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AN INVESTIGATION OF THE IMPLEMENTATIONS AND CHALLENGES IN USING LITERARY TEXTS IN EFL   (ENGLISH AS A FOREIGN LANGUAGE) CLASSES

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AUGUST 2018

BAHIR DAR, ETHIOPIA

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BY

JEMAL ASSEN

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Jemal Assen entitled "**An Investigation of the Implementations and Challenges in Using Literary Texts in EFL (English as a Foreign Language) Classes**" and recommended that it be accepted as fulfilling the requirement for the degree of Master of Education in TEFL.

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DECLARATION

I, undersigned, declare that this thesis is my original work and has not been presented for a degree, diploma, or fellowships in any other university, and that all sources of materials used for this thesis have been dully acknowledged properly.

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ABSTRACT

This study aimed at investigating the implementations and challenges in using literary texts in English textbook with reference to grade 10 Woldia General Secondary School and Woldia Millennium General Secondary School students. To achieve this objective, descriptive survey research design with mixed (qualitative and quantitative) methods was employed. Textbook analysis, classroom observation, interview and questionnaire were employed to scrutinize various themes of the study. The data were collected and analyzed to find out implementations and challenges in using literary text in English textbook. Participants were five teachers for classroom observation and interview, twelve students for interview, and 302 students were selected for questionnaire using simple random sampling technique through lottery system. Literary texts analysis showed that texts lack activities to equip students' language awareness. Classroom observation revealed that teachers teach vocabulary before or after reading texts. They read texts in various voices and ask students to read loudly. Then they do comprehension exercises. As a result of interview a number new words, poetic structures, socio cultural unfamiliarity and lack of horizontal relation affect learners and teachers. Based on the findings, recommendation was given as stakeholders should take challenges in to consideration and add more explanations on teachers' guide. Teaching - learning resources including audio-video should be in school library.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Literature is the main vehicle for teaching and learning language. Literature is the proper place where language gets the superb position. Literary works provided additional material of grammar practice, vocabulary learning, and translation (Hossein and Rahimi 2012:p.32). According to Collie and Slater (1990:3) there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Rosenblatt (1978) defines literary texts primarily in terms of how readers interact with them. She states that the common way of distinguishing literary works of art from other types of texts has been to examine the text itself. For Rosenblatt, a text is merely an object of paper and ink until a reader interacts with it. The notion that the readers of a literary text have is crucial in assigning meaning to the text. It was suggested that a great variety of factors might influence the meaning that a reader confers on a text, ranging from the individual psychology of readers to the social and political milieu in which they live. There is no fixed meaning to a literary text, and then we are suggesting that any interpretation is valid. The danger of not having strict definitions is that we are then opening the way to accepting all and every interpretation of a text, however unlikely or implausible it may seem to us.

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot debate as to how, when, where, and why literature should be incorporated in EFL curriculum. Vigorous discussion of how literature and EFL instruction can work together and interact for the benefit of students and teachers has lead to the flourishment of interesting ideas, learning, and improved instruction for all. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987:1).

Literary texts were used for language teaching purposes in the Grammar-Translation Method (GTM) in the 19th century. They were the main classroom materials that students

tried to understand and translate texts when GTM was a popular method. With the emergence of some approaches like the Direct Method and Audiolingualism, literary texts were no longer in the language classrooms due to the emphasis put on spoken language in language classes, (Patricia, Dogan & Banu 2015). Over the past few decades, and with the arrival of methods of language teaching ranging from audio-lingual to communicative language instruction, literary texts have come to hold a position that refers to as less privileged Patrikis (2002, p. 51).

Arab (1993:133) considers four main characteristics for literary texts: A literary text is a sample of language use to be read and understood; The illustration and expression of artistic sensibility embedded in a specific literary genres (fiction, poetry, drama) having its own history and its own formal laws; An artifact to be related to its socio-historical context of which the writer's biography is one element. A semiotic constructs with a set of devices and codes which definitely marks it off as literary and which therefore amenable to interpretation and evaluation.

Richards (2001, p. 253) points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. There comes the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level. Another view is the difference between artificial and authentic materials. The disadvantages mentioned by several writers are: They may be too culturally biased, so unnecessarily difficult to understand outside the language community. The vocabulary might not be relevant to the student's immediate needs. Too many structures are mixed so lower levels have a hard time decoding the texts. Special preparation is necessary which can be time consuming. With listening: too many different accents. The material can become outdated easily. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background. Instances of this abound in the media, such as headlines that many times use abbreviations.

The use of literary texts for language learning, especially at the lower proficiency levels, is an issue that has been subjected to considerable discussion (Barnett, 1991; Kramsch, 1985). Other challenges of using literary texts in EFL classrooms concerns culture claim that cultural factors can present difficulties in a way that "it is clearly impossible for outsiders to share fully the range of references of an insider". The texts of literary works can also cause problems if they are viewed as "an undesirable freight of cultural connotations" (Collie and Slater, 1987, p. 2).

Paran (2000) also complained that "the role of literature within the mainstream of EFL is still not firmly established" (P.75). This was due to a number of challenges such as, teachers' anxiety in using literature and pressing demands to justify its use are the most common features. According to Brumfit & Carter (1986), the most important problem for the use of literary texts in language teaching is that understanding the structure of literary texts, the readiness level of the students and text choice.

Taking the advantages of using literary texts in English classroom in to account, various literary texts have been incorporated in Ethiopian curriculum in general, in grade 10 new English text books in particular than ever before. It included short stories, poems; novel extracts, and leaflets essays.

As the researcher overviewed various related research works, hardly any of the above researchers studied on how teachers and students implement and what challenges they faced in using literary texts of grade ten English textbooks. This circumstance evoked the researcher to conduct the study on the implementations and challenges of using literary texts in English classroom of grade ten English textbook.

1.2 Statement of the Problem

English language is used as a medium of instruction at different levels of the educational system in Ethiopia. It is also taught as a subject for the purpose of making learners effective and efficient user of the target language in education, social interaction and future career. Teaching and learning a foreign language needs attentive effort of the students and the teachers to develop students' learning because language has close relation to social and culture contexts. Teaching English as a foreign language to students is a significant challenge in Ethiopia; however, the new grade 10 student textbook

contains various authentic literary texts. The textbook was published in 2010. It was designed based on communicative language teaching (CLT). Communicative language teaching is manifested on student centered approach interactively. A grade 10 textbook has included informative, structured passage, transactional texts. It is also assumed that there are relatively more genres of literary texts mainly poems, stories, essays, novel extracts, etc. to develop students language skills. When teachers use the literary texts in the classrooms, they apply divergent approaches. Students perceive the literary texts differently due to their level of understanding.

Researchers have conducted studies at different educational levels of Ethiopia to assess the significance of literary texts in English language teaching. For instance, few researchers (Mengistu, 2011; Hanna 2016; YenealemTesfaye 2014) assessed the significance and method of using literary texts in teaching English as a foreign language. Tasneem (2016) accomplished a study on the role of literary texts in Pakistani EFL classrooms. The result of the study revealed that the role of teachers is important in utilizing literary texts according to the interests and learning needs of their students. The study highlighted the difference between the perceptions of the teachers and the students. Mengistu (2011) also conducted a study on approaches of using literary texts in English language classrooms in the case of grade eight language teachers' around Haramaya. His findings indicated that due to the nature of the approaches of using literary texts, teachers were not found adopting effective methods in using literary texts. Hanna (2016) also conducted a study on the role of short story in developing reading comprehension skills. Her result showed that using literary works in the foreign language classroom has advantages or benefits in various ways. Furthermore, Yenealem (2014) conducted a study on assessing teachers' and students′ views regarding the role of literary texts. In his study , he found that teachers and most students perceive literary text as useful in terms of motivating and language development but students were reluctant to study literary texts as they had not included grammar and related activities.

Fikru (2009) conducted a study to prove textbook writers whether or not literary texts could be applicable in Ethiopian high schools in general and in grade nine in particular. The aim of his research was to investigate the applicability of literary texts if they are

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integrated in considerable number in high school context and verified that using literary texts to teach language have pedagogical advantage.

Literary texts in English classroom can enhance students' language proficiency by encouraging them to engage with meaningful texts and leading them to become independent readers, however; the researcher discussed with his colleagues informally as they were facing difficulties in using the literary genres in grade ten English textbook. These difficulties may be related to students' overall lack of competency in English, the textbook complexity for the abundance of far-fetched ideas in literary texts, and something linked to teachers' inappropriate approach.

At a crucial level, everyone is familiar with the reading skills rather than other skills in literary texts. Teachers might be in challenges to integrate the language skills through literary texts. Teachers considered literary texts as ordinary reading text and they do not really discover the underlying principle and benefits of using literary texts in EFL classes. In the informal discussion, teachers sometimes expressed as they proceed without understanding, interpreting, evaluating and responding to the texts. Some of them run out of focus on elements of texts. They think that students do not focus on these literary texts too because they think that these texts do not integrate tasks that promote their language skills and language areas which enable them to solve examination questions. Perhaps, literary texts are tough for students due to their authenticity. Thus the researcher was inspired to investigate the implementations and challenges in using literary texts with reference to grade ten English textbook in Woldia General Secondary School and Woldia Millennium General Secondary School of Woldia town administration.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to investigate the implementations and challenges of using literary texts in EFL (English as a Foreign Language) classes with reference to grade ten textbook in Woldia General Secondary and Woldia Millennium General Secondary schools.

1.3.2 Specific Objectives

The specific objectives of this study are to:

1. Investigate how teachers and students implement literary texts in English classes;

2. Identify the challenges teachers and students faced in using literary texts in EFL classes;

3. Verify if the activities from literary texts develop language awareness of the students;

4. Assess how teachers and students integrate language skills and sub-skills in literary texts.

1.4 Research Questions

The study will answer the following research questions.

1. How do teachers and students implement literary texts in EFL classes?
2. What challenges do teachers and students face in using literary texts in textbook?
3. Do the activities in literary texts develop language awareness of students in English?
4. How do teachers and students integrate language skills and sub skills in literary texts?

1.5 Significance of the Study

It was hoped that the study would be able to identify the implementations and challenges faced by teachers. The study is also useful for students indirectly. It is important for the researcher and readers to be aware of the different possible ways of tackling the challenges in using literary texts. Second, it might generate enough information for syllabus designers to consider the implementations and the challenges of literary texts in EFL. Apart from the above, the result of this study would provide foundation to carry out further research in related area of study.

1.6. Scope of the Study

This study was carried out in Woldia General Secondary School and Woldia Millennium General Secondary School of Woldia town, North Wollo Zone. This study investigated the implementations and challenges of using literary texts in grade 10 EFL classes in

2017/18 academic year. It was ranged to investigate in using poems, stories, novel extracts given in the current grade ten English textbooks. However, the study did not go into literary critical and stylistic analysis of the above mentioned literary texts rather it assessed the extent to which the literary texts are used by the teachers and students.

1.7 Limitation of the Study

This study was delimited on two high schools in Woldia town administration of North Wollo Zone. It is believed to be better if the study might have included more high schools. It would also be reliable if it increases the size of the sample population since the larger the sample size is the better the reliability. As the focus of this study is only at literary texts the other non-literary texts in textbook were not considered.

1.8 Definition of key Terms

The following key terms are defined for the purpose of comprehending the study on investigating the implementations and challenges in using literary texts of grade ten students' English textbook.

Authentic materials: In this study authentic material refers to the literary texts which were not originally developed for pedagogical purposes, such as poems, stories novel extracts and essays.

Genre -A category of literary texts marked by certain shared features as poetry, and fiction.

Literary Texts: this type of text is fictional stories which are used to teach English as a foreign language. In this research literary text refers to poems, short stories, and novel extracts.

Poem: a piece of writing in which the expression of feelings and ideas given intensity by attention to diction (sometime involving rhyme), rhythm, and imagery.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Definition of Literary Texts

Fowler (1965) defines literature as literature is the record of the attempt of writers to express and communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature deals with the life of man in moments of crisis and anguish, with his most intimate relationships, with his innermost thoughts and his deepest loves and hates, with his courage, honor, hope, pride, compassion, pity, and sacrifice. These feelings are expressed through language and the use of language in EFL classroom evokes personal response in the reader or listener. The above definitions of literature highlight the important role that literature plays in the language classroom. There is no fixed meaning to a literary text, and then we are suggesting that any interpretation is valid. The danger of not having strict definitions is that we are then opening the way to accepting all and every interpretation of a text, however unlikely or implausible it may seem to us. Literature focuses on the literariness of a text whereas "literature" with small "l" refers to any texts whose imaginative content will stimulate reaction and response in the receiver" (McRae, 1997) including simple poems, short stories, drama and texts which present a kind of literariness inherent in them (Moc, 2001). Using literature to teach language is known as small "l".

2.2 Characteristics of Literary Texts

Arab (1993:133) considers four main characteristics for literary texts: A literary text is a sample of language use to be read and understood; The illustration and expression of artistic sensibility embedded in a specific literary genres (fiction, poetry, drama) having its own history and its own formal laws; An artifact to be related to its socio-historical context of which the writer's biography is one element. A semiotic constructs with a set of devices and codes which definitely marks it off as literary and which therefore amenable to interpretation and evaluation.

On the whole, literary text is an artistic product with its specific genres (fiction, essay, poetry, drama) and with some artistic features and devices which distinguish it from non-

artistic text. These features manifest generally in grammar deviation and the use of figurative language. Also, literary text should be studied within its socio-cultural context in which the writer's society and convictions have to be highly considered. Thus, it seems insufficient to apply approaches and methods devised for non-literary text in order to fully understand and evaluate such highly marked kind of text. Accordingly, readers need to acquire some.

2.3. The Comparison between Non-literary and Literary Text

According to Bednarova-Gibova (2012), the substantial difference between non-literary and literary text is that non-literary text is concerned with information, facts and reality, literary text comprises the world of the mind, i.e. ideas and feelings and is grounded on imagination. While non-literary texts are primarily about objects from the extra-linguistic reality, literary texts usually revolve around fictitious characters, being ontologically and structurally independent from the real world. Even though literary texts attempt to represent reality, they only imitate it at their best, which makes them mimetic in nature. Non-literary texts are based on precision, reason and can be characterized by more or less logical argumentative progression, literary texts as the product of author's imagination offer breeding ground for vagueness of meaning, ambiguity and multiple interpretations. Literary texts are produced to be assimilated slowly or repeatedly and widely appreciated by readership. Non-literary texts, on the one hand, are expected to fulfill a certain pragmatic function while literary texts, on the other, are not intended for any specific purpose; they can convey a range of intentions (to inspire, offer advice or even shock), although they can gain their more specific and possibly individual pragmatic function during the reading process. Concerning linguistic properties of the investigated textual genres, the language of literary texts is susceptible to getting old quicker because the text's stylistic layer is burdened more in comparison to non-literary text. By contrast, what is getting old in non-literary text is actual text information only.

2.4 The Challenges of Teaching Language Skills through Literary Texts

Although literary text offers many benefits for both spoken and written language, it is not easy for its implementation. It is known that literary texts (as a poetic discourse types classification, lit-l: such as poems, stories, short story, novel, drama) play vital role in collaboration with other variety of discourse types such as expressive, which focuses on personal expression (letters, diaries, autobiography); and transactional, which focuses on both the reader and the message (advertising, business letters, editorials, instruction) the language proficiency of the learners. It has not been fully operating and implemented since there are challenges emerged from students′ perceptions, teachers′ perceptions, and the literary text incorporated in the textbook.

2.4.1. Students′ Awareness

One of the problems of teaching English in high school is that most students get easily distracted. As Lado (1964) argues the students might begin to talk about literature in the target language and return back into their own native languages even without reading the presented or chosen literary text. This causes problems to attain the intended objective of promoting 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 incompetent and remain passive in certain situations. This might be due to frustration of making mistakes or due to failure to understand the activity preferred for the moment. This causes the teacher to despair to continue his/her task due to unexpected outcomes.

2.4.2. Teachers′ View of Literary Texts

Another challenge which arises and might affect the effectiveness of teaching English through literary texts is language teachers′ awareness. There is often reluctance by teachers, and examiners to introduce unabridged and authentic texts to the EFL syllabus (Ur, 1996). Indeed, it is difficult to imagine teaching the stylistic features of literary discourse to learners who have a less than sophisticated grasp of the basic mechanics of English language. The reasons why teachers often consider literary texts are inappropriate to the language classroom may be found in the common beliefs held about literature and literary language. Firstly, the creative use of language in poetry and prose often deviates

from the conventions and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and lexis may be manipulated to serve orthographic or phonological features of the language. Secondly, the reader requires greater effort to interpret literary texts since meaning is detached from the reader's immediate social context. Therefore, teachers have responsibility to understand this issue and find ways to use literary texts appropriately. It is obvious that this helps to improve students′ language proficiency and communicative competence. Thus, communicative competence is more than acquiring mastery of structure and form. It also involves acquiring the ability to interpret discourse in all its social and cultural contexts

2.4.3. The Literary Texts in the Textbook

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 the students′ capacity. However, many scholars such as Lado (1964), Brumfit and Carter (1986) agree that such a method could not be a good means for it distorts the authentic nature of the material and for it intends to produce homogenized product in which the information diluted. Hence, the preferable means of obtaining such materials is to select texts which are relatively easy as to the need and level of the students. The other challenge concerning to selected literary texts might be the length of the text. While some teachers may see longer texts as more difficult than short texts, it is, however, possible that shorter texts may present more difficulties because they do not offer the extended contextual support and repetition which longer texts do (Duff & Maley, 1990: p.7).

2.5 Literary Work and Teaching Language Skills

According to Hismanoglu (2005), literary work is of great significance in teaching speaking, listening, reading and writing skills. While it is typical to teach every language skill separately, it should be considered that when using literature for teaching language, the four skills (speaking, listening, reading, and writing) should not be taught separately. Instead, they should be taught in an integrated manner. Instructors should consider the four skills as an essential segment of oral as well as written language application.

