

# **The Role of Literary Texts in Pakistani EFL Classrooms: Issues and Challenges**

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## **Abstract**

This study presents the role of literary texts in a sample of Pakistani EFL classrooms. The study primarily aimed to explore the perceptions of undergraduate students about the role of literary texts in their learning of English language. It also investigated some socio-contextual and textual factors related to English language literary texts taught in the context of this study. The study applied a mixed method approach. A structured questionnaire was designed and administered to over 268 undergraduates in five government colleges of Kohat District, Khyber Pakhtunkhwa, Pakistan. In addition, 32 semi-structured interviews (28 students and 04 language teachers) were also conducted. The descriptive analysis was run for the quantitative data to get the mean score of all items included in the scale. The inferential analysis was carried out to analyse the significance difference on gender basis among the samples of this study. For qualitative data analysis, all interviews were transcribed and coded, which led to the development of categories and themes. The results of quantitative and the qualitative were interpreted and discussed in detail.

The study provided a detailed view of various aspects of literary texts which seemed to influence Pakistani learners of English participated in this study. Literary texts seemed to motivate these young learners for learning English as they intend to know more about English language and its speakers after reading literary texts. They enjoy reading some literary texts and analyse the socio-cultural details mentioned in these texts, which may possibly contribute to their personality development. However, the study revealed that participants' lack of prior linguistic competence and intercultural awareness may challenge their ability to understand and comprehend some references of foreign cultures and vocabulary items used in the classical literary texts taught in the context of this study. The study also revealed that the role of teachers may be important in utilising literary texts

according to the interests and learning needs of their students. The study highlighted the difference between the perceptions of the teachers and the students.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

Literature in English language teaching and learning has significant place in various international contexts. English Language is a growing medium of communication in social and academic lives of people in the contemporary world. In response to the growing academic and global demands, language educators have, over the years, emphasized the importance of communicative competence in English. In recent years interest in literature in language education has redeveloped and it has brought into focus the issues regarding language learning and teaching in EFL/ESL contexts.

In the last century, research in language teaching brought forward the uses of various methods and techniques such as group and pair work on the grounds of their usefulness to teaching and learning of English. In many EFL/ESL contexts especially those with a colonial legacy (for example Indian and Pakistani context), literature that is mainstream canonical English literature has been central to the teaching of English. Many researchers regard literature a useful source of cultural knowledge and language awareness in the language teaching (Lazar, 1993). Due to rich and diverse nature at conceptual, formal and linguistic level (Brumfit, 1986) the literary texts are considered as creative and useful resource material for language teaching practices. In this regard, literature is viewed as an effective teaching material to activate learners' involvement in the learning through creative classroom activities (Paran, 2006).

However, with the advancement of research in language education, the emerging new pedagogical perspectives such as communicative language teaching have also influenced the language teaching in EFL/ESL classrooms and have led to view 'literature' and

‘language’ as separate entities (Long, 1986). The role of literature in language teaching was revisited in mid 1980s (Brumfit, 1986) and gained renewed interest of the researchers notably Brumfit and Carter (1986), Hirvela and Boyle (1988) to name a few. Most of the research has been carried out in L1 contexts. However, lack of empirical research leave many EFL/ESL contexts unexplored and the issues unaddressed where literature may still be a significant component of the language courses.

Cultural and social realities of a society shape language and its meaning in a given context. A foreign/second language learner is exposed to socio-cultural realities of L2 through the literary texts, which serve as a social document (Shivsubremaniam, 2006). Literary texts not only provide an insight into the idiosyncrasies of the real social world but also, serve as a ‘dialogic exchange’ (Hall, 2003:398) between the reader and the text, exposing reader to the knowledge and the understanding of the issues of the social world of the target language (Lazar, 1993; Collie and Slater, 1994; Floris, 2004). In this regard, this study investigates the perceptions of learners and the teachers about the assumed role of literature in EFL classrooms. The carefully selected literary texts are those that address learner’s needs and the teacher’s needs (Rustam, 2008). However, a number of questions on cultural and linguistic complexities underlying second/foreign language literary texts remain unanswered which affect learners’ understanding of the content and themes of the texts (McKay, 1986; Abdullah et al. 2007). As a result, learners may feel alienated and emotionally dissociated from the use of the target language (Lazar, 1993). The education administrators and teachers need to determine a framework, which attempts to address learners’ language learning demands through the literary text-based curriculum.

The research in second language acquisition (SLA) and pedagogic practices indicates the influential role of the teachers and students' beliefs about the pedagogic strategies, learning preferences and text selections in language teaching and learning (Brown, 2009; Carroli, 2008). The SLA inquiry maintains that an awareness of the perceptions and attitudes of learners is helpful to develop an understanding of the teaching and learning process (Carroli, 2002, 2008; Brown, 2009; Bernaus and Gardner, 2008) not only among teachers and learners but also among administrators and educators. The belief systems of the teachers and language learners are the systems built up over the years as a result of their experiences in English language learning at primary and secondary levels, the educational background, and understanding and knowledge of the target language (Carroli, 2002; Brown, 2009). The resultant perceptions influence learners in their process of learning as well as the teachers in their pedagogic practices (Bernaus and Gardner, 2008; Brown, 2009). However, only few in-depth studies have been conducted so far on the learners' perceptions of the potential role of literature in language learning (Carroli, 2002, 2008). In the present study, the terms 'belief systems' and 'perceptions' are therefore, used as the terms in general.

The teaching methodology that incorporates the selected literary texts operates more effectively in the language classroom if learners' language learning needs and interests are given attention (Rustam, 2008). The pedagogical practices must balance the use of appropriate literary texts with the teachers' pedagogical needs and language learners' needs. Any imbalance in this regard may affect learners' performance, and may result in disinterest and demotivation for language learning among them. On the other hand, some researchers (see Edmondson, 1997) have questioned the potential use of literary texts in the language classrooms. Edmondson (1997) points out the process of material design to

incorporate literary texts into the language classrooms and not literary texts as resource materials for L2 teaching.

Literary texts are authentic materials produced for the people (Peacock, 1997). In recent years, the non-native literary texts (for example, ‘The reluctant fundamentalist’ by Mohsin Hamid, (2007), ‘God of small things’ (Arundhati Roy, (1997)) in English have been recognized as mainstream literature carrying distinctive contextual and cultural aspects as well as linguistic features developed in non-native settings. Non-native literature consists of literary texts produced by the non-native writers in English across the world. These texts also include indigenised uses of English language and new additions to the language (especially in vocabulary). The non-native literary texts, as Talib (1992) argues, are often considered as sub-standard and therefore, are not selected for the purposes of language teaching. Despite these possible reservations on the part of some teachers, Pakistani learners’ understanding and knowledge of non-native literary texts is a lesser-known perspective which if investigated could be an important finding for the teachers and course designers. In this regard, an investigation of the perceptions of learners about non-native literary texts for example Pakistani literature in English would be helpful to thoroughly view teachers’ and learners’ preferences and would contribute in effective English language learning and teaching (Bredella and Delanoy, 1996; Ray, 2004).

In this chapter, I will further discuss the context of this study. I will also present the purpose and significance of the study. The chapter also includes an account of the overall organization of the thesis. Finally, I will present the summary of this chapter. In the following section, I will briefly discuss my own interest in this research work.

## **1.2 Personal Interest in the Research**

After acquiring my first degree in English Literature in Pakistan, and some years of teaching, I availed the opportunity for higher studies abroad (United Kingdom). I developed thorough understanding of the use of literary texts in English language teaching. My perceptions were developed over the years based on the attitudes and beliefs about English language in my own context. I was concerned to understand the learners' needs, preferences, and the related issues at higher education level. The parameters set up for higher education in Pakistan- that is English as a medium of instruction and teaching of English as a compulsory subject- are challenging for the students as well as the teachers. The change in medium of instruction from local or L1 use to English language at a higher level of education adds to the anxiety among the students. This personal experience encouraged me to see issues from students' as well as teachers' perspectives. These issues have not been given due consideration in the Pakistani context as a result of which students and teachers are still struggling with language learning and teaching even at the higher level of education.

## **1.3 English Language in Pakistan**

The global trends of English as an international language have also influenced the status of English in Pakistan. English is the language of all government departments. English is also the language of print media: a wide range of daily newspapers is published in English. However, the recognized status of English in Pakistan and the falling standards of language teaching and learning have attracted attention of the language experts and academics.

The linguistic landscape of Pakistan is rich and diverse. There are 69 living languages spoken across the country and most of these languages have a variety of dialects (Rassool and Mansoor, 2007). Among these, the major languages spoken in the country are: Punjabi, Pashto, Sindhi, Balochi, Seraiki and Urdu. Besides the linguistic diversification, English

the ex-colonial language enjoys enormous importance in major administrative and academic spheres of the Pakistani society. It is the official language of Pakistan and is considered as an important socio-economic capital within its society (Islam et al, 2013). It is not only the language of various government organizations but also used for administrative and bureaucratic procedures in high courts, the defense ministries, mass media and education departments of the country.

The role of English language is also important because it is perceived as an important language in employment and social climb. In this way, the status of English is primarily associated with the literacy, the power and economic gains in the society. As a result, English has also remained a means of political gains on the agenda of successive governments in Pakistan (Shamim, 2011). On the other hand, some young Pakistanis also believe that education in English language may contribute to the economic prosperity of the country (Islam et al., 2013). It can be said that in Pakistan, individual development has taken precedence over national issues:

Pakistani learners' image of themselves as future English-users is associated with a desire for the socio-economic development, internal harmony and the international reputation of their country (Islam et al, 2013: 240)

Thus, English enjoys the status of a language for socio-economic uplift and career advancement in Pakistan. The youth of Pakistan also see the language as a promising medium to fulfil their future dreams of economic and personal development, which inculcates in them the desire to learn English (Shamim, 2006). This desire of learning English (among Pakistanis) for individual development seems to have even taken precedence over the cultural issues associated with English language in the past. English is, therefore, the language of development both at individual and national level (Shamim, 2011). As Shamim (2011) argues:

The race for individual prosperity and economic development at the national level seem to have overtaken issues of class, identity and fear of cultural invasion from an erstwhile colonial language (p. 4).

The communicative needs of the learners in English language grow during the successive academic years. As a result, the learners have positive inclination to learn English language. Since English is perceived as a means for economic prospects in Pakistan, the parents are also more concerned than ever before to provide education in English to their children for their better future (Shamim, 2006).

Despite the positive attitudes of young people towards English language, the status of English in Pakistan is not without divided opinions and the changing trends in education system with private and public sector divide in education. According to the constitution of Pakistan (1973), English was to remain the official language of the country until the arrangements were made to replace English with Urdu- the national language (Sarfaraz, 2013 dawn.com 2 January 2013). However, with the advent of private elitist schools and army- run schools in Pakistan, divide was further created between the proficient and less proficient learners educated at government-run institutions (Sarfaraz, 2013 dawn.com 2 January 2013). In this regard, the textbooks taught at government schools and private elitist schools, also reflect this growing divide. The discrepancy remains in the education system of Pakistan as prescribed textbooks taught in both the elitist schools and government-run schools are reflective of the divide and the power between the elitist and the government-owned schools. Yaqoob and Zubair (2012) investigated the power through textbook analysis taught in public and private elite schools in Pakistan. The study compared the choice of the books prescribed by local textbook boards and the books by Oxford university press. The comparison revealed the differences in the cultural values depicted in the books. The textbooks in the elitist schools were representative of the cultural values different from those presented in the books prescribed for public schools by the local textbook boards.

This difference in textbooks further reflects the difference of power in terms of language use, which is of beneficial use to the elitist class.

Despite the questions about the status of English language in Pakistan, the importance of English as a language of a promising future continues to grow. At the same time, the use of English in core government offices, raises questions about the role the education system in Pakistan plays to enhance language competence of the learners. In this regard, government organization such as Higher Education Commission (HEC) of Pakistan has taken initiatives to improve the falling standards of language education. In 2004, HEC launched the reform project called English language teaching reforms (ELTR). The aim of the project is to improve language education at tertiary level in Pakistan. This project also focussed on the training of English language teachers. However, there were growing concerns among researchers as the management of the project targeted the numbers of the teachers trained rather than the outcome of the teachers' training programmes.

#### **1.4 Teaching of English in Pakistan**

The situation of teaching English in Pakistan is complex. Many researchers have attempted to examine the situations under which teaching of English language is taking place. In the current section, I will review some of the studies that have addressed teaching of English language and the related issues in general. I will then look into the use of literature for teaching / learning English.

Shamim and Tribble (2005) carried out a study on English language teaching and learning situation in 21 public sector universities across the country to investigate the condition and the role of English language teaching and learning in the higher education institutions in Pakistan. The findings of the study indicate that the students and the teachers share the socio-economic background. The undergraduate and postgraduate departments at the universities offer English language programmes. These departments hire visiting faculty

for teaching of English language courses as English department runs its own courses. The performance of the teachers according to the report was below satisfactory. The education resources also remained underutilized in English language classes. The average class size was large comprising 48 students per classroom. The majority of the teachers and learners of these universities termed current programmes as highly relevant to their future needs. According to the report, this attitude could be attributed to teachers and learners' lack of awareness of advanced pedagogical and assessment practices as well as learners' aiming at short terms goals of high grades in English course. The study also found that there was a correlation between high income groups and learners' performance. Those with high income performed better in English than those from the low income groups. This means that learners with high income groups were possibly using English outside institutional environment such as at home and in their social circles. The report thus highlighted an urgent need to reorganize English language programmes at universities to provide support to the students with low performance in English (Shamim and Tribble, 2005: 31). Although a survey was conducted in this design, the study itself proposed that the in-depth interviews would have provided key insight into the issues pertaining to English language teaching and learning scenario in Higher Education.

Broadly speaking, English language in Education scenario is complex in Pakistan. The prominent researchers such as Hywel Coleman, Fauzia Shamim and Tariq Rahman in collaboration with the international agencies such as British Council have contributed in raising awareness about the issues and challenges of the linguistic landscape in Pakistan. Coleman and Capstick (2012) surveyed the prevailing situation of English language in education in Pakistan and drew attention towards the areas of concern for the government. The findings of this research show that there is dearth of research in the field of Applied Linguistics. In addition, there seems to be a dearth of specialist teachers with ELT/ applied

linguistics qualifications as those with background in literature are teaching English language. The findings of the survey also indicate that there is need to establish departments of linguistics at universities. The study also considered literature-based programmes as inappropriate for English language teaching in Pakistan;

There is a problem in the way that the English language is taught in Pakistan and the main reason for this is the emphasis that is given to rote learning and literature - based programmes (Capstick 2012: 63).

The current research and issues in language education- as students until now have not been able to attain the desirable level in language use - are not merely concerned with whose language but also what is the motive of the language use. In Pakistan, associating English language with social climb has marginalized the use of English as merely a tool for social promotion. This mind set can widely be recognized in Pakistani context, where parents' demand for English means that English is serving utilitarian purposes (Shanahan, 1997). This leaves the questions whether the role of English in education is trivialized only to short-term goals rather than preparing the young generation as literate and responsible members of the society. In this regard, just replacing literature-based language courses with communicative language courses leaves the question of educating the large masses unresolved.

In sum, teaching of English in Pakistan is still open to many issues and challenges. The changes and improvement are slow but underway, as is evident in the discussion above. Yet more innovative research is required to improve language teaching and learning in Pakistan.

#### **1.4.1 The use of literary texts in English Language Learning and teaching in Pakistan**

The curriculum of English language at primary, secondary as well as tertiary levels in Pakistan is composed of literary texts (Khattak et al, 2010). Most of the literary works

included in the language courses belong to classical English literature (for example: *Silas Marner* by George Eliot) (Rustam, 2008; Dubash and Anwar, 2011). According to Dubash and Anwar (2011):

Most of these textbooks are imported or are the works of English writers which are meant to be used for students whose native language is English e.g. Shakespearian tragedies, Dickens novels etc. They are written in the background of English culture. The lack of local/native materials for academic purposes and for the teaching of Functional English has made the teaching and learning of English in Pakistan a bit suspicious (Dubash and Anwar, 2011: 37)

English is taught as a compulsory subject at undergraduate and postgraduate level in Pakistan (Pathan, 2012). The importance of English is apparent from the fact that English is a compulsory subject at graduate level and Urdu (national language) is not (Pathan, 2012). The curriculum is based on English literature prose, novel giving central idea of the work (Mansoor, 2005). In Punjab University, for example, the English compulsory course comprises book of essays, book of short stories and one-act plays and a novel ‘*The old man and the Sea*’ (Mansoor, 2005). The course also includes grammar structures and composition (Mansoor, 2005). In same way, this kind of course is taught in all the general (art, sciences and humanities) universities (Pathan, 2012). This has been the common syllabus design (example of syllabus provided by the researcher section 1.5 of this chapter). In Pakistani context, a critical evaluation of the materials, textbooks and syllabi available for the teaching of English at School, College and University levels is needed.

As per Pakistan Research Repository (a database of academic researches organized and updated by Higher Education Commission of Pakistan), so far, few research works, have been conducted on the role and effectiveness of literary texts in the teaching of English in Pakistani context. A significant study on teaching of reading (Memon and Badger, 2007) was carried out in Sindh Jamshoro University, Sindh, Pakistan. The study looked into the teaching of reading in traditional classes and the new style classes. Two contrasting roles

of teachers were identified in the two types of classes: teacher as performer role in traditional class and teacher as manager role in new style classes. By bringing innovation into the teaching of reading, the new style classes provided more opportunities for language learning than the traditional classes. The new style classes were based on pre, while and post-reading structure. During each stage, various activities such as exercise, group work and feedback to the teacher was carried out which showed 'greater degree of structural complexity in the discursive organization of the new style classes compared with the traditional classes' (Memon and Badger, 2007:561). Introducing new style classes provided a contrast to traditional way of teaching of reading which was carried out in the form of lectures. This study highlighted the innovation that could be brought into teaching of reading and what could have been done differently from traditional way of teaching, which showed that more learning opportunities were possible in innovative way of teaching of reading than in a traditional way.

Rustam (2008) investigated learners' needs and teachers' views of learners needs in relation to literary texts through mixed methods approach. The study highlighted certain issues with regard to the use of literature in English language teaching at graduate level. The results show that the learners need to improve language skills as well as need to improve grammar and to introduce literature-based texts that are representative of world literature as well as Pakistani literature. Moreover, the study also indicated the need to include culture component in the syllabus. Majority of the students showed concern for speaking skills and perceived their own speaking as bookish and weak. As per recommendations for the changes in the existing syllabus, the students suggested to include communication skill course along with literary texts (Rustam, 2008). The basic need for the learners was language skills for communication purposes, for which the use of literature was necessary. It was further suggested that the scope of literary texts should not be limited

to the classic works, rather a range of works should be included that is literature from different parts of the world as well as that of Pakistani literature in English. This could make sense because adding contemporary or more recent literary works across the globe may likely widen the scope of language learning and teaching through literature.

Khattak et al (2010) investigated the perceptions of the teachers about teaching language through the literature at higher secondary schools and at degree level in Pakistan. The survey showed teachers' dissatisfaction with the courses and expressed a need for a more balanced approach between language and literature in the language syllabus. The teachers did not oppose the use of literature for language teaching rather felt the need for integrating literature appropriately into language teaching (Khattak et al, 2010: 127).

Moreover, Akram (2007) investigated qualitatively through the interviews on a small scale (9 female participants), the attitudes and motivation of female learners of Southern Punjab, Pakistan towards English language learning. The study revealed two main motives: Parents' encouragements and seeking better job. Learners underlined their motivation to learn English when encouraged by their parents to learn English. Students also agreed that they were studying English so that they could secure better jobs.

Using interviews and questionnaires Akhtar and Kausar (2011) found differences between the teachers and learners beliefs about English language learning in Pakistan. Eighty percent of the teachers stressed the importance of the creativity in the Pakistani context and considered imitation as a good method for improving pronunciation. With regard to teachers' correction of grammatical error made by the students, 70% of the students believed that mistakes should be corrected when found while 80% teachers believed that teachers should correct the mistakes afterwards as correcting on the spot may cause loss of confidence among the learners. Teachers and learners opinions differed greatly in the use

of materials, which exposes learners to the structures of the language they already know. In this regard, students preferred the language structures to be taught again. Contrary to this, teachers believed in exposing learners to a variety of language structures ‘to enable them to cope with unpredictable situations’ (Akhtar and Kausar, 2011: 22). The results of the study also showed that the teachers lacked an understanding of the importance of beliefs in language teaching and learning and as such emphasized to create awareness in this regard through possible steps taken in the form of establishing forums to be able to step forward towards improvement of English language teaching in Pakistan.

Although the studies discussed above were limited, the studies highlighted the need for further research into the beliefs of language teachers and language learners which is still lagging behind. Akram (2007) and Akhtar and Kausar (2011) indicated the importance of knowing the beliefs and perceptions of the learners to shape the classroom instructions and more suitable teaching materials for an effective English language learning.

The studies mentioned above focus on literature-based curriculum but neither of them gave description of specific curriculum on the basis of which one can only assume that well-known works of classic literature as well as some grammar and composition books are used. In the light of the discussion above, there is, therefore, a greater need to investigate the perceptions of the students and the teachers about the role of literary texts in undergraduate EFL classrooms in Pakistan. As Paran (2008) maintains that there is still need for conceptual clarity on the role of foreign language literature in language teaching (p.470).

### **1.5 The present context**

Khyber Pakhtunkhwa formerly North West Frontier Province is a culturally diverse region of Pakistan. Pashtu is widely spoken language of the province. Besides Pashto, Hindko is

the second dominant language of the population of the province (Coleman and Capstick, 2012). In recent years, the province has seen growth in the higher education sector. According to the analysis report conducted in 2010-2011 on Education policy of the province of Khyber Pakhtunkhwa (Mustafa, UNESCO 2012), new colleges have been established and 16 universities have been granted charters in the province. Out of sixteen universities of the province, two of the universities (a public and a private) are located in the District of Kohat where this study took place. The education department of the province is also funded by many donor agencies with the aim to open options for better education and improvement in the region. In the coming years, the government aims to improve the situation for research in higher education so as to pave way for the economic growth of the country (Mustafa, UNESCO, 2012). However, according to the report there is also a need for more colleges to make higher education accessible to a large number of masses. With current perspectives in focus, a lot needs to be done in the region for better education generally and improvement in English language learning and teaching particularly.

This study was conducted in Kohat District in the Province of Khyber Pakhtunkhwa, Pakistan. Kohat is the southern district in North Western frontier borders of Pakistan. Like other regions of the province, in the last few years, the involvement of the government in the development of the area led to establishing two universities (one public and one private) in the district. Both universities provide opportunities for higher studies in Kohat and the adjacent areas, most of which are rural. The universities offer professional degree programmes mainly in management studies and information technology. The establishment of public and private sector educational institutions have not only provided access to education in adjacent towns and villages but has also opened venues of career orientations for young graduates. The government colleges in the Kohat District are affiliated with the public sector university. As in the province overall, 'the examination of students in degree

colleges and post-graduate colleges is conducted by different Universities. The Universities are financed by the Higher Education Commission (HEC) and are autonomous' (Mustafa, UNESCO, 2012). Since the role of Kohat University is autonomous, the academic council of the university approves the courses for the respective departments and faculties for both the university and its affiliated colleges with the involvement and consensus of the members who are experienced faculty members at various government colleges. Therefore, the prescribed books for language and literature courses for degree and postgraduate level are also designed under the supervision of the respective department suggested by the senior faculty members of colleges. In this way, the government degree and postgraduate colleges of the District follow the same language courses. The learners study the courses for two academic years. A written examination at the end of each academic year assesses learners' performance in their respective subjects. As explained in Shamim and Tribble's (2005) study, the higher education institutions in Pakistan also include the degree colleges offering two year graduate programmes.

Higher education institutions comprise public and private sector universities and degree awarding institutions, professional colleges, and 'degree' colleges offering a two-year bachelors program in the fields of Science, Arts, Home-economics and Commerce (Shamim and Tribble, 2005: 1).

The students in the colleges are enrolled in two year undergraduate programme during which they study two compulsory subjects: English compulsory (year I and year II) and Islamic studies (year I), Pakistan studies (year II) and two optional subjects (the optional subjects are selected in the beginning of year I and are studied until the end of year II). At the end of each year, the final examinations are conducted under the management of examination department of the university with which the colleges are affiliated. The English compulsory courses comprise a large part of the literary texts and grammar and

composition as a part of the syllabus. The primary objective of these courses is to build learners' integrated language skills (speaking, listening, reading and writing).

English is the medium of instruction in higher education institutions. In order to improve English language learning and teaching in colleges and to address the language learning needs of the learners, the syllabus is subject to revision and changes. Novel, prose and grammar and composition are part of the syllabus for undergraduate English language students. For grammar and composition lessons, Oxford Practice Grammar is the main teaching material; teacher practices grammar and composition through exercises in the classroom. The aim of teaching English compulsory at higher level is to provide learners language knowledge and understanding. The students in these colleges seek learning of English as an opportunity for better prospects in terms of higher studies as well as building up career. Moreover, undergraduate learners are expected to have studied English for nine years (Rassool and Mansoor, 2007). This means, the learners are expected to have achieved considerable language level that they are able to read and interpret the texts used in the classrooms. Learners must have considerable knowledge of the language at this level because English is the medium of instruction. Failing this subject means that student has failed the entire examination (Mansoor, 2005). For this reason, learners aim at short-term goals of passing the examination; they rely upon easily available sub-standard resources such as locally published guides or cribs (Short and Candlin, 1986) which provide the summary of each chapter of the text, the meanings of difficult words in Urdu as well as the explanation of the difficult passages. Students' reliance upon these sources also indicate teachers' use of limited teaching strategies, which seldom allows learners to experience richness of the learning process. According to Rassool and Mansoor (2007), at higher level of education, with 'native language background' English language learning is problematic for the students (p.238). In the present context, many students come from the rural areas or

have been educated at Urdu medium schools where they are taught in Urdu or in regional language such as Pashtu. Students with this background face problems at higher level of education, where English is the medium of instruction.

Although the number of education institutions has risen in the district, a feeling of dissatisfaction prevails among academic circles regarding the quality of education especially in English language. In the wake of educational and economic activity, the graduates may be more aware of the importance of English language in their careers. English is the medium of instruction in public and private sector higher education institutions. In this scenario, the demand of proficiency in English language is prioritized in both sectors. Moreover, English language is given precedence over Urdu in higher education.

As mentioned earlier, English language course referred to as English compulsory course is taught for two years. The course comprises literary text mainly a novel/essays and grammar practice in the first year. Learners study a collection of essays and grammar practice in the second year. Over the years, the syllabus design has consistently followed the course comprising literary texts and grammar practice. The course design aims at the learner's proficiency in English language. The teachers and the course design experts believe in the significance of English literature in the English language learning. However, the learner's proficiency is rather at odds with the required criteria for English Language at postgraduate level and later in the professions.

## **1.6 Rationale for the study**

At present, English is widely known as the lingua franca in the globalized world scenario (Mansoor, 2002). Besides its global importance, English is not only the language used in academic and professional fields but also considered as a tool for economic and social uplift

in Pakistan in the form of wide options for seeking better jobs resulting in stable economic condition (Zubair, 2006; Shamim, 2008). Moreover, learners and teachers are aware of the global needs and benefits of English language. However, the overall proficiency level of language learners is low (Warsi, 2004). Warsi (2004) further argues that the curriculum, textbooks, educational policies, language policies, and teaching methods are responsible for the poor English language skills and communicative abilities of the learners (Hassan, online). The over-reliance on literary texts and their association with the translation method have also been criticized strongly for the poor performance of ELT in Pakistan (Warsi, 2004). In this regard, learning needs and opinions of the learners are completely ignored. However, some researches in other parts of the world have strongly advocated the inclusion of literary texts into teaching materials as they can enhance learners' motivation for second/foreign language learning (Brumfit & Carter, 1986). Moreover, Carroli (2008) argues that learners' perceptions about the role of literary texts used in classrooms should be explored in detail in order to meet the learning objectives of English language courses in any context. Therefore, it is important to investigate the perceptions of the Pakistani students about the role of literary texts used in EFL classrooms.

Ever since the colonial times literature has been a significant component of English language teaching in the Indian sub-continent as teaching material. Even now, the literature in language syllabus reflects the enthusiasm and inspiration of the teachers and policy makers for literature. Their preference for canonized form of literature is based on their belief in literary texts as the most appropriate source of language learning. However, it is not easy to assess whether their students share teachers' beliefs. It also raises the question whether the learning needs of students are addressed during decision-making process, particularly in the context where learners seek English language as a skill, which helps them to be in better position in the society as an active member. In addition, English

language has been subject to debates in language education circles in Pakistan. Therefore, a study is needed to investigate how do Pakistani learners and the language teachers perceive the role of literary texts in English language learning.

Apart from enthusiasm of language teachers in literature, dissatisfaction with learners' proficiency of English language also raises questions about the language education policies of the concerned bodies regarding improving language teaching and learning in Pakistan. In the past, some of the measures taken were launching of English language programme at all primary levels but without prior planning of course design or hiring and training of language teachers without taking into account the education planners; all these steps reflected an overall ambivalent attitude towards language education (Shamim, 2008). Lack of empirical evidence in this area indicates further that the problems concerning learners' needs have not been addressed. It may be attributed to the lack of educational concerns over the actual learning needs of the Pakistani learners. Very few researches (Rustam, 2008) have focused on the problems from learners' perspective. In this regard, the perceptions of the learners and teachers remain unexplored. This area, therefore, needs attention of the responsible academics and the researchers.

### **1.7 Purpose of the study**

The study aims to investigate the role of literary texts in EFL classrooms by examining the perceptions of undergraduate students and English language teachers of the selected Pakistani colleges. Keeping in mind the importance and historical place of literary texts in Pakistani classrooms, a detailed investigation of the use and selection of literary texts and learners' attitudes towards them may be helpful in improving English language teaching and learning in the context.

## **1.8 Research Questions**

In line with the purpose of this study, the following research questions have been articulated:

RQ1 What are the perceptions of the undergraduate students in the selected Pakistani colleges about the role of the literary texts used in the Pakistani EFL classrooms?

RQ 2 What are the perceptions of English language teachers in the selected Pakistani colleges about the role of the literary texts used in the Pakistani EFL classrooms?

## **1.9 Significance of the Study**

Knowing the perceptions of Pakistani undergraduate students about literary texts will be helpful for the researcher, educational policy makers and the language teachers to determine English language learners' genuine needs, motivation or difficulties in relation to the use of literary texts as teaching materials. It will be useful in developing a syllabus and teaching materials based on literary texts selected in consonance with learners' interests and motivating orientations. By doing so, a more clear stance on the role of literary texts in Pakistani EFL classrooms will be developed. In this way, the study will also help the educational policy makers and teachers to develop a suitable teaching approach to use the literary texts according to learners' choice that is considered central to successful language learning (Carroli, 2008). The role of language learners has hardly been addressed in the present context. Language teachers, therefore, must be aware of the perceptions and the preferences of the language learners. For this purpose, therefore, an in-depth research is needed to discover the perceptions of the language learners in the EFL classrooms.

This study also investigates the teachers' perspective on teaching literary texts in EFL classrooms. For this reason, it will help to identify the role of teacher in using literary texts in language classroom. In this way, it will explore a sample of Pakistani teachers' stance

on teaching literary texts and their perspective of pedagogic practices in the English language classroom.

### **1.10 Organization of the thesis**

This thesis, including this chapter, comprises six chapters. The next chapter, will review the existing literature on the role of literary texts taught in EFL classrooms. This chapter will also cover the topics such as the general interests and the importance of learning English language. It will also discuss the issues related to culture and studies so far issues in literary texts especially when the literary texts taught in EFL classrooms are selected from canonical literature. As non-native literature is also becoming mainstream, it is important to review the position and understanding of the role such literature can play in EFL contexts. While the texts are as important, it is always a matter of curiosity as what happens inside the classrooms and how far teacher's role is important in the whole scenario and how do learners perceive the teacher's role in English language learning. For this purpose, the chapter will also discuss classroom participation of the learner. The conclusion of this review will lead to the chapter three. Chapter 3 comprises the research design of the study. For this study, mixed method design has been used. I presented the site and samples of this study in chapter three. The tools of investigation are structured questionnaire and semi-structured interviews. The mixed method design is concurrent. The qualitative and the quantitative data was collected and analysed separately. Although both occurred simultaneously during the data collection stage, it was only during discussion of the results that the findings of the qualitative and the quantitative data are discussed. Moreover, the chapter also presented the procedure of data collection. The ethical concerns of this study are also presented in this chapter.

The findings of the quantitative data are presented in chapter four. This includes the results from descriptive analysis of the data gathered through the questionnaires. The mean score of each item with the scale is reported in this chapter and further inferential analysis was used to analyse any significant gender differences among the selected samples for this study.

In chapter five, I presented findings of the qualitative data collected for this study. Chapter six comprises discussion of the results and implications of the study. The responses are merged together to discuss the findings of this study in chapter six. This study is concluded in the same chapter with summary of the results the limitations of the study. Some suggestions for further research are also presented in the last chapter of this thesis.

### **1.11 Summary of the chapter**

In this chapter, I introduced my study. I presented my interest that led me to do the research. With my own experience, as teacher of English, my personal interest in the study was major motivation to carry out this research. I also discussed the language education scenario in Pakistan. I presented an overview of English language in Pakistan. I then moved on to presenting an overview of teaching of English in Pakistan which also focused on the teaching of literature in language in Pakistan. I discussed this in the light of research studies carried out so far most of which were dealing with undergraduate learners. I then presented the contexts of my study that is Kohat District, Khyber Pakhtunkhwa, Pakistan. In this section I gave an overview of the higher education in the province and current developments in the District of Kohat where this study was carried out. I also presented the rationale and the significance of this study. The purpose of this research is also presented in the chapter, which is followed by the research questions. I finally presented the

organization of my thesis. From this introduction, I will now proceed to review the literature.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The potential use of literary texts in language learning classrooms is pivotal as the reading of literature effectively engages learners in the reading process. In EFL/ESL contexts, literature has been a significant part of the language syllabus. Paran (2008) strongly believes that literary work is produced for the society and contributes to language teaching and learning (Paran, 2008). Number of papers have been published discussing the role of literature in language teaching. However, as Paran (2008) argues, much of the analysis on the function of literature in language teaching is theoretical, merely based upon assumptions, and therefore needs to be investigated empirically.

Literature, it is believed, possesses qualities that strengthen its conducive role in language teaching and learning and is regarded as ‘the highest form of expression of the target language, literature was/is an essential subject of study for the language learner’ (Gilroy and Parkinson, 1996: 213). Keeping in view theoretical claims, different aspects of literature call for research to understand the potential role of literary texts in language teaching and learning.

In this chapter, I will first examine English as a postcolonial project from where the study of literature initially originated thus indicating that the scope of the study is complex and issues related to literature in language teaching need thorough investigation. In this regard, this discussion will further focus on the use of literary texts in the language classroom. Hereof, background study of the role of literature in language teaching will be reviewed where an effort will be made to also examine the existing literature on the issue of culture

in language education. I will also discuss the use of literature in EFL classrooms with respect to pedagogical practices, learner's participation and the role of the teacher. Moreover, it will be reviewed how far the perceptions of learners have been explored in language learning contexts. This section also comprises the use of non-native literary texts in EFL classrooms. Finally, I will present my research questions and summarize the chapter.

## **2.2 Background of Literature in ELT as a Colonial Project**

The roots of English language in South Asian context began with the establishment of British administration in the Indian subcontinent. The postcolonial societies which previously constitute the British colonies were the grounds that leveled the reasons for inclusion of English in education. Since the present context has been the part of British colony, I will discuss English language education scenario with particular reference to the Indian subcontinent.

### **2.2.1 The Postcolonial Roots**

The British occupation of the Indian subcontinent expanded through the access of Orientalism; the study of the knowledge of the East. The British colonizers at first viewed that the study of indigenous languages and cultures is important to access the complex socio-cultural setup. However, in the 19<sup>th</sup> century, the colonial rulers diverted their attention towards Western education based on their belief that the Western knowledge, values and cultures would educate and enlighten the natives of India (Evans, 2002). This enlightenment as perceived in the colonial discourses was built-up on the idea of cultural supremacy and the 'responsibility of the British to give European education to the Natives' (Nayar, 2012: p.175). The missionary activities in 1813 and referendum in 1816 (that considered the demands of the colonized people for the Western education) were meant 'to enable them to participate in trade gains of the colonial administration' (Hall, 2005, p.), the

focus of colonial administrators shifted from local languages and cultures of the Indian subcontinent to English language education (Rassool & Mansoor, 2007). The political discourse of the colonial rule considered education in English through literature as their responsibility of imparting knowledge to the natives of Indian subcontinent. However, as Nayar (2012) argues, the idea of imparting knowledge of the Western culture was not entirely 'philanthropic' (p.178). The empire management looked for the trained natives in their established schools, to make 'large body of qualified natives to assist in imperial administration (Nayar, 2012, 178). English was, therefore, a colonial project: English literature was included in the curriculum of the colonies long before it was institutionalized in the home country (Viswanathan 1989:3 cited in Hall 2005).

English language in ex-colonies of Britain is thus, a reminder of cultural hegemony of Britain (Rassool, 2007). It is noticeable that the Indian population looked into prospective of education through English language to benefit within the labour market (Rassool, 2007). According to Rassool (2007), the policies of the colonial rule did not provide a direct link between the modernized and traditional economic, social and political structure of the colonized territories. As a result of the language in education policies, a class of the locals under western influence was produced who although participated in the anti-colonial struggles were also distant from their own local cultures and languages (Rassool, 2007). The regional language remained under-developed. It is also to be noted that English as an ex-colonial language retained an equal status as that of the national language (Rassool, 2007). Furthermore, language in education has an important role in the economic development of the country. It provides the skilled human resource important for national development (Rassool, 2007). However, retaining the ex-colonial language (English) did not benefit the newly founded countries any economic benefits rather the countries remained under-developed. With this background, it further poses questions whether the

present state of education, has addressed the core issues of the language, education and development in Pakistan. This leads to the next section on the role of Literature and English language in Indian Sub-continent.

### **2.2.2 Literature and English Language in Indian Sub-continent**

Literature and language study has been subject to the changes and shift in balance in English Language Teaching. The position of literary texts has been subject to discussions and debates in mainstream English Language Teaching with reference to EFL/ESL contexts where canonical literature is still a source of Standard English language learning and teaching. The role of literature in English Language Teaching in EFL/ESL contexts, thus, dates back to the nineteenth century (Bagherkazemi and Alemi, 2010; Gupta, 2005) when English was established as a distinctive language in the formal system of education across the British governed colonies (Giri, 2001). In this regard, the story of literature central to language learning began in the British colonies. The education in English was extended in the colonies (Indian sub-continent now Pakistan and India, for example) during the British rule, as noted in Macaulay's 1835 minutes:

I have never found one [Orientalist scholar]... who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. All the historical information which has been collected from all the books written in the Sanskrit language is less valuable than what may be found in the most paltry abridgments used at preparatory schools in England (Anderson and Subedar, 1921, 113 cited in Nayar, 2012).

This, according to Nayar (2012), embarked the significance of English language and literature over Indian literature and cultural traditions. The education in English language served the purpose to educate the people from the Indian population who would act as intermediaries between the large mass of locals and the British administration (Dheram in Braine, 2005). This is no surprise that at that time, education planners considered British Literature as a central source to teach and learn English language. The formal writing of

literary texts was, therefore, a standard model for a standard form of writing (Simon, 2006). Furthermore, the present language-literature dichotomy was non-existent in English Language teaching at that time. The teaching of English language, thus, marked language and literature as ‘inseparable’ (Widdowson, 1975) and ‘indistinguishable’ (Bagherkazemi and Alemi, 2010) in language learning.

English as a postcolonial project is distinguished from ELT in a way that it constituted the significance of English language education in the postcolonial contexts. However, the discussion was an attempt to reflect upon the topic which is more complex in nature than perceived in the contexts where literature was the primary source of English language teaching and which engulfed the study of English language. From a distinct and much broader domain of English as postcolonial project which tracks down the emergence of the study of English literature as distinguished form of study in colonial contexts, I will now turn my attention to the role of literature in English language teaching. This transformation ranged from English as the language of power over the non-native speakers to English as an international language (Gupta, 2005).

### **2.3 Teaching of literature in the language classrooms**

In terms of the language use in a community, a piece of literature is perceived as a useful authentic material in ESL/EFL classrooms. Although in many EFL/ESL contexts, the literary texts are a considerable part of the language curriculum, the renewed research interest in literature and its role in language teaching and learning has drawn attention to look for its potential use and significance in EFL/ESL classrooms.

The use of literature in the language classroom attributes not only to the learner’s personal growth, development of critical thinking, language skills and knowledge but also serves at various levels of academic, occupational and personal goals. Moreover, claimed to be effective teaching materials, literary texts fulfil learners’ needs of academic skills which

play central role in their process of personal growth and enables them to meet their occupational requirements. The supporters of literature-based language teaching further argue that the use of literary texts in a foreign/second language classroom is not only encouraging for the learners but also provide them knowledge about various aspects of human life that is critical to their personal development (Shanahan, 1997; Ghosn, 2002; Hall, 2003; 2005 and Rana, 2009). However, whether this holistic view is taken into consideration when literature is used in a language classroom lacks evidence and therefore, raises questions about the perspectives of language teaching and learning realities in the EFL classrooms.

The position of literature in L2 education is also subject to questions due to the language of the texts and cultural aspect (McKay, 1986). This has led to an extended debate on the issues such as including/excluding the literary texts in language courses, selecting literary texts that are suitable for the language learners and appropriate teaching methodology (McKay, 1986).

In this section, I will first discuss the role of literature in English language teaching and how the role has changed from an elitist study to an authentic material for language teaching. This section will include the use of literary texts in classroom activities, learners' participation and the role of the teacher.

