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"ASSESSING THE BENEFITS AND CHALLENGES OF TEACHING THE
ENGLISH LANGUAGE THROUGH LITERARY TEXTS AT SECONDARY
SCHOOLS IN ETHIOPIA"

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ABSTRACT

Language teaching takes place in various ways: it helps learners in order to acquire the diverse skills of the English language under this study. Effective multiple methods and techniques are implemented to make the teaching-learning process. English language teaching through literature is one of the methods which has been in practice nowadays in English as a foreign language classroom (EFL). A descriptive survey research design has been conducted. Moreover, a questionnaire, a focus group discussion, a document analysis, and observation data gathering tools have been used. Simple random sampling has been used to select 300 pupils; alternative sampling techniques (purposive and convenient sampling techniques) have been used to select 237 teacher participants. The integration of literary text in the EFL/ESL classroom is vigorous to the English language learning; teachers have had a positive attitude; however, the practice have gone in line with these cases, and there has been a dispute on various issues that have been related to English language teaching through literature at secondary schools. The literary texts selection, the number of literary texts in students' textbooks, texts' inappropriate, and teachers' lack of experience about teaching the English language through literature have been some of the causes. Therefore, pieces of training should be required to create awareness on how to teach, how to select, and how to prepare appropriate literary texts for secondary school students. Finally, the inclusion of adequate literary texts that have been some of the primary activities should be accomplished.

1. Introduction

The primary purpose of English as a foreign language teaching (EFL) is to help learners to communicate fluently and accurately through speaking and writing. To achieve this objective, using various teaching materials is vital. Instructional materials are prominent components in an academic arena in general and in language teaching settings in particular. Teaching materials are the primary source of language input. Thus, teaching material preparation should be taking place carefully. Language teaching through literature has extraordinary value in the language teaching setting. Before dealing with the aspects of the incorporation of literature in the FL/SL scene, it's better to see the definitions of literature that were given (Richards, 2001).

According to the Oxford Dictionary, Literature is written works, particularly those considered of more significant or lifelong artistic value: a better role of literature books and writings printed out on a specific subject. Cobuild Advanced English Dictionary stated literature novels, plays, and poetry are referred to as literature, particularly when they are taken into account to be valuable and significant. The literature on a specific course of study is all the books and articles that have been printed about it. Literature is a written material developed by a human who would like to share with us something and provide us a piece of advice.

Definitions of the word *literature* tend to be circular. The 11th edition of Merriam-Webster's *Collegiate Dictionary* considers literature to be "writings having excellence of form or expression and expressing ideas of permanent or universal interest." Therefore, all that we can understand from the basic definitions of literature that are compiled from different sources; literature is a written material which has produced from different contents to address a range of objectives and purpose.

Arena (1990), complies with different assumptions that forwarded to using literary text in the EFL classroom. Most of the assumptions were supporting the usage of the literary text. (McConochine 1985, as cite in Arena, 1990) reminds us that the humorous situations that make people very happy tend to remember than the one that they told to remember or the one that they tried hard to acquire. Collie and Slater (1987) says that "literature, which speaks to the heart as much as to the mind, provides a material with some emotional color, that can make fuller contact with the learner's own life, and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom." Moreover, McKay (1982) says that "for some students, literature may provide the affective, attitudinal, and experiential factors which will motivate them to read." Reading is not the prime aim of communicative competence., but these testimonials disclose how literature can be functioned to offer the interest, motivation, and contact with the teaching language (TL) desired for faster learning, which is one of the primary goals in the new communicative approaches.

In the Ethiopian secondary school, academic setting literary texts are not a subject that is taught. But it is a means which would like to serve as a vehicle to teach basic language skills integrative. Maley and Duff (2007) states that

the main aim is not to teach students how to study literature but simply to use literary texts as a resource to teach language. This means we do not need to be concerned with critical commentary, literary metalanguage, and historical explanation. The aim is to occupy learners interactively with the text, with fellow learners, and with the teacher in the performance of the exercises incorporating literary texts. In performing this, learners are gratified to pay cautious attention to the literary text itself and to create language in the process of finalizing the exercise. Moreover, literary texts incorporated into students textbook has various values. Even though literature provides momentous value, utilizing literary text in the ELT classroom should be performed with great care.

