson and the post-lesson exam. However, from the chi-square analysis of the sample students' age distribution and proportionality of sex differences descriptive statistics it was realized that

- 5.1.1.1** There was no such a significant difference seen between the experimental and the controlled groups that occurred due to the difference in the age distribution of the sample students.

5.1.1.2 The sex difference distribution was relatively proportional in both groups for it was almost approximate to 1:1 in which the probability of drawing a male or a female student was just about 1 out of 2 which gives a 50% chance for both sexes.

5.1.2 The Statistical Analysis of the Exam Results

5.1.2.1. A significant difference was not observed between the means of the pre-lesson results of the two groups.

5.1.2.2 On the base of the step-by-step analysis of the T-test results of the paired samples statistics of the controlled group, it was identified that the correlation of the pre-lesson and the post-lesson results of the controlled group was insignificant. This was due to the fact that the probability level of the two scores correlation, i.e., P was found to be equal to 0.886, however, for the probability of any value to be significantly different it should be less than 0.05 or at least be equal to 0.05 (Bryman and Cramer: 2005).

5.1.2.3 The T-test result of the sample statistics analysis of the controlled group had proved that there was no such a big difference between the pre-lesson and the post-lesson exam's results of the controlled group due to the fact that the probability level of the significance of the two results was found to be equal to 0.06 which is greater than 0.05. Nevertheless, for the significance of any probability level of any paired samples' scores to be significantly different it should be less than or at least be equal to 0.05 (Bryman and Cramer, 2005).

In a similar manner, based on the step -by-step presentation of the T-test result of the paired samples scores statistics of the experimental group:

5.1.2.4 from the T-test result of the paired samples correlation, it was identified that the correlation of the pre-lesson and the post-lesson exam's results of the experimental group was found insignificant. This was because of the fact that the probability level of the paired scores correlation, i.e., P of the experimental group was found to be equal to 0.943 which had to be either equal to or less than 0.05 (Ibid).

5.1.2.5 On the contrary, the T-test result of the paired sample tests analysis of the experimental group has shown the difference between the pre-lesson and the post-lesson results of the experimental group, i.e., P is found to be equal to 0.000 which is statistically significant. This is because of the fact that for the differences of any two observed values of any paired scores to be significant P has to be at least equal to 0.0005 or less than 0.0005 ($P \leq 0.0005$) (Bryman and Cramer, 2005).

5.1.3 The Data from the Questionnaires

5.1.3.1 From the data collected through questionnaires regarding the demographic backgrounds of the students in the experimental group it was discovered that the majority of the sample students had come from similar demographic backgrounds.

5.1.3.2 From the data collected regarding the prior exposure and experiences of the sample students in the experimental group it was realized that:

5.1.3.2.1 most of the students had begun to use the English language as a medium of instruction from a similar grade level, i.e., grade seven.

5.1.3.2.2 almost all of the students in the experimental group had no much exposure to the English language and literature for most of them had neither the experience of participating in language and literature clubs nor the habit of reading different literary texts in their part times before the lessons. The purpose of even those who had the habit of reading different literary materials were mainly to enjoy themselves but not for the matter of improving their skills in the English language.

5.1.3.2.3 Almost all the sample students had never been taught English through literature in the previous grade levels. Due to these facts, it was found out that most of the sample students in the experimental group used to believe that they had problems (used to think that it would be difficult) in reading literary texts and to answer questions according to the literary materials they read before they had got the experience of being taught English through literature.

5.1.4 The Students' Opinions About the Lessons

5.1.4.1 From the data collected regarding the students' opinions about the lessons which were presented during practicing periods of the methods of teaching the English language through literature it was learnt that:

5.1.4.1.1 more than 90% of the respondents had recognized that learning the English language by reading different literary texts,

working in groups and discussing together had enabled them to work of their full capacities.

5.1.41.2 almost all of the respondents had agreed that the literary texts which were provided during the lessons had the capacity to inspire strong arguments in the discussion and hence, they were arguing strongly even on issues they could not come to agreements

5.1.4.1.3 Most of the students had reflected that they had realized that learning English, through literature was interesting for

- i.** it helped them to avoid the fear of making mistakes when speaking or writing in English;
- ii.** enabled them to develop interest in reading different literary texts;
- iii.** made them to be aware that it was possible to infer the meanings of even of some of the most difficult words they encountered in the texts from the context;
- iv.** increased their interests of working together in the classroom and or outside of it;
- v.** most of the students had accepted that learning the English language through literature provides the opportunity of being familiar with the type of language that natives speak or use and that it would create the possibility of knowing more about the culture of the English speaking people;
- vi.** more than the 70% of the sample students had realized that it had the capacity of broadening their knowledge about the world.

5.2 Conclusions

As is repeatedly raised in this paper, the benefit of employing literature for the purpose of teaching the English language is enormous, because it plays a lot of roles in shaping the learner's personality or in developing good linguistic skills in the learner.

However, in earlier approaches the emphasis which was given to the teaching of English through literature was not satisfactory. In fact, it can be said that earlier methods of language teaching had weakened the role that literature can play in language teaching rather than strengthening it.

As discussed in part 1.1 of the first chapter, in Ethiopia the situation was worse. Although English has been taught for more than a century, the outcome is not satisfactory. Among the most important factors which hindered the effectiveness of this long period of teaching English in Ethiopian context were total lack of suitable teaching materials, absence of the provision of authentic English in the classroom and following some common approaches and procedures which were based on some fixed text books which made the process of teaching the language boring and monotonous.

It seems because of these factors that it became common to see most of the high school students in general and grade nine students in particular troubling not only to use the English language as a medium of instruction but also failing to understand even simple classroom instructions and to express themselves in the language.

Furthermore, as is discussed in details in the second chapter many scholars such as Brumfit and Carter (1986) and Lazar (1993), suggested, using literature as a resource in the teaching of the English language

would help to alleviate such problems and to make the outcome of the process of teaching the language effective.

Hence, in this paper it was tried to assess the significance of literature in teaching English in Ethiopian situation with special reference to grade nine students.

As stated in part 1.3 of the first chapter, the main objectives of the study were to assess the role of literature in teaching the English language, to test its significance and to list some of the problems that can be faced. In the due course of the study two group of students were formed in order to be taught English through literature and in the usual ways so as to see whether a significant change would occur or not due to the implementation of the new approach in the experimental group. Hence, in order to weigh the outcome the students in both groups were provided with similar exams before and after the lessons were given.

In the results, it was learnt that there was no such a significant difference observed in the pre-lesson results of the two groups whereas their post-lesson results were significantly different. In the same manner, by comparing the pre-lesson and post-lesson results of each group, it was able to prove that there was no such a significant difference between the pre-lesson and the post-lesson results of the students in the controlled group. Nevertheless, the comparison of the pre-lesson and the post-lesson results in the experimental group showed that the post-lesson result was significantly different from its pre-lesson counter part.

As the differences in the two groups with regard to the variables such as number of the sample students, age distribution and sex differences were proved to be note significantly different, it has made it possible to state that the result scored in the experimental group after they had been taught English through literature could not be by chance but it should be due to the initiation and motivation achieved because of the new

approach, i.e., teaching or learning the English language through literature.

In a similar occasion, from responses given to the questionnaires, it was learnt that most of the students had come from similar demographic backgrounds and their exposure to the English language and literature was of a similar level due to the fact that they had never been taught English through literature and/or for they had no the habit of reading different literary texts in their part times. It was also realized that most of the students in the experimental group used to think that learning language through literature could be difficult for they thought it needs a special kind of language skill or ability. However, as learnt from the responses they gave for the questions which focused on their post-lesson experiences, it was identified that the students had shown special preferences to the new approach due to the fact that it enabled them to argue strongly in the classroom discussion, it helped them to avoid the fear of making mistakes when speaking or writing in English, it initiated them to develop the interest of reading different literary texts, it encouraged them to work together, it provided them with the type of English that the natives use and for they think that it acquaints them with different cultures and broadens their knowledge about the world. Furthermore, during the classroom interactions, the students were seen being well motivated and actively participating.

Then, on the basis of these evidences, it would be possible to conclude that teaching the English language through literature had brought attitudinal change in the learners. It has enabled them to realize that language can be learnt through literature and that it enabled them to become, active participants during the classroom interaction.

5.3 Recommendation

Hence, based on the summaries and conclusions stated, it seems right to recommend some points that should be born in mind regarding teaching the English language through literature in Ethiopia in general and in the high schools in particular. Although the study mainly focused on grade nine students due to various reasons, it should be clear that the points suggested can be implemented for the other grade levels in general and to the high school and the preparatory level students in particular.

As much as the teaching of the English language in our country is thought to be of any significance, and our effort of teaching the English language to become effective and fruitful, different literary texts have to be used as resources in the language classroom. This is because of the fact that such an approach of language teaching enables the learner to develop good personal values such as love for reading and the sense of universality as well as to become personally matured and the language that the learner acquires to be linguistically rich. A linguistic rich language involves linguistic aspects such as the provision of language items of various types, qualities and subject matters, aesthetic values medium of instruction and styles, etc. It also involves motivational values, a suggestive way of language use and the provision (creation) of an authentic language atmosphere in the language classroom.

The provision of language of different personal values and linguistic aspects enables the learner to become effective in his/her language use, to be confident in him/herself for the way he/she uses the language consists of various verities.

However, although the value of teaching the English language through literature is enormous, it is not wise to forget that its implementation is full of challenges. Among the notable problems that any one who intends

to teach the language through literature can encounter are factors such as the extent to which the countries policy of education is voluntary for such an intrusion, and the will of responsible persons for the educational work, people's view towards teaching language through literature, the students' attitudes towards learning the language through literature, unavailability of appropriate literary materials that can be used as texts, the teachers' efficiency level in selecting, preparing and using the literary materials effectively and problems of testing and so on.

For example, the countries educational policy and persons who are responsible for this may not be volunteer to give chance for every teacher to teach the language in his/her own way or to supplement the already prepared textbook for it makes measuring the progress of the students and to control the general direction of the country's educational program growth. There might also people who argue regarding the use of literature as a reference in the language classroom. These people think that the outcome of a good language teaching approach is promoting the student's knowledge of the grammatical structure of the English language due to its complex nature and for that literature can not be a good means, to enable the students to attain this goal-due to the fact that in literature language is used in a unique manner (Brumfit and Carter, 1981). There might also people who argue against the teaching of the English language through literature for they believe that it needs a special kind of knowledge about the subject matter, i.e., literature, or for they fear that it confines the learner's understanding to only certain cultural aspects.

There may also situations in which the students themselves create some problematic situations when one intends to teach the language by implementing different literary texts. As they may have come from different cultural and social backgrounds and due to the fact that they might be of different efficiency level of language command, to have them

in a single classroom it self is a serious problem. Due to this and many other factors there might situations in which the students try to use the native language or in which they become passive instead of participating actively. The area (locality) where the school is found may not give chance to get ample literary works to select the ones which appeal to the purpose of teaching this or that aspect of the language in that particular situation.

Furthermore, the view that teaching language through literature is not viable for testing, etc, may become serious obstacles that frustrate one not to engage in the task of teaching the language through literature. Even some are courageous enough to begin this huge task, their effort may become fruitless due to their lack of experience and inefficiency in selecting the appropriate materials and in designing them in the manner that they contribute for effective teaching learning outcomes.

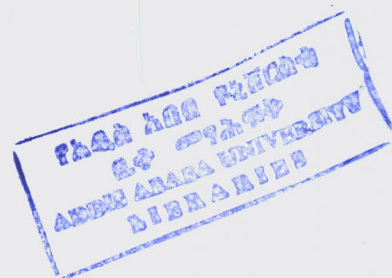
Hence, these and many other factors may frustrate one not to engage in the task of teaching language through literature or even they may challenge the ones who have the courage and the capacity to began the task.

