Integrating Literature into Language Programs: A Comparative Study of Attitudes of Tertiary level Students.

A Dissertation Submitted in Partial Fulfillment of the

Requirements for the Degree of Bachelor of Arts in English

By

Shawdipta Rahman

ID: 14103016

Department of English and Humanities

August, 2018

BRAC University, Dhaka, Bangladesh

Acknowledgement

First and foremost, I would like to thank the Almighty for granting me the opportunity and providing me required strength and patience to complete this dissertation. Next, a heartiest gratitude and appreciation must go to my supervisor Professor Zerin Alam, for her constant support and guidance throughout this journey. She has been highly supportive and patient throughout the process. Her wise advice, effective guidance and feedbacks truly helped me to overcome my obstacles. Without her supervision and endeavor, this research would have been incomplete. I would also like to mention that, I am indebted to every single faculty member of ENH department, whose guidance and instructions helped me to learn and complete my graduation. Besides, I would like present my utmost gratefulness to the students who gave their valuable time and participated in this study. Finally, I would like to take the opportunity to express my deepest gratitude to my parents and my sister whose affection, blessings and encouragement have always been a source of inspiration for me. Last but not the least, a heartfelt thanks goes to my friend, Muhammad Nafees Shihab for his constant support and encouragement throughout this journey.

This dissertation is dedicated to each of the name mentioned above.

Declaration

I hereby, declare that this dissertation is based on my original research work. The contributions of other sources are acknowledged with required references. I declare that this research has not been published or submitted previously in any universities or any institutions.

Shawdipta Rahman

ID: 14103016

BRAC University

August 2018

Table of Contents

List of Figures

List of Tables

Integrating Literature into Language Programs: A Comparative Study of Attitudes of Tertiary level Students.

Shawdipta Rahman

BRAC University

Abstract

This study investigates the attitudes of 100 tertiary level learners to the incorporation of literature in the language classroom. It also compares differences in the attitude among students of English and non-English major as well explores learner perspectives on how literature should be integrated into the language programs at tertiary level. Current views on the use of literature have been presented in a literature review which provides the theoretical background which informs this research. This study undertakes a mixed method approach where quantitative and qualitative research instruments were used. A survey questionnaire measured students' general attitudes and perceptions which was later followed up by a focus group interview with selected students. In addition, in order to obtain a comparative analysis of student attitudes the participants were divided into two groups according to their degree, English and non-English. Two different sources of data provided multiple perspectives on students' perceptions and attitudes to the use of literature in language learning. The findings provided fluctuating and ambivalent reactions of the students regarding the subject; while positive reactions were predominant among English major students and non-English majors mostly expressed negative views on it. From the findings of focus group interview it was realized that non-major students were mostly against incorporating literary texts in their language classes, yet they held a belief that literary texts can contribute to the enhancement of their linguistic and academic/professional skills, if appropriate techniques and activities suggested by the communicative teaching approach is followed.

Chapter 1: Introduction

Educators and material developers throughout the world are giving their best efforts to improve language teaching pedagogy by introducing innovative and varied materials which can best serve the needs of all types of learners. "Communicative language Teaching" (CLT) aims to develop and utilize materials that fulfill communicative purposes as well as make the learners more engaged in the learning process, by giving them exposure to authentic language. In this regard, a renewed interest has emerged in using literature in the language classroom even in the communicative approach. A good number of researches have been done in this field while a few decades ago literary texts were not considered as effective materials for teaching language.

In the past, GTM (grammar translation method) was the most followed approach to teach language and literature was one of the most prominent materials in language classroom. However, when CLT emerged, linguistic proficiency became the main goal of language learning, and literature lost its pre-eminence. There have been debates whether or not literature can be used to enhance the efficiency of language learning programs. Material designers and educators have attempted several times to identify how literature can be integrated into language programs. Apart from this, learners' attitudes towards learning language through literature has also become an issue of concern.

It is to be noted that, English language courses at tertiary level are more focused on improving learners' communicative competence (ability to use the language to communicate successfully) and academic proficiency, therefore, English language courses at this level, utilize the materials that will help them to accomplish their academic goals (Chowdhury and Haider, 2012).Literature related texts are given less importance as it is believed that literature cannot serve the academic purposes of the majority of learners. In addition, students who are doing their

majors in different subject areas have different perceptions regarding literature. Some students

regard literature as an efficacious tool for the enhancement of language skills while others are

reluctant to use literature as it is not related to their academic purposes.

Here, the primary aim and objective of this research is to investigate the overall attitudes

of tertiary level students to the use of literature in language classes. In addition, this research will

also address student preferences, their problems and prior experiences of studying literature in

the language classroom. Furthermore, it also attempts to investigate whether or not all the

students react similarly to literary texts and which approach to teaching literary texts will be

most effective. The research covered 100 students at tertiary level who were heterogeneous in

nature in regard to their academic study area. The collected data for this research were

interpreted and analyzed by the researcher in order to obtain the answers of these investigations.

The findings of this research will open up scope for future researches regarding the use of

literature and literature related texts in ESL (English as Second Language), EAP (English for

Academic Purposes), and ESP (English for Specific Purposes) classrooms.

1.1. Problem Statement:

At the tertiary level the medium of instruction is English and students are required to

study all subjects in English. Therefore, English language foundation courses at tertiary level are

aimed to enhance learners' basic language skills and help them fulfill academic purposes. Due to

its complexity and lack of suitable teaching techniques, literary texts are given less emphasis or

excluded from the curriculum at this level. Therefore, students have little experience of studying

literature which led to confusion in the perceptions and attitudes of the students regarding the use

of literature for developing their language skills. The present research addresses this problem and

tries to examine how tertiary level students conceptualize the use of literature in the language

programs. This research also seeks to find out whether or not these perceptions are same among all the students.

1.2. Purpose of the Study:

The current research aims to investigate students' attitudes to the use of literature in the language classroom at tertiary level. The research also attempts to know if there is any dissimilation between the attitudes of different groups of students. In this regard, students who participated in this research are categorized into two groups- students who are doing their major in English and the students who belong to other major areas of study. In addition, it aims to identify learners' preference for the approaches that they want to be followed in the classrooms while studying literature.

1.3. Central Research Questions:

The present research attempts to find out the following research questions –

- What are the attitudes of students to the use of literature in language classroom?
- Is there any difference between the attitudes of English major and students of other majors?
- Do students have any preference about how literature is to teach?

1.4. Methodology:

The present study uses both quantitative and qualitative research methods. It also makes use of both primary and secondary research data. The researcher incorporated library research data as well as data collected from the field study. A survey questionnaire was used to obtain quantitative data. This was followed by a "Focus Group" interview with the selected students (Dilshad and Latif, 2013).In addition, Likert scale and percentage were used to interpret the data. Charts, pie diagrams and tables are also used for presenting the results.

1.5. Importance of the Study:

This research will explore whether or not the majority of students prefer literature for learning language. In addition, this research will also reveal the variation in the perceptions of students on the basis of their major areas of studies. Besides, it will also shed light on the suitable approaches that can be followed by the teachers for teaching literary texts, which will fulfill the interest of most of the students. The findings of this research will provide information to other researchers who may conduct further or more in-depth research in related fields. This study will be of interest to English teachers, material developers and syllabus designers of Bangladesh and can help them consider the use of literature in language teaching in a new light.

1.6. Limitations of the Study:

The current study reflected a number of major limitations. As the study aims at investigating learners' attitude towards learning language through literature, the findings would have been more authentic and powerful if the researcher could have covered more than one university. Although, the researcher targeted a good number of samples, the result would have been more valid if the number of participants could be increased. Due to time constraints and

inadequate resources, it had not been possible for the researcher to conduct the research in other universities. Another major limitation is, that a focus group interview for English major students could not be conducted due to time limitation. In addition, the current research solely focuses on the attitudes, opinions and perception of the students and teachers' views and attitudes were not investigated. It would have been more effective if an intervention or longitudinal study could have been conducted. In this research opinions about different types literary texts have been obtained. However, the study did not include how literary texts could be integrated into a classroom context. Despite these limitations, the research has obtained useful data on learners' attitude to the use of literature in the language classroom.

Chapter 2: Literature Review

This chapter presents background information of the theories and criticisms on using literary texts in the language programs. The chapter begins with the theoretical support for using literature in language classrooms. In the next section, selection of literary texts and how literary texts can be integrated have been discussed. This was followed by the arguments against using literary texts along with the justification of using them.

2.1. Theoretical Support for using Literature in the Language Classroom:

Many theorists and researchers in the related field have acknowledged the pedagogical benefits of using literature in language teaching. If we want to integrate literature into our language programs, we need to recognize why incorporation of literary texts is important and to what extent it will benefit the learners.

2.1.1. Authentic Material:

First of all, one of the most significant reasons that theorists provide behind using literature is its authenticity. Collie and Slater (1987) remark, "Literature is authentic material. By what we simply mean that most works of literature are not fashioned for specific purpose of teaching a language" (p.3). Being an authentic material literature provides a meaningful context for language learning (Ghosn, 2002, p.173). As it provides a context, learners can respond to it directly and the exploration and discussion of the content can make the learners motivated to the study (Brumfit & Carter, 1986, p. 15). From the time when CLT (Communicative Language Teaching) has emerged, most of the language programs focus on using utilitarian texts such as travel time tables, city plans, posters, advertisements, newspapers and magazine articles etc. which are not made for teaching purposes. Such materials give the learners exposure to the

genuine use of language. Collie and Slater (1987) indicate that, literature can be a valuable complement to such materials because by reading literature students are exposed to the language which is intended for native speakers and thus, they gain knowledge about different language uses, forms and terms of writing (p.4).

Thus, being an authentic material literature can foster the acquisition of natural language which eventually enhances their language proficiency and fulfill the practical need of learning language.

2.1.2. Access to other Cultures:

Literature gives the learners exposure to the culture of the language which is being learnt and cultural awareness is regarded as very crucial for language proficiency. Claire Kramsch (1993) remarks,

> If, however, language is seen as social practice, culture becomes very core of language teaching. Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency (p.8).

Collie and Slater (1987) also agree that literature is the best complement to the materials which are used to increase learners' knowledge about the country whose language is being learnt (p.4). Besides, Lazar (1996) mentions-

> Another advantage of using literary texts in the classroom is that they provide students with access to other cultures. Given the complicated relationship between literary works and the world, perhaps this access is more of a tantalizing glimpse of another culture than a mirror-like documentation of it (p.774).

In addition, Lazar (1993) remarks that literary texts enable the learners to understand how people belong to a particular culture behave in a particular situation. It familiarizes students with that particular social setting and provide a way of contextualizing the scenario. More interestingly it can provide the learners insight into the relationships, emotions, attitudes of the people and gives them perception about the society (p.17). Therefore, the practical need of language learning is also fulfilled. In regard to this, Collie and Slater (1987) provides a remarkable thought-

> A reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupation that structures a real society (p.4).

Therefore, literature gives the learners an extensive exposure to the culture of target language, which can further contribute to their practical purposes of learning language.

2.1.3. Learner's Motivation:

Incorporation of literary texts can play a crucial role in increasing learners' motivation. Lazar (1993) indicates literary texts as highly motivating and engaging because literature gives the students exposure to complex themes and unusual use of language (p. 15). She further remarks, literary texts such as novels and short stories may be more engaging in that sense, it involves students in the suspense of unravelling the plot (Ibid). It has been argued that literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations (as cited in Lazar, 1993). Because of its multiple levels of meaning and demand

that the reader/learner is actively involved in 'teasing out' the unstated implications and assumptions of the text (p.19).

In addition, types of literary texts that have been taught also have a crucial role in increasing learners' motivation. As long as the learner is well motivated and the engagement with the particular literary texts is interesting, it can create a beneficial effect upon the whole language learning process (Collie & Slater, 1987, p.6). To understand which kind of literary texts are suitable for the learners, teachers need to understand students' needs, interests, cultural background and language level. Also, it is needed to be considered if a particular work is suitable for the learners; whether it is able to stimulate that kind of personal involvement by provoking learners' interest, strong and positive reaction among them. Therefore, it is important to choose texts which are relevant to their life experiences, emotions, passion and cultural knowledge of the learners (Collie and Slater, 1987, p.6).

2.1.4 Developing Language Skills:

Educators in related field agreed that literary texts are effective materials for improving both language skills (i.e. reading, writing, listening, speaking) and language areas (vocabulary, grammar and pronunciation). Ghosn (2002) mentions that literature is not only interesting but also it facilitates the integration of language skills. In the following sections improvement of reading skill and enrichment of vocabulary by using literature will be discussed.

2.1.4.1. Improvement of Reading Skill:

Reading is one of the four basic language skills and good proficiency in reading is one of the primary goals of language learning. As literature demands careful inquiry of meaning and in-depth study, it can help improving learners reading proficiency. According to McKay (1982),

"An evaluation of reading proficiency rests on an understanding of what is involved in the reading process" (p.530). She further suggests that literature can foster the overall reading proficiency of the learners which will contribute to achieve academic goals (Ibid). Different researchers and educators have described the process of reading. Gajdusek (1988) remarks reading as an active and two-way system of connecting incoming data with existing knowledge; of both language system and the world (p.231). According to Carrell and Eisterhold (as cited in Spack, 1985) reading comprehension is not just a simple act of retrieving information from a text, rather is an interaction between learners' background knowledge and the text (p. 706). Gajdusek (1988) also agreed that comprehension of a text depends on reader's prior knowledge, experience, emotional and psychological state which are significant parts of the process that creates the meaning (p. 231). According to Rosenblatt (1982), reading is a two-way transactional process that involves reader's mental set. Rosenblatt refers the mental set of those readers as "efficient" who focuses on accumulating what is to be carried away at the end of the reading" (as cited in Moss,2002, p.13).

In addition to that, literary texts are enriched source which have multiple level of meaning. Literature often demands its reader or learners to involve actively with the text so that they can interpret the underlying meaning. Thus, it encourages learners to understand multiple ambiguities of the literary text and help them to develop their ability to infer the meaning from the text (Lazar, 1993, p.76). Widdowson (as cited in Spack, 1985) remarks, as the study of literature demands study of meaning in depth, it helps learners to develop an important feature of language learning, which is the ability to interpret a discourse (p. 706). He further notes that development of interpretative ability is important for the learners as this can be applied to a range of language uses, not only literary but also non-literary, both inside and outside the learning

situation(Ibid). Spack (1985) points out "By interpreting texts and considering alternative interpretations, students come to understand in a fundamental way how meaning can be created through reading." (p.706). Widdowson (as cited in McKay, 1982) also regards reading "not as a reaction to a text but as interaction between writer and reader mediated through the text" (p.530). McKay (1982) divides this interaction into two levels; which are linguistic and conceptual (p.530). In addition to this she states "reading necessitates the ability to interact with a text by decoding the language and comprehending the concepts presented" (Ibid). This perspective of interaction also presupposes the fact whether learners are willing to interact with the text, and thus involves motivational factors with it. McKay (1982) suggests "to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency." (p.531). Thus, the use of literary texts can improve reading skills of the learners.