Using literature in the ELT classroom has various values. Lazar (1993) states that literature is used in language classes since it is very inspiring, it is an authentic teaching aid, it has a comprehensive academic asset, occurs in multiple syllabi, assists learners in familiarizing another culture, it is an incitement for language acquisition; it improves learners analyzing skills, learners enjoyed it, and it is exciting; it is hugely appreciated. It has a high status, it enlarges learners' language consciousness, and it enhances learners to talk about their thoughts and feelings. Also, Hall (2005), confirms the values of literature in the second language teaching-learning process. Literature creates compelling arguments (pleasure, motivating, personalizing), cultural arguments (cultural knowledge, intercultural experience) psycholinguistic argument (focus on form; discourse processing skills – inference, processing of non-literal language, tolerance of ambiguity and others).

Though scholars have listed out various values that can be gained from the proper implementation of literary texts in ELT classrooms, there should be an environment that helps to advance the intended benefits. To obtain the identified goals which are well known, it is better to have well trained and awaked teachers, properly designed teachers' and students' textbook, pedagogically well constructed and selected literary texts and well-formulated objectives on the bases of literary texts usage in the ELT classroom.

Teaching materials are critical components in most language courses. Whether the teachers use a coursebook, institutionally equipped material or their resource, and instructional material mainly serves as the base for classroom practices that provide much of language input to the students in the classroom (Richards, 2001). In the education milieu of Ethiopia, the textbook is one of the vital teaching materials that the teaching/learning process relies on. Inexperienced teachers can gain confidence and guarantee from the textbook when they face challenges to familiarize, specifically personalized course-related works (Graves 2000: 175, as cite in Gak, n.d.). Similarly, Jagoda and Biljana (2016), state that the textbook is certainly the well-known teaching aid used in foreign language sessions. Hence, extremely crucial that the textbook incorporates vital components of language and culture and those they resemble students' wants, interests, emotions, traditional background, and linguistics expertise level.

Therefore, this study was conducted to assess the benefits and challenging of teaching the English language through literature at secondary school in Ethiopia, focusing on students' and teachers' attitudes and practice.

2. Statement of the Problem

Since 17th Century Ethiopia has made historical and diplomatic connections with the rest of the world. During the invention of the Italian period, Britain came to Ethiopia in order to drive out Italian from Ethiopia. Britain starts taking part in various aspects like the Ministry of Education and many other disciplines. Many Britain people become consultants and teachers in modern Ethiopian schools. In construct, English speaking countries like the USA and Canada had a diplomatic relationship with Ethiopia. They assisted Ethiopia in the field of education that involved teaching the English language. The French language was the dominant foreign language at that time, and then the domination replaced by the English language and English becomes a medium of instruction in Ethiopian schools. Particularly students from Addis Ababa University began to run-through the English language as a medium of literature, especially writing poetry, Then young Ethiopian become familiar with the language (Hagos, 2007).

Even though writing literature in English has been started since the 1960s, teaching the English language emerged during the emerging of modern education around the 1940s; since then, teaching the English language passes through many ups and downs to be at the stage it found. The purpose of illustrating the English language at secondary school focuses on helping the learner to carry on their education in higher institutions and colleges and in producing qualified human resources that could compute in the world market as English is a lingua frank. According to the Federal Democratic Republic of Ethiopia Minister of Education (2002) English is a medium of instruction at secondary and tertiary schooling. In this case and this status mastery of the language is unquestionable, and need to focus on enhancing the skill. Mastery of the language under study can be secured by applying various approaches that empower learners to do so.

For students' achievement, the teachers' professional quality is undeniable. Teachers should have proper subject matter and pedagogical knowledge, and they should familiarize themselves with the instructional materials that are prepared for the actual classroom teaching-learning process. The instructional materials which are prepared or selected for the real classroom teaching-learning process should be organized very carefully as it is a means to achieve the desired objectives. Moreover, having an appropriate situation for language learning/teaching is one of the vital tasks that should be performed very carefully.