Regarding these obstacles and challenging situations which negatively affect the implementation of teaching language through literature professor J. Sinclar, quoted in ELT Journal (vol. 48/4: 1994) advises that we have to face difficulties such as these and to be able to bridge the gaps as much as we determined to improve the efficiency of teaching the English language. Hence to attain this goal effectively:

1. Police makers have to pay special attention to develop a syllabus to the English language teaching in Ethiopian high schools that give special priority for the teaching of the English language through literature.

2. Curriculum designers and people who are responsible for text book and teaching materials preparation have to pay special attention when designing the curriculum or preparing text books in order to give proper emphasis to the significance of literary texts in teaching the English language effectively.
3. Although it is obvious it becomes awkward to control and to give guidance and counseling with regard to the general process of the English language teaching and learning and to evaluate its outcome if every English teacher is left free to prepare his/her own literary texts and to implement it in the classroom. The problem can be controlled and the gap can be bridged by working hand in hand:
 - 3.1 in dovetailing with the language teacher when selecting, preparing and designing the literary texts which are intended to be implemented in the classroom teaching learning process.
 - 3.2 in setting criteria's and designing theoretical backgrounds that give insight of how a language work can be provided in accordance with modern theories of language teaching which are prepared by modern linguists.
4. Teachers have to stand courageous enough to implement their professional might to show that language can be best taught by making use of different literary texts and to proclaim the fruits of their hard work to those who think literature can not be a good source to teach language by.
5. To make all the students in a classroom equally participant, teachers:
 - 5.1 have to spend ample time in selecting the literary materials which are to the level and need of the students and that enable to bridge the cultural gap.

- 5.2 have to design literary materials which are selected in the manner that they enable everyone of the students to be active participant and in the manner that they could show the learner to observe the positive reward of his or her hard work.
6. if the school is found in situations where literary texts are not easily available efforts have to be made to get enough of them by discussing with voluntary individuals concerned bodies or by buying them discussing with the school administrators or by forming different clubs that can contribute money or different materials.
 7. Educational methodologist and professionals have to work hand in hand to give ample training for teachers to enable them to become efficient in selecting, preparing and designing literary texts which are appropriate to a certain purpose or school environment
 8. Other researchers have to work of their best to show how language can be taught by making use of different literary texts and to show its strong and weak sides to those who hesitate its effectiveness.
 9. Students have to be courageous enough to behave accordingly whenever they are wanted to learn language through literature. They have also to impose their own influences in order that their teachers teach them English through literature for it enables them to develop good personal values and the language they learn to become of different linguistic aspects.



Bibliography

- Abiye, Daniel. 1998. African Literary Texts and Language Based Approaches in ELT: A Study of Motivation A.A U. School of Graduate Students (For the Degree of PH. D. in Literatures).
- Anderson, A and T. Lynh. 1988. **Listening**. London: Npb.
- Bachrach, S. 1992. Ethiopian Folk-tales. Addis Ababa: Oxford University Press.
- Baird, A 1994. Literature Overseas: the Question of Linguistic Competence. Vol. 48/4: 279-282. Studies with the Study of English as a Foreign Language. ELT. Journal. Vol. 48/1: 92-93.
- Brogger, F.C. 1994. Cultural Language, Text: Culture Studies with the Study of English as a Foreign Language. **ELT Journal** Volume 48/1: 92-93. Oxford: Oxford University Press.
- Brumfit, C.J and R.A. Carter. 1986. **Literature and Language Teaching**. Oxford: Oxford University Press.
- Bryman, A and D Cramer. 2005. Quantitative data analysis with SPSS 12 and 13: A Guide for Social Scientists. London: Routledge.
- Carter, R. and Michael. N.L. 1991. **Teaching Literature**. UK: Longman.
- Collie , J . and S. Slater. 1987. **Literature in the Language Classroom: A Resource Book of Ideas and Activities**: Cambridge: Cambridge University Press.
- Frye. 1994. **The Education Imagination**. Bloomington, Indiana University Press.
- Gower, R and M. Pearce. (1986). Reading Literature. **ELT Journal**. Vol 42/1: (55)

- Harmer, J.1991. **The Practice of English Language Teach.** New York: Longman.
- Hill, J. 1966. **Using Literature in Language Teaching** .London: OC Twn.
- Huddson,W.H. 1949. **An Introduction to the study of Literature.** London: George G. Harrp.
- Hunt, O. (ELT Advisor). 1992. English: a Practical Methodology Course for Diploma Students. Addis Ababa: Higher Education Main Department.
- Hyde H. 1994. The Teaching of English in Morocco: the Place of Culture (in ELT in Morocco. ELT Journal V. 48/4 Oxford: Oxford U. Press.
- Ibsen, J. 1986. "The Double Role of Fiction in Foreign Language Teaching Towards Methodology" in Selected Articles from the **ELT Forum** by Thomas ed. Washington D.C, USA.
- Jarvis, R. 1969. Development in English Language Teaching in Ethiopia. ELT Journal. Vol. xx111/2: 151-154.
- Lado, R. 1964. **Language Teaching: A Scientific Approach.** New York: McGraw- Hill, Inc.
- Lazar, G. 1993. **Literature and Language Teaching.** Guide for teachers and Trainees. Cambridge: Cambridge U.P.
- Mackey, W.F .1965. **Language Teaching Analysis.** London: Long man.
- McKay, S. "Literature in ESL Classroom" in Brumfit and Carter (1986) (page 191).
- Melakneh Mengishtu. 2005. Map of African Literature. NP. NPL.

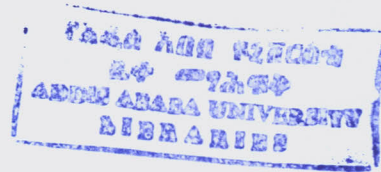
- Melakneh, M. 2003. **Fundamentals of Literature for Colleges** (2nd .ed),
Addis Ababa: Addis Ababa University.
- Orwell, G. 1945. Animal Farm. London: Heineman Educational Book Ltd.
- Pankhurst, R. 1974. Education, Language and History: An Historical
Background to Post- War Ethiopia. The Ethiopian Journal of
Education Vol. VII. No1.
- Pearce, R. 1977. Literary Texts & Discourse Analysis Monographs No. 3.
University of Birmingham: English Language Research.
- Penrod, L. K. 1988. Focalization without (Too much) Fuss: Using Therese
Desquery Rout; by the Association of Departments of Foreign
Language.
- Sharma, K. and T. Tuteja. 2005. **Teaching of Language and Linguistics**
(ed.) Delhe: Ajay Varma.
- Stevic, E. W. 1957. **Helping people Learn English: A manual for**
Teachers of English as a Second Language. New York: AB-
INGDON Press.
- Stubbs, M. 1983. **Language School and Classrooms** (2nd). Great Britain:
Methuen and Co. Ltd.
- Underwood, M.1989. **Teaching Listening**. London: Longman. Inc,
- Varghese, J. and et al. 2000.**Contemporary Literary Theory: A**
Student's Companion. Hyderabad: Macmillan.
- Vian, R.A. (N.D) Never on Wednesday. A one Act Drama. (N.P/Npb.)
- Widdowson, H.G. 1975. **Stylistics and the Teaching of Literature**.
London: Longman.

_____ 1978. **Teaching Language as a Communication.** Oxford:
Oxford University Press.

Yagang, F. 1993. "Listening Problems and Solutions" **Forum** 31/11:16-19.

Yi, C.C. 1989. "Making Our Listening Comprehension More Meaningful and Interesting" **Forum** 27/4: 28-29.

Zemenfes Baraki:: 1991:: በሥነ ጽሁፍ አማካኝነት አማርኛን ቋንቋን በማስተማር የአጭር ልቦልድ ሚና፣ በ11ኛ ክፍል ተማሪዎች የተካሄደ ጥናት:: አዲስ አበባ ዩኒቨርሲቲ በድህረ ምረቃ ለሁለተኛ ዲግሪ በከፊል በማሙያነት የረቀቀ ጥናት::



- Melakneh, M. 2003. **Fundamentals of Literature for Colleges** (2nd .ed),
Addis Ababa: Addis Ababa University.
- Orwell, G. 1945. Animal Farm. London: Heineman Educational Book Ltd.
- Pankhurst, R. 1974. Education, Language and History: An Historical
Background to Post- War Ethiopia. The Ethiopian Journal of
Education Vol. VII. No1.
- Pearce, R. 1977. Literary Texts & Discourse Analysis Monographs No. 3.
University of Birmingham: English Language Research.
- Penrod, L. K. 1988. Focalization without (Too much) Fuss: Using Therese
Desquery Rout; by the Association of Departments of Foreign
Language.
- Sharma, K. and T. Tuteja. 2005. **Teaching of Language and Linguistics**
(ed.) Delhe: Ajay Varma.
- Stevic, E. W. 1957. **Helping people Learn English: A manual for**
Teachers of English as a Second Language. New York: AB-
INGDON Press.
- Stubbs, M. 1983. **Language School and Classrooms** (2nd). Great Britain:
Methuen and Co. Ltd.
- Underwood, M.1989. **Teaching Listening**. London: Longman. Inc,
- Varghese, J. and et al. 2000.**Contemporary Literary Theory: A**
Student's Companion. Hyderabad: Macmillan.
- Vian, R.A. (N.D) Never on Wednesday. A one Act Drama. (N.P/Npb.)
- Widdowson, H.G. 1975. **Stylistics and the Teaching of Literature**.
London: Longman.

BIRHAN GUZO SECONDARY SCHOOL

**A Pre-Lesson and Post-Lesson Examination for Both the
Experimental and the Controlled Groups Regarding the
Significance of Literature in Teaching the English Language**

I. Choose the Correct Answer

_____ 1. They would not come unless the war _____

- A. Will Stop C. stopped
B. had stopped D. Would stop

_____ 2. They _____ let him if he doesn't tell the truth.

- A. would not have C. will not
B. had not had D. did not

_____ 3. If they _____ by taxi, they will reach on time

- A. had come C. come
B. Came D. would have come

_____ 4. The doctor wants to know _____ any one of us had been sick before.

- A. if B. as C. are D. has

_____ 5. Daniel asked _____ had taken his book

- A. if B. whether C. who D. which

_____ 6. They were very tired, _____ they sat under a tree and took some rest.

- A. therefore B. consequently C. as a result D. so

_____ 7. We were all told _____ late again

- A. to come C. if we come
B. not to come D. Whether we come

_____ 8. Birds sing but ducks _____

- A. Coo B. Chatter C. neigh D. quack

_____ 9. They _____ to visit their parents last week.

A. Went B. have gone C. Will go D. are going

_____ 10. Don't give any food to the dog; it has _____ eaten its lunch.

A. yet B. just C. still D. but

_____ 11. It _____ since morning.

A. has been raining C. will rain
B has just rained D. can be rained

_____ 12. _____ all of you _____ the homework?

A. have/did C. Have/done
B. Did/do D. B and G

_____ 13. Aster _____ that she was too busy at the moment.

A. ordered B. asked C. complained D. wanted to know

_____ 14. If you _____ in a hurry, you would forget a lot of things

A. was B. are C. were D. had been

_____ 15. Are you sure that _____ of the money is yours?

A. all B. anyone C. a little D. Almost

_____ 16. There is _____ one in the house except my father.

A. not B. any C. no D. none

_____ 17. I don't want _____ of the books

A. no B. none C. any D. B and C

_____ 18. There is only _____ sugar to make tea.

A. a little B. little C. a lot of D. much

_____ 19. If he _____ his work, he would have gone out to play

A. had finished B. finishes C. finished D. is finishing

_____ 20. Unless we had been very careful, every thing _____ wrong.

A. Would have been B. will be C. Would be D. must be

_____ 21. That book doesn't _____ to you. It is Hailu's

A. Belong B. belonged C. belong D. belonging

_____ 22. The 'Wot' _____ too salty, we can not eat it.

A. is tasting B. tastes C. tats D. tasted

_____ 23. Wonderful! You _____ my name.

- A. are still remembering
- B. are not still remembering
- C. still remember
- D. remembers