### **2.3.1 Literature in Language teaching from theoretical and research perspective.**

Literary texts have been central to the teaching of modern foreign languages (MFL) and English as a foreign/second language (EFL/ESL). In the last century, with the rise in language learning and teaching research, questions were raised about the use of literary texts in language teaching. As a noble pursuit of knowledge, studying literature was understood as the 'high form of human understanding because it possessed the qualities such as harmony, balance, integrity' (Gilroy and Parkinson, 1996:213). This traditional view, however, faced reaction under the movements of Structuralism and Formalism which

according to Gilroy and Parkinson (1996) came up with rather ‘scientific and dispassionate’ theory of literature (p.213). Moreover, the formalist idea of the poetic language, for example, was that the poetic language is deviant and is distinguished from the standard language. The language and linguistic experts challenged this view and argued that the use of language in different writings other than poetry such as nursery rhymes or advertisements (Parkinson and Gilroy, 1996: 214) is also deviant.

In MFL teaching, the role of literature changed from traditional to humanistic ideas of response (Hall, 2005). Kramersch and Kramersch (2000) reviewed the position of literature in the teaching of modern foreign languages (e.g German, French, Spanish) in USA context through the volumes of Modern Languages Journal in five stages:

1<sup>st</sup> stage: from Literature to Literacy, 1916-1929;

2<sup>nd</sup> stage: Literature as moral and social education, 1929-1945;

3<sup>rd</sup> stage: Literature as content and entertainment, 1945-1957;

4<sup>th</sup> stage: Literature as humanistic practice, 1957-1979;

5<sup>th</sup> stage: Literature as authentic text, 1979-1999 (for details: Kramersch and Kramersch, 2000).

For the sake of focus on the later development, I would discuss the fourth and fifth stages. The period from 1957-1979 marks the sixth stage that is the humanistic phase where literature was perceived as a humanistic practice. This period mirrored the widening gap between the concerns of the language teachers and literary scholars. At that time, while the language teachers were being professionalized, the enrollments in the foreign language courses were also declining:

the universal cognitive turn in second language acquisition research, born out of Chomskyian revolution in linguistics (1957); and the multicultural turn in education further drove the study of foreign literatures, perceived as an elitist

pursuit and extraneous to everyday communicative needs, virtually out of the picture in the study of modern languages (Kramsch and Kramsch 2000: 566).

However, during 1970s, lack of interest in the study of literature drew the attention of the teachers of literature towards the existing pedagogy of literature. In this regard, *Modern Language Journal* 1972 issue featuring literature teaching also drew focus on this area, suggesting innovative pedagogic practices as opposed to the traditional approaches and linked interdisciplinary approaches to the teaching of literature. From 1979-1999, the foreign language literature was seen as an authentic material for communicative approaches that emphasized the understanding of the foreign culture. During this period, the focus of pedagogic practices was learner's reading comprehension of the texts. Moreover, the importance was given to the individual interpretation of the text. To follow reading for meaning stance, the renewed interest among the language teachers was to understand the abilities and interests of the language learners in coherence with literature (Kramsch and Kramsch, 2000).

The role of literature has not only changed in MFL contexts but also in ESL/EFL contexts. In almost a similar way, the *English Language Teaching Journal* (ELTJ) also reflected upon the scope of language research as few articles were published on literature in language teaching. For example, the publications of the 1950s showed lack of articles published on literature. The published articles during that period rather attempted to distinguish the newly evolving language-based approaches from the traditional approach (Hall, 2005). As per the trends of the articles, in later years, the communicative approach emerged covering the issues such as the importance of meaning and personalization for learners, for affective values in learning, for the use of authentic materials and 'real' language and communication (Hall, 2005: 55). At this time, approaches such as the reader response approach in Communicative Language Teaching (CLT), emphasized dominant position of the learner as the reader in the process of reading a text. In this regard, literature addressed

the challenges faced by the communicative approach as the literary texts could emphasize the variety of situations. To fulfil learners' communicative goals literary texts perceived to be the useful source because of the range of genre and variety of styles (Hirvela, 1996; Parkinson and Gilroy, 1996). Although earlier trends in this approach assumed learners to have desire to become one with the target language community, the response of (learners) remained central giving more importance to the responses of the learners. From 1980s onwards in terms of suitable approaches to literature 'the humanistic value of reading' and the reader response approaches to literature teaching in language classes was the key focus (Hall, 2005:55). The issue of 1990 of the journal gave coverage to the place of literature in English language teaching emphasizing the need to shift from traditional approaches to the response-based and communicative approaches (Hall, 2005). During 1990s, according to Hall (2005) culture was also a 'buzz-word' to which literature facilitated in providing access to English-using culture.

Literature was used under traditional approaches and later as a main source material under communicative approaches. However, under both approaches literature was taught in such a way that failed 'to coordinate the literary and the linguistic' (Hall, 2005:47). Teaching literature under traditional approach meant that the learner has already acquired a level of language competence and that the learner was able to discuss the ideas within the works of literature. However, the language issues related to vocabulary and culture, which a language teacher may have ignored, were of keen importance for the learners. It was because for a foreign/second language reader:

'language proficiency can never cease to be at the centre of literary (or any other) reading, especially if language is understood as discourse (what it does to its users) rather than simple words and sentences' (Hall, 2005:49).

The pedagogic practices aimed at developing the reading skills that could help the learners to 'negotiate and refine personal interpretation'. As Kramsch and Kramsch (2000) viewed,

literature was perceived as an opportunity to develop the vocabulary, reading strategies and reasoning skills. Moreover, in terms of the pedagogical practices an awareness was developed that since literature was not different from other types of discourses, same pedagogical approaches could also be used for literature to develop the reading skills (Kramsch and Kramsch, 2000). This is probably the reason that today, the literary text - based courses are still part of language curriculum (Gupta, 2005; Giri, 2001).

However, the perspectives are more assumed than proved. Paran (2008) presents the role of literature in language teaching and learning in the comprehensive form and emphasizes the need for more empirical research to test the theoretical perspective in the field. In response to the arguments of the opponents to literature in language classrooms, Paran (2008) maintains that the literary texts are useful materials for language learning as individuals learn the language. The valued interest in literature is, thus, a human characteristic, which may less likely be found in other subjects (Paran, 2008).

The role of literature in daily life, the way in which narratives function in learning, the role of literature and narratives in education, and the language-literature link – all these are important in understanding that literature may have a place in L2 teaching’ (Paran, 2008: 469).

The discussion on the role of literature has developed to a certain extent an understanding of the role of literary texts in EFL/ESL contexts (Kramsch and Kramsch, 2000). The researchers notably Carter and Long (1991), McKay (1986), Brumfit and Carter (1986), Lazar (1993, 1996) and Paran (2006, 2008) have argued for the important place of literature in language teaching and learning. The research has also pointed out that the absence of language learner as a core actor of the language learning and teaching has seldom been addressed.

Presenting the background with theoretical perspective, I will discuss research perspective of literary texts in language classrooms with more focus on the classroom activities, the participation of the learners and the role of the teacher.

### **2.3.2 Literary texts in classroom activities**

How far literary texts are useful depends upon how the texts are incorporated in the foreign language classrooms (Edmondson, 1997). The literary texts are a springboard of many classroom activities. These activities aim to involve learners in their language learning and generate responses from them. While an effective form of learning demands language learners to 'inhabit' or 'take in' the texts (McKay, 1986), the creative classroom practices could actively involve learners with the texts to achieve a level at which learners can inhabit or absorb the text. In this regard, the studies though few in number have experimented the creative use of literary texts in language lessons. Miccoli (2003) presented a case study of skill-specific use of the drama in a class of 37 students in a Brazilian university. It was a genuine case of teacher's experimentation with the drama while keeping in focus the objectives of the course. In this regard, it also indicates how a teacher may experiment with the type of literary text to achieve the course objectives. However, is it possible to experiment such practices in the classrooms where the language learning goals of the learners are mainly examination-oriented and literature is perceived as an 'image of English teaching and of English literature in many students' mind, in traditional classrooms, of tedium, condescension and irrelevance' (Hall, 2005:59).

Lazar (1990) suggested the use of novel in an English language classroom to see how the use of novel could be useful for classroom activities. In this regard, Lazar (1990) identified two sets of difficulties: practical and literary, and then provided solutions to overcome these difficulties. One of the practical issue is the length of the novel. According to Lazar (1990) the selected novel should be short, not very difficult but challenging for the learners.

Moreover, depending upon the language and literary capability of the students, teacher needs to assign reading tasks either in the classroom or as a homework. To overcome issue of novel's length, Lazar (1990) provided useful options for the teachers to manage the use of a novel, for example, assigning chapters to read at home and utilize classroom time for activities. Lazar (1990) also points out literary issues such as understanding the story, the characters, the point of view and the language of the novel and provides solutions in the form of suitable activities.. Each of the issues could be solved by using suggested activities that could engage the learners with multiple tasks in the classrooms. For example, to understand the story of the novel *The Great Gatsby* by F. Scott Fitzgerald) Lazar (1990) provides range of suitable activities such as summarizing, headlining, sentence completion and chronological ordering. To provide guidance to the learners about the character in the given novel, Lazar (1990) proposes the tasks to enable teachers help learners working with the text. In this regard, the learners while working in groups would search for the adjectives in the list, provided at the beginning of the task, used for the character description or the behaviour indicating character traits in the novel. Similarly, the narrative point of view, that is the novel is either narrated in the first person or the third person, is another significant element in the novel. If first person narratives are used then activities should aim to make learners understand the significance of the point of view by analysing first person point of view because the 'events and their significance are filtered through a particular point of view' (p.211). To sum up, the use of the novel in the language classroom could be exploited in a number of ways, utilizing teacher's creativity in the language classroom.

Hess (2003) presented a lesson plan adopting a parallel life approach to language learning through poetry in the language classroom. The approach from trigger activities to spin off activities stimulated learners' active participation in the whole language learning process. The learners were of diverse backgrounds, it also poses some concerns in the EFL/ESL

contexts where a language class comprises 50 students. In a nine step series of activities, teachers work on a poem with the whole class. As a teacher, visualization before start of lesson, triggers learner's schemata and creates an ease with the lesson. For this purpose, teacher applied the use of pictures, film strips, a quotation or an anecdote that seems suitable to the teacher. Step II centred on vocabulary. At this stage, the teacher tried to elicit meaning from the students. The students worked on difficult words from the selected poem and elicited meaning. In this way, teacher involved the class to work on meanings of important and essential words. Step III focused on linking sentence that could link the activities in previous two stages i.e. trigger activities and vocabulary with the poem selected for the lesson. This sentence or two worked to bridge activities with the selected texts. In step four, teacher reads poem and students listen and follow along the text. At the conclusion of reading, learners write down ideas occurred to them while reading. This led them to come up with ideas for discussion with their fellow students. At step V- language of the poem was analyzed. At language level, attention was given to lexical and performatory contribution of the vocabulary.

In the lesson above, literature was used as an effective tool in the teaching strategies which triggered visualization and imagination and probably point to the 'recognition of the primary authenticity of literary texts and of the fact that more imaginative and representational uses of language could be embedded alongside more referentially utilitarian output' (Carter, 2007:6). Learners work through exercises and activities with the poem. Re-read the poem, created their own definition of the poem and then discussed and compared with other learners. In this way, the range of activities makes learners work closely with the language. Engagement with the poem through activities enabled them to understand the poem. The meaning of the poem elicited through prediction exercise with the list of themes of the poem. Learners' selection of the theme makes them justify for the

choice of the theme. The poem's relation with the world outside through newspaper article or an interview between pairs of the students also enabled learners to link the text with the real world outside the poem.

Apart from the novel and poems, some researchers also suggest the use of short stories in the language classrooms. Hismanoglu (2005) supports the uses of short stories because the short stories make the students' reading task and the teacher's coverage easier. In addition, short stories are appropriate because of their universality; 'students all over the world have experienced stories and can relate to them' (Hismanoglu, 2005: 62). Use of Video aids can give visual information of unseen places and references to make them more familiar. The advanced information of the topic on internet enriches the teacher and the learner to equip herself/himself before dealing with the topic (Mujumdar, 2010: 213).

The aforementioned researches have shown that literary text-based language practices not only encourage learner's involvement with the texts and enable them to inhabit the language use but also make them independent learners of the language (Elgar, 2002). However, the effectiveness of these activities lies with the learning needs and demands of the language learners. As in present world today, the communicative needs are evolving in the wake of technological advancements and changing social patterns. Language learning needs and interests of learners are also subject to change under the influence of aforementioned factors in EFL/ESL contexts (Giri, 2001).

In this regard, teachers may come across difficulties and challenges in pedagogical practices while incorporating literary texts in foreign language classrooms (Rana, 2009). In EFL/ESL contexts, teacher's role is seen as stimulator to use literature in language classrooms. Appropriate creative pedagogical techniques combined with clear pedagogical goals have been the concern of the researchers (Hirvela and Boyle, 1988 and Akyel & Yalcin, 1990). The pedagogical techniques potentially 'excite the imagination of learners'

(Rana, 2009: 74). In this process, the teacher's power of imagination and visualization may trigger the interest of the learners in the literary text reading (Collie and Slater, 1987). Boyd and Maloof (2000) also noted that the language teacher's creative ways of presenting literary texts help to optimize the potentiality of literary texts in the language classrooms. The challenge for a teacher remains to motivate the learner with a long lasting effect. The teaching materials such as literary texts are theoretically proved to be stimulating and enjoyable teaching materials. However, the research also shows that the literature-based language class is often characterized as boring and tedious (Hall, 2005). The lessons are perceived as less relevant to learner's real-life experiences. According to Dornyei (2001) one of the reasons probably is that language curriculum and activities designed according to what the teachers and material designers consider as relevant to the learner and not what actually learners need. On the other hand, in many parts of the world, the teaching takes place under the pressure of course completion, equipping learners with knowledge to pass examination and test and time (Dornyei, 2001). The challenge is to design a suitable curriculum in accordance with learners' goals. However, the techniques as employed are likely to face the challenge in the contexts where learners own culture takes a dominant position inside the classrooms. There is possibility of cultural clash when Western designed techniques are employed in the classrooms.

The appropriate methodology within the language classroom may show encouraging outcome. Paran (2006) however, views that there is seldom one correct methodology. He suggests that the choice of methodology is considered only after 'considering the text, the learners, the aim of the lesson and the teacher' (Paran 2008: 6). As mentioned above, basic human dimensions work in proper balance with the choice of texts as well as effective pedagogical practices in the classrooms teacher focusing not only on the cultural knowledge, language skills but also on preparing learners for future challenges.

### **2.3.3 Learner's participation in the language classroom**

One of the arguments that go along the role of literary texts is that of literary texts as a resource for creative activities. Literary texts provide platform for the language learners to participate in the classroom discussion while generating multiple interpretations of the texts. The creative activities such as pair or group works involve learners in discussions, which may stimulate learners' own interpretation of the texts, generate their opinions and emotional responses (Lazar, 1993). In addition to the language skills development (Hess, 2005), the use of literary texts also triggers learners' understanding of the social happening interwoven in their daily life. Such practices in the classrooms are helpful to develop critical thinking skills of the language learners. In this respect, the social aspect is an essential part of language education. Neglecting this aspect may leave the curriculum design process fall short of language learners' needs and preferences. The classroom activities, thus, can provide opportunity for language learners to share their point of view.

The studies, though limited in range, have pointed out some of the issues in using literary texts in language classrooms. Donato and Brook's (2004) study on poetry in Spanish department at a US university indicated 80% of the classroom time was utilized in teacher's talk. Even though the teacher-student interaction takes place, Initiation-Response-Evaluation (IRE) pattern is likely to occur in such form of interaction.

Literary texts in second/foreign language help language learners in language use. In this regard, the role of literary texts is not only limited to integrating language skills but also developing critical thinking of the learners. In EFL/ESL contexts, exploratory research, that focused on the use of literature is linked to critical thinking of the learners. This amounts to the importance of research to explore actual teaching practices in the EFL classrooms.

### **2.3.4 The role of teacher in the language classroom**

The role of teachers is important in scaffolding language learners' learning process. The actual practices indicated that problems existed in those language classrooms that incorporated literary texts. The supportive role of the teacher is crucial in the language learning process. Weist (2004) in her study indicated that 90% of classroom speaking comprised the teacher's talk. The study mentioned above took place at an intermediate level language classroom. Most of the classroom was time utilized in paraphrasing and guiding meanings of difficult words. However, the study did not focus whether learners were reluctant to express themselves in second/foreign language.

Learners and teachers perceptions about literature may be the result of certain factors such as teacher's background in literature and the approach they adopt in the language classroom. While growing in a utilitarian society demands are placed on language proficiency to respond effectively to the utilitarian goals (Shanahan, 1997); a teacher of literature intuitively believes in the position of literature as central to language learning. Hall (2003) identifies that teacher's persistence is often in conflict with the learners' mixed attitudes towards literature and its relevance to their language learning needs. Hall (2003) discussed the dichotomy of teacher's persistence with literary texts in the classroom and learner's struggle with the meaning. As noted in language teaching, 'understanding is typically prioritized by the instructors' (p.395) rather than eliciting personal responses of the learners. As a result, the joy and pleasure of reading is often found missing among the teacher's instructional priorities. Over the years, the traditional practices of teaching literature in the language classroom have led learners to find minimum relevance of literature to the language learning advantages (Hall, 2005). In EFL/ESL context, learners experience minimum opportunities to express their own ideas, opinions, arguments in the target language. Davis et al (1992) study indicated:

Teaching that encourages students to express personal opinions about a text, that emphasizes the content of a passage, and that allows some freedom to choose selected readings has also been found to improve student motivation (p. 325).

Raines et al (2007) argues that traditional teaching methodology in many EFL/ESL classrooms often utilize most of the classroom time in teacher-centred lectures giving textual information. Miccoli's (2003) used drama in oral skills classrooms and identified the need to replace traditional methods with more 'transformative and emancipatory learning' (p.123). In this regard, teachers may come across difficulties and challenges in pedagogical practices while incorporating literary texts in foreign language classrooms (Rana 2009). This may even be challenging when language classroom is viewed as a characteristic of 'tedium, condescended and irrelevance' (Hall, 2005:59). Teacher's role are not only central but also important to arouse interest of the language learners while using literature in the language classrooms. It is reported that the language teacher's creative ways of presenting literary texts help to optimize the potentiality of literary texts (Boyd and Maloof, 2000) in the language classrooms.

The use of literary texts needs to be studied in relation to other subjects such as politics, history and economics. Literature is not in conflict with other subjects of the curriculum but the knowledge of the related subjects is drawn into lessons while exploring literary texts in the classrooms. A competent reader of literature requires background knowledge for literary understanding and 'coding in operation' in the texts (Brumfit, 1986). A literary piece is composed not as an unconventional use of language: a literary piece is a reflection of the period, time, and eventual happenings in period of history, intricately interwoven with human relationships (Brumfit, 1986). A study of literature then requires learner to have correct comprehension of the codes such as understanding of conventions, traditions on which a writer has developed the plot, which has led to the unfolding of intricately

interwoven events and characters in a setting at particular period. Language alone then is not the only criteria in text selection. This may indicate that along with the linguistic skills, the language learners also require the cultural knowledge (Martin and Lorie, 1993).

Apart from the teacher's supportive role, some factors such as teacher's approach in the classroom also hinder the learning process in EFL classrooms. Kramsch (1985) explored that the majority of language teachers consider literary texts as a product rather than means for language learning. This approach has a flaw in itself. First, it hinders the exploration of the texts and secondly it relies upon one fixed interpretation. This adds to less reliability of such approach because the language learners may not have the opportunity to express their own meanings out of the texts in the classrooms. In addition to this, one fixed interpretation of the literary texts by the teacher may hinder learner's cognitive development (Nystrand, 1997).

The use of literary texts in the language classrooms influence the learners that may affect their language learning. However, institutionalized approach to literature then undermines the potential power of literature in language learning and teaching. As Hall (2003) noted, under this approach one drawback to get through a literary texts is learner's struggle with meaning and neglecting her/his personal feelings and likeness.

Given an overall position of literature in language teaching, I will review the issues of learners' perceptions. One of the issues is the perceptions of the learners about the use of literature in an EFL classroom. Owing to the scope of literary works, what is the scope of literature in English rather than English literature. In this regard, still how far non-native literature position has been assessed in EFL context. Finally, do students really have individual preferences? Some of the issues arise when we look into the use of literature in

the language classroom. I will review each issue with reference to the use of literature in language contexts.

## **2.4 Learner's Perceptions**

In recent years, investigation about the perceptions of the learners in foreign/second language classrooms has gained attention in pedagogic practices and second language acquisition (SLA) (Bernaus and Gardner, 2008; Brown, 2009). Belief systems of learners and teachers build up because of their personal experiences, background and knowledge. Individual perception are in a way different from one another about the same situation or phenomenon (Carroli, 2008). Thus perceptions are not fixed but flexible and changeable because of time and situation (Giri, 2001; Carroli, 2008). Richardson (1996) calls beliefs of students or teachers mental constructs that 'name, define and describe the structure and content of mental states that drive a person's actions' (Richardson, 1996 p. 102 cited in Brown, 2009). In broader sense, the belief systems are 'psychologically held understandings, premises or propositions about the world that are felt to be true' (Richardson, 1996 p. 103 cited in Brown, 2009).

Literature-based second language may not be pleasurable or meaningful for the language learners (Hall, 2005). Despite objections and criticism laid upon the literature-based language teaching materials, the literary texts are used in the EFL classrooms. However, the question remains unexplored as to what extent the literary texts affect the learner's perceptions of their process of foreign language learning. Kramersch (1985) emphasized that:

The seriousness with which students' perceptions are taken reduces the threat of the expectations placed on them as non-native readers and protects their self-esteem. Taking learners' perceptions into account does not mean that the students should not learn about the text's cultural and historical frame of reference, but only through the prism of parallel texts and their own constructs can they grasp the unique nature of the literary work they are reading. (Kramersch, 1985: 364)

Research in Second language Acquisition (SLA), over the years, emphasized the role of learners and teachers' belief in language learning and teaching, importance of understanding and knowing learners' attitudes and perceptions of the role of literary texts in foreign/language learning and teaching. According to the studies in SLA, learners and teachers have a set of belief systems, which influences their language learning and teaching process and in turn learning outcome (Brown, 2009).

Davis et al (1992) examined the undergraduates' attitudes towards the study of foreign language literature as well as factors affecting their opinions. This study used questionnaire to generate learners' responses. The findings showed that the positive attitudes of learners towards the foreign language (FL) literature was related to the amount of leisure reading done in FL and preferred learning style. Speaking in FL was negatively correlated with the enjoyment of reading FL literature. The findings contradicted with the findings of the previous study, which according to Davis et al (1992) implied that this area requires continued investigation of students' reading inside and outside the classrooms. Another interesting aspect was the positive impact of the changes in the curriculum and classroom practices on the attitudes of the language learners. Although the study showed some interesting results, the scope of study was restricted and as the researchers admitted, the research on foreign language literature reading was very limited which calls for more research at the broader level.

Carroli (2008) investigated students' experiences of Italian literary texts by linking students' perceptions and study approaches to students learning outcomes in Australian context where Italian was taught as a foreign language. Carroli (2008) compiled the two studies conducted in 1998 and 1999. The key themes identified in the compiled results of both studies were: entertainment, knowledge, reflection, stimulation, development, aesthetic pleasure, L2 language and other/all type of writing, affect (Carroli, 2008: 48).

Investigation of learners' perception of foreign language literature study was significant as findings indicated the degree of learner's familiarity with literature and its affect element. This study provided important implication for the educators as:

Awareness on the part of educators and students and meanings and perceptions of the term 'literature' is an essential prerequisite to avoid misunderstandings and inappropriate curriculum planning (Carroli, 2008:54).

The study also revealed that learners' understanding of literature was anthropologic rather than literature-focused other than this the learners largely perceived literature as a source of learning a language (Carroli, 2008). Moreover, study also showed that the perceptions of the learners about literature do not remain the same and change with the passage of time. The 1998 results showed entertainment perception as highest ranked (37%) while 1999 results showed the same perception on 4<sup>th</sup> ranking (14%).

The beliefs of learners and teachers build upon the years of previous experiences at institutions and the range of knowledge acquired (Richardson, 1996; Pajares, 1992 and Brown, 2009). Moreover, the belief systems are not only 'dynamic, socially constructed, changeable' but also context-centred (Brown 2009:47). In this regard, perceptions of learners are an important factor to view a logical incorporation of selected materials such as literary texts in language courses. This may prove to be useful for the teachers and the course designers to justify the incorporation of literary texts in the language courses. One of the important findings of (Sivapalan and Subramaniam (2008) studies pointed out the necessity of knowing learners perceptions of such incorporation. Sivapalan and Subramaniam (2008) investigated the perceptions and attitudes of young adult learners at an engineering university in Malaysian context towards incorporation of literature in their degree programmes. The qualitative and quantitative findings showed that the respondents were not fully ready for the incorporation of literature in their English language programme curriculum at undergraduate level. On these grounds, awareness of learners' perceptions is

important in language teaching and learning spectrum (Brown, 2009). Since the objective of literature-based language teaching and learning focuses on the language learner, the perceptions of learners need investigation to better understand the role of literary texts in the EFL classrooms. The issues discussed above highlight that the needs and interests of the language learners needs investigation and attention of the teachers and education policy makers.

## **2.5 The features of literary texts**

On theoretical grounds, literary texts are perceived as the useful materials (Lazar, 1990) for developing interest of the learners in language learning. The supporters of literature-based language teaching maintain that literary texts in a foreign/second language classroom not only encourage learners but are also a source of knowledge about various aspects of human life that are critical to their personal development (Shanahan, 1997; Ghosn, 2002; Hall, 2003, 2005; Rana, 2009). The literary texts have a complex relationship with the world. In unravelling the complexities, literary texts present an aesthetic side of human emotions and intellect to understand and respond to human dilemmas. According to Daskalovska and Dimova, 2012:

to a wide range of representational materials which invite learners to respond and react, to question and evaluate, to interact with the text, to get involved emotionally and creatively, and to relate it to their own experience. And this is where literature finds its way in the language classroom (Daskalovska and Dimova, 2012: 1183).

According to Lazar (1996), literary texts ‘encompass every human dilemma; conflict and yearning elicit strong emotional reactions from learners’ (p.73). However, teacher-centred approach in the classroom ignore genuine involvement of the learners with the texts. The literary texts are non-trivial in a sense that the writers of these texts bring into writing the themes that are a matter of concern for the writers. In this regard, learners’ interpretation

of the text is also important to let the reader experience in reading a ‘genuine feel’ as they associate the themes in literary works with their personal life experiences:

This genuine feel of literary texts is a powerful motivator, especially when allied to the fact that literary texts so often touch on themes to which learners can bring a personal response from their experience (Duff and Maley, 1992:6)

The above stance highlights the role literature plays in making the process of reading dynamic (Ali, 1993) as learners generate their responses to the text. According to Kim (2004) reading is a dynamic process which involves thinking and feelings of the learners as they respond to the characters and the events in the story thus constructing meaning and interpreting the text:

As the reader becomes more able to respond to the stimulus of the text, he or she will be able to emotionally and intellectually participate in the text more fully. That is, responses will enable the reader to penetrate the text in a meaningful way (Kim, 2004: 146).

In this regard, the study shows the effective use of literature circles involving learners in L2 reading as well as helping to enhance their L2 language competence. The study explains that learners’ interpretation of the texts ranged from literal comprehension to identifying literary elements (character, plot, story, tone, language etc), interpreted the texts for deeper and hidden meaning and evaluated the text as object of criticism.

According to Lazar (1993) literature is useful to develop interpretative abilities among language learners as the use of literary texts encourages multiple interpretations. Duff and Maley (1992) also maintain that literary texts are not limited to one interpretation rather different readers may react differently to the texts. However, this aspect is often overlooked as traditional classroom practices seldom support learners to experience the text. The classroom instruction that restricts learners’ opinions may affect learners’ attitudes (Davis et al 1992). Tomlinson (1998: 178) criticizes the trend in L2 classrooms that learners are

asked to ‘respond to an L2 text linguistically when they would respond to an L1 text in linguistic, sensory and affective ways’ and suggests to encourage them to bring different interpretations of the texts. Furthermore, Carroli (2008) developed a broader stance that ‘through a process of reflection, stimulation and/or expansion’ literary texts contribute in the personal development of language learners (p.42).

According to Lazar (1990), the elements in a novel such as the plot and the events are interwoven in the story. A keen reader will follow the plot to keep the track of events ‘even if this involves reconstructing a chronological and logical sequence of events from an often-confused series of flashbacks’ (p.210). It is more likely that the sequence of events create curiosity for the reader. However, it can only be assumed that the events and their chronological developments have significance for the readers who are reading in a foreign language. Moreover, it is not clear as how a series of events affect the learners to be able to grasp the overall understanding of the novel. Bwenge (2008) argued that the effect of a novel as an authentic resource material for L2 classrooms makes sense if learners practice visualizing the novel to fill the cultural gap between L1 and L2 cultures.

Literary texts also contains certain elements such as pleasure (Hall, 2003), affect (Shanahan. 1997), and emotional experience (Lazar, 1993) it is assumed if foregrounded in teaching of literature useful for teachers to encourage and engage learners in their learning process (Hall, 2003). Hall (2003) stance on literary texts for pleasure is somewhat missing in many of language classrooms where literary texts are still considered as fundamental part of the language learning.

Literature as a teaching material plays significant role in academic literacy among learners (Ghosn, 2002). Besides its social and political value, literature is also an important tool for the learning of language skills such as listening, speaking, reading and writing (Kramsch

and Kramsch 2000; Rana, 2009). Researchers (such as Lazar, 1990; Elgar, 2002; Hall, 2002 and Hess, 2003) argue that appropriately selected literary texts are encouraging for learner's involvement in language learning.

## **2.6 Cultural Issues**

The investigations into learners' perceptions identified culture as a source of generating learners' interest in studying foreign language literature. However, it may be argued that cultural exposure to language learners through the texts may also require teacher's vigilance and careful attention to cultural details which more likely contain many underlying complexities when EFL/ESL learners get exposed to a foreign culture along with their own culture (Lazar, 1993). According to Bredella and Delanoy (1996), literature in language learning aims to facilitate the language learning through the interaction between the learners, teachers and the literary texts in L2 classrooms. However, it can be argued that in this process of interaction, teachers may face difficulties and hindrances not only to understand but also to communicate the cultural aspects of the literary texts. Consequently, unexplained or poorly described cultural aspects of the literary texts may produce a feeling of disaffection among L2 learners. As Mansoor (2002) argues, learners face cultural shock and feel alienated when the cultural issues remain unanswered by the language teachers while using literary texts in foreign language classrooms. Moreover, the literary texts are not written to serve teaching objectives (Floris, 2004); the reader may likely to view the targeted society/culture from a writer's perspective. There may also be a possible danger of generalizing one aspect of the society presented in the text to the whole culture and its society in an EFL/ESL classroom (Lazar, 1993). The relationship between culture and literature, therefore, as seen by the researchers (Lazar, 1993), is complex in nature. To what extent do the literary texts present the 'genuine' (p.16) picture of the society poses further questions about how culture needs further exploration in the language

classrooms? Furthermore, politics, norms, values and social patterns associated with culture require reader's attention, ignoring which may allow the EFL/ESL learner to see only with the partial picture of the society. On the other hand, the studies in other contexts (Italian for that matter) have revealed that the culture aspect in L2 literary texts is perceived as a source of knowledge and better understanding of L2 society (see Carroli 2008).

The contexts of both the literary texts and learners are important in interpreting the texts. Different contexts elicit different meaning out of the same texts (Kramsch, 1993). Culture is an element that elicits various interpretations in diverse contexts and texts. The cultural element, however, is not without ambiguities and gaps. As such this may pose certain difficulties for the students. The teachers, as a result, tend to avoid exploring difficulties of cultural issues in the text in follow-up discussion in the classroom, avoid conflicting and problematizing cultural issues (Menard-Warwick, 2009) and are more inclined to restrict culture-based discussion to common topics of routine events, tourism (Sercu, 2006 cited in Menard-Warwick, 2009). It may be argued that literary texts are non-explanatory in nature (Brumfit and Carter, 1986) which means that an EFL/ESL learners need support of the teacher towards the underlying textual complexity. It, in a way, demands the role of teacher as a facilitator to learners in the process of language learning. McKay (1986) and Hall (2003) point out that the role of teachers is critical as mediators and facilitators to resolve cultural ambiguities in the texts. McKay (1986) argues further that the teachers may also work to resolve cultural ambiguities in classroom discussion. How far and to what extent do the teachers explicitly explore cultural elements through the literary texts largely depends upon their pedagogical priorities and goals. Moreover, the focus of literature-based language learning and teaching then remains not only attaining language proficiency but a wider objective of addressing learners' personal and professional needs (McKay, 1986).

## 2.7 Language competence

Shanahan (1997) views that current attitudes towards language learning are shaped in such a way that the purpose of language teaching has reduced to a utilitarian, market-economy driven practice. For this reason, there is need for a more holistic perspective that takes:

different aspects of the learner and the context of learning into account, looking at the whole person and the whole culture, in which literature is part of developing the whole person, and in which affective development and affective factors are taken into account (Hall, 2005: 469).

Shanahan (1997) also maintains that literary texts highlight ‘a powerful merging of language, affect and intercultural encounters’ that provide a valuable exposure of ‘living language’ (p.168) to the foreign language learners. In this regard, literary texts as authentic texts could be useful which are ‘created to fulfil some special purpose in the language community in which it was produced’ (Little Devit and Singleton 1988: 21 cited in Carroli, 2008). As an authentic material, the underlying themes of a literary work address the issues of human life through creative use of language, (Collie and Slater, 1987). It is authentic because as Paran (2008) argues that language is learned by the people and human qualities of love and interest are deeply engrossed in literature. Literary texts respond to the learners’ needs of acquiring knowledge, improving language skills as well as contribute to their life-long learning effectively (McKay, 1986).

Reading is a social process of interaction between the author, the text, and the reader. According to Wallace (2003), this interaction is ‘socially constrained and directed if not socially constructed’ (p.9). Texts may have certain autonomy in a society. However, readers understand the texts in different ways in different contexts and with different schema (Wallace, 2003). In this regard, literature is a driving force that involves the development of reading comprehension among the learners in EFL contexts. The literary texts in foreign language classrooms it is believed, develop language skills such as reading

comprehension (McKay, 1982) and contributes to achieve the academic and professional goals of the learners (McKay, 1991). In addition, O'Sullivan (1991 accessed online) calls this reading 'a process of discovery' in which the reader creates the meaning out of the text by collaborating with the author of the text. Reading is, thus, an interactive process in which the writer, the text, and the reader interact in complexity (Wallace, 2003). The role of the reader in L2 context has been viewed either as a marginalized or as an over hearer or an ideal reader of the text. According to Wallace (2003), the L2 readers can acquire proficiency to enter into mainstream learning through method and materials. The reading process in social and cultural perspective is more than learner's striving for meaning out of the text which takes into account the identity of the L2 reader. In foreign / second language contexts, socio-cultural aspects are also considered in the reading process. It involves social identities of the L2 readers. It also highlights whether L2 readers focus on the ideological or content and structural aspects of the texts (Wallace, 2003).

Literature is the authentic material for developing reading skills among learners. Rosenblatt's oft cited theory of transaction (Carroli, 2008; Hall, 2005; McKay, 1986 and Raines et al, 2007) changed the traditional perspective of reader to a more active participant in dialogic exchange with the text. In her theory, she distinguished between efferent reading and aesthetic reading; the former aiming at factual details in the texts and the later aiming at pleasure and enjoyable aspects of reading. Although the form of reading varies with the type of texts (reading a newspaper article or geography, for example, requires efferent stance), literary texts, it is argued can be interacted with aesthetic stance. A reader with efferent stance transacts with the text for information from literary texts such as themes, characters etc. while aesthetic reading focuses on pleasure of reading. What the researchers found in the studies and through observation is that efferent stance has been a primary aim

of most of the on-going teaching practices in language classrooms. On the other hand, the teachers aim at meanings and standard interpretation of the texts (Hall, 2003).

Hall (2003) argued that similar stance of poetry and pleasure can be developed for other genre of literary texts in the language classroom. However, the poetry and pleasure stance may not be possible in the language classrooms. As Hall (2003) argues further learners' struggle for the meaning of texts seldom allow to experience pleasure of reading. Akyel and Yelçin (1990) in their study also found that learners reported poetry-based lesson boring. Moreover, according to the study (Akyel and Yelçin, 1990) the reading of this form causes conflict between learners' goal of English language learning and their language achievement. Learners perceive literary texts as irrelevant and less facilitating to accomplish second/foreign language learning goals (Akyel and Yelçin, 1990). The study also indicates a relation between learners' level of proficiency in English and attitudes towards literature (Akyel and Yelçin, 1990). The higher the level of proficiency the more positive the attitudes students will have towards literature-based courses. Dornyei (2001) argues that beliefs of language learners may be far from being realistic. Such attitudes and perceptions may overlook the potential of literary texts in the language classrooms in EFL/ESL contexts. In many institutional settings, literature teaching is viewed separately from its use in language classroom (Davis et al, 1992). An EFL/ESL classroom requires a more detailed and redefining stance on literature teaching and the use of literature in EFL/ESL classroom.

Their [Intermediate learners] first-year readings have not prepared them to read between the lines into a literary and cultural framework that lies beyond simple recourse to the dictionary or to lexical glosses (Kramsch, 1985: 356).

Interrelated to this is the role of literary texts highlighted in developing necessary critical thinking skills among language learners. In the realm of situational/institutional understanding and reasons of language learning, critical reading through the literary texts

is one of the key skills for L2 learners. In broader sense, literary texts contain multitude of voices echoing a viewpoint on socio-economic or political events of the times (Kramsch, 1993). Language and literature as Paran (2006: 2) maintains, are not 'separate entities'. McKay (1982) in this regard argues that literature is appropriate to develop language awareness as:

The advantage of using literature for this purpose [language use] is that literature presents language in discourse in which the parameters of the setting and role relationship are defined. Language that illustrates a particular register or dialect is embedded within a social context, and thus, there is a basis for determining why a particular form is used (p.530).

## **2.8 Non-native Literary texts in English Language Classroom**

The English language link with the British colonization allowed English to be 'embedded' in the socio-cultural base of colonized societies (Rassool, 2007: 142). The language keeps interaction with the local cultures and the societies in such a way that English language is not the same, rather different varieties of English were generated such as American English, Indian English, Filipino English, Canadian English and Pakistani English (Rassool, 2007). The literature produced by the postcolonial writers used English language as a medium of communication through which they reflected their own social realities and generated their own meanings. For example, Ahmad Ali's 'Twilight in Delhi' (1940) is a detailed view of Muslim family life in Delhi in pre-partition time of India. The postcolonial writers, according to Rassool (2007: 143), made use of English as a medium to 'explore their historical pasts and re-interpret their peoples' experiences, within their own frames of reference, in their own words and voices.'

As on-going debates about the role of literary texts in language teaching continued, Kachru (1986) argued that learners would be more motivated to learn a language if literary texts produced by the local writers of English become part of their language course. The non-

native literary texts has since then been included as one of the major issues of concern for the motivational role of literary texts in EFL/ESL contexts. Although lack of research in this area makes it difficult to see the theoretical perspective in practice and its possible outcome, it can be argued that non-native literature in English provides a cultural accessibility to the learners in EFL/ESL classrooms (Mahoney, 1991).

By definition, the non-native literary texts are creative writings produced by the non-native writers of English in their own local contexts (Kachru, 1986). The growing interest in language study has brought into focus the literature in English produced by the non-native writers of English. In past decades, non-native literature in English has been published widely across South Asian, African, South East Asian contexts (Kachru, 1986). Kachru (1986) believes that this form of literature is useful for L2 language learners on linguistic and cultural grounds. According to Talib (1992), non-native literary texts serve not only instrumental goals but also integrative goals in ESL context. Kachru (1986) also argued that a reader of foreign language would find a reflection of native cultural and social landscape through linguistic and cultural features of the literary text. These literary texts possibly reflect learners' daily lives through the lens of English language as foreign language learners. Thus, non-native literary texts allow L2 learners to become aware of their own cultural identity and the community to which they belong. In contrast to canonized form of literature, learners may view English language and its use as a medium of interaction in their daily routine. The readers may interact with the characters in these texts whom they find similar to the people they observe or interact with outside the classrooms and in real life. Thus, this interaction which takes places in the target language with the familiar characters, make the language learning through non-native literary texts close to learner's personal life experiences and observation. As a result, they find characters resembling people of the society in similar settings, speaking a foreign language in 'social stratification

and religious and ethnic pluralism' (Kachru, 1986: 148). According to Mansoor (2005) a study conducted on language learners in Pakistani context also found that the more relevance the learners are able to find in the teaching materials with their lives, the more interested they are to learn a non-native language. According to Dornyei (2001), the need analysis for this suitability is crucial to make the teaching material motivating. Moreover, the non-native literary texts enable language learners to identify themselves in their own culture through the use of target language. This practice makes the target language as learners' own cultural phenomenon (Kachru, 1986).

Babu and Komuraiah (2010) regard non-native literary texts as 'cultural documents' (p. 410) - a commentary on learner's society and a reflection of their own culture through the lens of a foreign language. The clear imaging is important to the language learners providing them with a reason to learn and internalize a foreign language. Moreover, non-native literary texts expand learner's language awareness in her/his own familiar social and cultural settings. The familiarization takes place at linguistic level; learners find reflection of their daily life observations and experiences in the texts through the medium of a foreign language. Furthermore, learners associate the themes and social settings in the light of their own perceptions and understanding with real life observations and experiences. Thus, this familiarization and association plays key role to 'internalize' a foreign language at linguistic level and minimize the feelings of alienation at cultural level (Mansoor, 2005).