2.1.4.2. Vocabulary Enrichment:

Proponents of this related field have significantly acknowledged the contribution of literature in increasing learners' vocabulary. According to Collie and Slater (1987) reading literary texts significantly increases learners' receptive vocabulary (p.4). Gajdusek (1988) also notes that, if appropriate reading activities are provided while teaching literature, it can stimulate word skill and encourage meaningful vocabulary growth of the learners (p.235).As literature presents natural language to its finest, thus it can foster vocabulary learning in context (Ghosn, 2002, p. 173). In this regard, Lazar (1996) remarks, interpreting meaning from the context not only increase their vocabulary but also strengthens their understanding of how a word can be used in different context (p. 774). Besides, a significant skill of inferring meanings of unfamiliar words will be developed (Hoque, 2006). According to Anderson and Nagy (as cited in Lisbeth

Dixon-Krauss, 2002), one of the most effective vocabulary instructions is multiple exposures to words in a variety of oral and written contexts which fosters the vocabulary growth of the learners (p.312). Moreover, literature demands extensive reading and in-depth comprehension. Nagy and Herman (as cited in Coady & Huckin, 1997) notes that, extensive reading can promote vocabulary growth than any other instruction-based activity (p.225).

In addition, knowledge of vocabulary and reading comprehension is also interconnected. Comprehension of a literary text can boost learners' vocabulary skill. Nagy and Herman (as cited in Lisbeth Dixon-Krauss, 2002) suggest that comprehension of literary texts can provide conceptual base for understanding the meaning of new words. For the texts which are comparatively difficult, Gajdusek (1988) suggests that teachers should include some pre-reading vocabulary exercises; so that the learners do not face problems while reading the texts (p.235). Thus, literature can foster vocabulary learning of the students.

2.2. How Literature should be integrated in the Language Classroom:

Several educators and material developers have suggested how teachers should select literary texts for language teaching. They have also developed approaches and techniques to use literary texts effectively. The following sections will explain these aspects.

2.2.1. Selecting the Materials:

The success in using literary texts in language programs depends on appropriate selection of texts. Educators and researchers have given suggestions on how literary texts should be selected for language teaching. Lazar (1993) states that literary texts should be selected according to three main areas-

a) Type of the course.

b) Type of the students who are doing the course.

c) Certain factors connected with the text itself (p. 48).

Lazar (1993), further points out "Obviously, when selecting materials, you will need to try to find texts that are suitable for the majority of students in the class" (p.52). Difficulty level is a very important factor in choosing literary texts for the ESL learners. According to McKay (1982) "A text which is extremely difficult on either a linguistic or cultural level will have few benefits" (p.531). It may happen that learners are classified as advanced and can communicate in English speaking environment; yet they may not be able to cope up with the language of the text as it is strikingly different from the usual norms of language use. Therefore, they may find the language of the text difficult and not be able to infer meaning from the text. One common solution to overcome the problem of difficulty level is to simplify the text. However, there are other disadvantages in simplifying a text. Honeyfield (as cited in McKay, 1982) points out that simplification of the text tends to produce a homogenized product in which the information becomes diluted (p.531). Along with that, McKay (1982) states "The simplification of syntax may reduce cohesion and readability. Since proficient readers rely heavily on localized information and cohesive devices, deleting these elements will contribute little to the development of reading skills" (p.531). She further suggests to use texts from the literature written for young adults as such kind of literature deals with the problem of personal growth and development and relatively short with a small cast of characters (Ibid).

Along with selecting texts that are stylistically uncomplicated, teachers should select themes that learners find relevant. Most of the ESL learners struggle with the language and culture of the text. Therefore, teachers should provide literary texts that are highly relevant to the learners (McKay 1982, p.532). In addition, Lazar (1993) suggests "When choosing texts to use

with the students, therefore we should look not only at the grading of the language in the text, but at its specific literary qualities and whether our students can navigate their own way through these." (p.54). Others factors that are needed to be considered when selecting a text are-availability of the text, length of the text and exploitability (what kind of tasks and activities can be devised to exploit the text) (Lazar 1993, p.54). Therefore, teachers should select the materials based on the difficulty level and the needs of the majority learners.

2.2.2. Classroom Activities:

The success of using literature in language in the language classes depends highly on the classroom techniques and the nature of classroom activities. Traditional activities on literary texts give more emphasis on memorization which demotivate the learners to study literary texts (Oster 1989, p.86). However, if the teacher uses enthusiastic and engaging activities it will make the learners motivated to read the text. In this regard, Gajdusek (1988) remarks-

> If we introduce the task of reading a literary text with enthusiasm and with interactive materials that will reward reader effort with new levels of understanding and experience, we can exploit this reader attitude (this combination of intimidation mixed with willingness to work a little harder) to teach techniques of personal exploration and involvement with the text. (p.233)

As Lazar (1996) indicate that, literary texts can be regarded as a rich source of classroom activities that can prove very motivating for learners (p.773), various types of enthusiastic activities can be made out of it. Moreover, using literary texts in the classroom is a very successful way of promoting activities where students can share their opinions and feelings through discussions and group works (Lazar, 1993, p. 17). These types of texts can be used to generate activities that asks learners to express their personal opinions on the multifaceted

meaning of the texts; which can accelerate the students' acquisition of language (Ibid). Educators

in related fields have shown how literary texts can be used in a communicative way which will

enhance and expedite the language learning process. Many of them have suggested different

techniques which can be followed to teach literary texts.

Gajdusek (1988) suggests four-level sequence for in-class work with any literary text-

- **Pre-reading activities:** For teaching literary texts learners should be provided with

   essential background information about the text and vocabulary that will be needed for

   reading the text.

- **Factual in-classwork:** Who, where, when and what happens in the text.

- **Analysis:** Analyzing the text in depth; aspects of structure, theme and style.

- **Extending activities:** Activities that will extend the ideas and situations encountered in

   the text; for example, collecting written responses from the learners (p. 233)

   Gajdusek (1988) also suggests that, these four levels of sequence in-class work should be

developed systematically (p.233). However, she does not imply that any piece of literature

should be worked so exhaustively with any one class. Rather, the purpose of teaching a given

piece, point of the semester, objectives of the course and the proficiency level of the students will

suggest which level of exploration is needed to receive the greatest emphasis (Ibid).

2.3. Use of Short Stories in Teaching Language:

   Short stories are one of the most significant texts that are used in most of the language

classes. Collie and Slater (1987) regard that "Short stories are often an ideal way of introducing

students to literature in the foreign language classroom" (p.196). Therefore, these texts are one

of the most common materials in language classes. The short length of stories helps the teachers

to cover them within one or two classes and are less daunting for ESL learners (Collie and Slater, 1987). Besides, being short in length, stories can facilitate learners' reading tasks and therefore they do not lose their attention (as cited in Babaee and Yahya, 2014, p.83). Briefly, short stories are very beneficial in foreign language classrooms, which can serve the purposes of different types of learners.

2.4. Arguments against using Literature in the Language Programs:

Regardless of various theoretical support for utilizing literature in the language programs, numerous critics provide arguments against it. Firstly, according to Topping (1968) the primary demand of language learning is to improve basic language skills (reading, writing, speaking and listening) which; however, cannot be fulfilled by literature (p.100). It is also argued that study of literature will contribute nothing in developing learners' academic or occupational proficiency (McKay, 1982, p.529). Therefore, many educators feel that literary texts should be excluded from the language curriculum. To those who are concerned about the utilitarian aim of language learning, Widdowson (1975, cited in Spack, 1982) points out that the study of literature develops a sharper awareness of the communicative resources of the language being learned; therefore, something important and useful can be learned from studying literary texts. He criticizes them severely who support the idea of excluding literature from the curriculum because of its alleged irrelevance to the purpose of language learning and create their own new fictions and texts to give the learners exposure to language usage. "Textbooks are full of fiction. Mr. and Mrs. Brown, son David, daughter Mary pursuing the dreary round of their diurnal life" (Widdowson, 1982, Spack, 1985). These kinds of texts do not motivate the learners, for which learners do not find them as meaningful use of language. To the teachers and educators who believe literary texts are not effective for enhancing learners' academic/occupational proficiency McKay (1982)

mentions "For some students, literature may provide the affective, attitudinal and experiential factors which will motivate them to read. As such, literary texts can aid in the development of reading proficiency and in this way contribute to a students' academic and occupational objectives" (p.530). McConochie (as cited in Spack, 1985) remarks ESL learners deserve to find English as a beautiful language, not just a practical and utilitarian one (p.705) Therefore, Widdowson suggests that learners should view literature as discourse and the study of literature should be an inquiry into how language is used to express a reality rather than study of cultural content and language usage. (Widdowson, 1975, Spack, 1985).

Another common argument against using literature is, students may find is difficult. Topping (1968) notes that, the language of literature is syntactically complex for which learners may find it difficult to learn (p.98). In this regard, Gajdusek (1988) argues that,

> It has been my personal experience that many ESL teachers either consciously or unconsciously feel that "literature is too 'hard' for ESL students." Given the large number of language-teaching problems that they have to face, many do not bother to ask themselves why they feel this way; there seem to be more practical things to worry about Thus, not having examined the "problem," they fail to discover the exciting communicative potential that the solution to the problem-once articulated-could yield (p.227).

Another criticism for using literary texts is its remote cultural perspective, for which learners may not be able to relate it with their own culture. Topping (1968) notes that, literature of English language gives an insight to English culture which is not needed for a second language learner to know, as the primary concern for his language learning is to improve his

academic and communicative skills (p.99). In response to this argument, Lazar (1996) remarks that literature gives the learners access to other cultures (p.774). She further points out "Given the complicated relationship between literary works and the world, perhaps this access is more of a tantalizing glimpse of another culture than a mirror-like documentation of it" (Ibid).

2.5. Conclusion:

The theories discussed in this chapter will enable the researcher to understand the pros and cons of using literature for language learning, which will further help her to evaluate the attitudes of the students. Besides, it will also give her an insight on the effective classroom activities that can be used while teaching literature.

Chapter 3: Research Methodology

This chapter gives an insight into the methodology of the study to identify students' preference for using literature in the language classroom at tertiary level for general English courses. In the beginning, research objective, nature of the research, participants and settings of the research have been described. The remaining part of this chapter is devoted to research design and research instrumentation that was used to collect data.

3.1. Research Objective:

The objective of this research is to identify the attitudes of students towards using literary texts in language programs. This research also seeks to find out whether the attitudes of the students differ on the basis of their major area of study.

3.2. Nature of the Research:

3.2.1. Primary Research:

The present study is a primary research in nature. According to Brown (1988), primary researches are those which derive from primary sources of information, such as a group of students who are learning a language. This kind of research requires firsthand data rather than secondary sources such as books, journals and databases (p. 7). Driscoll (2011) remarks that, primary research enables a researcher to adopt scientific method and collect measurable, observable and replicable data (p. 39). According to him, the aim of primary research is to learn about something new and eliminate favoritism. The present study which focuses on primary sources of information and collecting first hand data to measure attitudes of tertiary level students toward literature can therefore be considered such a research.

3.2.2. Mixed Method Research:

  This study is also a mixed method research as it adopts both quantitative and qualitative research methods. As Dörnyei (2007) mentions-

    A mixed method study involves the collection or analysis of both quantitative and

    qualitative data in a single study with some attempts to integrate the two approaches at

    one or more stages of research process (p.163).

 According to Mertens (as cited in Dörnyei, 2007), mixed methods are significantly valuable when the researcher tries to examine an issue that is embedded in educational or social context (p. 164). For this study, a survey questionnaire was made which included close-ended and statement questions on attitude, previous experience and preference, which was the quantitative part of the research. The qualitative data includes findings from open ended question and responses from the focus group interview.

  Furthermore, this research followed a QUAN→qual sequence as typological principle (Dörnyei 2007, p.169). This implies that quantitative phase is predominant and given more emphasis than the qualitative phase. This also indicates that the data is collected sequentially, not concurrently.

3.3. Sampling:

  For this study non-probability sampling has been used. The strategy that is used for the sampling of this study is convenience or opportunity sampling. Dörnyei (2007) referred to convenient or opportunity sampling as an important criterion of sample selection that focuses on the convenience of the researcher (p.98). In this type of sampling, members of the target population are selected on the basis of some specific criteria such as easy accessibility, availability at a certain time, or the willingness of the participant (Ibid). Thus, due to the

limitation of resources and administrative problems researcher has followed the strategy of non-probability sampling and used resources that are within the means of the researcher.

For focus group interview, a sample of 10non-English major students are used. Due to time constraint and administrative problems, typical sampling is used for the interview. "The researcher selects participants whose experience is typical with regard to the research focus" (Dörnyei 2007, p.128).

3.4. Participants and Setting:

The population of this research is targeted to the tertiary level students of a private university. As one of major objectives of this study was to investigate how the opinions of English major students and other major students differ from each other, the researcher selected same number of students from each group. The sample used for this research comprised of 100 students. Among them 50 students were doing their major in English and other 50 students belonged to other departments. For the purpose of the study, the researcher kept the number of populations of each group same, so that she could attain an unbiased and more reliable result. For focus group interview a total number of 10 non-English major students were selected in order to understand the viewpoint of that particular group regarding the research.

3.5. Research Design:

3.5.1. Data Collection Procedure:

The research was done in a private university of Bangladesh. At first researcher distributed the survey questionnaire among the two groups of selected students. The students were selected randomly and were asked to put tick marks on the suitable options that match their attitudes, perceptions and beliefs. For the discussion session, the interview was conducted

afterwards with the selected students. As mentioned before, the data collection followed

QUAN→qual sequence, these two phases of data collection did not occur concurrently but

sequentially.

3.5.2. Research Instrumentation for Data Collection:

As mentioned before, in this research mixed method has been adopted. Therefore, both

quantitative and qualitative approaches have been used to collect the data. For this reason, both

questionnaire and focus group interview has been used as research instruments. The two

instruments that are used to conduct the research are discussed below.

3.5.3. Quantitative Phase of the Research:

3.5.3.1. Questionnaire:

Questionnaires have always been regarded as the most important device for quantitative

research. According to Seliger and Shohamy (1989) "Questionnaires are printed forms of data

collection, which include questions or statements to which subject is expected to respond, often

anonymously" (p.172). Nunan (1992) remarks that, questionnaire enables the researcher to

collect data in field settings and such data are more flexible for quantification (p.143). Dörnyei

(2007) points out three different types of questions that can be included in a questionnaire which

are, factual questions that are used to obtain some particular information about the participants;

such as -age, gender, race etc.; behavioral questions that are based on the past, habits, actions,

lifestyles and personal history of the participants and attitudinal questions that are used to find

out what people think, covering attitudes, opinions, beliefs, interests and values. (p.102). The

questionnaire used for the survey of this research incorporates all of these types.

3.5.3.2. Structure of the Questionnaire:

Seliger and Shohamy (1989) indicates that the type of data obtained from the questionnaire depends on the degree of the structure and of the procedures used. "Open questions will elicit data of more descriptive and open nature, such as essays or narratives. Structured questionnaires will elicit data in the form of checks, numbers, or rankings" (p.173).