_____ 24. Look! That man _____ is walking with a woman is my brother

- A. who
- B. whose
- C. whom
- D. which

_____ 25. A woman _____ I don't know has left this message for you.

- A. that
- B. who
- C. whom
- D. all

_____ 26. I _____ your help now more than any other time.

- A. am needing
- B. needs
- C. need
- D. needed

_____ 27. It was _____ a powerful medicine _____ I can not resist it. A.

- so..... that
- C. tooto
- B. such athat
- D. both.....to

_____ 28. None of the students has done the homework. _____, the teacher is very angry.

- A. so
- B. As a result
- C. therefore
- D. as

_____ 29. We watched _____ action film. What delighted us most was the fact it ended _____

- A. an interesting/ uninteresting
- B. interestingly/ interestingly
- C. interestingly/ an interesting
- D. an interesting/ interestingly

_____ 30. As soon as he concluded his speech, he remembered that _____ something important

- A. can forget
- B. had forgotten
- C. will forget
- D. forgets

II. CHOOSE THE EXPRESSION THAT CAN COMPLETE EACH DIALOGUE BEST

_____ 31. A: Would you mind walking with us?

B: _____. The possible positive response can be _____

A. Why not C. yes, of course

B. Yes, I would D. Not at all

_____ 32. A: How much of the land is cultivated?

B: _____

A. Most of the land is cultivated.

B. None of the land is cultivated

C. All of the land is cultivated.

D. Most of it.

_____ 33. A: _____ ?

B: Some of them

A. How many of your teachers are male

B. Are there many teachers in your school

C. How much of the sea water is salty

D. Do you know the names of your teachers

_____ 34. Mother: Did we turn off the electricity?

Daughter: _____ . I turned it off myself.

A. Yes, we did C. No, I am not sure

B. No we don't D. Yes, we do

_____ 35. Father: Are all the windows open?

Son: _____ , Shall I shut them?

A. No they are not C. Are you sure

B. Yes, they are D. Don't worry, dad, you have already done that,

_____ 36. A: father is sleeping

B: _____ ?

A: He has been sleeping for over an hour

A. Why is he sleeping

B. Where has he been sleeping

C. How long has been sleeping

D. How has he been sleeping

_____ 37. A: What's the weather like?

B: Why don't you look _____ the window?

- A. out of B. at C. on D. near

_____ 38. A: May I pass this way, sir?

B: No, sir. No body _____ pass this way.

- A. is allowed to B. Must C. have to D. had

_____ 39. A: _____

B: I'm afraid we can't I've another appointment.

- A. Could we meet this after noon
B. We are leaving so early today
C. We can go home teacher. Right?
D. Can we meat this afternoon.

_____ 40. A: What did your friend tell you when you met her last week?

B: She told me that: _____

- A. her father was going to London next week
B. her father is going to London next week
C. her father was going to London the following week.
D. her father going to London the following week

III. USE 'such athat' OR 'so..... that' AS NECESSARY TO COMPLETE THE FOLLOWING SENTENCES

41. We were _____ tired _____ we went to bed early.

42. He is _____ fool bay _____ he believes that gold grows on trees.

IV. USE THE CORRECT FORMS OF THE VERBS IN THE BRACKETS

43. If you want to stop _____ (smoke) you have to make yourself busy.

44. If it _____ (rain), the farmers _____ (sow) their crops.

45. If the fire brigade had not come immediately, everything (change) to an ash.

46. Please don't forget _____ (lock) the door on your way to your bedroom.

47. It always _____ (rain) in the afternoons here.

48. There (be) a serious ware between the two countries ten years ago.

49. Hirut is the (young) girl in the class

50. My father is (old) than my mother.

V. WRITE POLITE REQUESTS THAT FULFILL THE FOLLOWING REQUIREMENTS

51. You are in a town you have never been before. You feel a headache and you want to buy some medicine. But you do not know where the drug store is. Then how would you ask some own to show you?

52. Your teacher has recently said something but you did not hear him. Then, how do you politely ask him to say it again?

53. If you want to go out as your teacher is in the classroom, what would you say to him/her in order to get his/her permission?

VI. USE THE FOLLOWING WORDS TO COMPLETE THE FOLLOWING SENTENCES AS TO THE CONTEXTUAL CLUES

A. Posterity B. threat C. Hampers D. Ponder
E. exposes F. set off G. Wander

54. We have to be careful not _____ ourselves for HIV/AIDS

55. Environmental degradation _____ the economic development of a country.

56. One and the most important reason why we preserve natural resources is to keep them for_____.
57. Unless more trees are planted and more dams are built it is certain that there will be a _____ of drought in our country in the future.
58. We usually spend a lot of time _____ over our future careers.
59. They _____ early in the morning yesterday.
60. It is not good to _____ from place to place without a tangible purpose

VII. READING COMPREHENSION

READ THE FOLLOWING PASSAGE VERY ATTENTIVELY TO ANSWER THE QUESTION (61-74)

DIVING

There are many reasons why men wish to **descend** into the sea. The **seabed** contains a rich supply of oil and gas. Other minerals are undoubtedly there as well. **Divers** are also needed to repair ships and harbors equipment, examine **wrecked** ships and **recover** sunken **treasure**.

However, man cannot live for long without air. So he must take air with him when he **ventures** under the sea. **By holding his breath** he can remain under water for only a minute or two. He cannot do very much work or go very deep in that time. Even if he could hold his breath longer, and go deeper, the pressure of deep water would be great enough to **crush** him. But with suitable equipment, men can **survive** in the underwater world. Hunt, O. (1992, 72) (ELT Advisor).

A. MATCH THE WORDS AND PHRASES IN BOLD TO THE GIVEN DEFINITIONS BELOW

61. Move lower; go down: _____
62. People who go down deep into the sea and work there _____

63. Destroy _____
64. Get back something what was lost _____
65. The lower part of the sea: seafloor _____
66. To continue to live or to exist _____
67. Highly valued objects such as gold and silver _____
68. Without any doubt _____
69. Undertaking tasks or measures in which there is risk _____
70. Broken parts or prices _____

B. IDENTIFY THE 'TRUE' AND THE 'FALSE' STATEMENTS OF THE FOLLOWING ACCORDING TO THE PASSAGE

71. People can stay long in water and work there by holding their breath.
72. Divers can do a lot of things under seabed such as repairing wrecked ships and recover sunken treasure.

C. FILL THE BLANK SPACES IN THE FOLLOWING EXTRACTS WITH PROPER INFORMATION FROM THE PASSAGE

- 73 People descend into the sea to get 1 _____ and 2 _____ or other minerals. Divers are also needs either to 3 _____ or to 4 _____ equipment or to 5 _____ 6 _____ ships or to 7 _____ sunken 8 _____ .
74. One may stay under water by (9) _____ his/her breathe; however, this is not reliable. To do such a venture one needs to have the right 10 _____ .

VIII. WRITING

WRITE A PARAGRAPH ON THE FOLLOWING TOPIC.

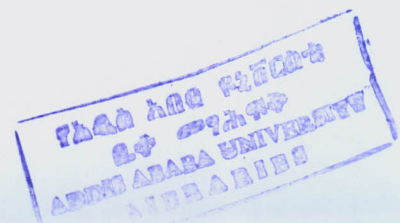
The Most Sorrowful Day in My Life

Appendix 2.1

BIRHAN GUZO SECONDARY SCHOOL

**PRE-LESSON EXAMINATION RESULT OF THE CONTROLLED
GROUP STUDENTS ON THE ROLE OF LITERATUR IN
TEACHING THE ENGLISH LANGUAGE**

Code	Cludunts nem	Sex	Age	Result of the pre-les son exam	Remarks
CG101		F	17	52	
CG102		F	16	69	
CG103		M	14	70	
CG104		F	15	87	
CG105		M	16	76	
CG106		M	17	73	
CG107		M	15	68	
CG108		M	17	84	
CG109		M	14	66	
CG110		M	16	72	
CG111		F	15	61	
CG112		M	15	60	
CG113		F	14	67	
CG114		F	16	69	
CG115		F	16	60	
CG116		F	15	70	
CG117		M	14	84	
CG118		M	16	81	
CG119		M	14	75	
CG120		M	14	71	
CG121		F	14	70	
CG122		F	13	67	
CG123		F	15	72	



CG124		F	16	84			
CG125		M	16	70			
CG126		F	15	63			
CG127		M	16	76			
CG128		F	15	59			
CG129		M	16	74			
CG130		F	15	75			
CG131		F	14	68			
CG132		M	14	91			
CG133		M	14	90			
CG134		M	16	68			
CG135		M	14	64			
CG136		F	17	80			
CG137		M	18	58			
CG138		F	18	61			
CG139		F	15	67			
CG140		M	17	87			
CG 141		F	16	72			
					Total	2931	71.49 (AV.)

EG121		M	14	90	
EG122		M	15	79	
EG123		F	16	84	
EG124		F	15	69	
EG125		F	14	86	
EG126		F	16	58	
EG127		M	15	76	
EG128		F	17	72	
EG129		F	15	75	
EG130		F	14	57	
EG131		M	17	78	
EG132		M	14	72	
EG133		M	15	65	
EG134		F	17	77	
EG135		M	18	69	
EG136		M	16	77	
EG137		M	14	91	
EG138		M	16	65	
EG139		M	15	72	
EG140		F	16	67	
EG 141		M	18	75	
EG142		M	15	80	
		Total		2941	71.73 (AV.)

Appendix 2.2

BIRHAN GUZO SECONDARY SCHOOL

PRE-LESSON EXAMINATION OF THE EXPERIMENTAL GROUP STUDENTS ON THE ROLE OF LITERATUR IN TEACHING

THE ENGLISH LANGUAGE

Code	Student's name	Sex	Age	Result out of 100%	Remarks
EG101		F	17	65	
EG102		F	15	49	Excluded
EG103		F	15	72	
EG104		F	14	64	
EG105		F	13	72	
EG106		F	14	66	
EG107		F	16	74	
EG108		F	17	78	
EG109		M	16	57	
EG110		M	14	84	
EG111		M	16	63	
EG112		F	15	50	
EG113		M	17	80	
EG114		M	16	74	
EG115		F	16	61	
EG116		F	14	66	
EG117		F	15	60	
EG118		F	15	82	
EG119		F	16	69	
EG120		M	15	80	

CG221		F	16	62	
CG222		F	14	68	
CG223		F	14	74	
CG224		F	13	86	
CG225		M	15	69	
CG226		F	16	67	
CG227		M	16	77	
CG228		F	15	59	
CG229		M	16	76	
CG230		F	15	76	
CG231		F	14	73	
CG232		M	14	98	
CG233		M	14	94	
CG234		M	16	61	
CG235		M	14	62	
CG236		F	17	89	
CG237		M	18	53	
CG238		F	18	67	
CG239		F	15	68	
CG240		M	17	92	
CG241		F	16	74	
			Total	2994	71.49 (AV.)