The interactive engagement of language learners with the text is a crucial factor in EFL/ESL classroom. McKay (1986) argues that an interaction occurs between the reader, the writer and the text. However, interaction takes place only when the reader is willing to interact with the text. The voices in literary texts produced by the local writers not only echo language learners' native culture but also familiar social settings in English. Although this technique of 'familiarization' is 'foregrounded' largely in non-native literary texts at

linguistic and conceptual level, no significant study reveals how much teachers can take a supportive role in language learners' interaction with the text to identify the cultural and linguistic familiarization. As noted earlier, the non-native literature seldom wins support of English language non-native teachers (Talib, 1992). The main stance of the non-native language teachers is that the variety of English developed in non-native setting is 'substandard'. Shivsubramaniam (2006) also reported this view largely developed by non-native teachers who were taught by their native English language teachers. A notable study with regard to non-native literary texts and close alliance with learners' preferences may prove to be a more turning point in traditional teaching practices for teachers to reflect upon their own pedagogical practices. As Giri (2001) argues that learners' choices and attitudes towards English language have changed over the years. The skilful use of various linguistic techniques by the writers in English gives taste of cultural familiarity in these texts. A reader working closely on these aspects identifies the language as a nativized variety of English. As a result, a learner may find characters in the texts as a reflection of real individuals of the society speaking in a foreign language (Kachru, 1986).

## **2.9 Learners' preferences**

The communicative needs of the world today demand a considerable level of language proficiency. In EFL/ESL contexts, English language education is yet to meet the criteria to fulfill the demands of education outside the classrooms. Language is the medium of interaction in an event or a situation through which people exchange ideas, opinions and views; to express their feelings, emotion and reactions. Such interactions nourish intellectual powers within societies and across cultures (Hall, 2003). Mitchell (1985 cited in Carroli, 2008) in this regard views the role of literature beyond language classroom into the community where actual language occurs. This also points to interdependence of personal and professional perspectives of a language learner.

Hirvela and Boyle's (1988) study also indicated that the choice of literary texts have an impact upon the learners attitudes. As the study shows, if literary texts have been selected without considering their relevance with learners' living situation may hamper their understanding of the texts. Moreover, learners' preference for literary genres such as novels, poems, plays, prose may influence their attitudes towards the texts taught in the language classrooms. Denying this, may have negative impact, as Hirvela and Boyle (1988) found in their study, the participants experience 'fear and anxieties' (p.180) while dealing with poetry.

The proponents of literary texts give high importance to appropriate choice of texts in the EFL classrooms (Akyel and Yelçin, 1990). Floris (2004) also views that appropriate textual selection is crucial because certain texts stimulate learners' personal involvement that consequently generate their interests. The learners may remain less interested in reading if there is difference between their needs and the texts (Floris, 2004). In a similar way, learners' level of involvement and their reactions towards the texts may indicate the extent to which the text is potentially relevant (Hismanoglu, 2005).

## **2.10 Significance of the study**

Keeping in view the above mentioned literature review, it can be deduced that the use of literary texts in the language classrooms is not a simple phenomenon. Theoretical and research perspectives of the role of literature in language teaching and learning has brought into notice various dimensions of literature that can be effectively applied in the language classrooms. Therefore, the research calls for exploring more theoretical perspective of literature in language teaching and learning in the contexts where teaching of literature holds significance in language learning. The study is significant in finding out both teachers' and learners' perspective regarding use of literary texts in language classrooms.

The data collected will be helpful to look at the problems faced by the teachers and the learners and to exploit these texts in a more useful way.

### **The global landscape**

The global landscape of literature in language teaching has changed as new ventures and attempts are made to incorporate literature in language teaching across various contexts with innovative combination of approaches to address multiple aspects of literature. As literature is a complex phenomenon, which requires appropriate approaches to address the needs and demands of language teaching and learning in a particular context. The question: which is the best approach? is not easy, as there is probably not one correct approach to teach literature in language classrooms. As per the objectives of the language learning, literature in different contexts presents diverse picture across the globe. In some EFL contexts, the literature-based language syllabus is marred with controversies (Giri, 2001) or prone to less attention on part of students than focus on language skills (Premwadhena, 2007) and therefore, calls for further research. In recent years, the scope of research has become more focused addressing specific issues. For example, in other EFL contexts the research tend to address specific issues such as literature and interpretive mode (Scott and Huntington, 2007), or specific language skills especially reading skills (Weist, 2004) or use of literature discussions with ESL adult learners (Kim, 2004) or discrepancies in Teacher and students perceptions (Lally, 2002).

The current study, explores the perceptions of the teachers and the learners to seek clear perspective of the role of literature in English language teaching and learning in Pakistani context. The study will investigate the perceptions of the teachers and the learners where literature is viewed as significant to learn English language. In this regard, the perceptions of teachers and learners would lead to explore the underlying realities of the EFL classrooms.

In the light of the literature reviewed, this study focuses on exploring the role of literary texts in the EFL contexts because until now the literary texts have been included in the language courses without any clear stance of the educators and the teachers. Moreover, lack of clear justification for prescribing a canonical work signifies whether different factors are taken into consideration before the texts are selected. For this purpose, the study will be an attempt to explore this area and give possible clue about better understanding of the existent position of English literature in language teaching and learning in Pakistani classrooms. Therefore, this study will attempt to view the importance of the language learners' as well as the teachers' perceptions. The study addresses the following research questions.

### **2.11 Research Questions**

Following research questions will be addressed for this study:

1. What are the perceptions of undergraduate students in the selected Pakistani colleges about the role of the literary texts used in the Pakistani EFL classrooms?
2. What are the perceptions of English language teachers in the selected Pakistani colleges about the role of the literary texts used in the Pakistani EFL classrooms?

### **2.12 Summary of the Chapter**

The chapter discussed the position of English Literature in language teaching and learning in EFL contexts. The historical overview indicated the position of literature in teaching English to the natives in former British Colonies, especially in India. The chapter also reviewed literature as a form of teaching material in language teaching and learning including the role of English literature as an exposure to culture in MFL, EFL and ESL

contexts and highlighted how empirical research has explored the authenticity of this issue in learning contexts. Furthermore, the chapter explored the use of literature in EFL/ESL classrooms. Teachers' role in language learning has also been reviewed. Moreover, the chapter reviewed current perspective on the significance of non-native literature in EFL classrooms. Finally, the need of this study and the research questions were discussed at the end of this chapter. The next chapter discusses the research design of this study.

## **CHAPTER 3: RESEARCH DESIGN**

### **3.1 Introduction**

The aim and nature of a research problem influence the researcher's views about the situation under investigation study. Consequently, they may affect a researcher's decisions regarding methodological choice for the study and offer a set of guideline at every stage of research activities (Morrison, 2007). In order to answer the stated research questions (section 2.11), this study needed data, based upon the opinions of the participants to gain a comprehensive picture that can be generalised. Therefore, this study used mixed methods approach to investigate the perceptions of the students and the teachers about the role of literary texts used in Pakistani EFL classrooms.

In this chapter, I will first discuss the research design of the study. Secondly, the chapter presents details about the selection of site and sample for data collection. Thirdly, the chapter discusses the instruments used for data collection in this study. For this study, a structured questionnaire and semi-structured qualitative interviews were used to collect the data. The next section of this chapter covers the procedures adopted data collection and analysis followed by the data analysis. The summary of the chapter is presented in the last section of the chapter.

### **3.2 Design of the study**

For this study, mixed methods research design was used. According to Johnson and Onwuegbuzie (2004:17), mixed methods research is 'a class of research where researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study'. The mixed methods research is an attempt to 'fit

together the insight provided by qualitative and quantitative research into a workable solution' (Johnson and Onwuegbuzie, 2004: 16). The underlying principle of the mixed methods is pragmatic in nature, which focuses on finding a way to understand ideas in terms of their empirical and practical consequences. This helps a researcher, as Johnson and Onwuegbuzie (2004) suggests, in 'deciding which action to take next as one attempts to better understand the phenomena of the real world' (p.17). Mixing methods, thus, allows a researcher to employ multiple research approaches to find answers of their research questions by taking into consideration the effectiveness of both quantitative and qualitative research methods (Johnson and Onwuegbuzie, 2004).

The design for this study is convergent parallel design (figure 3.1). In convergent parallel design, the quantitative and qualitative data is collected in a single phase, analysed separately and then merged (Creswell and Clark, 2011: 180). In this design, sampling occurs in such a way that serves the purpose of the study. The researcher should decide whether to select different participants for quantitative and qualitative data or to include same participants for both types of the data (Creswell and Clark, 2011). Keeping in mind the purpose of this study same individuals were selected for quantitative data and qualitative data as the researcher intended to merge the findings from both data. Under this research design, a survey questionnaire was administered to gather a generalized view of students' perceptions about the use of literary texts for English language learning and teaching. In addition, a small group of participants were also interviewed to explore the issues related to literary texts more subjectively. The findings of the qualitative and quantitative data are presented separately. However, the quantitative and qualitative aspects of data were integrated during the discussion of the results. The mixed methods design, for this study, therefore, enabled the researcher to gather and analyse not only in-depth individual but also the generalized views of learners' perceptions.

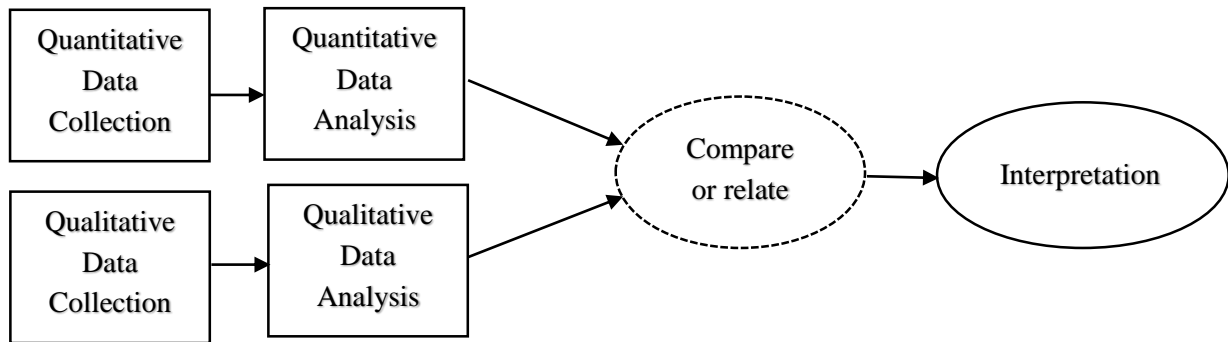


Figure 3.1 Convergent parallel Design (Watkins and Gioia, 2015:29)

Moreover, the convergent parallel design was also suitable to the study because of the conditions under which this study took place. The data for this study was collected in a limited period of time. According to Clark and Creswell (2011), convergent design is selected when the time is limited and both types of the data are collected during the same period in the field. As an academic research, the study faced the limitations of time as it was supposed to be completed in a specific period. Therefore, both forms of data were collected during the same period in the field.

Keeping in mind the above-mentioned features of both qualitative and quantitative methods and their compatibility with the nature of this study, the mixed method approach is an appropriate approach for this study. As Fogelman and Comber (2007) put it, the most important criteria for the selection of research methodology is its suitability to address the research problem. Therefore, the mixed method approach was the most suitable choice to address the stated research questions for this study.

This approach follows the philosophy of the pragmatic tradition of research where both positivist and non-positivist or interpretivist may coincide and the researchers are assumed to be 'free to choose the methods, techniques, and procedures of research that best meet their needs and purposes' (Creswell, 2003: 12). Quantitative data analysis is an important research method that has originated from the positivist tradition (Cohen et al., 2007: 501). The supporters of this approach favour the application of methodological or scientific

approaches of natural sciences to social sciences. It implies that data in social sciences can be ‘formulated in terms parallel to those of natural science’ and its analysis may be expressed in ‘laws or law-like generalizations’ (Cohen et al., 2007: 10). Therefore, quantitative data help the researcher to collect and generalize the opinions of a large number of participants (Morrison, 2007). In addition, the qualitative component of the research methodology of this study enabled the researcher to gather subjective, in-depth and context-specific views of the selected participants (Cohen et al., 2007) about the literary texts used in Pakistani EFL classrooms. While analysing participants’ interpretations and perceptions of a reality, the qualitative approach may unveil various aspects of an issue that provides the researcher with a detailed and comprehensive understanding of it (Morrison, 2007). Owing to its exploratory nature, the qualitative approach also helps the researchers to investigate those areas where there is a lack of existing literature and research (Creswell, 2005). The issues in relation to literary texts in Pakistani EFL classrooms have remained unexplored so far. Therefore, the qualitative approach might be beneficial to unfold these issues in a reasonable detail.

### **3.3 Site of the study**

This study took place at the public sector colleges situated in the Kohat district of the Khyber Pakhtunkhwa (KP) province (former North-West Frontier Province) of Pakistan. Kohat is geographically an important district of the Province; close to Provincial capital of KP Peshawar and federal capital Islamabad. The tribal belt towards the West, North, and South surrounds this district. In the last ten years, the education and banking sectors has shown progress in this area. The establishment of public and private sector educational institutions have not only provided access to education in adjacent towns and villages but has also opened venues of career orientations for young graduates. As a result, the demand of quality in education has also risen. Although the number of educational institutions have

risen in the district, a feeling of dissatisfaction is also observed in the quality of education specially language education. In the wake of educational and economic activity, the graduates are more and more aware of the importance of English language in their careers. English is the medium of instruction in public and private sector higher education institutions. In this scenario, both sectors prioritize the demand of proficiency in English language in Pakistan. Moreover, English language is given precedence over Urdu, which is the national language of the country, in higher education. The universities operate as the independent bodies under the supervision of Higher Education Commission of Pakistan. The local colleges perform functions under the supervision of the Public sector University. A university's own academic council approves the undergraduate courses.

This study, therefore, selected samples from five government colleges affiliated with the public sector university in the District. Initially, six colleges were targeted to collect the data for this study. However, I did not include one college for the data collection because at the time of seeking permission to collect data from the colleges, on my visit to this college, principal of the college informed me that the undergraduate students of BA were not available at that time. Moreover, the number of students enrolled in the classroom was also low as only four students were enrolled, while the number of the participants at other colleges was 100 students. Therefore, this college was not included and only five colleges participated in this study.

English language course referred to as English compulsory course is taught for two years in an undergraduate programme (Bachelors of Art) and is taught in all the colleges of the District of Kohat. Therefore, the same course was being taught in all the selected five colleges at the time when this study was carried out. The two year English compulsory course comprises a Victorian novel: 'The Silas Marner' by George Eliot in year I of the studies; an anthology of Non-fiction Prose essays in year II of the studies and Oxford

Practice Practise in year I and II of the studies. Over the years, the course design has consistently been the same: a novel, an anthology of prose and the grammar practice. The course design aims at language learners' English language proficiency. However, the long prevailing belief in literary works from the literary canon keeps the teachers and the course design experts restricted to literary texts.

### **3.4 Selection of participants**

In section (3.2), I mentioned that this study used convergent mixed methods design. To meet the objectives of the study, the same sample was used to collect both the qualitative and the quantitative data. The sampling is one of the components of data collection. A sample for a study is a group of selected participants that represent the target population to investigate the phenomena. The selection of participants thus runs along the qualitative and the quantitative data collection requirements. The type of sampling for this study is random convenience opportunity sampling. The 'convenience or opportunity sampling' is a type of sampling where the samples are selected according to the convenience of the researcher (Dornyei, 2007: 98). The students from the target population met the practical criteria of convenience opportunity sampling such as 'geographical proximity, availability at a certain time, easy accessibility [and] the willingness to volunteer' (Dornyei, 2007: 99). Although the participants from the researcher's own institution are considered as prime example of this type of sampling, the colleges selected for this study were affiliated institution of the public sector university where the researcher works. Therefore, sampling was partially convenient to achieve the aims of the study and was the best possible type of sampling.

The size of the sample is also given due consideration that fulfils the criteria for quantitative data collection. In order to investigate the issues and challenges regarding the role of literary texts, the study aims to seek learners' opinions and perceptions. It is evenly

important to know what does a learner expect and think of language education promoted in the educational institutions in foreign language contexts.

### 3.4.1 Selection of participants for Questionnaires

The participants for this study were, drawn from the target population of undergraduate Pakistani EFL learners enrolled in two-year undergraduate programme BA (Bachelor of Arts) at government colleges located in Kohat District, KPK, Pakistan. As indicated in the previous section, the site of the study comprised five government colleges: four female and one male college where the English language courses include the literary texts. The gender balance was 208 females and 60 males from the selected colleges.

**Table 3:1: Participants Information**

Variable	N	%
<i>Gender</i>		
<i>M</i>	60	23
<i>F</i>	208	77
<i>Age</i>		
17-18	7	
19-20	50	
21-22	12	
23-24	1	
<i>Age not provided</i>	198	
<i>Year of Study</i>		
3rd	60	21.6
4 <sup>th</sup>	208	78.3

Table 1 displays the demographic information of the participants. The number of female participants was higher than that of male participants. The age of participants ranged between 17-24 years of age. Since not all of the students gave the demographic details in

their questionnaires, therefore, the range of age in the table shows only the numbers provided by the participants in the filled questionnaires.

### **3.4.2 Selection of participants for interviews**

For the qualitative data of this study 32 participants were interviewed; 28 students and four language teachers. The pool of 28 student interviewees was created out of 268 students initially participated in the questionnaire survey. In the beginning, the interviews of 40 participants was planned, However, most of the students were reluctant to participate in the interview part of the study and did not provide any contact details. The learners were asked to provide contact in the interview consent, which was provided at the end of questionnaire. The purpose was to seek consent of the participants who were interested to participate in the interviews. Therefore, contact details such as contact number or email address were requested in the consent form so that the interviewer could contact those interested in interviews to arrange time and interview with the participant. Initially, only 30 students agreed to participate in the interviews. However, two participants from one of the colleges were not included for different reasons. One student was not comfortable and was unable to answer the questions, the second participant was not full-time student and therefore he withdrew from the interview as well. Both participants, thus, using their right to withdraw, withdrew from the study.

The study also included four English language teachers from the selected colleges. This aimed at attaining expert's opinion about the issues involved in this study as these teachers were teaching literary texts in their classrooms. The teachers from four out of five colleges gave consent for interviews. The teaching experience of the selected teachers ranged from minimum one year to maximum 25 years of teaching experience. During the process of seeking consent of the teachers, it was not possible to approach male teachers from the boys' college owing to the conservative and traditional socio-cultural realities of the context. Therefore, the researcher could conduct the interviews of only female teachers

who volunteered for the interviews. Therefore, this study does not include the expert opinion of male teacher. The final sample was thus, 268 student participants selected for the questionnaires and 28 student participants and 04 teacher participants for semi-structured interviews to investigate the role of literary texts in language classrooms in the selected colleges in a Pakistani context.

### **3.5 Instruments for Data Collection**

For this study, two instruments were designed to collect the data: a structured questionnaire and semi-structured interviews.

#### **3.5.1 Structured Questionnaire**

A questionnaire is a research tool widely used for quantitative study. For this study, a questionnaire was adapted and modified. The questionnaire was designed and piloted before administering to the actual participants. The questionnaire included items regarding the background information of the respondents such as age, gender and year of study. The questionnaire also included open-ended items to allow the respondents to express their own views about literary texts as enjoyable texts for language learning. They were also asked to write about any problems they might have faced while reading literary texts.

The purpose of this study, as mentioned above, was to investigate the perceptions of the learners' and the teachers about the role of literary texts taught at undergraduate level in Pakistan. The responses of the participants were gathered using questionnaire in English and in Urdu language. The questionnaire was initially adapted from two questionnaires (Carroli, 2008 and Davis et al, 1992) and later translated into Urdu. The items in the questionnaire were trimmed and modified according to the focus and context of the study. The initial section of the questionnaire presented respondents' background information such as age, gender and year of study. The adapted questionnaire with added items was developed because of the understanding developed through the existing literature available

on the topic. In this way, the questionnaire was the result of partial adaptation of the questionnaires used in the studies mentioned above.

The questionnaire included 54 items in total. The first 51 items were closed-ended statements which the respondents responded on the 6 point Likert scale ranging from strongly agree=1 to strongly disagree=6. Six point Likert scale was the deliberate choice of the researcher, to avoid neutrality of the results and to receive respondents' opinions on the scale. As, culturally, learners avoid sharing of opinions and this tendency would have possibly influenced the responses through the questionnaires. Therefore, the six point Likert scale was used as a possible choice to avoid the mid-point. Item number 52 aimed at learners' responses to the teaching methods in-terms of their understanding and preferences were adapted from Davis et al (1992) and modified into the questionnaire for the present study. Item number 53 sought learners' preference for the type of literary texts such as poetry, novel etc. in the form of rank ordering adapted from Carroli (2008). The question 54 was open-ended with three sub-parts (a, b and c) also adapted from Carroli (2008). The open-ended questions allow the respondents to express in their own words their thoughts and opinions. Open-ended questions are a source of information and proved useful insights in case where a researcher knows little about the field. According to Ary et al (2010), open-ended questions are used when a researcher is unable to make any estimate of the possible responses of the participants. Gorard (2006) also pointed out that the reason to use open-ended questions is not to create the statistical pattern but to explain it. The use of open-ended items is suitable for this research because this work focuses on exploring learner's perceptions about the use of literary texts. The open-ended items thus, allowed space to the respondents in the questionnaire to write their reflections on aspects such as enjoyable literary texts, on the role of literary texts in language learning and the problems they might have experienced while reading literary texts.

### **3.5.1.1 The piloting of the Initial Questionnaire**

The piloting of the study takes place before the administration of the actual questionnaire to collect the data. This aims to ensure that the instrument used is reliable. According to Cohen et al (2011), the positivist tradition works on the certain level of control and predictability of the data. For this reason, reliability of the instrument is checked on the principles of equivalence, internal consistency and stability (Cohen et al, 2011). The reliability of questionnaire is, thus, checked to measure the internal consistency among the items of the scales.

For the piloting of this study, 42 undergraduate language learners age 17 - 24 were selected from one section of an undergraduate class in one of the colleges from the same population. However, this group did not participate in the actual data collection. Only the English version of the questionnaire was piloted. The questionnaire was distributed among the students. The selected group was asked not only to fill the questionnaire but also, to see any difficulties in the questionnaire that may affect the effectiveness of the questionnaire during its actual administration. Once piloted, the questionnaire was tailored again according to the suggestions from the participants of the pilot work. The participants were also given time to reflect upon other aspects of the questionnaire such as the use of difficult terms or vocabulary that they found difficult. The participants of this pilot work considered the use of words as simple. Any difficult wording was edited, without changing the intended meaning of the item. The questionnaire was also translated into Urdu. In this way, the final questionnaire was in English and in Urdu language. The purpose was to facilitate and encourage participation of the students. They also commented that the overall questionnaire was easy for them to fill. I also took suggestions from my two colleagues who were PhD students at other universities in the UK with considerable background and

experience in the questionnaire design. The feedback from the colleagues and the participants helped me in the questionnaire design.

The consistency of the instrument is important to check how far the instrument used is reliable to attain the realistic results of the data collected. For this purpose, to ensure the reliability of the instrument, the questionnaire was checked. For the analysis purposes, Statistical Package for Social Sciences (SPSS) is much easier to run the tests; this instrument was tested using SPSS version 19. Nine scales were used to measure the perceptions of the participants. The reliability of the instrument was measured by measuring the internal consistency of each scale.

**Table 3:2: Reliability (Internal Consistency) of Scales during Piloting**

<b>Sr. No</b>	<b>Scales</b>	<b>No of items</b>	<b>Cronbach alpha values</b>	<b>Mean Inter-item correlation</b>
1	The motivational aspects of literary texts	07	.280	.046
2	General Interest and the important of English	10	.601	.139
3	Effects of Surroundings	03	.647	.379
4	Language competence	06	.765	.366
5	Cultural aspects	05	.502	.192
6	Attitudes towards Non-native Literature	07	.517	.156
7	Teacher's role in Language learning	03	-.289	-.052
8	Attitudes towards classroom participation	05	.364	.089
9	Problems in Language learning	07	.364	.082

The scale of 'Language Competence' showed a consistency of .76 which shows that this scale was highly reliable. The threshold value for acceptable reliability is .70. Therefore, the scale 'language competence' showed high internal consistency and was therefore reliable scale. Scales 'General Interest and the importance of English' and 'Effects of the surroundings' showed consistency of .60 and .64 respectively. The scale 'cultural aspects' and 'attitudes towards non-native literature', although has .504 alpha value, are included in the study because of their significance with regard to the focus of the study. Cronbach alpha values, according to Pallant (2010) are sensitive to the number of items in the scale; with items less than 10 items it is common to find quite low Cronbach value. For example, the scale, 'cultural aspects' had only five items and the scale 'attitudes towards non-native literature' had seven items. Therefore, both the scales were retained in the questionnaire with alpha value .50 and .51.

The Scale 'motivational aspects of literary texts', has a very low consistency but is also included because of its significance to understand the underlying objectives of the study. The scale 'Teacher's role in language learning' was omitted from the questionnaire, as it seemed to have no internal consistency. The scale 'teacher role in language learning' was removed during pilot due to negative Cronbach Alpha value, which means that there was no internal consistency among the items within the scale. Since the reliability of the scale is also dependent upon the number of items within the scales, this scale included only three items and was therefore, omitted from the final questionnaire.

### **3.5.1.2 The scales used in the final questionnaire**

The questionnaire (Appendix VI) emerged because of piloting and consisted of 48 items and three questions related to background information of the participants and one open ended question comprising three sub-parts. The following scales were used in the questionnaire to measure learners' perceptions.

**i) The aspects of literary texts**

This scale was designed to measure the learner's identification of key features of the literary texts, which may motivate them to learn English. The scale consists of following six items. Items included in this scale were related to English language learning and the elements within the texts such as characters and events.

1. English literary texts encourage to learn English.
2. English literary texts help in English language learning.
3. English literary texts increase students' interest to learn English language.
4. Like characters in literary texts.
5. Like events in literary texts.
6. English Literature is important in English language learning.

**ii) General interest in Literary texts and the importance of English**

This scale measures interest of EFL learners towards the reading of literary texts and their relation towards understanding the importance of English as a foreign language. This scale Items included in this scale were related to different aspects of learners' interest in literary texts. This scale consists of 10 items.

1. Enjoy reading literature which reflects personal experiences.
2. Like to read English literature such as poetry, short stories etc
3. English literary texts help to understand society in a better way.
4. Reading literary texts help to understand other subjects.
5. Students read literary texts besides course books.
6. Read stories or poems published on the internet.
7. Literary texts help to know about people and culture.
8. Enjoy reading literature which reflects diverse experiences.

9. Interpret the literary texts according to one's own understanding of the text.
10. English literary texts are enjoyable to study

### **iii) Language competence**

Researchers argue that literary texts have power to increase linguistic competence of the language learners. They help not only in learning language skills but also other aspects of language such as grammar. This scale is composed of six items.

1. English literary texts help to improve speaking skills in English
2. English literary texts help to improve writing skills in English
3. English literary texts help to improve reading skills in English
4. English literary texts help to improve English language vocabulary.
5. English literary texts help to improve listening skills in English
6. Students feel improvement in English language after reading a literary text.

### **iv) Cultural enrichment**

The role of literary texts is considered as an important authentic material that may encourage learners to expand their knowledge of culture of the target population. Moreover, the literary texts, as representative of a certain society may also enhance learners understanding of their own socio-cultural situation. This scale consists of five items.

1. Literature increases knowledge of the culture of different countries.
2. English literary texts help to appreciate the culture of different countries.
3. English literary texts increase understanding of culture other than their own.
4. Learn to respect culture of other people.
5. Develop the understanding of one's own culture.

### **v) Attitudes towards non-native literature**

Kachru (1986) and Talib (1992) proposed that the use of non-native literary texts could be effective in EFL classrooms where learners can identify their own culture through the

medium of a foreign language. This scale, therefore, focuses on the possible role of non-native literary texts in English language classrooms and consists of 6 items.

1. Cultural references and symbols in local writer's works are easy to identify.
2. Literary texts by Pakistani writers help to improve English language better than those of the foreign writers.
3. Literary texts by local writers enhance awareness of learners' own culture.
4. Social settings in English literary texts by Pakistani writers are quite familiar to learner.
5. One enjoys literary texts in English by local writers.
6. Literary texts by Pakistani writers are easy to understand.
7. Events presented in literary texts by local writers are similar to one's personal experiences.

**vi) Attitudes towards classroom participation**

This scale is based on the perception that the nature of literary texts may affect learners' participation in the classroom as a discussion about an interesting literary text may encourage more students to participate in it. This scale consists of five items.

1. Participate in the discussion on literary texts in the classroom.
2. Literary texts taught in English language class are not boring.
3. Enjoy literary text-based lessons in the class.
4. Like to read literary texts in the classroom.
5. Discuss literary texts in the classroom with classmates.

**vii) The problems (if any) faced by the learners in language learning**

This scale includes some possible difficulties Pakistani learners might face while reading or interpreting a literary text. This scale comprised of eight items.

1. Literary texts taught are not very difficult to understand.

2. Dare to read literary texts with difficult vocabulary.
3. The meaning of literary text is not difficult to understand.
4. Teacher's explanation of the text is satisfactory.
5. Long stories in the course do not cause loss of interest.
6. Literary texts symbols are not difficult.
7. English literary texts in the course present culture which is familiar to the reader.
8. Prefer to read literary text in simple English.

Before actual data collection, the questionnaire was first piloted (details in section 3.6 of this chapter). After the piloting, the questionnaire was translated into Urdu. To cross check the Urdu version of the questionnaire, a non-participant teacher from one of the colleges with high level of proficiency in English and Urdu languages was consulted. The final questionnaire used in this study was in English and Urdu.

### **3.5.2 Semi-structured Interviews**

The human presence is probably best felt when the study voices the social world through human existence. To understand, social realities, which are shaped by human existence on research spectrum, interviews may be an important tool to collect in-depth data required for this purpose. Interviews as an ‘interchange of two or more people on the topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situatedness of research data (Cohen, 2011: 409). Interviews allow researchers to seek meaning of the world shaped by the experiences of the participants in research. From this perspective, Cohen et al (2011) suggest that interviews serve the purpose of not merely ‘collecting the data about life: it is part of life itself, its human embeddedness is inescapable’ (p.409). Interviews, therefore, allow a researcher to probe into the feelings, beliefs and attitudes underlying their responses (Richards, 2009) which is difficult to attain through questionnaires.

Qualitative interviewing with much advancement dominates in social science field such as Anthropology, Discursive Psychology, Conversation Analysis and Sociology. The modern times are the times of interviews. We are living in an ‘interview society’ and that ‘interviews are embedded in contemporary culture (Silverman, 1993). This understanding marks that interviews are a social encounter that at times ‘desensitize’ us as a researcher of such performance. For this study, semi-structured face-to-face interviews of a sub-group were also conducted. Semi-structured interviews, as Richards (2009) describes are used when the researcher is clear about the topics to be covered and is prepared for the possibility of new directions to the topics that may likely to occur as a result of learners’ responses. This feature of the interview, as Richards (2009) further reflects, allow learners to feel as active participants and not merely replying to the questions. In this way, semi-structured interviews are conducted in a semi-controlled setting where ‘respondents set the agenda for the interviews’ (Scott and Usher, 2011: 116) and interviewer controls the overall setting for the interview. As mentioned above, semi-structured interviews partially provided a free space to the respondents to reply in their own terms (Cohen et al, 2007).

In this study, semi-structured interviews of 28 students and 4 teachers from the selected colleges were conducted to seek opinions of the learners and the teachers about the role of literary texts taught at undergraduate level in Pakistan. The students were selected from the pool of the respondents of the questionnaire who had volunteered to participate in the interviews. The aim of the qualitative research is to gather the richest possible data. The expert opinion in this study will help to understand the teacher’s perspective on the importance learners’ perceptions in the selected context. In this regard, the research aims at in-depth analysis of what is going on in social behaviour. Therefore, four teachers are interviewed from four of the five selected colleges.

The semi-structured interviews helped the researcher to collect subjective opinions on the specific topics. Since the anonymity of participants' identity and confidentiality of the data was assured while seeking their consent, all respondents allowed their responses to be audiotaped.

### **3.5.2.1 Language of the interviews**

It was important to decide to conduct the interviews of the participants either in English or in Urdu. In case of the student participants, since all the learners were undergraduate, it would have been feasible to conduct the interviews in English and would have saved me from the additional load of translating (Al-Hassan, 2014) estimated number of 30 student participants' interviews from Urdu into English. However, conducting interviews in Urdu seemed to be a better option in a sense that student participants might easily communicate (Al-Hassan, 2014). If interviews were to be conducted in English, student participants could possibly have felt more anxious while giving answers in English, which could have hindered desirable responses of the informants. Therefore, the interviews of the student participants were conducted in Urdu. In this way, learners were able to articulate their responses in a more relaxed manner.

In the same way, the teacher participants could be given the option for interviewing in Urdu. However, since the teacher participants were the teachers of English and had considerable experience of teaching English course at the college level. I opted for not giving the same option to the teacher participants for the reason that giving options to an English teacher to participate in interviews in either Urdu or English might have left them feeling offended. Therefore, keeping their professional dignity in focus, the interviews of all of the four teachers were conducted in English. All interviews once recorded were later transcribed for further analysis.

### **3.6 Procedure for Data Collection**

The data collection procedure had started from November 2011 and completed in February 2012. The quantitative data collection began on 24 November 2011 and completed in January 2012. The qualitative data collection began in January 2012 and ended on 22 February 2012. Before the start of the data collection, the researcher sought permission from the heads of the selected institutions to carry out the research in their respective institutions. This allowed the researcher an opportunity to give a brief to the heads of institutions about the purpose of this study. It was a convenient process, because the institutions are affiliated with the public sector university where the researcher has worked as a lecturer. This affiliation helped the researcher to quicken the process of seeking permission. The researcher visited the selected colleges at alternate days. On the same day of the visit to the colleges, once the permission was acquired, the researcher was also introduced to the language teachers at each respective college. This interaction with the language teachers was helpful to facilitate the procedure of data collection.

#### **3.6.1 Information sheet and Topic guide**

The information sheet (Appendix I) was prepared for the participants to give snapshot of the purpose of this study. The information sheet was distributed at the time of visit to institutions to collect data. As mentioned above, this study used semi-structured interviews; a topic guide (Appendix VI) was prepared for the participants of this study. The topic guide was used to ensure the consistency of data collection to cover the topics in a systematic way (Arthur and Nazroo, 2003):

[Topic Guide] helps to ensure that relevant issues are covered systematically and with some uniformity, while still allowing flexibility to pursue the detail that is salient to each individual participant (p.115)

This document was a guide of the possible questions for the interviewees based upon the subjects, which were established as a result of the objectives of this study and the review of the existing literature.

### **3.6.2 Administering the final Questionnaire**

At the time of collecting the data, one English language teacher from each of the selected colleges was assigned as a facilitator to the researcher. In this regard, the teachers helped the researcher to arrange time and place for administering questionnaires with the selected participants in the classrooms. This arrangement also allowed researcher to interact with the participants. The estimated size of the sample was 200 students. However, the turnover for questionnaires was 278 students. The final number included in the study was 268 participants as incomplete questionnaires were excluded from further analysis. The final number of participants comprised 208 female participants and 60 male participants.

Once the permission was sought, the information sheet (Appendix I) and informed consent (Appendix II) were distributed among the participants. Once informed consent was obtained from the participants, the questionnaires were distributed. Before, administering the questionnaires, the instructions were given to the participants. They were asked not to write their name or the name of their institution on the questionnaire to maintain the anonymity of the participants as well as the institution. At the end of each questionnaire, an informed consent was also distributed among the participants to request for their e-mail and contact number so that I could contact those who were interested to participate in the interviews.

### **3.6.3 Conducting Semi-structured Interviews**

Once the questionnaires were administered with the participants at all the selected colleges, the researcher made necessary arrangements for interviews of the participants who gave consent for interviews. The appropriate site to arrange for the interviews was the colleges

of the selected participants. This arrangement was convenient for both the interviewer and the interviewees. During this stage, language teachers facilitated the arrangement for the interviews. Therefore, all interviews were conducted during the college timings of the participants. During the interviews, the anonymity of the participants and confidentiality of the data was assured again before and after the interviews. The interviews of each of the four teachers were followed by the interviews of participants at each selected college. The ethical considerations were also taken care of. I will next discuss the ethical concerns for this research.

### **3.7 Procedure for Data Analysis**

The following procedures were used to analyse the quantitative and qualitative data in this study:

#### **3.7.1 Quantitative Data Analysis**

The initial Cronbach alpha reliabilities for our pre-planned scales were as follows (Table 3).

**Table 3:3. Alpha reliability of the original questionnaire scales**

Scale	Number of items	Alpha
MLT	7	.556
GI	10	.575
LC	6	.583
CE	5	.606
PS	7	.573
ANNL	7	.696
ACP	6	.367
ESELL	3	.385

### **3.7.1.1 The aspects of literary texts, general interest, and the importance of English**

On examination ‘the motivational aspects of literary texts’ and ‘the general interest and the importance of English’ contained many items with a similar theme, such as ‘I like studying English literary texts’ in the former and ‘I find studying literary texts in English language enjoyable’ in the latter. These scales are about reading English literature in general (though occasionally in class is specified), targeting two of the usual three attitude areas - liking/interest, and usefulness (importance, help) - but not ease/difficulty (covered by PS). Hence, we decided to merge the two scales. Two items, which reduced reliability, were omitted. ‘Most of times I like events in the texts taught in English language classroom’ possibly emerges as not fitting the others because it does not explicitly include the word ‘literary’ in it so it seems to refer to any texts, unlike the other items. ‘I can interpret the literary texts according to my own understanding of the text’ also lowered reliability so was omitted: it is not really an attitude item like the rest and with hindsight it is a little hard to interpret what really the focus of this item is.

The motivational aspects of literary texts and General Interest and the importance of English together, with those omissions and also removing three items which belong better in other scales (see below), give a really good alpha of .708. We interpret this scale as ‘liking for and perceived usefulness of reading English literary texts (other than value for culture and language learning, which are covered by Cultural enrichment and Language Competence)’.

### **3.7.1.2 Language Competence**

Language competence is about whether students think reading English literature helps language skills. There were two ‘the motivational role of literary texts’ items also about that which we therefore moved to this scale: ‘Reading English literary texts helps me to learn English language’ and ‘I think studying English literature is important to learn

English'. We then have a clearly interpretable scale of 'perceived usefulness of reading English literary texts for language improvement'.

### **3.7.1.3 Cultural enrichment**

Cultural enrichment is all about reading literary texts helping learn about culture (mostly others'). It improves reliability when one item with a similar theme from 'general interest and the importance of English' is included: 'Reading English literary texts helps me to know about people and their culture'. The scale then is distinct from the other scales and interpretable as 'perceived usefulness of reading English literary texts for learning about culture'.

### **3.7.1.4 Attitudes towards the non-native literature**

Given that reliabilities of close to .7, or better, are desirable, only the 'attitudes towards non-native literary texts' scale in fact was satisfactory. Furthermore, on closer examination of the wording of some of the items we realised that there were some unclear items and overlaps between items in different scales, which meant that they were not as clearly distinct as we planned (see examples below). Therefore, we felt that some revision of the scales was needed. We briefly explored the possibility of re-determining the scales using factor analysis but found that it was not easy to obtain interpretable factors. Hence, we revised the existing scales as follows, using a combination of logical analysis of the wording of the items to reassign some items, and the 'alpha if item deleted' facility in the SPSS reliability module to exclude some items.

The best initial reliability, virtually .7, was for 'Attitudes towards non-native literature', which we therefore, retained unchanged as a scale. It contains items with a distinct common reference group, local Pakistani writers, covering respondent attitudes of the three main types commonly found: liking, ease/familiarity, usefulness for learning English. It is a

reliable scale as it has items with a clear common object of the attitudes, and attitudes which are often found to correlate, though in principle they need not (i.e. people often like what they think is easy and useful, but in theory that need not happen. Someone could think something useful but not like it, etc.). The items reflect a scale one might call 'attitude to reading English literature written by local Pakistani writers'.

### **3.7.1.5 Problems (if any) faced by the students**

Problems (if any) faced by the Students achieves a fair reliability with one item omitted and is clearly about ease/difficulty of literary texts. That is either indicated explicitly as in 'Symbols used in the literary texts are difficult' or strongly implied as for example in 'generally, stories in the course are very long and I lose my interest'. The item that had to be omitted to achieve a reasonable alpha was the item 'I find meaning of literary texts difficult to understand'. Why this item should not fit the others in this set was initially somewhat puzzling, but we surmise that perhaps it is because the other item referring to understanding meaning of texts, 'Literary texts taught in English classroom are very difficult to understand', refers to reading texts in class, while this item remains open on that point. Indeed the responses to these two items do not correlate well with each other though one would superficially expect they would ( $r=.105$  where one might expect .7 or more). The best interpretation we can think of is that in class students cannot use 'cribs' so the texts are harder to understand. Outside class they can in the bazaar or online get all sorts of plot summaries, versions translated into Urdu etc which make understanding the meaning easy (though without necessarily actually reading the English text to get the meaning!). Hence, some students who find texts hard in class might find them easy out of class, making the more generally worded item not fit the others. We therefore omit that item and interpret the scale as 'perceived difficulty of reading English literary texts in class'.

### 3.7.1.6 The items in other scales

The remaining three scales we felt were not appropriate to treat as scales at all. Questionnaires very often contain sets of items on a common theme where there is no assumption that the individual items all measure the same underlying construct, and for these calculating alpha is inappropriate. In the remaining sets of items, although each set had a separate theme relating to the role of something external to the student (other than the reading texts), it was felt that on consideration there really should be no expectation that students would respond similarly to them.