Using authentic teaching material is one of the critical methods/contexts that assist the success of the intended objectives. Among the authentic materials which need to be in consideration are literary texts. Literary texts are one of the most resourceful aids that are incorporated at different class level coursebooks based on their linguistic proficiency. Richards (2001) states that the textbook is considered as a primary teaching material that teachers should

use as an essential source of input for formulating meaningful lessons. Still, the teacher needs awareness creation training that helps them become well experienced in adapting and modifying coursebooks as well as in incorporating authentic materials and in developing their teaching properties.

Various studies were conducted locally and internationally. Some of the studies undertaken globally are ((Aly Anwar Amer, 2012); (Paran, no date)); (Elena Spirovska Tevdovska, 2016); (Matthew Armstong, 2015); ((Chen, 2014)); ((Naci and Lu, no date); ((Al-dersi, no date) (Aghagolzadeh and Tajabadi, 2012), (Bibby and McIlroy, 2013)), most of the studies focus on the practice of using literature in teaching foreign/ second language setting, and some of them were focusing on the perception of teachers on integrating and teaching literature in EFL/ESL classroom, and how language skill of learners developed with this situation.

There are a few local studies on literary texts use in the Ethiopian context. In line with this Ketema, A. and Tadesse, A. (2012) studied teachers' and students' views towards using literary text in the EFL classroom. And Wako (2018) considered the appropriateness of poetries and poetic based activities in promoting students' reading skills in the EFL classroom. These studies showed that using literature in the English language classroom is very helpful for language learning, but there have to be studies that should be conducted for further investigation of the issue.

Hence, this study was conducted to assess the attitude of teachers and students towards integrating and using literary texts in the EFL classroom and how literary texts should be selected. To this end, the study above all attempted to answer the following research questions in particular.

- ✚ What is the perception of teachers for the inclusion of literary text in the English Foreign language classroom?
- ✚ How to select appropriate and authentic literary text for English as a Foreign Language classroom?
- ✚ Do the literary texts incorporated in the textbook suitable to students' linguistic proficiency, interest, and motivation?

3. The objective of the study

3.1. General objective

The general aim of the study was to investigate the practice of teaching the English Language through literature at Secondary schools in Ethiopia. Based on this broad objective, there were specific objectives that the study would like to attempt to address.

3.2. Specific objectives

The specific objectives of this study were to:-

- ❖ Analyze teachers' and students' attitudes of the integration of literary texts on the English language teaching in the EFL actual classroom and identify the main challenge regarding the practice.
- ❖ Analyze the benefit of using literary texts to enhance student's English language command and general language skills.

4. Methods and Materials

The researcher would like to use a mixed research approach. The reason is that during the study, the researcher will collect data using different data-gathering instruments that are suitable for various data analysis techniques. Besides, the nature of the research topic is also the other reason that forces the researcher to use a mixed research methodology.

4.1. Research Design

It was a descriptive survey design that was implemented for the study. Griffie (2012) states that, to get an accurate data and make generalizations to the population based on the data that was collected from the sample subjects is quite acceptable if the researcher conducted the study through a descriptive survey research design. The design allows the researcher to use different data-gathering instruments such as questionnaires, interviews, observation, and text analysis. Hence, on the bases of the research topic, and the data type, a descriptive survey research design was implemented.

4.2. Research Site

This study was carried out in Ethiopian secondary schools in Amhara regional state since Ethiopia is the home country of the researcher, and it was possible to access data easily for the study. As it is known, conducting a study for this kind of research topic costs a lot for the researcher to get data and related information because of language and other issues.

4.3. The population of the study

This study focuses on teaching the English language through literary text at secondary schools in Ethiopia, focusing on attitudes of teachers and students with their literary text preferences and challenges. Hence, the population of this study would be teachers and students who are in secondary schools.