Appendix 2.3

BIRHAN GUZO SECONDARY SCHOOL

POST-LESSON EXAMINATION RESULTS THE CONTROLLED GROUP STUDENTS ON THE ROLE OF LITERATURE IN TEACHING THE ENGLISH LANGUAGE

Code	Student's name	Sex	Age	Results out of 100%	Remarks
CG201		F	17	53	
CG202		F	16	71	
CG203		M	14	71	
CG204		F	15	90	
CG205		M	16	76	
CG206		M	17	75	
CG207		M	15	66	
CG208		M	17	88	
CG209		M	14	67	
CG210		M	16	71	
CG211		F	15	65	
CG212		M	15	62	
CG213		F	14	65	
CG214		F	16	73	
CG215		F	16	60	
CG216		F	15	73	
CG217		M	14	93	
CG218		M	16	88	
CG219		M	15	69	
CG220		M	14	73	

Appendix 2.4

BIRHAN GUZO SECONDAR SCHOOL

**POST- LESSON EXAMINATION RESULTS OF THE EXPERIMENTAL
GROUP STUDENTS ON THE ROLE OF LITERATURE IN TEACHING THE
ENGLISH LANGUAGE**

Code	Student's name	Sex	Age	Result out of 100%	Remarks
EG201		F		69	
EG202		F		54	Excluded
EG203		F		69	
EG204		F		72	
EG205		F		77	
EG206		F		69	
EG207		F		78	
EG208		F		81	
EG209		M		61	
EG210		M		87	
EG211		M		63	
EG212		F		52	
EG213		M		85	
EG214		M		70	
EG215		F		65	
EG216		F		69	
EG217		F		64	
EG218		F		95	

EG219		F		70	
EG220		M		75	
EG221		M		97	
EG222		M		83	
EG223		F		86	
EG224		F		66	
EG225		F		98	
EG226		F		62	
EG227		M		79	
EG228		F		77	
EG229		F		83	
EG230		F		59	
EG231		M		83	
EG232		M		75	
EG233		M		67	
EG234		F		77	
EG235		M		72	
EG236		M		79	
EG237		M		98	
EG238		M		70	
EG239		M		76	
EG240		F		70	
EG 241		M		76	
EG242		M		85	
				3089	75.34 (AV.)

Appendix 3.1

The T-Test result of the controlled group Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre result	4.98	41	1.917	.299
	Post result	5.83	41	2.224	.347

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre result & Post result	41	.943	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
r 1	Pre result - Post result	-.85	.760	.119	-1.09	-.61	-7.189	40	.000

Appendix 3.2

The T-Test result of the experimental group Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Result of pre lesson	4.90	41	1.895	.296
	Result of post Lesson	5.39	41	2.301	.359

Paired Samples Correlations

		N	Correlation	Sig.
Pair 2	Result of pre lesson & Result of post Lesson	41	.886	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Result of pre lesson - Result of post Lesson	-.49	1.075	.168	-.83	-.15	-2.905	40	.006

QUESTIONNAIRES TO STUDENTS

Dear students;

Below you are presented with questionnaires which enable to understand your preferences to words learning English in the usual method or learning the English language through literature as you were practicing it in the previous two weeks. Hence, the answers that you give to the questions below and your opinions would help to deduce method or approach that you prefer most. Therefore, you are kindly requested to give or to mark your responses sincerely and frankly.

Thank you!

N.B. WRITING YOUR NAMES IS NOT NECESSARY.

I. Back Ground Information

1. Sex: i. Male ii. Female

2. Age:

3. Birth place:

i. A.A ii. In other cities out of A.A

iii. In Rural Areas

4. Your first languages

i. Amharic iv. Guragie

ii. Afan Oromo v. Another

iii. Tigrigna vi. Foreign language

5. Grade you began learning all the subjects in English _____

6. Do you participate in (are you a member of) language and literature clubs? I. Yes ii. No

II. Questionnaires

A= strongly agree

B= Agree

C= Disagree

D= strongly Disagree

2. Responses

Show your response by writing (S) in the column of your choice. Whenever you are asked to give opinions use the spaces provided to write your opinions or to give answers as required.

3. QUESTIONS

STATEMENTS TO AGREE WITH OR TO DISAGREE UP ON	POSSIBLE RESPONSES				REMARKS
	A	B	C	D	
I had the habit of reading literary texts in my part time					
I read literary texts:					
2.1 to get good marks					
2.2 to enjoy myself					
In my previous experiences my teachers were teaching me to read different literary materials and to answer different question which were drawn from them					
Making us to read different literary works, work in groups and discuss on them helps us to develop our language skill.					
I had no problem in reading literary works and answering question which were made form them					
The discussion we made on the provided					

questions after reading the literary texts or listening to them made us argue strongly because they sometimes caused points that we could not come to an agreement to be raised					
Learning the English language through literature inspired us to argue strongly although we could not come to an agreement					
Learn English through literature; 8.1 is interesting because it makes me to work of may beset					
8.2 helped me to understand that I can learn by myself					
8.3 made us to waste much time without learning any thing from our teacher because the period ended as we were discussing and arguing					
8.4 enabled me to learn of my best because it helped me to avoid my fear of making mistakes when speaking or writing in English					
8.5 helped me to develop an inters of reading different literary works					
8.6 is difficult because some of the words used were difficult to understand their meanings					
8.7 is good because it made us work in groups in the classroom or out of it.					
I liked learning English through literature because					

although there were many words whose meanings I did not know it was easy to learn their meanings from the cortex					
Learning English through literature helps us to be familiar with the type of English that the native use					
Learning the English language through literature makes it possible to know more about the culture of the English speaking people					
Learning English through literature broadens our knowledge about the world					

13. What do you think the out come will be if you are made to learn English using different literary materials in the same way you practiced in the previous weeks.

I think it will be _____ because learning English through literature _____

14. What is your opinion regarding learning English in the usual method?

I think it _____

15. If you have anything to say regarding the teaching and learning of English in our country in general and in your school in particular express it in here _____

LESSON PLAN

LESSON ONE

Teacher's Name: Fikru Gebre

School: **Birhan Guzo S.S.** Grade **9** Section **R** (C. G).

Subject: **English**

Topic: **Listening**

General objective: Helping students to develop the skill of listening and comprehending different literary texts.

Title: The Crocodile and the Monkey

Date: **27/05/2008** period **6th** time **45** minutes

ACTIVITIES

I Pre-listening

1. **PURPOSE:** It helps the students to:

- share experiences
- re-collect prior knowledge
- narrow gaps

2. **TASKS**

2.1. **TEACHER'S**

- Introduces
- Inspires pre-listening discussion
- guides or controls

2.1. **STUDENTS'**

- be ready for the lesson
- discuss on pre-questions
- be ready for the next

activity

II. While-listening

1. **Purpose:** This section of the lesson enables the students:

- to be active listeners by listening with purpose;

-to answer questions accordingly.

2. TASKS

2.1. TEACHER'S

- reads the first part of the text at least 3 times
- motivates them to answer question on the first part answers
- reads the second part of the second part story text
- lets them answer questions questions that follows the second part
- gives corrections

2.2. STUDENTS'

- listen attentively
- take notes
- fill blanks
- compare their listening to the part of the
- answering
- take corrections

III. Post- Reading

Purpose: It helps them (the students) to check and to consolidate the activities performed in the previous phase.

3. TASKS

2.1. TEACHER'S

-gives tasks

2.2. STUDENTS'

- do class works

1. Class work

- filling the blank

.Vocabulary

Homework

- writing

-Identify their task

2. Homework

Teacher's signature _____ date _____

Comments _____

The teacher's observation on the students' performance _____

_____ According
to the teacher's view this might have _____

^R **THE COCODILE AND THE MONKEY**

Listing Text (Part I)

Once a young crocodile and a monkey lived near the Awash River. The monkey was very small and the crocodile was very big. These tow animals were good friends. The monkey lived near the bank in a big tree, and the crocodile lived in the river and on the bank.

These animals did many things together. If the crocodile wanted to play, he said to the monkey on the bank, 'come and play in the water'.

When the monkey wanted to ride on the water, the crocodile let him ride on his back. The monkey often brought bananas to the crocodile as present.

One day the king of the crocodiles became ill. The crocodile's doctor came to examine him. He told the king that the only medicine that would cure him was a monkey's heart.

The king knew that the young crocodile and the monkey were fiends. He called the crocodile and said, 'I need a monkey's heart. You are the only one who can get it for me'.

Listening text (part II)

The young crocodile went away sadly. He did not want to hurt his friend, but he had to help his king. At last he went to meet the monkey. 'Come and ride on my back,' he said to the monkey. 'We will go out into the deepest part of the river.'

So the monkey got on his back. He trusted the crocodile. They went out into the middle of the river. Then the crocodile said to his friend, 'I am sorry, but the crocodile king needs a monkey's heart to make him well. I must take yours now.'

The monkey was very surprised, but he thought quickly, and then he said to the crocodile, 'my friend, monkeys don't carry their hearts with them. They keep their hearts at home. Take me home and I will get mine for you.'

So the crocodile came back to the shore with the monkey, when they got there the monkey jumped off the crocodile's back and ran to his tree. As he ran, he shouted back to the crocodile, 'you tried to trick me, so I tricked you. Goodbye, old friend.'

Then the crocodile swam away, thinking about the clever monkey. He was happy because he didn't have to hurt his old friend.

Source; Ethiopian Folk -tales (Bachrach,S.1967:22-23)

PRESENTATION PROCEDURE (1)

I. Pre-listing

Discuss on the following questions

1. Have you ever read/ been told a story?
2. What was it about?
3. What were in the story (people? Animals?)
4. How do you describe their characteristics?

II. Listening (part1)

Listen to the story very attentively to complete the following extract satisfactorily.

1. Once a _____ monkey and a _____ crocodile _____ near the Awash River. They _____ many things together because they were _____ friends
2. One day the crocodile's king asked the young crocodile to bring him _____ because his doctor told him he would die soon unless he got that.
3. The young crocodile became very sad because he did not want to _____ his friend but also he _____ to help his king.

Port 2

CLASSWORK

1. If you listen to the second part of the story, you will be able to answer the following question satisfactorily
 1. Why was the young crocodile sad?

2. Where did it go?
3. What did it tell to the monkey? Why?
4. What did the monkey do?
5. Where did they go?
6. Why was the monkey surprised ?
7. Then what did the monkey told to his friend?
8. What did the monkey do when they reached at the bank of the river?

III. Post Listing Activities

1. CLASSWORK

- vocabulary

Complete the sentences with following words.

Present, bank, cure, trust, examine

1. Some people enjoy themselves on the _____ of a river
2. First the doctor will _____ the old man
3. Although he loves his wife, he doesn't _____ her
4. There is no vaccination which _____ HIV AIDS
5. On Christmas, my mother gives me a

2. Homework

- Writing

Write the following sentences in the order in which the event occurred in the story and writ them in a paragraph form

- a. The doctor said that a monkey's heart would cure him.
- b. The crocodile let the monkey ride on his bock.
- c. The crocodile said to the monkey, "I must take your heart now."
- d. A crocodile and a monkey were friends.
- e. One day the crocodile king became ill.
- f. The king totd the young crocodile to bring him the monkey's heart
- g. The crocodile was happy that he didn't have to hurt the monkey.
- h. The monkey answered " my heart is at home. Take me there and I will get it for you".
- i. The young crocodile took the monkey to the middle of the river
- j. When they reached the bank, the monkey ran to his tree and shouted Good bye old friend"

LESSON PLAN

LESSON TWO

Teacher's Name **Fikru Gebre**

School **Birhan Guzo S. School** Garde **9** section **R** (C.G)

Subject: **English**

Topic: **Reading:** *The Meeting in the Big Barn*

General objective: The main objective of this lesson is:

- to expose the students to literary writings
- to help them to read the literary text with a full involvement
- to inspire theme to participate actively and to answer questions accordingly

Date: **29/05/2008** Period **1st** time **45** minute

ACTIVITIES

I. Pre-reading

1 PUROSE: The main objective of this part of the lesson is to

- warm up the students to the main activity
- make them share experience
- insight what is going to take place in the main part of the lesson

2.TASKS

2.1 . TEACHER'S

- distributes task sheets
- invites the students to work in to the pairs (three)

2.2 STUDENT'S

- . be ready for the discussion
- . discus on their experiences class

II. While-reading

1. **PURPOSE:** This section of the lesson contributes to the students to be familiar with literally works (to read critically.)