All items in '**attitudes towards classroom participation**' mention reading activity in the classroom (apart from 'I prefer to read literary texts in simple English', which was omitted), but refer to rather different things about the classroom so it is not surprising they do not form a scale, e.g. liking reading, liking discussing, finding class texts boring.

Overall, then, we end up with the solution in Table 3:3, where we have five clearly interpretable scales, each with reliability well above .6 at least, and another theme, where we treat each item as measuring something different. Although the alphas for the scales do not all achieve .7 we must bear in mind that unreliability of scales can be due not only to unsuitable items but also to participants not being careful and consistent in response. As far as we observed, the participants did answer diligently but there are some signs of them being inconsistent, for instance on the two very similar worded items: 'Studying English literary texts increases my interest to learn English language' and 'Reading English literature encourages me to learn English'. Here the correlation between responses is only .280 which, although highly significant ( $p < .001$ ), might have been expected to approach .7.

**Table 3:4. Alpha reliability of the revised questionnaire scales**

Scales (Items collectively measure one construct)	Number of items	Interpretation	Alpha
MLT + GI	12	Liking for and perceived usefulness of reading English literary texts (excluding areas covered by LC and CE)	.708
LC	8	Perceived usefulness of reading English literary texts for language improvement	.638
CE	6	Perceived usefulness of reading English literary texts for improvement of cultural knowledge	.621
PS	6	Perceived difficulty of reading English literary texts in class	.622
ANNL	7	Attitude to reading English literature written by local Pakistani writers	.696
Themes (Each item treated as a separate variable)			
ACP	5	Role of the class work	

Full details of the new assignment of items to scales and themes are to be found in Appendix VII. For onward analysis of results, mean summary scores were calculated for each person on each of the scales but not the unscaled theme.

### **3.7.1.7 Statistics used to obtain the results**

For the graphs reported in chapter 4 (findings of the quantitative data), the 1-6 response scales were reversed for ease of interpretation, so that high bars and numbers represent high agreement with questionnaire statements. Where significance tests were used the researcher relied on nonparametric tests such as the Mann-Whitney test (MWT), and the Friedman test (FT) in place of the t test or ANOVA because the data did not always pass

the test for normality (which the t test and ANOVA require), when checked with the Kolmogorov-Smirnov test.

### **3.7.2 Qualitative Data Analysis**

According to Gibbs (2007) ‘qualitative research is a matter of interpretation especially the researcher’s interpretation of what respondents and participants say and do’ (p.7). In qualitative research, a researcher commits to view the social reality through the eyes of respondents and participants (Gibbs, 2007:7). The qualitative analysis involved coding of the data. Once the data was collected, all the recorded interviews were transcribed on word 2007 for further analysis. As the interviews of student participants were in Urdu, I translated while transcribing the interviews from Urdu into English. Mack et al (2008) suggests that translation and transcription of the data depends upon the type of data analysis:

Translation guidelines will depend on the type of data analysis planned. In many cases field staff may elect to translate directly as they transcribe, rather than transcribe verbatim and then translate, in order to save a step and time (p.90)

Although this was not effective method and had limitations. However, this was adopted to transcribe considerable amount of data within the given time constraints. The researcher had to cope with the time constraints of her studies. This form of data processing was suitable to save the time. All efforts were made to make the translation as closely as possible to respondents’ ideas expressed in the original language. Once the transcribing of the interviews was complete, the transcriptions were read to minimize any discrepancies that might have occurred while doing translation and listening to the recorded interviews again to confirm if data was translated correctly from Urdu into English. To avoid any translation errors, one completed transcription along with the recording was also sent to a colleague who was proficient in Urdu and English to check the translation.

Owing to the objectives of this study, the focus of the data analysis was content-based rather than the language based. The qualitative data analysis software Nvivo10 was used for the storage and further analysis of the qualitative data. The primary purpose of this software is to help the researchers in managing and organizing the dense qualitative data and to save time and labour of coding. The software enabled the researcher to work with the original form by importing all the original documents to the software. For the analysis in a more organized form, all the word files were first imported to Nvivo 10 to code the data. According to Gibbs (2007), the process of coding the data is a way to organize and manage the data. This preserves the data in original form. Furthermore, ‘codes add interpretation and theory to the data’ (Gibbs, 2007:p.4). According to Gibbs (2007), text may be densely coded; not only will most text be assigned a code, but will have more than one code attached to it. According to Saldana (2012: p 45), the coding process is not linear but rather cyclical in nature going back to the data repeatedly (Aurebach and Silverstein 2003:43). Likewise, the qualitative comments of the open-ended items in the questionnaire were also first coded for further analysis.

### **3.7.2.1 Coding the transcripts of the interviews**

The transcripts were read and re-read to familiarize with the data as well as to note any ‘interesting patterns, any surprising, puzzling, or unexpected features, any apparent inconsistencies or contradictions’ (Cohen et al, 2011: 566). After reading and re-reading, when certain familiarity was gained, the process of coding started.

I used open coding in a sense that I coded everything to discover ‘as many potential issues as possible from the datasets (Al-Hassan, 2014: 77). My interviews were composed of two sets: 28 transcripts of student participants and 4 transcripts of interviews of the teachers. I selected one transcript from each of the sets and developed rough list of codes. I applied the same set of codes to the remaining transcripts of both sets. I went back again to the

representative transcripts and read and re-read and added besides the rough codes the newly refined codes to make the codes/themes more representative and more accurate (Al-Hassan, 2014).

The list of rough codes was seemingly descriptive and needed to be refined more. I sent the list of codes along with one representative transcript of student participant to my supervisor. There were some issues with the codes, which were reconsidered for refinement. According to Gibbs (2007: 54) coding involves identifying the relevant text from the data that could exemplify the thematic idea and link them with the code which is a shorthand reference for that thematic idea. One of the issues to be taken care while coding was that coding done is analytic and theoretical. A researcher needs to 'reflect world view, not accept it' (Gibbs, 2007: 53). To achieve this objective, the codes applied to the relevant text from the data to be analytic and not merely repeat what the respondent describes. As such according to Gibbs (2007: 42) 'in analysis you need to move away from descriptions, especially using respondent's terms, to a more categorical, analytic and theoretical level of coding. There the analytic codes is not something to code what happened but suggests the way what respondents thought about and conceptualised (Gibbs, 2007: 43). According Cohen et al (2011:561) open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or unit of text by unit of text basis. Then the code can be grouped into categories, with categories given a title or name by researcher, based on criteria that are decided by the researcher (e.g. concerning a specific theme, based similar words, similar concepts, similar meanings etc.). According to Silverman (2010)

'You can become much more effective as a researcher if you reject arbitrary, self-imposed categories and instead systematically pursue knowledge about a topic wherever the data might take you' (p.10).

### **3.7.2.2 Reliability of coding**

The reliability of coding was also checked to see the consistency of coding and validating the findings (Saldana, 2012). The coding is checked along with another coder. As according to Bernard and Ryan (2010):

With two or more coders, we can test whether people think that the same constructs apply to the same chunks of texts. The benefit of this is that we can be more certain of the counts we make when we add up the number of times any particular theme is mentioned in a text (p. 301)

The agreement between the coders was settled as 80% of the coding. According to Bernard and Ryan (2010) there are no set criteria for agreement between the two coders as the standards are still evolving (p.205). However, most researchers agree upon 80% of agreement between the coders as acceptable. Since 80% is an acceptable benchmark agreement. Therefore, the coding was reliable

### **3.7.2.3 Analysis of qualitative comments from the questionnaire**

The responses to three open-ended questions in the questionnaire were analysed qualitatively. In this regard, the comments to each question were first entered into excel sheet and the comments which were given on questionnaire in Urdu were translated into English. The data was organized in Microsoft excel 2007. The comments were read. The comments were analysed to identify common perceptions of literature across the responses of the learners (Carroli, 2002). A total of 268 participants had responded to the questionnaire. However, the number of responses to each of the open-ended questions varied. For example, open-ended question 1 received 232 responses, open-ended question 2 received 171 responses and open-ended question 3 received 178 responses. This varying number of responses to open-ended questions had to be considered because the focus of this study was to explore the perceptions of the respondents and in this regard all responses gathered were significant and of equal importance. For further analysis, the data was

analysed question by question and then similar codes were analysed across the questions, which were grouped into categories.

### **3.8 Ethical concerns**

The participants were assured the anonymity of the respondents and confidentiality of the data by the researcher. Before distributing the questionnaires, participants were informed not to mention either their name or the name of institution anywhere in the questionnaire. Moreover, the ethical concerns were also assured at the time of interviews. During the data analysis, the pseudonyms were used in transcription and later in the reporting of the data to protect the identity of the interviewees. It was promised by the researcher to keep the responses confidential and to be used only for academic purposes.

Since the study was conducted with human subjects, it was necessary to obtain informed consent. The consent of participant is an essential ethical requirement in social science research. According to Babbie (2013: 34), consent form is a norm in which ‘subjects must base their voluntary participation in research projects on a full understanding of the possible risks involved’. In this way, the researcher makes use of two techniques: anonymity and confidentiality to protect interests as well as identity of those involved in the research (Babbie, 2013). Thus, the use of consent forms ensures the anonymity of the participants and confidentiality of the data before the data collection. According to Cohen et al (2011):

A participant or subject is ... considered anonymous when the researcher or another person cannot identify the participants or subject from the information provided (p.91).

This form of anonymity is achievable in questionnaires in which researcher ensures not to use the names of the participants or any other form of participants identification. However, anonymity is not possible with face-to-face interviews because the interviewee is an

*identifiable respondent* (Babbie, 2013: 35). In this case, researcher ensured the confidentiality to the participant.

The confidentiality of the data was also ensured by keeping the information provided by the participants confidential. The researcher promises confidentiality by:

Not disclosing information from a participant in any way that might identify that individual or that might enable the individual to be traced. (Cohen et al: 92)

For this study, the consent forms were distributed among participants before the data collection at selected institutions. Two informed consents were prepared to obtain the consent of the participants at the time of collecting quantitative data as well as qualitative data. One consent form (Appendix II) was distributed among the students. As mentioned earlier in section (3.4) of this chapter, only four teachers had volunteered for the interviews. The second informed consent (Appendix III) was, prepared to obtain consent of the teachers. The informed consent (Appendix II and III) also indicated that the participation in this study was voluntary. The participants were informed that they were free to withdraw at any time during the study. The purpose of the study was explained to the participants before gaining their consent.

### **3.9 Summary of the chapter**

This chapter presented the research design of the study. I first discussed the rationale for the use of mixed methods approach to conduct this study. The next section of this chapter presented details about the site of this study, which consisted of five colleges of Kohat District. Two hundred and sixty eight (268) undergraduate learners (208 females and 60 males aged between 17-24 years) and four language teachers participated to share their

view about the role of literary texts in EFL classrooms. The design is mixed methods, the quantitative data was collected using structured questionnaires and qualitative data was collected using semi-structured interviews and qualitative comments from the questionnaires. Before the data collection, the study was piloted with 42 learners at undergraduate level. The final questionnaire was administered with 268 undergraduate language learners for this study. The face-to-face interviews were also arranged with 28 learners (the group was created out of 268 learners) and 4 language teachers. A detailed explanation of the methodological tool and techniques used to analyse both quantitative and qualitative data was also provided in this chapter. Finally, I mentioned the measures taken to address ethical concerns related to this study.

## **CHAPTER 4: FINDINGS OF QUANTITATIVE DATA**

### **4.1 Introduction**

In this chapter, I presented the results of the quantitative data. The data is analysed on the following scales: liking and perceived usefulness of reading literary texts, perceived usefulness of reading literary texts for language improvement, perceived usefulness of reading literary texts for knowing about culture, perceived difficulties in reading literary and independent themes of attitudes towards classroom participation. The perceptions of the learners were sought using six point Likert scale ranging from strongly agree to strongly disagree on 1-6 Likert scale. The results teaching method practised and learners' personal preferences. I will also present the learners' priority in terms of their preference for one form of literature over another form.

### **4.2 Descriptive Statistics of the scales**

#### **4.2.1 Overall comparison of the scales**

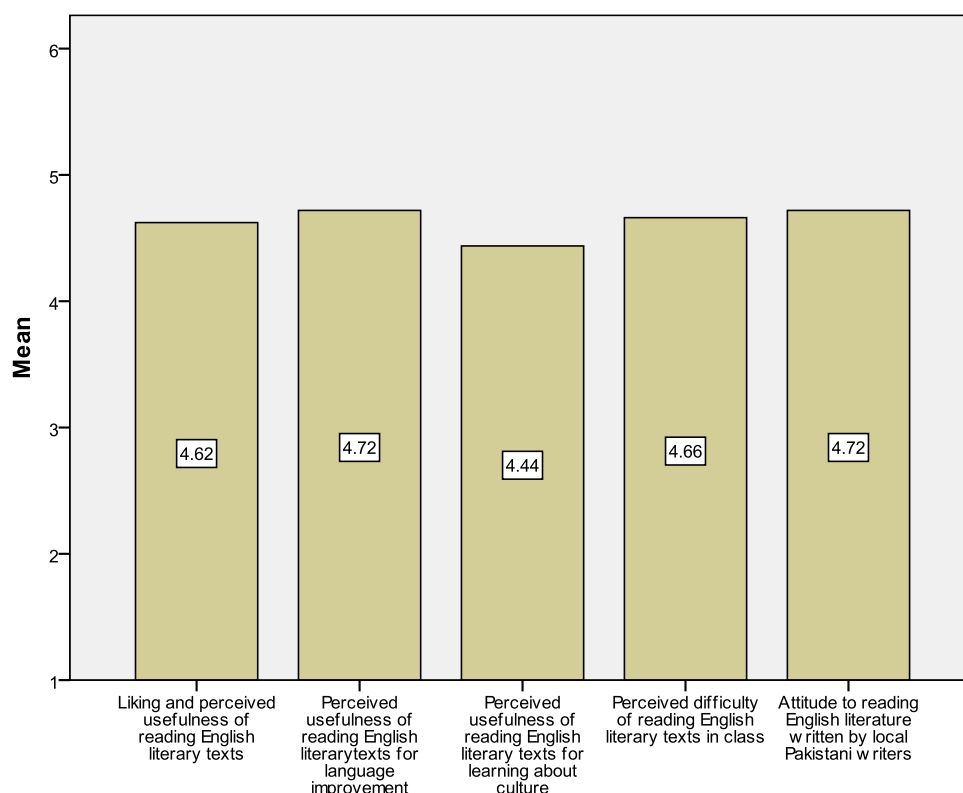
The overall results for the five scales are seen in Figure 4.1. All scales are rated positively between 'slightly agree' and 'agree', and notably this is true for the difficulty scale (PS) as well as the others, which mainly reflect types of interest/enjoyment and usefulness. There were significant differences between the scales. However, an overall Friedman test was significant (chi sq.=10.146, p=.038) and follow-up Wilcoxon tests of the pairs (with Bonferroni adjustment) showed that this arose from three differences: usefulness of literature for learning about culture (CE), the lowest rated scale, was agreed with significantly less than three higher rated scales, usefulness for language improvement (LC), general liking and usefulness (MLT-GI), and perceived difficulty (PS) (all  $p < .001$ ). There was no difference at all between the two highest rated scales, usefulness for language improvement (LC) and attitude to literature by Pakistani writers (ANNL).

It is perhaps not surprising that participants would see the importance of literature for learning English language as more prominent than its value for learning about culture.

What is surprising perhaps is that the ratings for the usefulness and liking scales (MLT-GI, LC, CE) are so high when the ratings for difficulty are also high. In this context, clearly perceived difficulty does not lead to literature being seen either as useless or unpleasant. However, we would reiterate that the difficulty scale refers primarily to difficulty of reading texts in classroom, and it may be that the facilities available to students to read (or quasi-read via translations and other aids) the texts out of class may greatly reduce the overall difficulty, and so allow the enjoyment and benefits still to occur.

Indeed it is further of interest that the correlations are also high. Participants who agreed most that reading English literature was in various ways difficult (PS) also generally liked it more (MLT-GI;  $\rho=.547$ ,  $p<.001$ ), and found its value for learning language (LC;  $\rho=.555$ ,  $p<.001$ ) and culture (CE;  $\rho=.530$ ,  $p<.001$ ) greater. The highest correlation was however of difficulty with appreciation of texts of local Pakistani writers (ANNL;  $\rho=.710$ ,  $p<.001$ ): this perhaps makes sense in that those who find literary texts generally more difficult might even more welcome texts by Pakistani writers which might in various ways be easier for them.

Figure 4.1. All participants' mean scores on the five questionnaire scales



If prominent results within the scales are looked at (see Appendix VII), it is found that almost all ratings of individual items show agreement above the midpoint of the scale (3.5). However, there is a good deal of variation between relatively high agreement around 5 on the scale and relatively lower agreement around 4. The following key points emerge.

#### 4.2.1.1 Liking and perceived usefulness of reading English literary texts (revised

##### MLT-GI)

Within the general liking and usefulness scale (MLT-GI), four items emerge with agreement above 5 (agree) on the scale: 'I like studying English literary texts', 'Reading English literature encourages me to learn English', 'I like to read "literature"--as the term is usually understood in higher classes (i.e., such texts as poetry, short stories, novels, and biographies)- in English' and 'I enjoy reading literature about people and their experiences

similar to my own experiences.' Notably all these relate to liking/enjoyment, i.e. the affective or emotional impact of literature, rather than its cognitive impact.

On the other hand, the two lowest items, with means only around 4 (=slightly agree), were 'I find studying literary texts in the English language enjoyable' and 'I enjoy reading literature about people and their experiences different from my own'. Both these are telling. The latter supports the result for the high appeal of Pakistani writers (the ANNL scale), whose characters would typically be more familiar. The former, while at first, with mean of only 3.91, seeming to contradict the much higher agreement with items like 'I like studying English literary texts' (5.14), in fact makes perfect sense in the context of points that have already been made. The key difference is in the presence of the words 'studying.... in the English language' in the low rated item. Clearly, where it is stipulated that the study of English literary texts is done in English presumably would be required in class to a great extent), the enjoyment is far less than when just studying English literature is involved, with no word on the language it is done in. Presumably this means, as we surmised elsewhere, that these students do to a considerable extent, and presumably out of class, access English literature through Urdu (their L1 or at any rate a better known language than English).

#### **4.2.1.2 Perceived usefulness of reading English literary texts for language improvement (revised LC)**

Within the LC scale there were three items with notably high agreement around 5 and two low around 4. 'Reading English literary texts helps me to learn the English language' was strongly agreed with, and the other two high items singled out speaking skills in English and English vocabulary as the main perceived beneficiaries. While the latter is to be expected, the former might seem surprising, especially as with a mean agreement of 5.31 it may exceed the perceived benefit for reading (mean 4.58). However, it does make sense

given that in their classes students are expected to take turns reading parts of literary texts aloud and that the teacher sometimes organises discussions (in English) about them.

At the lower end (though still showing positive agreement above the midpoint of the scale) came 'English language literary texts help me to improve writing skills in English' (mean 3.79). Clearly in this context any follow up to reading such texts is more likely to be oral than written. Rather surprisingly also quite low is 'I think studying English literature is important to learn English' with a mean of only 4.09 compared with the superficially similar item 'Reading English literary texts helps me to learn the English language' with a mean of 5.13. It must be concluded that the difference arises from the words 'studying' versus 'reading'. Studying literature can be done without reading the actual texts, and via L1, so naturally may not help much in learning English, while actually reading the texts should do.

#### **4.2.1.3 Perceived usefulness of reading literary texts for knowing about culture**

This scale is all about reading literary texts helping learn about culture. It improves reliability when one item with a similar theme from GI is included: 'Reading English literary texts helps me to know about people and their culture'. The scale then is distinct from the other scales and interpretable as 'perceived usefulness of reading English literary texts for learning about culture'.

#### **4.2.1.4 Attitude to reading English literature written by local Pakistani writers**

(ANNL)

Two notable points emerged. First, there was high agreement with 'The English literary texts by Pakistani writers help me to improve my English language ability in a better way than texts written by foreign writers' (mean 5.05). Foreign writers here presumably refers to native US, UK or other nationality writers in English, so this is consistent with what has

been seen elsewhere that participants find Pakistani literature in English to be somewhat more accessible (culturally and otherwise) and therefore perhaps easier to learn from.

Second, while there was high agreement with 'I can easily identify the cultural references and symbols in English language literary texts by local writers' (mean 5.09), there was much less with 'I find the events in English language literary texts written by local writers similar to my personal experiences of life' (4.12). This shows that the accessibility of local literature is not seen to be at the personal level of shared specific experiences but rather at the higher level of shared culture and common points of reference.

#### **4.2.1.5 Perceived difficulty of reading English literary texts in class (revised PS)**

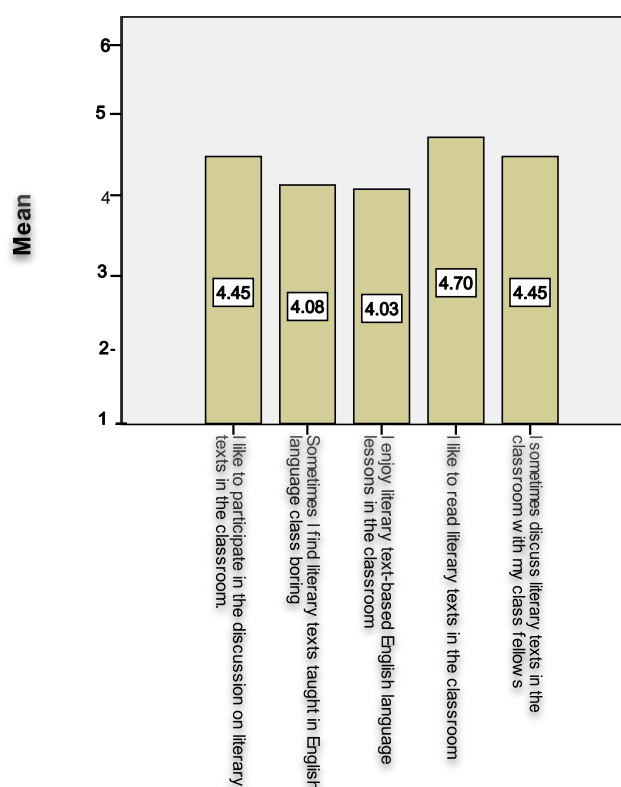
Here notably the greatest point of difficulty was 'I avoid reading literary texts with difficult vocabulary' (mean 5.21), attesting to the common finding that the prime source of difficulty in reading is often vocabulary. This was closely followed by 'Most English literary texts taught in language classroom present a culture completely different from my own', which fits in with participants' appreciation of the cultural familiarity of the Pakistani English literary texts which are noted elsewhere.

The lowest agreement rating, though still above the midpoint of the scale, went to 'Literary texts taught in English classroom are very difficult to understand' (4.17). This then shows some sign that the level of text chosen for the syllabus is not excessively demanding. That is supported by the response to 'Generally, stories in the course are very long and I lose my interest' being also relatively low (mean 4.21).

#### **4.2.1.6 Overall results from the questionnaire: the non-scaled themes**

Three types of external social factor were examined classroom (ACP: bars 4-8

Figure 4.2. All participants' mean scores on the one non-scaled questionnaire themes



### The classroom (ACP)

Despite some perceived difficulty which was noted earlier (PS), participants do agree moderately that they like to read literary texts in the classroom (mean 4.7). That is however in contrast with enjoying literature text based English lessons (mean 4.03). As it has been noted when discussing MLT-GI items above, as soon as English is mentioned explicitly in an item, there is a tendency for agreement about liking to drop. Here it is perhaps the idea of studying English based on literature that is less attractive than reading the literature itself.

The moderate support for discussion of literary texts occurring in the classroom, and being liked (Figure 4.2), supports the finding earlier (LC) about speaking skills being seen as enhanced by reading literature.

The relatively low agreement that literary texts used in the English class are boring (mean 4.08) is consistent with the PS results earlier such as 'Generally, stories in the course are very long and I lose my interest' being also rated relatively low (mean 4.21). This reinforces the idea that the literary texts chosen for the syllabus may be more satisfactory than the teacher explanation of them (see TRL), though still not at a level where there is real disagreement that they are boring.

#### 4.2.1.7 Teaching methods

Table 4:5a: Teaching Methods in practice

Teaching Methods	n	missing	A	DA	NE		Chi Sq
Small group work	255	13	51.4	20.4	28.2	100	0.0
Lecture	257	11	82.1	13.2	4.7	100	0.0
Whole-class discussion	256	12	75.4	17.2	7.4	100	0.0

Table 4:5a presents the responses of learners with regard to the teaching methods practised by their teachers in the language classrooms. Nearly half of the respondents indicated that their teachers use small group work in the language classrooms. While the remaining half respondents either disagreed or had no experience of this method.

In case of lecture, a large majority 82.1% of the respondents indicated that their language teachers use lecture in language classroom. Only 13.2 % disagreed and 4.7% indicated having no experience of this method in the language classroom.

Similarly, in case of whole class discussion, three quarters (75.4%) of the participants agreed that their teachers use whole-class discussion in the language classroom.

I also wanted to see whether that there statistical significance of certain teaching method across the gender. I conducted one way chi square test.

The results in table 4:5a indicate that lecture is a widely used teaching method inside the English language classrooms. However, learners do have their own preference for certain forms of teaching methods (table 12b).

Table 4:5b: Preference for Teaching Methods

	N	Small group work	Lecture	Whole class discussion	
Preference to teaching method	117	49.6	29.9	20.5	100

Table 4:5b presents the preferences of the Pakistani learners with regard to teaching methods. Nearly half (49.9%) of the respondents showed preference for small group work. While only 29.9 % of the responses showed lecture as their preferred teaching method in the language classroom. The whole class discussion was the least preferred teaching method, as only 20.5% of the respondents preferred this method in the language classroom. I will now further elaborate the data of table 4:5a and 4:5b.

With regard to the learners' responses towards practices and preferences for teaching methods in table 4:5a and 4:5b, there is a balanced scope of small group work method, as half (51.4%) of learners indicated this method is practiced and nearly half (49.6%) of the respondents also indicated that they prefer small group work method in the classroom. However, in case of the use of lecture in actual practice (table 4:5a) and learners' preferences (table 4:5b), there is found a contrast. Although large majority (82.1%) of responses show that lecture is widely practised by the teachers in the language classrooms, their personal preference falls quite low for this method as only 29.9% respondents prefer lecture method to be used in the classrooms. In the same way, three quarter (75.4%) of the respondents agree that whole class discussion is practised by the teachers in the language classroom. This indicates learners' awareness of the teaching methods practised by the

teachers in the language classrooms. However, this method is least aligned with learners' preference as only 20.5% respondents preferred whole class discussion in the language classroom. Overall, the results in table 4:5a and 4:5b indicate that apparently there is a gap between language practices and learners' own preferred form of teaching method.

### **4.3 Results for gender comparison based on the questionnaire: the scales**

First differences are examined on the five clear scales that were identified. It is found that on all of them males' generally record higher agreement than females, though not always significantly. Although it is assumed below that this indicates genuine differences in opinion, it is a matter of debate whether in fact such a result is just a sign that males are a little more forthright in expression of their views and more willing to use the ends of a rating scale than females.

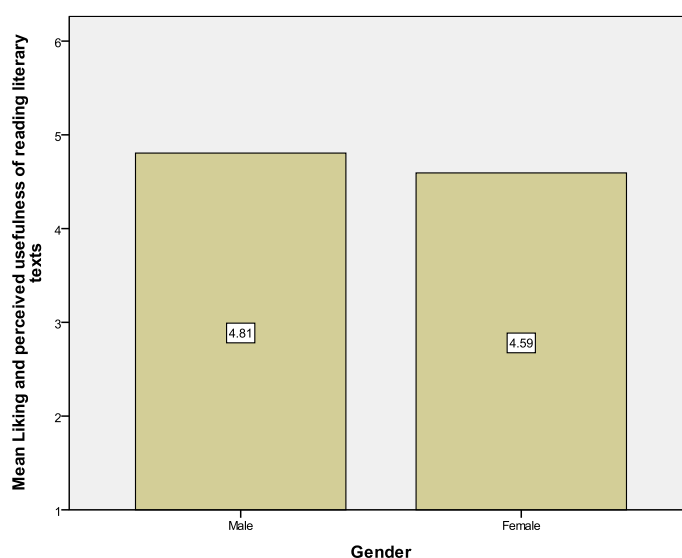
#### **4.3.1 Liking and perceived usefulness of reading English literary texts (revised MLT with GI scale).**

The results show that both groups agree quite strongly with the general benefits of reading English literature. However, males agree more strongly than females overall (Fig. xx) and this is significant (MWT:  $z=2.488$ ;  $p=.013$ ).

Looking at the individual items, it is seen that there were markedly significant differences on four of them. Three of these items, where males agree more, have wording referring to enjoyment/interest, suggesting that males particularly appreciate this motivational aspect of reading literature: 'studying English literary texts increases my interest to learn English language' ( $p=.006$ ); 'I find studying literary texts in English language enjoyable' ( $p<.001$ ); 'I enjoy reading literature about people and their experiences different from my own' ( $p<.001$ ). The other significant item however is one where in fact females showed more agreement: 'I sometimes read literary texts besides course books' ( $p=.004$ ). Intriguingly this is one of only two items in the questionnaire, which refer to actually reading beyond the

textbook/classroom requirements, rather than to learner attitudes, which of course may or may not translate into actual actions in the form of additional work. The other one, 'I sometimes read stories or poems published on the internet' does not so explicitly state that reading beyond the course book is involved, and does not show a significant difference between genders. Still, perhaps there is a hint here that females are more prepared than males to translate favourable attitudes to English literature into actual reading of it beyond the syllabus, i.e. effort, or what Gardner called motivational intensity.

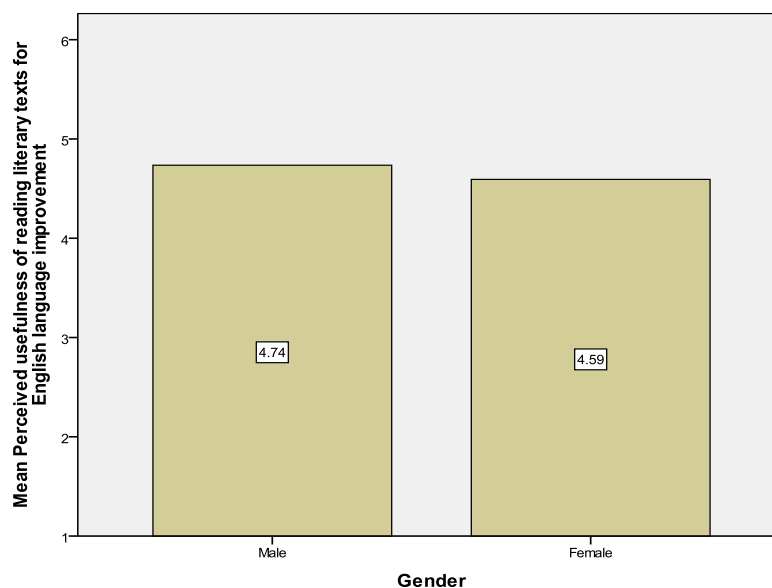
Figure 4.3. Gender difference for liking and perceived usefulness of reading literary texts



#### 4.3.2 Perceived usefulness of reading English literary texts for English language improvement (revised LC scale)

Here again males show higher agreement with the benefits of reading English literature for language learning (Figure 4.4), but in this instance the difference is not significant (MWT:  $z=1.344$   $p=.180$ ). Two individual items from this scale did show a significant difference, however (both in favour of males;  $p=.006$  in both cases): those are the items referring to benefits for reading and writing.

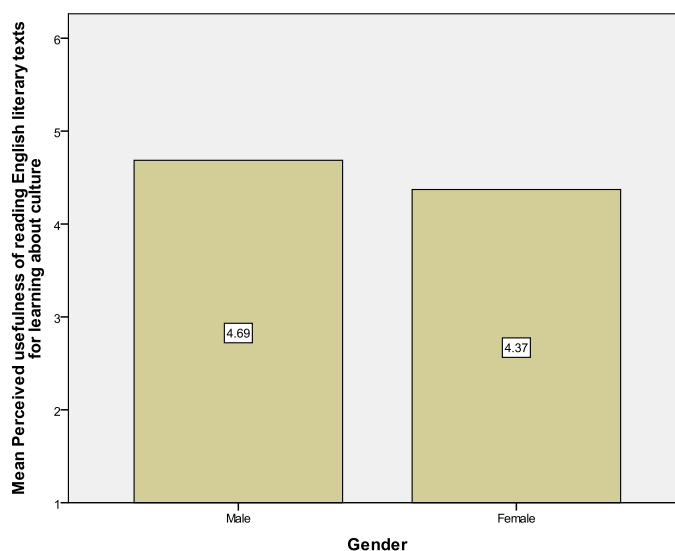
Figure 4.4. Gender difference for perceived usefulness of reading literary texts for English language improvement



#### 4.3.3 Perceived usefulness of reading English literary texts for learning about culture (revised CE scale)

Again males show higher mean agreement on the benefits of English literature for extending cultural knowledge and in this case the difference is significant (MWT:  $z=2.750$ ,  $p=.006$ ). Males in fact agreed with every individual item of this scale more than females and significantly so for two: 'Reading literary texts in English increases my understanding of cultural norms, traditions and customs different to my own' ( $p<.001$ ) and 'Literary texts also develop the understanding of my own culture' ( $p=.036$ ).

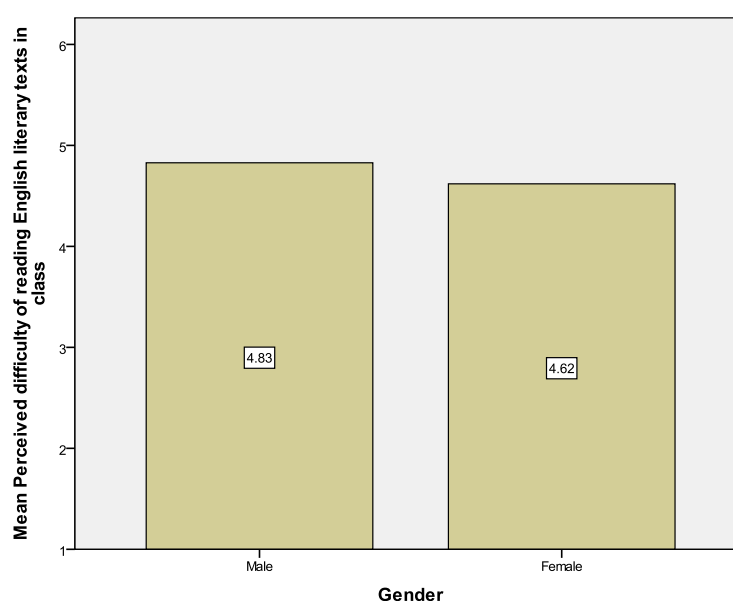
Figure 4.5. Gender difference for perceived usefulness of reading English literary texts for learning about culture



#### 4.3.4 Perceived difficulty of reading English literary texts in class (revised PS)

Again males show higher mean agreement on the difficulty of reading English literary texts but in this case the difference for the scale as a whole is not quite significant (MWT:  $z=1.884$ ,  $p=.059$ ). Two individual items did reach significance, however: 'I find teacher's explanation of the texts unsatisfactory' ( $p<.001$ ), and 'Symbols used in the literary texts are difficult' ( $p=.011$ ).

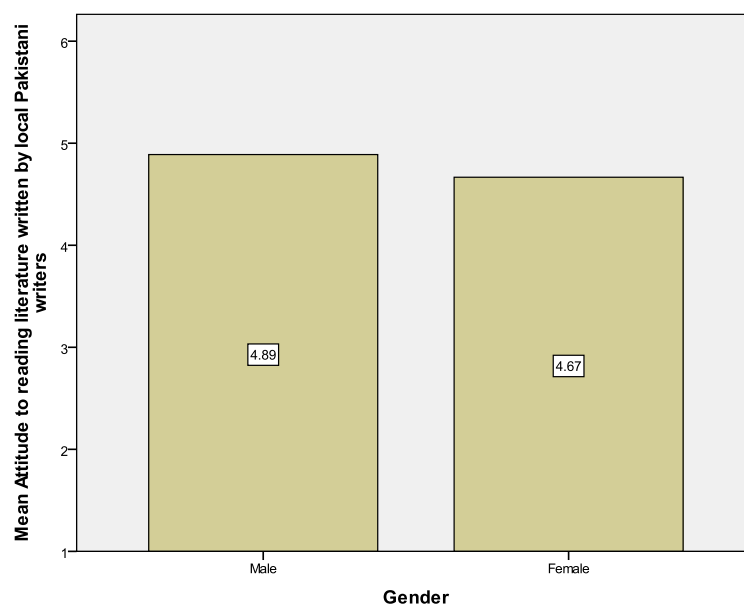
Figure 4.6. Gender differences for perceived difficulty of reading English literary texts in class



#### **4.3.5 Attitude to reading English literature written by local Pakistani writers (ANNL scale)**

Both genders showed high agreement with means close to 5 'agree' on the response scale. Males showed slightly higher agreement with the various beneficial features of literature written in English by local Pakistanis, but overall not significantly so (MWT:  $z=.895$ ,  $p=.388$ ). Looking in more detail, however, males agreed more than females with all the individual items making up this scale, and indeed were significantly higher on two. These two are: 'The literary texts written by Pakistani writers in English are easy to understand' ( $p=.009$ ); 'I find the events in English language literary texts written by local writers similar to my personal experiences of life' ( $p=.020$ ). Possibly this result weakly reflects quite a common finding in sociolinguistics that males tend to exhibit more solidarity with local language norms while females tend to evidence higher regard for prestige models. In this instance, literature written in English by Pakistanis would be the local norm while British and American literature would arguably represent the prestige model. However, since, questions specifically about attitudes to British and American literature were not separately asked, this cannot be confirmed.

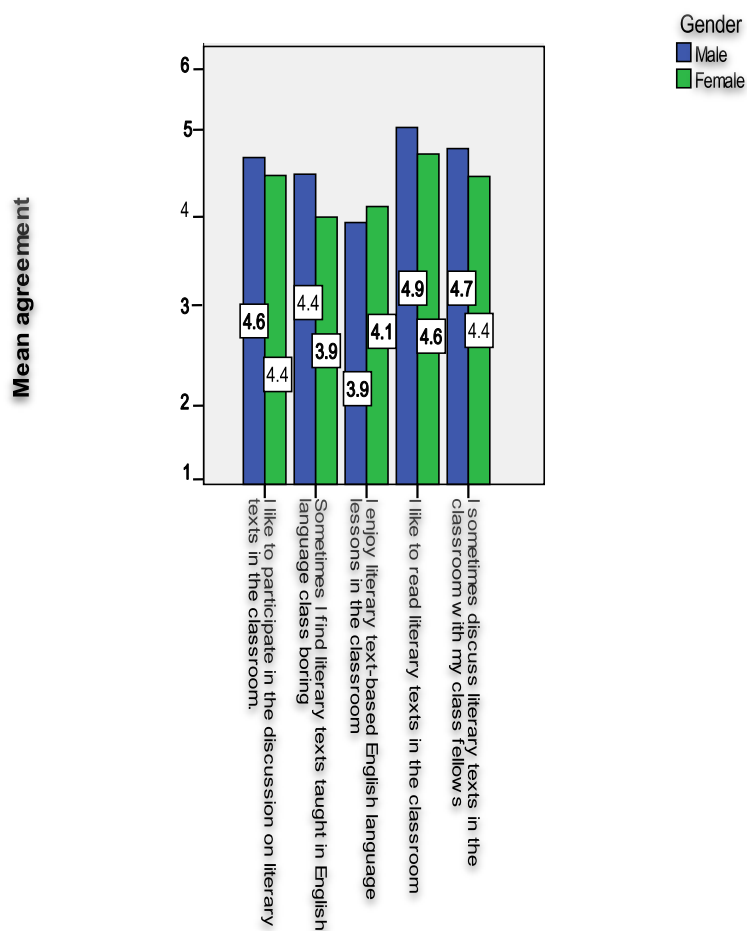
Figure 4.7. Gender difference for attitude to reading English literature written by local Pakistani writers



#### 4.3.6 Results for gender comparison based on the questionnaire: the non-scaled themes

The overall picture is seen in Figure 4.8. Though there is again a tendency for male agreement to be higher than female, it is not so without exception.

Figure 4.8. Gender difference for non-scaled questionnaire item



## 2) *The classroom (ACP)*

One difference was significant. Males agreed more than females that literary texts in the English language classes could be boring (MWT:  $z=2.889$ ,  $p=.004$ ).

### **4.4 Summary of the Chapter**

In this chapter, I have analysed the quantitative data, which I gathered for my study. The mean of the items within the scale and overall scales were calculated to get average score. The descriptive statistics show that participants positively perceived the liking for literary texts. They also perceive usefulness of literary texts in knowing the culture, as well improving the language. Learners have shown positive attitudes towards the literature produced by local Pakistani writers in English. Learners perceive somewhat difficulties when read literary texts in English. The inferential statistics significant differences between male and female participants. However, no significant difference was found between male and female participants towards the usefulness of literary texts in language improvement.

## **CHAPTER 5: FINDINGS OF THE QUALITATIVE DATA**

### **5.1 Introduction**

In this chapter, the findings of the qualitative data are presented. The qualitative data was collected by means of semi-structured interviews with a group of 28 undergraduate students and 4 English language teachers from five selected colleges, and three open-ended questions, which were included in the questionnaire. The focus of the interviews was to explore the learners and teachers' perceptions about the role of literary texts in English language learning in the selected context. In the same line, the purpose of open-ended questions was to provide the space to the respondents to pen their reflections about the role of literary texts in the language classrooms. 245 out of 268 students responded to the open-ended questions in the questionnaire.