4.4. Sample Size, Sampling Technique, and Sampling size Determinations

In Amhara regional state, three towns (Gondar, Bahir Dar, Dessie) were selected using a purposive sampling technique because the towns have transportation access, easily reachable, and the researcher has a platform to collect the data for the study. From these three towns, 14 districts were selected from two town five districts each and four districts from the rest town with a simple random sampling technique, and among the five districts, three from urban and two from rural like this three from urban and one from rural the student participants of the study were taken from these secondary schools using simple sampling techniques too. Teachers' participants were selected using an alternative sampling technique.

To select the study participants from the study population, the following sampling size determination formula was used because the population is more than 10,000. (Cochran,1977)

$$N = \frac{Z^2 p(1-p)}{d^2}$$

Table 1.1. How Student participants' were selected

Name of the Zone	Number of districts		No of student participants		Sample from each district				Total
	Urban	Rural		%	Urban	%	Rural	%	
Gondar	3	2	106	35.33	75	70.75	31	29.24	100
Bahir Dar	3	2	106	35.33	75	70.75	31	29.24	100
Dessie	3	1	88	29.33	61	69.31	27	30.68	100
Total	14		300	100	211		89		

➤ **A zone is** a second-level subdivision of Ethiopia, below regions and above **woredas, or district**

To make the selection well acceptable and to keep the appropriateness of participants from all parts of the research site. It was better to determine the number of participants in each of the Zones. Hence, the table indicates the number of participants that took part during the actual study in filling the questionnaire and taking part in the focus group discussion. On the part of teacher participants, such kind of participants' determination technique was not implemented. Since the number of teachers which found in some schools was not more than four or five teachers, and in some schools, you found more than 15 teachers, therefore, during data collection, the researcher was tried to manage by applying alternative sampling technique. When the number of teachers in the school was five, and below, the researcher was using a convenient sampling technique. However, when the number of teachers was more than six, the researcher was implementing a simple random sampling technique.

Moreover, teacher participants were not selected only within 14 districts, which the researcher was taking student participants since getting teacher participants were not easy like students. Therefore, the researcher was asking for those secondary school English language teachers whom we have got to fill the questionnaire.

To determine student and teacher participants, the formula which was recommended by Professor Otham Alsalloum, who is a professor at King Saudi University, was used. On the base of this formula, 300 students were selected. The P-value 27%, Z-value 95(1.96), and d=0.05. In addition to this, teacher participants were also selected using the same sample size determination formula. Therefore, the P-value 19%, Z-value 95(1.96), and d=0.05 using this 237 teacher participants were selected to fill the questionnaire.

4.5. Data gathering instruments

Various data gathering tools were employed during the actual study, among these, questionnaires, Focus group discussion (FGD), observation, and document analysis (textbook). There were questionnaires that were prepared

for teachers and students. Teachers' questionnaires have equipped with open and ended questions having four focus classifications. There are items which are focusing on attitudes (perceptions), practice, challenge, and preference. The questionnaire distributed for the study participants and collected by those of head departments in the schools. The other tool focus group discussion (FGD) was implemented after the distributed questionnaire collected and getting permission form those of interested teachers and those who have time to take part in the FGD. The FGD had been taking place with minute recording. To avoid the ambiguity in recording the minute to the teacher, the researcher informs them to write in the first person singular noun. The interview has been taking place with head departments and curriculum experts. The interview took place for triangulation and clarification of some doubts that the researcher had related to the teaching practice. Classroom observation was the other data gathering tool that was used during the study. There was a checklist that was prepared for observation; basically, the observation was performed during the practice of teaching reading through literary texts that have a high chance to be employed during this lesson. The observation was done for continuous periods. Document analysis (textbook analysis) was the other data gathering tool, and it had been done using a checklist which was adapted from (Isik, 2018).

4.6 The technique of data analysis

As it was stated above, the main objective of conducting this study was to investigate the practice of teaching the English language through literary text at secondary school in Ethiopia. The data gathered through textbook analysis, interview, classroom observation, and focus group discussion were analyzed qualitatively. The data collected by the questionnaire analyzed quantitatively using SPSS software.