2. TASKS

2.1 TEACHER'S

- distributes the reading text
- informs how to (read scan) the
- controls the student's activities.

tasks

- gives while reading tasks the
- instructs them to read by steps following the parts

given (look at the presentation procedures

Sheet)

2.2 STUDENT'S

- listen and do
- read silently and scan passage.
- complete while reading
- read by steps following parts given

III. Post-reading

1. **PURPOSE:** This section helps to strengthen, a accomplish or continue the tasks began in the previous section and to evaluate their performances.

2. TASKS

2.1 TEACHER'S

2.2 STUDENTS'

As most of the students are new for reading literary texts such as George Orwell's 'Animal Farm', in this and pervious units tasks are given in

parts. Hence, in this section the teacher distributes the final task for the this lesson

- explains how to do

-collect the task sheet

- gives assignments for

- perform the task as required

the next period
accomplish

-be in a good position to

the tasks

Teacher's signature _____ date_____.

Comments

The teacher's observation: In this particular lesson the students were

_____ . This might have been due to _____

PRESENTATION PROCEDURES

LESSON TWO

I. Pre-reading

Discussion on the pre-reading question

1. Have you ever read any fiction in Amharic or in English?

2. What was it?
3. Did you like/hate it? Why?

II. While Reading

Part I. Read the extract that your teacher gives you very attentively and silently to complete the following activities.

1. List all the things that Mr. Jones did/did not do last night
 - a. He _____ the hen house.
 - b. He _____ to shut the pop- hole because
he was too drunk.
 - c. He _____ across the yard and _____ off his
boots at the back door.
 - d. _____ himself a last glass of beer
 - e. _____ his way up to bed

2. Can you writ two mistakes that Mr. Jones did last night

1. _____
2. _____

3. What was Mrs. Jones doing by the time Mr. Jones did all these things

Answer:

She _____

Part2 Read the second part of the story to answer the following question.

1. What was all through the farm buildings happening as the light in Mr. Jone's room went out ?
 2. Why?
 3. What was it about?
 4. What was agreed?
 5. When?
 6. Where?
 7. What was everyone in the farm so highly regarded to lose?
-

Part 3. Read the 3rd paragraph of the extract to accomplish the tasks that follow

1. Describe major's appearance.
2. Describe what the things described below are
 - 2.1. Blue bell, Jessie and Pincher are _____
 - 2.2. The _____ settled down in the straw immediately in front of the plat form.
 - 2.3. The _____ perched on the wind stills
 - 2.4. The sheep and cows _____ down behind the pigs and _____ to _____ the cud in their mouths
 - 2.5. Boxer and clover are _____
 - 2.6 Clover was a _____

2.7 _____ Would say that God had given him a tail to keep the flies off.

III. Pos- reading

A. Answer the following questions according to the story you read above

1. What is the animal that never seen laughing? Why?
2. Who is Muriel?
3. Who was Boxer?
4. Who had a strange dream last night?
5. Can you describe Boxer's physical appearance in one sentence?

B. **Vocabulary:** Infer the meanings of the following words and phrases from the passage

- Lurched (paragraph 1 . line 4) _____
- Drew (Paragraph 1. Line 5)_____
- Go round (paragraph 2. Line 3)_____
- Perch (paragraph 3. Line 11)_____
- Fluttered (paragraph 3. Line 12)_____
- To keep the flies off (paragraph 3 line 18)_____

TASK SHEET

LESSON TWO

Part I

Read only the first paragraph to answer the following question

I list all the things that Mr. Jones did last night

1. He _____ the hen- house
2. He _____ to shut the pop-hole because he was too drunk.
3. He _____ across the yard and _____ off his boots of the back door.
4. _____ himself a last glass of beer
5. _____ his way up to bed.
6. Can list two mistakes that Mr. Jones did last night
 1. _____
 2. _____
3. What was Mrs. Jones doing by the time Mr. Jones did all these thing?

Answer:

she _____

Part. 2 Read the second paragraph to answer the following question

1. What was all through the farm buildings happening as the light in Mr. Jones room went out?

2. Why?
3. What was it about?
4. What was agreed?
5. When
6. Where?
7. What was everyone in the farm so highly regarded to loose?

Part 3. Read the 3rd paragraph to accomplish the following

1. Describe Major's appearance
2. Describe what the following are according to the story in the third paragraph
 - 2.1. Bluebell, Jessie and Pincher are _____
 - 2.2. The _____ settled down in the straw immediately in front of the plat form.
 - 2.3. The _____ perched on the window stills
 - 2.4. The sheep and cows _____ down behind the pigs and _____ to _____ the cud in their mouths.
 - 2.5. Boxer and Clover are _____
 - 2.6. Clover was a _____
 - 2.7. _____ would say that God had given him a tail keep the flies off.

HOME WORK

Answer the following question according to the passage you read it above.

1. What was the animal that has never been seen laughing?
Why?
2. Who is Muriel?
3. Who is boxer?
4. Who had a strange dream last night?
5. What was the dream about?
6. Can you describe boxer's physical appearance in one sentence?-

li vocabulary

Infer the meanings of the following words or phrases from the passage contextually?

1. Lurched (paragraph 1 line 4) _____
2. Drew (paragraph 1 line 5) _____
3. Go round (paragraph 2 line 3) _____
4. Perch (paragraph 3. Line 11) _____
5. Flutter (paragraph 3 line 12) _____
6. To keep the flies off (paragraph 3 line 18) _____

Orwell, G. 1945. **Animal Farm**. London: Heinemann Educational Books Ltd.

Chapter I

The Meeting in the Big Barn

Part I

Mr. Jones, of the Manor Farm, had locked the henhouses for the night, but was too drunk to remember to shut the pop-holes. With the ring of light from his lantern dancing from side to side, he lurched across the yard, kicked off his boots at the back door, drew himself a last glass of beer from the barrel in the scullery, and made his way up to bed, where Mrs. Jones was already snoring.

Part II

As soon as the light in the bedroom went out there was a stirring and a fluttering all through the farm buildings, word had gone round during the day that old Major, the prize Middle White boar, had a strange dream on the previous night and wished to communicate it to the other animals. It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major (so he was always called, though the name under which he had been exhibited was Willingdon Beauty) was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.

Part III

At one end of the big barn, on a sort of raised platform, Major was already ensconced on his bed on straw, under a lantern which hung from a beam. He was twelve years old and had lately grown rather stout, but he was still a majestic looking pig, with a wise and benevolent appearance in spite of the fact that his tusches had never been cut. Before long the other animals began to arrive and make themselves comfortable after their different fashions. First came the three dogs, Bluebell, Jessie,

and pincher, and then the pigs, who settled down in the straw immediately in front of the platform, the hens perched themselves on the window sills, the pigeons fluttered up to the rafters, the sheep and cows lay down behind the pigs and began to chew the cud. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care lest there should be some small animal concealed in the straw. Clover was a stout motherly mare approaching middle life, who had never quite got her figure back after her fourth foal. Boxer was as strong as any two ordinary horses put together. A white strip down his nose gave him a somewhat stupid appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work. After the horses came Muriel the white goat, and Benjamin, the donkey. Benjamin was the oldest animal on the farm, and the worst tempered. He seldom talked, and when he did it was usually to make some cynical remark for instance, he would say that God had given him a tail to keep the flies off, but that he would sooner have had no tail and no flies. Alone among the animals on the farm he never laughed. If asked why, he would say that he saw nothing to laugh at. Nevertheless, without openly admitting it, he was devoted to Boxer; the two of them usually spent their Sunday s together. In the small paddock beyond the orchard, grazing side by side and never speaking. The two horses had just lain down when a brood of duck lings, which had lost their mother, filed into the barn, cheeping feeble and wandering from side to side to find some place where they would not be trodden on. Clover made a sort of wall round them with her great foreleg and the ducklings nestled down inside it and promptly fell asleep.

Taken From:

Melakenh Mengistu. 2003. **Fundamentals of Literature for Colleges: A Revitalized 2nd Addition.** A.A.: Addis Ababa University.

LEESSON PLAN

LESSON THREE

Teacher's Name **Fikru Gebre**

School **Birhan Guzo Secondary School** Gouge **9** section **R** (C.G)

Subject:- **ENGLISH**

Date **06/06/2008** period **2nd** Time **45 minutes**

Topic: **Language Aware ness**

Title: **The past perfect tense**

Objectives

1. General the course is intended to see the students' attitude to wards learning the English language through literature by exposing to literature by exposing them to different literary texts.
2. specific: By the end of this lesson the students will be aware of the structure and functions of the past perfect tense.
 - they are also expected to write grammatical correct sentences using the past perfect tense.

ACTIVLTIES

I. Pre- Lesson.

1. Purpose it enables the students to relate this lesson to the previous lesson i.e. reading.
 - share experiences
 - Crate background

2. TASKS

2.1. TEACHER'S

STUDENT'S

- Instructs the students to take texts out the text they used in the previous period identity

2.2.

- . take out their
- . read and

- asks them to read and identify the tenses used . underline the post the tenses that the writer most perfect tenses being in pairs. dominantly used Used.
- Tells them to underline all the past Perfect structures used in the story

II the while –Lesson

1 purpose: this is the stage where the students are involved in participating to learn the structure of the past perfect tense. Hence it enables them to be aware of the structure of the past perfect tense and its functions.

2. TASKS

2.1 TEACHER'S

Tasks of questions such as:

1. How many times has the writer used the past perfect tense?
2. What is the structure of the Past perfect tense?
Can you give examples
3. For what purpose do we use the past perfect tense? Can you give examples?

2.2. STUDENTS

- count and tell
- tell the structure of the past perfect tense
- give examples
- indicate the function of the past perfect tense
- give examples

III post- Lesson

1. purpose: it helps them to consolidate the lesson they learnt and to examine their understanding

2. TASKS

2.1 TEACHER'S

Instructs them to about
Five sentences that show the
Post perfect tense.

2.2 STUDENTS

. write their own five
sentences in the past
Prefer tense to show its
functions and structure

Teacher's subculture _____ Date _____

Comments _____

Notes on the teacher's observation _____

Presentation Procedures

Lesson FOUR

READING

Monday 9, 2008

I. Pre-reading

Discuss on the following question

1. Have you ever been left alone at home for a long time?
2. If yes for how long?
3. Were you afraid?
4. Was there anything bad that happened or occurred because of it?

II. While Reading

Read the following story very attentively and silently. Do not forget to answer the given questions on the mean while.

'The African, London 1989'

Generally when the grown people in the neighborhood were gone far in the fields to labour , the children assembled together in some of the neighboring Premises to play; and commonly some of us used to get up a tree to look out for any assailant or kidnapper, that might come up on us for they sometimes , took those opportunities of our parents absence ,to attack and carry off as many as they could seize

Now pause for a while and try to give answers for the following questions

1. What were the children in the story above doing when the grown people were gone to work? Why?

2. What were some of these children commonly used to do? Why?

Now continue your reading in the same manner.