Using open-coding data analysis method, the categories emerged during the qualitative data analysis. These categories will be presented and both the students and teachers perspectives about these categories will be discussed in details in this chapter.

### **5.2 Overview of the themes**

Before presenting each category in detail, I will first give an overview of the categories, which emerged from the analysis of the qualitative data. One key theme was the general interest of the learners to learn English language because of the value of English language in higher education as well as for wider world communication. Along with the basic elements of literary texts such as characters, plot, story curiosity and imaginative triggers were also identified as key to maintain learners' interest in reading the texts. Learners showed understanding of the role of literary texts in language learning - specifically improvement in the English language and cultural enrichment. Learners' attitudes towards non-native literature in English also emerged as another category, which may play a

significant role in cultural enrichment. Learners' attitudes towards classroom participation were also identified as an important category, which emerged from the analysis of the qualitative data. Finally, difficulty in reading literary texts faced by the students also emerged as a separate category.

### **5.2.1 Learners' interest in English language learning and their linguistic preparedness of college**

#### **Learners' views**

The respondents demonstrated considerable general interest in English language learning, and the extent to which English is important in their academic and professional lives. Learners were well aware that English is an important language for higher education and is a medium of instruction education. Therefore, proficiency in English is an essential requirement to achieve future goals. The respondents were interested to learn English because of its importance in the world today and the demand for English language. As Interviewee 28 commented:

Whether we learn in Urdu or Pashto still we need to learn English anyway... it is necessary (interviewee 28).

Most of the respondents were studying other optional subjects, for example, Psychology, Political Science in English. Interviewee 19 also felt that 'English is helpful as other subjects are also in English'. Similarly, interviewee 20 English plays a very important role in the subjects of science as well as other subjects in English 'We cannot do anything if we do not learn English' (Interviewee 20).

The learners seemed to understand the importance of English due to the fact that the idea of learning English is inculcated in the early years of their education. The current competitive social climate in Pakistan also makes learning the English language even more vital. They perceive that communication in English has a social value and therefore, aim to learn English in order to be able to gain social confidence (Interviewee 23). For example,

Interviewee 24 demonstrated a liking for English language use in daily life as an adult, presumably because of the social status:

As a person studies at a higher level, one likes to communicate in English in daily life (Interviewee 24).

Another important dimension of learners' interest in the English language and the importance they give to it was learners' concerns about further education and international acceptance beyond their current courses in College. Many learners mentioned their plans to pursue higher studies and were aware that English is the medium of instruction. The respondents also reflected upon the importance of English language learning to achieve future specific goals. For example, some of the respondents had goals of acquiring higher degrees in Law (Interviewee 24, Interviewee 26, and Interviewee 27). Other respondents aimed at higher studies in Psychology or Sociology (Interviewee 2, Interviewee 14, Interviewee 17, Interviewee 18, Interviewee 23, and Interviewee 25).

Moreover, English is important for the students, because they think that by learning English they will be able to perform their roles as responsible and more useful members of their families and of the society. In this way, learning English is additionally important because of the fact that, as it has been seen, the proficiency in the language will enable them to seek more opportunities for higher education, personal development and to attain socio-economic benefits. For example, Interviewee (9) perceived that learning English gave a sense of greater achievement at a personal level through being able to 'do something different for my parents to make them feel that they have someone':

During my studies, I realized, I need to learn English because of its importance. In order to achieve something I must be proficient in English. In this way, gradually, I developed my interest in English language learning (Interviewee 9).

The responses thus show that learners' interest in English language was largely instrumental. They were aware of the usefulness of any language courses that could help them to improve their use of English language because of the on-going competition due to English language requirement in every field and the globalisation of the English language around the world. Given this background of the language learners and the importance they perceived of the English language, the responses also show that some of the learners associated these particular reasons specifically with reading literary texts. The perceived usefulness of literary texts became more evident as learners understand that it is important to learn the English language. For example,

I started taking more interest in reading an English novel than before. It may be a matter of time that one gradually understands the importance of English. That is why I am paying more attention to English language (Interviewee 24).

One respondent (Interviewee 24) in particular recognized the usefulness of literary texts for acquiring necessary language skills, which may prove to be useful later in their professions.

Reading a novel is helpful to improve speaking in English, which will be helpful for me in the field of Law later (Interviewee 24).

Despite the many reasons mentioned above for students showing a positive interest in learning English, including literature, some learners also expressed their anxieties over whether they could achieve their language learning goals due to perceived low proficiency feeling their English to be quite weak (Interviewee 3). The respondents were aware of educational and professional demands of English language and therefore more anxious due to perceived low proficiency in English language:

At times I do get tense that later at university, whatever subjects I chose, all of them will be in English. Until now I did have two subjects in Urdu. But

at university, all subjects are in English and I know I will face problem because of this and I am looking for solution that I will be able to deal later at university. (Interviewee 2)

The qualitative responses from the questionnaires also indicate that learners perceive general interest in learning English. They also again evidence that the learners perceived the role of literary texts to be important; they identified literature as an opportunity to learn English. Learners' awareness about the importance of the English language makes the use of literary texts more important in language classrooms as the learners perceive literary texts as means to learn English language. Literary texts hence may be considered as need-based teaching materials since they contribute to language learning. Moreover, the students showed awareness that grammar-based instruction is less helpful to learn a language, thus, they perceive that 'to learn English language studying literature is essential' along with practice in the language. The respondents also felt that the role of literary texts is important as it prepares them and enables them to communicate with the people from international communities. Here are some examples of what they said:

- To learn English genuinely we need to study literature to learn important aspects and to acquire vocabulary.
- Literature plays important role in English language learning because to learn a language it is important to learn grammar and history of language. Literature provides us with this knowledge. For this reason, English literature facilitates me to learn English language.
- English literary texts help to learn English and make the way of speaking English in foreign countries.

### **Teachers' view**

Teachers' opinions were also crucial to gain a full understanding of the role of literary text in students' perception of the English language. Teachers believe that learners are aware

of the importance of English language learning and in that scenario the role of literary texts may be helpful to prepare learners for upcoming challenges for example, pursuing higher studies or careers.

Teacher 1 echoed the students, showing belief that the learners were aware of the importance of English but may face challenges, as they generally perceived them to have low proficiency in English.

They [students] are aware especially at the degree level and they realize that they have challenges ahead. They have been already through difficult times throughout their English language learning and realize that they have to face the challenge.

Teacher 1 however emphasized the negative impact of many students' prior English learning experience:

The reason is that somewhere at the root level or grass level it hadn't worked properly on their personalities. The language has not been inspirational for them. So there are a lot of factors behind that: training of the teachers, school arrangements, inspiration at home. When they come to the degree level they are weak in English. They know the challenges; they are fully aware of that. Sometimes, having some discussion regarding the same idea, students mock at themselves, 'how we are going to do it at – in our future, ma'am, we are not prepared and we realize we are not prepared, how we are going to do?' So, they mock their situation regarding their weakness in this language.

Teacher 2 also showed awareness of the learners' background as the majority of learners have a less educated background (some of the learners revealed during the interviews about their background parents are less educated or belong to considerably low income group). They do not have command over English. Hence, difficulty in understanding is the main problem that they face at college. They require a simple explanation of the text, for example, the novel *Silas Marner*, which is difficult, especially at the beginning. Therefore, they try their best to everything whatever is included in their course. Teacher 2 did,

however, perceive literature is a source of learning something new that could be of benefit to English language learners.

Many students, who are very serious, have an aim in their life and they study quite seriously. In fact, all students should be given an opportunity to study literature. Whatever background they come from, but they must be given a chance to develop such understanding

Owing to the learners' educational background that possibly determines proficiency in English (given the majority of learners in the present context have less educated background), teacher 2, perceived literature is as an opportunity and a chance. Teacher 2, however, believed that regardless of their level every learner must be given exposure to allow them to gain knowledge through literature and develop an understanding of the language.

Teacher 3 viewed things slightly different from the other teachers. In her opinion, English language learning for the learners was not done by choice but by compulsion: 'I think they are compelled to do so. They do not have other options'. However, concerns similar to those of the other teachers were also evident during the interview as she perceived the level of learners' proficiency of English language was low. Yet, she also felt that learners are interested to learn the English language to communicate orally in English:

English is very weak at that level. They want to learn speaking English language; how to communicate in English.

Likewise, teacher 4 voiced her concern that learners perceived their proficiency in English as low which has a negative effect on the overall performance of the learners. As the teacher said, '[students] psychologically feel that they do not understand English that they do not know English and they will not be able to learn English'. Furthermore, according to teacher 4, the general awareness about the importance of English among language

learners is need based. Learners' understanding of the importance of English is only developed when they are pursuing careers or the like:

When they begin their career and come into their practical life, then they realize the importance of English. At that time, they seek teachers' advice or join language academies offering language courses.

The opinions given by the teachers, strongly underline the importance of English and some of teachers' opinion reflect the conditions under which English language is learned.

Teachers generally were concerned about lack of enthusiasm reflected in responses of some of the students. They seem to attribute the lack of enthusiasm to their goals of learning. According to teacher 4 'as far as students are concerned, they are not interested in English. 'They just want to pass the examination'. Teacher (Teacher 2) also felt that learners are unclear and don't have any ambition or any aim in their life:

Learners' lack of attention to their learning because they lack of goals even after doing their bachelors students do not take admission in university to do their masters:

Teacher 3:

Fault is at the primary level. We are not getting interest in the primary level

Overall then, the teachers do not recognise the strength of students' interest evident in the students' own responses, and emphasise students' lack of linguistic preparedness more than the students do.

### **5.2.2 Perceived interests in reading of literary texts**

#### **Learners' views**

Given the background of learners' perceptions of English language and literature, the importance they attach to English language, the responses also revealed interests of the learners in literary texts reading. As Interviewee 01 said, 'reading in English is helpful and joyful and motivates me to read more books'. The learner's interest in reading included

reading novels and stories as novels enhances more interest in reading (Interviewee 11). Referring to the novel in the course, the Interviewee (24) perceived Silas Marner evoking interest in reading and learning various aspects in this novel. Few responses provided insight into reader's mind as what is going on when a learner interacts with the text and identified curiosity an important and distinguished aspect of the story while reading a text. As the Interviewee 01 commented 'I get curious about what is going to happen next when I read a story, as some interesting twists in the story catch my attention and I get encouraged to read more' (Interviewee 11). Another respondent (interviewee 20) said 'when I read a novel, I am eager to know what will come next in the story? What new character I will encounter? So I am very much interested to know the end of the story'. In similar way,

I am always curious as I read more. When I reach to a certain point in the novel, I continue to read which increases my interest in reading.  
(Interviewee 21)

In addition, literary texts are perceived as a stimulant of imagination, helpful to understand the text better than the subjects of science. As interviewee 13 said, 'as I read a story, I can get a sketch in mind. In this way, I can build up clear concepts'. It is possible that learners perceive reading literary texts useful in developing ideas and make connections across different topics in a lesson. For example, respondent (interviewee 11) connected the prevailing economic situation of a society as understood in Economics with social realities as perceived in the literary texts:

Economics is also about a social situation including the way one is living in the society such as the issues of expenditure etc. In the same way, I can identify if I come across related concepts while reading a literary text.  
(Interviewee 11)

External factors were also involved in developing learners' interest in reading literary texts. For example, learners take interest in reading books recommended by others. As interviewee 03 said, 'I read stories as recommended by other people. While reading I get

curious to read the interesting part about which I was told so that makes me more involved in reading'. For example, according to interviewee 02:

Since beginning, I was quite weak in English. I was not able to understand and for this reason, I never liked reading. Now, some stories are written in easy English and that I can understand. I developed understanding the text I got interested to read more. (Interviewee 2)

Some learners also associated their reading interests in English language as the access to knowledge of the world. For example, respondent (Interviewee 5) was keen to read useful English magazines/digests to get an exposure to the world:

I have extra books like short stories and a monthly digest 'reader's digest'. I read it, which has knowledge of all over the world. It helps a lot to gain information about different countries. It gives information about lives of other people. (Interviewee 5)

The comments above provided learners experience of reading literary texts and perceived importance of reading experience. Other respondents perceived reading literary texts for reasons. Since literary texts is taught as a compulsory subject in the English language course For example, the respondent (Interviewee 26) familiarize with novel as a subject. The responses also show that some learners have not developed their reading interests.

I am not very much interested in reading so I have not read extra books.  
(Interviewee 06)

### **Teachers' views**

Teachers perceived literature as an opportunity that the learners may have for their personal development as well as to experience aesthetic joy of reading literature.

The teachers maintain broad perspective on the use of literary texts in EFL classrooms. Moreover, reading English literature is an aesthetic pleasure and appreciation of the text comes with the comprehension of the text, 'If you are the lover of literature or you fully comprehend literature, you are able to appreciate ... the beauty of the subject'. Teacher 1 also pointed out that students are interested in novels that they can comprehend. Teacher 1

also recognized curiosity as an important element in reading as this further explained how a reader wants to understand:

Curious for each and everything in knowing what are the things that exist really beyond their vision?

Owing to recognizing learners interest in reading as well as potential of literature, the teacher thinks that it is her responsibility to portray the text in the language classroom in such a way that learner is able to fully understand the text. The teacher recognizes her supportive role in EFL classrooms crucial to enhance learners' literary reading:

It is necessary to portray exactly, the colours of that novel in front of them so that they get the idea of real story. They would fully comprehend it and then they would be able to appreciate it.

Teacher 2 believed that regardless of their level every learner must be given exposure to gain knowledge through literature and develop an understanding of the language:

They should be given a chance. They should be given an opportunity. Whatever background they come from, but they must be given a chance to develop such understanding

Similarly teacher 4 perceived learners lack interest in reading at all. The habits of reading is not developed properly, 'they do not have the reading habit neither they open their books for their own learning their textbooks we cannot expect. They do not have interest; they just read they just learn they just cram things to get through exam'. However, teacher also perceived learners interest in the novel:

As the story of Silas Marner was developing, they were becoming curious and when they finished the novel at the end I showed them the movie after which everything was clear to them

It is because so far you can say until their matriculation they do not have proper literary text or perhaps they take least interest in literature.  
(Teacher 4)

### **5.2.2.1 Literary texts as a trigger of affect**

#### **Learners' views**

Some interesting features were also recognized while reading English literary texts in a sample of Pakistani context. The responses showed that learners' interest in reading developed as the the events, the story of a novel and characters are unfolded which they somehow associate with their own experiences. For example, Interviewee (7) identified that she get encouraged to continue reading the texts the more the characters and events become clear to her. At personal level, some respondents found similarity with character, which implies possible reflection of their own selves. The respondents seem to build up a personal association with a character and perceive this as a pleasant experience (interviewee 2). In the same way, interviewee 11 also perceived 'the story as well as some of the characters in the novel were interesting in a way when involved in reading. The discovering and identifying of the selves with the characters in the novel stimulates literary reading a more enjoyable and authentic experience:

I enjoy characters and events in the story because when I compare the experiences of the characters with my own experiences, I feel that this character is I, that I have experienced the same. (Interviewee 15)

Reading of literary texts also involved learners to build up connections with the self and with the world. In reading process, they could reflect upon personal self and felt that reading a text is a way to develop a deep understanding of the societies by comparing their own society and the society of the target language.

I focus on comprehension of the text, compare and contrast the weaknesses of a character in a novel with myself, and what is wrong in their society and in my society? I also get useful knowledge to understand my own society as well as other societies. I can understand these aspects with an in-depth reading. (Interviewee 5)

The respondents also perceived that literary texts are in a way, reflection of their lives (Interviewee 26, Interviewee 8). As Interviewee (26) realized that, a novel may also be a reflection of our personal experiences. In addition, their experience of literary reading also

led them to identify that literary texts such as novels are a reflection of reality. As they identified relevant social themes from the novel such as betrayal and robbery based upon which underlying social and moral realities and the conflict between evil and good. For example, Interviewee (27) felt that the novel portrays reality:

We are studying *Silas Marner*, which is about the experiences of the character: Silas Marner. This novel is about betrayal by a friend, a robbery as well as about Silas Marner's adopted daughter Eppie. In this novel, Silas Marner never received good gesture in response to his goodness.  
(Interviewee 27)

Learners responded to the texts as they drew their own conclusions and lessons from the story and show reaction as why a truthful person is left behind while a liar moves ahead (interviewee 26). For example, reading *the old man and the sea* (Hemingway, 1952) invoked Interviewee (4) inspirations to make effort to attain the impossible:

One must keep on struggling. In this way, one is able to achieve one's goal. There is nothing impossible in this world. One can do anything if one wants.  
(Interviewee 4)

Story was distinguished as an important feature of literary texts that encouraged learners to read the text with interest. Learners were aware that the encouraging role of literary texts depends upon the story of the novel (interviewee 26) as the story that is interesting and unique (Interviewee 24) could make reading a text more meaningful. For example, interviewee 5 referred to experience of reading *the Old Man and the Sea* (Hemingway, 1952):

We had read the *Old Man and the Sea*. Although it was a short novel, it was a gripping story about defeat. The character of the old man was depicted in a good way in this novel. It was an interesting novel.  
(Interviewee 5)

The sequence of events in the novels were another interesting aspect of literary texts for the respondents. For example, Interviewee (7) felt that events encourage and create more interest (Interviewee 7).

The comments revealed the emotional and psychological side of the reading literary texts. As the comments revealed, learners are somewhat emotionally connected to the text:.

Following are the qualitative comments of the students from the questionnaire.

- Novels show different events of life. I like to read different event of life.
- Novels show all aspects of life.
- In English literary text we enjoy events which were done in novels and plays.
- Drama presents many characters, having different habits and this helps me to understand different aspect of people's thoughts because people around us are very similar to such characters.
- Every aspect of life and way of living a life is clarified.
- Many characters are found in drama.
- Literary text reflects upon every aspect of life.
- Poetry displays human emotions, ideas and feelings that one enjoys and in dramas many scenes portray simple aspects of life.
- Drama, the characters are found in real life and one enjoys reading drama.
- Personal ideas of the poet in poetry and many scenes in drama are connected to real life and we learn lesson.
- Literature takes its raw materials from our life so literature is more concerned to our life.
- Stories it contains many interesting anecdotes.
- It portrays different characters which gives us lessons that reflects our society and we understand in a better way.

### Teachers' views

Responses of teacher participants shed some light on learners' process of reading. Teachers identify association with characters or relating events with real life experiences of learners as elements that learners can recognize while reading literary texts in classroom discourse. Teacher 2 felt that learners' experience of finding similarity with the character and their ideas similar to that of the character in the novel is something that makes reading experience more meaningful as well as very personal:

[A learner] can associate herself/himself with the character with the story. She/He can say, he can say this to himself that I was thinking all this. these are the same ideas which were already in my mind. I think it depends upon individual.

Teacher's significance to the background of the text in when it was written and believe that literature and language together are important

Reflection of literature somewhere appear. We are reading Silas Marner by George Eliot –a prominent writer of Victorian period. So we find language in literature and literature in language.

Mostly they are concerned with the story with the characters. Therefore, we focus on important aspects, the story and then we discuss the characters- each character. They just concerned with the story with the character

Teacher also perceived that by reading literary texts learners are involved with the text, reading it, enjoy it and drawing comparisons between the characters in the text.

In addition, students are able to compare that either the characters are justifying with the characters or not

We read, we enjoy more rather than when we see on TV or its movie so then they are able to compare. Therefore, in this way they can justify the characters also.

All of the teacher viewed interest in literary text is due to comprehension of the texts and the elements as identified like characters and stories are of equal considered important for the teachers when it comes to literary texts used in EFL classrooms.

Although the elements indicated by the learners were few and obvious. However, owing to learners' background of English language as well as the stage (undergraduate level) at which a major literary text is introduced, learners identified considerably significant features of literary texts and as such can be building block for further exploration in the classrooms with variety of literary texts. This is also indicator of learner's interest as they are introduced to the text for the first time and likely add to the positive role literary text is playing in context where learners' low language proficiencies are apparent. Teachers responses are also indicative of the literary value the literature content holds in the EFL classrooms as both the teachers and learners in interviews recognized key elements such as characters events as well as curiosity to read and reflect about the texts is what makes literary texts a useful content in EFL classrooms. The elements are apparent and as such could be given due weightage in the current context and considerably other similar contexts.

### **5.2.3 Perceived role of literary texts in language improvement**

The interview questions also sought to explore whether the role of literary texts is significant to learn English language. In this regard, more than half of the respondents revealed that literary texts are useful while less than half respondents did not find any potential use of literary texts in improving English language. The respondents also indicated that the literary texts such as novel are helpful in learning of English language:

When we read a novel, our sense of understanding of English also increases.  
We are introduced to different words. (Interviewee 19)

The dialogues of the characters in the novel help a lot to improve the language.  
Their sentences are according to the action they do. It is because they are also

performing an action. When delivering a sentence we use the words in the same context and it is very beneficial for us. (Interviewee 14).

The respondents positively perceived the use of literary texts in the language classrooms in developing English language skills as by reading a novel one improves a lot in terms of language (interviewee 10). In this way, literary texts were perceived to be helpful in speaking, listening and improving vocabulary (Interviewee 16), reading and writing skills (Interviewee 7) and speaking and improving writing style (Interviewee 24). Most of the respondents had plans for higher education; they perceived the role of literary texts significant in developing language skills and achieving their future goals. For example, interviewee 24 perceived literary texts useful in developing speaking skills that would be helpful in the field of law (24) that interviewee is seeking to pursue HE in Law in future as the helps us and it increases vocabulary (interviewee 06).

Although majority of the learners revealed that literary texts improve their language skills, some found literary texts less helpful to improve language skills. For example, respondents expressed low proficiency in English speaking (Interviewee 7). Language is a barrier to share learner's cultural values as they may have knowledge but they may not have developed the language skills to share that knowledge: 'I know about my culture but I cannot explain about my culture' (Interviewee 27).

Respondents also perceived that literary texts in some ways improve vocabulary of English language. In this regard, half of the respondents (Interviewee 6, Interviewee 28, interviewee, 26) believed that literary texts were useful to increase English language vocabulary. For example, respondent (Interviewee 27) perceived literary texts as a source to expand English vocabulary and accuracy: While less than half of the respondents felt that literary texts were least helpful as vocabulary was either perceived to be difficult (Interviewee 24) in literary texts or was improved a little bit (Interviewee 4). For example,

respondent (Interviewee 4) strongly viewed that better grammar means higher proficiency in language:

It is mainly grammar. I do not feel improvement in English language through drama or a novel. English improves if one is good in grammar. There are plays and that does not help much. A mistake in grammar helps us more to learn a language. (Interviewee 4)

I do not read from novel perspective, I seek to get words that I am able to use. I try to accumulate words and correct my English. For this very reason, I read novel. (Interviewee 27)

Some respondents (Interviewee 25) felt no connection between the subjects taught in English because ‘the subjects are very different and the diction is very different’ (Interviewee 25). Respondent (Interviewee 24) also found that major difference between English and other subjects in English is that of the diction used in the subjects:

The diction of Law is different. The same words convey different meanings when used in a text for example in an English novel (Interviewee 24).

The scope of literary texts in language learning perceived varied in qualitative responses in the questionnaire. Twenty respondents perceived that literature is important and therefore has a major or significant role in English language learning. Four respondents on the other hand, perceived literature is important to learn a language but is also difficult because texts have difficult vocabulary, or written in old English.

Following are some of the qualitative comments in the questionnaire:

- Plays help in vocabulary.
- It also give help in our vocabulary
- Can understand easily and improves English language
- When we read drama which has certain words that we learn.
- I think literature in English is most enjoyable provided it is in simple words.
- Yes I enjoyed literary text because it help in our language in society.

- It helps to learn vocabulary.
- We learn to speak English and familiar to our tradition.
- Learn difficult words.
- Also increase our listening writing and speaking skills

### **Teachers' views**

Teacher responses show that learners face problems of language learning and it is very likely that learners also consider language learning a challenge. This is somewhat beyond what we gathered from learners' perceptions of literary texts as useful either generally in language improvement or specifically focussing on language issues such as four basic language skills, grammar and vocabulary.

With regard to the role of literature in language learning, teacher 2 views literature as important to improve English.

If one wants to improve English language, one should read literature.  
(Teacher 2)

In order to develop extensive reading among the learners teachers thinks that reader must read more and more books, consult library and that is the way to improve English language (teacher 2). However, the approach is teacher-centred and it is more likely that the focus is on syllabus with occasional recommendation of books than useful class activities as the responses show that not many classroom activities were taking place in the classrooms.

Teacher 3 highlighted learners' problems with vocabulary and overall perceived that learners lack proficiency in English language required at their level.

They do not have the basic vocabulary, they cannot discriminate explain and define terms. I think proficiency in English is very low at this level.

Teacher 3 perceived learners issue to be more psychological as they come with a mind-set of being less proficient and give up on any chance of improvement.

They are psychologically feel that they do not understand English; they do not know English and they will not be able to learn English

Teacher 4 recognized learners' concerns with the language, as they perceive learner's inability to make use of foreign language. The teacher perceived problem is overwhelming that sometimes the relevance of literary texts is lost with that of language learning.

Students not interested in literature but prefer to learn English language that they can use. Students have language issues as they are unable to even express themselves. We can excuse their mistakes in speaking but cannot excuse mistake in writing.

Teachers discussed the issue of language improvement with respect to learners' attitudes as perceived in the EFL classrooms. As per responses of the teachers, the impression one gets is that language performance is low and they hardly find any improvement in language use in the beginning of the course. With regard to role literary texts play is also rather implicit than obvious. Teachers believe that reading habit and extended range of reading may somehow help learners to improve better. It indicates that teaching is teacher-centred but expectations from students are something that is expected only through learner-centred approach. It also makes a strong case to transition of teacher-centred to learner-centred approach.

The responses of teacher and student participants recognize role of literary texts in certain degree of disagreement. Learners focus on language learning to attain vocabulary and are able to communicate in English. For this purpose, they perceive literary texts is somewhat useful as from the qualitative comments from the questionnaire as well responses during

interviews student participants perceive literary texts as a source to increase vocabulary. However, a small number of respondents do not share the same view and perceive literary texts as less helpful to improve English language. Teachers, on the other hand, identify issues of low proficiency in English language.

#### **5.2.4 Cultural aspects and Social values**

The questions about literary texts helpful to understand and expand the cultural knowledge and understanding also received mixed responses from the sample of selected Pakistani context. As respondent (Interviewee 5) viewed that:

The country whose lifestyle is quite different, we can understand that aspect also with the help of the novel then we come to know about their religion and their traditions we had read ‘Silas Marner’. After reading the novel, the impact is such that it helps to understand their society and their values. (Interviewee 5)

Majority of the respondents drew comparisons between the culture depicted through the text and their own culture. The comparisons between their own culture and that of the culture of whose literature they are reading are subtle experiences:

We start making comparisons about our culture and the culture we know through the text. This leads us to discuss that if there is any difference and why there is the difference what are causes of creating such differences and are there any connections developing between Pakistan’s Muslim culture and British culture. That makes us understand that there is difference between the values [of both cultures]. (Interviewee 13)

Furthermore, they also reflected upon their own beliefs, faith, and that of what they perceived through the text. Based upon the literary text, comparison was drawn between their own beliefs as readers with the beliefs they perceived through that of the character’s (interviewee 2). They differentiated on issues such as Ramadan for Muslims and Christmas for Christians (interviewee 14) led to make their stance of significance of one’s own culture:

Theirs is good but still we are Muslims and from our own point of view, we have to see these aspects also. That is why one should have one's own culture. Although we learn a lesson but one should also have one's own culture (Interviewee 12).

It is human experience that at some point we lose faith and resist supplications. However, as I went along reading the text, I found that Allah showers His blessings at an appropriate time. It is because of this I got interested in the novel and almost completely read the novel (Interviewee 26).

This comparison also includes how values of the societies are integrated. In this way, the cultural aspects in the literary texts also led them to reflect upon the values of the society.

It helps in a sense that it tells to respect your elders and so to people younger to you. It helps a lot that how to live in a society how to respect your elders and so to those younger to you and how to adopt a certain way of living. Therefore, reading a literary piece encourages in this way (Interviewee 11).

Apart from literary texts being source of reflecting upon religion as a cultural aspect, respondents also view literary texts providing glimpse to the social setups of the past. The learners perceive literary texts as an opportunity to learn something new 'as reading the texts gives a glimpse of the past and reflection of the culture as well' (Interviewee 9). Learners regarded this as a source to expand the knowledge and vision to the past societies of the world. The literary texts reading help them to expand not only the knowledge of the society they explore through the texts but also encourage them to understand their own society. For example, respondents perceived the literary text used in the classroom as a way to get knowledge about the societies:

It tells about societies how the people lived in the old times, what was their way of living, what was their occupation and what activities they used to get involved in. (Interviewee 2).

The society of which I am part of I am in the position to understand but the society of which I am not the part and I am visualizing through the text gives me opportunity to know something new (Interviewee 9).

One significant response mentioning, here was about a questionable attitude in the society towards girl's education. Interviewee 3 found the difference of attitudes towards girls' education in her own context as in contrast to attitudes towards girls she reflected through the text:

Our culture, especially thinking about culture of the Afridi tribe, is strict with girls. Reading a novel like *Silas Marner*, where they are more encouraging towards girls, makes me think why there is difference as by doing so we are left behind while they progress.( Interviewee 3)

Learner's reflection like this was rarely observed during the interviews. However, it is an important comment and cannot be neglected that despite of the fact, the focus of literary texts in this context is primarily language learning yet the respondent drew her own reflection upon broader socio-cultural context. It may also provide useful insight for the teachers to take into account learners' point of view and develop a range of relevant literary texts to broaden learners' vision and understanding of the social issues. One may also notice that the learner is establishing a text and the self, and the text and the world connection.

From the comments above, the cultural aspects were perceived on the basis of religious, traditional, social phenomenon and should be discussed with openness in the classroom where teacher's role is crucial.

From qualitative responses, out of 245 respondents, 16 responses generated participants' idea of knowing culture through literary texts. Out of 16 responses, only four respondents found culture to be problematic when reading literary texts. The qualitative responses from the questionnaire highlighted that cultural knowledge is prerequisite "to understand literature requires knowing of culture, society and environment". The qualitative responses from the questionnaire also revealed that learners perceived literature as a source of learning about 'the culture of different countries'. Few learners found cultural

aspect as problematic and regarded ‘culture pertaining to literature necessary to learn English language’.

Following are some of the qualitative comments from the questionnaire:

- We know about different cultures and society
- Helps to understand our society and its norms. Literature, that is synonymous with modern times, help to understand the problems of society. I enjoy reading literature by observing my surroundings and absorbing it in environment with an understanding.
- To understand literature requires knowing of culture, society and environment.
- I could understand culture of other nation.
- Literature helps to know about culture of different countries.
- If we know English we would be able to know the culture.

### **Teachers’ views**

Teachers recognize that cultural aspect of literary texts is a complex phenomenon to understand for the learners.

Teacher 1 found cultural issues as problematic as many students’ language skills are not well- developed to identify the complex aspects such as cultural aspect in the literary text:

As far as the ideas of English culture – literature coming out of culture is concerned, students are weak enough to appreciate it.

Teacher 1 thinks that the text in the course is representing a different society and different culture for which she made use of movie in order to get the glimpse of the culture.

They had to present it like a movie because they will not be able to see such a sort of a culture or things somewhere.

For teacher 2, processing cultural aspect takes place in a natural way but sometimes may remain unrecognized. It is likely to say that literary texts are influencing learners in certain ways but this influence may go unrecognized by the learners. It is an important point and as such has a potential to investigate further.

This understanding of the culture and society, about which we are reading automatically improves. A person imbibes everything, without even realizing it.

Other features such as knowing more about civilizations, traditions, and cultures across the globe are recognizable. In fact, the readers explore the cultural aspects in literature as they know and draw comparisons of their own culture and that of cultures of the world:

Knowing about different cultures about different countries, traditions and different civilizations, one can compare one's culture with the other civilizations of the world

Teacher 3 also found cultural aspect difficult especially some religious cultural features were difficult to explain in the classroom. Teacher 3 found explaining the Christian faith difficult on the grounds of concept of three gods:

Makes one feel like preaching of Christianity. I have to teach what is father, what is patron, how they work, and their nuns and what the concepts are: three in one and one in three and giving them the conceptions of Catholics and Protestants, which is burdensome.

Teacher 4 highlighted the habit of reading as prerequisite for knowing the culture represented in literary texts probably also indicates extensive reading. Although the examples drawn from classic literature like Jane Austen or Charles Dickens, the teacher mainly emphasized habit of reading as a wide range of reading gets readers acquainted with the different cultures and highlights cultural aspect more appropriately:

‘Reading a literary piece is possible when the reader has a vast knowledge of culture’. If one is not in the habit of reading books, one cannot come to know about the whole culture as one does not know about the authors (teacher 4).

It indicates that drawing cultural inferences through one literary text is insufficient unless reader has read number of texts, in other words extensive reading which reflect habit of reading is what makes the cultural aspect more distinguishable through literary texts used in the classroom.

One is able to understand and differentiate the culture and the psychology of that author or a writer or a novelist. It comes through reading habit and not from reading just one literary work. Understanding develops by reading for example, novels by Jane Austen, by Charles Dickens and of many dramas by Shakespeare.

The responses of teachers and learners indicate cultural aspects as key feature when literary texts are taught in the EFL classrooms. Learners as per their knowledge were able to draw some comparison with the literary text available to them. The noticeable themes such as religion, traditions and some social aspects, were perceived as significant and encourage learners to reflect when reading a text. The teachers’ responses also show that culture is a fundamental aspect of literature. Owing to culture being complicated phenomenon, two teachers did not perceive any issues with cultural aspects. Two teachers recognized problems with concepts based on low proficiency of learners in English and the issues of religion, which was difficult to explain to the students. It somewhat points out whether texts are genuinely selected as per course objectives and how far teachers can solve the issues that may arise when these texts are introduced in the EFL classrooms. In addition, teacher’s response also indicated that using more than one literary text would be more insightful to understand cultural phenomenon than using only one text.

### **5.2.5 Attitudes towards Pakistani literature in English**

The questions related to non-native literary texts in English revealed that the learners were not aware of the literary works of non-native writers in English including Pakistani writers.

However, they perceived that such literary texts if incorporated into the English language classrooms may be helpful for them. Some learners were of the view that non-native literary texts such as the works of Pakistani writers in English may be more helpful because these works will represent their own culture:

If our Pakistani writers represent their own culture so that we can easily understand. They should use new words because it is difficult to understand old words. (Interviewee 14)

However, most of the learners were not quite aware of the works of the non-native writers. In response to the questions related to the use of non-native literary texts, learners responses were either ‘no idea’ (Interviewee 7, Interviewee 25, Interviewee 26) or ‘no I haven’t come across such books’ (Interviewee 13). However, learners agreed that such texts may be more helpful to learn English language if they are included in their language course. For instance, respondent (Interviewee 27) positively viewed the role of non-native literary texts in English:

We must know about such books. We should know how our writers produce books in English. (Interviewee 27)

Some respondents also partially disagreed that non-native literary works could be of any help in English language classrooms. The learners rather seemed to perceive nationwide English language incompetence and were doubtful that Pakistanis could even produce such works in English. This attitude may imply that learners are partially aware of the level of language competence, developed as result of their years of studies in the social and educational contexts. For example, respondent (Interviewee 23) held the view that one may find mistakes in the writings of Pakistani writers. Moreover, the same respondent (Interviewee 23) felt that the Pakistani writers adopt a narrow approach in writing:

Pakistanis are as limited as we are cannot progress. (Interviewee 23)

The same respondent also asserted that reading a work of a British writer with English would be more helpful in every way.

It is better to read a British writer. We will be able to know about their lifestyle and their point of view. They are English, they know more and they can express. An English writer who writes in English can help well.  
(Interviewee 23)

### **Teachers' views**

The teachers' responses were also mixed in this regard. Some teachers seemed to value the non-native literary texts for EFL learners in language classrooms where they may have the opportunity to familiarize themselves with a foreign language in familiar settings through the selected texts.

Teacher 1 believes that on account of important feature that possibly enhances how literature is playing the role in the classroom, it would be a useful contribution to integrate world literatures across the globe.

Chinese, Russian, German, French writing in English – collection of stories that is a good contribution.

The responses of the teachers with background in literature also reflected their ideological perceptions about the use of non-native literary texts in the language classrooms. Teacher (Teacher 2) held the notion that in-terms of a wide range of reading, learners must read literary works in English other than that of the British writers. Here, it must be noted that teacher distinguishes between the use of literary texts for language teaching and learning and reading of a book as a source of pleasure:

One should read about not only the books of British writers but one should also read the books of other writers written by different-authors belonging to different countries. One should not restrict oneself to British writers but one should read the books of other authors as well. (Teacher 2)

However, the same teacher (Teacher 2) also disagreed to include such works in the language course. The teacher did not believe that non-native literature could be of any help to learn English language.

I don't think that the books written by Pakistani authors or authors belonging to other non-English world will be of great help to students.  
(Teacher 2)

Moreover, the teacher also asserted that teaching English through literary texts that represents learner's own context will not be helpful:

Pakistani writers will be presenting the same surroundings, the same atmosphere and the same culture, which we are already living in. Although language is English, the culture is Pakistani. (Teacher 2)

Similarly, teacher 3 also viewed that the literary works of Pakistani writers may generate positive outcome as learners may learn English language through familiar symbols in the texts:

To learn English language we can prescribe the books of Pakistani writers and Indian writers. It means the society in which we are living, the society in which we are moving, we are facing, so we can express. (Teacher 3)

Teacher 3 was of the view that literary texts that present learner's own surroundings in English will be helpful in learners' language learning:

If the theme of literature is just to learn the English language then we can prescribe the books of Pakistani writers and Indian writers. It means that the society in which we are living, the society in which we are moving, so we can express. (Teacher 3)

### **5.2.6 The Role of the language teacher**

The language teacher's support to students was important for learner to read and understand English literary texts. Teacher's role with regard to the improvement in language learning was perceived as important, 'we come across new vocabulary, and teacher tells us about new words. We learn two or three synonyms of a given word. In this way we improve our English' (Interviewee 13). Moreover, teacher's own personality influenced learner's

interest in the text as interviewee (24) said, ‘Ma’am Beenish is teaching us and I like her teaching method. I didn’t like the novel. I wasn’t interested in it but these days I am taking interest in it’. In comparison to English language learning at early years of education, learners found teachers’ role supportive at higher levels of education, ‘teachers at college level explain the text, as all are good teachers. However, at schools some teachers are not very keen about teaching of English language in a proper way’ (Interviewee 12).

The learners attributed interest in learning the language and improving their use of English language to the role of the language teachers as according to interviewee 27, ‘I didn’t know a lot about novel but due to my teacher I am interested in reading a novel’ (Interviewee 25). It is probably that the teachers’ way of teaching had more influence upon reading a text than learner’s personal interest in the text. Similarly, interviewee 26 was also keen to read the novels as according the interviewee 26, ‘I even approached teacher to suggest novels to me. I have started taking interest in reading novel. It is my first time experience. I had hardly any experience about knowing a novel in FA (faculty of arts)’. However, one of the reasons that teacher’s role is important because learners perceive as less proficient in English for which they require the support of the language teacher:

I require more of teacher’s help because up until now our English is not strong due to which we require teacher’s help (Interviewee 13).

Although learners make effort to understand the text, they require more of the teacher’s guidance to understand the sentences and to deal with difficult vocabulary (Interviewee 16). Although teacher’s way of teaching has significant effect upon learners’ comprehension of the text, the responses showed that teachers’ use of difficult vocabulary might be a barrier to understand the text. Some learners found teachers’ use of English during the lessons difficult (Interviewee 4 and Interviewee 7), teacher’s lecture ‘contains

some wordings which we do not understand and because of this we miss half of the lecture' Teachers use English but that is difficult for students to understand (Interviewee 7).

Despite the problems above, the learners were reluctant to approach the teacher inside the classroom. In this regard, teachers' stature create a great deal of effect upon learner's attitudes towards language learning. Some students reported that even if they have problems with the text they do not approach the teacher either inside or outside the classroom. For example, respondent (Interviewee 1) could not ask the teacher *because of teacher's stature, it is difficult to approach*. Students were reluctant to ask teachers questions:

Teachers informs us in advance about the topic that we are going to cover next and instruct to read and look for meanings in the dictionary and then in classroom she asks first if we have read and if we have understood. So teacher teaches in quite a proper way. However, some teachers have a certain sense of presence (*ro' b*) that we are hesitant to ask (Interviewee 3).

In addition, some respondents also highlighted that their low self -confidence is the reason that refrains them from asking any questions in the classroom. Although teachers encouraged students to ask questions about the lesson in the classrooms, students felt less confident to approach the teacher.

It is lack of confidence as well as teacher's stature that one is confused to answer in the class. It is kind of teacher's fright. They have their own method and they teach since the beginning so I never told her that I do not understand (Interviewee 4).

Teachers are strict in certain matters; we are a bit afraid to ask teachers with whom we have never communicated (Interviewee 3).

Despite, learners' perceptions of literary texts as interesting, learners feel that literary texts cannot be read without a language teacher's help. They regard, reading a text as 'difficult task', and difficult to 'to look for the meanings' (Interviewee 5). Apart from teacher's help, learners (Interviewee 20) also viewed that the teacher who is friendly and who involves

them in the discussions as well as gives more knowledge related to the text is more encouraging for them.

### **Teachers' views**

Teachers feel that owing to learners' level of language proficiency and the degree of difficulty of the selected literary texts, their role is important to a certain extent. In this regard, teachers are aware of learners dependence upon the teachers is sometimes more than is required. The teachers felt their responsibility in terms of classroom environment, teaching strategies that could be useful for the learners and could help them to develop their interest in literary texts reading.