5. Result and Discussion

Respondents' Responses to Items Related to the practice, attitudes, challenge, and literary text preference.

Table 01 Frequencies and percentage of items related to perception and practice.

In finding out the result for the objective, which was designed, frequencies and percentages were used to explain the outcome. The following table would like to tell the result.

Item	Statement		Responses					Total
			5	4	3	2	1	
1	I believe literary texts should be included in the EFL classroom as a teaching resource	F	105	110	5	8	9	237
		%	44.3	46.4	2.1	3.4	3.8	100
2		F	114	107	11	3	2	237

	I believe the integration of literary texts and the English language skill enhance intercommunication skill and general language skills	%	48.1	45.1	4.6	1.3	0.8	100
3	I believe literary texts prepared on the basis of students' linguistics proficiency level.	F	68	77	30	46	16	237
		%	28.7	32.5	12.7	19.4	6.8	100
4	I believe literary texts which are in the students' textbook are enough to teach English language skills	F	21	54	52	93	17	237
		%	8.9	22.8	21.9	39.2	7.2	100

Among the participants, 44.3% of participants strongly agree, 46.4% of participants agree about 90.7% of the participants believe that literary texts should be included in the EFL classroom as a teaching aid; whereas, the total 7.2% of the participants didn't think the inclusion of literary texts. Hence, it's possible to say that most teachers believe the composition of literary texts in the EFL classroom as a teaching resource to make teaching-learning reliable.

Item 02, displays the integration of literary texts with English language skills to enhance the intercommunication and English language command of learners. The result shows that most of the teachers believe that the inclusion of literary texts has a favorable implication for improving the language skills of the learners. Among the participants, 48.1% of them said strongly agree; 45.1 % of the participants said agree.

From the above statements, it's possible to say that using literary texts in the EFL classroom has got a positive attitude, and teachers are aware of the benefits that can be gain from using literary texts in the EFL classroom. According to Lazar (1993) literature is a comprehensive source for enhancing learners' deducing skill. As literary texts are rich in multidimensional meaning and it obliges students' to be alert to take part in interpreting the multiple secret suggestions of the textbook. Besides, literature lets learners deal with global ideas for instance, love,happiness, sadness, culture, decease , nature, and hate so it is better for the teachers to give time and attention to select the most appropriate literary texts that can fit with students' language skills and cultural situations.

Also, the focus group discussion of teachers on, "what is your suggestion related to literary text incorporated in students' textbooks?" Their response to this question assures that most of them agreed on the inclusion and proper utilization of literary texts in the EFL classroom. During their actual discussion, most of the teachers were keen to know how to select appropriate literary texts from the vast number of literature. What is more, literary selection should be performed very carefully. When language teachers decide literary texts, they should take into account the need, motivations, interests, cultural background, and language level of the students. Also, literary texts which are significant to the real-life experience, emotions, or dreams of the learner are of enormous importance (Abdu, 2005).

Teaching resources that are selected to the EFL/ESL classroom should be organized on the bases of linguistic proficiency level. Thus, the responses that most of the respondents advocate most of the literary texts are appropriate for learners' linguistic and academic level. Even though most of the participants have a positive attitude, around 62 (26.2%) of the participants denied the relevance of the literary texts to the learners' linguistic level (See item 03). López-Rocha (2016) states that it is compulsory to measure the materials or teaching aids accessible before their usage in their classroom since often the materials incorporated in books may indeed be limiting or continuing a stereotype, instead of helping students understand the diverging cultural practice. Learners need to be further confronted and directed to improve critical communicative skills.

Moreover, language teaching materials are vital, especially in the EFL classroom. Aghagolzadeh and Tajabadi (2012) states that teaching material plays an essential role in FL teaching programs. Teachers need to have a clear pedagogical goal in mind; what exactly we want our students to learn from these materials. The majority of participants disagree about the adequacy of the literary texts incorporated with students' textbooks to teach the English language. Hence, we can understand that teachers believe there should be additional teaching material that is required for language teaching (See item, 04). Besides, the FGD minute, some of the participants state that the literary texts which are incorporated in students' textbook are few, so there is a need to add some because it motivates students to learn the language with interest.