One day as I was watching at the top of a tree in our yard, I saw one of those people come into the yard of our next neighbour but one, to kidnap, there being many stout young people in it. Immediately on this I gave the alarm of the regue, and he was surrounded by stouts of the, who entangled him with the cords, so that he could not escape till some of the grown people came and secured him.

3. Where was the writer?

The writer was _____

4. What did he see?

He saw _____

5. Why did he came?

He came to _____

6. Then what did the writer do immediately on that?

He _____ the alarm of the regue.

7. What would happen to the kidnaper if some of the grown people bid not come and secured him?

He _____

But alas! Ere long it was my fate to be thus attacked and be carried off, when none of the grown people were nigh. One day, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house; two men and a woman got over our walls and in a moment seized us both; and, without giving us time to cry out, or make resistance, they stopped our mouths, and ran off with us into the nearest wood. Here they tied our hands and continued to carry us as far as they could till night came on. When we reached a small house where the robbers halted for refreshment and spent the night. We were then unbound, but we were unable to take any food; being quite over powered by the fatigue and grief our only relief was some sleep, which allayed our misfortune for a short time.

Taken from: Melakneh Mengistu. 2005. Map of African Litterateur, page 40 to 41

8. What happened in this part of the story
9. Who did that?
10. Where did they take them?
11. Why did not the writer and the sister try to cry out or to make a resistance?

III. Post-reading

3.1. Guessing meanings

Find words from the passage which mean the same as the following

1. near or near by (adv.) _____

2. food or drink (n). _____
3. places or areas near house or buildings (n.) _____
4. strong or determined (adj.) _____
5. attacker (n.) _____

3.2. Answer the following questions according to the story?

1. What happened in the story?
2. Who did that?
3. Where did they take them?
4. What was the only relief? And its outcome?

3.3 Identify TWO "TRUE" statements of the following. Give reason.

1. It is not easy to tell the writer's sex.
2. The writer and the writer's sister ate too much of the food they were given because they were very hungry. The writer's sister
3. The writer and the writer's sister were playing out side by the time they were kidnapped.
4. The writer and the writer's sister walked along all the way.
5. It was a day time when the writer and the writer's sister were kidnapped.

2.4. Writing

1. Write one paragraph about what you would do if you were the writer. or the writer's sister.

PRESENTATION PROCEDURES

LESSON FIVE

Reading for a Writing Purpose

Tuesday 10, Jun 2008

I. Pre-reading

1. Have you ever been separated from someone whom you like very much?
2. What did you feel? Did you cry? Shout?
3. How do you imagine it feels when we are parted from our parents or friends by force or without our wills?

II. While-Reading

Read the following story very attentively and tell what you have understood to your classmates

A Moment of Great Sorrow

The next morning we left the house, and continued traveling all the day. For a long time we had kept to the woods, but at last we came in to a road which I believed I knew. I now had some hopes of being delivered 'to our parents', for we had advanced but a little way before I discovered some people at a distance, on which I began to cry out for their assistance. My cries had no other effect than to make them tie me faster and stop my mouth and they put me into a large sack. They also stopped my sister's mouth, and tied her hand. In this manner we proceeded till we were out of sight of these people. When we went to rest the following night they offered us some victuals; but we refused it, and the only comfort we had was in being in one another's arms all the night, and bathing each other with our tears. But alas! We were soon deprived of even the small comfort of weeping together.

1. What does by 'we' mean in the 1st line?
2. What did they continue doing?

3. Where did they come at last?
4. What was the narrator's hope?
5. What did he/she do then?
6. What was the out come?
7. When did they come to rest?
8. What were they given? And what did they do for it?
9. What was the small comfort? But to do what?
10. What were they soon deprived of?
11. Who do you think is older the sister or the narrator?

The next day provided of grater sorrow than I had yet experienced; for my sister and I were separated, while we lay clasped in each other's arms: it was in vain that we besought them not to part us; she was torn from me, and immediately carried away, while I was left in state of destruction not to be described. I cried and grieved continuously and for several days did not eat anything but what they forced into my mouth. (Melakoneh, 2005: 40)

1. What did the next day provide?
2. What was the cause of the great sorrow?
3. What were they doing by the time they were parted?
4. What did they do in order not to be parted from one another by the kidnapers?
5. How was the sister separated from the narrator?
6. write all the things the narrator did after the separation
 1. He/she was left _____ in a state of destruction
 2. He/she _____
 3. He/she _____
 4. _____ not _____ for several days except what the kidnapers _____ his/ her _____
7. Can you explain what happened in the story?

III. Post- Reading

1. Writing.

Class Work

What do you think had happened to the narrator's sister after the separation? Imagine as if you were her and write a letter to the narrator what the kidnappers might have done for you or up on you.

2. Homework.

Composition

Write a paragraph with the title '*The Worst Sorrow in My Life*'. Imagine a moment you were parted from the person you like most (ex, mother, father, sister, grand parents or age mates) in death or journey. It should not exceed of 150 words.

LESSON PLAN

LESSON SIX

Teachers Name: **Fikru Gebre**

School: Birhan Guzo secondary school. Grade 9 section **R.** (C.G)

Subject: **ENGLISH**

Date 11/05/2008 period 1st Time **45** minutes

Topic: **conversation**

Title: **A Young Lady of Niger** (poem)

Objectives:

1. General : Making the students aware of teaching language through literature by exposing them to different literary texts
2. Specific: -read the poem. 'A young lady of Niger'
 - discuss on its themes being in pairs
 - relate the story in the poem to their own experiences
 - guess the gist of the poem.

ACTIVITIES

I. **pre-reading:** The students will be provided with different question to discuss upon which help them to

- narrow gaps
- share experiences
- be aware of different cultures
- get insight of the main lesson

2. TASKS :

2.1 TEACHER'S

- . inspires the discussion
- . provides them with pre-reading tasks
- controls their activities
- promotes the discussion to a class level

2.2 STUDENTS'

- . discuss
 1. in pairs
 2. in groups
 3. the whole class

II While- reading

1. purpose: Read the poem individually and be ready

1. to answer questions individually and
2. to discuss/ converse on their answers

2. TASKE

2.1 TEACHR'S

- instructs
- distributes the poem
- controls their activities

2.2 STUDENT'S

- read the poem individually
- try to infer the theme

III Post- Reading

1. Purpose : At this stage the students perform different tasks:

- to check their understanding
- to consolidate the activities they
- performed in the previous phase
- to exchange views by conversing in pairs

2. TASKS

2.1 TEACHER'S

- gives different task
- instructs
- controls and
- guides
- gives feedback
- concludes the lesson

2.2 STUDENTS'

- discus on their answers
- give evidences
- give examples
- take notes
- ask questions if any

Teacher's signature _____ Date _____

comments _____

Note on the teacher's observation _____

PRESENTATION PROCEDURES

LESSON SIX

CONVERSATION

A YOUNG LADY OF NIGER

I. Pre - reading

Discuss on the following question

1. What does by **ride** mean?
2. Can you give its different forms? Past, or pt. participle? etc.
3. Have you ever ridden?

What ? _____

Where ? _____

When ? _____

What did you feel, worried? laughed? Cried? Why?

4. Do you think the things that we ride differ according to our cultural differences ?

Yes No

Can you give evidences why?

5. What people do you think ride one or some of the following? Write your answers in the blank spaces

Horses? _____

Bicycles? _____

Oxen? _____

Donkeys? _____

Camels? _____

Dogs? _____

Elephants? _____

6. Do you think that people ever ride wild animals such as the lion, tiger leopard, etc?

6.1. If yes, how ?

6.2. If No, Why?

II While- reading

READ THE FOLLOWING POEM AT LEAST THREE TIMES

A YOUNG LADY OF NIGER

*There was a young la -dy of ni-ger
Who smiled as she rode on a ti-ger;
They re-turned from the ride
With the la- dy in- side,
and the smile on the face of the tiger*

Source: Fundamentals of Literature for Colleges, by Melakneh Mengistu:
(2003) page 86.

III Post-Reading

Now give answers to the following questions first a lone, then discuss on your answers with your friends.

1. Did you like the poem? Why?
2. Who are in the story? What do you think they represent?
3. What were they doing?
4. What was the girl doing as she was ridding on the tiger?
5. Where do you think the tiger was ridding to? Why?
6. What happened at last?
7. How do you relate the story to our situation?
8. What did you learn from the story?
9. Can you find some Ethiopian proverbs that agree with the story in the poem?

PRESENTATION PROCEDURES

LESSON SEVEN

Monday 16, June 2008

Topic: Drama

Title: Never on Wednesday

ACTIVITIES

I. Pre-lesson

Be-ready-Activities

I. While- Lesson Activities

Acting out the Drama Being in Groups.

II. Post-action Activities

1. COMPREHENSION QUESTIONS

Answer the following questions in full and complete sentences

1. Where did the story take place?
2. What was the time?
3. By the time the phone called what was each of the family member doing?
4. When the phone rang what were Dot and Fred expecting the call would be for?
5. Who was really calling?
6. What was Fred asking his father? Why?
7. What was the father's response? Why?
8. What was Fred criticized by his father for?
9. How had he to say that?
10. If you were him, how would you say that?

2. SPEAKING

Asking for permission

1. Are there ways in the dialogue by which permission was asked?
What are they?
2. Can you add some more formal ways of asking permission?

3. LANGUAGE AWARENESS

Reporting speeches

1. How do we report speeches
2. In your groups draw out all sorts of speeches uttered in the dram and report them accordingly.

SETTING: The action takes place in the living room of a "typical American family. Dad is reading the evening newspaper and is sitting in a chair to the right of a lamp table on stage right. Dorothy is in the chair to the left of this table and is busily manicuring her fingernails. The sound of the nail file as it scratches back and forth bothers Tom, who is trying to do his homework. Tom is seated at table behind the sofa on stage left. Fred is stretched out on the sofa reading a comic book. Mother is off stage right, in the kitchen.

Never on Wednesday

RICHARD A. VIAN

CHARACTERS

- FRED, about 17 years old
- DOROTHY (DOT), about 16 years old
- TOM, about 14 years old
- DAD, 40-45 years old
- MOTHER, 38-43 years old

Richard A. Vian

SETTING: The action takes place in the living room of a "typical American family. Dad is reading the evening newspaper and is sitting in a chair to the right of a lamp table on stage right. Dorothy is in the chair to the left of this table and is busily manicuring her fingernails. The sound of the nail file as it scratches back and forth bothers Tom, who is trying to do his homework. Tom is seated at table behind the sofa on stage left. Fred is stretched out on the sofa reading a comic book. Mother is off stage right, in the kitchen.

TIME: Just after ~~Dinner~~ ^{7:30 P.M.}

AT RISE: We watch the quiet scene for a few moments. Then the phone rings in the hall off stage left. Both Dot and Fred react quickly. Both jump to answer it, but Fred is nearer and quicker. They speak as they get up, and at the same time. Fred thinks it's his girl friend and Dot thinks it's her boy friend calling.

FRED. I'll get it. (Goes to door and exits to the hall).

DOT. Oooh! I think it's for me. (She returns to the table to put the nail file down) Tell him I'll be there in a sec. (She looks at the hall door, expecting to be called to the phone. When she isn't, she sits and starts working on her nails again. Dad and Tom pay no attention to any of this activity)

TOM. (without looking up) Tell her I'm busy. Ask her to leave her number. (We hear Fred talking in the hall on the phone, but we cannot understand what he is saying)

FRED. (standing in the doorway) Dad, can I use the car tonight?

TOM. (imitating Dad) No.

FRED. (goes to the left end of the sofa) Would you be quiet?