The response show that teacher 1 feels responsible as she/he predicts learners difficulty with the cultural aspect.

the responsibility lies on the behaviour of the teacher. The novel had to be presented it like a movie because they won't be able to see such a sort of a culture or things somewhere. How many times we have play movies inspiration of these novels t1

In the same way, teacher 2 also feels that learners, interest in the lesson can be enhanced if teacher creates classroom environment conducive to establish learner's relationship with the texts.

Teacher creates an environment in the classroom, which develops student's interest in the text. I explain everything in the text; I even tell them the meanings of the difficult words. I explain everything in the class and if they do not understand, I tell them that they should use Oxford English to English dictionary and they should find the meanings of the difficult words themselves as well. They should develop a sense of consulting dictionary constantly because if a person tries to find out something or to make some research himself then he can understand more than that which is told to them. They should develop a sense of trying to find meanings themselves.

Teacher 3 also felt that students' negative perceptions about low proficiency level in English, is the reason that refrains them to discuss the problems related to the lessons. For example, according to Teacher 3:

I motivate them to ask questions every time any time. They psychologically feel that they don't understand English (Teacher 3).

Teacher 3 made use of movies as a possible strategy to generate learners' interest in reading the text in the classroom. As teacher perceived, the use of movies proved effective for the learners who showed lack of interest in reading the text in the classroom:

The students were excited that we will watch movie one we finish reading the novel. Now they are taking interest in it. Yes, they are taking interest, now we have started second part of Silas Marner and the emotional part of it.

In addition to the views shared by teacher 1 and teacher 2, teacher 4 also felt that a lesson becomes interesting through appropriate teaching method and appropriate teaching strategies:

We have to find out some strategies and to keep out their curiosity. As far the novel in the course Silas Marner was concerned, students were curious while reading. I showed them the movie when we finished the novel in the classroom after which everything was clear to them. Teacher 4

#### **5.2.6.1 Teaching Methods**

Related to classroom participation is also the teaching method being used in the language classrooms. From the findings of the quantitative data lecture method was emerged as the method widely used in the language classrooms. The responses of the teachers and students provided further insights into practices in the language classrooms:

It is a simple lecture in a sense that ma'am enters into the class; she teaches the lesson and explains the lesson. Then she takes the test of the lesson (Interviewee 23).

From the responses, it could be deduced that the teachers were not using exercises or other classroom activities. However, learners seemed to with this form of instruction in the language classrooms. For example, (Interviewee 23) finds that teachers following this

method were fulfilling language-teaching goals:

Teachers teach very well. They give possible meanings of a single word.  
They write more than one possible meanings of a single word on blackboard.  
They explain along with the details (Interviewee 23).

In addition to the use of lecture as a traditional form of instruction, learners seem to take interest in the text when teacher shares her own ideas and thoughts related to the texts. For example, learner (Interviewee 19) perceived teacher's sharing of her own reflections related to the topic important during the lessons, as 'in the middle, she expresses her own ideas and shares her past experience with us. For me, teacher is more important than the book. She teaches us the way we want to' (Interviewee 19). From this response, a learner is passive in the classroom. Number of factors identified before were: perceived lack of confidence among the learners, perceived low proficiency in English as well as perceived image of the teacher as an authority in the classroom. Teacher is talking most of the time in the classroom. Learners have somehow developed the norm of teacher being more actively talking in the classroom. As a result, they undervalue the importance of their own participation in the language classroom. As interviewee 20 responded:

Our teacher gives information about our own environment. The information is very helpful to us. She relates about the surroundings as such daily routine issues in English, which helps us to use the words in daily life. For example, our topic is about a college in Kohat but she would also discuss other colleges and the universities and their studies this is something addition to the topic we cover in the classroom (Interviewee 20).

The responses also reveal that teachers applied translation strategy while translating texts into regional or national language. Learner's responses also show that they are able to understand the text in a better way if the teacher is giving not only meanings of difficult words but also translating the sentences into their L1. Students found the method helpful when teacher first reads the sentence and translates the sentence into learner's regional language, 'the teacher first translates the text into Urdu. She also gives meaning and use of

a single word in the text and in conversation' (interviewee 26). Moreover, teacher used the translation strategy, as many girls could not easily understand the text (Interviewee 20).

The responses, overall, show that learners were concerned about their interest and performance in language classroom. In order to achieve their goals of language learning, learners primarily seek teacher's guidance, which is often met with the expectation to the extent that the teacher seems to be bound to follow the translation strategy and explaining each difficult word in the texts. This may also indicate that the learners are aware of their own level of English and further indicates that over the years the education in language has paid little attention to evaluate learners' language learning needs. The learners, over the years have become dependent upon the language teachers. Teachers, on the other hand, are also aware of the learners' language concerns and the limitations of the system. Since the approach is teacher-centred approach, learners seem to regard the role of the teacher as central to language learning:

The teacher's method of teaching encourages us to read a text. Even though the text may be interesting but if teacher does not go well with a topic then reading a text makes no sense to us (Interviewee 17).

Although students regard translation as a useful strategy to understand the text, teachers find learner's demand of translating the text at advanced level as problematic. Teachers were discontented with translation of the texts. In this regard, one of the teachers (Teacher 3) was concerned over the use of Grammar-Translation method because of its negative implication.

Learners also perceive that they require more engagement with the texts. In this regard, learners viewed some of the useful strategies:

They should tell briefly about the lesson. A teacher should tell a short story as a brief intro in the beginning helps to understand (Interviewee 2).

He may recite some poetic verse or an interesting joke related to the context that we study in the class (Interviewee 15).

Teachers more likely were teaching so as to prepare learners for examinations. For example, Interviewee 14 felt that their main objective to take English compulsory course is not to pass examination but to learn English language:

When we tell them they say that the skipped paragraph is not important for the reference to context section in the exam paper. What he insists upon that we must achieve best marks (Interviewee 14).

It effects very much. Our main goal is not to attain high marks, our main goal is to learn a language, and so that when we learn a language, we listen to the newspaper we should be able to understand it (Interviewee 14).

Teacher's explanation is satisfactory but our motive drives us for something more. Definitely, what teacher explains (Interviewee 21).

### ***Teachers' views***

Teacher (Teacher 3) perceived grammar-translation method as 'a great hurdle in learning language and in understanding the text (Teacher 3)'. The teacher found Grammar-Translation method less useful because learners become more dependent upon the teachers even at the advanced level of learning:

They expect teachers at college level too that each and everything should be translated even they demand poetry which is not possible (Teacher 3).

## **5.2.7 Attitudes towards classroom participation**

### **Learners' views**

The qualitative data also reveal certain aspects of classroom participation to discuss the issues related to the text used in the classroom (Cornelius, 2008). The only form of interaction taking place inside the language classroom is between teacher and student mainly in the form of asking questions related to the lessons. In some instances, discussion seemed to be taking place in the classroom. But this discussion is more attributed to

teacher's individual strategy to maintain interest and it may not be adopted by every teacher.

We discuss in the class. We ask questions which may not be related to the novel. Teacher responds to our questions. (Interviewee 26)

In some way, literary texts make discussion and as such contribute to teacher and learners interaction in the classroom as respondent (Interviewee 23) also indicated an anticipatory form of discussion taking place in the classroom:

We discuss the ongoing possibility of some events whether it is going to occur or not in the novel. The teacher asks us our opinions. (Interviewee 23)

To make this discussion possible in the classroom, the respondents perceived that teacher's responses are *encouraging* (Interviewee 1). The teachers not only answer their query in a *proper way* but also *give details* (Interviewee 1) related to the texts that they can understand. Teachers also providing *summary of the novel in their own words in few pages* (Interviewee 13) helps further in understanding of the text in an accurate way.

In contrast to the learners' responses above, some responses also showed that not all learners perceive the positive aspect of participation in the classrooms. Some learners get confused in front of the teacher especially in questions –answer sessions during the on-going lessons. The learners felt that they were not able to convey their understanding in response to the teacher's questions:

One is confused after giving an answer what to answer further. (Interviewee 1)

Some respondents also perceived the language classrooms as boring. As a result, they are less likely remained attentive during the lessons. I presented learners' perception of the role of the language teacher in language learning (under the category: the role of language teacher) and boredom in the class which made them less prone to participate in the classroom. They attributed this boredom to teachers' concern with the lesson rather than

communication with the learners. Students also felt that teachers were oblivious of learner's necessary participation during the lesson:

Most of the times, I find class boring. Teacher keeps delivering a lesson. They hardly pay attention to the students whether they are attentive or not. They do not even bother to notice the face expressions of the students whether we are getting bored. They do not notice such things. They simply teach and focus on completing the course. (Interviewee 6)

In relation to the classroom participation, learners also feel that language lessons are not just about completing the course and focus on text only, rather the lessons must involve non-verbal communication between the teachers and the students so that teachers are able to understand the learners state of mind during the lesson.

Teachers encourage them to ask questions in the classroom but do not make a lesson more interesting. As a result, students feel bored and lose interest in the lesson:

When we ask question then they encourage us to ask questions but they themselves do not develop interest in the class. As sometimes one does find class boring; teacher keeps delivering the lecture and one is listening to it only. It should not be like this. They should entertain students also. In this way students take more interest. (Interviewee 4)

However, despite the teacher's overall encouraging responses, some students have not been able to develop the confidence to ask questions as they are not in the habit of asking questions:

As a result of learner's reluctance to ask questions, they do not approach the teacher. (Interviewee 1)

Learners' attitudes towards classroom participation have developed over the years and their past experiences with language learning at elementary or higher secondary school level have shaped their perceptions. Students developed low confidence. They also perceived that teachers may not be able to explain to them. 'I think she won't', predicts learners' perceptions which they build up as a result of their past experiences with teachers in

secondary or primary level. The resultant attitude of the learner is lack of self-reliance and refrains from approaching the teacher to solve problems:

we think we are not able to answer certain question and that she won't be able to explain to us and then she will pose more questions and we were not able to answer previous question so that is why we do not ask any questions. Due to this when we face problems we never gather courage to ask. (Interviewee 2)

From the findings, it can be viewed that teachers have their own distinctive teaching styles; some teachers are more communicative and others are perceived as less involved. As in some comments, students perceived teacher's presence as being detached or less involved in the classroom. Although some students were more participative in the classrooms, others were reluctant. One of the possible reasons of students' reticence in the classroom may also be teacher's detached and less involving attitude during the lessons.

She comes into the class, takes attendance and after that starts the lecture and she keeps delivering the lecture until the bell rings. (Interviewee 4)

On the contrary, some learners perceive teacher's contribution more crucial than the learners:

It is like, a teacher should talk with the students also while delivering a lecture. They should ask whether we understand or not. They should know our point of view. Otherwise the student does not study with interest. When teacher talks in the class, it helps to develop an interest. (Interviewee 4)

However, some learners think that responses of the teachers and the students are important:

Teachers role is important and so is student's role. Student's response in return encourages teachers as well. Both have to be cooperative. (Interviewee 20)

### **Learning strategies**

The findings of the data also revealed that students were making use of a certain set of strategies to facilitate their language learning process. In this regard, learners approach their friends or teachers (social strategy), try to read the text or consult dictionary (language learning strategy) as helpful tools to learn English language through literary texts. Some

respondents tried to read the text on their own (Interviewee 11) and sought help of family, friends or teachers (Interviewee 11, Interviewee 13). Some other respondents were also consulting dictionary (Interviewee 11, Interviewee 17) or grammar books to look for problematic words or phrases. As a last resort, some respondents joined tuition centres:

We try to ask teacher to repeat from a certain point. If he does not have time then I ask in the next class. But if this is not possible even in the next class then I try to understand it at home or with a help of a friend. As a last stage, I seek tuition. (Interviewee 13)

The teachers, on the other hand, also recognized learner's use of learning strategies to improve their language learning:

They try and they write very good essays. (Teacher 2)

Some of the other learning strategies used were:

It is like that teacher's explanation is one thing and that searching it on the internet is someone else's view and with the help of dictionary so these three different views when combined together gives a lot of help. (Interviewee 11)

Some learners were also found persistent with their learning strategies until they achieved their goals. For example, learner (Interviewee 17) could perceive possible effort through the use of multiple learning strategies to understand the text:

I try to read it on my own. I consult dictionary. If I do not understand even then I keep reading. I keep reading before the point and after the point and in this way I am able to understand. (Interviewee 17)

The same interviewee (Interviewee 17) also consulted teacher only if the problem persists despite consulting friends etc.:

What we cannot understand in the class first try to consult with friends and class-fellows. Even then if we do not understand we ask teacher. (Interviewee 17)

I have never used internet, I have dictionary in my mobile other than this I ask my brother or sister. (Interviewee 3)

Some other responses also revealed contrary attitudes of learners towards language learning through literary texts. Despite their personal effort to learn English and improve in their performance, some learners were less motivated to read literary texts:

I read it three or four times and seek help from notes even then when I do not understand I let it go. (Interviewee 6)

Despite language difficulties, some learners to solve the difficulties in language learning through different strategies:

I first translated into Urdu, consulted others to clarify different concepts and also watched the movie. (Interviewee 1)

The teacher's guidance is helpful as well as we consult dictionary and are able to understand in a better way. And it helps to improve English language. It means that the words that we were not able to understand now we can use those normally in our conversation and we do not have any problem because we know the meanings of those words. Normally, if we come across a word repeatedly, it helps to know that word with its meaning in a sentence and I think, in this way the improvement takes place. (Interviewee 5)

I speak a lot in English with my friend. If I listen to a single word of English language for example, in Drama then I ask my sister, a friend and also a teacher. I am crazy about English language (Interviewee 21)

They had to present it like a movie because they won't be able to see such a sort of a culture or things somewhere. How many times we have play movies inspiration of these novels. We used to take this movie. (Teacher 1)

### **5.2.8 Learner's Preferences**

Learners also shared their preference for the course including the kind of literary texts as well as their choice of supplementary sources led to understand to what extent their own choices influence them and what measures do learners take to facilitate their own language learning through literary texts. In this regards, not only do they prefer texts that are simple and easy in English but also whether they like novel or story as a preferred form of literature. Added to this, learners felt that the other type of supplementary sources such as guides, movies or even abridged version of the novel are more helpful for them that prove

useful to understand the text besides teacher's help or help of their family or friends. Finally, how far learners prefer to use internet to maximize their understanding of literary texts was also explored during interviews with the learners. I will discuss this with reference to learners' preference for English language course:

#### **a) Course preference**

The responses revealed learners preferences for certain type of course with regard to the selection of the text as well as their orientation towards the current syllabus. Although only one learner pointed out the purpose of their English language course, the response holds the significance in educational context:

I don't think that text is interesting. It is obvious that a text is selected not on the basis of our interest but on the basis of our need (Interviewee 19).

The same respondent however, also hold teacher's position important which makes the same uninteresting text more versatile.

The respondents also express their choice of desirable course. One of the respondents (Interviewee 23) choice of a course comprised the text that is easy and simple in English (Interviewee 23) or travelogues (Interviewee 15). For example, Interviewee 2 was of the view that the understandable text is the one that is in simple English which they can understand well:

It should be in simple English then it will really help (Interviewee 2).

Other respondents (Interviewee 24) and (Interviewee 26) felt that a course that tells about their own culture particularly a novel is suitable. Added to the point, same respondent (Interviewee 24) expressed desire to include a course which comprises stories based upon real-life incidents.

Another respondent (Interviewee 23) felt encouraged to learn English language if the texts with easy diction are used in the language classroom:

If we learn with easy words, we will be motivated to memorize and keep doing it (Interviewee 23).

The responses also reflected the effect of the type of text on learner's interest. For example, respondent (Interviewee 7) found essays less interesting:

Currently, we are reading Indus in Fetters. It tells us about the river and its location. Teachers give us information about the topic in English, we do understand to some extent but overall if you observe the whole class, no one seems interested (Interviewee 7).

Respondents also expressed dissatisfaction with the current course due to the repeated use of the texts prescribed each year in the language syllabus for EFL classrooms. The overuse of the same text create monotony with the lessons in the classroom and seem to affect learning interest ( as mentioned in chapter 1 the course comprises of one novel along with grammar and composition in year I and collection of essays in along with grammar and composition in year II). As a result, it is likely that teachers also lose their interest in teaching the novel repeatedly as learners perceive that teachers also lose their involvement when teach the same texts over the years. For example, respondent (Interviewee 11):

The same novels that continue to be taught for last five or six years, teachers take interest only for three years and later interest is lost (Interviewee 11).

In response to questions about type of literary texts they prefer to read in language classrooms helped the researcher to identify further not only learners' perceptions of different literary genres but also helped recognize the type of texts they prefer to read. Similar to the results gathered from quantitative data, learners preferred short stories more than the novels while other forms of literary texts gathered rather mixed responses of the interviewees.. There seem to be various reasons of their preferences, for example, learner (Interviewee 23) preferred short stories because:

There is always a conclusion in a story. A reader is given an outcome at the end. It gives a lesson. So I like stories more than the novel etc. (Interviewee 23).

The short stories were preferred over the novels because of the length of the text. The respondents found that a reader could come to conclusion of a short story quickly. Short stories were, therefore, perceived as simple and conclusive. A novel, on the other hand, because of the length and depth like that of *Silas Marner* was less preferred (Interviewee 2).

One loses interest while reading a long novel. Short stories, on the other hand, are read quickly. (Interviewee 2).

Some learners found novels as preferred form. In the light of reading experience of a classical novel, for example, comparing the novel *Great expectations* by Charles Dickens (1861) with *Silas Marner* by George Eliot, the learner (Interviewee 26) liked *Silas Marner* more than the *Great Expectations*.

The responses from the questionnaire also revealed learners preferences for certain form of literature. The comments showed more than one preference for literary texts.. In this way, 104 responses indicated whether novels are more preferred or less preferred. Out of 104 responses, 95 respondents like novel for various reasons from being a source of knowledge or enjoyable form of literature or full of suspense and found novels interesting to read. Out of 104 respondents, nine respondents preferred novels less on the grounds of the use of old English, or too many characters or novels being too long to read. 74 responses showed preferences regarding drama. Out of 74 respondents, 69 respondents preferred drama because of being enjoyable or scenes could be visualized in the mind of the reader, or gives some lesson. Out of 74 respondents, only 5 respondents less likely preferred drama because of difficult vocabulary or old English and therefore found drama impossible to understand. Other form of literary texts preferred was poetry or short stories; 29

respondents preferred to read short stories because they were able to enjoy reading the story or because stories are short in length. None of the comments revealed whether short stories were less preferred. In similar way, 25 respondents showed preference for poetry because great lesson is given few words, are enjoyable, or portrays human emotions. As the comments revealed, the respondents' choice and preference for the literary texts was found varying and had various personal reasons due to which one type of literary genre was preferred over the other.

Following are some of the comments from the questionnaire:

- Novels are very interesting and useful to provide knowledge and help us to depict behaviour in certain situation and have moral in it
- Novel is enjoyable form of literature
  - Novel because it is full of suspense and is interesting.
  - Reading novel gives joy.
  - Novel is enjoyable form of literature it is full of suspense and is interesting.
  - I learn a lot through novels.
  - Novels are enjoyable. It shows diff events of life. I like reading diff event of life.
  - Drama is enjoyable , scenes of the drama can be visualized in mind, and helps to inform us about many aspects of life
  - Drama teaches us lesson.
  - drama because every aspect of life and way of living a life is clarified
  - Short stories are enjoyable literary texts because didn't bore me and more of the short stories I enjoy and enjoy to read it in open places.
  - Enjoy short stories in English because one can quickly draw conclusion.
  - Short stories help to improve language skills and vocabulary.

- Poetry that reflects upon every aspect of life: romance, classic all forms of poetry are enjoyable.
- I enjoy poetry because it has great lesson in short word

### **Teachers' views**

The teacher (Teacher 2) reflected that such matter of learners' preference has never been discussed or sought to be discussed between the teacher and the student. Certain indicators such as learner's performance in the language classroom was evident in the sight of teacher that learner is doing well with the English compulsory course:

Students have never discussed such things with me. Whatever has been prescribed in the syllabus, they just study it seriously and they just pass their exam and all that (Teacher 2).

As per teacher's observation, the learners were interested in reading of the novel:

They are interested in novel whenever I give them test majority of them doing it very seriously. They try their best whether they have very good English or not they try their best to write something, to write the story correctly (Teacher 2).

### **5.2.9 Supplementary sources**

The responses led to the numerous forms of supplementary sources that learners use to comprehend the difficult literary texts prescribed in their compulsory language courses. The respondents reflected upon the use of supplementary sources such as the teachers' notes or study guides which help them to cope with the difficulties in a literary text. Learners experiences also showed that the use of movies in the classrooms were helpful as they were able to understand the text in better way. This practice could be continued in future:

Watching a movie based on the novel helps one to understand a novel and make clear the concepts (Interviewee 13).

The same respondent (Interviewee 13) further added that the visualization of a text in the form of movie actually helps to comprehend the concept as well as situations in the texts.

However, the role of the teacher was also found supportive as the responses also revealed that it was mainly teachers' motivation led them to watch movie in order to understand the text:

Teacher insists on watching a movie (Interviewee 13).

Before reading this novel, we had watched movie of this novel (Interviewee 24).

Besides movies, guides related to the texts in the language classrooms are also widely used by the learners in order to deal with the difficulty in the literary passages in the text. Learners used guides as supplementary source designed by the language teachers and published locally. The guides not only provide the *translation* of the texts but also as a safe resort to avoid approaching the teacher due to their lack of courage:

One does not have enough courage to ask a teacher. It is because of this reason that we usually rely upon the use of study guides (Interviewee 2).

Contrary to this, teacher do not use these guides no do they encourage students to use the materials. But teachers themselves do not use guide:

Teachers do not use study guides. They teach the lesson by their own effort (Interviewee 2).

In addition, the learners also take notes prepared by the teachers:

We seek help, in the form the summaries which are prepared by other teachers or the notes that they have prepared (Interviewee 2).

#### **5.2.10 Use of internet**

The use of internet is one of the other factors used by the language learners. However, this use was limited and restricted at home and at colleges. Few students mentioned that they use internet. They accessed internet to seek help for their studies. Teachers also encouraged them to use internet (Interviewee 19). In this regard, the learners accessed internet either for assignment (Interviewee 16) or to search for possible meaning of the text which was left unexplained by the teacher (Interviewee 19). Learners also value teacher's encouragement to positive use of internet. They felt motivated to benefit from the

technology for learning where it was accessible. This also shows that student significantly regard teacher's opinion in every aspect of language learning:

Our teacher also encourages us to use internet in a positive way (Interviewee 19).

As mentioned previously, the access was limited and in certain cases restricted for learners. For example, respondent (Interviewee 16)

I do not use internet a lot. I seek help just for assignments (Interviewee 16).

Although a limited number of student were using internet, those who accessed internet were able to solve the difficulties they may come across during language.

#### **5.2.11 Perceived difficulties in reading literary texts**

The learners were explicit in sharing the difficulties they faced during their learning of language through literary texts in the language classrooms. In contrast to the responses related to literary features where learners explicitly narrated the story or associated their experiences with the characters, some particular issues were noticeable when learners discussed language of the text. The learners were studying *Silas Marner* by George Eliot which is one of the classical novels belong to canonical literature written in the 19<sup>th</sup> century. The learners found the diction of the novel quite old. This may mean learners found such texts with old diction less helpful for language use in their attempt to use English language in daily communication inside or outside the classrooms. Thus, learners found texts difficult because of *difficult words due to which we find explanation difficult* (Interviewee 11). Students negatively perceived this element in overall learning of the language. As a result, they experienced blocks in the understanding of the text, as Interviewee 17 mentioned:

We cannot understand when we read a text because it is written in old English. (Interviewee 17).

Although learners narrated their experienced of literary reading in rather positive way, some of the issues were associated with the selection of the texts. For example, novel with certain level of depth was least helpful because they were not able to keep pace with the objective of language learning:

An aspect is elaborated with depth in a novel that the main purpose is lost and we get confused (Interviewee 23).

Learners seem to consider the depth of the novel as a hindrance to understand the literary text. This may indicate the reasons that learners are unable to align the nature of the literary texts with their language learning objectives.

In addition to this, learners also viewed a selected literary text of considerable length as least beneficial not only to them but also to the teachers resulting in loss of reading interest. For example, the learner (Interviewee 11) attributed the loss of interest in reading a literary text to the length of the text: the longer the novel the less interest the reader will have in the text:

A long novel costs the loss of interest not only of the teacher but also of the student (Interviewee 11).

This probably the reason where stories are preferred more than the novel and

Apart from learner's experiences of difficulties in the texts, negative psychological perception about their own learning selves, was also indicated in the responses of learners. They attributed the confusion during the lessons to their lack of self-confidence. Not only their own self-confidence but also teacher's image, which they seemingly have built up over the years as a figure of knowledge and higher achievements drew more confusion among learners when teachers asked them question.

It is lack of confidence as well as teacher's stature that one is confused to answer in the class (Interviewee 1).

The aspect of teacher's fright could probably be closely related to their perceptions in the present context, where learners have not developed the skills to ask questions which not only confused them during the lessons but also hinder understanding of the lesson thus, adding to the problems in understanding the text.

It is kind of teacher's fright. Teachers their own method and they have been teaching since long so I never told her that I do not understand (Interviewee 4).

It was thus obvious to find some of the respondents such as interviewee (Interviewee 6) who reportedly avoided asking questions to the teacher because the student never developed the habit of asking questions:

It is a kind of my habit that I do not ask teacher (Interviewee 6).

Majority of the learner although were aware of the importance of language learning and use, were also aware that they lack confidence which is required to use a language. Moreover, learners recognize their lack of courage to pose questions in the class and lack ability to pose questions in clear way:

We think that we are not able to answer certain questions and the teacher won't be able to explain to us. Then she may pose more questions as we won't be able to answer previous question. That is why we do not ask any questions. We face problems as we never gather courage to ask. In this way the whole year of the study is gone (Interviewee 2).

However, it was also revealed that students face problems to understand a novel. The learners believed to make their personal efforts where they were facing difficulties. For example, respondent (Interviewee 1) used possible strategy to deal with the problems while reading a novel:

In order to understand a novel, I first translated the novel into Urdu then I consulted others to clarify different concepts and watched the movie (Interviewee 1).

Besides the difficulties in their current studies, the respondents were quite aware of the level of their English proficiency in parallel to the challenges they may face in future. Such an understanding drives them for their personal effort during the course of their current studies in order to improve the use of English language.

### ***Teachers. Views***

In teachers view learners have developed certain opinion, a psychological presumption that no matter how they make an effort they cannot improve the use of English language. Teachers observed a discouraging behaviour in the classroom lessons which reflected upon the teachers as having a partial opinion about learners' low proficiency in English language.

For example teacher 1 underlined:

Students come to the class with this idea that I cannot do this. At times they used to say 'we are weak in English, this is what we accept Whatever you want to do. Whatever you want to put in our minds, we are not going to give you any output because we can't understand that'.

In similar way, teacher 4 also observed learners certain perception about their own low proficiency In English language that discouraged them to develop interest to improve English language:

They might have been discouraged at some level that is why they haven't developed the interest

## **5.3 Summary of the chapter**

In this chapter, the results of the qualitative data of my study are presented. I found learners reading interests, which further identified the aspects of literary texts such as characters and events in the novel which helped them to retain their interest in reading the texts. The data also revealed that learners were aware of the role of literary texts in improving their language and developing their language competence in the areas such as listening, speaking, reading and writing and grammar as well as vocabulary. The findings of the data

also showed that learners and the teachers had mixed attitudes towards the Non-native literature. Learners attributed teacher's role in language learning as a important to their attitudes towards language learning through literary texts. Learners were also found encouraged to participate in the classroom but this involvement was dependent upon their own confident, interesting lessons and teacher's effort to retain their interest in the class. The results also show that learners preferred a course, which is simple and easy to understand. However, this issue was found rarely discussed between teachers and the students. Overall, an equal number of learners preferred novels and short stories more than the drama or poetry. Finally, the data also show some of the problems faced by learners while reading literary texts. Overall, despite the problems faced by them, learners were found encouraged to learn language through literary texts. They seem to make continuous effort and improvement. These findings lead us to further discussion. In the next chapter, I will open discussion, on the basis of the findings of the quantitative data (chapter 4) and the findings of the qualitative data of this study. In the next chapter, I will discuss the results and present implications of this study.

## **CHAPTER 6: DISCUSSION AND CONCLUSION**

### **6.1 Introduction**

The previous chapters (chapter 4 and chapter 5) presented the findings of the quantitative and the qualitative data. This chapter aims to discuss the findings of quantitative and qualitative data analysis with reference to the existing literature on the role of literary texts in EFL classrooms.

### **6.2 Research Question 1**

**RQ 1. What are the perceptions of the undergraduate students in the selected Pakistani colleges about the role of the literary texts used in the Pakistani EFL classrooms?**

#### **6.2.1 General Interest and the Importance of English language**

The study shows that although participants were inclined to learn English language through literary texts but they faced certain problems to achieve the desired results. The prescribed curriculum includes one novel and the selected prose essays to teach English language at the undergraduate level. The participants were aware of the socio-economic importance of English to pursue higher studies and to achieve excellence in their future professions. This finding aligns with the finding of Aftab (2012) highlighting that English is an important language for the Pakistanis to learn to pursue higher education. Learners read literary texts as an English compulsory course and believed that reading literary texts would contribute positively to their proficiency in English language and therefore may be instrumental to help them achieve their desirable academic performance and prospective careers.

The participants expected that reading the texts would enable them to use English effectively. Learners' perceptions were also influenced by the usefulness of such texts in

understanding other subjects taught in English such as Economics or Psychology. They were able to link conceptual understanding of other subjects like Economics as a reference to understand economic scenario in the novel they were reading. Furthermore, language learning with particular attention to vocabulary and grammar was also assisting them in others subjects taught in English. Drawing such assisted references across the subjects allows students to analyse their own interests so that they may be able to set clear objectives for higher education or for choosing a profession. This also confirms learners' stance that as with higher education they can better understand the importance of English language learning. As learners discussed socio-economic aspects, which they identified while reading the novel, also indicated that participants struggled to develop a wider perspective of the topic discussed in the language classrooms.

Most of the learners interviewed wanted to pursue higher studies in Law, Psychology or Sociology at where the medium of instruction is English (Shamim, 2005). English language learning also was the cause of anxiety among learners. One of the causes of such anxiety was their previous educational experience of English language learning. The literary text included in the course had difficult vocabulary and contained old diction. Therefore, learners perceived English language learning as significant yet difficult process. Their concerns grow with the passage of time as they think of planning for higher studies and later on careers where proficiency in English language is the key requirement.

Looking at this scenario, in our selected context, English is a compulsory subject taught for two academic years along with other optional subjects. Since English is a compulsory subject, learners strive to attain desirable level of proficiency in English as medium of instruction in higher studies is English. However, as the data shows, there is wide gap between learners' perceptions of the use of literature in the language classrooms and the

objectives of language learning, which will be attained if easy and simple English courses are prescribed.

For the purpose of this research, Social Sciences and Humanities students were interviewed. One of the prerequisites to read literary texts is to know the context as well as the social and political background of the texts; learners can see literature in a large perspective outside the classrooms. Contrary to one of the teacher's view that learners lack any aspiration for the future careers, most of the learners were looking forward to seek higher studies despite their anxieties due to the required level of English proficiency at universities.

### **6.2.2 Literature as trigger of affect**

The participants of this study were encouraged to read literary texts to learn English language. The study supports the role of literary texts as evident in the studies conducted in other national contexts (Floris, 2004; Ghazali et al, 2009; Hussein, 2007; Lazar, 1993). Learners identified a range of literary aspects, which indicate their engagement with the literary texts. They also identified that the literary elements like literary storyline, character sketch, settings and the curiosity, kept them involved in reading literary texts. This also aligns with Shanahan (1997) and Carroli's (2008) argument that literature enables learners to engage in reading literary texts. Widdowson (1983) argues that if a text does not provide basic elements such as plot, character, mystery, a problem or curiosity to the reader it is unlikely to expect a reaction from the reader. In this case, the literary texts generate some curiosity that motivates the learners to question while reading. In this regard, it can be said that learners' perception of literary text is positive as it triggers their affect side, generating reactions (Carroli, 2008). At this point, the learners do not read to learn the language. Identifying students' engagements while reading the texts, may be helpful to the teachers to work on learners-text interaction. This would allow teachers to observe learners' interests in a certain type of texts. The features of literary texts mentioned above also

identify that literature ‘presents language in discourse in which the parameters of the setting and role relationship are defined’ (McKay, 1991: 191).

Furthermore, the learners’ enthusiasm was also evident while narrating the story or bringing in personal association in every possible way during the interviews. The story of *Silas Marner* triggered students’ curiosity and enabled them to engage with the texts. The key elements in a novel such as events, characters provide learners clarity and develop interest in reading and also help to develop their understanding of the role of literary texts in English language learning. Learners were able to associate their personal experiences with the textual events and related individual examples with the situations they came across in the texts. For example, participant (interviewee 20) narrated the issue of adoption of the character ‘Eppie’ in George Eliot’s *Silas Marner*, with a real-life case. This feature of literary texts may be useful for the English language teachers to help the learners interact with the texts more effectively. The finding may lead teachers to promote aesthetic reading among their students to bring/associate/relate ‘his or her experience of the world to the text’ (McKay 1991, 197). This factor also invites further investigation into the area of efferent vs aesthetic reading (Rosenblatt, 1996) and it may be useful to study teachers’ use of strategies in the transition process from efferent to aesthetic reading and learners’ response to the teaching strategies. The findings about learners’ personal responses to the literary texts are also in line with Hussein’s (2007) argument that the reading of literature ‘demands a personal response from the learners and encourages them to draw on their own experiences’ (Hussein, 2007.p:115).

Another significant aspect identified was that literary texts triggered imagination of the learners. It highlights the role of literary texts on two grounds: firstly, literary texts, enable learners to imagine or visualize what they read and, secondly, provide an opportunity to experience pleasure of reading.

It is notable to find that the participants perceive reading of the texts as a way to reflect their own experiences in life. This aspect may add to learners' personal growth (Hall, 2005) and supports the role of literary texts as a 'powerful motivator' (Duff and Maley, 1990). Overall, literary texts seem to trigger young participants' imagination, which enables them to build a connection between the events described in the texts and those happening in their own lives. Therefore, literary texts be a source of knowledge to L2 learners' development (Shanahan, 1997; Ghosn, 2002; Hall 2003, 2005; Rana 2009). In addition, the participants could see that texts triggered their reading interests. However, the interest in the text is also teacher dependent.

The study highlighted some particular aspects of the literary texts, currently, incorporated in the Pakistani EFL classrooms. The participants agreed that English literary texts encouraged them to learn English as well as increase their interest in English language. The liking for certain features may indicate the reasons for the use of literary texts, which also focuses on the genuineness of the literary texts. As the respondents revealed during the interviews, they could compare their own lives with the life of a character portrayed in a text. This aligns with Maley and Duff's (1992) stance on literature as 'powerful motivator'.

### **6.2.3 Cultural Enrichment**

The quantitative and qualitative data revealed that for the participants, the literary texts were a source of cultural knowledge, which is in line with Lazar's (1993) stance. . The findings show that reading literary texts in a foreign language not only extends participants' access to the cultures of different countries but also helps them to think more consciously, about their own culture. Furthermore, learners at a certain level may not perceive literary texts as a material to fulfil their language learning requirements but encourage individual interpretation of the social realities. These findings align with the role of literary texts as a

medium to interpret the meaning of the social world (Hall, 2005). Form of expression in language/perceived language difficulties

The study, furthermore, supports the role of literary texts in enhancing learners' understanding of the culture of the target language (Cruz, 2010; Erkaya, 2005; Lazar, 1996). This also testifies the existence of a generally perceived relationship between language, literature and culture (Shanahan, 1997). In EFL contexts, different genres are being 'juxtaposed in order to understand the way each functions' (Paran, 2006:3). The texts such as popular songs, popular literature and a variety of autobiographical narratives are utilized in EFL classrooms. In contrast, in the context of my study, the design of the course is based on the selection from canonized form of literature, (for example, in current context, George Eliot's *Silas Marner* has been included in the text) and learners usually require explanation of the text to solve the confusions that may likely to occur because of unfamiliar cultural images in the texts. Two points are significant here. First, reading texts help learners to increase cultural knowledge. Second, by knowing the culture of the target language, they become more conscious of limited knowledge of their own culture and try to reflect upon their own culture (Erkaya, 2005). In a broader perspective, learners' perceptions of cultural enrichment also led them to identify the aspects such as education, social status, occupations and values prevailing within the target language culture. Moreover, by doing so, they are able to analyse the values in their own society.

The participants were able to compare and contrast the social values of the past depicted in the texts with the values of present times. Some participants also viewed that by observing foreign cultures; they could identify and adopt what they found good in other cultures. These findings are in line with Cruz's (2010) argument that literary texts enrich the language and through this process lead learners to a cultural enrichment where 'students get an idea of the contemporary or historical way of life where the story is taking place and

thus develop insight into the country that speaks the language they are learning' (p.4). This perspective presents a strong view of the cultural role of literary texts, which seems to blur the cultural borders and provide learners with a broader/liberal worldview so that they may know and experience the cultures and societies outside their own.

An overgeneralization of the issue may imply that by reading literary texts learners get the opportunity to know more about the culture through literature they read and, thus, enrich their cultural knowledge. Learners somehow were also aware that they know less about their own culture and in some cases they cannot even communicate about their own culture. They think that they lack necessary language skills to express themselves. In this scenario, teachers' role is crucial as they teach selected texts, e.g. *Silas Marner*, which has certain cultural references such as the use of Christian image of trinity or three gods. In their first encounter with the concept, as reported by a teacher, learners experienced shock with the idea of trinity in Christianity which was opposite to the concept of one God in their religion. Teachers' role becomes more crucial while dealing with such culturally sensitive issues in order to maintain a more balanced, neutral and culturally enriching approach in EFL classrooms. Other themes that led learners to draw comparisons were differences of the social set up. For example, in *Silas Marner* 'pub' was depicted as a part of cultural freedom.

Students made general comparisons between the culture of the target language and their own culture, especially, with reference to their own religious beliefs. Students drew comparisons based on various social themes in the novel. For example, the participants mentioned social issues such as powerful versus weak conflicts. Further, in this regard, the comparison between 19th century English society and contemporary Pakistani society was interesting. The themes were universal. However, it may be useful to observe a theme-

based discussion in the classroom while taking into account the related political and social issues and how far such themes are integrated into discussion in the classroom.

Although Pakistani learners of English in this study affirmed that literary texts enrich them culturally and allow them to look into other societies, they have to rely upon their teachers' explanation to understand cultural aspects of the texts. In the light of the above discussion, it may be argued that, while at times cultural content of literary texts is difficult for the Pakistani students, they must be given opportunities to increase cultural knowledge. In this regard, guidance of teachers will be significant to understand the literary works while keeping in view their language learning background and future challenges. Teachers may guide students in reading canonical literary texts and explain to them culturally sensitive content in the texts.

#### **6.2.4 Improvement in English Language Competence**

The quantitative and the qualitative findings of the data showed that the learners perceived literary texts important to achieve competence in English language. Literary texts were perceived as playing positive role in improving language skills as well as vocabulary. The qualitative data led to articulate in depth the ways and areas in which literary texts play the significant role in language improvement and to a certain extent acquiring language competence. The focus in EFL practices largely remained in area of reading and writing skills and vocabulary. In the wider language skills spectrum, speaking skills and listening skills were not given due attention. As identified by Warsi (2004), one of the weaknesses of teaching practices in Pakistan is that attention is largely given to reading and writing skills while speaking and listening skills remain neglected.

The vocabulary remained as an outcome of learning English language through literary texts. Literary texts were perceived as a rich source to expand their range of vocabulary for communicative purposes. Pakistani learners are quite aware of the importance of English,

yet they perceive their level of skills as low. In terms of improvement in language, learners focused on language skills.

From the findings of the quantitative and the qualitative data, one can assume that participants focused on learning basic language skills. For this purpose, they can perceive improvement in their English language learning as they read novels or any form of literary texts. The learners perceive that the role of literary texts is very important in improving their language skills in general and their speaking skills in particular. As expressed during the interviews, the literary texts were considered as materials for increasing vocabulary as well and both these elements point to learners concern for language use.

Although the participants believed that a wide range of vocabulary is essential to improve their English speaking skills, they also shared that not many opportunities are provided to them inside the classrooms to practice speaking skills. Therefore, it is difficult to say whether literary texts are helpful in improving their speaking skills and pronunciation. Further research into this aspect may be useful to understand whether literary texts help young learners in attaining proficiency in English speaking skills.

The findings confirm that learners attach importance to literary texts in learning English. However, they were found dissatisfied with their level of proficiency in English. This conforms to the ELTR (English Language Teaching Reforms) report published in 2010 on English Language Teaching Conditions in Pakistan. The poor quality of English language teaching, in the predominantly Urdu-medium primary and secondary school system, is one factors that bars many students from entering the English-medium university sector (Lotbiniere, 2010). It is difficult to argue that literary texts may be helpful for learners to cope with poor teaching at primary and secondary level. Further research may be helpful

to investigate the role of the literary texts at primary or secondary levels schooling in this regard.

### **6.2.5 Attitudes towards Non-native Literary Texts**

The use of non-native literary texts in the language class room had received mixed responses. As revealed through the findings of the quantitative data, learners slightly agreed that non-native literary texts are useful for language learning. In interviews, I also found varied responses of both the learners and the teachers about the possible role of non-native literary texts in the language class rooms. Most of the participants did not have an experience of reading non-native literary texts. Some of the learners were also of the view that the works of non-native Pakistani writers could be included in the language course to make English language learning easy and comprehensive. A number of teachers also shared similar beliefs about the usefulness of non-native literary texts in Pakistani EFL classrooms. This may imply that introducing a range of literary texts in the classrooms may provide learners with more opportunities to expand their English language learning.