Table 02 Frequencies and percentage of items related to perception and practice.

In this table, the items are focusing on teachers' perception of the authenticity of literary text and their adequacy for the EFL class.

Item	Statement		Responses					Total
			5	4	3	2	1	
5	I believe literary texts are authentic teaching material for English language skills	F	74	67	45	48	3	237
		%	31.2	28.3	19.0	20.3	1.3	100
6	I believe literature related courses which I took is sufficient to teaching the English language through literature	F	33	69	32	94	9	237
		%	13.9	29.1	13.5	39.7	3.8	100
7	I think literary texts are suitable for students cultural background	F	57	73	44	43	20	237
		%	24.1	30.8	18.6	18.1	8.4	100
8	I believe additional materials are required to teach the English language through literature	F	141	66	12	16	2	237
		%	59.5	27.8	5.1	6.8	0.8	100

More of the participants replied that they have a positive attitude towards gaining the benefits of literary texts in teaching basic language skills such as listening, speaking, reading, writing, vocabulary, and grammar. To cope up

with this situation, using authentic material is vital. Literature is an authentic material. By that, we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language.

Wallace, 1992, as cited in Aghagolzadeh and Tajabadi (2012); states that authentic texts are "real-life texts, not written for pedagogic purposes" (p.145). Berardo, as cited in Aghagolzadeh and Tajabadi (2012) states that there are an enormous number of resources that provides authentic materials for FL classes. During reliable material selection, four basic issues should be taken into account. These are the suitability of content, exploitability, readability, and presentation. He believes that the main advantages of using authentic materials in the EFL classroom include:

1. Crating optimistic impact on students' motivation.
2. Providing reliable cultural info.
3. Giving opportunities to learners to practice the real language.
4. Associating to the needs of learners'.
5. Assisting a better creative method to instruct. (See, item 05)

The result displayed that nearly equal responses gained for item .06, and the researchers believe that most of the participants have a query related to teaching the English language through literature courses that they took didn't equip the teachers to address the intended objective. In addition to this, the responses that participants who took part in the FGD forwarded for the question, "Can you say something about the real classroom situation of your own and your staff about their experience of teaching English through literary texts?" The discussion result, which is recorded in the discussion minutes, shows that most of the participants provided that most of the teachers need awareness creation in-service training to awaken their experience. Though teachers took literature courses, these courses are not sufficient to teach the English language through literature.

From this saying and the other responses, the researchers understand that even though the reactions for item 06 are nearly equal, most of the teachers face a challenge concerning implementing the method.

"There was not any experience of using literary texts to teach English in the classroom on my own and my staff teachers, Even if there is no enough time to teach students those literary texts within the period which is given to teaching the students' textbooks."

Moreover, their students' early grade exposure is the other factor for hindering teachers from using literature in teaching the English language. Based on these and other factors we can conclude that the courses which teachers took are not sufficient to teach the English language.

Language and culture have an inseparable and inter-reliant association. Mitchell and Myles as cited in Choudhury (2013) the dispute that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" (p. 235).

Though the English language is a foreign language in the Ethiopian context, most of the literary texts which are incorporated in the learners' textbook are not familiar to students background and culture. Besides, the FGD participants highly objected that within the small amount of the literary texts, which are in the textbook. Most of them are unfamiliar with the learners' culture, interests, and abilities. For instance, the poems which are incorporated adapted from poems that are written by foreign writers who are not familiar to students cultural and social background.

But there is a controversy within the response of the teacher's questionnaire item 07, and the responses that are gathered by other tools like FGD, textbook analysis, and classroom observation. Based on the data that was collected by these three tools, the literary texts which are incorporated in the textbook lack cultural familiarity with the language learners.