TOM. You'll see... "No."

FRED. (to Tom - annoyed) Don't put ideas in his head. (Goes to Dad's right. Starts talking at first step) - Dad, can I have the car tonight?

DAD. Um... No, no, no.

FRED. (slightly upset that Dad didn't listen) I said, "Can I use the car tonight?"

DAD. (correcting Fred's English) May I... (relevance)

FRED. Okay. May I?

DAD. May you what?

FRED. (really annoyed with the older generation - perhaps throws his arms up in disgust) You mean you really didn't hear anything I said except "can I"? (Goes behind Dad to center stage)

MOTHER. Your shouldn't do your nails in the living room, dear. They should only be done in the privacy of one's boudoir.

DOT. (simultaneously)... in the privacy of one's boudoir. (Said with a bored sound, because she's heard this so many times)

MOTHER. Yes. And Tom, why don't you study in your room?

TOM. This is where the action is - it's too quiet up there.

DOT. Mother... (Goes to Mother) You didn't answer me. Do you like this color?

MOTHER. Very nice. (Fred says "Very nice" and "Very nice" and "Very nice")

DOT. (going back to chair) It's new... a special color for this month: Passion Pink.

TOM. (teasing Dot, imitates the girls in TV commercials) "And my hair color is special this month: Blatant Black."

DOT. (not thinking he's funny) Oh, you're so funny. (Not laughing, but flat:) Haha.ha...

MOTHER. By the way, where was all that help I was going to have in the kitchen with the dishes?

TOM. I had to do homework.

DOT. And my nails.

FRED. I've been trying to talk to Dad.

MOTHER. You kids are really great at finding excuses. Homework isn't so urgent when the Rolling Stones are on TV, and nails can stop when there's someone to gossip with on the phone. (Slight pause - then:)

TOM. (pokes his mother's back) What about Fred? Why don't you attack him?

MOTHER. Well... when a son wants to talk to his father, that's important.

FRED. I thought so, too. (Goes to the sofa and sits down)

MOTHER. What did you two talk about?

FRED. Nothing.

MOTHER. Fred, I've told you about that. (Goes to the sofa, sits at the right end, and picks up knitting or sewing from the coffee table) Rather than tease Tom, you'd better do a little studying yourself.

DOT. Do you like this color, Mother? (Shows her fingernails)

MOTHER. (actually teasing Dad rather than Fred) Haven't you heard of the generation gap? They turn us off.

DAD. Not as often as you turn us off.

FRED. You heard that - and she wasn't even talking to you. (Goes back to Dad's left) Why don't you hear me?

DOT. (teasing Fred) It's your deep voice. It doesn't carry.

TOM. It won't carry through that scratching you're making with that nail file.

DOT. (teasing Tom because he bites his fingernails) At least I don't bite my nails - like some people do.

TOM. (imitating nail-file noise - this sound should be loud and exaggerated) Grrgh-grrgh. I can't even do my homework.

FRED. (goes to center again) Would you two cut it out? I'm trying to reach Dad. (Goes to Dad's left, behind the lamp table) Dad?

DAD. (without looking up) Uhhmm?

FRED. Dad? (Trying to make him listen, he stretches the word, Da-a-a-d - perhaps almost sings it. Then, as if trying to contact a spirit) Dad, give us a sign you're listening one rap for Yes, (raps on table once) two for No. (raps twice)

DAD. (putting the paper down) Okay, you got through. What is it?

FRED. Whew! (a sound like letting off steam, indicating relief) (Goes to Dad's right) Dad, may I use the car tonight?

DAD. No. (Goes back to paper)

FRED. Wait!! don't hang up! (as if Dad were on the phone). I'm not finished.

TOM. (smiles as he goes to the bookcase up center for a book) I told you so

Mother enters and listens to this bit of dialogue, Tom returns to the table)

FRED. Back to your books, Einstein. (Goes to right center)

¹boudoir - French word for bedroom. Mother is using the French term to be humorous.

²Blatant Black - Obviously Black. Tom is sarcastically

MOTHER. Nothing?

FRED. He said about ten words. (Indicates newspaper) I can't crash the newspaper barrier. You know how? (paper down)

MOTHER. Paul? (Dad puts the paper down immediately as he has been well trained by Mother to listen to her when she speaks)

DAD. Yes, dear?

TOM. That's training!

MOTHER. (to Tom) Do you want to leave the room? (Tom shakes his head No)

MOTHER. Then behave yourself!

DAD. Yes, dear? You wanted me?

MOTHER. No, Paul. Fred wanted to talk to you. (Fred starts to go to Dad, gets to center)

DAD. Oh, that. (He starts reading again - paper up)

FRED. (turns back to Mother) You see! That! He refers to me as "that"!

MOTHER. Don't get so upset. He's tired. Paul?

DAD. (paper down) Yes, dear?

MOTHER. (signaling Fred to go to Dad) Now, go ahead.

FRED. (quickly) Dad, may I... (Goes quickly to Dad's right)

DAD. No. (Paper up)

FRED. (to Dad) Wait. (Goes back to center. To Mother:) You see?

MOTHER. (rises, goes to Fred) What was it you wanted to talk to him about?

DAD. (paper down) He wants to use the car. (Paper up)

MOTHER. (goes to Dad's right) Well, why can't he?

DAD. (paper down) It's Wednesday. (Paper up)

MOTHER. Yes, it's Wednesday.

DOT. You don't need a calendar in this house. You just ask Dad for the car and he tells you what day it is.

MOTHER. (goes behind table near Dot) Dorothy, that's not nice.

DOT. Well, it's true. Yesterday I asked and he said, "No, it's Tuesday."

MOTHER. Nothing?

FRED. He said about ten words. (Indicates newspaper) I can't crash the newspaper barrier. You know how? (paper down)

MOTHER. Paul? (Dad puts the paper down immediately as he has been well trained by Mother to listen to her when she speaks)

DAD. Yes, dear?

TOM. That's training!

MOTHER. (to Tom) Do you want to leave the room? (Tom shakes his head No)

MOTHER. Then behave yourself!

DAD. Yes, dear? You wanted me?

MOTHER. No, Paul. Fred wanted to talk to you. (Fred starts to go to Dad, gets to center)

DAD. Oh, that. (He starts reading again - paper up)

FRED. (turns back to Mother) You see! That! He refers to me as "that"!

MOTHER. Don't get so upset. He's tired. Paul?

DAD. (paper down) Yes, dear?

MOTHER. (signaling Fred to go to Dad) Now, go ahead.

FRED. (quickly) Dad, may I... (Goes quickly to Dad's right)

DAD. No. (Paper up)

FRED. (to Dad) Wait. (Goes back to center. To Mother:) You see?

MOTHER. (rises, goes to Fred) What was it you wanted to talk to him about?

DAD. (paper down) He wants to use the car. (Paper up)

MOTHER. (goes to Dad's right) Well, why can't he?

DAD. (paper down) It's Wednesday. (Paper up)

MOTHER. Yes, it's Wednesday.

DOT. You don't need a calendar in this house. You just ask Dad for the car and he tells you what day it is.

MOTHER. (goes behind table near Dot) Dorothy, that's not nice.

DOT. Well, it's true. Yesterday I asked and he said, "No, it's Tuesday."

TOM. They're OKAY. (Exits)
 TOM. I'll do it later. (Exits)
 MOTHER. Hurry, dear. What are you waiting for?
 FRED. The keys.
 DAD. Oh...oh, sorry. (Goes to Fred, hands him the keys) Now drive careful.
 MOTHER. (correcting Dad's English) - Carefully (with strong stress on the last syllable)
 DAD. Yes, dear. (He watches them leave)
 MOTHER. Now why didn't she let me know she was coming? She knows I like to have things ready. (Mother picks up a comic book at the sewing from the sofa and coffee table. She goes to the chair right and picks up the newspaper, then to the lamp table and picks up all the manicure stuff)
 DAD. (as he crosses to his chair to resume reading) If she let you know, you'd get all worked up about everything... (He can't find his paper)... cooking... clearing... Tom's hair... (He suddenly sees that Mother has the paper and goes to her for it)
 MOTHER. (who now is picking up all of Tom's books and papers and putting everything in the bookcase) But she should have called. Suppose we'd been away?
 DAD. (gets his paper) In the middle of the week? With the kids in school and me at work? Not likely!
 MOTHER. Just the same, I wish I'd known.
 DAD. (sits down) No communication... (hunts for what he was reading)... generation gap... (he finds it)... only at the other end of the line. (Paper up - Dad reads. Mother continues to straighten things up as the curtain falls)
 MOTHER. Don't you think you ought to tell us where you're going?
 FRED. Can't you trust me? It's a surprise.
 TOM. (teasing Fred) Yeah, I bet. I'm sure it will be a surprise! We were surprised that time you smashed the left fender, too. (Takes book back to shelf)
 FRED. (disgusted). Oh, forget it. (Starts for door left) I'll go by taxi. (The word "taxi" makes Dad listen)
 DAD. (paper down) To a drive-in movie?
 FRED. I told you I'm not going to a movie. (Comes back to a step)
 DAD. Well, a taxi anywhere will be expensive.
 FRED. I have to go, and you won't let me use the car.
 DAD. All right. Then let's talk it over. What's so urgent?
 MOTHER. He said it was a secret.
 FRED. A surprise.
 DAD. And you can't tell us what it is?
 DOT. I'm going to use that technique the next time I want something.
 DAD. I haven't said Yes yet.
 MOTHER. Don't you think you could let him this time, Paul?
 DAD. How long will you want it?
 FRED. If I don't hurry, I won't need it at all. Grandma's at the station...
 MOTHER. (rises) Grandma?!
 FRED. Yes! She said she'd take a taxi, but I said I'd be right down... Oh my gosh, she's still on the phone! (He rushes into the hall)
 DAD. (gets up) Why didn't she let us know?
 MOTHER. Fred said she wanted to surprise us. (Fred returns)

DOT. They're okay. (Exits)
 TOM. I'll do it later. (Exits)
 MOTHER. Hurry, dear. What are you waiting for?
 FRED. The keys.
 DAD. Oh...oh, sorry. (Goes to Fred, hands him the keys) Now drive careful.
 MOTHER. (correcting Dad's English) - Carefully (with strong stress on the last syllable)
 DAD. Yes, dear. (He watches them leave)
 MOTHER. Now why didn't she let me know she was coming? She knows I like to have things ready. (Mother picks up a comic book at the sewing from the sofa and coffee table. She goes to the chair right and picks up the newspaper, then to the lamp table and picks up all the manicure stuff)
 DAD. (as he crosses to his chair to resume reading) If she let you know, you'd get all worked up about everything... (He can't find his paper)... cooking... clearing... Tom's hair... (He suddenly sees that Mother has the paper and goes to her for it)
 MOTHER. (who now is picking up all of Tom's books and papers and putting everything in the bookcase) But she should have called. Suppose we'd been away?
 DAD. (gets his paper) In the middle of the week? With the kids in school and me at work? Not likely!
 MOTHER. Just the same, I wish I'd known.
 DAD. (sits down) No communication... (hunts for what he was reading)... generation gap... (he finds it)... only at the other end of the line. (Paper up - Dad reads. Mother continues to straighten things up as the curtain falls)

CURTAIN

1 Not likely: - It is not likely that the family would be out of town since Dad is at work and the children are in school.
 2 Just the same - even if it is true
 3 generation gap... Only at the other end of the line - there is a generation gap not only between parents and children, also between parents and...