However, most of the teachers and the students also believed that non-native literary texts might not be useful since non-native English writers produced these texts. This was probably due to participants' generalized perception of lack of language skills among Pakistani writers. They were sceptical about the ability of Pakistani writers to produce authentic works in English. This implied that the literary works produced by the native speakers are reliable and may be more effective for teaching English in the context of this study as these provide young learners an access to Standard English. These findings may also be interpreted as participants' lack of knowledge or interest in the local variety of English as a potential source of successful learning. They seem to be interested in learning English spoken by the native speakers in Anglophone countries. These perceptions of the participants may be interesting and contrary to the conceptual propositions about the

promotion and teaching of non-native literature in EFL or ESL contexts (Kachru, 1986 and Talib, 1992). Overall, the participants of this study were enthusiastic about the inclusion of non-native literature in language courses.

#### **6.2.6 The role of the teacher in language learning**

Three constructs - teacher's role, classroom participation and teaching method - are interconnected as these were included in this study to get a glimpse of what actually happens inside the language classrooms. As Paran (2008: 470) emphasizes on the need to investigate the role of literature in language education as well as the empirical data to understand 'what is that teachers actually do in their classrooms'. In this regard, a teacher's role may be taken into consideration from students' perspective. In addition, the teaching methods employed by foreign language teachers and students' response to such methods are also important to seek evidence to understand the role literature is playing in the language classrooms.

The role of the teacher emerged as one of the significant findings of this research. In the qualitative findings, I found that teachers could influence participants in reading literary texts to learn English language. The issues discussed above pointed out that participants are interested in language learning through the use of literary texts, however, the role of teachers may be significant in encouraging and guiding them to read certain literary texts for language learning purposes. This is in line with Ahmad and Aziz's (2009) argument that teachers have a very important role to play throughout the process of developing students' ability to read literary texts and learn English language. In the current study, the participants also believed that their interest in literary texts is teacher-dependent. Participants perceived that English language teachers encourage them to read literary texts. This may possibly have a positive impact on classroom environment and learners' interest in literary texts and language learning. As Ahmad and Aziz's (2009) also found that teachers' role is significant to 'create an appropriate classroom environment and learning

mood for the students to feel comfortable with language learning and not to feel scared and intimidated' (p.24). Furthermore, teachers' role was important to plan the classroom lessons in such a way that develop students' interest and enable them hold a responsibility to their learning process and the atmosphere of the classroom. Thus, the enthusiasm of teachers, their actions and decisions may affect students' interests (Ahmed and Aziz, 2009). The participants were also aware of their lack of proficiency in English language to deal with literary texts. Therefore, they felt that they require their teachers' help in language learning through literary texts. Furthermore, some literary texts, for example '*Silas Marner: the weaver of Reveloe* (Eliot, 1861)' include certain features, such as old diction, and cultural references (concept of trinity in Christianity), seemed to make learners dependent upon the teachers. Therefore, the role of language teachers stands crucial in literary text-based language learning in the selected Pakistani context. Participants seem to value more teachers' help than their own interests in the texts. One reason may be that these learners are aware of their own low language competence.

As mentioned above, the participants were aware that their proficiency level is low and that they required teachers' support to cope with the difficulties in the texts. Although the learners do not approach their teachers, yet they perceive that the language teachers can help to resolve issues related to language learning. Participants' perceptions about the lack of language competence were probably due to their experience of language learning during the previous years of study. However, generally teachers do not seem to take into consideration the factor of their students' early experiences of language learning at schools. In the contexts similar to this study, it may be beneficial for the teachers to help their students 'unlearn their previous attitudes towards language and re-engage them in the texts' (Paran, 2006: 5).

### **6.2.7 Attitudes towards Participation in the language classroom**

The findings of the quantitative and qualitative data revealed that the lecture method is widely practised in the language classrooms. Although the responses from qualitative data showed that some teachers initiate classroom discussion and learners also participate. However, generally the lessons take place in the form a lecture, which allows only limited input of the participants. As mentioned earlier, participants valued teachers' role in language learning. The stature of the teacher in the language classroom also seemed to trigger anxiety among the learners in addition to their lack of confidence due to low proficiency in language skills. Similarly, the findings of Ahmad and Sajjad (2011) also showed that teachers were perceived to be serious and authoritative in the language classrooms.

The findings also showed that the participants value discussions in the language classrooms but were also reluctant to take active role in the discussion. Similarly, in Ahmad and Sajjad's (2011) study, the participants acknowledged the importance of various sorts of communicative activities such as debates, discussions and language games but were also reluctant to volunteer. The data of this study showed that the participants were also reluctant to ask questions in the classrooms. This may be because of the general socio-cultural pattern of Pakistani society where the elders are perceived as an authority. Therefore, due to the education background of the learners as well as socio-cultural pattern, learners avoid sharing learning problems. At the institutions, the teachers are the prime authority in the class; therefore, the participants might be reluctant to ask questions in the classroom because of their teachers' authoritative role. This perception of the students seemed to develop in the early years of their education and grow strongly at higher level of education. That is why, the participants of this study, despite their teachers' encouragement to participate and ask questions in the classroom, were reluctant to ask any

questions. As a result, the participants reported to consult their friends or family members, instead of teachers, to solve the difficulties they faced in reading and interpreting English language literary texts. This probably also explains why participants appeared to be self-conscious of their own image in the classroom. They seemed to be anxious about their own language use, such as the fear of making mistakes, which may cause laughter in the classroom or make them the object of amusement to the whole class. The consciousness of the presence of others around seemed to leave participants confused and less confident of their English language competence. In this way, these young learners' lack of confidence may leave certain language issues unaddressed, as they do not communicate their language difficulties to their teachers. Khattak et al. (2011), in their study on anxiety among university students, also found the nervousness among learners when they were unable to understand the teacher. Similar to Khattak et al (2011) study, this study finds a gap of understanding between students and teachers in English language classrooms.

Participants find sharing and interaction with others important to learn English language. In this regard, they also perceived the role of teachers important; however, due to their lack of interaction with teachers, the participants were reluctant to share their problems with them. This may have important implications for teachers to bridge this gap and make language classroom more conducive for interaction between them and learners. Classroom activities, such as group work, pair work or discussion in the classrooms, may create space for the learners to work actively with the texts. However, teachers need to think and shift from the teacher-centred to a learner-centred approach creating space for the learners and giving them the role of an active participant. This may be a challenging task for the teachers and responsible authorities because, as the study shows, teachers still employ traditional forms of teaching in the class. The data also showed that the participants perceived classroom discussions as desirable tasks. As a learner-centred activity, discussion in the

classroom means that participants are aware of their own responsibility and are ready to perform their roles. However, in this study, the participants believed that discussion is useful for classroom participation and desired to have such activities yet they were reluctant to apply because their perceived language level made them anxious to take the responsibility of their own learning.

### **6.2.8 Teaching Method**

In the previous section, I pointed out that lecture-method is a widely practiced teaching method in the language classrooms. This method leaves minimum margin for the learners to explore the texts. The lecture method also creates limits for the teachers, as they may not be able to use classroom setting for learners' involvement in the texts. The qualitative findings also indicate that teachers were sharing their ideas in the classroom, which makes the strong case that learners' interest in the literary texts is dependent upon the choice of teaching method.

The quantitative and the qualitative data indicate that lecture method is practised in the present context. These findings are partly in agreement with the findings of Davis (2006) in the Japanese context. However, difference is found in participants' attitudes towards this form of teaching method. In Japanese context, learners showed their dislike for lecture method, which led the researcher to use modifications such as 'group-styled and communicatively based' teaching method. In the context of this study, participants did not show their dislike for lecture method. Moreover, some respondents did not mention that they would like more discussion pattern in the classrooms.

The findings of the data showed that mostly Grammar-translation method had been used in the language classrooms of Pakistan. The teachers appeared to be dissatisfied with this method and pointed out the ineffectiveness of Grammar-translation (GT) method in English language classrooms in Pakistan. This study showed that teacher employ strategies

such as translation of the texts into Urdu or, in some cases, Pashtu (regional language) when participants were generally weak. This finding is similar to findings in Ghazali et al.'s (2009) study about ESL students' attitudes towards literary texts and teaching methods in the Malaysian context. Teachers translate the texts word by word in the weaker classes, whereas they translated only unfamiliar words in average classes (Ghazali et al, 2009). In contrast to the teachers of universities where the medium of instruction is English, the teachers in the colleges were found more flexible to switch from English to Urdu or one of the regional languages of participants. This observation is similar to Shamim's (2005) description of the differences in language use in university and colleges. Usually teacher utilizes most of the classroom time. The same results were revealed in Hewang and Embi (2007) study in secondary school, Sabah, Malaysia. The study showed that teacher was the dominated figure and was utilizing more time of the classroom in reading and explaining the text and giving answers to students' questions.

#### **6.2.9 Learner's Preferences and other Factors**

The study also found participants' preferences for the courses and literary texts. Their choices are those texts, which are simple and easy to understand for example, short stories or novellas. Participants preferred these literary texts for certain reasons. Although majority of the participants preferred short stories over others literary genres, some participants were also interested in making novels part of their English language courses. The results showed that learners preferred to read the texts available in easy and simple English such as short novels or stories. This may be linked to their lack of satisfactory command over English language skills, which may have affected their ability to handle long texts. One potential issue with the novels was the length of the novel. As reported, the length of the novel and the depth of details affected learners' interest in the novel. At times the participants found the novel boring during the lessons. The length of the novel, according to Lazar (1990), is

an important factor to retain learners' interest in reading as well as in the learning process. Besides, the type of novel which is not within 'learners' grasp' (p.206) may be problematic for them. As a result, the participants' preferred a short story or a short novel written in simple English that matches their 'linguistic, intellectual and emotional capabilities' (Lazar, 1990: 206). In short, the findings of the study showed that the participants of this study liked short stories because they are easy to read completely in contrast to the novels, which are lengthy and far more detailed. They may have felt lost in the sequence of details in the novel because of the complex nature of novels as 'certain crucial relationships of cause and effect are never made explicit to the reader' (Lazar, 1990: 205). The text-preference of the learners is in contrast to the selected literary texts in their English language course, which includes a lengthy and difficult novel and selections of poetry. In addition, the participants lack knowledge of English to comprehend the selected texts. Teachers and educational policy makers may need to give an urgent attention to this situation.

Learners' preferences for short stories are similar to Akyel and Yalcin's (1990) recommendations for language courses. These results of the study are also similar to those found in Halim's (2006) study on language learners' preferences; the short story was preferred by the majority of learners (55%) followed by the novel chosen by 34% and poetry chosen by 11% only. Students prefer short stories to other genres because they were familiar with the language used in them (Halim, 2006). Similarly, Norliana (2008), Ghazali, et al. (2009) and Ghazali (2008) also found that short stories were more popular among foreign language learners. Furthermore, Ghazali (2008: 9) argued that the participants liked short stories because 'they find short stories easiest to read as they are not lengthy and are less time consuming which enables them to do their homework and participate in co-curricular activities'. These results indicate that learners' interest, their involvement and desire to learn English are influenced by the nature of selected materials for the course. The novels prescribed in the

selected context were classical English literature works. Although the participants claimed to enjoy the novel, but if given the choice, they preferred to read a short novel or a short story, which they could understand without much difficulty. One of the factors is that the reading habits of the learners are not well-developed and had a limited range of books read. Literature may continue to be a part of the course. However, teachers need to employ suitable teaching strategies that coincide with learners' needs and interests. Furthermore, a realistic analysis and objective assessment of the literary texts taught in the context of this study is needed according to the needs and choices of young learners. The course designers may focus on the variety of texts, which encourages students to read and learn English language enthusiastically and help to develop the literacy. Ghazali (2008) also argued that literary texts, if selected carefully according to the interests of the learners will be helpful for less encouraged students in the classrooms.

Majority of the participants were studying literary texts to become proficient in English language, they could compare and reflect upon their own lives through the texts. This is similar to the study (Halim, 2006) conducted on student's preferences in learning literature in a Malaysian context. The Malaysian study showed that the learners liked literature because they liked reading as a form of adventure, which challenged their minds. The respondents also felt satisfied when the answers given were similar to their predictions, they could read about other people's experiences in life and learn from them (Halim, 2006).

#### **6.2.10 Supplementary Materials for Understanding Literary Texts**

The participants reported the use a variety of supplementary materials such as study notes, teacher's notes and movie adaptations of the novel. The study notes are similar to study aids but no quality standard measurement and assessment of the guides as most of these guides are published locally as an aid to study for the students. Teachers are aware that the study notes are substandard; neither do they recommend nor use themselves. However, as

the data shows, students were using the study guides for explanation of the texts, meaning of the difficult words given in Urdu, a summary of the plot and sketches of the characters in a novel. Participants lack of confidence about their knowledge of English and ability to comprehend texts use the material, which enables them to cope with the difficulties they come across in the text. However, students use the study aids outside the classroom to prepare for examinations. It is in line with Paran (2010) observation in Israeli context, where learners were making use of 'cribs' for preparing for the examinations. As Paran (2010) found '[the learners] were not engaging with the play, but were engaging with the questions about the play'(p.150). This is what Short and Candlin (1986) call 'the flight from the text' that learners instead of reading the original text may use crib or read translation.

Participants have a limited access to use modern technology at institutions as well as at home. However, few male participants also revealed during the interviews that they make use of digital dictionaries. No female participants reported of any use of the internet or other digital device that could aid to study the text. In fact, majority of the females reported to have a restricted access to internet at homes. The findings showed that not all of the participants were able to access internet either at home or at colleges. Although teachers encouraged them to use internet, most of the students had restricted access either at colleges or at home.

The findings of the study also support the importance of visualization when reading. The teachers used movie as an aid to understand the text in the classroom. Three out of four teachers reportedly used movie to help learners to understand the texts laden with cultural images, which were difficult for the teachers to explain. The use of the movie served two purposes in the EFL classrooms. First, teacher used movie as a way to encourage learners to read the text before watching the movie. As learners responded that reading literary

texts is useful because they trigger imagination of the reader and are able to visualize what they are reading. First, teacher used movie as a way to encourage learners to read the text before watching the movie. As most of the teachers used movie after reading the text. This supports Tomlinson (2010) experiential activity, which aids learners' visualization of the text. Bwenge (2008) also used a short film emphasizing the importance of visualization in the classroom in America where Swahili literature was taught. The learners in American context were distant from the Swahili context. As a result, use of a short film provided a support for the learners to visualize the elements that were distant from the learners culturally. In this scenario, the movie played a positive role as an aid to use literary texts in the EFL classrooms. Therefore, this study supports the arguments about the significance of using a movie to support learners' visualization of elements in the literary texts. Since the novel depicted 19th century society, *Silas Marner* is laden with cultural references.. The teachers use movie as an effective supplementary source to help learners in reading the text. This is similar to the finding in Ghazali et al (2009) where a vast majority of the respondents agreed that they would enjoy watching a film or video about the text.

#### **6.2.11 Problems faced by Learners in Language Learning through Literary Texts**

The qualitative and quantitative data also focussed on the participants' perceptions of the problems /difficulties they experience while studying literary texts for language learning in the selected Pakistani classrooms. The quantitative data (chapter 4) showed that learners do not perceive any major difficulties with the literary texts. However, the qualitative data showed some problems faced by the learners. This may imply the significance of the qualitative aspect of this research, which helped to explore in-depth learners' perceptions about the problems they face in English language learning through literary texts. The interaction with the participants during interviews also led me to understand the scope of education system through language classrooms, which rarely considers the learning needs

of the students.. The interviews with the teachers also helped to build up the argument about teachers' lack of attention to learners' needs.

The qualitative data also revealed some of the problems faced by the students while reading literary texts. They faced problems related to difficult and old vocabulary items of the novel. They perceived this difficulty as a block to their effective use of literary texts for learning English. The focus of teachers during the lessons may be a reason, which influences learners' perceptions about the difficulty with the texts where other problems/block remained unaddressed. The length of the literary works (especially novels) was also issue, which came to surface during the interviews with the learners.

Besides these problems, the interviews also explored the inner fears of the participants such as freight of the teacher's stature. The teacher's presence makes learners reluctant to ask questions related to the text or share their learning problems. As a result, students avoided an open interaction with the teacher. On the other hand, the teachers somehow seemed to be oblivious of these inner fears of the students. Teachers encouraged learners to ask if they are facing any difficulties while reading the texts. Students also agreed that teachers encourage them in the class. Despite these efforts, teachers have been unable to bring participants' confidence to a level where they are comfortable in the classroom environment and with the texts. This tendency linked to the learning habits of the early school years of the Pakistani EFL learners. The schools primarily lack the vision of preparing learners to face challenges in later years of education and professional lives. Therefore, teachers were oblivious of such fears among the learners. Teachers have concerns of completing course on time in a given time period as well as the class size. In addition, the institutions also lack services, such as counselling and learning advice centres, where learners may be able to share their learning problems and try to overcome them with the guidance of experts in the selected areas.

Language challenges faced by students as result of poor language learning at government schools/institutions also indicate the low standards of the teaching of English and the negligence on the part of responsible authorities. Students are likely to face language challenges until they finish their higher education. Students' experiences show their exposure widened at higher education where they can compare and contrast their own language level and concerns.

The course of English includes a very limited range of literary texts. It somehow builds up the misconception that language can be learned by consulting a limited range that is either novel or short story etc. It may be useful to include a range of materials, e.g. contemporary literary works

The participants' assessment of the literary texts was more general. The texts being part of the course were difficult at linguistic and conceptual level. This selection does not align with McKay's (1991) criteria for selecting the text both on linguistic and conceptual grounds. Although number of features mentioned by the learners were encouraging, however, when the discussion diverted to particular text in the course students were experiencing problems. However, in the light of the features pointed out by the participants it may be useful for the teachers as well as for the material designers to consider the aspects of literary texts that learners pay attention to as they attempt to read a text. These features seem to have a motivational impact for Pakistani EFL learners and may create curiosity among them and provide them with more space for discussion inside the classrooms. Teachers may find these aspects useful in their attempt to create an interaction between the text and the learner with the help of purposeful activities. However, this may require further research into the selection of literary texts.

### **6.3 RQ 2. What are the perceptions of English language teachers in the selected Pakistani colleges about the role of the literary texts used in the Pakistani EFL classrooms?**

#### **6.3.1 Importance of English language and challenges for the learners**

Teachers perceived English learning challenging for the language learners in the present context. In this case the socio-economic factors, educational factors and learners psychological factors may likely contribute to learners' low performance in the language classrooms.

#### **6.3.2 Literary texts trigger Reaction**

Teachers also identified elements such as the character, storyline in the novel that trigger reaction of the learners. Generally, teachers perceived that literary texts generated, to a certain extent, emotional reaction among the learners. Teachers also identified that interest in the text is increased when characters are familiar and associated to the learner. For example, teacher (2):

[A learner] can associate herself/himself with the character in a story. He/she can say this to himself / herself that I was thinking all this. These are the same ideas which were already in my mind. I think it depends upon the individual.

However, it was also noticed that there was no indication of language learning. The literature as an affect supports Carroli (2008) stance that learners perceive literature as a way to generate emotional response. However, to what extent teachers are aware of the way literary texts generate reaction from the learners was not identified and therefore prone to further research by observing the classrooms. Cross ref.

#### **6.3.3 Usefulness of literary texts in knowing about various cultures**

Teachers have a different understanding of cultural aspect of literary texts. Half of the teachers perceived literary texts as windows to other cultures and therefore believed that

extensive reading of literature was a way to gain knowledge about the cultures of different countries. Some teachers, however, experienced problems in the classrooms when they tried to explain the cultural aspect of the literary text to the learners. Teachers perceived that culture was a complex phenomenon and knowing culture through a literary text was problematic. For example, Teacher 3 found that reference to Trinity Christianity in the selected literary text was challenging to explain to her students. This aligns with Mansoor (2005) stance on culture in language teaching in Pakistan, the materials that are culturally distant from the learners own culture leave them alienated. In this way, these references are difficult for both the teachers and the students. In addition, only a Victorian novel was part of the language course. Therefore, cultural aspect remains a distant phenomenon for the students and the teachers in the present context.

This issue may be highlighted in syllabus designing stage and given due attention to select texts according to learners as well as teachers' needs. Moreover, it is also a matter of teacher's training focus. Although the data did not indicate whether teacher receive teaching training, it seems that teachers did not have prior training which could highlight and prepare teachers to deal with the challenges of using literature in the language classroom. Although the students were undergraduate and in the next two to three years were supposed to complete high education, yet it was not surprising that the learners lack knowledge in general. Moreover, reading is not extensively cultural. Therefore, it is likely that the learners lack knowledge of the issues they come across while reading and require teachers' help for explanation. In this regard, further research would be helpful to explore whether teacher training programmes, if any, address these issues in the language classrooms.

In order to facilitate learners' understanding of the cultural aspect, teachers could look for possible solution. In this regard, the visualization of cultural symbols, was supported with

the use of movies (see section 6.3.8 of this chapter), which was equally perceived by the teachers and the learners as important when dealing with literary texts in the EFL classrooms. To a certain extent teachers were able to address the issues that arise while using the literature in the language classroom it is prone to further research whether teachers articulate the course objectives highlighting cultural exploration through the text in the language classrooms. Moreover, the choice of the texts, the objectives of the course and learners perceptions all contribute to the extent teacher would integrate culture in the language classroom. Theoretically, culture has significant relation with literature, but practically, little has been done by the syllabus designers to emphasise cultural phenomenon in the objectives of the course with respect to the relationship between culture and literature in the language classroom. The loophole remains if cultural aspect is missed out it becomes a barrier to learners' understanding and teacher explaining the text. As claimed by the notable researchers that literature is the source of cultural enrichment, the cultural aspect in relation to the selected text was found challenging because the selected text was a Victorian novel representing 18<sup>th</sup> century Victorian England. This makes the use of the novel too dense and therefore affects negatively the teachers and students perceptions of language learning. Hirvela and Boyle (1988) also found that texts selected without considering learners' contexts may pose difficulty. Although as general perception the cultural element was problematic for the teachers, however, does not pose the literary texts to be replaced at all.

#### **6.3.4 Usefulness of literary texts in language improvement.**

The teachers generally agreed over the use of literary texts in English language learning. However, one of the teachers also expressed her dissatisfaction with the selected literary text, the Victorian novel, in the course and felt that the use of such literary texts in the language classrooms is not beneficial for the learners. Other teachers attributed either the teaching method or the learners' low proficiency for the language problems faced by the students. 'The learners' gender and background

knowledge likewise should come under close scrutiny when it comes to selecting the materials' (Khatib et al., 2011: 204). One of the teacher could not find any outcome of the use of literary texts for language learning purposes. The teachers had assessed that learners focus is to achieve language competence that is to be able to learn English for instrumental purposes only. As the same teacher reported that the learners were reluctant to read the original text in the classroom and preferred for the simple or abridged version of the novel. Moreover, the result also aligns with Giri (2001) argument that most of the teachers are not trained and adopt traditional methods for the sake of simplicity and ease. Other studies, An overall classroom situation and learners attitude towards the literary texts in the language classrooms has led the teacher to perceive that selected literary texts are not preferred by the learners and therefore concluded that literary texts are not helpful to attain to the desirable outcome in the EFL classrooms. The language syllabus was limited that is one Victorian novel and a non-fiction prose. In practice, the language teachers follow strictly the course. It is likely that that the same syllabus is repeatedly taught for at least five years which has created a negative impact upon teachers' enthusiasm as the very same teacher teaches same level for certain years and is likely to lose interest. As indicated in the literature review, the creative use of literature in the language classroom brings in more dynamism to the language classrooms. In the present context, The literature is found less integrated into language learning and therefore poses challenges for the teachers (Rana, 2009). Likewise, Hall (2005) also noted that traditional practices of teaching literature also hampers learners perceptions to seek relevance of reading literature for language learning. As indicated elsewhere the teaching method is lecture and there was no indication whether the literary text is creatively employed in teaching of four skills that are reading, writing, speaking and listening. Therefore, the classroom lacked creative practices-the issues which remained the concerns of the researchers (Hirvela and Boyle (1988) and Akyel and Yalcin, 1990). Therefore, even though teachers supported and believed that literary texts play a

significant role in language learning yet they used literary texts less effectively in the language classrooms.

### **6.3.5 Attitudes towards non-native literature**

The teachers are aware of various English language literary texts produced in Pakistan. However, some of them were reluctant to recommend them for inclusion in the English language courses because of their seemingly unshaken belief that English can be learned only through the classical literature of English. Though teachers recognized that reading local literary texts may be useful for learners because of some cultural reasons, they did not agree including these texts in the courses of English. This situation is similar to the one discussed in Paran (2006) and showed fears of the teachers regarding the use of non-native literary texts in language. This aspect also aligns with Alvstad and Castro (2009) concerns over teachers' fears to explore literary texts in the classrooms. The anxiety of teachers to include and explore variety of the texts raises questions whether literary texts are distinguished from other materials in the classrooms. This also poses the problem of unrealistic selection of the texts probably based on the intuition of the course designers than assessment of learners' needs and reflects an unrealistic assessment of the level of participants' competence in English language. This enthusiasm is also reflective of the influences of their background in English Literature studies. However, it could not be determined during the interviews whether teachers had formal training to teach literature in the language classrooms. It would be useful to research further into the scope of teacher training programmes, which focus on the realistic use of literary texts in the language classrooms. Similar findings were reported in Mahoney's (1991) as well.

### **6.3.6 Perceived teacher's role, teaching methods and classroom participation**

The three constructs were interconnected. The teachers perceived that teachers' role is important in language learning. Teacher's role was felt important to identify and understand

cultural references in the literary texts taught in the language classrooms. The use of literary texts with cultural references (discussed in section 6.3.3 of this chapter) supposedly distant from learners' knowledge and understanding is where teachers believe that their role is important. Moreover, teachers perceive that learners' interests in the text and the classroom depends upon how a teacher conducts a lesson in the classroom that it retains learners' interests during the lesson.

Literature component in language course means that the language course aims at something more than teaching of a language. It focuses on aesthetic aspect of the language as well (Hwang and Embi, (2007)).

Teachers used 'lecture method' in the classroom applying grammar-translation approach. However, teachers were not satisfied with the on-going teaching of English. Moreover, learners' overdependence upon the teacher at undergraduate level demands translation of the texts, which teachers perceived was not always successful for example translating a poem (teacher 4). This over-dependence indicates learners' lack of confidence in their own learning process and thus perceived low proficiency in language. Therefore, in the present context teachers expect an output from their learners, which is beyond their level of language skills.

The pattern of teacher-student interaction in the classroom was limited to the questions initiated by the teachers and answered by the learners. As teacher 4 revealed, only few learners could give response to their questions. The interaction between the student and teacher took place like other traditional classrooms. Most of the teachers were making less creative use of literary texts for language learning. Therefore, nowhere in this study it confirmed that teachers are using literary texts in language teaching for communicative purposes. The focus remains only on vocabulary and less focus on teaching of sentence

structure. This finding aligns with the findings of Weist (2004) where most of the time was utilized in paraphrasing and guiding the meanings of difficult words. Similar findings were observed in Hweng and Embi (2007) study in secondary classes in the Malaysian context. The teachers utilize most of the classroom time. Moreover, the teacher's approach is influenced by six factors: examination, the number of students in the classroom, the proficiency level of the learners, the selected literary text, and attitudes of the students and the training of the teachers. In the present study, it is very likely that teaching objectives are compelled by the assessment patterns, pressure to complete the course on-time as well as learners demands for a simple text. As the findings suggest the interaction in classroom is only between the teachers and the students and the approach is predominantly teacher-centred.

#### **6.3.7 Preference for literature.**

The teachers were less aware of learners' preference to literary text types. In terms of preference for the genre- novel was perceived to be preferred genre. Neither of the teachers made any suggestion to modify the syllabus, which implies that teachers were less flexible in their outlook towards the syllabus in general. Over the years, there has seldom been channel where teachers could voice their perceptions. Therefore, in practice syllabus has been designed without comprehensive feedback from the teachers. Moreover, teachers' training programmes are not part of the mainstream career orientation of the teachers. Hence, sharing of ideas among the community of teachers also seemed to be non-existent. As such the importance of perceptions whether of teachers or teachers' knowing students perceptions remains underemphasized area in language teaching and learning. Teachers generally assumed learners' liking for reading novels just because novel was included in the course. As one of the teacher said, the issue of preference has never been raised in the classroom. Overall teachers assumed that novel was the type of literary texts learners may

prefer. Teachers' input further raises questions about awareness of the challenges teacher may face in the language classrooms and the concerns of learners language learning needs. Akyel and Yalçin (1990) also emphasized the selection of literary texts with respect to learners' preferences.

### **6.3.8 The use of supplementary sources**

Movie was one of the effective supplementary sources that proved useful for the learners. The choice of showing movie based on the literary text was appropriate and supports Tomlinson (2010) argument about experiential activity. In this case, it can be said that the teachers made effective use of experiential activity that positively supported learners' visualization of the literary texts. Moreover, since the selected text was laden with images (section 6.3.3 of this chapter) distant to learners' imagination, the use of movies was proved effective for both the teachers as well as the learners to understand and take interest in the text. In addition, teachers encouraged learners to internet. This supports the importance of technology in literature in language learning.

### **6.3.9 Problems faced by students**

Teachers' perceptions of the problems faced by the students are related to the use of English language. In a classroom practice, the teachers translate text into learners' mother tongue or in their national language. This practice, in general, has posed problems of understanding literature at undergraduate level or at intermediate level. According to teacher 3, learners' demand for translating the text especially the poetry is impractical at this level.

## **6.4 Discussion on comparison between the teachers and students perspectives**

### **6.4.1 Reading of literary texts: from learners and teachers' perspective**

The reading of literary texts was explored from learners and teachers' perspective. It was insightful how EFL learners are processing the text in a language classroom. Learners

talked about the text, narrated the story of the novel and characters during the interviews indicating that a lot was going on in learner's mind when reading the text. As in some instances learners reflected upon their experiences in the real life in connection with the events in the novel (for example, the character 'Eppie's' case of adoption was narrated and compared with a real life adoption case by the interviewee 20). It can be argued that to a certain extent learners are processing the texts in their own way. However, as the data shows, lack of classroom activities, group work or pair work owing to teachers' reliance upon lecture method, the text remains underexplored in the classroom (Waseem and Asadullah, 2012). In the light of the classroom realities, learners develop perceptions about the literary text and language competence, which the teachers hardly take into account when developing teaching objectives. Moreover, the perceptions of the teachers are the result of their education; background knowledge which has shaped their understanding of the position of literature in language teaching and their own experiences in the language classroom. In view of the above points, literature is playing a positive yet unrecognizable role in learners processing the text.

Teachers in this regard must take notice of how learners process the given texts in the classroom while reading, which remained unrecognized due to established beliefs of learners and teachers in the context where the value of literature is recognized yet literature remains underexplored and its usefulness underestimated. The literary texts are prone to classroom discussions without which language classroom may be devoid of desirable learning outcome. In the present context, learners made an effort to develop literal comprehension. In such scenarios, teachers' role comes into the question as a moderator or a facilitator to involve the learners in the discussion. This makes a strong case of literature discussions (Kim, 2004). During the interviews, the respondents narrated and discussed the related events with reference to *Silas Marner*. This positively suggests a proposition for

introducing literature circles (Shelton-Strong, 2012) in the EFL classrooms. This also aligns with Kim's (2004) argument that reading being 'a dynamic process, reader responds to the characters and events of a story as thoughts and feelings about the text continue to generate. Learners narrate stories, relate their own experiences, and are enthusiastic to share their experience of literature reading' (p. 146). In the context of this study, the reading experience of the learners was limited and probably newly developed, as many learners were reading the novel at the higher level for the first time. As research in L2 reading showed that extensive reading would enable the learners to make the meaning out of the text, the teachers in the context of this study also felt that learners' language would improve with extensive reading. As has been the case, in Takagaki (2002) study, Japanese college learners had distorted views on reading English literature due to limited exposure to English literature. In this regard, this study also emphasizes exposing learners to the variety of the literary texts. However, this step marks more involvement on the part of the teachers and the syllabus designers to set clear objectives for incorporating literature in the language course as teachers' style and the selection of the text influence learners' interest (Nair et al 2012). In similar way, Sivapalan and Subramaniam (2008) study also emphasized the preference of undergraduate students of engineering in Malaysian context to include contemporary text along with the classical literature, which would bring positive changes in the language classroom. Therefore, learners' engagement with the text may likely improve as they may get more involved in reading and understanding the text as well as aesthetically appreciate the literary work the more they read the texts as has been the case in Kim (2004) study, which showed that the potential use of literature makes the reading process dynamic and involving.

#### **6.4.2 Reading of literary texts for language improvement: from teachers and students perspective**

With teacher-centred approach, teachers bound themselves with the notion that they are responsible to help and facilitate learners while processing the literary texts. In this regard, the role of the teacher becomes more of a performer than that of manager. This sense of responsibility has positive as well as negative effects on the teachers and the students. On the one hand, learners were somewhat felt shy to interact with the teacher during classroom lessons mainly due to their own perceived language proficiency and the perceived stature of the teacher. On the other hand, despite these concerns the learners, nevertheless, felt that the teacher-guided classroom lessons were important to understand the text. It also indicates that the classroom instructions were largely teacher-led. Moreover, issues such as cultural aspects in the text not only highlight the importance of the teacher's role but also demand teacher's involvement and may be helpful to redefine the role in EFL classrooms.

Learners' preference to read the texts in simple English shows English language learning and teaching issues in EFL classroom. Although teachers' opinions were divided over the use of variety of literary texts in English other than the texts in British English, teachers perceived that the use of language could be improved through extensive reading. Teacher 2 perceived literary texts as an opportunity, which partially aligns with Kramsch (1993) providing more specific idea of literary texts as models of particularity and opportunities for dialogic negotiation of meaning. However, the teachers were reluctant to avail full opportunities in the language classrooms as dialogic negotiation of meaning was not the part of most of the lessons as the data showed lack of literature-based classroom activities, or discussions in the classrooms. In this regard, the findings of this study lay emphasis upon the role of the teachers to determine appropriate strategies to employ meaning through classroom activities and discussions in the classrooms among the students. Moreover,

despite teachers' and students awareness of the importance of English language, the use of literature in the framework of language learning is perceived with ambiguity. Language learning is perceived mainly as proficiency in grammar and vocabulary of the target language. The perceptions of the learners also highlighted the generalized role of the literary texts as means to improve vocabulary of the target language. This leaves questions as to what extent teachers clarify the confusions that are part of the classroom realities when such literary texts are taught. Berardo (2006) is of the view that 'role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used' (p.60). If the goals of the pedagogy are not articulated then the ambiguity regarding the role of literature in language learning will prevail in language learning classrooms rather than establishing any balanced position where literature and language learning are integrated in an EFL classroom. This also strengthens the case of investigating learners and teachers perceptions (Graham, 2004; Lally, 2002; Thompson, 2009) which reflect their experiences in the language classroom. Literature is included and operated in the EFL classroom yet the reasons of including literary texts are not articulated among the syllabus designers and the teachers and this ambiguity remains prevalent in EFL classroom causing mismatch of learners and teachers perceptions of the use of literary texts in the language classroom prevails.

#### **6.4.3 Reading of literary texts for knowing the culture: teachers and students perspective**

In the light of the responses of both the teachers and the learners towards the role of literary texts to know about the culture of the target language, the culture content remained a complex and less focused phenomenon. Culture of the target language is articulated in the goals of use of literature in the language classroom. The use of the novels in EFL classrooms seemed to enable the students to make general comparisons between the culture of the target language and their own culture, especially, on religious grounds. However,

The issue of culture, required teacher's guidance. It was problematic for the teachers, for example, to explain the themes such as Christianity to the learners. Therefore, this aspect demanded cautiousness on part of the teachers and aligns with Ghazali et al (2009) observation that understanding culture is made even more difficult as the values that shape and influence the characters and their point of views are not explicitly portrayed in literary texts'. The finding also indicates that teachers lack formal training to cope with such challenges in the language classroom and aligns with Khattak et al (2010) findings that the language teachers in Pakistan lack formal teacher's training.

The Muslim identity of the students also emerged while discussing cultural aspects in the texts, which reflects that strong religious symbols occurred in the text as comparisons were drawn by the students between target language culture and their own culture. Moreover, in order to cope with the difficulty, the visualization of cultural symbols, was somewhat solved with the help of watching movies. Students also drew comparisons on various social themes such as powerful versus weak conflicts, in the novel. Although the Pakistani learners of English language in this study, affirmed that, the literary texts were the source of knowledge and allowed them to know about other societies, they relied upon their teachers' explanation of the cultural aspects of the texts.

In the light of the above discussion, it can be deduced that although cultural content of literary texts posed challenge for the learners and the teachers, nevertheless, it was also an opportunity for them to become more conscious of the problem. Such works, therefore, may be included at an advanced stage of the course. Teachers must guide the students to read literary texts and explain to them culturally sensitive elements in these texts. However, the issue of cultural content in the literary texts also calls for taking into account what Martin and Laurie (1993) found in their study the need for cultural knowledge along with linguistic skills prior to teaching literary texts.

#### **6.4.3.1 Reading of non-native literary texts: teachers and students perspective**

In the light of the attitudes of the learners and the teachers in the Pakistani context towards including new variety/genre into the language course, discussed above, it may be predictable that the participants believe that works produced by the British writers are the authentic materials to learn English language. Although more probing into English writers would have led to clarify participants' perspective on literary works by North American/Canadian/Australian writers as native speakers of English. This also implies that the course designing policies have remained less flexible, despite of the fact that various literary works in English are being produced internationally which are diverse in themes as well as cultural representations. The teachers/syllabus designer may not take chances to design a flexible course for the students to experience their own culture through the non-native variety of English.

The proponents of non-native literature (Kachru, 1986 and Talib, 1992) argue literary texts written in the non-native variety of English not only enhance 'communicative abilities' (Talib 1992: 51) of the learners in their own community but also develop their sense of 'cultural identity' and 'belonging to the variety's community of speakers and the society at large'. The notion is less developed in the community where learners learn English language for instrumental reasons regardless of which form of English is used. They are primarily concerned to attain certain level of proficiency in the language. The perception and attitude of the learners seem to develop when language learning is perceived as an end product rather than the process of learning. Secondly, social divide is largely created as a result of educational system. English is perceived as crucial step towards occupational success in the society. It is difficult to assess if non-native literature is helpful to enhance a sense of cultural identity as well as belongingness to the community. In addition, the role of non-native literature is questionable when the teachers are enthusiasts of canonical

literature or British English literature. This attitude of the teachers is reflective of their own background of learning where their teachers were the enthusiasts of mainly British English literature. The same ideology transfers from the teacher to the students who later become teachers. These beliefs also align with the general beliefs of the teachers as identified by Talib (1992) about such texts as ‘substandard’.

The responses of the students and teachers have shown that the perception about the non-native literature is very subjective and a matter of personal beliefs. The non-native literary texts are likely to be perceived as less beneficial by the teachers because of strong beliefs about British English Literature perhaps (rather than Literatures in English) as the only standard form of foreign language and cultural knowledge. The factors such as ‘same surroundings, same atmosphere and same culture’ (Teacher 2) of the participants is perceived as less helpful to learn English language.

The approach of the participants, both teachers and learners towards non-native literature was similar. The learners and the teachers believed that the use of literary works by British writers would be more helpful to learn English language than non-native Pakistani writers. It is their language and they know how to use English language. Teacher (2) also believed that reading non-native literature would add to learners’ personal development. One student respondent did not agree that non-native literary text could help an EFL learner in English language learning. The respondent rather held the view that English could be learned through the works of native-writers of English.

Although the participants showed limited knowledge about contemporary works, yet some of the participants’ attitudes show positive inclination towards the works that represent their own culture. This may have implications for teachers and course designers to consider including contemporary works that provide participants with an opportunity to interact with the texts in familiar surroundings.

The use of non-native literary texts would be useful if added to the course. In current course, teachers rely upon classic English literature. Teachers were reluctant that such literary texts should be included in the course. Students on the other hand, did not have any experience of reading non-native literary texts but felt that if included in the course would be helpful in the language classroom. In this respect, teachers and students differ whether non-native literary texts are useful in EFL classrooms. According to Kramsch 'foreign language learners have to be exposed to different types of texts, from the most conventional to the most particular, but if they are eventually to find their own voice in the foreign language and culture, literary texts can offer them models of particularity and opportunities for the dialogic negotiation of meaning' (p.131). As mentioned elsewhere, the scope of reading was found limited among the learners, this probably was the reason that some teachers emphasized upon extensive reading. However, most of the learners do not have well-developed habits of reading. Therefore, their knowledge about non-native literary texts is limited.

#### **6.4.4 Reading literary texts in the language classroom: teachers' and students perspective**

At a higher level, students and teachers are expected to have more exposure to the target language use. Majority of the respondents also seem to be satisfied with teacher's explanation of the text in the classroom. For example, according to interviewee 17 the teacher explained the lesson in a simple way, which means that the teacher used simple English during the lesson. The responses of the students and the teachers also indicated that teachers used national (Urdu) or regional language (Pashtu). There was difference between the perceptions of teachers and the students about translation of the texts in national or regional language in the classroom. The learners were satisfied with teacher's explanation of the text. Teacher explained the text in simple English and when necessary

teacher even translated the text in learners' national or regional language for example, in this context Urdu or Pashtu:

They explain quite well. They explain in Pashtu as well as in Urdu and also in English which we can understand easily (Interviewee 11).

Teacher explains the text line by line. Although all is written in the books but it is the teacher's way that I am able to understand (Interviewee 9).