As it is revealed from the response majority of the participants believe that there is a need for additional teaching materials for language teaching through literature about 87.3% of the participants replied (strongly agree & agree) for item number 08. Besides, teachers who took part in the FGD recommended that even though they believe literature provides excellent benefit in language teaching, there is a lack of adequate literary text in the students' textbook. It is necessary to incorporate ample literary texts with the students' textbooks. According to the secondary school curriculum, students are expected to read short stories, dramatized dialogue, novels, and poetry. However, the students' textbook is full of short extracts that didn't arise students, emotion, interest, and motivation towards learning the language through literary text. Thus, the majority of the participants confirmed the requirement of additional material to made the classroom alive during the actual time.

Table 03, Frequencies and percentage of items related to perception, practice and challenges.

The table complies items focus on the practice and challenges related to teaching the English language through literary texts.

Item	Statement		Responses					Total
			5	4	3	2	1	
9	I am changing some of the literary texts which I believe they aren't suitable for the grade level	F	35	75	44	63	20	237
		%	14.8	31.6	18.6	26.6	8.4	100
10	I encourage students to read literary texts in detail and evaluate their personal growth related to literary texts they have read	F	60	106	31	32	8	237
		%	25.3	44.7	13.1	13.5	3.4	100
11	I believe English language skills are well integrated with literary texts in the students' textbook	F	45	80	37	69	6	237
		%	19.0	33.8	15.6	29.1	2.5	100
12		F	78	100	20	34	5	237

There is a lack of getting an authentic literary text for teaching language	%	32.9	42.2	8.4	14.3	2.1	100
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In the academic setting, the teacher is an individual who has a lion share responsibility for the success of the intended objectives of the teaching-learning process. Teacher plays diverse roles in English Language Teaching (ELT). Some of the tasks where a teacher performs when dealing with the students are as follows - learner, facilitator, assessor, manager, and evaluator. By playing various roles, they become an ideal guide in shaping students' futures (Rani, 2017). More of the participants replied that they are ready and eager to replace literary texts, which they consider uncomfortable and inappropriate in cultural and linguistic features for their learners (46.4%).

On the other hand, about 35% of the teachers are unable to replace the literary texts which are incorporated from the students' textbook. There is two possible suggestion related to this one they believe the literary texts are appropriate to the class level the other they have a problem with finding out relevant literary texts for the EFL class. The response of some teachers who took part in the FGD states that most of their partners and themselves have a problem with how to get and prepare literary texts to the EFL class. Thus, they recommended that it's better to provide in-service training to aware teachers in teaching the English language through literary texts (See item,09).

From the responses of the participants, it is revealed that most of them encourage their students to read the literary texts in detail and evaluate the text with their personal growth 70% (see item 10). Besides the FGD, most of the participants were suggesting that usually, they are assisting their students in reading and evaluating the literary text in reference to their personal growth. Abdu (2005) states that in foreign language teaching and learning nowadays considering literature as a technique for lecturing both language skills (listening, speaking, reading, and writing) and language areas (vocabulary, grammar, and pronunciation) is very popular. Hence, teachers in teaching literature at the EFL classroom use various teaching models. This includes the cultural model, language model, and personal growth model (Rakhees, 2014).

The cultural model which views a literary text as a product. In this model, there is no specific language work done on a text, and the approach tends to be quite a teacher-centered. The language model aims to be more learner-centered. As learners analyze a text, they pay attention to the way language is used. They come to acquire the meaning and increase their general knowledge of English. The personal growth model is also a process-based approach and tries to be more learners-centered. This model encourages learners to draw on their own opinions, feeling, and personal experiences. It aims for interaction between the text and the reader in English, helping make the language more memorable. Learners are encouraged to "make the text their own." Hence, for getting vigorous results, teachers advised to adapt and use in the suitable context.

The result discloses that most of the literary texts which are included in students' textbook are not considering students literary text background

experience. The participants responded that 34.2% of them replied strongly agree, and 30% replied to the item agree the total 64.2% answered that the literary texts which are incorporated in students' textbooks didn't take into account students' literary text background. However, 3.8% and 15.2%, 19% of respondents replied that they agree that the literary text selected considering learners' literary text background (See items,11).