The questionnaire used for this study included a total number of 22 questions. This questionnaire is a mixture of both open ended and close-ended questions and both kind of questions are mixed up as much as possible to create a variety, so that the participants do not get bored. Most of the questions are attitudinal which are used to obtain attitudinal data regarding participants' habits, preferences, view, opinions, beliefs and interests regarding the topic; including one factual and some behavioral questions. For the purpose of the study, the researcher divided all the questions of this survey in to following categories; so that the interpretation and analysis of data become convenient and clear.

3.5.3.3. Close-ended Questions:

According to Nunan (1992), responses to closed questions are easier to assemble and analyze, however more useful information can be obtained from open questions (p.143).In this questionnaire, a total number of 21 closed ended questions have been incorporated. Nine of them have multiple options from which participants need to tick mark their choices. Among these nine questions, one is behavioral question and eight are attitudinal questions. First question elicits the information about participants' area of study. Question number 2-3 are about the reading habits of the participants. Question number 4-9 are based on participants' attitude, preferences and problem identification. Question number 4 and 6 were YES/NO questions which

helped the researcher to find out the participants' prior reading experiences and their perception on the difficulty level of literary texts.

3.5.3.4. Open-ended Questions:

The questionnaire used for this survey also includes an open-ended question. Nunan (1992) remarks "It is also likely that responses to open questions will more accurately reflect what the participant wants to say" (p.143). Question 10 was a one open-ended question which was practically a follow-up question for question 9. This question aimed to investigate the reason behind particular choices that students have been made in question number 9. The open-ended question was used to obtain detailed information on this issue.

3.5.3.5. Statement Questions:

In addition, there were 12 statement questions all of which were made on the basis of Likert scale. "The most famous type of close-ended items is undoubtedly the Likert scale (named after its inventor), which consists of a characteristic statement and participants are asked to indicate the extent to which they 'agree' or 'disagree' by marking" (Dörnyei2007, p.105).

For the convenience of the participants, questions are given in a table, so that participants can circle or mark their choices easily. All the instructions are given in the very beginning of the statements. This particular section is divided in to three categories which are skill focused, motivation and popular arguments against using literary texts in the language classroom. This division of questions helped researcher to elicit positive and negative opinions separately and obtain a precise result after analyzing.

3.5.3.6. Piloting the Questionnaire:

After making a sample questionnaire, the researcher has piloted the questionnaire among five students to ensure the validity of the questionnaire. "The aim of the try out (or pilot) is to assess the quality while it can still be revised and improved and before it is used with the actual subjects in the research" (Seliger and Shohamy1989, p.195). After piloting the questionnaire, the researcher discovered that some of the questions are needed to be rephrased. Therefore, the researcher revised the questionnaire, rephrased some questions in easy and understandable way and made it shorter.

3.6. Qualitative Phase of the Research:

3.6.1. Focus Group Interview:

Interviewing is a research instrument that is constantly used in qualitative research inquiries. As this research combines both quantitative and qualitative methods, a focused group interview was conducted with 10 non-English major students. According to Anderson (1990) a focus group is comprised of individuals with specific characteristics, who participate in focus discussions of a topic (as cited in Dilshad and Latif, p.192). Focus group interviewing is sometimes considered as subtype of interviewing because of its format and process of interviewing. "This is obviously an economical way to gather a relatively large amount of qualitative data and therefore focused groups are used for a variety of purposes in many different fields." (Dörnyei2007, p.144). Patton (2002) also agrees that focus group interview enables the researcher to collect high quality data in a social context (as cited in Dilshad and Latif, p.192).

3.6.1.1. Characteristics of the Focus Group:

The size of the focus group must be between 6 -10. Less than 6 people would decrease the potential of the "collective wisdom" whereas too large group makes it difficult for everyone to participate (Dörnyei, 2007:144). Therefore, 10 students were selected for the focus group interview for this study. All of them were non-English major students. The students were selected on the basis of their responses in the survey questionnaire.

The sample chosen as focus group for this study was homogeneous in nature. Dörnyei (2007) remarks that the dynamics of focus group works better with homogeneous people (p.144).Therefore, in order to obtain a wide range of information, the researcher segmented the interview with homogenous group of people.

3.6.1.2. Conducting the Focus Group Interview:

The researcher contacted all the interviewees in advance and gave them clear idea about the activity. The duration of the discussion was 45 minutes. The questions used for this interview was semi-structured in nature. Although there was a set of prepared questions, the researcher encouraged the interviewees to discuss elaborately on the issues. For the purpose of instrumentation, the researcher employed reading materials, one of which was a magazine article, taken from a popular utilitarian language book, another one was a worksheet on a story that Collie and Slater (1987) suggested for the language teachers to use in their classrooms. Participants did not complete the lessons, rather they were given some time to look at these lessons and asked to give their opinions on those particular lessons. These lessons were not used for intervention, rather these were used to facilitate the discussion and in order to make them familiar and convenient with the discussion. The researcher recorded all the discussions which were transcribed and analyzed later.

3.6.1.3. Rationale for Conducting the Focus Group Interview:

For this study, focus group interview was conducted after the questionnaire survey was done. As the result of the survey showed some dissimilarity between the two groups, the researcher found it necessary to conduct a focus group discussion in order to obtain a detailed information and perception of the particular group of people. In this regard, Dilshad and Latif (2013) remarks that, focus group interview is a valuable research instrument in such cases where the researcher lacks substantial information about the participants (p. 192)**.**

Chapter 4: Findings and Discussions

The current study attempts to identify attitudes of the students to the use of literature in language programs. It also aims to discover if there is any difference between the attitudes of English major and other major students. In addition, it aims to identify approaches that the students will prefer. The present chapter will analyze and interpret both quantitative and qualitative data which have been collected from two different groups of students. At first all the students were asked to complete a survey questionnaire. This was followed by a focus group interview with selected students, which was conducted in order to understand their attitudes in-depth.

4.1. General Findings from the Questionnaire:

All the 100 students completed the questionnaire which contained 22 questions. These questions included close-ended, statement items and open-ended questions. Question 1 investigated background information that was needed for this study. Question 2-10 evaluated students' attitudes towards the incorporation of literary texts in the language classroom. Question 11-22 were statement items which were based on Likert scale framework. These statements evaluated students' opinions on their skill development, motivation as well as their arguments against using literary texts in the language classroom. All the questions were arranged in a way that data attained by using this questionnaire reflect students' actual attitude on using literary texts in their curriculum. This section will illustrate and analyze findings that are obtained from the questionnaire survey.

4.1.1. Responses to Question 1:

One of the major aims of this study was to compare English and other major students on the basis of their preference for literature. Therefore, question 1 asked for area of their study. A total number of 100 students participated in this study; among them 50% were English major students. To attain an unbiased result researcher took same number of students who were doing their major in other areas.
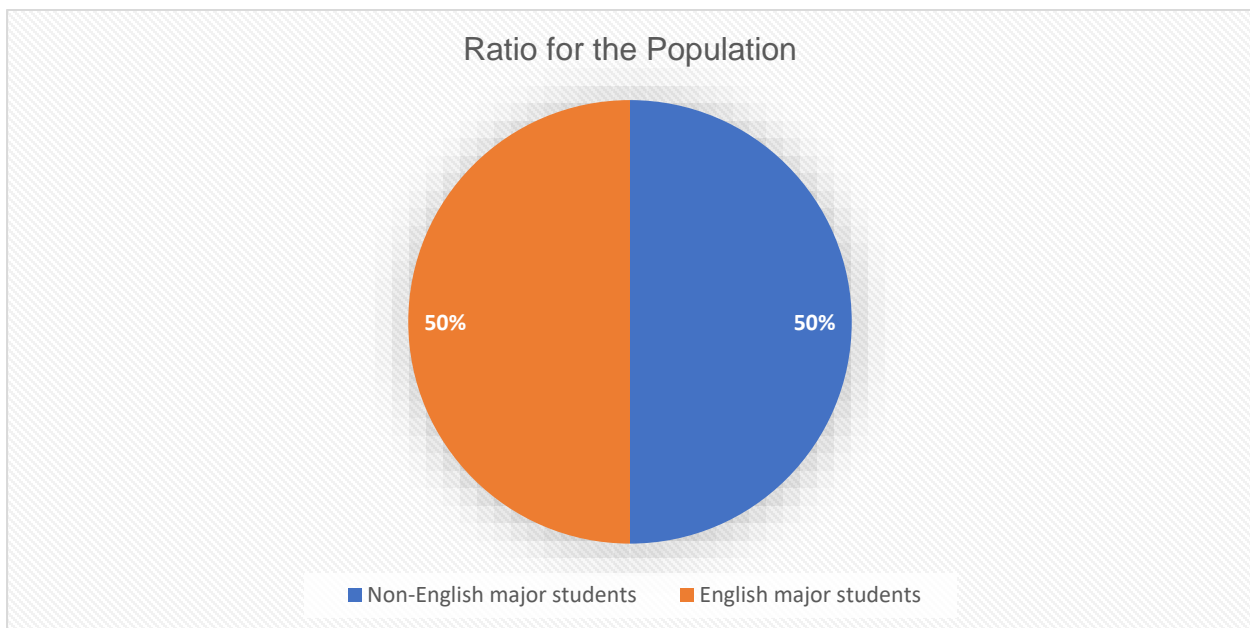
Figure 1: Ratio of English major students and Non-English major students.

The above figure is showing the ratio of two groups of students who participated for this study.

4.1.2. Responses to the Close-ended/Open-Ended Questions:

A total number of nine close-ended questions have been incorporated in the questionnaire, which were based on attitude, preference, and problem identification and language skills. All of these questions had multiple options from which students had to choose one option. The raw quantitative data attained from the close-ended questions has been converted into percentage and presented in two categories. In the first category combined responses of two

groups (English major and other major) has been given. Additionally, in the second category, responses of two particular groups have been given separately so that difference between the responses of two groups is easily understood. In this section, students' responses to the close-ended questions are analyzed bellow.

4.1.2.1. Students' Reading Habit:

Question 2 and 3 were asked to obtain background information about students' reading habit. Question 2 asked how often the participants read literary works. From the combined group 63% said that they read literary works 'occasionally', 28% said they read literature 'regularly' and 9% said they 'never' read literature. Both English major and other major students' reactions were similar for this question. It was remarkable that most people preferred to read literary works occasionally. Additionally, a good number of people had daily habit of reading literature. On the other hand, very few people had never read literary works.

Table 1

Reading Habit of Students

Groups	Regularly	Occasionally	Never
Combined	28%	63%	9%
English major students	36%	64%	0%
Other major students	20%	62%	18%

Table1: A general overview on the reading habit of the students.

Question 3 was asked to elicit information about students' opinions on reading literature. This question was aimed to discover whether they find literature 'very interesting' and 'useful' or they find it 'difficult' and 'boring'. Around 44% of the total population mentioned literature as 'very interesting', 21% have said literature is 'very useful', 21% have pointed out that literature is 'difficult', 14% have mentioned literature is 'boring'.

However, there is a remarkable difference between the attitudes of English major students and non-English major students. Around 64% of English major students mentioned that literature is interesting, however only 24% of other major students agreed with them. Furthermore, 24% of the English major students remarked that literature is a 'useful' tool to learn something new, whereas 34% of other major students felt that literature is 'difficult'. There is also contrast between other perceptions. While majority of non-English majors considered English to be difficult and boring (34% and 24% respectively), only a small percentage (8% and 4%) of English majors held a negative view of literature.
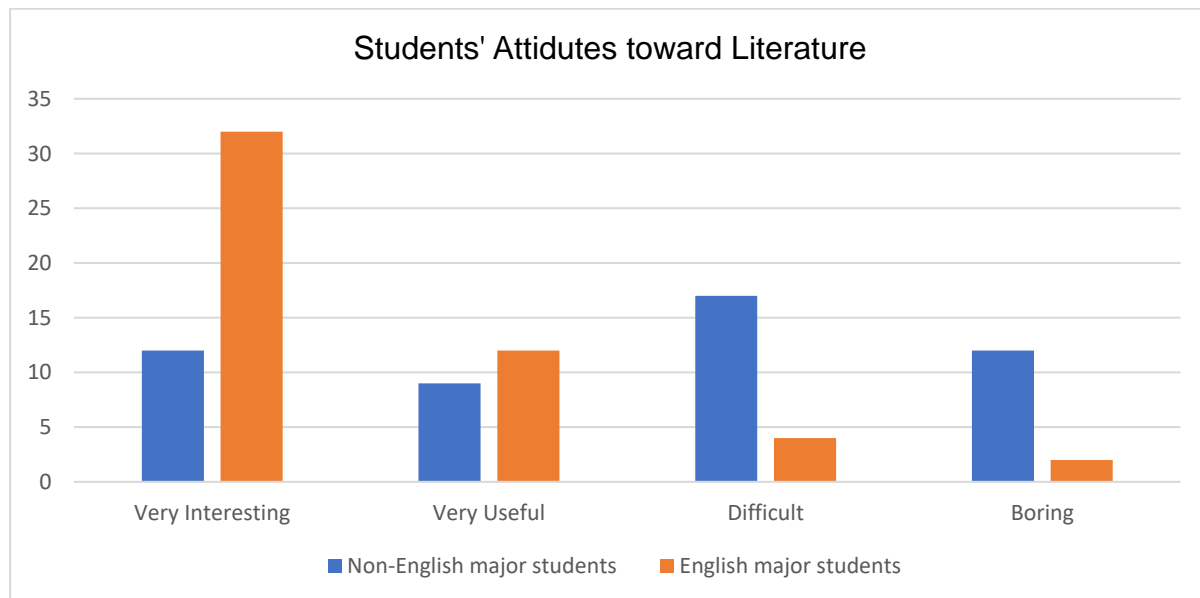
Figure 2: English major and other major students' attitudes toward literary texts.

From the above graph, it is clearly realized that there is a remarkable contrast between attitudes of English major and other major students. Most of the English major students regard literature interesting and useful material, whereas very few other major students felt like that. For other major students literature is a difficult and boring area. One reason for this view could be the lack of relevance of literature in their subject areas and therefore, perhaps they cannot understand how literary texts can help in achieving their academic and professional goals.