2.5.1 Literary Work and Reading

Hismanoglu (2005) said that language teachers should choose a student-based and dynamic method towards understanding of literary texts. In reading classes, discussions can begin literally by asking questions about setting, characters, and plot of selected texts. When learners have literal understanding, then they can go to the inferential level in which they should have some investigations and interpretations of the characters, settings, and themes as well as the author's view point. After understanding a literary text both literally and inferentially, learners should be ready for a group work in which they can share their assessments of the work. The individual evaluation motivates the learners to activate their imagination about the work and even find some solutions to their problems.

2.5.2 Literary Work and Writing

Literature is a valuable and reliable source for developing writing skills in foreign language classes. Literature provides the learners with a model that provokes them to write like the original work in content, theme, style and organization. Also, literature embodies variety of themes to write on. Thus, it can give enough ideas to the learners to start their writing with.

2.5.3 Literary Work, Speaking, and Listening

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

2.6. The Role of literary texts in English Language Classrooms

Literary texts are rich source of classroom activities and can prove motivation and useful for learners. According to Langer (1997), literature can open "horizons of possibility, allowing students to question, interpret, connect and explore". An interesting short story or a poem can touch the students' hearts instantly and leave an indelible impression up on their minds. Moreover, the dialogic nature of literary texts ensures learners use their own creativity and drives away the traditional language classes. Many scholars in the field of

EFL like (Lazar, 1993, Collie and Slatter, 1994, Ur, 1996, Carter and, Malay, 2001) have emphasized the benefits of using literature for language teaching. These scholars state various reasons for the incorporation of literary texts in English language classrooms. According to Collie and Slater (1990), there are four main reasons which lead a language teacher to use literary texts. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement.

2.6.1. Valuable Authentic Material

Authentic Material refers to 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (Rogers, 1988). Most works of literature are not created for the primary purpose of teaching a language. In a classroom, learners are exposed to use actual language samples of real life settings. It can act as a beneficial complement to authentic materials when the first "survival" level has been passed. Using authentic materials in EFL classroom have a positive effect on learner motivation, provide authentic cultural information, exposure to real language, relate more closely to learners 'needs and support a more creative approach to teaching. On the other hand, Richards (2001) pointed out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower level classes. This view is supported by Martinez (2002), who mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels to have a hard time decoding the texts. However, authentic materials should be used in accordance with students' ability and adds that suitable tasks can be given to learners in which total understanding is not important.

2.6.2. Cultural Enrichment

Literature helps students to understand others culture. Literary works, such as novels, plays, short stories and poems facilitate understanding how communication takes place in certain country. Though, the world of literary text is an imaginary one, it presents a full and colorful setting in which characters from many social or regional backgrounds can be described. For instance, reading Shakespeare's work will give students an idea of how people lived at certain period of time in England (Joycilin, 2011). A reader can discover

the way the characters in such literary works see the world outside that is thoughts, feelings, customs, traditions, possessions, what they buy, believe in, fear, enjoy and how they speak and behave in different settings. This colorful created world can help learners to feel for the codes and preoccupations that shape a real society through visual literacy. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned.

2.6.3. Language Enrichment

Literature that was initially read and enjoyed by enthusiasts and elites has gradually paved its way to become a more dynamic resource in EFL teaching (Carter and Slater, 1991, Ur, 1996). It provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of writing, reading and contextualized body of texts. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves (Joycilin, 2011).

2.6.4. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement through interesting activities such as brainstorming, role playing, word association, situational scenes and prediction. These activities of literature will give opportunities for students to express their opinions about general subjects. It is an important window letting one to have a view of the world and realizing the expression of culture by means of sharing individual or collective life experience (ibid).The students become enthusiastic to find out what happens as events unfold in the text and feel close to certain characters and share their emotional responses. In this process, students can remove the identity crisis and develop into an extrovert (Collie and Slater (1990). This can have beneficial effects upon the whole language learning process. Edmonson (1997) claimed that literary texts have a special role in language acquisition that is the use of literature to augment students' language potential through the exposure to literary texts

usually reveals discouraging results. These suppositions exist because of the argument that literary language is remote from the everyday usage that the students can achieve little practical values from reading literary texts.

2.7 Strategies Used to Read Literary Texts

There are various strategies identified that could be used when reading literary texts. The following are descriptions of some of the known strategies used.

2.7.1 Steps into Literary Text

Langer (1991) listed four major steps in the process of understanding a text. Firstly, being out and stepping into an envisionment. This is where students make initial contacts with genre, content, structure and language of text by using prior knowledge and surface features. Secondly, being in and moving through an envisionment. Students, in this step are immersed in their understandings, using their previously constructed envisionments, prior knowledge and text itself to further their creation of meaning. Thirdly, stepping back and reflecting on one's own previous knowledge or understandings. Lastly, stepping out in which the students react to the text, or to the reading experience itself.

2.7.2 Bottom-Up Process

Besides that, several models of the reading strategies have been developed over the years to explain how a reader derives meaning from a text. A passive, bottom - up process, for example, does not require students to use all of the textual clues. The better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman, 1973). The reader uses graph-phonic, syntactic and semantic cues to predict meaning then confirms those predictions by relating them to his or her past experiences and knowledge of the language (Carrell, 1988).

2.7.3 Top-Down Process

The top-down process of reading provides relevant background of knowledge to readers. (Carrell and Eisterhold, 1988) think the immediate goal for EFL/ESL teachers is to minimize reading difficulties and to maximize comprehension by providing culturally relevant information to students before they embark on their reading assignments.

2.7.4 Aesthetic Reading Approach

Reader response approach believes that aesthetic text-approach is achieved through aesthetic and stance. Aesthetic distance implies temporary detachment from the pressure of the world in which a reader lives in order to enter the secondary world mapped out by the literary text (Benton, 1992; Bredella, 1996).

Aesthetic approach is interaction based, which means that the literary text is viewed as a structured stimulus brought alive by the reader. It offers a specific type of intellectual challenge which is more open in focus than other intellectual activities. Apart from that, it helps students to make connections between ideas, themes, characters and so forth. The reading of literary text, therefore, can be improved while their experience of the world, life and other cultures and people are also enriched. At the same time, the activities of comparing and contrasting the content of the text will develop students' ability to analyze and criticize what they have learnt and already known. (Zafeiriadou, 2001).

2.7.5 Efferent Reading Approach

Efferent reading emphasizes on the knowledge that the text conveyed. In other words, students are mainly involved in the information they are supposed to gain from the text. Hence, efferent reading is not appropriate to the nature of literature teaching, which contains much more than a simple opinion or knowledge. (Zafeiriadou, 2001)

2.8 The Knowledge of Literary Competence

Textual knowledge is knowledge of literary characteristics, terms, narrative structures, imagery and analytic capacity. Students need textual knowledge to understand how authors assemble literary texts, what the message of the text, and what it tries to convey to the reader. Textual knowledge enables the student to understand how the text appears as it does. It also provides the student with tools to disentangle intricate texts (Hennig 2010:265).

Contextual knowledge includes knowledge of different types of texts, genres, literary history, authorships, and the ability to explain a text's historical, cultural and periodical context. Knowledge of the text's societal and cultural origin is also important (Hennig 2010:266). Contextual knowledge helps the student to expand their referential database,

which in turn will expand their inter-textual competence and help them in their analytical work.

Knowledge about reading means that to be a good reader the student should know how he reads texts, evaluates them, and on that basis choose techniques appropriate for the type of texts he is reading, whether it is a newspaper article, a literary text or and. This competence is difficult to acquire, but once the student is able to use it, he will manage to know how to read different kinds of texts and therefore be able to better understand and analyze them (Hennig 2010:266-267).

Literary reading skills are skills that theoretically come easier to children and adolescents than to adults, which in turn can make students in upper secondary school ideal readers. In comparison to adults, children and adolescents are more in touch with their imagination, and are able to interact with the text and «step into» the fiction through their imagination (Hennig 2010:267). It describes the capability to imagine the text and to engage in what they read. Hennig describes it as the ability to fill in the empty spaces in a story by using imagination. To attain literary reading skills the student needs to have the capacity to empathize with the characters in the text and to be open to other ways of thinking about it, and also towards other cultures (267). This competence also demands that the reader accepts that a literary text is ambiguous and that there is not only one right way to interpret it.

2.9 Task theory and how to work with the texts

In most cases, the literary texts available in textbooks have at least one type of task, either pre-reading tasks or post-reading tasks, or both. They also include a number of different tasks within these categories, especially post-reading. In this section a brief theoretical framework for why such tasks can be fruitful and what they may generate in terms of learning will be presented with relevant theories.

2.9.1 Pre-reading tasks

According to Kelly (1992), pre-reading activities are necessary to provide the bridge between a student's experience and the literary texts and a pre-reading activity helps students connect their personal experiences with texts. The students understood the text,

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not from a literary stance but from personal associations (p.87). Therefore, a typical pre-reading task will try to connect with the student by having them reflect on what they think the text is about, for example by the title of the text, or providing them with a short summary of the text or information about the historical and/or cultural background of the text. Following the findings of schema theory, interactive models of reading suggest that a reader reconstruct the text information based on the text, and on the prior knowledge available to them says Rivas (1999). The short explanation of this phenomenon is Schema theory

Schema theory is a learning theory which views organized knowledge as an elaborate network of abstract mental structures which represent one's understanding of the world. These mental structures are based on our previous experiences, and to understand new information, we need to already have some similar information in order to make connections between the old and the new information. When the new information is understood, our existing schemata grow. Therefore, when presented with that specific situation, we know what to expect

Therefore, in order for all the students to have a somewhat equal amount of prior knowledge about the background of the text, information should in most cases be given to them prior to reading. Long (2000) agrees that it is generally helpful to ask a series of questions before reading the text, as an attempt to create the right mental attitude for receptivity, a process known as set induction 'They [possible questions/tasks] are in no sense a test, even of general knowledge, and above all are designed to stimulate response, and a willingness to respond (p.47). The question is whether knowing it all up front may evoke less genuine responses than if the students were presented with an unknown‖ text. There is also a question of how closely related to the text the pre-reading tasks should be whether they are actively dealing with the content of the text or are they just there to activate a small part of the student‗s content schema that may have something to do with the text. Pre-reading activities must be directly, not obliquely, connected to the literature unconnected pre-reading activities seemed to confuse students, making it more difficult for them to respond to the text (Kelly 1992, p.87).

2.9.2 While reading Tasks

When the preparation work is complete, it is time to do the actual work – it is time to start reading. Where there are many sources on how to tackle preparation work, there is significantly less written on the actual task of reading. However, there are a few issues that need to be addressed. First of all is the question of where and when the actual reading should take place. There is research that shows that providing time to read in school does result in more reading for students. (Krashen, 2004). This means that despite busy schedules and many tasks to complete in a foreign language class it would be important to provide time to read in school, even for upper secondary students.

If reading occurs to a higher or lesser extent in the classroom, there is also a possibility for the teacher to read with the students. Students and children do in fact tend to read more when they see other people reading (Krashen 2004). The teacher has a golden opportunity here to teach by example. Molloy points out another interesting effect of having the teacher reading with the students (2003). If the students view their teacher as merely another reader, they will have an easier time understanding that the teacher's view of the text is one among many. This will hopefully provide the students with the self-confidence to draw their own conclusions and have their own opinions on the text.

2.9.3 Post-reading tasks

In comparison to pre-reading exercises, the types and number of tasks in this category is usually larger, as the students have read the text and reached a conclusion about it, whether they liked it or not, what they did not understand, etc. At this point, the tasks' motive is not to prepare the students for what they are about to read, but rather to work through what they experienced during the reading. The post-reading phase helps learners to consolidate what they have read and, at the same time, aims to relate the text to the learners' experience, knowledge, and opinions‖ (Rivas 1999, p.18). Often in post-reading tasks, the aim is to put the literary text into a context in which reading is integrated with other skills. This can make the array of different post-reading tasks very diverse, and may also have tasks which can teach the students something within all the basic skills, especially language acquisition. Long (2000) argues that the questions [to the text] are an aid to response, leading the learner/reader to get an insight into the text which might not

be possible otherwise (p.45). Obviously, reading a literary text without asking any questions about it, or working with it at all will not be very pedagogical. He also mentions that variation of presentation and questioning is important in holding interest‖ (p.51), which may be the reason for the large diversity tasks. These tasks can be divided into two or three rather comprehensive categories: talking about the text and writing about/from the text, but also text comprehension. Tasks also can be categorized as Reading comprehension and details, Genre analysis and genre specifics, reflecting on and analyzing the content of the text, being a character, dealing with the author and narrative choices and sharing experiences

2.10. Advantages of Using Different Genres of Literature

2.10.1 Use of Poetry in Teaching Language

Poetry is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. It may use condensed or compressed form to convey emotion or ideas to the reader's or listener's mind or ear; it may also use devices such as assonance and repetition to achieve musical or incantatory effects. Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used. The interactive layering of all these effects to generate meaning is what marks poetry from (Wikipedia, the free encyclopedia).

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

1. providing learners with different viewpoints towards language applications
2. Motivating the learners for personal interpretations and explanations.
3. Evoking emotions and ideas in both heart and mind.
4. Making the learner familiar with figures of speech (metaphor, simile, etc.). As retrieved from www.ccsenet.org/ies International Education Studies Vol.7, No. 4; 201.

As stated in English for Ethiopia Teacher Guide Grade 10 (2002 E.C), in the introduction session, it has been stated that poems have been included regularly throughout the course to widen the students' enjoyment and understanding of English. Then, it suggests the techniques of teaching poetry as to read the poem aloud while students follow in their books. Identify any unknown vocabulary and check that they have understood the general mood and feeling of the poem and what the poet is trying to convey. Read the poem again, taking care to follow the correct rhythm and intonation patterns and ask students to read it aloud after you. Point out various poetic devices: alliteration, repetition, similes, verse form and rhyme, and ask students to identify these in the poem. Teachers need to explain any difficult concepts, then invite the students to read the poem aloud in groups, pairs, or individually if they have the confidence. It is also teachers' responsibility to ask general questions to test their comprehension, followed by specific questions on individual points mentioned in the poem. Students might like to copy the poem out neatly and illustrate it. Display their work in the classroom. The guide has stated the techniques of teaching and learning above that should be used by the teachers and the students but it has not given any information that is related to their prior knowledge. It assumed that both teachers and students are aware of literary texts.

2.10.2 Use of Short Story in Teaching Language

Children like stories of everyday life, stories full of fantasy and magic. Every single day of a child's life is a kind of story. Children were born as a" tabula rasa." As they grow up, go to school, play with parents, or other children; young children keep the good and the bad experiences in their little heads, the life story is written and hidden or open to teachers, parents or schoolmates. Short story can be seen as a significant genre for teaching language. In short stories, characters play authentically and symbolically, as individuals do in their daily life. Indeed, short stories mirror and illuminate human lives (Sage, 1987). Considering short story in foreign language classes has advantages such as facilitating the learners' reading task because of being short and simple in comparison with other literary genres, Promoting the learners' attitudes and knowledge on different cultures, offering a world of wonders and mystery, developing critical thinking ability, making the learners feel comfortable and free. Briefly, the application of short fiction is

very influential in foreign language classrooms. Also, short stories, like other genres of literature, develop the cognitive analytical ability (Sage, 1987).

2.11. Ways of Reading Literary Texts in EFL Class

Recent approaches to reading literary texts emphasize the role of the reader in the process of text interpretation and personal ways of decoding messages conveyed by literary texts and constructing meaning. Thus, the voices of the critics should hardly be heard as literary interpretations provided by the critics who drown out the learners' own voices and limit their personal interpretation ability and creativity. Moreover, learners, especially immature, might feel demotivate to get involved cognitively in the process of text analysis being provided a ready-to-go expert interpretation. Literary interpretation is thus bound to be modified by the socio-cultural background, identity and position of the reader. Literary text remains open to the reader who signifies it through the prism of their subjective perception of reality. The asymmetry between the intention of the writer and text perception by the reader reflects cultural reality and cultural imagination. Along with the reality created by facts and events, the building blocks of history and culture of a nation, an imposed cultural imagination or public consciousness might be identified, which is also tangible and has been formed through centuries by works of art and literature and the discourse of the press and other media. Moreover, a significant role is played by myths which influence the perception of others by learners of a foreign language which appears to be the reflection of their self-perception regardless of any "objectively transmitted facts" (Kramsch, 2000: 2007). For this reason, Kramsch (2000) argues that a FL learner will never be able to read a text from the position of a native speaker since text interpretation seems to be a synthesis of linguistic and cultural reality of a foreign and native culture.

2.12. What can be done to Overcome Difficulties of Authenticity?

We may conclude that learners feel better with authentic materials helping them involve in the 'real' language as long as we, as teachers, provide them with pedagogical support. In order to achieve this, we have a wide range of choices. Martinez (2002) suggests that

teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest.

Ellis, (1991) discussed whether teachers should use the mother tongue within using storybooks. Using only English is believed as a very useful learning strategy….”the more you would use English and the more your pupils get better at and more familiar with the language, the less you will need to use the mother tongue.” However, teachers should think of when and why they would use their mother tongue. Some situations need to use the mother tongue according to (Ellis, p.23): setting the scene by drawing upon the children's experience related to the story. Predicting what comes next in a story; explanation of the main storyline beforehand; eliciting vocabulary or phrases; explaining keywords, grammar, or cultural background, and revising of what has happened in the story. Working with a text written in English with unknown words can be a hard work for pupils. If the teacher ensures pupils that their understanding is supported in several ways, pupils' enjoyment will increase enormously. (Ellis, 1991) Young learners need to be involved in learning in all ways – intellectually, aesthetically, emotionally, and with most of their senses. This can be provided by a variety of activities based on learners´ own work such as making their own worksheets, drawing illustrations, making puppets, and tasting samples of food chosen according to the topic.