Besides, most teachers respond to an open-ended question, "what do you think of the difficulties of using literary texts in the EFL classroom?" The students' background and early grade exposure are the main issues that most of the participants jot down for inappropriacy of literary texts; not only these but also the literary texts adapted are a bit far to students' culture. According to Lazar (1993) literary selection and preparation should consider students' linguistic proficiency, cultural background, literary background, and other points like availability of texts, length of texts, exploitable, and fit with the syllabus.

The response displayed that there is a challenge in accessing authentic literary texts for the EFL classroom 75.1% strongly agree & agree (See item, 12). As many scholars suggest, literary texts are an authentic vehicle to achieve the design language learning objective. (Abdu, 2005) states that literature plays a vital role in teaching four basic language skills like reading, writing, listening, and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers' lack of experience and awareness of how to select and prepare literary text to the EFL classroom is the cause of the shortage of authentic literary texts. Besides, some of the participants also complain about the volume of students' textbooks, their students' language command, and students provide priority to grammar. However, teachers enumerated such reasons; their experience is the main hindrance not to find out a solution about how to tackle such a problem as they stated in the FGD. Schmidt and Richards (2010) defines authentic material, in language teaching, the use of materials that were not initially developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials. The teacher is responsible for formulating an authentic literary text for the EFL classroom. Collie and Slater (1987) explains that literary texts that fit students should be suggested based on the learners' interests and outlooks. It is the teachers' activity to fine-tune the incorporation of literature in the classroom to succeed the primary objectives of the teaching-learning process. Hence, teachers shouldn't quietly sit idle whenever there is a lack of authentic literary texts for the EFL classroom. They have to select and prepare appropriate literary texts based on their students' linguistic proficiency level, interest, emotion, culture, and literary text background from authentic literary texts.

There were open-ended questions that are compiled with the questionnaire. Among these, "what do you think of the benefits of using literary texts in the EFL classroom?" The majority of the participants jot down that using literary text has prominent benefits. These could be motivating and encouraging

learners towards their learning, and it is also a means to teach language skills integratively; it enhances students language proficiency and develops self-learning ability, makes the classroom active, help learners develop critical thinking and comprehension skill as they are interacting with the text by themselves. According to Rosenblatt's Reader – Response theory considers readers as active participants to the meaning formation. There would be intense interaction with the reader and the text. If there is no reader in such a manner, the text will be a worthless resource of knowledge that didn't profit pupils. Rosenblatt's theory of literary reading, which describes the transactional relationship between a reader and a literary work, shows that learners should be responsible for their learning (Choudhary, 2016). The other question was, "what do you think of the difficulties of using literary texts in the EFL classroom?" For the item, many causes have been mentioned by the participants. Among these, the students' textbook volume, shortage of time, lack of motivation on students and teachers towards literary text, low academic performance, and inexperience of students, lack of authentic teaching material, large class size and students small experience to a literary text, some times the final and national exams preparation and administration, students prioritize grammar as their primary interest. These are some of the causes that were mentioned repeatedly. Though such cases are there, teachers are the responsible individual to adjust classroom situations in the way it can be fruitful on cop up with the situation.

6. Conclusion

In the language teaching setting, various language teaching methods are in practice for achieving great objectives that are designed for to language teaching-learning process. Among these language teaching through literary text is one that has got attention after many years of denial. Using literary text is an appropriate method that provides a platform for teachers to use techniques such as role-play, group discussion (literature circle), pair work, group work, individual work (silent reading) and presentation(reading aloud), etc. that given an opportunity to practice. Listening, speaking, reading, and writing integratively with the texts. However, literary texts have enormous value, literary text selection was considered as a tough activity for teachers who are inexperienced of how to teach the English language through literature. It's also difficult to make a selection from vast literature that exists in the academic arena and real-world situations. Yet, the teacher took literature courses, the courses are not more in use at this time, and they said they were giving attention to passing the exam and gaining good marks. The courses are not integratively offered with pedagogical concern. So that literary text selection to the EFL classroom needs excellent care.

In short, teachers suggest that to make teaching the English language through literary text, effective awareness creation is unquestionable, and in-service training is obligatory with the inclusion of ample literary texts to students' textbooks.

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