4.1.2.2. Students' Prior Experience on Reading Literary Texts in the Classroom:

Question 4, 5 and 6 were asked to discover students' prior experiences on reading literary texts in their classroom. Around 89% of total population mentioned that they had read literary texts at some point of their student life. However, 11% of the students stated that they had never read literary texts in their curriculum.
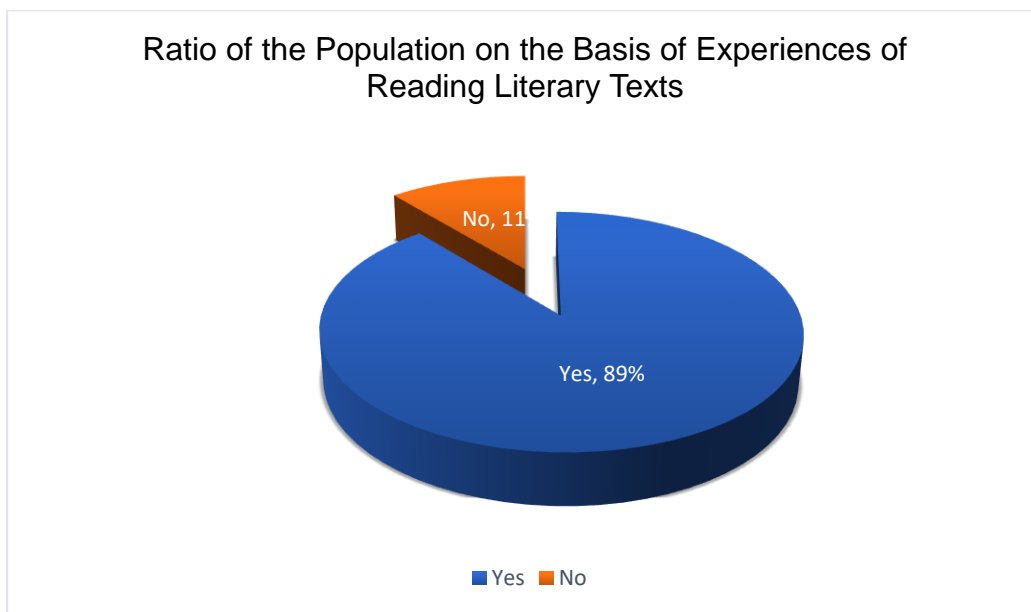
Figure 3: Ratio of the population on the basis of experiences of reading literary texts.

In response to question 5, around 51% of the students stated that they had read 'short stories' in their language classes, 33% of them had read poems, 9% had read drama and 8% have read novels. For this question, responses of English major and other major students were almost similar. Around 47% of English major students had read 'short stories', 33% of them had read 'poems' and 10% of them had read 'novels' and 'drama'. This is perhaps due to the fact that they all studied the same curriculum in their schools.

Reading 'short stories' was also common among non- English major students. Around 55% of non-English major students had read 'short stories', 32% of them had read poems, 8% mentioned that they had read 'drama' and only 5% of them had read 'novels'.
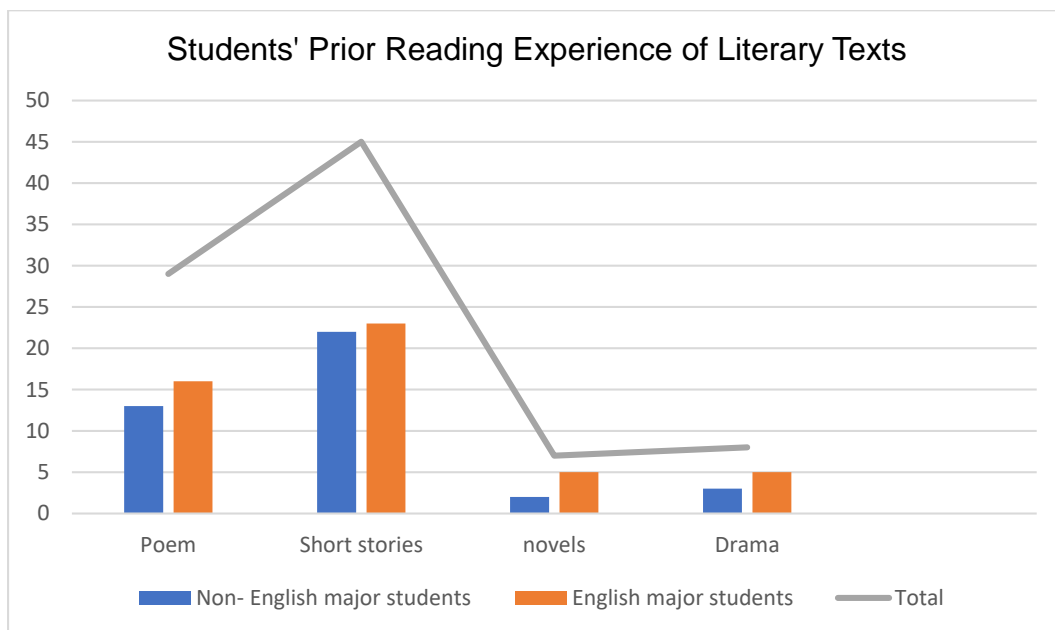
Figure 4: Students' prior reading experience of literary texts.

From the above figure it is noticed that most of the students regardless of their study area studied short stories for language classes. A portion of both groups had read poems and dramas

as well which is remarkable. These findings suggest that short stories, poems and drama are

mostly used reading materials in the language classes, whereas novels are less used.

Question 6 was asked to understand their experiences of reading literary texts in the

language classes. 51% had indicated that reading literature was 'enjoyable', 29% had remarked

that reading literary texts in the language classes was 'not interesting' and 20% of the students

found literary texts 'boring'. Again, there is contrast between the responses of two groups. The

percentage of the responses of two groups along with the percentage of total responses is given

bellow-

Table 2

Students' Responses on Prior Experiences of Reading Literary Texts

Groups	Enjoyable	Not interesting	Boring
Combined	51%	29%	20%
English major students	69%	27%	4%
Non- English major students	27%	33%	40%

Table 2: Students' responses on prior experiences of reading literary texts.

From the above table, it is clearly realized that most of the English major students

enjoyed reading of literary texts in the language classes. However, a large percentage of other

major students mentioned that their experiences of reading literary texts were not interesting. A

graph showing their overall responses is given.
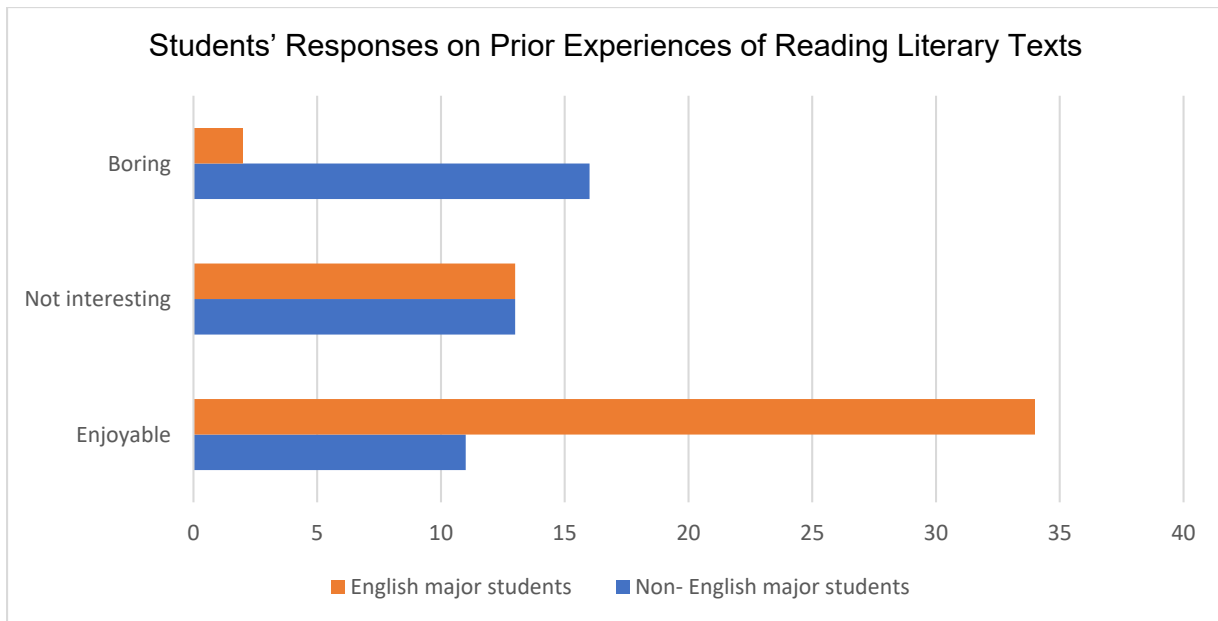
Figure 5: Students' responses on their prior experiences of reading literary texts.

From their responses showing in the graph it is clearly understood literary texts are more

motivating to English major students than other major students.

4.1.2.3. Challenging Aspects while Reading Literary Texts:

Question 7 and 8 were asked to investigate how many students find literature difficult and

which aspects are regarded as challenging to them. Around 73% of the total population felt that

literary texts are difficult, while27% of them did not face any difficulty reading literary texts.
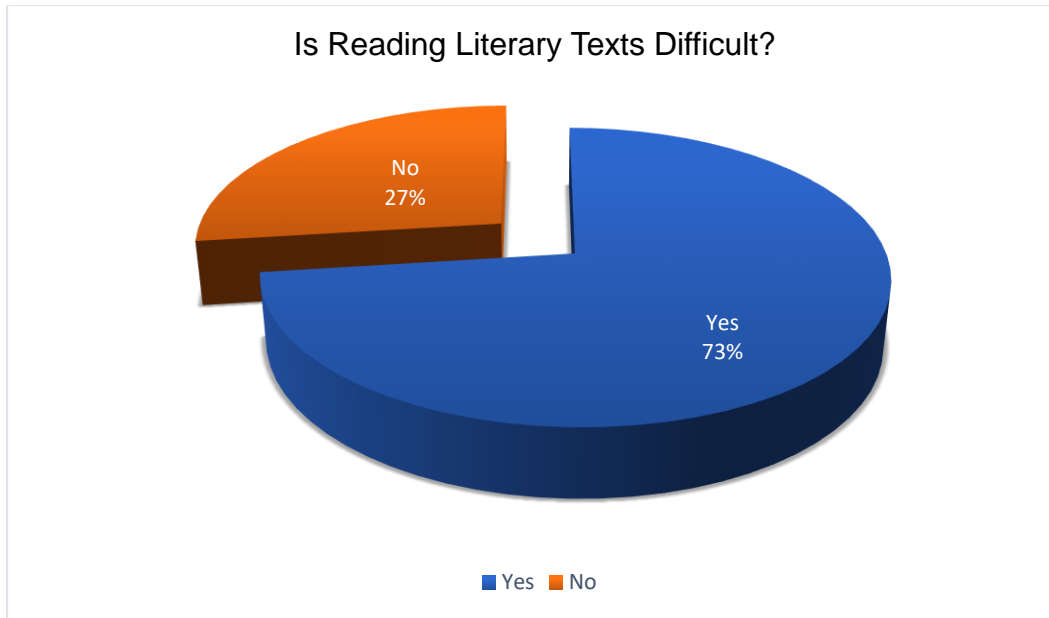
Figure 6: Students' opinion on whether literary texts are difficult or not.

The above figure illustrates clearly that, majority of the students think reading literary texts is difficult. This finding provides a reason behind the indifference of certain groups towards literary texts. From this finding it can also be understood that students of both groups have some area of difficulty while reading literary texts.

Question number 8 asked the area of difficulties that students faced while reading literary texts in their language classes. Among those who find literary texts difficult- 33% remarked that 'interpreting the content' of the literary texts is challenging. Around 31% of the students indicated that 'literary terms' of the texts are difficult. Additionally, 21% of the students faced problem with vocabularies and finally 15% of the students found the 'writing style' of the literary texts difficult.

Difficulties Experienced by the Students while Reading Literary Texts
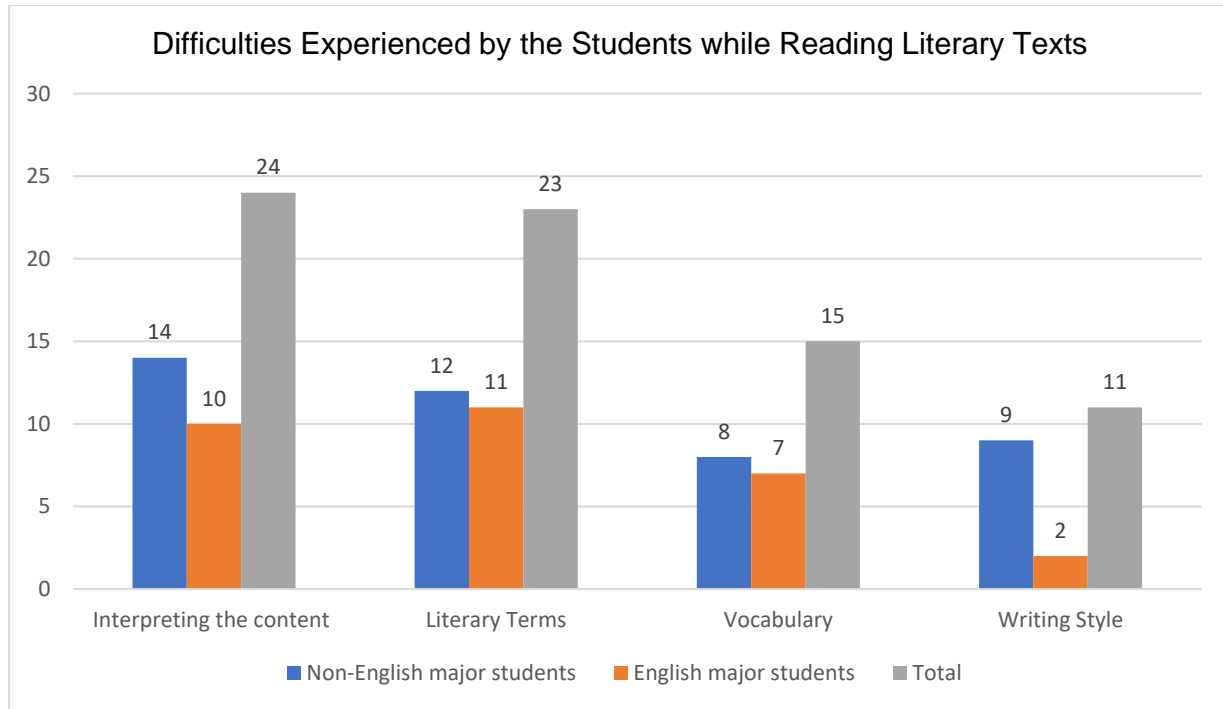
Figure 7: Students' area of problems while reading literary texts in the language classes.

The above figure clearly indicates that, most of the students had problem to 'interpret' the contents of the texts. A portion of the population also mentioned that, understanding the literary terms was difficult. From this finding it is also understood that, selection of texts and approaches which are followed to teach these texts might not be appropriate enough. For this reason, students struggled to interpret the texts completely which later created fear among them about reading literary texts.

4.1.2.4. Students' Preference for Particular Literary Genre:
Question 9 and 10 were asked to obtain information about students' preferences towards particular literary genre. In question number 9, participants had to choose from four given options which they prefer to use in pedagogical reading contexts. This was followed by an open-ended question (question number 10), where they had to justify the reasons behind their

particular preferences. In the responses of question 9, around 52% of total population remarked that 'short stories' were the most effective material for classroom activities. 20% of them chose poems, 17% chose drama and 11% chose novels.