2.13. Considerations in Assessing Text Difficulty

2.13.1 The Reader and the Reading Task

According to Murphy (2013), readers come to a reading task with background knowledge and experience that impact on their reading. Examples of the influence of background knowledge and experience on reading abound. Some of these are quite logical. The text will be easier for the reader to understand, for example, if it employs vocabulary that the reader is familiar with or draws on a socio-cultural identity, experiences and knowledge similar to the reader's own. The reader's interest in the text and motivation to read it also contribute to textual understanding and are factors that mediate text difficulty. For

example, readers' expectations of themselves as readers can impact on their competence in reading. The reader's familiarity with the particular structure of a text also impacts how difficult or easy the text is to understand. These characteristics suggest that providing readers with appropriate texts is not simply a matter of looking at the words but also of thinking carefully about the reader's background, dispositions, purposes and beliefs about.

2.13.2 Surface Features of Text Complexity

The surface features of a text are an obvious place to look when considering text difficulty. Surface features include elements such as vocabulary, word length, sentence length and accompanying images. Sometimes the publisher's recommended grade level for a text is based on such features; however, such features are quite limited in predicting the difficulty of a text for a student. Vocabulary is often gauged by comparing the vocabulary of a text with the vocabulary represented in published, graded word lists. Grammatical complexity, which is typically measured using sentence length, is calculated using the average number of words per sentence in a text. On the surface, vocabulary and sentence length seem uncomplicated and relatively transparent; however, in application, such simple measures are not very reliable. In fact, different formulas often provide widely varying estimates of the levels of a text Murphy (2013).

2.13.3 Deeper Features of Text Complexity

The deeper features of texts include ideation, organization, structure, concepts and representational modes. These features overlap and intersect with each other and with the reader's characteristics so that it becomes difficult to disentangle specific influences. The overall organizational structure of the text is often conceptualized through genre categorization. On the whole, narratives are less difficult for students to understand than non-fiction texts but narratives come with their own set of challenges Murphy (2013).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

This descriptive survey study was mainly designed to investigate the implementations and challenges in using literary texts in grade ten English textbook. To achieve this objective, a mixed method (the integration of qualitative and quantitative) paradigms was employed to describe the real implementations and challenges of using literary texts in English classes. The data was gathered in both quantitative and qualitative data gathering tools. The researcher gathered data through text analysis, classroom observations, and semi-structured interview qualitatively. Qualitative data also gathered through open ended questionnaire. The researcher collected data through close ended questionnaire quantitatively as well.

3.2. Population, Sample and Sampling Technique

Woldia town, which is the capital of North Wollo Zone, has four general secondary schools and one preparatory school. Among these high schools, one is owned by Non-Governmental Islamic Association, another school has not yet started teaching grade ten. The preparatory school is beyond researcher teaching grade level, so this study was involved on Grade 10 teachers and students in two government secondary schools. The population of the two grade ten government schools is mentioned as follows:

Table 1: The Population of the Study

No	Name of Schools	No of grade ten English Teachers			No of grade ten Students			No of Section
		M	F	T	M	F	T	
1	Woldia General Secondary	4	2	6	427	438	865	16
2	Woldia Millennium General Secondary	4	_	4	276	280	556	10
	Total	8	2	10	703	718	1,421	26

From ten teachers, five English teachers were chosen for classroom observation and interview. About 302 participant students were chosen for questionnaire as well. Participant teachers and students were chosen using simple random sampling through lottery system. Regarding to the number of sample students, many scholars have various sample size determination principles. For instance, according to Singh K. (2006:94) descriptive research typically uses larger samples; it is suggested that one should select 10-20 percent of the accessible population for the sample. Masuku, Micah B. (2014:11) states that when the population size is 1000 - 2000, the estimated sample size would be 286-333 respectively. Therefore; the estimated sample size for 1421 students was in the range of 302. As a result, the questionnaire distributed for 302 participants students.

3.3 Instruments of Data Collection

In order to achieve the objectives of the study, four instruments of data collection were used. These were document analysis, classroom observation, interview, and questionnaire

3.3.1 Textbook/Document Analysis

As Krippendorff (1980) defined document analysis is a technique which can generate both valid and replicable data from documents. Text analysis was one of the document analyses in qualitative research in which the document was analyzed using checklist which are helpful to assess the suitability of the texts adapted from Duff and Maley (2007). Grade ten English textbook has 12 units containing thirty-three literary texts. Including all these literary texts as sample of the study would be unmanageable due to time and financial constraints. Thus the researcher took eleven literary texts in 6 units (6-12) as a sample. These literary texts were purposively sampled since they are manageable in number. They were also accessible for classroom observation since the research data gathering has been accomplished in second semester. Text analysis was used to look at the type of genre of literary text, the title of literary text, the number of literary texts, the nature of the tasks, length, and skills integration of literary texts in grade 10 English textbook.

3.3. 2. Classroom Observation

Observational methods are procedures and techniques that are based on systematic observation of events, like using audio recorders, and checklists. According to Richards et al. (1992:255), "Observational instruments are often used in studying language in classroom events" "A major advantage of observation as a technique is its directness" since a researcher does not ask language learners about their views, feelings or attitudes, but he or she can watch what they do and listen to what they say. This can help the researcher to get the facts during those situations. Therefore, the researcher selected five (three from W/G/S/S two from W/M/G/S/S) English language teachers who were teaching students ten literary texts in grade ten. These teachers were selected using simple random sampling technique in lottery system. The researcher observed five English teachers while they were teaching seven poems and three short stories. The observation took place on teacher participants twice about twenty five to thirty five minutes. The investigator used audio-video recorders supported by checklist. Observation checklist adapted from Yenealem (2014) (see appendix-B) was used as a guideline for the observations to gather the reliable data while teachers were teaching literary texts. The focus of the observation was the implementations and the challenges of literary texts i.e. to investigate if teacher gave background information about the literary texts, if the students read the given text, if the students and the teacher had interactions while doing the tasks, if the teacher used different mechanisms to help students comprehend literary texts, and if there was integration of language skills and sub-skills.

3.3.3. Semi-structured Interview

The purpose of the interview is to gather data how teachers use literary texts as resources of teaching language skills interactively and (Koul, 198 et al) explains that semi-structured interview helps to obtain a greater depth of information, free and flexible responses and to get information concerning feeling, attitude or emotion to certain questions which is not possible through questionnaire and classroom observation. The researcher prepared the interview guide questions and gave to his two expert colleagues to check its reliability. Then he selected five (three from W/G/S/S, and two from W/M/G/S/S) teachers using simple random sampling in lottery system. Face-to-face

interview was used as instruments to get firsthand information directly from informant teachers. An audio recorder was used to record and then it was transcribed (see Appendix - I). The main focus of the interview was on teachers' implementations and challenges in using literary texts in English classes, what challenges they faced while using literary texts, how they integrated language skills and sub skills through literary texts.

3.3.4. Questionnaire

Quantitative data were collected through questionnaire to generate the necessary information to answer the research questions. This questionnaire was used for gathering data from large sample. It was also cost effective to gather comprehensive data. It reduces bias because questions are uniform for all participants and they have freedom to choose close ended questions and write their own opinions for open ended one. Best and Kahan (1989) state that questionnaire enables the researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer to a number of subjects in one place at a time. Thus, both closed-ended and open-ended questionnaires were designed and administered to collect the necessary data from the respondents. For this study, the questionnaire aimed to find out how teachers and students treated the lessons of literary texts in students textbook, what challenges they faced while using literary texts in English classes, how they integrated language skills and sub skills through literary texts, and students' experience about literary texts. The questionnaire was prepared to get level of difficulty based on the bipolar five points verbal frequency scale and some items were open-ended. First questionnaire for students was designed in English and then it was translated into Amharic for students. The researcher thought that students were unable to give intended data if the questions were delivered in English.

3.4. Data Collection Procedures

Firstly, analysis of literary texts in the sampled parts of the textbook was made. Then, classroom observation was completed because grade ten students are national examination taker after the second week of May. As a result, classroom observation had to be employed early as students were in safe and stable learning conditions. The researcher had arranged schedule of each participant teacher to observe while they were

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using the sample literary texts at certain time intervals. Classroom observation took longer time because of its periodic time interval for each text. The observation was accomplished safely having agreed appropriate time schedule with each teacher who would be observed. Thirdly, these observed participant teachers were also assigned to have interview. Having decision on convenient time, the interview was employed with the help of audio recorder suitably.

Finally, the questionnaire was also distributed for the total sum of 302 sample students in each class at the 10-20 minutes of a certain subject class by requesting the subject teacher politely for his / her time. The questionnaire was completed in the morning and in the afternoon shifts students. The participants were from both shifts. In order to administer conveniently each copy of the questionnaire was given a code so that it was administered safely.

3.5. The Pilot Study

The pilot study was conducted to check the appropriateness of the questionnaire. This instrument could affect the results of the study if it is not suitable. Piloting was made in Gobiye General Secondary School. This school was chosen for piloting purposively because students have nearly similar features to main study areas. There were two English language teachers and 154 students who were teaching and learning in grade ten respectively. Fifteen students who were randomly chosen were given the questionnaire. The researcher distributed the questionnaire to fifteen students. The questionnaire focused on the implementations and challenges of using literary texts i.e. to investigate if the teacher gave direction how the literary texts are read, the integration language skills and sub skills, interactions in doing the questions of literary texts and the challenges teachers and students faced in using literary texts. The result was evaluated in relation to the objectives designed for the main study. For instance, in the piloting questionnaire, there were twenty one questions. Among these questions seven Yes/No alternative questions and five open ended questions, three tables and three multiple choice were given to piloted students. Concerning to the interview, the researcher prepared the interview guide questions and gave to his two expert colleagues to check its reliability. observation checklist was adapted from Yenealem (2014) (see appendix-B) as a

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guideline for the observations to gather the reliable data while teachers were teaching literary texts. Lastly the data gathering tools modified to achieve the designed objectives and to get right responses to each research question. After correcting some errors, the main data gathering tools were used for the study.

3.6. Data Analysis Procedures

The data was analyzed using both quantitative and qualitative methods of data analysis. Text analysis, interviews, and classroom observation were analyzed for their meaningful contents and they were interpreted rather than counted or measured. First analysis of literary texts in the sampled parts of the textbook was made. All the literary texts from unit 6-12 were analyzed based on their length, language based tasks activities, skills integration through literary texts in EFL, the nature of literary texts, and the source of the texts.

Then classroom observation report was discussed and organized for the element of the research report. While data from interview was accomplishing, quantitative data gathered through questionnaire was analyzed using number and percentage, mean and standard deviation categories using SPSS 16.0. The result of the questionnaire showed that its reliability statistics in Cronbach's Alpha was calculated as 8.60, so according to Alpha Cronbanch statistics the questionnaire was reliable. Qualitative data collected through these instruments have the process of explanation, interpretation of the situations in relation to the implementations and challenges in using literary texts. This data was usually based on an interpretive philosophy. The data which was collected through observations was narrated in a description and developed inductively from the data and raised to a higher level of abstraction. Qualitative data was gathered, coded, synthesized and categorized in the categories of the implementations, challenges, and the integrations of language skills.

3.7. Ethical Considerations

 The researcher asked private permission of each respondent before starting data collection through interview and classroom observation. He also assured them that they could withdraw at any time if they were not at suitable situation. After the selection of informants, explanation of study's nature and the participants' rights concurrently explained as well. The objective of the study was explained for the participants to collect data through classroom observation and interview. For example before starting the interview, the researcher explained the processing of information and the scope of the interview and classroom observation. He also asked whether interviewee agreed up on the recording or not. Concerning to the questionnaire, the researcher stated the purpose of the questionnaire in the preliminary page clearly. The researcher also explained as students had to fill the questionnaire anonymously.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

This part of the study deals with the analysis of data, findings and discussion of data obtained from textbook analysis, classroom observation, semi structured interview and student questionnaires successively. The data from all tools have been analyzed in an integrative way based on specific themes and sub themes of the study. These themes included in the implementations and challenges in using literary texts in English textbook and the techniques for teaching both basic language skills and language areas.

The findings were basically categorized into the following main headings; the implementation of literary texts, the challenges of using literary texts, language awareness based activities and the integration of language skills while using literary texts in English class accordingly. In other words the study was to answer the following four leading research questions.

1. How do teachers and students implement literary texts in English classroom?
2. What challenges do teachers and students face in using literary texts in English?
3. Do the activities from literary texts develop students' language awareness?
4. How do teachers and students integrate language skills and sub skills through literary texts?

4.1 Findings of the Study

4.1.1 The Implementations of English Language Teaching and Learning through Literary Texts

As there are a number of benefits in using literary texts to language teaching, the Ethiopian Ministry of Education particularly, the department of English language perceived and decided to include them in the curriculum as a component of the subject to complement the existing resources for English language teaching and learning. The explanation focused only on high school contexts as the intention of this study was the implementations and challenges in using literary texts particularly in grade ten textbook.

The following table shows the title, genre, length, cultural source and activities in literary texts.

Table 2: An Overview of Sample Literary Texts in Grade 10 New English Textbook

No	Title	Genres of literary texts	Length	Cultural source	Nature of activities given based on literary texts	Unit
1	Nigerian Market place	Poem	one page	Nigerian	Reading and comprehension	6
2	Who killed Danny?	Short story	One page	Unknown	Reading and comprehension	
3	A sudden storm	Poem	One and half page	African story	Reading and vocabulary	7
4	Two Ethiopian Children	Story	One page	Ethiopian	Reading comprehension	8
5	Shipwrecked	Short story	Two pages	Unknown	Reading and vocabulary	9
6	Keta	Poem	One page	Ghanaian	Reading and comprehension	
7	The clever crow	Story	One page	Unknown	Gap filling exercise	11
8	Destiny	Poem	Half page	East Africa	Reading and discussion	
9	Witness	Poem	Half page	East Africa	Reading and comprehension	12
10	Beloved	Poem	One page	East Africa	Reading comprehension	
11	Face downwards	Poem	One page	Unknown	Reading comprehension	

As revealed in Table 2, about 50% (unit 6-12) of the textbook consists of seven (63.6%) poems, and four (36.3%) stories. Regarding to the length of the literary texts, seven (67.3%) of the texts length is one page and two (18.1) of the literary texts are longer than one page but one (9%) of them is half page. Therefore; the minimum length is a half page and the maximum one is two pages. The size of the textbook is big, so half page of the literary text in this textbook may be equal to one page in the previous textbook.

All 11 (100%) of the activities derived from each literary text is mainly reading. Three (27.2%) promote vocabulary explicitly the other one (9%) encourage advanced discussion (speaking) skills. The literary texts introduced different cultures in the

textbook. For instance, one (9%) Ethiopian; three (27.2%), East Africans; one (9%), Ghanaian; and one (9%), Nigerian culture oriented texts have been integrated in the reading session of the textbook. Some literary texts are not clearly known since their origin is not introduced. For instance, the source of the story "Shipwrecked" is unknown or unstated in textbook.

The results from the literary text analysis checklist (see appendix -A) and students questionnaire showed that teachers and students have interest on literary texts but they are still challengeable. Although literary texts could be exploited for language learning, they required cultural and literary background knowledge of students to comprehend the massage. Most literary texts are at medium length. The literary texts had not used any offensive language. The teacher guide gives little explanations about the concepts of the literary texts. For instance, for the poem "Witness", "Beloved", and "Face downwards" the teacher guide instruct teachers to ask students to look at the pictures and predict the contents in each poem. It also leads teachers to divide the students in three groups and ask each group to read one of the poems and share their own ideas. As classroom observation revealed, teachers were not observed applying this guideline when they were teaching English using literary texts. The other literary text, "The clever Crow" has appropriate language level students, its length also short. The text is Ethiopian culture oriented, concerning to this text the teacher guide instruct teachers to help students to complete with appropriate discourse markers. The teacher guide also has full answer. Another story "Two Ethiopian children" has mixed stories based on the picture, students are asked to identify the accounts and reform the stories. The teacher guide simply gives instruction for teachers but not the right answers. The language of these stories is not as such difficult. The poem "Nigerian Market Place" is interesting poem however; it has many new words that hinder students not exploit the language easily. Its length is nearly one page. In this few words like calabash, bangles, brass, kola, bed stead, and mammy wagon are considered as unknown words but there are many new words. The story "Who killed Danny" is motivating students to read the first parts and finish the story using their own language. It has appropriate length. The language of the story is pleasant. it could be also easily exploited. The guide helped teachers what to do among students but there is no even possible answer.

After identifying the genres of literary texts in textbook, classroom observations were made to find out the implementations of English language teaching and learning through literary texts. Therefore, ten classes of five Grade Ten English language teachers were observed.

According to the overall observation, what was observed in the classroom was presented as follows. When teacher -T1 (see, Appendix-H) was teaching a poem entitled with "Sudden storm", he provided background information for students about the text. The teacher read the poem in the textbook loudly for students with various rhythms and intonations. He taught the meaning of unknown words in reading text. Then students read the poem after their teacher read it loudly. He explained difficult concepts of the literary text and he also asked them questions. The teacher focused only on reading skills and vocabulary in the literary text. This participant was also observed while he was teaching the poem entitled "Nigerian Market Place". At this time, he explained the main points of the poem and asked better students to read the poem loudly. Then he read the poem with loud voice. He explained few new words from the long poem orally while students were not taking short note of the new vocabulary. Then teacher asked students to write comprehension questions and answer each question in their exercise book. He turned round to help or check if they were doing the exercise. Finally, the teacher did the comprehension exercise together with his students before the end of the lesson.

The other participant -T2 (see, Appendix-H) who was observed teaching the literary text entitled with "Shipwrecked". When the teacher was teaching this text, she simply proceeded to ask students to read the story and did comprehension exercise. She left out providing students background information about the literary text. As it is not advisable to read loudly, she did not read the story in the textbook loudly for students. She went on without teaching unknown words in reading text. Students read the story silently. Then she explained difficult concepts of the literary text for her students. She asked students general questions to test their comprehension. The teacher integrated reading and writing skills in literary text. Students again left retelling the story in classroom. Without practicing emotional response to the reading activities, they skipped to do comprehension question without practicing. From this observation one could understand that pre reading

activities were not given. Less attention was given for teaching new words in pre-reading that activities.