BIRHAN GUZO SECONDARY SCHOOL

**A Pre-Lesson and Post-Lesson Examination for Both
Experimental and Controlled Groups Regarding the
Significance of Literature in Teaching the English Language**

I. Choose the Correct Answer

- C 1. They would not come unless the war _____
 A. Will Stop C. Stopped
 B. Had stopped D. Would stop
- C 2. They _____ let him if he doesn't tell the truth.
 A. would not have C. will not
 B. had not had D. did not
- C 3. If they _____ by taxi, they will reach on time
 A. had come C. come
 B. Came D. would have come
- A 4. The doctor wants to know _____ any one of us had been sick before.
 A. if B. as C. are D. has
- C 5. Daniel asked _____ had taken his book
 A. if B. whether C. who D. which
- D 6. They were very tired, _____ they sat under a tree and took some rest.
 A. therefore B. consequently C. as a result D. so
- B 7. We were all told _____ late again
 A. to come C. if we come
 B. not to come D. Whether we come
- D 8. Birds sing but ducks _____
 A. Coo B. Chatter C. neigh D. quack
- A 9. They _____ to visit their parents last week.
 A. Went B. have gone C. Will go D. are going
- B 10. Don't give any food to the dog; it has _____ eaten its lunch.
 A. yet B. just C. still D. but

- A 11. It _____ since morning.
 A. has been raining C. will rain
 B. has just rained D. can be rained
- C 12. _____ all of you _____ the homework?
 A. have/did C. Have/done
 B. Did/do D. B and G
- C 13. Aster _____ that she was too busy at the moment.
 A. ordered B. asked C. complained D. wanted to know
- C 14. If you _____ in a hurry, you would forget a lot of things
 A. was B. are C. were D. had been
- A 15. Are you sure that _____ of the money is yours?
 A. all B. anyone C. a little D. Almost
- C 16. There is _____ one in the house except my father.
 A. not B. any C. no D. none
- C 17. I don't want _____ of the books
 A. no B. none C. any D. B and C
- A 18. There is only _____ sugar to make tea.
 A. a little B. little C. a lot of D. much
- A 19. If he _____ his work, he would have gone out to play
 A. had finished B. finishes C. finished D. is finishing
- A 20. Unless we had been very careful, every thing _____ wrong.
 A. Would have been B. will be C. Would be D. must be
- C 21. That book doesn't _____ to you. It is Hailu's
 A. Belong B. belonged C. belong D. belonging
- B 22. The 'Wot' _____ too salty, we can not eat it.
 A. is tasting B. tastes C. tats D. tasted
- C 23. Wonderful! You _____ my name.
 A. are still remembering
 B. are not still remembering
 C. still remember
 D. remembers
- A 24. Look! That man _____ is walking with a woman is my brother
 A. who B. whose C. whom D. which

+ 13

A 25. A woman _____ I don't know has left this message for you.

- A. that B. who C. whom D. all

C 26. I _____ your help now more than any other time.

- A. am needing B. needs C. need D. needed

B 27. It was _____ a powerful medicine _____ I can not resist it.

- A. so..... that C. tooto
B. such athat D. both.....to

B 28. None of the students has done the homework. _____, the teacher is very angry.

- A. so B. As a result C. therefore D. as

D 29. We watched _____ action film. What delighted us most was the fact it ended _____

- A. an interesting/ uninteresting
B. interestingly/ interestingly
C. interestingly/ an interesting
D. an interesting/ interestingly

B 30. As soon as he concluded his speech, he remembered that _____ something important

- A. can forget B. had forgotten C. will forget D. forgets

II. CHOOSE THE EXPRESSION THAT CAN COMPLETE EACH DIALOGUE BEST

D 31. A: Would you mind walking with us?

B: _____. The possible positive response can be _____

- A. Why not C. yes, of course
B. Yes, I would D. Not at all

C 32. A: How much of the land is cultivated?

B: _____

- A. Most of the land is cultivated.
B. None of the land is cultivated
C. All of the land is cultivated.
D. Most of it.

+ C

A 33. A: _____ ?

B: Some of them

- A. How many of your teachers are male
- B. Are there many teachers in your school
- C. How much of the sea water is salty
- D. ~~Do~~ you know the names of your teachers

A 34. Mother: Did we turn off the electricity?

Daughter: _____ . I turned it off myself.

- A. Yes, we did
- B. No we don't
- C. No, I am not sure
- D. Yes, we do

B 35. Father: Are all the windows open?

Son: _____ , Shall I shut them?

- A. No there are not
- B. Yes, they are
- C. Are you sure
- D. Don't worry, dad, you have already done that,

C 36. A: father is sleeping

B: _____ ?

A: He has been sleeping for over an hour

- A. Why is he sleeping
- B. Where has he been sleeping
- C. How long has been sleeping
- D. How has he been sleeping

B 37. A: What's the weather like?

B: Why don't you look _____ the window?

- A. out of
- B. at
- C. on
- D. near

A 38. A: May I pass his way, sir?

B: No, sir. No body _____ pass this way.

- A. is allowed to
- B. Must
- C. have to
- D. had

D 39. A: _____

B: I'm afraid we can't I've another appointment.

- A. Could we meet this after noon
- B. We are leaving so early today
- C. We can go home teacher. Right?
- D. Can we meat this afternoon.

+ 6

(not clear)

40

A: What did your friend tell you when you met her last week?

B: She told me that: _____

- A. her father was going to London next week
- B. her father is going to London next week
- C. her father was going to London the following week.
- D. her father going to London the following week

III. USE 'such athat' OR 'so..... that' AS NECESSARY TO COMPLETE THE FOLLOWING SENTENCES

+1 41. We were so tired that we went to bed early.

+1 42. He is such a fool that he believes that gold grows on trees.

IV. USE THE CORRECT FORMS OF THE VERBS IN THE BRACKETS

43. If you want to stop smoking (smoke) you have to make yourself busy.

+1 44. If it rains (rain), the farmers will sow (sow) their crops.

45. If the fire brigade had not come immediately, everything (change) to an ash.

If the fire brigade had not come immediately, everything would ^{have} changed.

46. Please don't forget locking (lock) the door on your way to your bedroom.

47. It always rains (rain) in the afternoons here.

48. There (be) a serious war between the countries ten years ago.

There was a serious war between the countries ten years ago.

49. Hirut is the (young) girl in the class

Hirut is the youngest girl in the class

50. My father is (old) than my mother.

My father is older than my mother.

+9

V. WRITE POLITE REQUESTS THAT FULFILL THE FOLLOWING REQUIREMENTS

51. You are in a town you have never been before. You feel a headache and you want to buy some medicine. But you do not know where the drug store is. Then how would you ask some ^{one} ~~own~~ to show you?

Would you show me where the pharmacy is, please?

52. Your teacher has recently said something but you did not hear him. Then, how do you politely ask him to say it again?

Would you mind repeating that once, please?

53. If you want to go out as your teacher is in the classroom, what would you say to him/her in order to get his/her permission?

May I get your permission to go out, please?

VI. USE THE FOLLOWING WORDS TO COMPLETE THE FOLLOWING SENTENCES AS TO THE CONTEXTUAL CLUES

A. Posterity B. threat C. Hampers D. Ponder

E. exposes F. set off G. Wander

54. We have to be careful not expose ourselves for HIV/AIDS

55. Environmental degradation hampers the economic development of a country.

56. One and the most important reason why we preserve natural resources is to keep them for posterity.

57. Unless more trees are ~~not~~ planted and more dams are ~~not~~ built it is certain that there will be a set off of drought in our country in the future.

58. We usually spend a lot of time pondering over our future careers.

59. They ponder early in the morning yesterday.

60. It is not good to wander from place to place without a tangible purpose

+7

VII. READING COMPREHENSION

READ THE FOLLOWING PASSAGE VERY ATTENTIVELY TO ANSWER THE QUESTION (61-74)

DIVING

There are many reasons why men wish to **descend** into the sea. The **seabed** contains a rich supply of oil and gas. Other minerals are undoubtedly there as well. **Divers** are also needed to repair ships and harbors equipment, examine **wrecked** ships and **recover** sunken **treasure**.

However, man cannot live for long without air. So he must take air with him when he **ventures** under the sea. **By holding his breath** he can remain under water for only a minute or two. He cannot do very much work or go very deep in that time. Even if he could hold his breath longer, and go deeper, the pressure of deep water would be great enough to **crush** him. But with suitable equipment, men can **survive** in the underwater world. Hunt, O. (1992, 72) (ELT Advisor).

A. MATCH THE WORDS AND PHRASES IN BOLD TO THE GIVEN DEFINITIONS BELOW

61. Move lower; go down: descend ✓
62. People who go down deep into the sea and work there Divers
63. Destroy crush ✓
64. Get back something what was lost recover
65. The lower part of the sea: seafloor seabed ✓
66. To continue to live or to exist survive
67. Highly valued objects such as gold and silver treasures
68. Without any doubt by holding his breath *undoubtedly*
69. Undertaking tasks or measures in which there is risk venture
70. Broken parts or prices wrecked

+9

B. IDENTIFY THE 'TRUE' AND THE 'FALSE' STATEMENTS OF THE FOLLOWING ACCORDING TO THE PASSAGE

71. People can stay long in water and work there by holding their breath. False.
72. Divers can do a lot of things under seabed such as repairing wrecked ships and recover sunken treasure. True.

C. FILL THE BLANK SPACES IN THE FOLLOWING EXTRACTS WITH PROPER INFORMATION FROM THE PASSAGE

- 73 People descend into the sea to get 1 gas and 2 oil or other minerals. Divers are also needs either to 3 repair ^{ships} or to 4 harbor equipment or to 5 examine 6 wrecked ships or to 7 recover sunken 8 treasures.
- +12 74. One may stay under water by (9) hold his/her breathe; however, this is not reliable. To do such a venture one needs to have the right 10 equipment.

VIII. WRITING

WRITE A PARAGRAPH ON THE FOLLOWING TOPIC.

The Most Sorrowful Day in My Life

in which I haven't a bad day by ~~it~~ self but I had many days that bad things happened to me. These days were days with bad feelings. These feelings were dosing round on my self, being unsatisfied to the line ~~to~~ line actually I am not satisfied in now, feelings with ungrateful by my self and etc.

One day I felt like I am ^{was} a savage. price and got nothing to live for. I was asking the God what I am ^{was} living for. I looked inside and I ~~got~~ knew ^{no} anything. I was ^{empty} empty. Before this day, I thought my self as I am on the top of eas the world. When this two different ideas started to blow my mind, I lost my confidence and I was going to be crazy. That day was what I call it the most sorrowful day in my life.

spelling error
wrong use of t

$$\frac{10 \cdot 8}{18} = \frac{15}{18}$$

Total = 10 + 13 + 6 + 6 + 9 + 7 + 9 + 12 + 11 = $\frac{83}{100}$

1. false ✓

72. True ✓

73. 1. oil 2. gas 3. repair 4. ^{honor} examine wreaked 7. reaver8. treasure ✓74. 9. holding 10. air sac or egg

The most sorrowful day in my life

was

This day is Saturday, November 30, in 1999. b/c my grand mother ^{any other member of} ~~had~~ ^{passed out that} ~~at~~ ^{because} this day. I loved her very well greater than ^{she must} my family. b/c of this Saturday is ^{the most} my sorrowful day in my life. I remember that many people were in our house. All of them ^{coming by} ^{causing} my grand mother's name. I don't like this type of people's sound. This and other things ^{disturbed} me. Therefore, I am ^{went} going to my Aunt's ^{house with you, very far} house very far from grand mother's village. I stayed there ^{for} for a week. ~~I came to our village.~~

$$\frac{2}{6} \times 18 = \underline{6} \implies 6/18$$

$$26 + 25 + 10 + 6 =$$

$$\frac{67}{100}$$