Also, for this question both English major and other major students gave similar responses. Around 60% of other major students and 44% of English major students identified 'short stories' as the most effective material for classroom activities. There is also a remarkable preference for poems among English major students. Around 30% of them preferred 'poems'. On the other hand, non-English major students preferred 'drama' more than 'poems' or 'novels'. Around 24% of them preferred "drama', where as 10% and 6% of them preferred poems and novels respectively. In addition, preference for reading novels differs from English major to other major students. Around 16% of English major students preferred 'novels', whereas only 6% of other major students agreed with them.
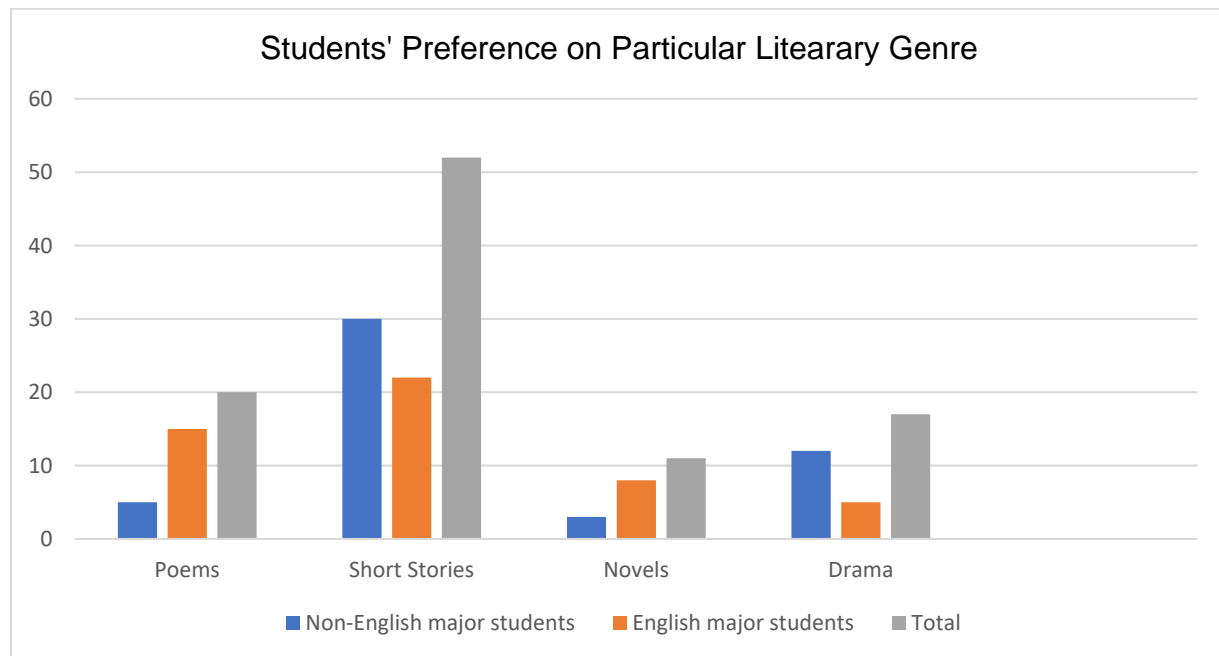

Figure 8: Literary genres that students preferred to use in language classroom.

The significant aspect of this finding is that, most of the students regardless of their study area preferred short stories. From the findings of question number 5, it is found that short stories are the most common literary texts that are used in language classes, which can be a good reason why most of the students preferred short stories. Students are more familiar with short stories rather than novels.

Question 10 was an open-ended question which asked students to provide brief explanation for their preferences for particular genre. Majority of the students chose short stories and as reasons behind their preferences for short stories they have stated that, short stories are 'easy', 'enjoyable' and various kinds of 'interesting' and 'motivating' activities can be derived from short stories. Some of them have also remarked short stories as 'communicative' material. Another important reason for choosing 'short stories' was its 'short length'. Students stated that due to its short length, short stories can be covered within class time and student will not lose their attention while reading it. A good number of people preferred poems because poems provide 'spontaneous outburst of emotions' and can be used to give enriched exposure of language to the students. 'Short length' was another reason for which they preferred poems. Students who preferred drama, found this particular genre 'interesting' and 'motivating' for 'role play activities' which can be derived from dramas. A student mentioned. "Dramas can be used for role-play activities which is more interesting than just reading a story or a poem". They emphasized on the 'communicative' value of dramas. A segment of population who had chosen novels, remarked that 'by reading novels one can expand his knowledge not only of language but also of different cultures and period of time'.

4.1.3. Analyzing the Statement Items of the Questionnaire:

A total of 10 statement questions has been incorporated in this survey which were designed on the basis of Likert scale framework (Dörnyei, 2007). These statements required students to choose one of the five given options that best suits their attitude. Statement number 11-13 evaluated students' opinions on the contribution of literary texts in improving their language skills. Statement number 14-17 evaluated students' motivation regarding the incorporation of literary texts in their language classes. Again, statement number 18-22 used to analyze students' opinions on some arguments against using literary texts. For the purpose of interpretation, the researcher has converted the responses into mean score. Interpretation key that is used to analyze students' responses for these specific items of the questionnaire is as follows: 1.00-2.25= they completely disagree with the statements, focusing on the negative attitudes toward using literary texts in the language classes, 2.26-3.00= they somewhat disagree with the statements, again highlighting the negative attitudes, 3.01-4.25= they somewhat agree with the statements highlighting the positive attitudes toward using literary texts, 4.26-5.00= they completely agree with the statements. All the values of this interpretation key are based on the mean score of the responses.

Table 3

Mean Scores of the Responses of Statement Items

No.	Statements	English major students'	Other major students'	Combined
A.	Skill-focused			
11.	I find literature useful for improving my reading skill.	4.14	3.38	3.76
12.	Reading literary texts help me to learn new vocabularies.	4.02	3.1	3.56
13.	Literary texts improve my interpretative ability.	3.9	2.92	3.41
B.	Learners' motivation			
14.	I think literary texts are motivating than non-literary texts (essays, newspaper articles, advertisements etc.).	3.9	2.96	3.43
15.	Literary texts make classroom activities more interesting.	4.02	3.1	3.56
16.	I can know about different cultures by reading literature.	3.84	3.18	3.51
17.	I can relate literary texts with my own world.	4.36	3.18	3.77
C.	Arguments against literary texts			
18.	Literary texts contribute nothing in developing my academic proficiency/skills (academic writing, communication skill etc.).	2.64	3.4	3.02

19.	I think language of literary texts is difficult to understand.	3.38	4.14	3.76
20.	I think literary texts are time consuming	3.2	4.08	3.64
21.	I do not find other countries' literature culturally appropriate.	2	2.58	2.29
22.	Language of literary texts is not used in real life.	3.84	3.18	3.56

Table 3: Mean calculation of the students' responses of statement questionnaire.

4.1.3.1. Analyzing Statement number 11-13:

For statement number 11, mean scores of English major students and other major students are 4.14 and 3.38 respectively. Thus, it appeared that mean scores for statement number 1 for both group ranges within 3.01-4.25; which implied positive attitude of most of the students. In addition, for this statement mean score of total population is 3.76 which also fell within the previous scale. From this response, it is clearly realized that literary texts helped most of the students (both English major and other major) to improve their reading skill.

Again, for statement number 12 mean scores of both group ranged within the scale of 3.01-4.25, which indicated most of the students acknowledged the enrichment of vocabulary because of reading literary texts. This finding also implied their positive attitude for literary texts as these are enriched source of vocabularies.

However, responses to statement number 13 represent a remarkable contrast between English major students and other major students. Most of the English major students agreed that literary texts improved their interpretative ability, with a mean score of 3.9 ranging within 3.01-4.25. On the other hand, the mean score of other major students is 2.92 that fell within the scale of 2.26-3.00, which indicated their disagreement with the proposition. From these responses it is

realized that other major students struggled to interpret the contents of the literary texts than English major students which might be a significant reason behind their disfavor for literary texts.

4.1.3.2. Analyzing Statement number 14-17:

Responses of statement number 14 also present remarkable contrast between two groups of students. From the mean scores, it appeared that most of the other major students did not feel that literary texts were motivating than non-literary texts, with a mean score of 2.92 that indicated their disagreement with the proposition. On the contrary, most of the English major students with a mean score of 3.9, agreed that literary texts were motivating than other kinds of texts.

All the mean scores for statement number 15-16 of the questionnaire ranged within 3.01-4.25, which again implied their positive attitudes towards using literary texts in classroom activities. Most of the students from both groups felt that literary texts were great sources for interesting classroom activities and cultural knowledge. It is remarkable to note that, although other major students did not regard literary texts as a motivating material, still they somewhat agreed with the proposition that communicative and engaging activities could be designed by using literary texts. For statement number 17 both groups agreed that they can make personal connection with the texts, with the mean scores that fell between 3.01-4.25 and 4.26-5.00, which again indicated their positive attitudes towards using literary texts in the language classes.

4.1.3.3. Analyzing Statement number 18-22:

Statement number 18-22 aimed to obtain students' views on the common arguments against using literary texts. From the mean scores of these statements, it appeared that most of the English major students somewhat disagreed with the propositions, whereas other students

agreed in some cases. Mean score of English major students for statement number18 was 2.64

that ranged within the scale of 2.26-3.00, indicated their disagreement with the proposition that

literary texts are not effective for the development of academic proficiency. However, other

major students somewhat agreed with this proposition as the mean score of their responses was

higher than English major students ranging within a scale of 3.01-4.25.

For statement number19-20 both of the groups agreed with the statement as mean scores

for both groups fell within 3.01-4.25. The finding of this statement indicated that most of the

students faced difficulty while reading literary texts and they lost their motivation as literary

texts require enough time to read.

Finally, statement number 21 was based on the argument that literary texts are culturally

inappropriate. It was notable that most of the students of both groups disagreed with this

proposition, as the mean scores of their responses ranged within 2.26-3.00. The finding of this

statement highlighted most of the students did not face the cultural alienation which was one of

the most common arguments against literary texts. On the other hand, maximum number of

students agreed with statement number 22 with a mean score of 3.56 that claimed language of

literature is not used in real life.

4.2. Responses from Focus Group Interview:

From the findings of close ended questions and statement questionnaire, it revealed that a

good number of the other major students regarded the incorporation of literary texts in language

classes with disfavor. Many of them mentioned that literary texts were difficult, boring and

demotivating, however almost same number of people had stated that literary texts could make

class activities more interesting. Thus, there was a contradiction between the attitudes of two

groups. For the purpose of the study, the researcher intended to find out why this indifference

exists in the responses of other major students. Therefore, she conducted a focus group interview in order to obtain a detailed understanding of students' actual perception and attitudes towards using literary texts in the language classroom, as well as to find out what are the teaching approaches that they prefer to be followed while teaching literary texts. A total number of 10 non-English major students were selected for the interview. All of them were asked 4 questions that evaluated their perception and attitudes regarding the use of literary texts in the classroom. The interview questions were semi-structured in nature. The focus group discussion occurred for 45 minutes. To facilitate the focus group discussion, researcher used two reading materials which were- part of a short story and a magazine article. Here, the responses attained from focus group interview are used as supplementary source of data in order to validate the findings of survey questionnaire.

4.2.1. Analyzing Findings from the Focus Group Interview:

In the beginning students were shown two reading materials one of which was part of a short story and another one was a magazine article. Students were given time to look at the materials. They did not require to complete it, as this was not an intervention research. They were asked to express their opinions on these materials. Therefore, question 1 intended to figure out, which one of the two reading materials students liked the most. The question asked-

- Which one of these two materials do you like the most?

Around 5 (50%) out of 10 people preferred the magazine article, 2 (20%) of them preferred both materials and rest of the 3 (30%) people preferred the short story over the magazine article. 4 students who preferred the magazine article over the short story mentioned that, the magazine article and the its activities seemed more familiar to them than the story. They felt that the story was quite long and had complex themes that they found difficult to interpret.

They also mentioned that the activities on the story were new and boring, whereas they felt the

magazine article had more interactive and engaging activities. A good number of interviewees

reacted positively to the magazine article because of its short length. One of the students stated -

> I think the magazine article has lots of interesting activities. Also, it is very short in
>
> length and the presentation is quite attractive, whereas the story is a little bit long which I
>
> do not think will help much to draw our attention (S5).

From the response stated above it is clear that, students were not willing to read long

texts. In addition, they also preferred materials that had attractive pictures and illustrations which

perhaps drew their attention to the text. Other responses were also similar. Most of the students

mentioned that the story had a complex theme that was a bit challenging for them to understand.

In this regard, a remarkable response was-

> This story has a complex theme that will make us read it more than once in order to
>
> understand it completely. Now this is a problem, as the class period is limited. And we
>
> have pressure of other courses too. So, these kinds of complex themes are really
>
> frustrating to read as it requires so much time. But the magazine article is really short and
>
> has specific information that I think is very interesting and easy to learn (S7).

Here, again students' negative reaction to the story is prominent. At tertiary level,

students' goal for learning language is to improve their academic and language skills, therefore,

they do not feel that reading stories with complex themes will benefit them. Rather, they want to

focus more on their academic courses. The aforementioned response also implies that, many students do not take language courses seriously. They take these courses because these are mandatory and they are less willing to spend long time for these courses.

Some students also preferred the short story along with the magazine article, however many of them mentioned that there was a good number of activities for both materials, which may not be possible to be covered in one or two classes. In this regard, one of the unique responses was-

> Actually, both of them are good. Both of them has good number of activities which are effective. But I don't think any of them can be finished in one class rather each of them requires couple of classes. Other than that, both of these two materials are interesting (S8).

In short, most of the responses for question 1 disapproved the literary text and preferred the non- literary article for its practical length and simple theme. It is also understood that students were not willing to read literary texts as they believed literature could not make any contribution to their language and academic proficiency. This is perhaps the result of inadequate experience of studying literature. From the above responses it is also deduced that they prefer the activities that can help them to improve their grammar and language skill. Thus, by analyzing their responses the researcher discovered that, for non-English majors, literary texts are less favorable than non-literary texts.

Question 2 was asked to obtain the information about the types of texts that students use to improve their language skills. The question was-

- Which type of material (literary or non-literary), do you use to improve your overall language skills?

Around 6 (60%) out of 10 students mentioned non-literary texts, 3 (30%) students mentioned about literary texts and 1 (10%) of them mentioned about both types of materials. Students who use non- literary texts to improve their language skills pointed out that, non-literary texts have less complicated structures and a good format that help them to learn about academic writing styles. A unique response to this question was-

Definitely non-literary texts. These texts have good structures that you can follow when write your term papers and assignments. You will know how to write argumentative or descriptive essays. Literary texts don't really follow any grammatical or writing pattern that can help you to learn these things" (S2)

In addition, some of them mentioned that non-literary texts such as newspaper articles are easy and short and require less time, yet effective to learn new vocabularies and grammar that is needed. Even though they do not need to read a lot, they can learn about so many things. One of the students mentioned-

I really like to read newspapers and articles, these are not complicated and helps me to learn vocabulary and sentence structures. From the time I started reading newspapers, my vocabulary is increased significantly and my writings have also been improved. One interesting thing about newspaper is, you do not need to spend lot of time to read these things. Even you can read them in the car while you are stuck in traffic (S5).

However, a few students also preferred literature. The reason behind their particular choice was the personal connection that they could make with literary texts. In this regard, a unique response was-

Essays and news articles are good, but literary texts have a storyline. I can connect with the characters and it makes me to read more about them. And when you are reading literature in this way, you are naturally getting exposure of good language that helps you to improve your skills (S4).