This teacher was also observed while she was teaching the poem "Beloved". She chose few students to read the poem as model and then she read it loudly. After she read the poem, she asked students to infer the meaning of new words in context of the poem. Lastly, she wrote the conceptual meaning of few difficult words of the poem.

The third participant (T3), (see, Appendix-H) who was observed while teaching literary text entitled with "Keta". While teacher was teaching this text, he provided students with background information about the author of the literary text. He read the poem loudly for students. The teacher taught unknown words in reading text. Teacher has various rhythm and intonation in reading the poem without pointing various poetic devices. Then students read the poem loudly. The teacher explained difficult concepts of the literary text for students. He also asked students general questions to test their comprehension. However; students did not try to mime the poem for their classmates. They did not practice emotional response to the reading activities. They also did not analyze the elements of the literary texts. The researcher also observed this teacher while he was teaching the text entitled with "Face downwards" as well. The teacher elicited some concepts related to the topic. Then he read this short poem loudly.   He asked few students to guess the meaning of new words. After they infer its meaning in context, some students read the poem again. Finally, he wrote the conceptual meaning of few new words.

The other participant (T4), (see, Appendix-H) observed while he was teaching the literary text named "The clever crow". As compared to the other story and poem, it was easier to both teacher and students. Teacher described the objectives of the lesson. He provided background information for students about the story but he did not read the story in the textbook loudly for students. Teacher did not teach unknown words in reading text for students. There are gap filling activities in the story, so students read each paragraph after they fill the gaps in it. Teacher had various intonations while reading the story. He explained difficult concepts of the story for his students. He also asked students general questions to test their comprehension. Teacher integrated reading and speaking skills but students did not retell or recite the story in classroom. Lastly he taught the moral lesson

of the story. This participant was also observed while he was teaching the literary text named "Witness". He simply told what the poem is about and then asked few students to read it loudly first. Next he read the poem loudly with varying his voice. Teacher wrote the meaning of some new vocabularies on the blackboard. Students copied all meanings of new words. Finally he did the comprehension exercises given in textbook.

The fifth participant (T5), (see, Appendix-H) observed while he was teaching the literary text entitled with "Destiny". The teacher proceeded reading the poem without providing students background information about the text. The teacher taught unknown words in reading text. Teacher asked students to read the poem after he read it loudly. Then he read with various rhythm and intonation in reading the poem. He explained difficult concepts of the poem for students. Finally, the teacher asked students general questions to test their comprehension and to speak out about their destinations.

This teacher was also observed while he was teaching English through other literary text named as "Who killed Danny". While he was teaching this short story, he read the text loudly for students without providing background information about the literary text. Teacher had various rhythms and intonations in reading the story. The teacher taught them unknown words in the text. Then students read the IT after their teacher read it loudly. The teacher explained difficult concepts of the literary text and he asked them general questions to test their comprehension. He integrated the short story reading with listening and vocabulary.

To sum up, most observed teachers taught vocabulary before or after reading while they were using literary texts. However they were in problems of integrating other language skills in using literary texts. Teachers who were observed did not ask students to reflect their opinions. Students were unable to retell or recite the poem in classroom. They were not practicing emotional response to the reading activities. Students did not evaluate, analyze the elements of the literary texts. The students' activities were focused on reading and vocabulary activities.

Attempts have been also made to get appropriate responses for the research question how teachers and students implement literary texts in English class. Regarding to this research question, the researcher included some questions in the students' questionnaire. Among three main parts of students' questionnaire as shown in Table Three, the first part

/questions 1-7 was intended to gather data for investigating the implementations of literary texts in EFL classrooms

Table 3: The Importance of Literary Texts in Students Textbook

No	Item	Alternatives					
1	At what extent is the importance of including literary texts in English text book to develop language skills?		V. important	Importa nt	Fairly important	Slightly importan t	Not important
		No	170	59	42	13	18
		%	56.3	19.5	13.9	4.3	5.9

As revealed in the above Table 3, 170 (56.3%) of the student respondents agreed that including literary texts in English language textbook was very important and 59 (19.5%) of the respondents also agree that the inclusion of these literary texts was important. The other 42 (13.9%) of the respondents believed that the inclusion of literary texts was fairly important, and 13 (4.3%) of them also replied the question that literary texts was slightly important in English textbook. However; 18 (5.9 %) of the students respondents disagreed on the inclusion of the literary texts in English textbook.

Table 4: The Difficulty Level of Literary Texts in EFL Classes .

No	Item	Alternatives					
2	What is the difficulty level of literary texts in English textbook?		V. easy	Easy	Average	Difficult	V. difficult
		No	11	21	180	59	31
		%	3.6	6.9	59.6	19.5	10.2

Table 4 above revealed that 11 (3.6%) and 21 (6.9%) of the participants described that literary text were very easy and easy respectively. The other 180 (59.6%) and 59 (19.5%) of the respondents respectively confirmed that literary texts in grade ten textbook were at average and difficult. Further 31 (10.3%) reassured literary texts were even very difficult.

This data indicated that literary texts had medium difficulty levels for most students. In general, they were also difficult and very difficult for about 90 participant students entirely.

Table 5: Teachers' Teaching Methods on Students' View.

No	Item	Alternatives					
3	How often does your English teach teach you literary texts (Poem, story, novel extracts)?		Always	Often	Some Times	Rarely	Never
		No	65	65	56	48	68
		%	21.5	21.5	18.5	15.8	22.5

According to Table 5, 65 (21.5%) of the participants expressed their views on their teachers' teaching frequency of literary texts were always. and the same number of respondents stated their responses as their teachers were often in teaching. The other 56 (18.5%) and 48 (15.9%) of the respondents indicated that teachers' teaching method of literary texts was sometimes and rarely correspondingly. On the other hand, 68 (22.5%) of student respondents elicited that teachers were never teach literary text was poor.

Table 6: Elements of Literary Texts

No	Item	Alternatives	Respondents	
			No	%
4	Do you learn literary concepts such as characters, plot, setting, point of view while using these creative writing?	Yes	240	79.4
		No	62	20.5

As shown in Table 6, more students 240 (79.5%) students assured that they were learning literary elements like characters, plot, and setting, however; 62 (20.5%) of the respondents disagree that they were learning such literary genre elements. However; the researcher confirmed in classroom observation session as teachers were teaching some highlights of poet background, characters, settings, plot, in one way or another however almost all teachers have never taught their students the elements of poetry and stories.

Open ended questions were also given to students to got justifications if they did not learn lessons related to elements of literary texts, most students replied that teachers did not teach the literary concepts like setting, plot, theme, characters, and conflicts in classroom because students were not willing to learn and teaching literary texts was time consuming. Teachers focused on teaching grammar and vocabulary rather than teaching the literary concepts. Students assured that they simply read the passage and did comprehension exercises and guess the meaning of new words in contexts or teacher teach the vocabularies explicitly.

Table 7: Implementations of Literary Texts in English classes

No	Item	Alternatives	Respondent	
			No	%
6	When your teacher wants to leave teaching literary texts which act does he/she perform?	A. He/she passes the literary texts by giving only for students to read	55	18.2
		B. He/she does not indicate techniques of understanding the literary texts	155	51.3
		C. He/she passes the literary texts without teaching at all.	92	30.4

As shown in Table 7, 55 (18.2%) of the participants replied that their teachers passed by giving only for students to read the literary texts. Even if the classroom observation showed as teachers provided students with background information about the literary texts variously, 155 (51.3%) of respondents replied for the question that teachers had taught literary texts in classroom without satisfactory techniques of teaching methods. The other 92 (30.5%) of the respondents revealed that   their teachers simply passed the literary texts without teaching at all. This table showed that students were not satisfied with teachers teaching methodology.

Table 8: Teachers' Approaches in Using Literary Texts

No	Teaching Approaches	Frequency, percentage and mean										Mean	S D.
		Always		Often		Some Times		Rarely		Never			
		No	%	No	%	No	%	No	%	No	%		
7.1	Teacher provides students with background information.	35	11.5	25	8.2	88	29.1	96	31.8	58	19.2	2.8	1.2
7.2	Teacher explains the content of the text to the class.	31	10.2	41	13.5	69	22.8	100	33.1	61	20.1	2.6	1.2
7.3	Teacher asks questions to check students' knowledge on what they have read.	57	18.8	38	12.5	85	28.1	73	24.1	49	16.2	2.9	1.3
7.4	Teacher encourages students to express their feelings towards the issues of the text.	26	8.6	39	12.9	47	15.5	64	21.2	126	41.7	2.2	1.3
7.5	Teacher asks students to re-tells the text for their classmates	47	15.5	37	12.2	70	23.1	66	21.8	82	27.2	2.6	1.3
7.6	Teacher gets students to describe the theme of texts.	74	24.5	35	11.5	85	28.1	69	22.8	39	12.9	3.1	1.3

As it is shown in Table 8, 35 (11.1%) of the informants assured that teachers always provided background information about literary texts. 25 (8.2%) of them assured that

teacher often provided background information to students. 88 (29.1%) of other respondents assured that their teachers sometimes provided them with background information. 96 (31.8%) of other respondents assured that their teachers rarely provided them background information and 58 (19.2%) of the respondents replied that their teachers had never provided students with background information.

Concerning to content explanation, small number, 31 (10.3%) of the informers explained that teachers elucidated the concepts of the text every time. 41 (13.5%) of the informants confirmed that teachers often make clear the concepts of the texts. Other 69 (22.8%) of the informants verified that teachers sometimes gave details the concepts of the texts. Large number, 100 (33.1%) believed that teachers have rarely explain deep concepts of the literary texts but the 61 (20.1%) that teachers have never explained deep concepts for students due to various reasons.

Regarding to checking students knowledge their comprehension of reading texts, 57 (18.8%) of the participants explained that teachers always asked questions to make sure students understand the reading literary texts. The other 38 (12.5%) of the participants told that teachers often asked questions to make sure students understand the reading literary texts. 85(28.1%) and 73 (24.1%) and the highest number of the participants made clear teachers sometimes and rarely asked questions to check students understanding literary texts respectively. 49 (16.2%) of the participants clarified that teachers never asked their students to retell either the stories or other literary texts.

Regarding to encouraging students to express their feelings after or before reading the literary texts, 26 (8.6%) of the participants were always encouraged to express their own thought while teacher was using literary texts. 39 (12.9%) of the participants clarified that teachers often encourages students to express feelings towards the issues of the text. 47 (15.5%) of the participants sometimes and 64 (21.2%) of the participants clarified that teachers rarely encouraged students to express their feelings and 126 (41.7%) of the participants denied teachers encouragements of students to express students' thought based on the literary texts.

About retelling the stories and poems, 47 (15.5%) of the participants always motivated their students to retell the story or poem. Other 37 (12.2%) of them assured that teachers sometimes and often asked students to retell the stories using their own ideas. 70 (23.1%)

of the participants sometimes and 66 (21.8%) of the participants rarely confirmed that teachers ask their students to retell the story or to mime the poem. 82 (27.2%) of the participants never retell the story or poem orally.

Concerning to the theme of the texts, 74 (24.5%) of the participants assured that teachers always asked their students to describe the theme of the literary texts in the textbook. 35 (11.5%) of them often confirmed that teachers ask their students to describe the theme of the literary texts whereas. The theme could be the morale lessons of the literary text or the intentions of the poets. About 85 (28.1) of them confirmed that teachers sometimes asked their students to describe the main points of the texts. About 69 (22.8) of the participants were rarely asked to describe the theme of the literary texts. 39 (12.9%) of the participants confirmed that teachers have never asked their students to describe the theme of the literary texts.

As calculated mean showed in Table 8 that 2.8, 2.6, 2.9, 2.2, 2.6 and 3.1respectively. Among the given teacher's approach, getting students to describe the theme of the literary texts and asking questions to check students' knowledge on what they have read had better position correspondingly. According to the table, teachers asked their students to describe, discuss, and rewrite the main idea of the given texts.

4.1.2 The Challenges of Using Literary Texts in English as a Foreign Classes

The main purpose of teachers' interview was to identify the challenges of using literary texts and to sort out ways of solving those challenges in EFL teaching. The total numbers of general questions for interview session were seven. Five English teachers who took part in observation were also interviewed (see appendix- J). Evidences from participants suggested that they got various literary texts in grade ten English textbook. When the interviewee asked if they had learned literary texts and ways of teaching English using literary texts, one of the teacher informants /T5 (see, Appendix-I) elicited as:

> *"I have taken courses entitled Literature, Verse and Drama in university.*
> *However, I get many new artistic texts here in grade ten English textbook. The*
> *challenges I mostly faced in using literary texts is the students' level of*

understanding, few stories and poems are full of new words, so they are
challenging even for me but I do not mean that the challenges students faced
and mine is similar [sic]."

Most participants confirmed that the main sources of challenges in literary text were lack of experience in reading such authentic texts specially poems, students attitude toward these texts, level of students understanding, lack of cultural competence, the structure of the poem texts, and even the text book size were challenging in using literary text in EFL class.

Teachers were asked to clarify the mechanism they applied when they faced difficulties in using literary texts, one of the respondents (T3) (see, Appendix-I), suggested mechanism to apply when he was facing challenges in using literary texts are as,

"I think poems are out of our context. Therefore, I resemble with using
structures and forms of poems written in Amharic. I tried to change the
messages of the text mainly poems and stories in to Amharic. Then students
are able to understand bit by bit. I also use advanced English-English
dictionary because there is no internet to use for difficult vocabularies and
concepts in literary texts [sic]".

The other participant replied that literary texts (poem, stories, novel extracts) were not vertically written in correct orders in each grade levels in our contexts. He continued that literary texts were full of new words with foreign cultural contexts. Teachers and students got lack of good exposure in learning such literary texts, the literary texts were beyond the level of students' understanding, the length of the texts, the methodology of the teacher was not appropriate and lack of horizontal integrations with other subjects were some challenges.

As one of the participants-T4 (see, appendix - I) assured:

"Literary texts are not given in the contexts of our cultures. The size of the text book
also affects students learning literary text. It is so large that students are not willing
to bring every day at school, so they are not attending each reading text attentively.
The other challenge is lack of vertical integration of the literary text for example the

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*difficulty level of the poem in grade nine is nearly the same as the poems in grade 10
or by far different. Another is the horizontal relation which means words in poems
and stories have not possibility to be found in other school subjects"*

According to the teacher participants of interview, the most difficult genre of literary texts was poem because they were written in various socio cultural contexts for different purposes; they have various sound effects like rhyme, rhythm. Most stories and poems were challenging not only for students but also for teachers. Specially, poems used limited words and describe wide and deep concepts. Some words were from old English which mean students need to know the history of that socio cultural background of the poet community; few poets also used their own language terms rather than English.

As one of the participants (T4) (see, appendix -I) replied, teacher's methods of solving difficulties in using literary texts:

*"I use my own mechanisms to solve these challenges. I prepare my own
short stories if there are resources in the school library. Then I duplicate
for group of students to read. I use advanced dictionary to understand new
difficult vocabulary word meaning. I sometimes use internet if there is
access and I advise my students to use internet. [Sic]"*

The other teacher participant assured:

*"I focus on teaching grammatical concepts of grade 10 English textbook
rather than missing a lot of time on using literary texts and students
emphasized on the contents that help them to pass their national exams. I
also teach only sample poems and stories from the textbook not all of them.
When I teach samples, I also use advanced dictionary if I get word that i do
not know [sic]."*

Most teachers confirmed that they tried to solve challenges related to vocabulary, sound effects of poems, and linguistic problems by visiting internet, using electronics and written dictionaries, using context clues and teacher's guide. Moreover efforts were made to get responses for challenges that teachers and students faced in using literary texts through questionnaire. The second part (item 8-11) of the questionnaire was designed to get data in relation to the challenges of using literary text in EFL classes.

Table 9: Causes of Challenges in Using Literary Texts

No	Items	Never		Rarely		Some times		Often		Always		Mean	S.D
		No	%	No	%	No	%	No	%	No	%		
8.1	Lack of sufficient background knowledge	56	18.5	114	37.7	65	21.5	55	18.2	12	3.9	2.51	1.18
8.2	The length of the literary text	21	6.9	104	34.4	106	35.0	47	15.5	24	7.9	2.8	1.0
8.3	Language level of the literary texts	31	10.2	74	24.5	106	35.0	51	16.8	40	13.2	2.98	1.16
8.4	Cultural unfamiliarity	45	14.9	66	21.8	54	17.8	60	19.8	77	25.4	3.1	1.4

As shown in Table 9, there was a list of challenges in using literary texts, the participants of the study identified the frequencies of facing these challenges in grade ten textbook. As a result, 56 (18.5 %) of the respondents had never faced challenges due to insufficient background knowledge. 114 (37.7%) of the participants had rarely faced this problems. 65 (21.5%) and 55 (18.2%) of the respondents sometimes and often faced difficulties caused by lack of sufficient background knowledge in using literary texts respectively. whereas 12 (3.9%) of the participants always faced challenges due to insufficient background knowledge. In regards to the challenges because of the length of the literary text, 21 (6.9%) of the respondents rarely and 104 (34.4%) sometimes were mugged difficulties owing to the length of the literary texts respectively. 106 (35 %) of the participant students assured that length of the literary text caused challenges in using the texts. About 47 (15.5) and 24 (7.9) of the participants explained that length of the literary texts often and always affect respectively.

About 31 (10.2%) and 74 (24. 5%) respondents assured that language level of the literary texts never and rarely caused challenges in using literary texts. About 106 (35%) of the participants sometimes faced difficult due to language levels of literary texts. 51(16.8) of informants assured that length of the literary texts affect their understanding and other 40 (13.2%) of them also understood that length of the text cause challenges.