Most of the responses for question 2 reveal the fact that, students are more concerned about learning grammar and structures of language, which they think are important to develop their language proficiency. Majority of the students believed that, only non-literary texts can help them to improve these skills. In most of the language classes, from primary to higher intermediate level, grammar and sentence structure are more emphasized than other skills. Perhaps, this is a reason behind their particular concerns for these skills.

The third question elicit information whether or not students think that literary texts are very different from not literary texts and why they do think so. The question asked-

- Do you think literary texts are very different from non- literary texts?

The result for this question was also similar like aforementioned questions. Around 6 (60%) out 10 students mentioned that literary texts are different from non-literary texts, 2 (20%) of them were neutral and other 2 (20%) students believed the effectiveness of a text depends on the content of it.

Among those who perceived that literary texts are different mentioned that literary texts have unique language and specific style of writing, which is difficult as well as not helpful for regular communication. A student mentioned-

Literary text does differ from non-literary text, from the structure of the sentences to use of language, everything is highly distinctive. But the language of newspapers and articles are easy and we can use them in our daily life also. You will never see anyone using 'thee' or 'thou' in their regular conversations. So, I think language of non-literary texts are more useful (S3).

From the above response it is perceived that, students are more concerned about the communicative purpose of learning language, thus they do not approve any language use which will not help them in their regular conversations. Here, again the utilitarian purpose of learning language is highlighted.

A few numbers of students pointed out that both literary and non-literary texts were same as these demanded reading and understanding the content of the texts. In this regard, a student stated-

I think there is no difference between literary and not literary texts. Both of them have some content, but understanding the concept is really depends on the difficulty level of the content (S5).

Most of the responses for aforementioned question highlight the fact that, the primary goal of majority students is to improve their communicative skills. As language of literature is distinctive and less used in regular life, students do not understand the need to learn this kind of language.

Question 4 was aimed to elicit how students prefer to study literature in their language classes and which types of activities they will prefer to do on it. From the literature review, it has been known that different educators have provided instructions on how literature can be integrated into to language learning. The researcher intended to find out what the students' perception is regarding this issue. In order to facilitate the discussion, the question provided a context. The question was-

- Suppose the curriculum of your language program includes a literary text. How would you prefer to read it in the classroom?

In response to this question, most of the students remarked that they do not prefer memorizing and extensive reading which require lots of patience and time. They preferred the activities that are engaging, motivating and require less reading as well. A student remarked, "I really don't like memorizing long answers. If the texts require to memorize long answers, it will be really frustrating" (S2).

Most of the students agreed that classroom activities should be enjoyable so that these activities could encourage them to read the text. According to their responses, being students of other departments, they did not need to analyze and interpret multiple level of meanings of the texts. Instead of that, communicative and academic activities would be more effective for them as it served the purpose of their learning. A student shared his experience of doing such activities on literary texts in one of his classes-

> In one of my language class, our teacher gave us a story, then asked to create a poster
> about the story. We made the posters in groups. It was really an enjoyable and fun
> activity that I still remember (S8)

Students had also mentioned about other communicative activities that can be integrated into the class, such as role play activities, group presentations, academic writing activities etc. Some students significantly remarked about role play activities. One of them stated-

> I think, apart from presentations and group work, literary texts can also be used to make role play activities, which I think is really engaging and fun to do. I don't think that dramas and plays are necessary to make role play activities. Teacher can ask the students to perform a part of a short story (S5).

Most of the responses to this question highlight students' preference for communicative and group activities. Thus, it is realized that, although students do not prefer to read literature, a renewed interest can be grown among the students if the texts provide enthusiastic and engaging activities.

As the questions were semi structured in nature and it was a focus group interview, researcher draw her questions to some other aspects. As they have mentioned about group activities and communicative activities, the researcher asked if they believe that these types of activities can be used in language classes. Most of them agreed that these activities could be integrated into language learning, however some students pointed out that, most of the traditional teachers would not use these activities in the classroom as they believed that study of literature required memorization and in-depth analysis. Some of the interviewees also remarked that language programs at tertiary level should be easier so that students from all backgrounds can understand the contents of the courses and it will not affect their grades. A students pointed out-

Fundamental language courses should be easier so that everyone can understand the contents.

> If difficult materials are used, students who are not good in English will struggle to
> understand these and eventually it will affect their overall grades. One of my friends who
> did well in all of his academic courses, had to retake the fundamental English course as
> he was not good at English, that finally affected his overall grades (S7).

From the findings of focus group interview, it is clearly understood that most of the students of this group (non-English majors) do not prefer literature for language learning, while they have significant preference for non-literary texts. The reason behind their particular attitude remains in the primary goal of their language learning, which is acquiring communicative competence. Despite their negative opinions, they still believe that literary texts can be a useful material if they are used in classroom activities guided by communicative approach of language teaching.

4.3. Discussion Based on the Major Findings:

In the following sections, major findings of this study will be discussed on the basis of central research questions and literature review.

4.3.1. In Response to Central Research Question 1:

Identifying the overall attitudes of the students to learn English through literature was the sole concern of central research question 1. Firstly, the data collected from the initial questions of the survey reveals that, majority of the students do not have a regular habit of reading literature, however most of them read literature occasionally. It implies that most of the students enjoy reading literature. However, from the findings of later questions, it appears that a good

number of people also consider literature as boring, complex and uninteresting. This gives an

ambivalent reflection on learners' overall attitudes towards literature. The researcher felt that

students are somewhat interested in reading literature, however not for learning purpose. They

prefer to read literature for their personal pleasure. The concept of language learning through

literature daunts them as there is lack of practices and suitable methods for teaching literary texts

in utilitarian approaches.

One of the significant findings of this study is that a great proportion of population

regarded literature as a difficult concept. The responses are almost similar in both groups. Most

of the students face problems to interpret the contents of the texts. This may be the result of

selecting the texts that are too complex to interpret. According to McKay (1982), literary texts

which are linguistically and thematically complex, has less benefits for the learners (p. 531). She

further recommends that teachers should use texts that are easy and deal with personal

development, so that all types of learners get benefitted from these texts (Ibid). Ghosn (2002)

also suggested that the teachers should select literary works with uncomplicated storyline, no

flashback complex or multifaceted characters; so that learners can interpret them easily (p. 174).

It was surprising that a good number of English major students faced difficulty while reading

literary texts. This also implies that literature itself is characteristically complex, therefore it

requires suitable approach, sufficient discussion and communicative activities so that the

students can overcome their difficulties and fear regarding literature.

Majority of the population agreed that literature can make classroom activities more

interesting and increases their knowledge about different cultures. Collie and Slater (1987) also

referred that literature is one of those useful materials that can be used to increase learners'

knowledge about the culture of the target language (p.4). Additionally, most of them mentioned

that they could create personal connections with the text. However, before they mentioned that literary texts were difficult and they struggled to interpret these texts. This finding again provides an ambivalent answer to their actual attitudes. Therefore, the researcher inferred that, although students have fear for reading literary texts, they somewhat believe that literature can be used in a communicative way.

Majority of the population have preference for short stories than other literary genres. Findings of the open-ended question reveal the reason behind this particular preference. As stories are short in length, most of the students do not get bored while reading it and matches the purposes of majority of the students (as cited in Babaee and Yahya, 2014, p.83). Another important reason behind their preferences for short stories might be their previous experiences of reading literary texts. Most of them had read short stories in any of their schools, which make short stories familiar to them. On the contrary, they have lack of experience of studying novels and dramas which led to create fear among them about reading those specific genres. Collie and Slater (1987) also agreed that, short stories are ideal materials to introduce literature in a language classroom (p.196). They remarked that the short length of stories helps the teachers to complete it within one or two lessons and makes it less daunting for the learners (Ibid). It was interesting that a good number of students had preference for poems as well. Again, it is deduced that they prefer poems because poems require less time to read.

On the improvement of their skills, most of the students agreed that literary texts were great instruments for improving their reading skill. Gajdusek (1988) also agreed that, if literary texts are presented with enthusiasm and in an interactive manner, these can enrich the reading skill of the learners (p.233). Most of the students acknowledged that literary texts are great source for learning vocabulary. In this regard, Collie and slater (1987) mentioned that reading

literary texts increases learner's receptive vocabulary (p.4). Ghosn (2002) also referred that, literature gives exposure to natural language that can foster vocabulary development (p.173). Majority of the population did not agree that literary texts were culturally inappropriate, which indicated that, students did not face any cultural barrier while reading literature. However, they believed that language of literature was not used in real life. In this regard Collie and Slater (1987) mentioned, language of literature is not the language that we use in our daily life, which led to the objection to literature on the ground of appropriacy (p.4). However, in order to overcome this problem, they suggested that the teachers should make a judicious choice of texts and use them as supplementary to other materials (Ibid).

After analyzing the major findings, researcher felt that students had an ambivalent attitude to the use of literature in the language programs. In many cases their responses collided with each other. For some questions the findings highlighted negative attitudes of the students, while other questions revealed positive attitudes of them. Therefore, the researcher would like to state that, students' overall attitudes toward using literature in the language classroom were ambiguous or contradictory.

4.3.2. In Response to Central Research Question 2:

Central research question 2 asked whether there is any difference between the attitudes of English major and other major students. The data collected from the close-ended questions and statement items reveals that, there is sufficient amount of contrast between the attitudes of English major and other major students. From the findings of close-ended questions it was revealed that most of the other major students perceived literature as a difficult and uninteresting concept; whereas for most of the English major students, literature was quite interesting. In addition to that, maximum number of other major students reflected negatively on their previous

experiences of reading literature in language classes. However, response of English major students on this issue was quite positive. The positive attitude of the English major students was very legitimate as they had read literature in many of their regular courses and had a common interest in it due to its strong relevance with their major study area. However, for other major students, literature did not only lack relevance to their academic area of study, but also lacks familiarity. As Chowdhury and Haider (2012) remark, language programs at tertiary level are mandatory for all the students and aimed to improve students' academic proficiency (p.93), most of the students expect interesting, easier but effective materials in the classes. From the collected data, it appeared that maximum number of the students of other major area did not consider literature as an effective tool that could help them to improve their academic performances. Moreover, many of them mentioned that literature was boring. This again, might be the result of wrong selection of literary texts and insufficient communicative and engaging activities which failed to draw their attention. As, Lazar (1993) suggested that selection of the literary texts should be in a way so that it matches the needs and interests of majority of learners (p. 52).

From the findings of statement question number 14, it revealed that, most of the other major students did not agree that literary texts were motivating than non-literary texts such as newspaper articles, essays, advertisement etc. This implied their preferences for non-literary texts than literature. However, English major students had the opposite opinions in this regard, which again highlighted the differences between their attitudes. However, finding of statement question number 15 contradicts the aforementioned result. Both of these two groups agreed that literary texts could be used to make more innovative and engaging classroom activities. From these responses, it can be assumed that, non- English major students were more interested in

non-literary texts due to its less complexity and specified content. However, to some extent they also felt that literary texts could be used in a communicative and interactive way.

On the whole, by comparing the responses of both groups researcher found that learners' attitudes differ largely from English major to other major area. The researcher found positive attitude from most of the English major students, whereas other major students gave negative impression towards using literary texts in the language classes. Therefore, the researcher would like to state that there is significant amount of differences between the attitudes of English major students and other major students.

4.3.3. In Response to Central Research Question 3:

Central research question 3 examines from students' point of view, how literature should be integrated into the language programs, which can be answered from the responses of focus group interview. As literature review indicated that there are many approaches that can be followed in order to teach literature in language classroom, the researcher intended to investigate which approach students would prefer to study literary texts in their classes. From the findings of focus group interview, it revealed that most of the students of this particular group preferred non-literary texts over literary texts. As reasons behind their preference they stated that, literary texts had multiple level of meanings and a very distinctive writing style, which required long time to study. As they needed to study the courses related to their major area, they could not afford much time for studying literature in order to learn language. On the other hand, non-literary texts such as newspaper articles, essays etc. are short in length and had a structure in their writing style, from which they could get the required exposure of language. The findings of the interview also revealed their opinions on effective activities made by using literary texts that would fulfill their

needs. Most of the students suggested that presentation of the texts should be attractive and should have some pictorial illustrations, so that students get motivated to read the text. Besides, students mentioned that, if communicative activities such as group project, presentations, poster making, academic essay writing etc. could be made out of literary texts, it would help them to fulfill their academic purposes along with that they could enjoy the reading. As Collie and Slater (1987) remarked that, role play, improvisation, creative writing, discussions questionnaires, visuals and many other activities which are generally used in communicative language teaching, can serve a similar purpose while teaching literature (p.8). They further note that, it is important to incorporate 'enjoyable' and 'student-centered activities' when working with the students who are not literature specialist and have not developed motivation to read literature on their own initiative (Ibid). Additionally, in order to teach literary texts more effectively teachers can follow Gajdusek's (1988) framework of four level of class room activities (p.233). According to this framework, students should be provided a background of the story and its vocabulary in the pre-reading activities, then activities regarding some factual questions (when, who, where, what happens in the text) can be done. Lastly, for extended activities, students can take part in parallel reading, group discussions, presentations and other communicative activities (Gajdusek, 1988, p.233). However, extensive reading activities such as analyzing the characters and the plot of the stories should be avoided, as it may demotivate the learners to read the text. In addition, the contents of the texts as well as the classroom activities should be interesting, appealing and relevant to majority of the students, so that students may become motivated to the lessons (Collie & Slater, 1987, p. 6).

After analyzing the findings of focus group interview, the researcher found that, this specific sample of students had preferences for non-literary texts than literary texts. However, they also believed that literature could be beneficial if communicative approach was followed to teach these texts that would best suit their interest. Therefore, the researcher would like to state that, students prefer communicative approach to study literature as it fulfills their purposes of learning a second language.

Chapter 5: Conclusion

The present chapter includes summary of major findings, recommendations and conclusion of the research.

5.1. Summary of the Major Findings:

The current study was aimed to investigate learners' attitudes towards integrating literature into language programs at tertiary level. The study found so many ambivalent and contradictory results which reveal the fact that, most of the learners are confused about this issue as they lack experiences of studying literature. Although they had encountered literary texts at some point of their education, the approach and exposure to these texts were not enough. Besides, most of the learners perceived literature as a complex and uninteresting instrument for learning language. These problems can be solved by selecting texts that would be suitable for majority of the students. However, as many students read literature occasionally, they appreciate literature for their personal pleasure without regard to its pedagogical integration.

In addition, the findings provided a significant amount of contrast between the attitudes of English major and other major students. Most of the students from other major area expressed negative views about using literary texts in the language programs, whereas English major students had affirmatory attitudes towards this issue. The positive attitudes of English major students may be result of the fact that they need to study literary texts in many of their courses that led to a common interest. In regard to learners' motivation, English major students felt that literary texts are really engaging and motivating, however students of other major areas had opposite views. The indifference among the students of other majors, was a result of lack of relevance and unfamiliarity of literary texts to their subjects. The perception of this group about

developing the academic skills by using literary texts was also negative. In spite of so many differences, there are also some similarities between these two groups on prior learning experiences, problem identification and development of few skills such as reading proficiency and vocabulary enrichment. A good number of students believe that literature can help them to enhance their reading skill and receptive vocabulary as well as increase their knowledge about other cultures. Despite all the negative perceptions and attitudes, students held a belief that, literary texts can be used more effectively to enhance learners' linguistic proficiency, if techniques and activities guided by communicative approach are pursued. Students suggested that, communicative activities such as group presentations, role play activities, poster making, academic essay writing etc. by using literary texts, can create enthusiasm among them and fulfill their interests. Therefore, if we want to use literature in our classrooms we need to revise the current approaches and reconstruct them in according to the needs of majority learners.

5.2. Recommendations:

This research provides an interesting and unique reflection on the perceptions of learners regarding the use of literary texts in language learning. Although many theorists and educators in this related field, have suggested and encouraged using literature for teaching language to the ESL learners, it was necessary to know students' perceptions and attitudes regarding this issue. The findings of this study provides useful information to the material developers, syllabus designers and educators in the pedagogical domain of Bangladesh. By considering the findings of this study, material developers and syllabus designer may select texts that are not complex and do not have multifaceted meanings, so that majority of students do not find these texts difficult to interpret. As mentioned before McKay (1982) suggests to use literature written for young adults as these kinds of texts are uncomplicated, easily interpretable and engaging in nature (p.531).

Besides, in order to obtain academic proficiency, teachers can employ group activities, presentations, role plays and follow communicative approach while teaching literary texts. Many educators such as Gillian Lazar, Linda Gajdusek, Brumfit and Carter, Joanne Collie and Stephen Slater, in their work, have given instructions on how communicative approach can be followed by the teacher in order to use literature as a resource for teaching language. As literature has almost been excluded from the secondary, higher secondary and tertiary level curriculum due to its underlying complexity, educators and material developers of this country should rethink and investigate in detail whether or not literary texts can create a positive impact among students to overcome their obstacle regarding learning language.

5.3. Recommendations for Further Studies:

An intervention research or longitudinal study for one year can be done if more time is available which will help to provide a detailed reflection on their performances regarding the study of literary texts. In that case, it will reveal whether or not pedagogy of English language teaching needs to emphasize on literature. For future studies, enhancing the proficiency of different language skills by using literary texts can also be investigated.

To conclude, the present study opens up a new era of exploration. Although benefits of incorporating literature have been mentioned by its proponents and theorists, it is also important to consider whether or not learners of the pedagogical domain of Bangladesh are confident and efficient enough to undertake the challenges of studying literature in their language classes. Thus, integration of literature into language learning only can be considered when appropriate approach and techniques will be pursued, which will be best to serve the purposes of majority learners.

References

Brown, J.D. (1988). *Understanding research in second language learning.* New York,

Cambridge University Press.

Brumfit, C., & Carter, R. (Eds.). (1986). *Literature and language teaching.* Retrieved from

https://books.google.com.bd/books?hl=en&lr=&id=9p1n_CCYARUC&oi=fnd&pg=PR9&d

q=literature+in+language+teaching&ots=aczToewI57&sig=M8rkr6s-

HcWXeXb9t4zOfYA_YW0&redir_esc=y#v=onepage&q=literature%20in%20language%2

0teaching&f=false

Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition.* Retrieved from

https://books.google.com.bd/books?hl=en&lr=&id=_g0eSfesA-

0C&oi=fnd&pg=PA225&dq=learning+vocabulary+through+literature&ots=Bfj1KH5ZoV&s

ig=u_u6dXUDbNa-eCbUiG-

lp3n9ryM&redir_esc=y#v=onepage&q=learning%20vocabulary%20through%20literature

&f=false

Collie, J., & Slater, S. (1987). *Literature in the language classroom.* New York, Cambridge

University Press.

Chowdhury, R., & Kabir, A., H. (2014). Language wars: English education policy and practice

in Bangladesh. *SprimgerOpen Journal, 4*(21), 1 -16. Retrieved from

http://www.multilingual-education.com/content/4/1/21

Dörnyei, Z. (2007). *Research methods in applied linguistics.* New York,

     Oxford University Press.

Dilshad, R. M., & Latif, M. I. (2013). Focus group interview as a tool for qualitative research:
     An analysis. *Pakistan Journal of Social Sciences (PJSS), 33*(1), 191-198. Retrieved from
     http://www.bzu.edu.pk/PJSS/Vol33No12013/PJSS-Vol33-No1-16.pdf

Driscoll, D. L. (2011). Introduction to primary research: Observations, surveys, and
     Interviews. Writing Spaces: Readings on Writing, 2, 153-174. Retrieved from
     https://books.google.com.bd/books?hl=en&lr=&id=u4VPAgAAQBAJ&oi=fnd&pg=PA153

     &ots=ZumkQ2N7WL&sig=kp6Ti2e2dv1Tz2PB7HMCnZr2CNE&redir_esc=y#v=onepage

     &q&f=false

Gajdusek, L. (1988). Toward wider use of literature in esl: Why and how. *TESOL Quarterly,*

     22(2), 227-257. Retrieved from http://www.jstor.org/stable/3586935

Ghosn, I. K. (2002). Four good reasons to use literature in primary school elt. *ELT Journal,*

     56(2), 172-179.

Hoque, E. (2007). The Use of Literature in Teaching English as a Foreign Language (TEFL).

     Harvest, 22, 1 -28. Retrieved from https://www.researchgate.net/

Heath, S. B. (1996). Re-Creating Literature in the ESL Classroom. *TESOL Quarterly,*

     30(4), 776-779. Retrieved from http://www.jstor.org/stable/3587935

Johnson, R. B., & Onwuegbuzie, A. J. Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher, 33*(7), 14-26. Retrieved from http://www.jstor.org/stable/3700093

Khatib, M., & Rahimi, A. H. (2012). Literature and language teaching. *Journal of Academic and Applied Studies, 2*(6), 32- 38. Retrieved from https://s3.amazonaws.com/academia.edu.documents/32398655/June4.pdf?AWSAccess KeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1533323706&Signature=cQBaJ2LdHVPR sJUf4eUjRfLE1vQ%3D&response-content-disposition=inline%3B%20filename%3DLiterature_and_Language_Teaching.pdf

Krauss, L. D. (2001-2002). Using literature as a context for teaching vocabulary. *Journal of Adolescent & Adult Literacy, 45*(4), 310-318. Retrieved from https://www.jstor.org/stable/40012208

Kramsch, C. (1993). *Context and culture in language teaching.* New York,

Oxford University Press.

Lazar, G. (1993). *Literature and language teaching.* New York, Cambridge University Press.

Lazar, G. (1996). Exploring literary texts with the language learner. *TESOL Quarterly, 30*(4),

773-776. Retrieved from http://www.jstor.org/stable/3587934

McKay, S. (1982). Literature in the esl classroom. *TESOL Quarterly, 16*(4), 529-536. Retrieved

From http://www.jstor.org/stable/3586470

Mazumder, Q. H. (2014). Analysis of Quality in Public and Private Universities

in Bangladesh and USA. *International Journal of Evaluation and Research in Education,*

3(2), 99 -108. Retrieved from http://iaesjournal.com/online/index.php/IJERE

Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning Words from Context. *Reading Research Quarterly, 20*(2), 233-253.
Retrieved from https://www.jstor.org/stable/747758

Nunan, D. (1992). *Research methods in language learning.* New York,

Cambridge University Press.

Oster, J. (1989). Seeing with different eyes: Another view of literature in the ESL class. *TESOL Quarterly, 23*(1), 85-103. Retrieved from http://www.jstor.org/stable/3587509

Spack, R. (1985). Literature, reading, writing, and ESL: Bridging the gaps. *TESOL Quarterly, 19*(4), 703-725. Retrieved from http://www.jstor.org/stable/3586672

Seliger, W.H., & Shohamy, E. (1989). *Second language research methods.* New York, Oxford

University Press.

Soars, J., & Soars, L. (1996). *New Headway Upper Intermediate Student's Book.* New York,

Oxford University Press.

Topping, D. M. (1968). Linguistics or literature: An Approach to Language. *TESOL Quarterly, 2*(2), 95-100. Retrieved from https://www.jstor.org/stable/3586085

Appendix

Appendix: A

Survey Questionnaire

Opening Note

The aim of this questionnaire is to understand students' perception and attitude towards integrating literature into language programs at the tertiary level. Your responses will be very valuable and useful for this study. Therefore, you are requested to answer the questions sincerely and frankly. The data of this questionnaire will be used only for the purpose of the research and will be kept **confidential.** Thank you for your kind cooperation.

1.   Department:

 Please put tick (√) marks on your choices.

2.   How often do you read literary works (stories, poems, novels, fiction etc.)?

❏ Regularly

❏ Occasionally

❏   Never

3.   For you literature is-

❏   Very interesting

❏   Very useful

❏   Difficult

❏   Boring

4.   Have you ever read literary texts in your classroom?

❏   YES

❏   NO

5.   (If Yes) What kind of literary text was it?

❏   Short story

❏   Drama

❏   Novel

❏   Poem

6.   (If Yes) How would you describe your experience of reading literary texts in the classroom?

❏   Enjoyable

❏   Interesting

❏   Boring

7.   Do you find literary texts difficult?

❏   YES

❏   NO

8.   If yes, which part of it seems more difficult to you?

❏   Vocabulary

❏   Literary terms

❏   Interpreting the content

❏   Writing style

9.   Which kind of literary texts do you think would be effective for classroom activities?

❏   Novels

❏   Short stories

❏   Poems

❏   Drama

10.   Give two reasons.

I._____

II._____

Instruction:

For the following statements each of the responses have 5 points on a scale where **Strongly Disagree=1, Disagree=2, Not Sure=3, Agree=4, Strongly Agree=5.** Please circle the number for your desired opinion.

No.	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
A. Skill Focused						
11.	I find literature useful for improving my reading skill.	1	2	3	4	5
12.	Reading literary texts help me to learn new vocabularies	1	2	3	4	5
13.	Literary texts improve my interpretative ability.	1	2	3	4	5
B. Learners' Motivation						
14.	I think literary texts are motivating than non-literary texts (essays, newspaper articles, advertisements etc.).	1	2	3	4	5
15,	Literary texts make classroom activities more interesting.	1	2	3	4	5
16.	I can know about different cultures by reading literature.	1	2	3	4	5
17.	I can relate literary texts with my own world.	1	2	3	4	5

C. Arguments against using literary texts

18.	Literary texts contribute nothing in developing my academic proficiency/ skills (academic writing, communication skill etc.).	1	2	3	4	5
19.	I think language of literary texts is difficult to understand.	1	2	3	4	5
20.	I think literary texts are time consuming.	1	2	3	4	5
21.	I do not find other countries' literature culturally appropriate	1	2	3	4	5
22.	Language of literary texts is not used in real life.	1	2	3	4	5

Thank You for Your Support!

Additional information:

If you have further query about the research, please contact to the following email address.

shawdiptarahman@gmail.com

Appendix: B

Reading Material for Focus Group I

The following reading material is based on a worksheet of a book. (Collie & Slater 1987, p.218). This material was used to facilitate the focus group discussion. Students were not required to complete it. They were given some time to look at the activities and asked to express their opinions on the following material.

Warm-up activities:

1.   Look at the following words and try to find out what the story might be about.

2.   Look at the third picture. Do you know which animal it is?

BOY	GUARDIAN	FERRET	DEATH	HATE
I	II	III	IV	V

3. Read the following part of a story and discuss it with your groups. Do not use dictionary. Try to interpret the unknown words by discussing with your group members.

"Sredni Vashtar

H.H. Munro (Saki)

Conradin was ten years old, and the doctor had pronounced his professional opinion that the boy would not live another five years. The doctor was silky and effete, and counted for little, but his opinion was endorsed by Mrs. de Ropp, who counted for nearly everything. Mrs. De Ropp was Conradin's cousin and guardian, and in his eyes she represented those three-fifths of the world that are necessary and disagreeable and real; the other two-fifths, in perpetual antagonism to the foregoing, were summed up in himself and his imagination. One of these days Conradin supposed he would succumb to the mastering pressure of wearisome necessary things---such as illnesses and coddling restrictions and drawn-out dullness. Without his imagination, which was rampant under the spur of loneliness, he would have succumbed long ago. Mrs. de Ropp would never, in her honestest moments, have confessed to herself that she disliked Conradin, though she might have been dimly aware that thwarting him "for his good" was a duty which she did not find particularly irksome. Conradin hated her with a desperate sincerity which he was perfectly able to mask. Such few pleasures as he could contrive for himself gained an added relish from the likelihood that they would be displeasing to his guardian, and from the realm of his imagination she was locked out--an unclean thing, which should find no entrance. In the dull, cheerless garden, overlooked by so many windows that were ready to open with a message not to do this or that, or a reminder that medicines were due, he found little attraction. The few fruit-trees that it contained were set jealousy apart from his plucking, as though they were rare specimens of their kind blooming in an arid waste; it would probably have been difficult to find a market-gardener who would have offered ten shillings for their entire yearly produce. In a forgotten corner, however, almost hidden behind a dismal shrubbery, was a disused tool-shed of

respectable proportions, and within its walls Conradin found a haven, something that took on the varying aspects of a playroom and a cathedral. He had peopled it with a legion of familiar phantoms, evoked partly from fragments of history and partly from his own brain, but it also boasted two inmates of flesh and blood. In one corner lived a ragged-plumaged Houdan hen, on which the boy lavished an affection that had scarcely another outlet. Further back in the gloom stood a large hutch, divided into two compartments, one of which was fronted with close iron bars. This was the abode of a large polecat-ferret, which a friendly butcher- boy had once smuggled, cage and all, into its present quarters, in exchange for a long-secreted hoard of small silver. Conradin was dreadfully afraid of the lithe, sharp-fanged beast, but it was his most treasured possession. Its very presence in the tool-shed was a secret and fearful joy, to be kept scrupulously from the knowledge of the Woman, as he privately dubbed his cousin. And one day, out of Heaven knows what material, he spun the beast a wonderful name, and from that moment it grew into a god and a religion. The Woman indulged in religion once a week at a church nearby, and took Conradin with her, but to him the church service was an alien rite in the House of Rimmon. Every Thursday, in the dim and musty silence of the tool-shed, he worshipped with mystic and elaborate ceremonial before the wooden hutch where dwelt Sredni Vashtar, the great ferret. Red flowers in their season and scarlet berries in the winter-time were offered at his shrine, for he was a god who laid some special stress on the fierce impatient side of things, as opposed to the Woman's religion, which, as far as Conradin could observe, went to great lengths in the contrary direction. And on great festivals powdered nutmeg was strewn in front of his hutch, an important feature of the offering being that the nutmeg had to be stolen. These festivals were of irregular occurrence, and were chiefly appointed to celebrate some passing event. On one occasion, when Mrs. de Ropp suffered from acute toothache for three

days, Conradin kept up the festival during the entire three days, and almost succeeded in persuading himself that Sredni Vashtar was personally responsible for the toothache. If the malady had lasted for another day the supply of nutmeg would have given out. The Houdan hen was never drawn into the cult of Sredni Vashtar. Conradin had long ago settled that she was an Anabaptist. He did not pretend to have the remotest knowledge as to what an Anabaptist was, but he privately hoped that it was dashing and not very respectable. Mrs. de Ropp was the ground plan on which he based and detested all respectability. After a while Conradin's absorption in the tool-shed began to attract the notice of his guardian. "It is not good for him to be pottering down there in all weathers," she promptly decided, and at breakfast one morning she announced that the Houdan hen had been sold and taken away overnight. With her short-sighted eyes she peered at Conradin, waiting for an outbreak of rage and sorrow, which she was ready to rebuke with a flow of excellent precepts and reasoning. But Conradin said nothing: there was nothing to be said. Something perhaps in his white set face gave her a momentary qualm, for at tea that afternoon there was toast on the table, a delicacy which she usually banned on the ground that it was bad for him; also because the making of it "gave trouble," a deadly offence in the middle-class feminine eye. "I thought you liked toast," she exclaimed, with an injured air, observing that he did not touch it. "Sometimes," said Conradin. In the shed that evening there was an innovation in the worship of the hutch-god. Conradin had been wont to chant his praises, tonight he asked a boon. "Do one thing for me, Sredni Vashtar." The thing was not specified. As Sredni Vashtar was a god he must be supposed to know. And choking back a sob as he looked at that other empty corner, Conradin went back to the world he so hated.