One of the sources of challenges in using literary text was socio cultural issues. Students were asked about the effects of cultural unfamiliarity of the literary texts. 45 (14.9%) participants revealed that unfamiliarity of the culture in the literary texts caused it difficult. 66 (21.8%) and 54 (17.8) of the participants rarely and sometimes respectively caused challenges. 60 (19.8) and 77 (25.4) of the participants often and always respectively caused challenges. As tried in the text analysis, there were some long texts that cannot be covered in a lesson unless they were given as homework or reading assignment.

As calculated mean showed in Table 9, 2.51, 2.8, 2.98, 3,1 were considered as causes of challenges in literary texts. Among these challenges, cultural unfamiliarity (3.1) was the leading problem. The second leading challenge was language level of literary text.

Table 10: Difficulty Levels of Various Genres of Literary Texts

No	Items	Level of difficulties and respondents										Mean	SD
		Very difficult		Difficult		Medium		Easy		Very easy			
		No	%	No	%	No	%	No	%	No	%		
10.1	Short story	23	7.6	192	63.6	39	12.9	25	8.3	23	7.6	2.45	1.01
10.2	Poems	56	18.5	78	25.8	93	30.8	55	18.2	20	6.6	2.59	1.16
10.3	Novel extracts	62	20.5	61	20.2	114	37.7	38	12.6	27	8.9	2.69	1.19
10.4	Plays	65	21.5	85	28.1	96	31.8	40	13.2	16	5.3	2.53	1.12

As shown in Table 10, 23 (7.6%) and 192 (63.6 %) of participant students suggested that short stories in the text book were very difficult and difficult respectively. The other 39 (12.9 %) of the participants felt that short stories were neither difficult nor easy rather

they were medium. Others   25 (8.3%) and 23 (7.6%) of participants added that short stories were easy and very easy in the English language text book.

When the analysis came to the poems, 56 (18.5%) and 78 (25.8%) of them respectively replied that poems were very difficult and difficult. Whereas 93 (30.8%) of chosen participants think that poems' difficulty level was medium. The other 55 (18.2%) and 20 (6.6%) of the participants recommend that poems were easy and very easy correspondingly.

Regarding to novel extracts, 62 (20.5%), and 61 (20.2%) of them agreed that novel extracts' level of difficulty was at very difficult and difficult. On the other hand, 114 (37.7%) of the participants and other 38 (12.6%) believed that novel extract were medium and easy in challenging levels respectively however, 27 (8.9) of the student participants assured that novel extracts were very easy literary texts.

 As plays were presented in the text book 65 (21.5%) and 85 (28.1%) of the participants agreed that plays were very difficult and difficult respectively whereas 96 (31.8%) of the participants suggested that plays were neither difficult nor easy rather they were at medium. However; 40 (13.2%) along with 16 (5.3%) disagreed with that of the above but they ascertained that plays were easy and very easy respectively.

The difficult level of literary texts in English textbook was calculated with mean have 2.45, 2.59. 2.69. 2.53 respectively. This indicated that poem is nearly as difficult as novel extracts.

Students were also asked to list down the appropriate solutions to understand new words in literary texts; most participants explained that they asked their teacher about the concepts, meanings, and pronunciations of words. They also asked other better students in English language of literary texts. Some of the students added that they used dictionary. The participants exceed that some literary texts have register words which mean they used other language for example in the Fulani creation poem, Doondari, Fulani and Gueno. Therefore meanings of these words were not found in English dictionary.

4.1.3 Students' Language Awareness Using Literary Texts Based Activities

The third main issue was related language awareness based on activities given from literary texts. Attempting to answer the research question, the researcher designed the table below to identify language skills and language area based activities. The table consists of the title of literary texts, the exercises which promoted language skills and language areas.

Table 11: Activities that promote Language Skills and Sub-skills through

Literary Texts

No	Title	The activities that promote language skills					Language areas or sub-skills
		Listening	Speaking	Reading	Writing	Interactive four skills	
1	Nigerian market place	No	No	Yes	No	No	No
2	Who killed Danny?	No	No	Yes	No	No	No
3	A Sudden storm	No	No	Yes	No	No	Vocabulary
4	Two Ethiopian Children	No	Yes	Yes	Yes	No	No
5	Ship Wrecked!	No	No	Yes	No	No	Vocabulary
6	The clever crow	No	No	Yes	Yes	No	No
7	Keta	No	No	Yes	No	No	No
8	Destiny	No	No	Yes	No	No	No
9	Witness	No	No	Yes	No	No	No
10	Beloved	No	No	Yes	No	No	No
11	Face Downwards	No	No	Yes	No	No	Vocabulary

Table 11 clearly showed the activities in the textbook, language skills and sub-skills are promoted through literary texts. For instance literary texts/stories entitled with, "The Nigerian market place", "Who killed Danny?," "Shipwrecked!", "The clever crow" and poems like "Keta", "Destiny", "Witness" "Beloved" and "Face Downwards" All of these literary texts focused on reading activities. There were tasks provided based on these literary texts for reading skill but other language skills and areas of language were unobserved. The short story under the title "Who killed Danny?" though it had shortages of integrating activities to enhance language areas, it had notably well developed reading skill tasks. Few literary texts provide reading and vocabulary tasks and other language sub- sections.

The activities designed from the poem entitled "Nigerian market place", "Keta" and "Destiny" lacks other activities like vocabulary exercises, grammar, formal and informal ways of expressions, questions that required reading beyond the line that motivated and enhance students′ written and communicative skills. With regard to the nature of the activities, as shown in Table 4, a big emphasis was given for reading comprehension and vocabulary teaching through literary texts. Among the students' questions, asking students if they expressed their feelings about the literary text at which reading phase was considered as reading activities.

Regarding the literary text tasks included in poems were limited in number except the poems under the title "Witness", "Beloved" and "Face downwards" from grade 10 English textbook have less than two exercise activities. Some of them were with a few questions that mainly focus on a single language skill or read and discuss tasks. This could not create as such, a comprehensive interaction between the students and the literary text, student with teacher and students with students. The technique of teaching and ways of class organizations were written in the teacher guide but the instruction were not given in students textbook.

Table 12: Stages of Reading Activities

No	Item		At the beginning	In the middle	At the end
			Response		
13	When do you express your feelings about the literary texts?	No	113	45	144
		%	37.4	14.9	47.7

As can be seen in Table 12, 113 (37.4%) of the participants assured that students got opportunities to describe their thought at the beginning of reading. About 45 (14.9%) of the participants gave witness that teachers gave opportunities for students to express in (speaking, and writing) their feelings about the literary texts in the middle of reading/ stage. The most/ 144 (47.6%) students ascertained that other activities which promoted other language skills are promoted at the end of reading stages.

4.1.4 Language Skills And Language Areas Implemented Using Literary Text Tasks.

Teachers' interview questions also gave emphasis on how teachers and students integrated language skills and sub skills using literary texts in English classes. Their responses for this research question were analyzed below.

Most teachers replied to the question that they integrated two or more language skills and vocabulary while using literary texts. For instance, one of the teacher participants (T1), (see, Appendix- I)   said that language skills could not be thought separately**:**

> *"When I teach my students English language using story or a poem, I get prepared for literary text reading activities at home, then I choose difficult words to teach before reading tasks. After I explained the meaning of few content words, leaving most new words for students to guess in contexts, I help them to read the text silently first and then loudly. I think reading loudly help students to practice reading poems with appropriate rhyme, rhythm and other sound effects as much as they can[sic]."*

Among interviewee, one teacher suggested that how he integrates language skills in using literary texts in EFL teacher-2 (see, Appendix- I), as:

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"First I tell students about the general idea of the literary texts, at this time they are listening to me. Next I read the poem/stories myself, so they are again listening to me. Then I teach new vocabulary from the literary texts and ask students write them in their exercises book to writing. I encourage students to read the poem or story to reinforce reading skills. Finally I ask students to answer comprehension questions to check their understanding and motivating them to speak [sic]."

Concerning to the integration of language skills and language areas anchored in literary texts. One of the participants (T3), (see, and appendix- I) said:

"Even though literary texts are mainly focused on reading as teacher I integrated various other language skills and language areas. Language skills are naturally integrated but the activities which we always follow in the text book focus on teaching separately I usually run on coverage of the whole parts of the text book contents, so I teach my students only depend on the text book activities [sic]".

The other replied that teachers could teach most language skills from literary texts. While teacher read the poem, students listened to him/her. Sometimes teacher asked students to read and speak later

The third (12-16) part of the questionnaire also proposed to draw information from the students if they learn more than one English language skills while they were using literary texts in English textbook.

Table 13: The Opportunity to Express Feelings while Using Literary Text

No	Item	Response					
12	How often do you get the opportunity to express your feelings on the literary text?		Always	Usually	Some times	Rarely	Never
		No	37	56	103	56	50
		%	12.3	18.5	34.1	18.5	16.6

As seen in Table 13, 37 (12.3%) of the respondents always, and 56 (18.5 %) of them usually got the opportunity to express their feelings on the literary text. Most 103

(34.1%) student participants ascertained that they got the chance to reflect their feelings on literary texts, and 56 (18.5%) of them rarely got chance to reflect their personal view on texts. However; 50 (16.6 %) of participants have never got opportunities to express their feelings on the literary text.

Table14: The Emphasis of Language Skills in Using Literary Texts

No	Item		Response				
			Reading	Speaking	Writing	Listening	Vocabulary
14	What kind of skills do literary texts of grade ten English textbook activities promote most?	No	100	78	66	33	25
		%	33.1	25.8	21.9	10.9	8.3

As Table 15, revealed that the literary texts of grade ten English textbook activities promoted most 100 (33.1%) was reading. The other 78 (25.8%) of the participants suggested that speaking skill activities were mostly promoted using literary texts in textbook. Although the findings of text analysis showed that most literary texts promote reading skills, about 66 (21.9%) of the participants in questionnaire believed that the most promoted skill was writing. 33 (10.9 %) of them agreed that listening also in focus whereas 10 of them think that vocabulary lessons were in focus of teachers of English. 25 (8.3%) of the student participants assured that teachers teach vocabulary from the reading literary texts. As the participants suggested the principal activity in using literary text was reading but the door was opened to promote other language skills using various strategies.

Table 15: Language Skills and Language Areas Integration in Using Literary Texts

No	Items	Level of the Respondents										Mean	SD.
		Always		Usually		Some Times		Rarely		Never			
		No	%	No	%	No	%	No	%	No	%		
15.1	I learn reading and vocabulary	57	18.8	48	15.8	81	26.8	62	20.5	54	17.8	3.0	1.3
15.2	I learn reading and speaking.	54	17.8	51	16.8	89	29.4	86	28.4	22	7.3	2.9	1.2
15.3	I learn reading and grammar	24	7.9	41	13.6	90	29.7	104	34.4	43	14.2	3.3	1.1
15.4	I learn reading and writing.	32	10.6	43	14.2	83	27.5	93	30.8	51	16.9	3.2	1.2
15.5	I learn all skills together	85	28.1	52	17.2	69	22.8	68	22.5	28	9.3	2.6	1.3

As shown in Table 15, the level of integration between reading and vocabulary while teachers were teaching literary texts was revealed that about 57(18.8%) of students always learn in integrative ways. 48 (15.8%) of the participants assured that teacher usually teach reading together with vocabulary. A bout 81 (26.8%) of the participant students assured that teachers sometimes teach reading together with vocabulary. 62 (20.5%) of the participant students assured that teacher rarely teach reading together with vocabulary.

As shown in Table 15, 54 (17.8) of the participants thought that teachers always integrated reading literary with speaking skills and 51 (16.8%) of the participants assured that teachers usually integrated reading with speaking skills. 89 (29.4%) of the participants believed that teachers sometimes teach reading with speaking skills. Whereas 86 (28.4) thought that teachers rarely teach reading with speaking skills. 22 (7.3) think that teacher have never taught that reading with speaking skills.

About 24 (7.9 %) of the participant students assured that teacher always teach reading together with grammar. 41 (13.5%) of the participant students assured that teacher usually teach reading together with grammar. 90 (29.7%) of the participant students assured that teacher sometimes teach reading together with grammar. 104 (34.4%) of the informants agreed that teachers rarely teach reading and grammar together. In contrast, 43 (14.2%) of the informer described that teachers never teachers reading and grammar together. .

As revealed in Table 15, 32 (10.6%) and 43 (14.2%) of the student informants showed that teachers always and usually teach reading with writing based on the literary texts respectively. About 43 (14.2%) and 83 (27.4%) of the participants informed that teachers teach reading with writing respectively from literary texts however; 93 (30.8%) of the participants informed that teachers have taught reading and writing based on literary texts interactively. Finally 51 (16.9) of the participants assured that teachers have never taught reading with writing skills. When the informants asked if they have learned reading, listening, writing, and speaking from stories and poems, they replied as follows 85 (28.1%) always, 52 (17.2%) usually, 69 (22.8%) sometimes. 68 (22.5%) and 28 (9.3%).

As shown in Table 15, the calculated mean showed that reading was integrated with vocabulary 3.0, speaking 2.9, grammar 3.3, and writing. 3.2 And integrating with all other skill at the same time 2.6. According to students responses reading skills was highly integrated with grammar whereas the least one is cumulative ways of integration.

4.2 Discussion of the Results

The findings of the study showed that status on the implementations and challenges in using literary texts. These premises included the implementations, challenges, language

awareness based activities and the integration of language skills while using literary texts in English textbooks.

Regarding the implementations, the results of the study confirm that the textbook contains literary texts like poems and stories as resources of ELT. Poem is the largest number in the textbook. The literary texts in the textbook are at medium length. Most of their content focused out of students' and teachers' socio cultural contexts. Although literary texts could be exploited for language learning, they required cultural and literary background knowledge of students to comprehend the massage. The teacher guide gives little explanations about the concepts of the literary texts. For instance, for the poem "Witness", "Beloved", and "Face downwards" the teacher guide instruct teachers to ask students to look at the pictures and predict the contents in each poem. It also leads teachers to divide the students in three groups and ask each group to read one of the poems and share their own ideas. In contrast teachers were not observed applying this guideline when they were teaching English using literary texts. This shows that there is a discrepancy between the teachers and teacher guide. Teachers either did not read the teacher guide or they became amateur on applying the guide's motto. Regarding teaching literary texts, Ellis (1991) gives clear guidelines for "planning story-based lessons." He suggests useful writing out a detailed lesson-plan, thinking about types of activities and the classroom language as well as preparing materials (Flash cards, OHP, etc.). Some teachers may work through syllabus, so they may have worked with the book only a couple of lessons or a couple of minutes in each class. "Spending time with the book is very important.

As shown in the interview and questionnaire of this study, teachers and students have interest in using literary texts in English classes. Yenealem (2014) also conducted a study on assessing teachers' and students' views regarding the role of literary texts. In his study, he found that teachers and most students perceive literary text as useful in terms of motivating and language development but students were reluctant to study literary texts as they had not included grammar and related activities. The activities derived from each literary text are mainly focused on reading. Most of the observed teachers taught vocabulary before or after reading literary texts. Even if some teachers asked students to reflect their opinions on texts, students were unable to retell or recite the poems in

classroom. Students were incapable to infer the meaning of new words. Most of them unable to detect problems characters in the texts. They were not practicing emotional response to the reading activities. Students did not evaluate, analyze the elements of the literary texts. The students' activities were focused on reading and vocabulary activities. However; (Ellis, 1991) Young learners need to be involved in learning in all ways – intellectually, aesthetically, emotionally, and with most of their senses. This can be provided by a variety of activities based on learners´ own work such as making their own worksheets, drawing illustrations, making puppets, and tasting samples of food chosen according to the topic.

The other most important finding of the study revealed that the challenges in using literary texts in English textbook are literary texts, which originated out of teachers' and students' socio cultural context is hard to comprehend. The main sources of challenges in literary text are lack of experience in reading authentic texts specially poems, students' attitude toward these texts, level of students understanding, lack of cultural competence, the structure of the poems, and even the text book size are the sources of challenge in using literary text in EFL class. As compared to other genres, the most difficult one is poem. They are written in various socio cultural contexts for different purposes, luck of horizontal relations with other subjects and poem have various sound effects like rhyme, rhythm, alteration, assonance. According to Leech (1969), it is a very general principle of artistic communication that "a work of art in some way deviates from norms. In a work of art, as he argues, the artistic deviation „sticks out‟ from its background, the automatic system. The fore grounded figure is the linguistic deviation, and the background is the language (p. 57).

The previous researcher, Martinz (2002) also mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. The common disadvantages of using authentic materials for teaching English as a foreign language are they may be too culturally biased, so unnecessarily difficult to understand outside the language community. The vocabulary might not be relevant to the student's immediate needs. Too many structures are mixed so lower levels have a hard time decoding the texts. Special preparation is necessary which can be time consuming. With listening: too many different accents. The material can

become outdated easily. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

The third issue was that to explore students' language awareness using literary texts activities. Many literary texts focused on reading activities and vocabulary contents. There were tasks provided based on these literary texts for reading skills but other language skills and areas of language. Few literary texts provide reading and vocabulary tasks and other language sub- skills. In this concern (Hirvela, 2001) also states literary texts can be useful in the language learning process. They help students to involve through interesting activities such as brainstorming, role playing, word association, situational scenes and prediction.

Finally the result of this study showed that the integrations of language skills in using literary texts. As (Long, 2000) literary texts were perceived as language enrichment since they have sufficient resources for the teaching of the four skills of language and the variety of language areas (vocabulary, grammar, pronunciation and mechanics of language) for empowering students with considerable language use. The result of this study showed that literary texts of grade ten English textbook activities promote is reading, grammar, writing, vocabulary, speaking and all together respectively. This language skills integration through using literary texts is supported by a researcher called (Widdowson, 1984) speaking and writing are often referred to as productive (active) skills. Listening and reading, on the other hand, are called receptive (passive) skills. All four skills are used within working with literary texts. It is reading books, but also listening to stories, role-playing, writing characterizations, dramatizing etc." A story can be the starting point for various activities; for example, reading, writing, drama, handwork, etc.