4.   In the story "Sredni Vashtar", there are two major characters in conflict. Discuss the relationship between the boy and the guardian with your group members.

5.   Find out the words or expressions which indicate the positive or negative feeling between Conradin and Mrs. Ropp. Write down as many as you can in the following boxes. First one is done for you.

+	−
	"Disagreeable" (line 7)
	"Hated her" (line 17)

Writing follow-up:

6.   Analyze the relationship between the boy and the guardian in *"Sredni Vashtar"*

Appendix: C

READING AND SPEAKING
Is Princess Diana living on the Moon?

1 What do you know about the following events? Discuss in groups and share information.
   - The death of Princess Diana
   - The Apollo moon landings

   Turn to p163 and check your ideas with the **FACT FILES**. When and where did the events take place? Who are the people mentioned?

2 These two events generated many conspiracy theories. What are conspiracy theories? How are they usually circulated nowadays? Do you know of any theories about the events?

3 Work with a partner.
   Student A Read about Princess Diana.
   Student B Read about the Apollo Moon landings.

4 Answer the questions about your conspiracy.
   1 What are the different conspiracy theories mentioned? Write a list in note form.
   2 What proof is given to support them?
   3 What are the reasons suggested for hiding the true facts?
   4 How has the Internet or the media played a part?
   Use your answers to talk to your partner about your article.

Vocabulary work

Read the sentences below. Find words in the texts which mean the same as those underlined.

Diana
1 The huge number of websites is absolutely amazing.
2 The florists devised a clever but wicked plot to murder Diana.
3 The car crash was a carefully planned trick, not a boring traffic accident.
4 I don't believe any of these theories.
5 Someone in the Royal family devised a plot to interfere with the brakes.

Moon landings
1 Rumours have been going round for many years.
2 The US flag is seen blowing and there is no wind on the Moon.
3 A fantastic exhibition of stars.
4 Scientists have all agreed that the theorists don't have an argument.
5 NASA has been desperately trying to hide evidence of life.

What do you think?
- Which theories are the most believable? Which are the most unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent major news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.

▶▶ WRITING Linking ideas – Conjunctions p107

34 Unit 4 • The naked truth

THE **WORLD'S TOP** C

THE DEATH OF
Diana

THE
**APOLLO
MOON
LANDINGS**

P CONSPIRACY THEORIES

The first Diana Conspiracy Site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up – breathtaking by anyone's standards. Hypotheses range from pure James Bond ('it was all an MI6 plot to protect the monarchy') to farce ('it was a fiendish murder plot thought up by the world's florists to sell lots of flowers'). And most popular of all, Diana, Princess of Wales, isn't dead after all – that terrible car crash in Paris was an elaborate hoax to enable the Princess and Dodi Fayed to fake their own deaths so that they could live in blissful isolation for the rest of their lives.

Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death, and now she and Dodi are living on a small tropical island, communicating with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

You don't buy into any of these theories? Don't worry. There are plenty more to choose from.

For example, Paul Burrell, Diana's former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the Royal family and her car's brakes would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.

For over 40 years rumours have been circulating that the Apollo moon landings were faked. They say astronaut Neil Armstrong made no 'giant leap for mankind', they assert that the 1969 moon mission was a hoax to prove America won the space race, that the astronauts were 'astro-nots'! The high point in the Great Moon Landing Conspiracy came on 15 February 2001, the date that Fox television broadcast a programme entitled 'Did We Land on the Moon?'. This alleged that the whole Moon landing had been staged inside a film studio on a US military base somewhere in the Mojave desert.

The programmers claimed:
1 The US flag planted on the Moon's surface is seen fluttering, and there is no breeze of any kind on the Moon.
2 The photographs taken by the astronauts do not include any of the Moon's night sky, where there would have been a stunning array of stars on view.
3 The shadows in the pictures are clearly coming from more than one angle – an impossibility on the Moon, where the only light source is the sun, but more than plausible inside a film studio.
4 One of the famed Moon rocks brought back by the Apollo astronauts is marked with a tell-tale letter 'C', suggesting the markings not of some alien life force but of a film prop.

After the programme the Internet went crazy with theories and counter-theories. However, scientists have unanimously agreed that the conspiracy theorists don't have even the beginnings of a case. Too many things about the Apollo missions were impossible to fake, from the radio signals picked up at listening stations around the world, to the Moon rocks, which have been subjected to repeated geological analysis and clearly date back several millennia.

Finally there are the UFO 'nuts'. They actually do believe that astronauts went to the Moon, but that not only did they find a load of rocks but also widespread evidence of an ancient alien civilisation – a discovery so terrifying that NASA has been desperately trying to conceal it from the public ever since.

Unit 4 • The naked truth 35

VOCABULARY
Saying the opposite

Antonyms

1 Compare these sentences. Which antonyms are used? Which sounds better in this context?

Some theories are plausible but others are implausible.

Some theories are plausible but others are ridiculous.

2 Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?

believable	credible	honest
legal	probable	responsible

1 What parts of speech are these words? Write antonyms for them using prefixes where possible.

Word	Antonym(s)
fake **adj**	genuine, real, authentic
like **vb**	dislike, hate, loathe, can't stand
tiny	
happiness	
guilty	
safe	
admit	
improve	
sincere	
success	
mature	
encourage	
kind/generous	
appear	

36 Unit 4 • The naked truth

2 Complete the conversations with the correct form of the words in exercise 1.

1 A Gary's a really _____ businessman.
  B Yeah, but he's a complete _____ as a family man. He never sees his children.

2 A My grandad's so _____, he gives me a £20 note every time I see him.
  B Lucky you! My grandad's famed for his _____. A fiver every birthday, if he remembers.

3 A Well, Henry, I'm pleased there's been some _____ in your behaviour this term, but unfortunately your work has _____.
  B Didn't I do OK in the test then?

4 A You're not going bungee jumping! It sounds really _____.
  B No, honestly, it's _____ enough as long as you're careful.

5 A Our teacher is always _____ us. I feel useless.
  B I know – it's not fair, he should give us more _____ if he wants us to work hard.

T 4.9 Listen and check.

3 What is the effect of using antonyms in these conversations?

A What **lousy** weather!
B Yes, it's not exactly **tropical**, is it?

A Jenny's **thick**, isn't she?
B Well, she isn't the **brightest of people**, it's true.

Write similar conversations with a partner about these topics. Be honest but tactful.

• a boring party   • an awful holiday
• a hopeless football team   • a mean friend

T 4.10 Listen and compare.

4 What's the opposite of …?

1 a tough question / tough meat   4 a hard mattress / a hard exam
2 a clear sky / a clear conscience   5 a live animal / live music
3 fair hair / a fair decision   6 a light colour / a light sleep

5 Match the words and their meanings.

1 abused	not ever used
2 disused	not used any more
3 unused	used in the wrong way
4 misused	used too much
5 overused	not used enough
6 underused	used cruelly or badly

E
B
1

2

3

EVERYDAY ENGLISH
Being polite

1 **T 4.11** Listen and read the pairs of lines. Which lines are more polite?

1
> I'm sorry to bother you, but could you possibly change a ten-pound note?

> Have you got change for a ten-pound note?

2
> Where's the station?

> Could you tell me where the station is, please?

T 4.11 Listen again and repeat.

2 **T 4.12** Listen to some conversations. After each one say which is more polite. In what ways? Look at the tapescripts on p126 and practise some of the polite conversations with a partner.

3 Make these requests and offers more polite. Use the expressions below them.

1 Give me a lift.
2 Help me find my glasses!
3 Come for a meal tomorrow evening!
4 Lend me your dictionary.
5 Look after my dog while I'm on holiday.
6 Where's the toilet?
7 Can I help you with this exercise?

> Could you possibly ...?

> Would you mind (not) ...?

> I wonder if you could ...?

> Do you think you could ...?

> Would you like (me) to ...?

> Do you happen to know ...?

4 Work with a partner. Take turns to make the requests and offers in exercise 3 and refuse them politely, using one of these expressions.

That's really kind of you, but ...	I'd love to, but ...
I'm terribly sorry, ...	I'm afraid I ...
Believe me, I would if I could, but ...	

T 4.13 Listen and compare your answers.

Roleplay

5 Ben and Anna have invited Luciana and Henry to their house for dinner. Work in groups of four to complete the conversation and practise it.

Ben Luciana! Hello! Great to see you. Come on in. Let me take your coat.
Luciana ...
Anna Oh what lovely flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Luciana.
Henry Hello, Luciana. Nice to meet you. I've heard a lot about you.
Luciana ...
Henry Where exactly are you from, Luciana?
Luciana ...
Henry That's interesting. And what are you doing in London?
Luciana ...
Henry And how do you find London, Luciana? Is it like home, or is it very different?
Luciana ...
Ben Now, Luciana. What would you like to drink?
Luciana ...
Ben Right. I'll just get that for you.
Luciana ...
Anna Right, everybody. Dinner's ready. Come and sit down. Luciana, can you sit next to Henry?
Luciana ...
Ben Has everyone got a drink? Great. Cheers, everybody!
Luciana ...
Anna Luciana, help yourself. Would you like some cheesy parsnips?
Luciana ...
Anna Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?
Luciana ...
Ben Another glass of wine, perhaps?
Luciana ...
Ben Yes, of course. Sparkling or still?
Luciana ...
Anna Well, bon appetit everyone!

T 4.14 Listen and compare. Act it out to the class.

Unit 4 · The naked truth 37

Appendix: D

Focus Group Interview (45 minutes)

For the following conversation, **M** indicates the **Moderator** and **S** indicates the **Student.**

M**:** Hello! Good afternoon everybody, how was your day?
SS**:** Yeah, it was good. How about you?
M: Yes, it was fine. Anyway, as all of you are informed that, today we will have a discussion on literature related texts such as- stories, novels, poems etc. and non-literary texts such as news articles, essays, advertisements etc. Are all of you familiar with these two types of texts?
SS: Yes (all of them)
M: Amazing! So now, I would request you to take a look at these two materials and give opinions. You do not have to complete the activities; just take a look and share your thoughts.

(Students were given 15 minutes to look at the reading materials)

M: As you have seen both of the materials, how many of you liked the material with magazine article?
5 students raised their hands.
M: Well. Why do you like it?

S1: It is short and easy! I do not have time to read such a long story.
S2: The story is so difficult, I do not even understand its title! Even I can't pronounce it! But the article has quite interesting topic. I love Princess Diana. If I had time I would be happy to the article.
S3: I also think the same. It's short and easy going. I have other courses. If I try to read it, I have

to leave all other assignments and quizzes. Besides there are colorful pictures which makes me

believe that it would be different and interesting.

S5: Well, I think the magazine article has lots of interesting activities. Also, it is very short in

length and the presentation is quite attractive, whereas the story is a little bit long which I do not

think will help much to draw our attention.

S7: Yeah, I also agree with them. This story has a complex theme that will make us read it more

than once in order to understand it completely. Now this is a problem, as the class period is

limited. And we have pressure of other courses too. So, these kinds of complex themes are really

frustrating to read as it requires so much time. But the magazine article is really short and has

specific information that I think is very interesting and easy to learn.

M: Okay! That was quite interesting. Now how many of you liked the story?
3 students raised hands.
S4: Well, the story is long, but from the keywords, I think the theme of it will be really
interesting. I would love to read it.
S9: The topic of the article is quite common. So I think story will be interesting to read.
S10: I personally love to read stories. I will not say that the article is boring but it is just my
personal choice.

S8: Actually, both of them are good. Both of them has good number of activities which are

effective. But I don't think any of them can be finished in one class rather each of them requires

couple of classes. Other than that, both of these two materials are interesting.

S6: I also agree with him (S8). But it would be nice if we could read both of them in our courses.

M: Which type of material (literary or non-literary), do you use to improve your overall language

skills?

S2: Definitely non-literary texts. These texts have good structures that you can follow when

write your term papers and assignments. You will know how to write argumentative or

descriptive essays. Literary texts don't really follow any grammatical or writing pattern that can

help you to learn these things.

S5: I really like to read newspapers and articles, these are not complicated and helps me to learn

vocabulary and sentence structures. From the time I started reading newspapers, my vocabulary

is increased significantly and my writings have also been improved. One interesting thing about newspaper is, you do not need to spend lot of time to read these things. Even you can read them in the car while you are stuck in traffic.

S4: Essays and news articles are good, but literary texts have a storyline. I can connect with the characters and it makes me to read more about them. And when you are reading literature in this way, you are naturally getting exposure of good language that helps you to improve your skills.

M: Do you think literary texts are very different from non- literary texts*?*

S3: Literary text does differ from non-literary text, from the structure of the sentences to use of language, everything is highly distinctive. But the language of newspapers and articles are easy and we can use them in our daily life also. You will never see anyone using 'thee' or 'thou' in their regular conversations. So, I think language of non-literary texts are more useful.

S5: I think there is no difference between literary and not literary texts. Both of them have some content, but understanding the concept is really depends on the difficulty level of the content.

S2: There are differences among them. Stories are interesting to read but have difficult structures. Comparatively article easy and short.

M: Suppose the curriculum of your language program includes a literary text. How would you prefer to read it in the classroom?

S1: I would prefer if presentations, group activities and academic writing were done on this texts

S2: I really don't like memorizing long answers. If the texts require to memorize long answers, it will be really frustrating.

S8: In one of my language class, our teacher gave us a story, then asked to create a poster about the story. We made the posters in groups. It was really an enjoyable and fun activity that I still remember.

S5: I think, apart from presentations and group work, literary texts can also be used to make role play activities, which I think is really engaging and fun to do. I don't think that dramas and plays are necessary to make role play activities. Teacher can ask the students to perform a part of a short story.

S7: If difficult materials are used, students who are not good in English will struggle to understand these and eventually it will affect their overall grades. One of my friends who did well in all of his academic courses, had to retake the fundamental English course as he was not good at English, that finally affected his overall grades.