Although this study answered important questions: how teachers and students implemented literary texts; what challenges teachers and students faced; if the activities from literary texts developed language awareness of students and how teachers and students integrated language skills and sub skills through literary texts respectively, various data gathering instruments gathered different results.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The use of literary texts in foreign language classroom as a course material is necessary due to the close relationship between language and literature. Although literary texts are accepted as authentic documents, they are crucial sources to be used for development of basic language skills. Taking the advantages of using literary texts in English classroom in to account, various literary texts have been incorporated than ever before in Ethiopian curriculum in general but using literary texts is still challenging. Among the challenges, understanding the structure of literary texts, the readiness level of the students and text choice are the serious problems.

Thus the aim of the study was to investigate the implementations and challenges in using literary texts in English language classes. In order to achieve this aim, mixed research method was used. Four leading research questions were formulated to be answered in the study through document analysis, classroom observation, interview and questionnaire.

According to the results of the study, the major challenges that faced both teachers and students in using literary texts are Socio-cultural unfamiliarity; absence of background knowledge about the literary texts; the existence of various difficult words in the literary text; the linguistic level of the literary texts and the length of some literary texts. Some

teachers skip out teaching the literary texts in text book. Students mainly faced challenges due to the absences contents' horizontal relationships with other subjects because literary text like poems and stories are one's mind world/fiction. Both teachers and students faced challenges owing to lack of reference resource materials. Among many genres, Poems are the most challenging for both teachers and students. Teachers were in problem of having melody voice to read the poems in the text book. As most students stated the mechanisms of resolving the challenges in using literary texts are guessing the meaning of new words or phrases in the context of the given texts , looking up the meaning of words in dictionary , discussing with teachers and other clever students,

5.2 Conclusions

Based on the result of the study, the conclusions are drawn to answer the leading research questions: how teachers and students implemented literary texts; what challenges teachers and students faced ; if the activities from literary texts developed language awareness of students and how teachers and students integrated language skills and sub skills through literary texts respectively.

- ➢ Teachers and   students have positive feelings about the inclusion of literary texts in student textbook. The new English textbook included various literary texts which provide opportunities for teachers and students of variety text type. The number of literary texts is unbalanced. Poems occupy the highest position Teachers mainly teach vocabulary before or after reading the literary texts. They read the text or they ask students to read with various rhyme, rhythm then teacher do various activities.

- ➢ Limited English language proficiency of students, lack of enough reading experiences, large number of new words, lack of horizontal relationships with other subjects, lack of cultural competence, lack of teachers extra training particularly regarding poems and clumsy size of the textbook are the major difficulties for students and teacher.

➢ Most of the literary texts included in the current grade ten English textbooks lack well designed exercise activities to integrate the four language skills: speaking, listening, reading and writing to reinforce the intended major skill.

➢ Based on the findings of the study, we can conclude that literary texts that are not associated to students' and teachers' socio-cultural contexts are challenging for both students and teachers. Aspects of reading comprehension and language proficiency in relation to other culture are challengeable but literary texts are doorways to writers' culture rather than readers' traditions.

5.3 Recommendations

In the light of the findings of the study, the following suggestions are recommended.

➢ Syllabus designers and textbook writers should take the challenges in using literary texts in EFL to account and add more explanations on teachers guide.

➢ Reading literary texts should also have horizontal relationships with other subjects to get access of learning these words, expressions and concepts,

➢ Stake holders like ministry of education, universities should extend courses of literature trainings, especially poetry contents and analysis in teaching English as a foreign language.

➢ Teachers should develop the knowledge of tackling unfamiliar words and also help their students to use that knowledge instead of looking up every word in dictionary.

➢ Audio video recorded teaching resources that match with each poem and story should be available in school store and library for teachers and students.

➢ It might be better if Ethiopian context literary texts are included in TEFL text books.

➢ Teachers need to consider in-depth supervision of literary text based activities particularly regarding supplementing enough pre-reading, while reading and post reading activities to make the teaching learning of using literary texts more motivating and interactive.

➢ Researchers need to investigate on the area of poetry to identify why poems became the most challenging to teach and learn in English as a foreign language.

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APPENDICES

Appendix A: Literary Text analysis checklist

BAHIR DAR UNIVERSITY

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

The following series of questions are adapted from Duff and Maley (2007) that are helpful to assess the suitability of texts for any particular learner.

1. What kind of literary texts is incorporated in the textbook? _____

2. Number of literary texts found in textbook _____

No	Series of Questions	Response	
		Yes	No
3	Is the language level in the literary texts appropriate?		
4	Is it the right length for the time available?		
5	Does it require much cultural or literary background knowledge?		
6	Is it culturally offensive in anyway?		
7	Can it be easily exploited for language learning purposes?		
8	Does the guide give some background knowledge to the literary texts?		
9	Does the guide explain difficult concepts especially in poems?		
10	Do literary texts have register, grammatical, semantic, or lexical deviation?		

General   comments:

_____

_____

_____

_____

_____

_____

Appendix B: Classroom Observation Checklist

The Observation took place while the teacher was teaching a poem, story in English classroom.

Name of the School _____Date of Observation_____

Name/ code of the teacher _____Total time of the lesson _____

Grade and Section_____ Time of observed _____

No	Items requested	Literary texts	Teachers and lessons observed									
			T.1		T. 2		T.3		T.4		T.5	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Does teacher provide students with background information about the literary text?	Text-1										
		Text 2										
2	Does the teacher read the poems or stories in the textbook loudly for students?	Text-1										
		Text 2										
3	Does the teacher read the poems or stories in the textbook loudly for students?	Text-1										
		Text-2										
4	Do students read the poems after their teacher reads the poem loudly?	Text-1										
		Text 2										
5	Do students read the poems after their teacher reads the poem loudly?	Text-1										
		Text 2										
6	Does the teacher point out various poetic devices alliteration, repetition, similes?	Text-1										
		Text 2										
7	Does the teacher point out various poetic devices alliteration, repetition, similes?	Text-1										
		Text 2										
8	Does the teacher ask students general questions to test their comprehension?	Text-1										
		Text 2										
9	Does the teacher ask students general questions to test their comprehension?	Text-1										
		Text 2										
10	Does the teacher integrate other skills before and after reading the literary text?	Text-1										
		Text-2										
11	Does the teacher integrate other skills before and after reading the literary text?	Text-1										
		Text 2										
12	Do students make inference from various genres of reading literary texts?	Text-1										
		Text-2										
13	Do students make inference from various genres of reading literary texts?	Text-1										
		Text-2										
14	Do students evaluate the literary texts?	Text-1										
		Text-2										
15	Do students evaluate the literary texts?	Text-1										
		Text-2										
16	Do students analyze the elements of the literary texts?	Text-1										
		Text-2										
17	Do students detect Problems in the literary texts?	Text-1										
		Text-2										

Appendix C: Interview Questions for Teachers

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear Teacher: Good Morning/ Good afternoon. My name is Jemal Hassen. I come here to interview you for a study on the implementations and challenges of English language literary texts in grade 10 textbook at your school. It will be based on some simple questions regarding your experience of teaching literary texts in English classrooms. Your true responses are very crucial for the success of the research. Thus, you are cordially requested to provide real responses to the questions I ask you. The information will remain confidential and anonymous and it will be used for academic purposes only.

Thank you very much for sparing your willingness interview.

Information about yourself.

    A. school _____

    B. Sex: _____

    C. Age: _____

    D. Years of teaching experience: _____

1. What kind of fictional literary texts do you read in the 10th grade?
2. What background knowledge do you have from the university courses?
3. Have you ever faced any challenge when you teach literary texts like stories, poems?
4. What kind of challenges or difficulties you face while using literary text in EFL?
5. Which literary text has become the most challenging to you while using them in EFL?
6. How do you integrate different language skills in using literary text?
7. What mechanism do you apply when you face difficulties in using literary texts?

BAHIR DAR UNIVERSITY

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Questionnaire to be filled by grade 10 students

This questionnaire is designed to gather data for "investigation into the implementations and challenges that teachers faced in using literary texts (Stories, poems, novel extracts, Essays, plays, etc.) in grade 10 English text book". The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in the questionnaire, honestly, genuinely and carefully and return it. The information you supply would be used for academic purpose only and kept confidential.

Thank you in advance!

General Instruction:

★ Please do not write your name on the questionnaire

★ Please follow the directions given in each part.

Part One: Respondent's background information

   1. School: _____

   2. Sex: _____

   3. Age: _____

Part Two: Questions Related to Using Literary Texts

Circle the alternative or write your answers briefly for the following questions.

1. Are the inclusion Different literary texts (Poems, Stories) important to develop language skills?   A. Yes   B. No

2. Are the literary texts clear and easy in learning English as a foreign language classroom?   A. Yes   B. No

3. When learning the literary texts in grade 10th, do you learn literary concepts such as characters, plot, setting, point of view and the like? A. Yes   B. No

4. If no: Why not? Why don't you learn these concepts?

 _____

5. Do your English teachers teach you literary texts well?   A. Yes   B. No

6. If your answer is 'No', from the following which one can be a cause?

A. They pass them without teaching

B. They pass them by giving only to the students

C. They don't direct the techniques that enable you to understand the literary texts

7. If you have another reasons out of which are not mentioned above, list on the blank

Spaces below_____

8. On a scale from one to five, please indicate the extent to which teaching approaches that your teacher employs in using fictions literary texts in 10th grade textbook.

1= not at all   2 = rarely   3= sometimes   4= often   5 = all the time

No	Teaching Approaches	1	2	3	4	5
8.1	Teacher elicits information for students about the text.					
8.2	Teacher explains the content of the text to the class.					
8.3	Teacher asks questions to check students' knowledge on what they have read					
8.4	Teacher provides students with background information.					
8.5	Teacher encourage students to relate the themes to personal experiences					
8.6	Teacher elicits students' response to a text					
8.7	Teacher encourages students to express feelings towards the issues of the text					
8.8	Teacher re-tells the text to students to help them understand					
8.9	Teacher uses simple terms to explain what the text is about to students					

9. How do you usually evaluate your learning in relation to fictions literary texts?

_____

Part Three: Questions Related to Challenges in Using Literary Texts Level of Difficulty

10. Have you ever faced any challenges when you are using literary texts in English as a foreign language?   A. Yes   B. No

11. If your answer for question number 10 is yes, use a tick (√) for the following challenges presented in the table according to their level of difficulties.

1 =Very difficult   2 =Difficult   3=Neutral   4 =Easy   5 = Very easy

No	Different Challenges that may face in literary texts	Level of difficulties				
		1	2	3	4	5
12.1	Linguistic level of the literary texts					
12.2	The length of the literary text					
12.3	Cultural unfamiliarity (the culture distance)					

13. If you face another challenge, which is not mentioned above, please, list below.

_____

14. Order the following literary texts based on their level of difficulty for you to practice
    in English classroom. (Write the most difficult first and the easiest last)

    A. Stories   B. Poems   C. Essays   D. Novel extracts   E. Plays

    _____   _____   _____   _____   _____

15. What do you do when you face challenges to understand literary texts?

_____

Part Four: Questions concerning integrated-skills teaching through literary texts.

Circle the alternative or write your answers briefly for the following questions.

16. Do you get the opportunity to express your feelings reflection about the literary text?

    A. Yes   B. No

17. If your answer is "Yes" for question No 4.1 When is the opportunity given?

    A. Early   B. mid-way   C. towards the end

18. What kind of skills do literary texts' activities in textbook promote most?

    A. reading   B. speaking   C. writing   D. listening   E. Grammar   F. vocabulary

19. Do you learn two or more language skills on one fiction literary topic text at a lesson?

    A. Yes   B. No

20. If your answer for question "19" is "Yes", please show the extent to which you learn
    language skills in integration in reading literary topic by putting a tick (√) mark
    under the appropriate column on the right side.

No	Practice	Rating Scale				
		Always	Usually	some times	Rarely	Never
20.1	I learn reading and vocabulary					
20.2	I learn reading and grammar					
20.3	I learn reading and writing					
20.4	I learn reading and speaking.					
20.5	I learn reading, writing, speaking					

21. If you integrate other skills in to literary text lessons please elaborate in the space
    below. _____

Appendix E: students' Piloting questionnaire (Amharic Version)

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FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ይህ የጽሑፍ መጠይቅ የተዘጋጀው የ10ኛ ክፍል ተማሪዎች የሚማሩበት የእንግሊዝኛ ቋንቋ መማሪያ መፃህፍት ውስጥ የተካተቱ ልቦለዳዊ ስነ ፅሁፎች (አጫጭር ታሪኮችን፣ ግጥሞችን እና ከልብወለድ የተዋጣጡ ጽሁፎችን፣ ተውኔቶችን እና ወዘተ) ተማሪዎች እንደት እንደሚማሩና ሲማሩ ያጋጠሟቸውን ችግሮች ለመፈተሽ (ለይቶ ለማወቅ) የተዘጋጀ መጠይቅ ነው፡፡ ስለሆነም የሚከተለዉን የጽሑፍ መጠይቅ እንድትሞሉ በትህትና ተጠይቃችኋል፡፡ በዚህ መጠይቅ የሚሞላው መልስ ሚስጥራዊና ለምርማሩ ብቻ የሚውል መሆኑን እገልፃለሁ፡፡
ሰለትብብርሽ/ህ ከልብ አመሰግናለሁ፡፡

ጥቅል መመሪያ

★ በመጠይቁ ላይ ስም መፃፍ አያስፈልግም

★ ለእያንዳንዱ የመጠይቅ ክፍል በተሰጠው ትእዛዝ መሰረት መልስህን/ሽን ጻፉ

ክፍል አንድ፡- የተሳታፊዎች የዳራ መረጃ

1. የትምህርት ቤቱ ስም _____

2. ፆታ፡- _____

3. እድሜ፡- _____

ክፍል ሁለት፡- ስነ-ፅሁፋዊ ምንባቦችን ከመጠቀም እንፃር የቀረቡ ጥያቄዎች
       ለሚከተሉት ጥያቄዎች ለእናንተ ተስማሚ የሆነዉን አማራጭ
       በመክበብ መልስ ስጥ/ጭ

1. አሁን እየተማራችሁብት ያላችሁት እንግሊዝኛ መፃህፍ ውስጥ ግጥም፣ ልቦለዳዊ ታሪኮች፣ ከረጅም ልቦለድ የተቀነጩቡ ፅሁፎች፣ ተውኔቶች ወዘተ መካተታቸዉ አስፈላጊ ነው?
   ሀ. አዎ   ለ. አይደለም

2. እንግሊዘኛን እንደ ዉጭ ቋንቋ ለመማር ስነ ፅሁፋዊ ምንባቦችን ስተጠቀሙ አስቸጋሪ ሁኔታ ገጥሟችሁ ያዉቃል?   ሀ. አዎ   ለ. አይደለም

3. በ10ኛ ክፍል መፃህፍት ስነ ፅሁፋዊ ምንባቦችን ስተጠቀሙ የልቦለድ አላባውያን (ሴራ፣ መቼት፣ ጢዘት፣ መፍትሄ፣ ወዘተ) ያለ‌ትን ሀሳቦች ትማራላችሁ?   ሀ. አዎ   ለ. አይደለም

4. ለጥያቄ ቁጥር 3 መልስህ/ሽ አይደለም ከሆነ ለምን ይመስልሃ/ሻል?
   ----

5. መምህራችሁ ስነ ፅሁፋዊ የልቦለድ ምንባቦችን በጥሩ ሁኔታ ያስተምራችኋል?
   ሀ. አዎ   ለ. አይደለም

6. የ5ኛዉ ጥያቄ መልስህ/ሽ አይደለም የሚል ከሆነ ከሚከተሉት ዉስጥ የትኛዉ ምክንያት ሊሆን ይችላል?
   ሀ. ሳያስተምሩ ያልፉቸዋል   ለ. ለተማሪዎች ብቻ በመስጠት ያልፉቸዋል

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ሐ. ምንባቦቹን እንድንረዳቸዉ የሚያስችለ መንገዶቻችን አይጠቁሙም

7. ከላይ ከተጠቀሱት ምክንያቶች ዉጭ የምትጠቅሱት ሌላ ምክንያት ካለ በሚከተለተ ክፍት ቦታ ላይ ፃፉ፡፡ ---
----

8. በሚከተለዉ ሰንጠረዥ ውስጥ ከአንድ እስከ አምስት የእንግሊዝኛ መምህራን የሚያስተምሩብት ስነ ዘዴ ተገባራዊ አደራረግ ተዘርገረዋል፡፡ በተሰጠዉ የደረጃ ውክልና መሰረት የትክክል ምልክት (√) በማድረግ መልስ/ሽ፡፡

1. ፈፅሞ   2. አልፎአልፎ   3. እንዳንድ ጊዜ   4. ብዙ ጊዜ   5. ሁል ጊዜ

ተ.ቁ	የማስተማሪያ ዘዴ	1	2	3	4	5
8.1	*መምህሩ/ሯ ስለ ሰነ-ፅሁፋዊ ምንባብ ለተማሪዎች መረጃ ይሰጣሉ*					
8.2	*መምህሩ/ሯ ልቦለዳዊ ሰነ-ፅሁፉ ምንባቡን ይዘት ይገልጻሉ*					
8.3	*መምህሩ/ሯ ተማሮዎቹ አንብበው መረዳታቸውን ለማወቅ ይጠይቃሉ*					
8.4	*መምህሩ/ሯ ተማሪዎች ያነበቡትን ፅሁፍ ከራሳቸው ሕይዎት ጋር ለማዛመድ ጥረት ያደርጋሉ፡፡*					
8.5	*መምህሩ/ሯ የተማሪዎችን መልስ የበለጠ ታብራራዋለች/ ያብራራዋል*					
8.6	*መምህሩ/ሯ ተማሮዎቹ አንብበው ከተረዱ በኋላ የተሰማቸውን ስሜት ለመግለፅ ድጋፍና ማበረታታ ይሰጣሉ*					
8.7	*መምህሩ/ሯ ልቦለዳዊ ሰነ-ፅሁፉ ምንባቡን ታሪክ እንደገናይናገሩታል/ይገልጹታል*					
8.8	*መምህሩ/ሯ በቀላል ቋንቋ ገለፃ ለተማሪዎች ይሰጣሉ*					
8.9	*መምህሩ/ሯ ልቦለዳዊ ሰነ-ፅሁፉ ምንባቡን ፍሬ ነገር እንድገለፀ ያደርጋል*					

9. ልቦለዳዊ ሰነ-ፅሁፉ ምንባቦችን መማርህን እንደት ማመዛዘን/መገምገም ትችላለህ/ሽ?

ክፍል ሶስት፡-የልቦለዳዊ ሰነ-ፅሁፉ ምንባቦችን ከባድነት(አስቸጋሪነት) በተመለከተ የቀረቡ ጥያቄዎች

10. ሰነ ፅሁፋዊ ምንባቦች የቀረቡበት መንገድ ግልጽና ልትረዲቸው በምትችሉበት መንገድ ነው? ሀ. አዎ   ለ. አይደለም

11. የዉጭ ቋንቋ የሆነዉን እንግሊዘኛን ለመማር ሰነ-ፅሁፋዊ ምንባቦችን ስትጠቀሙ አስቸጋሪ ሁኔታ ገጥሟችሁ ያዉቃል? ሀ. አዎ   ለ. አይደለም

12. ከታች ባለዉ ሰንጠረዥ ዉስጥ የተለያዩ ሰነ-ፅሁፋዊ ምንባብን ለመረዳት አስቸጋሪ ሁኔታዎች ተዘርገረዋል፡፡ ስለሆነም የ2ኛዉን ጥያቄ መልሳችሁ 'አዎ' የሚል ከሆነበትክክል ምልክት (√) የክብደት ደረጃቸዉን በሚያሳዩት ቃላት ስር አስቀምጡ፡፡

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1.ፈፅሞ   2. አልፎአልፎ   3. እንዳንድ   4. ጊዜብዙጊዜ   5. ሁልጊዜ

ተ. ቁ	አስቸጋሪ ሁኔታወች የክብደት ደረጃወች	1	2	3	4	5
12.1	የሰነ-ጽሁፋዊ ምንባብ የቋንቋ ደረጃ					
12.2	የምንባቡ ርዝማኔ					
12.3	የባህል እንግዳነት					

13.ከላይ ያልተጠቀሱ ሌላ አስቸጋሪ ሁኔታ አጋጥሟችሁ ከሆነ ከታች በክፍት ቦታው
   ላይ ዘርዝሩ፡፡--

14.ከሚከተሉት ሰነ-ጽሁፋዊ ምንባቦች ስትማሩ በጣም አስቸጋሪ የሆነዉ የትኛዉ
   ነዉ? የሚከተሉትን በናንተ ምርጫ መሰረት ቅደም ተከተል ስጧቸዉ፡ 1
   (እጅግ በጣም አስቸጋሪ) 5 (የአስቸጋሪነቱ ደረጃ እጅግ በጣም አነስተኛ)
   ሀ. አጫጭር ታሪኮች   ለ. ግጥሞች   ሐ. ድርሰቶች
   መ. ከልቦለድ የተዉጣጡ ምንባቦች   ሠ.ተውኔቶች

   _____ _____ _____ _____ _____

15.የእንግሊዝኛ መምህራችሁ ሰነ-ጽሁፋዊ ምንባቦችን ሰነጽሁፋዊ ምንባቦች
   ካልሆኑት ጋር በተመሳሳይ መልኩ ያስተምሯችኋል? ሀ. አዎ   ለ.
   አይደለም
   መልሳችሁ አይደለም የሚል ከሆነ ለመልስህ/ሽ ምክንያያቶችን ስጥ/ጭ፡፡

**ክፍል አራት፡-የልቦለዳዊ ስነ-ጽሁፍ ምንባቦችን ከማንበብ ባሻገር ሌሎች የቋንቋ
          ክህሎቶችን አካቶ ከማስተማር አንፃር የቀረቡ ጥያቄዎች**

16. የልቦለዳዊ ስነ-ጽሁፉ ምንባቦችን ስትማሩ የራስህ/ሽን ስሜት
   የምታንፀባርቂ/ቅበት እድል ይሰጥሻ/ሃል? ሀ. አዎ   ለ. አይደለም
17.በተራቁጥር 16 ላይ ለተሰጠው ጥያቄ መልስህ/ህ አዎ ከሆነ የፅብረቃው እድል
   የሚሰባችሁ መቸ ነው? ሀ. መጀመሪያ   ለ. በመካከል   ሐ. መጨረሻ
18. የምትማሩበት 10ኛ ክፍል የእንግሊዝኛ መፃህፍት ለየትኛው ክህሎት የበለጠ
   እድልይሰጣል?
   ሀ. ለንባብ ለ. ለንግግር   ሐ. ለፅህፈት   መ. ለማዳመጥ   ሠ. ለሰዋሰው ረ. ለቃላት
19.በአንድ ልቦለዳዊ ስነ ጽሁፍ ውስጥ ከአንድ በላይ ክህሎት ትማራለህ/ሽ?
   ሀ. አዎ   ለ. አይደለም
20.በቁጥር 19 ላይ ለተሰጠው ጥያቄ መልስህ/ህ አዎ ከሆነ የሚከተለውን ሰንጠረዥ
   የትክክልምልክት (v) ድግግሞሽን በሚያሳዩት ቃላት ስር አስቀምጡ፡፡

1. ፈፅሞ   2. አልፎአልፎ   3. እንዳንድ ጊዜ   4. ብዙ ጊዜ   5. ሁል ጊዜ

ተ. ቁ	ተግባራት የተግባራት ድግግሞሽ	1	2	3	4	5
20.1	ማንበብና ከምንባቡ የሉትን ቃላት ትርጉም እማራለሁ					
20.2	ማንበብና ከምንባቡ የሉትን ሰዋሰው እማራለሁ					
20.3	ማንበብና ከምንባቡ የተመሳሰሉ ታሪኮችን መጻፍ እማራለሁ					
20.4	ማንበብና ከምንባቡ የሉትን ሃሳቦችን የተሰማኝን በንግግር ገለፃ እሰባለሁ					
20.5	ማንበብን፤ መፃፍን፤ መናገርንና ማዳመጥን እማራለሁ					

21.ከሰንጠረገፎ ከተጠቀሱት ውጭ ከልቦለዳዊ ስነ ጽሁፍ የተማርከው/ሽው ካለ
   በሚከተለው ክፍት ቦታ ላይ ሀሳብሽ/ህን ፃፍ/ፊ፡፡---------------------------------------

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Appendix F: Revised students' Questionnaire

BAHIR DAR UNIVERSITY

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

This questionnaire is designed to gather data for "investigation into the implementations and challenges that teachers faced in using literary texts (Stories, poems, novel extracts, Essays, plays, etc.) in grade 10 English text book". The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in the questionnaire, honestly, genuinely and carefully and return it. The information you supply would be used for academic purpose only and kept confidential.

Thank you in advance!

General Instruction:

★ Please do not write your name on the questionnaire

★ Please follow the directions given in each part.

Part One: Respondent's background information

1. School: _____

2. Sex: _____

3. Age: _____

Part Two: Questions Related to Using Literary Texts

★ **Circle the alternative or write your answers briefly for the following questions.**

1. The importance of including literary texts (Poems, Stories, Plays…) in English text book to develop language skills is_____.

   A. very important   B. important   C. moderately important

   D. slightly important   E. not important

2. The use of literary texts in English as a foreign language classroom is _____.

   A. very easy   B. easy   C. average   D. difficult   E. very difficult

3. At what extent does your English teacher teach you literary texts (poem, story, novel extracts)?

   A. Excellent   B. Very good   C. Good   D. Fair   E. Poor

4. Do you learn literary concepts such as characters, plot, setting, point of view and the like while using these creative writing ?   A. Yes   B. No

5. If "No" Why do not you learn these concepts? _____

6. When your teacher wants to run off teaching literary texts which act does he/she

    performs?

       B. He/she passes the literary texts without teaching

       C. He/she passes the literary texts by giving only for students to read

       D. He/she does not indicate techniques of understanding the literary texts

7. On a scale from one to five, please indicate the extent to which teaching approaches

    that your teacher employs in using fiction literary texts in your textbook.

      1= always   2 = often   3= sometimes   4= rarely   5 = not at all

No	Teaching Approaches	1	2	3	4	5
7.1	Teacher provides students with background information.					
7.2	Teacher explains the content of the text to the class.					
7.3	Teacher asks questions to check students' understanding					
7.4	Teacher elicits text to match the theme of the text with students' life experiences.					
7.5	Teacher encourage students to re-tells the text/story, poem/ to their classmate in EFL classroom.					
7.6	Teacher encourages students' express theme/moral values of the literary texts.					

Part Three: Questions Related to Challenges in Using Literary Texts Level of Difficulty

8. Using a tick mark (✓) rate the sources of challenges in using literary texts presented

    in the table below according to their level of difficulties.

     1 = never   2 = rarely   3 = sometimes   4 = often   5 = always

No	Different Sources of Challenges in using literary texts	Frequency of difficulties				
		1	2	3	4	5
8.1	Lack of sufficient background knowledge					
8.2	Language level of the literary texts					
8.3	The length of the literary text					
8.4	The presences of cultural distances / differences					

9. If you face another challenge, which is not mentioned above, please, list

    below._____

10. Put a tick mark (✓) on the following genre of literary texts based on their level of difficulty for you to practice in English classroom.

1 = Very difficult   2 = Difficult   3=Neutral   4 = Easy   5 = Very easy

No	Different genre of literary texts	Level of difficulties				
		1	2	3	4	5
10.1	Short story					
10.2	Poems					
10.3	Novel extracts					
10.4	Plays					

11. What do you do when you face challenges to understand literary texts?

_____

Part Four: Questions concerning integrated-skills teaching through literary texts.

★ **Circle the alternative or write your answers briefly for the following questions**.

12. How often do you get the opportunity to express your feelings about the literary text?

   A. always   B. usually   C. sometimes   D. rarely   E. never

13. When is the opportunity given to you to express your feelings?

   A. At the beginning   B. In the middle   C. At the end

14. What kinds of skill(s) do literary texts of grade ten English textbook activities promote most?

   A. Reading   B. speaking   C. writing   D. listening   E. vocabulary

15. Show the extent to which you learn language skills in integration in reading literary topic by putting a tick (✓) mark under the appropriate column on the right side. A

   1. Always   2. Usually   3. Sometimes   4. Rarely   5. Never

Lesson	No	Practice	Frequency of skills integration				
			1	2	3	4	5
	15.1	I learn reading and vocabulary					
	15.2	I learn reading and grammar					
Reading	15.3	I learn reading and writing.					
	15.4	I learn reading and speaking.					
	15.5	I learn reading, writing, speaking					

16. If you learn other concepts in to literary text lessons please, elaborate in the space below._____

Appendix G: Revised students' Questionnaire (Amharic Version)

ባህር ዳር ዩኒቨርሲቲ

የሂዩማኒቲስ ፋኩልቲ

የእንግሊዝኛ ቀዋንቀዋና የስነ -ፅሁፍ ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ፕሮግራም

ይህየጽሁፍመጠይቅየተዘጋጀውየ10ኛ ክፍል ተማሪዎችን የሚያነብበት የእንግሊዝኛ ቋንቋ መማሪያ መፅሀፍት ውስጥ የተካተቱ ልበለዳዊ ስነፅሁፎች (አጫጭርታሪኮችን፣ ግጥሞችን እና ከልብወለድ የተዊጣጡ ጽሁፎችን፣ እና ወዘተ) ተማሪዎች እንደት እንደሚማሩና ሲማሩ ያጋጠሙቻቸውን ችግሮች ለመፈተሽ (ለይቶለማዋቅ) የተዘጋጀ መጠይቅ ነው። ስለሆነም የሚከተሉትን ጥያቄዎች በትእዛዛቸው መሰረት መልስ እንድትሰጡ በትህትና እጠይቃለሁ። በዚህመጠይቅየሚሞላውመልስሚስጥራዊናለምርማሩብቻየሚውልመሆኑንእገልፃለሁ። ሰለትብብርሽ/ህ ከልብ አመሰግናለሁ።

ጥቅል መመሪያ

★ በመጠይቁላይስምመፃፍአያስፈልግም

★ ለእያንዳንዱየመጠይቅክፍልበተሰጠውትእዛዝመሰረትመልስህን/ሽንጻፉ

ክፍልአንድ፦ የተሳታፊዎች የዳራመረጃ

1. የትምህርትቤቱ ስም _____

2. ፆታ፦ ወንድ ☐   ሴት ☐

3. እድሜ፦ _____

ክፍልሁለት፦የልበለድ ስነ-ፅሁፍ ምንባቦችን ከመጠቀም አኳያ የቀረቡ ጥያቄዎች

★ ለሚከተሉትጥያቄዎችለእናንተተስማሚየሚሆነዉንአማራጭበመክበብመልሱ።

1. ግጥም፣ እና ልበለዳዊ ታሪኮች በእንግሊዝኛ መማሪያ መፃህፍት ውስጥ መካተታቸው ምን ያህል ጠቃሚ ነው?   ሀ. በጣምጠቃሚ   ለ. ጠቃሚ   ሐ. በመጠኑይጠቅማል   መ. በጥቂቱይጠቅ   ሠ.አይጠቅም

2. የልበለድ ፅሁፎችን እንግሊዝኛ ቋንቋን በክፍል ውስጥ ስንማር የውስብስብነት ደረጃው ምን ያህል ነው?

ሀ. በጣም ቀላል   ለ.ቀላል   ሐ. መካከለኛ   መ. ከባድ   ሠ. በጣም ከባድ

3. የእንግሊዝኛ መምህርህ/ሽ የፈጠራ ፅሁፎችን የሚያስተምርበት ሁኔታ ምን ይመስላል?

ሀ. እጅግ በጣምጥሩ   ለ. በጣምጥሩ   ሐ. ጥሩ   መ. መጠነኛ   ሠ. ዝቅተኛ

4. ልበለዳዊ የስነ ፅሁፍ ምንባቦችን ስትማሩ አላባውያን(ሴራ፣ መቼት፣ ግዕታት፣ ጭብጥ ወዘተ) ያሉትን ሃሳቦች ትማራላችሁን?   ሀ. አዎ   ለ. አንማርም

5. ለጥያቄ ቁጥር 4 መልስህ/ሽ አንማርም የሚል ከሆነ በሚቀጥለው ክፍት ቦታ ላይ ለመልስሽ/ህ ምክንያት ፃፉ?_____

6. የእንግሊዝኛ መምህርህ/ሽ የልበለድ ፅሁፎችን የሚያስተምሩህ/ሽ ከሆነ ምን ያደርጋሉ?

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ሀ. ልቦለዳዊ ጽሁፎችን ሳያስተምሩ ያልፋታል

ለ. ራሳችሁ እንብቡና ተረዱት ብለው ያልፋታል

ሐ. ልቦለዳዊ ጽሁፎችን እንድንረዳ የሚያስችል ስልቶችን አይገለጹልንም

7. በሚከተለው ሰንጠረዥ ውስጥ የእንግሊዝኛ መምህራን ልቦለዳዊ ግጥሞችንና ሰነ-ጽሁፎችን የሚያስተምሩባቸው ተግባራት ምን ያህል ጊዜ እንደሆነ በተሰጠው የደረጃ ውክልና የትክክል ምልክት (✓) በማድረግ መልስ/ሽ።

1. ፈጽሞ   2. አልፎ አልፎ   3. አንዳንድ ጊዜ   4. ብዙ ጊዜ   5. ሁልጊዜ

ተ.ቁ	የማስተማሪያ ተግባራት	1	2	3	4	5
7.1	መምህሩ/ሯ ስለሰነ-ጽሁፋዊ ምንባብ የመነሻ ሀሳብ ለተማሪዎች ይገልፃሉ።					
7.2	መምህሩ/ሯ የልቦለዳዊ ሰነ-ጽሁፉ ምንባቡን ይዘት ያብራራሉ።					
7.3	መምህሩ/ሯ ተማሪዎቹ አንብበው መረዳታቸውን ለማወቅ ይጠይቃሉ።					
7.4	መምህሩ/ሯ ተማሪዎች ያነበቡትን ጽሁፍ ከራሳቸው ሕይዎት ጋር ለማዛመድ ጥረት ያደርጋሉ።					
7.5	መምህሩ/ሯ ተማሪዎቹ አንብበው ከተረዱ በኋላ የተሰማቸውን ስሜት ለመግለፅ ያበረታታሉ።					
7.6	መምህሩ/ሯ የልቦለድ ሰነ-ጽሁፉ ምንባቡን ፍሬ ነገር (ጭብጥ) ተማሪዎች እንድገልፁ ያደርጋሉ።					

ክፍልሶስት፦የልቦለድ ምንባቦችንና ግጥሞችን አስቸጋሪነት በተመለከተ የቀረቡ ጥያቄዎች

8. ከታች በቀረበዉ ሰንጠረዠ ዉስጥ የተለያዩ ሰነ-ጽሁፋዊ ምንባቦችን ለመረዳት አስቸጋሪ ሁኔታዎች ተዘርዝረዋል። ስለሆነም በትክክል ምልክት (✓)የዉስብስብነት ድግግሞሹን በሚያሳዩት ቃላት ስር አስቀምጡ።

1. ፈጽሞ 2. አልፎ አልፎ   3. አንዳንድ ጊዜ   4. ብዙጊዜ   5. ሁል ጊዜ

ተ.ቁ	የአስቸጋሪነት ሁኔታ ምንጮች	ውስብስብነት የሚያጋጥምበት ድግግሞሽ				
		1	2	3	4	5
8.1	ስለ ሰነ-ጽሁፋዊ ምንባብ በቂ የሆነ እዉቀት አለመኖር					
8.2	የሰነ-ጽሁፋዊ ምንባብ ቋንቋው ስብስብነት					
8.3	የሰነ-ጽሁፋዊ ምንባቦቹ ርዝመት					
8.4	የሰ ነ-ጽሁፎቹ የተፃፉበት ሀገር ባህል ከእኛ የተለየመሆን					

9. ከላይ ከተጠቀሱት የአስቸጋሪነት ሁኔታወች የተለያየ ይዘት የውስብስብነት ምክንያት ካጋጠመህ/ሽ በክፍት ቦታው ላይ ዘርዝር/ሪ_____

10. የሚከተሉትን ልቦለዳዊ ስነፅሁፍ አይነቶች የክብደታቸውን መጠን በአንተ/ች

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አተያይ መሰረት መፍቻውን ተጠቀመህ/ሽ ከቁጥሮቹ ስር የትክክ (✓) ምልክት በማድረግ መልሱ::

1. በጣም ከባድ   2. ከባድ   3. መካከለኛ   4. ቀላል   5. በጣምቀላል

ተ.ቁ	የተለያዩየልቦለድፅሁፎች	የክብደት ደረጃ				
		1	2	3	4	5
10.1	አጫጭር ተረቶች (stories)					
10.2	ግጥሞች (poems)					
10.3	ከረጅም ልቦለድ የተቀነጨቸቡ ፅሁፎች					
10.4	ተውኔቶች (plays)					

11. የልቦለዳዊ ስነ-ጽሁፉ ምንባቦችን ስታነብ/ቢ ከባድ ሁኔታ ሲያጋጥምህ/ሽ ምን መፍትሄ ትሻለህ/ሽ?_____

ክፍልአራት፡-የልቦለዳዊስነ-ጽሁፍ ከማንበብ ባሻገር ሌሎች የቋንቋ ክህሎቶችን አጣምሮ ከማስተማር አኳያ የቀረቡ ጥያቄዎች::

12. የልቦለዳዊ ስነጽሁፉ ምንባቦችን ስታማሩ ያነስህ/ሽን የራስህ/ሽን ስሜት የምታንፀባርቂ/ቅበት በምን ያክል ጊዜ እድል ይሰጣሻ/ሃል?

ሀ. ሁለጊዜ   ለ. አብዛኛውን ጊዜ   ሐ. አንድአነድ ጊዜ   መ. አልፎአልፎ   ሠ.ፈፅሞ

13. ልቦለዳዊ ስነ ጽሁፉ ምንባብ በምትማሩበት ወቅት ፅብረቃ የምታካሂዱት መቸ ነው?

ሀ. መጀመሪያ   ለ. መካከል   ሐ. መጨረሻ   መ. ፈፅሞ ተግባራዊ አይደረግም

14. የምትማሩበት የእንግሊዝኛ መፅሀፍት የልቦለዳዊ ስነ-ጽሁፉ ለየትኛው ክህሎት ትኩረት ይሰጣል?

ሀ. ለንባብ   ለ. ለመናገር   ሐ. ለመፃፍ   መ. ለማዳመጥ   ሠ.ለቃላት

15. በአንድ ልቦለዳዊ ስነ-ጽሁፉ ምንባብ ጋር የቋንቋ ክህሎቶችን ተጣምረው የምትማር/ሪ ከሆነ የሚከተለውን ሰንጠረዥ ትክክል ምልክት (✓) ድግግሞሹን በሚያሳዩት ቃላት ስር አስቀምጡ::

1 ፈፅሞ   2. አልፎአልፎ   3. አንዳንድጊዜ   4. ብዙጊዜ   5. ሁልጊዜ

ተ.ቁ	ተግባራት	የተግባራት ድግግሞሽ				
		1	2	3	4	5
15.1	ማንበብና ከምንባቡ የሉትን ቃላት ትርጉም እማራለሁ					
15.2	ማንበብና ከምንባቡ የሉትን ሰዋሰው (Grammar) እማራለሁ					
15.3	ማንበብና ከምንባቡ የተመሳሰሉ ታሪኮችን መጻፍ እማራለሁ					
15.4	ማንበብና በሀሳቦቹ ላይ የተሰማኝን (ፅብረቃ) በንግግርእገልፃለሁ					
15.5	ማንበብን፣ መፃፍን፣ መናገርንና ማዳመጥን አጣምረን እማራለሁ					

16. በሰንጠረገዥ ከተጠቀሱት ውጭ ከልቦለዳዊ ስነጽሁፍ የተማርከው/ሽው ካለ በሚከተለው ክፍት ቦታ ላይ ሀሳብሽ/ህን ፃፉ::_____

Appendix H: Description of Classroom Observation

BAHIR DAR UNIVERSITY

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

All the five teachers were observed while teaching two literary texts. Therefore, there were ten classroom observations. Seven poems and three short stories were observed in the classroom observation time. The observation took twenty five up to thirty five minutes approximately. The observation targeted to find out how teachers and students dealt with the given literary texts in their language classrooms. In addition, it was aimed to discover the challenges teachers and students faced when using literary texts. This part provides a brief description of the classroom observation.

Teacher One (T1)

When this teacher was teaching the poem entitled with "Sudden storm" he provides students with background information about the text. The teacher read the poem in the textbook loudly for students with various rhythm and intonation in reading the poem. He taught unknown words in reading text. Then students read the poems after their teacher reads the poem loudly. He explained difficult concepts of the literary text for his students and he also asked them general questions. The teacher focused only reading skills and vocabulary in the literary text. However he did not point out various poetic devices alliteration, repetition, similes. Students did not mime the poems for their classmates. Teacher did not even ask to retell or recite the poem in classroom. Students did not practice emotional response to the reading activities. They did not analyze the elements of the literary texts. This participant was also observed while he was teaching the poem entitled "Nigerian Market Place". At this time, he explained the main points of the poem and asked better students to read the poem loudly. Then he read the poem with loud voice. He explained few new words from the long poem orally while students were not taking short note of the new vocabulary. Then teacher asked students to write comprehension questions and answer each question in their exercise book. He turned round to help or check if they were doing the exercise. Finally, the teacher did the comprehension exercise together with his students before the end of the lesson.

Teacher Two (T2)

The other literary text observed by the researcher was entitled with "Shipwrecked". When the teacher was teaching this text, she simply proceeded to students to read the story and did comprehension exercise. She did not provide students with background information about the literary text. She also did not read the story in the textbook loudly for students. She went on without teaching unknown words in reading text. Students read the story silently. She explained difficult concepts of the literary text for his/her students. She asked students general questions to test their comprehension. The teacher integrated reading and writing skills in literary text. Students did not retell the story in classroom. They did not practice emotional response to the reading activities. Students did not evaluate texts. This teacher was also observed for the second time while she was teaching the poem "Beloved". She chose few students to read the poem as model and then she read it loudly. After she read the poem, she asked students to infer the meaning of new words in context of the poem. Lastly, she wrote the conceptual meaning of few difficult words of the poem.

Teacher Three (T3)

The third literary text the researcher observed was that "Keta" when teacher was teaching this text, he provided students with background information about the author of the literary text. He read the poem loudly for students. The teacher taught unknown words in reading text. Teacher has various rhythm and intonation in reading the poem without pointing various poetic devices like alliteration, repetition, similes. Then students read the poem loudly. The teacher explained difficult concepts of the literary text for his students. The teacher asked students general questions to test their comprehension. He integrated reading with listening skills after reading the literary text. Students did not try to mime the poem for their classmates. They did not practice emotional response to the reading activities. They also did not analyze the elements of the literary texts.

The researcher also observed this teacher while he was teaching the text entitled with "Face downwards" as well. The teacher elicited some concepts related to the topic. Then he read this short poem loudly. He asked few students to guess the meaning of new words. After they infer its meaning in context, some students read the poem again. Finally, he wrote the conceptual meaning of few new words.

Teacher Four (T4)

The fourth literary text the researcher observed was that "The clever crow". As compared to the other story and poem it was easier to both teacher and the students. Teacher

described the objectives of the lesson. Teacher provided students with background information but he did not read the story in the textbook loudly for students. Teacher did not teach unknown words in reading text for students. Students read each paragraph of the story after they fill the gaps in it. Teacher had various rhythm and intonation in reading the story. He explained difficult concepts of the story for his students. He also asked students general questions to test their comprehension. Tasks were given to complete each gaps with discourse markers. Teacher integrated reading and speaking skills but students did not retell or recite the story in classroom. Lastly he taught the moral lesson of the story.

This participant was also observed while he was teaching the literary text named "Witness". He simply told what the poem is about and then asked few students to read it loudly first. Next he read the poem loudly with varying his voice. Teacher wrote the meaning of some new vocabularies on the blackboard. Students copied all meanings of new words. Finally he did the comprehension exercises given in textbook.

Teacher Five (T5)

The fifth literary text the researcher observed was that "destiny". The teacher proceeded reading the poem without providing students background information about the text. The teacher taught unknown words in reading text for students. Teacher asked students to read the poems after he read the poem loudly. He varied the rhythm and intonation in reading the poem. He explained difficult concepts of the poem text for his students. He did not point out various poetic devices alliteration, repetition, similes even if he clarified difficult concepts of the literary text for his students. The teacher asked students general questions to test their comprehension to speak out their destinations.

This teacher was also observed while he was teaching English through other literary text named as "Who killed Danny". While he was teaching this short story, he read the text loudly for students without providing background information about the literary text. Teacher had various rhythms and intonations in reading the story. The teacher taught them unknown words in the text. Then students read the IT after their teacher read it loudly. The teacher explained difficult concepts of the literary text and he asked them general questions to test their comprehension. He integrated the short story reading with listening and vocabulary.

Appendix I: Transcription of Teacher' Interview

BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Teacher (T1-5)

Researcher: First I'd like to thank you for your punctuality and cooperativeness this interview.

Teacher: Ok. You're welcome.

Q-1: What kind of fictional literary texts do you read in the 10th grade textbook?

T1: I read many various literary texts like poems, novel extracts, picture

T2: There are various literary texts in grade ten students' English textbook. For example poems, short stories, novel extracts, plays

T3: First I would like to thank you to make me your participant for your research. Then there are various genres grade ten English students textbook like myth, biography, poem stories, fictional and none fictions texts.,

T4: There are different literary texts. Some of them are poems, stories, novel extracts etc.

T5: Oh, actually there are many different literary texts such as poems, stories, and novel extracts, essays, plays etc

Q-2: What background knowledge do you have from the university?

T1: I have not learned very well. I did not pay any attentions very well. Even few lecturers I did not focus on delivering stories and poems in EFL. However, there are many literary text in English new syllabus.

T2: I have learned my first degree in Bahir Dar University distances programme. I have learned about using literary texts in EFL classroom lessons. Moreover I have distance course book modules but I did not have learned face to face as a result of this I do not have satisfactory knowledge of teaching such texts.

T3: Well, I have got chance to learn the course literature but there was not detail information that help me to teach the present grade ten literary texts;

T4: I have learned the course Prose Fiction in under graduate programme.

T5: Yes, but I do not think that is sufficient. I have taken literature course and Verse and Drama in university but they are not enough to teach the literary texts in grade ten.

Q-3: Have you ever faced any challenge when you teach literary texts like stories poems?

T1: Yes, I have faced various challenges. Especially concerning the poems, I do have a problem because they did not understand or they do have a problem concerning vocabularies especially.

T2: Yes, of course. I get so many challenges

T3: Of course with no question. They are a lot of new words in the stories, poems novel

extracts, plays and in other literary texts.

   T4: Yes, I faced different challenges while I was teaching literary texts.

   T5: Yes, I faced so many challenges in using literary texts

  Q-4: What kind of challenges did you face while you were teaching them in EFL?

   T1: Ok, especially concerning about poems, the poems are so difficult. Students could not understand easily because there are just ambiguous words or vague words They could not. Understand easily. Students especially grade 10 students; they came from the elementary school. They do not have base or a good background on English language competency.

They do not able to understand the poem easily. Concerning my challenge on poems

Specially, when I teach there are different words which I could not understand; therefore. I mostly looking them up in the dictionary and I do have a module when I am just learn in Saint Marry school, just I am looking up in the module and I will try to clarify these words for the students.

   T2: The main challenge I faced is the linguistic level of the given literary texts. The authors of the tests used difficult words not only for students but also teachers. The other challenge that I faced is lack of sufficient background knowledge of using literary texts. As I tI was a distance learner so I am not able to have sufficient background knowledge. The   third one is the length of literary texts. Some literary texts are too long. I can't understand the theme of the texts easily and students faced much too. A further is teaching methodology. It is difficult to apply good methodology because teaching text takes time. Even students share this idea since it does not help for their matriculation exams. The authors are foreigners, so they write in the context of their society. This makes difficulty for both teachers and students. The last one for me is insufficient horizontal relation with other subjects in the same grade level. For instance English has relation with Geography English with Civics and Ethical Education or English with Biology. The relations between subjects mainly help students to understand the literary texts in leaning EFL classroom.

 T3: There are so many challenges in relations using poems, stories, novel extracts and so on to teach language skills and language areas. When we use these kinds of literary texts, we must select the literary texts that are related to students' experience, background knowledge but the poems, stories in grade ten text books are full of new words that cause both students and teachers ambiguous. The contents of the stories and poems are beyond grade ten students level which not appropriate students' level.

T4: Literary texts are not given in the contexts of our cultures. The size of the text book also affects students learning literary text. It is so large that students are not willing to bring every day at school, so they are not attending each reading text attentively. The other challenge is lack of vertical integration of the literary text for example the difficulty level of the poem in grade 9 is nearly the same the poems in grade 10 or by far different.

Another is the horizontal relation which means words in poems and stories have not possibility to be found in other school subjects.

T5: One thing as I said I do not have sufficient experience of literary texts, the other one is the length of literary texts (poems, stories, novel extracts,), lack of teaching methodology, cultural difficulty, the authors are ether Nigeria o Gahanna, the other one is there is no horizontal relations with other subjects which mean no opportunities to learn words in other subjects like Geography, History, Civics.

Q-5: Which literary text has become the most challenging to you?

T1: The most challenging literary text is poem, which is very difficult to understand it because serious problem in poem. Not only the students, even the teacher myself could not understand because there are no reference books concerning the poems and is not given in the high school except few short stories this is not given in the previous high school, collages and even in university.

T2: Poems are the most difficult for me. The ideas in the poems and the words in them are challenging

T3: Poems are the most challenging but I do not mean that all poems are equally challenging throughout the text book. Most poems and stories whose contexts out of our culture densely new words lead challenges for both teachers and students even if the challenges are not equal.

T4: Especially English poem is the most challenging because it is not related to our experiences. The sound effect like rime, rhythm, and meter are the difficult areas in particular because I have little knowledge in these contexts

T5: Well, poems are the most challenging because they use very limited word with general and deep ideas, students and teacher do not have experience of reading right rime, rhythm, meters, verse , stanza. They use poems simply for their reading competency. Even some words are old English that need the history of the country, culture.

Q 5: How do you integrate various language skills using literary texts?

T1: When I teach my students story or a poem, I prepared reading at home, then I choose difficult words to teach before reading tasks. After I teach few content words, leaving most   new words for students to guess in contexts of the text, I help them to read the text silently first and then loudly. I think reading loudly help students to practice reading

T2: First I tell students the general idea of the literary texts at this time they are listening to me. Next I read the poem/stories myself, so they are again listening to me. Then I teach new vocabulary from the literary texts and ask students write them in their exercises book to writing. I encourage students to read the poem or story to reinforce reading skills. Finally I ask students to answer comprehension questions to check their understanding and motivating them to speak poems with appropriate rhyme, rhythm and other sound effects as much as they can.

T3: Even though literary texts are mainly focused on reading as teacher I integrated Various other language skills and language areas. Language skills are naturally integrated but the activities which we always follow in the text book focus on teaching separately I usually run on coverage of the whole parts of the text book contents, so I teach my students only depend on the text book activities

T4: I teach some new words before the main lesson. Then I read the story. While I read the literary texts, students listen to me. I sometimes ask my students to write the summary of the story or change the poem in to verse. So I integrate various language skills in this ways

T5: Of course, we can integrate various language skills while we use the literary texts. We can integrate the four macro skills. First I order students to read and I ask them to speak what they understand to integrate reading with speaking. Second I ask them to write what they understand in short. They also develop listening skills while I read the poem or short stories loudly in class rooms. I teach some vocabularies which are key to comprehend the literary texts before the main lesson. Sometimes, they may do some exercise after they read the literary texts.

Q-6: What mechanism do you apply when you face difficulties in using literary texts?

T1: Ok, the mechanisms that I looked up new words in the dictionary (I will refer to books).I invited mostly guests concerning literary texts if they are beyond my capacity

T2: As I told earlier, poems are out of our context. As a result I resemble with using structures and forms of poems written Amharic. I tried to change the messages of the text mainly poems and stories in to Amharic. Then students are able to understand bit by bit. I also use advanced English-English dictionary because there is no internet to use for difficult vocabularies and concepts in literary texts.

T3: As I told you before, the text book contain a lot of fictions, fact texts, I run to cover each parts of the book doing exam based exercises rather than doing each literary works in the text book. Students also do not understand what language learning mean. Even clever students do not like you if you go each literary text deeply. Therefore I took samples of poems, stories and novel extracts from their text book and then I left the others for students to read at home if they like to I used advanced dictionary for various difficult words and I infer the meanings in contexts

T4: I use my own mechanisms to solve these challenges. I prepare my own short stories if there are resources in the school library. Then I duplicate for group of students to read. I use advanced dictionary to solve vocabulary word difficulties. I sometimes use internet if there is access and I advise my students to use internet.

T5: I write some new words on the blackboard and I read the poem as a model. I read the literary texts deeply before the lesson if there is access I take training from other teachers who are better than me to apply