It means that the language of the literary texts is perceived to be difficult for the students as a result of which teachers are prone to translate where necessary. In similar context, the findings of Rustam (2008) study showed teachers and students similar views that language used in the literary texts was difficult. In this study, however, difficult language used in the literary texts was more strongly perceived by the learners than that of the teachers. This also implies difference of the classroom goals of both the teachers and the students. In addition, much to the teachers' dissatisfaction, teachers were prone to make use of the translation strategy keeping in focus that the learners may not be able to comprehend the text.

As this study shows, the difference between the teachers and the students' perceptions exists and therefore should be considered as the part of the classroom realities. Moreover, number of students in the classroom, learners' attitudes towards literary texts also influenced teaching strategies, which aligns with Hwang and Embi (2007) study of employing approaches to teaching literature in secondary school, Sabah, Malaysia. Students' apparent satisfaction with the prevailing classroom instruction and teachers dissatisfaction with their own teaching leaves concerns to incorporate teacher training programmes and vigilance on part of syllabus designers to articulate objectives of the use of literature in language education in Pakistan. Moreover, attention must be given to teacher

training to enable them to perceive the classroom realities to enable them to respond to these challenges.

## **6.5 Implications of the study**

Some of the possible implications of this study are as follows:

This study provides more space to reflect and rethink about the realistic position of literary texts selected for language syllabus for colleges in the selected Pakistani context. The role of teachers may be important in the selection of courses that addresses language needs of the learners. As the study showed there is communication gap between the teachers and the students; teachers may work to be more articulate about their own teaching objectives, learners' language learning requirements as well as about the overall objectives of the selected courses for the students.

### **6.5.1 Literature language integration in Pakistani context**

Literary texts are a significant part of the English language curriculum in Pakistan. English language teachers' educational background is also in literature studies, therefore, they tend to promote the same aspirations for literature, which they received from their own teachers. However, the teachers may look into the genuine aspirations and needs of their students and allow them to develop and articulate their own understanding of language learning. This point does not suggest that learners' preferences are the only scale upon which teachers and the curriculum designers can select most preferred form of literary works. Curriculum designers and teachers analyse the needs and the demands of language learning in Pakistani context. However, few aspects of learners' choices, identified during the discussion above, may be a starting point for teachers and the responsible authorities to select some interesting and motivating texts.

A flexible attitude of teachers towards the use of literary works other than classical literature, in the light of the goals of learners, may result in the selection of a variety of texts, which may be more interesting, entertaining and informative for the Pakistani EFL learners. Especially, the inclusion of some recent literary works may not only introduce learners to contemporary socio-cultural realities, themes and developments but also equip them with the latest uses and vocabulary of English language. Once the stance of integrating literature in language teaching is clear, this may further clarify the structure of course.

### **6.5.2 Innovative teaching Methods**

The study also looked into the role and teaching methods of language teachers in the context of this study. Participants rely heavily upon teachers for their learning which may hinder their growth as autonomous learners. This teacher-centred approach might need a change for the betterment of students. However, this cannot be ruled out instantly, rather it is a gradual process of transforming the teacher-centred into learner-centred. However, teachers can encourage their students for effective learning strategies. Some possible constraints may be large classes, limited credit hours and teachers' willingness to take initiative for change in the EFL classrooms.

### **6.5.3 Curriculum designing**

This study may provide the policy makers and course designing committees at educational institutions an understanding of learners as well as teachers' needs. This may result in designing course materials by integrating new forms of literary texts and may encourage teachers to use suitable teaching pedagogies in language classrooms. This step will be crucial for teachers, since the teacher-centred approach has been strongly rooted into the teaching process. Teachers also need to understand the idea that literary texts are not used as an end product in Pakistani classrooms rather they are a means to language learning.

While it is neither reasonable nor feasible to exclude literary texts of Standard English from the courses of English, It may be useful to include some popular and well-written non-native literary texts in English language courses for cultural reasons as students might find it easy to understand and interpret these texts. In this way, they may also learn some local uses of and innovations in English language. This is in line with Kachru's (1986) suggestion that a balance may be maintained in the selection of native and non-native literary texts. This balance, if carefully executed, may provide learners not only with a diversified selection of literary texts but will also give them the necessary exposure to understand their own interests and preferences.

Another implication of this study would be, to explore further the possibility of the use of non-native literary texts from the perspective of material experts in the area of into EFL classrooms. Thus, introducing such courses would need a careful selection on the part of course designers. As Kachru (1986) points, it is essential to determine content of such material on lexical, syntactic and cultural basis. This may also provide course designers and teachers the opportunity to rethink about the role and place of literature in Pakistani English language classrooms. As this study implied a gap between learners' preferences and English language courses, the problems that hinder the effective course designing could probably be researched thoroughly in future.

The study shows that literature, although theoretically is considered important for English language learning, in its true form seems to have remained unexplored, mainly due to a gap in pedagogical practices. It may be suggested, that teachers may give their feedback to modify course objectives. Moreover, more training courses should be designed for the teachers on the use of literature based on some effective teaching strategies to help learners in reading literary texts for language learning and personal development. The aspect of the personal growth of learners needs teacher's attention in the context of this study.

It will be useful if teachers also inculcate aesthetic reading for the students so that they can experience the literature and culture of the target language. Here, the participants' objective may not be to integrate with the foreign culture but to develop its better understanding. Since most of the students read literary texts to become capable of using English language; teachers may work to logically integrate language, literature and culture in English language teaching. In this regard, teachers also need to be more articulated about the connection between culture and English language teaching objectives in EFL classrooms. As Cruz (2010:3) puts it:

‘Literature is an aesthetic recreation that can inspire more authority in the use and enrichment of language than English textbooks or even than direct samples of language more so if students develop an aesthetic reading of the text’

#### **6.5.4 Variety of Literary Texts**

The study also showed that a very limited range of literary texts are being used in the language classrooms that is, novels and essays. It will be useful to use a variety of texts. In this regard, learners' feedback on their preferences will be helpful for the teachers and material designers. Most of the students showed their interest in short stories and some in novels. However, the selection may be made on the basis of the linguistic and conceptual levels (McKay, 1991). As the data showed, most of the students were facing problems with difficult and archaic language of the novel. Students could not draw the usefulness of language in their daily lives. Therefore, material designers may select the texts, which reflect the changing contemporary world and societies. The variety of texts may positively affect the interest of the students and teachers in English language classrooms.

With discussion and implications of this study, I will now conclude the study by summarizing the findings of this study, presenting its limitations as well as some suggestions for further research in future.

## 6.6 Summary of the findings

The qualitative and quantitative findings presented a view of participants' perceptions about the motivational aspects of the literary texts. While exploring the aspects, we noticed that the participants were able to identify literary features such as characters and events in the texts with their experiences. The study also found that to a certain extent students were aware that English language learning is important for pursuing higher studies and professional goals. The study also showed that literary texts in the selected EFL contexts not only allow learners to attain knowledge about the culture of the target language community but also but also give them the opportunity to reflect and think about their own culture. Students could also perceive the importance of literary texts to achieve certain level of improvement in their language. However, the study also showed that learners were less able to develop their speaking skills. This was probably because the language practices in the classrooms were focused on reading and writing. The socio-cultural factors also played important role in language learning. Learners perceived that the encouragement from their parents, other family members and friends is important. The study thus confirmed that learners' background was an important encouraging factor to read literary texts for learning English language. This factor affected learners in clarity of the goal of language or acquiring education in English. The study also confirmed the role played by literary texts to expand cultural knowledge of the learners. This provided them opportunity to know the historical background of the texts but also to see the aspects of societies reflected through the texts. Moreover, this allowed them to reflect and understand their own culture as they were able to compare their own culture with the culture of whose literature they were reading. Students perceived the role of non-native literature as less helpful as they perceived that English can be learned only through the texts that are written by native writers. They were doubtful whether Pakistani writers writing in English could be of any

help. Although these works may reflect their familiar surroundings yet such texts may not help them to learn English since English is not the first language of the Pakistani writers. Students also perceived role of the teacher as important to learn English language through literary texts. Teachers helped them to develop interest in reading the texts. The participants were conscious that their proficiency level in English was low and as such they required a teacher's support and help to understand the text. Since the teaching was teacher-centred, the teacher-students interaction appeared to take place only in the language classrooms. However, this interaction was limited only to questions and answer sessions. The study also showed learners preference for certain type of texts. Students perceived their preference on the basis of language learning needs. They preferred literary texts in English which they can understand. In order to deal with the difficulties in language learning through literary texts, the study also confirmed learners' use of supplementary sources. For example, movies was found to be one of suitable source that enable learners to clarify the confusions they come across during the reading of the texts where the vivid imagery was required to understand certain passages. Lastly, the study also confirmed some problems faced by the learners while reading the literary texts. Since, they were reading *Silas Marner*, they found diction of the text old and difficult. The text was provided with details and sometimes it was problematic for learners to keep track of the sequence of the events before and after. Since the novel they were reading was long, they perceived length of the novel as one of the factors sometimes losing interest in the reading. Students, in some cases, also found teacher's stature as one of the hindrance to develop the habit to ask questions about the text. As a result, they could not communicate the difficulties they experienced in the language classrooms with the teacher.

## **6.7 Limitations of the study**

The limitations of the study are as follows:

- A) The study lacked focus on emotional responses of the learners. One of the important factors in reading literary texts is the emotional responses generated as a result of reading literary texts. This aspect was found missing in this research. It will be, therefore, useful to examine the role of emotions in a future study as learners interact with the texts, and how far classroom environment affects this factor.
- B) Only four teachers were selected as participants of the study. This study also found no voice of a male teacher. Although gender difference was not the focus of the study, yet, the perceptions of a number of male teachers would have allowed more diverse and reliable results. It would have been better to maximize the representation of teachers from all the colleges.
- C) The quantitative questionnaires were administered with learners only and not with the teachers as participants of the study. As a result, one of the limitations of the study is that the objective opinions of the teachers could not be measured.
- D) Two research instruments, qualitative semi-structured interviews and quantitative structured-questionnaires, were used for the study. However, the aspects such as attitudes towards classroom participation would have been explored inside the classroom realities if the classroom observation were used as a research tool.
- E) One of the limitations of the research design was also non-piloting of the Urdu version of the bilingual questionnaire. The questionnaire was first designed and piloted only in English. However, going through the list of possible suggestions by the learners, it was decided that the questionnaire should be translated into Urdu. This was done as per better understanding and maximizing the responses of the participants. However, the accuracy of the questionnaire would have been maximized, if the bilingual questionnaire were piloted instead of only English version.

## **6.8 Suggestions for further Research**

This study was an attempt to investigate the role of literary texts in language classrooms. However, the study was not without limitations therefore, more research may still be required to investigate the role of literary texts in language classrooms. Following are the some suggestions for further research:

- A) It would be useful to make use of classroom observations in order to understand teacher-student interaction during the reading and analysis of a literary text.
- B) The study also showed discrepancy between the choice of literary texts and appropriate teaching methods. It would be useful to investigate in detail the views of syllabus designers and teachers about textual choices in relation to the teaching methods. A qualitative research design may be more suitable for this kind of inquiry.
- C) The study also showed that the range of literary texts in the language course was limited. It may be useful to add a variety of literary texts as suggested in the implications of the study. The materials for language teaching need evaluation with respect to language learning goals. A detailed investigation about the usefulness and effects of various literary texts on the interest and performance of learners in language classrooms may help course designers to make better selection of literary texts for language teaching in the EFL contexts.

## **6.9 Summary of the Chapter**

This chapter presented a detailed discussion on the findings of the qualitative and the quantitative data. The findings of both types of data showed somewhat similar results. However, qualitative data provided extended insights and thus formed an extension of the data findings of the quantitative data. Participants' perceptions were clear rather more

exploratory on the motivational aspects of literary texts. The general interest of the learners and the importance of English influenced their learning process through literary texts. In addition, the use of literary texts provided learners with an opportunity to get exposed to cultural knowledge and thus enrich their understanding of the culture of the foreign language and the society depicted in the texts. The chapter also discussed the need of including non-native form of English literature as an experiment in the curriculum. Despite certain scepticism, it would be worth to experiment with non-native forms of literature to investigate its effect on English language learning. The chapter also discussed the role of a teacher in language learning as it had direct affect upon learner's interest and thus influenced them to read literary texts. The study also supported that the selection of teaching methods influences learner's involvement with the texts and thus build up their perceptions towards the role of literary texts in language learning. The chapter presented that learners have preferences for certain literary genres that may also influence their attitudes towards literary texts. Moreover, the use of internet may be encouraged by the teachers to facilitate their pupils' language learning through literary texts. The study also pointed towards potential problems that learners face while working with literary texts. The old diction was the main issue of concern for the learners as they were unable to see the communicative use of the language they came across in the novels. This form of literature may be useful to draw the pleasure of reading but less likely to help in communicative use of English language.

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## **APPENDIX I:**

### **INFORMATION SHEET**

#### **Title of the Study:**

#### **The Motivational Role of Literary Texts in Pakistani EFL Classrooms: Issues and Challenges**

I invite you to take part in my research project. The information sheet contains necessary details about this project and important information about participating in this research. Please read these details carefully before you decide whether or not to take part in this research.

#### **Purpose of the Study**

My research project aims to examine the perceptions of undergraduate students about the motivational role of literary texts being used in the language classrooms in Pakistan. This study also aims to discover the factors that may influence the undergraduate students in language learning through the use of literary texts in the classrooms.

#### **Participation in the Study**

You have been chosen to participate in this research among undergraduate students from eight colleges. About 200 students have been invited to participate in this research. If you choose to participate, you will need to fill the questionnaire which will take 15-20 minutes to complete. The questionnaire will comprise statements that will seek your experiences and opinions about the role of literary texts in the language classroom.

The study will also comprise interviews with 40 students. The interview will take place for 20-25 minutes. You will be free to share your experiences as English language learner during the interview.

#### **Voluntary Participation**

Your participation in this study is voluntary. You may withdraw from research at any time of the study. The study does not involve travelling. You will be asked to complete questionnaire in the classroom with the permission of your teacher and your college. The interview will also take place in your college or any other place of convenience.

#### **Confidentiality and Anonymity of Data**

The data of this study will be kept confidential and anonymous. Only I and my supervisor will have access to the data.

#### **Contact Information**

You can also contact me if you need any further information about this study through email or phone.

Email: atwast@essex.ac.uk

Contact: 00 92 333 9628635

You can keep this information sheet if you wish to participate in this research.

**Thank you for reading this information sheet**

**APPENDIX II:**

**UNIVERSITY OF ESSEX**  
**FORM OF CONSENT TO TAKE PART IN A RESEARCH PROJECT**

**CONFIDENTIAL****Title of project / investigation:**

The motivational Role of Literary Texts in EFL Classrooms in Pakistan: Issues and Challenges

**Brief outline of project, including an outline of the procedures to be used:**

I aim to examine the perceptions of undergraduate students from colleges of Kohat about the motivational role of literary texts in EFL (English as Foreign Language) classrooms in Pakistan. This study also aims to discover some other factors, if any, that influence learners in English language learning through the use of literary texts.

For this purpose, I intend to use questionnaires to seek your opinion. Based upon findings from the questionnaires, I will also conduct an interview with you.

Participation is voluntary, and you are free to withdraw at any time. When the results of this research are written up in my thesis and for publication, data will be anonymous and your identity will not be revealed.

I, ..... \*(**participant's** full name) agree to take part in the above named project / investigation, the details of which have been fully explained to me and described in writing.

Signed..... Date.....  
 (Participant)

I, ..... \*(**Investigator's** full name) certify that the details of this project / investigation have been fully explained and described in writing to the subject named above and have been understood by him / her.

Signed..... Date.....  
 (Investigator)

\*Please type or print in block capitals

## APPENDIX III:

### UNIVERSITY OF ESSEX FORM OF CONSENT TO TAKE PART IN A RESEARCH PROJECT

#### CONFIDENTIAL

#### **Title of project / investigation:**

The motivational Role of Literary Texts in EFL Classrooms in Pakistan: Issues and Challenges

#### **Brief outline of project, including an outline of the procedures to be used:**

I aim to examine the perceptions of undergraduate students from colleges of Kohat about the motivational role of literary texts in EFL (English as Foreign Language) classrooms in Pakistan. The study also aims to discover the factors that may influence learners through the use of literary texts in English language learning.

The opinions of teachers will form a significant dimension of the study. For this purpose, I will conduct face-to-face interview with you to seek your personal opinions about the issues of language teaching and learning in the language classrooms.

Participation is voluntary, and you are free to withdraw at any time. When the results of this research are written up in my thesis and for publication, data will be anonymous and your identity will not be revealed.

I, ..... \*(**participant's** full name) agree to take part in the above named project / investigation, the details of which have been fully explained to me and described in writing.

Signed..... Date.....

(Participant)

I, ..... \*(**Investigator's** full name) certify that the details of this project / investigation have been fully explained and described in writing to the subject named above and have been understood by him / her.

Signed..... Date.....

(Investigator)

\*Please type or print in block capital

## APPENDIX IV (a):

### The Questionnaire

Dear student

The purpose of this questionnaire is to understand and analyse the instruction of literature in English classrooms in a Pakistani context. The researcher does not aim to evaluate English language teachers or classroom environment in the selected institutions but intends to get vital opinions of the students about the teaching of literature in their English language classrooms. Therefore, please do not hesitate to answer the items of the questionnaire in a frank manner. Your identity and responses will be kept confidential. Therefore, you are not required to sign your name here.

I really thank you in advance for sparing time to complete this questionnaire.

Afia Tasneem

Wasti

(atwast@essex.ac.uk)

Each statement of this questionnaire is followed by a 6-point scale. Please encircle your choice from the numbers given against each statement keeping in mind your level of agreement with its content.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6

For example, if you strongly agree with the following statement, write this:

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
I like apples	①	2	3	4	5	6

**Your information:** (Tick ✓ for this section only)

Gender: Male , Female

Age: \_\_\_\_\_ years

Year of Study: 3<sup>rd</sup> , 4<sup>th</sup>

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1. Reading English literary texts helps me to learn English language.	1	2	3	4	5	6
2. I find studying literary texts in English language enjoyable.	1	2	3	4	5	6
3. English language literary texts help me to improve speaking skills in English.	1	2	3	4	5	6
4. Literary texts also develop the understanding of my own culture.	1	2	3	4	5	6
5. Generally, stories in the course are very interesting.	1	2	3	4	5	6
6. Studying English literary texts increases my interest to learn English language.	1	2	3	4	5	6
7. I sometimes read literary texts besides course books.	1	2	3	4	5	6

8. English language literary texts help me to improve writing skills in English.	1	2	3	4	5	6
9. I become more aware about my own culture through literary texts in English by local (non-native) writers.	1	2	3	4	5	6
10. I like to participate in the discussion on literary texts in the classroom.	1	2	3	4	5	6
11. Symbols used in the literary texts are easy.	1	2	3	4	5	6
12. I like studying English literary texts.	1	2	3	4	5	6
13. I find reading of literary texts helpful to understand other subjects as well.	1	2	3	4	5	6
14. English language literary texts help me to improve reading skills in English.	1	2	3	4	5	6
15. The literary texts written by Pakistani writers in English are easy to understand.	1	2	3	4	5	6
16. Sometimes I find literary texts taught in English language class boring.	1	2	3	4	5	6
17. Most of English literary texts taught in language classroom present a culture completely different from my own.	1	2	3	4	5	6
18. I think studying English literary texts is important to learn English.	1	2	3	4	5	6
19. English literary texts help me to understand society in a better way.	1	2	3	4	5	6
20. English language literary texts help me to improve English language vocabulary.	1	2	3	4	5	6
21. I find the events in English language literary texts written by Pakistani writers similar to my personal experiences of life.	1	2	3	4	5	6
22. I enjoy literary text-based English language lessons in the classroom.	1	2	3	4	5	6
23. I prefer to read literary texts in simple English.	1	2	3	4	5	6
24. Most of the times I like characters in the literary texts taught in English language classroom.	1	2	3	4	5	6
25. I enjoy reading literature about people and their experiences similar to my own experiences.	1	2	3	4	5	6
26. English language literary texts help me to improve listening skills in English.	1	2	3	4	5	6
27. I can easily identify the cultural references and symbols in English language literary texts by local writers.	1	2	3	4	5	6
28. I like to read literary texts in the classroom.	1	2	3	4	5	6
29. Most of times I like events in the literary texts taught in English language classroom.	1	2	3	4	5	6

30. I enjoy reading literature about people and their experiences different from my own.	1	2	3	4	5	6
31. I feel that my English language ability improves after reading a literary text.	1	2	3	4	5	6
32. I find social settings in English language literary texts written by Pakistani writers quite familiar.	1	2	3	4	5	6
33. I sometimes discuss literary texts in the classroom with my class fellows.	1	2	3	4	5	6
34. Reading English literature encourages me to learn English	1	2	3	4	5	6
35. I can interpret the literary texts according to my own understanding of the text.	1	2	3	4	5	6
36. Reading literary texts help me to increase knowledge of the culture of different countries.	1	2	3	4	5	6
37. The English literary texts by Pakistani writers help me to improve my English language ability in a better way than texts written by foreign writers.	1	2	3	4	5	6
38. Literary texts taught in English classroom are easy to understand.	1	2	3	4	5	6
39. I sometimes read stories or poems published on the internet.	1	2	3	4	5	6
40. My parents encourage me to read literary texts in English.	1	2	3	4	5	6
41. Reading literary texts in English helps me to appreciate the culture of different countries	1	2	3	4	5	6
42. I enjoy literary texts in English by local writers.	1	2	3	4	5	6
43. I read literary texts with difficult vocabulary	1	2	3	4	5	6
44. I like to read "literature"--as the term is usually understood in higher classes (i.e., such texts as poetry, short stories, novels, and biographies)- in English	1	2	3	4	5	6
45. My friends encourage me to read literary texts in English.	1	2	3	4	5	6
46. Reading literary texts in English increases my understanding of cultural norms, traditions and customs different to my own.	1	2	3	4	5	6
47. I find meaning of literary texts easy to understand.	1	2	3	4	5	6
48. Reading English literary texts helps me to know about people and their culture.	1	2	3	4	5	6
49. People in my family like to read English literature.	1	2	3	4	5	6
50. I learn to respect culture of other people through literary texts in English.	1	2	3	4	5	6

<b>51. I find teacher's explanation of the texts satisfactory.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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52. Tick the teaching approach used by the teacher in the English language classroom. Tick no experience for method not used in the classroom.

- a. My teacher uses small-group work where students participate and discuss within small group.

Agree	disagree	no experience
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- b. My English teacher talks mostly and students occasionally ask about it.

Agree	disagree	no experience
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- c. My teacher discusses the lesson with whole class and students respond to teacher only.

Agree	disagree	no experience
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- d. Which of the methods mentioned-above you like most?

- i) a                      ii) b                      iii) c

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53. Please number your favourite kinds of literature in order of priority.

- |    |               |       |
|----|---------------|-------|
| a. | Novels        | _____ |
| b. | Poetry        | _____ |
| c. | Plays         | _____ |
| d. | Short stories | _____ |
| e. | Others        | _____ |

(e.g songs, pop songs, Prose, literary essays etc, or specify any other)

54 (a) What do you think is an enjoyable literary text? How do you enjoy literary text?

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- b) Any comments you may wish to add on the possible roles of literary texts in language learning:

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- c) Any comments you may wish to add about problems you experience when reading literary texts in English language and how you deal with these:

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## APPENDIX IV (b):

### سوالنامہ

محترم طالبہ/طالب

اس سوالنامے کا مقصد پاکستان میں انگریزی ادب کے ذریعے دی جانے والی انگریزی زبان کی تعلیم کو سمجھنا ہے۔ اس کا مقصد منتخب کردہ درسگاہوں کے انگریزی زبان کے اساتذہ یا کلاس روم کے ماحول کو جانچنا نہیں بلکہ ادب کے ذریعے دی جانے والی انگریزی زبان کی تعلیم کے بارے میں طلبہ و طالبات کی رائے لینا ہے۔ لہذا اپنی سمجھ کے مطابق ذیل میں دئے گئے آئٹمز کا جواب ہلکے پھلکے انداز میں دیجئے۔ آپ کی شناخت اور جوابات رکھے جائیں گے لہذا اس سوالنامے پر اپنا نام لکھنے سے گریز کیجئے۔

اس سوالنامے کو مکمل کرنے میں بیسے حد شکرگزار ہوں

عافیہ تسنیم واسطی

(atwast@essex.ac.uk)

اس سوالنامے کے ہر آئٹم کے سامنے 6 پوئنٹس کیل دیا گیا ہے۔ برائے مہربانی اپنی کے مطابق ہر آئٹم کے سامنے دئے گئے سکیل کے پوئنٹ پر دائرہ لگائے۔ مثلاً اگر آپ مکمل اتفاق کرتے ہیں تو اس طرح لکھئے

مکمل اتفاق ہے	اتفاق ہے	کسی حد تک اتفاق ہے	کسی حد تک اختلاف ہے	مکمل اختلاف ہے
1	2	3	4	5
6				

مجھے سیب پسند ہیں	①	2	3	4	5	6
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ذاتی	جنس:	مرد	عورت	عمر:	تعلیمی سال
					معلومات
مکمل اتفاق ہے	اتفاق ہے	کسی حد تک اتفاق ہے	کسی حد تک اختلاف ہے	مکمل اختلاف ہے	مکمل اختلاف ہے

1	2	3	4	5	6
1- انگریزی ادبی تحریریں پڑھنے سے مجھے انگریزی زبان سیکھنے میں مدد ملتی ہے					

1	2	3	4	5	6
2- میرے لئے انگریزی ادبی تحریر پڑھنا ایک پر لطف عمل ہے۔					

6	5	4	3	2	1	3- انگریزی ادبی تحریریں پڑھنے سے میری انگریزی بول چال میں بہتری آتی ہے۔
6	5	4	3	2	1	4- انگریزی ادبی تحریر پڑھنے سے میں اپنی ثقافت کو سمجھ پاتا/پاتی ہوں۔
6	5	4	3	2	1	5- عام طور پر کورس میں دی گئی ادبی کہانیاں دلچسپ ہوتی ہیں
6	5	4	3	2	1	6 - انگریزی ادبی تحریر پڑھنے سے میری انگریزی زبان میں دلچسپی بڑھ جاتی ہے۔
6	5	4	3	2	1	7- میں کورس کے علاوہ بھی ادبی کتابیں پڑھتا پڑھتی ہوں۔
6	5	4	3	2	1	8- انگریزی ادبی تحریر پڑھنے سے مجھے انگریزی زبان میں لکھنے کے عمل کو بہتر کرنے میں مدد ملتی ہے۔
مکمل اختلاف ہے	اختلاف ہے	کسی حد تک اختلاف ہے	کسی حد تک اتفاق ہے	اتفاق ہے	مکمل اتفاق ہے	
6	5	4	3	2	1	9 - مقامی ادیبوں کی انگریزی تحریریں پڑھنے سے میں اپنی ثقافت کو بہتر سمجھ پاتا/پاتی ہوں۔
6	5	4	3	2	1	10- میں کلاس روم میں انگریزی ادب کے حوالے سے بحث میں حصہ لیتا/ لیتی ہوں۔
6	5	4	3	2	1	11- انگریزی ادبی تحریروں میں آسان علامات ہوتی ہیں
6	5	4	3	2	1	12 میں انگریزی ادبی تحریر پڑھنا پسند کرتا / کرتی ہوں
6	5	4	3	2	1	13 انگریزی ادبی تحریر پڑھنے سے مجھے دیگر مضامین کو سمجھنے میں مدد ملتی ہے
6	5	4	3	2	1	14 انگریزی ادبی تحریر پڑھنے سے میری انگریزی زبان پڑھنے کے عمل کو بہتر کرنے میں مدد ملتی ہے۔

15	مجھے مقامی ادیبوں کی انگریزی تحریریں سمجھنے میں آسان لگتی ہیں	1	2	3	4	5	6
16	بعض اوقات مجھے کلاس روم میں پڑھائے گئے ادبی مضامین سے یوریت محسوس ہوتی ہے	1	2	3	4	5	6
17	کلاس روم میں پڑھائے جانے والے ادبی مضامین میری ثقافت سے قدرے مختلف ثقافتوں کے نمائندہ ہوتے ہیں	1	2	3	4	5	6
18	میرے خیال میں انگریزی زبان سیکھنے کے لئے انگریزی ادب پڑھنا ضروری ہے۔	1	2	3	4	5	6
19	میں انگریزی ادبی تحریریں پڑھنے سے معاشرے کو سمجھ پاتا/پاتی ہوں۔	1	2	3	4	5	6
20	انگریزی ادبی تحریریں پڑھنے سے میرا ذخیرہ الفاظ بڑھتا ہے	1	2	3	4	5	6
21	پاکستانی ادیبوں کی انگریزی تحریروں میں بیان کردہ واقعات میری ذاتی زندگی سے مماثلت رکھتے ہیں	1	2	3	4	5	6
22	میں کلاس روم میں انگریزی ادب پر مشتمل سبق سے لطف اندوز ہوتا/ ہوتی ہوں۔	1	2	3	4	5	6
23	میں آسان زبان میں ادبی تحریر کو ترجیح دیتا/دیتی ہوں۔	1	2	3	4	5	6
24	مجھے کلاس روم میں پڑھائے گئے ادبی مضامین کے زیادہ تر کردار پسند ہوتے ہیں۔	1	2	3	4	5	6
	مکمل اتفاق ہے	مکمل اتفاق ہے	کسی حد تک اتفاق ہے	کسی حد تک اختلاف ہے	اختلاف ہے	مکمل اختلاف ہے	
25	میں اپنے ذاتی تجربات سے قدرے مشابہ لوگوں اور ان کے تجربات کے حوالے سے انگریزی ادب پڑھنا پسند کرتا / کرتی ہوں	1	2	3	4	5	6
26	انگریزی ادبی مضامین میری انگریزی زبان میں سننے کے عمل کو بہتر کرنے میں مدد کرتے ہیں	1	2	3	4	5	6

6	5	4	3	2	1	27 میں انگریزی ادبی تحریروں کے ثقافتی حوالے اور علامات کی نشاندہی کر سکتا/ کر سکتی ہوں
6	5	4	3	2	1	28 میں کلاس روم میں انگریزی ادبی تحریریں پڑھنا پسند کرتا / کرتی ہوں
6	5	4	3	2	1	29 میں اکثر اوقات پڑھائی گئی ادبی تحریروں میں بیان کردہ واقعات پسند کرتا / کرتی ہوں
6	5	4	3	2	1	30 میں اپنے ذاتی تجربات سے قدرے مختلف لوگوں اور ان کے تجربات کے حوالے سے انگریزی ادب پڑھنا پسند کرتا / کرتی ہوں
6	5	4	3	2	1	31 مجھے انگریزی ادبی تحریریں پڑھنا سے انگریزی زبان میں بہتری نظر آتی ہے
6	5	4	3	2	1	32 مجھے پاکستانی ادیبوں کی انگریزی تحریروں میں دکھائے گئے معاشرتی ماحول جانے پہچانے لگتے ہیں
6	5	4	3	2	1	33 میں بعض اوقات ادبی تحریروں کے حوالے سے کلاس روم میں اپنے ساتھیوں سے بحث کرتا / کرتی ہوں
6	5	4	3	2	1	34 انگریزی ادب پڑھنے سے میرا انگریزی زبان سیکھنے کا حوصلہ بڑھتا ہے
6	5	4	3	2	1	35 میں اپنی سمجھ کے مطابق انگریزی ادبی مضمون واضح کر پاتا/پاتی ہوں
6	5	4	3	2	1	36 انگریزی ادب پڑھنے سے دیگر ممالک کی ثقافت کے حوالے سے میرے علم میں اضافہ ہوتا ہے
6	5	4	3	2	1	37 غیر ملکی ادیبوں کی انگریزی تحریروں کی نسبت پاکستانی ادیبوں کی انگریزی تحریروں سے مجھے انگریزی زبان بہتر کرنے میں مدد ملتی ہے
6	5	4	3	2	1	38 مجھے کلاس روم میں پڑھائی گئی انگریزی ادبی تحریروں کو سمجھنا آسان لگتا ہے

39	میں بعض اوقات انٹرنٹ پر شاع کی گئی ادبی کہانیاں یا شاعری پڑھتا/ پڑھتی ہوں	1	2	3	4	5	6
40	میرے والدین انگریزی ادبی تحریریں پڑھنے کا حوصلہ بڑھاتے ہیں	1	2	3	4	5	6
41	مجھے انگریزی ادبی تحریریں پڑھنے سے مختلف ممالک کی ثقافتوں سراہنے میں مدد ملتی ہے	1	2	3	4	5	6
42	میں مقامی ادیبوں کی انگریزی تحریریں پڑھنے سے محظوظ ہوتا /بوتی ہوں	1	2	3	4	5	6
43	میں مشکل الفاظ پر مشتمل انگریزی ادبی مضامین پڑھتا/ پڑھتی ہوں	1	2	3	4	5	6
44	میں ادب کو (جیسا کہ ہائی کلاسز میں ادب کو بطور ناول، ڈرامہ، شاعری سمجھا جاتا ہے) پڑھنا پسند کرتا / کرتی ہوں	1	2	3	4	5	6
45	میرے دوست احباب انگریزی ادبی تحریریں پڑھنے کے لیے میرا حوصلہ بڑھاتے ہیں	1	2	3	4	5	6
46	میں انگریزی ادبی تحریریں پڑھنے سے ثقافتی اقدار ، رسم و رواج کو بہتر طور پر سمجھ پاتا/پاتی ہوں۔	1	2	3	4	5	6
47	مجھے ادبی تحریر کا مطلب سمجھنا آسان لگتا ہے	1	2	3	4	5	6
48	انگریزی ادبی تحریر پڑھنے سے لوگوں کی ثقافت مجھے پتا چلتا ہے	1	2	3	4	5	6
49	میرے عزیز و اقارب ادب پڑھنے کا شوق رکھتے ہیں	1	2	3	4	5	6
50	میں ادبی تحریر پڑھنے سے لوگوں کی ثقافت قدر کرنا سیکھتا/سیکھتی ہوں	1	2	3	4	5	6
51	اساتذہ کی ادبی تحریر کی وضاحت میرے لیے تسلی بخش ہوتی ہے	1	2	3	4	5	6

52 ذیل میں ادبی تحریر پڑھانے کے طریقے جو اساتذہ کلاس رومز میں استعمال کرتے ہیں نشاندہی کیجئے۔ جو طریقہ استعمال میں نہیں اس کے لیے 'کوئی تجربہ نہیں' پر نشان لگائے۔

اساتذہ طلبہ و طالبات کو چھوٹے گریپس میں کام کرواتے ہیں جس میں تمام طلبہ و طالبات حصہ لیتے اور بحپ کرتے ہیں

اتفاق ہے	اختلاف ہے	کوئی تجربہ نہیں
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ب اساتذہ زیادہ تر خود پڑھاتے ہیں اور طلبہ و طالبات کبھی کبھار سبق کے حوالے سے سوال کرتے ہیں۔

اتفاق ہے	اختلاف ہے	کوئی تجربہ نہیں
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ج اساتذہ پوری کلاس کو سبق پڑھاتے ہیں اور طلبہ و طالبات صرف استاد کو جوابدہ ہوتے ہیں۔

اتفاق ہے	اختلاف ہے	کوئی تجربہ نہیں
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د درجہ بالا میں کون سا طریقہ آپ کو زیادہ پسند ہے

(i) ا (ii) ب (iii) ج

53 درجہ ذیل میں ادبی تحریروں کی اقسام پر بالترتیب نمبر لگائے

(i) ناول \_\_\_\_\_

(ii) شاعری \_\_\_\_\_

(iii) ڈرامہ \_\_\_\_\_

(iv) مختصر کہانیاں \_\_\_\_\_

(v) دیگر \_\_\_\_\_

54 (a) پر لطف ادب کیا ہے؟ آپ کیسے لطف اندوز ہوتے ہیں

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(ب) انگریزی زبان سیکھنے میں ادب کے کردار کے حوالے سے آپ کی کیا رائے ہے؟

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(ج) ادب کے ذریعے انگریزی زبان سیکھنے میں درپیش مشکلات کے بارے میں آپ کی کیا رائے ہے؟

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**APPENDIX V:****Statement of interview consent**

Would you like to participate in an interview also? It will be based on some simple questions regarding your experience of studying literary texts in English classrooms. The information will remain confidential and anonymous and will be used for academic purposes only.

If, yes then please write your email address:

email: \_\_\_\_\_

*Thank you very much!*

## APPENDIX VI

### Topic Guide: The motivational role of literary texts in EFL classrooms (what we want to know)

#### Interview Topics:

1. Introduction
  - a. Introduce researcher, aims, confidentiality, recording
2. **Demographic information**
  - a. Age
  - b. Education
  - c. Living with family or alone
3. **General Interest in Literary texts**
  - a. Literary texts as motivating material for learning English language
4. **Attitudes towards Literary Texts**
  - a. Reading of texts (story, novels, essays etc)
  - b. Experiences of reading
    - i. Enjoyment
    - ii. Pleasure
    - iii. Emotional experience
  - c. Likeness for literature
    - i. Non-native literature in English
    - ii. English literature
5. **Role of surroundings**
  - a. Influence of family members
  - b. Influence of friends
6. **Language competence**
  - a. Language skills (Speaking, listening, reading, writing)
  - b. Vocabulary

- c. Grammar

## **7. Cultural enrichment**

- a. Knowledge of foreign culture
- b. Knowledge of society and people
- c. Understanding of text through cultural competence
- d. Complex cultural terms

## **8. Teaching methodology**

- a. Lectures
- b. Discussion
- c. Group-work
- d. More often or less
- e. Role of teacher
  - i. Explanation of the text
  - ii. Encourages participation
  - iii. Uses teaching methods mentioned above

## **9. Preference for Literary Genre**

- a. Knowledge of literary genre
- b. Liking for specific literary genre

## **10. Problems with literary texts reading**

- a. Difficulty in understanding literary texts
- b. Difficulty with teaching methodology
- c. Difficulty with cultural and language aspects of literary texts

## **11. Wind down**

- a. Good memories
- b. Anticipation
- c. Confidentiality
- d. Thank you

## APPENDIX VII

Final assignment of questionnaire items to scales and themes, with overall descriptive statistics (n=268)

Statements - Questionnaire	Scale or Theme	Reference	Mean	SD
1. Reading English literary texts helps me to learn English language.	LC	1	5.13	0.97
7. Studying English literary texts increases my interest to learn English language.	MLT-GI	2	4.77	1.00
13. I like studying English literary texts.	MLT-GI	3	5.14	1.09
19. I think studying English literature is important to learn English.	LC	4	4.09	1.47
25. Most of the times I like characters in the literary texts taught in English language classroom.	MLT-GI	5	4.26	1.23
30. Most of times I like events in the texts taught in English language classroom.	omitted	6		
35. Reading English literature encourages me to learn English.	MLT-GI	7	5.19	1.04
40. I sometimes read stories or poems published on the internet.	MLT-GI	8	4.31	1.51
45. I like to read "literature"--as the term is usually understood in higher classes (i.e., such texts as poetry, short stories, novels, and biographies)- in English.	MLT-GI	9	5.02	1.00
50. Reading English literary texts helps me to know about people and their culture.	CE	10	4.25	1.36
2. I find studying literary texts in English language enjoyable.	MLT-GI	11	3.91	1.55
8. I sometimes read literary texts besides course books.	MLT-GI	12	4.43	1.37
14. I find reading of literary texts helpful to understand other subjects as well.	MLT-GI	13	4.63	1.23
20. English literary texts help me to understand society in a better way.	MLT-GI	14	4.72	1.18
26. I enjoy reading literature about people and their experiences similar to my own experiences.	MLT-GI	15	5.12	1.05

31. I enjoy reading literature about people and their experiences different from my own.	<b>MLT-GI</b>	<b>16</b>	4.17	1.40
36. I can interpret the literary texts according to my own understanding of the text.	<b>omitted</b>	<b>17</b>		
41. My parents encourage me to read literary texts in English.	<b>ESELL1</b>	<b>18</b>	4.36	1.33
46. My friends encourage me to read literary texts in English.	<b>ESELL2</b>	<b>19</b>	5.07	1.16
51. People in my family like to read English literature.	<b>ESELL3</b>	<b>20</b>	4.37	1.29
3. English language literary texts help me to improve speaking skills in English.	<b>LC1</b>	<b>21</b>	5.31	0.86
9. English language literary texts help me to improve writing skills in English.	<b>LC2</b>	<b>22</b>	3.79	1.40
15. English language literary texts help me to improve reading skills in English.	<b>LC3</b>	<b>23</b>	4.58	1.26
21. English language literary texts help me to improve English language vocabulary.	<b>LC4</b>	<b>24</b>	5.15	1.03
27. English language literary texts help me to improve listening skills in English.	<b>LC5</b>	<b>25</b>	4.63	1.10
32. I feel an improvement in my English language ability after reading a literary text.	<b>LC6</b>	<b>26</b>	4.38	1.25
37. Reading literary texts help me to increase knowledge of the culture of different countries.	<b>CE1</b>	<b>27</b>	5.03	0.91
42. Reading literary texts in English helps me to appreciate the culture of different countries	<b>CE2</b>	<b>28</b>	3.74	1.35
47. Reading literary texts in English increases my understanding of cultural norms, traditions and customs different to my own.	<b>CE3</b>	<b>29</b>	4.46	1.26
52. I learn to respect culture of other people through literary texts in English.	<b>CE4</b>	<b>30</b>	4.85	0.91
4. Literary texts also develop the understanding of my own culture.	<b>CE5</b>	<b>31</b>	4.31	1.24
10. I become more aware about my own culture through literary texts in English by local (non-native) writers.	<b>ANNL1</b>	<b>32</b>	4.90	1.12
16. The literary texts written by Pakistani writers in English are easy to understand.	<b>ANNL2</b>	<b>33</b>	4.14	1.22

22. I find the events in English language literary texts written by local writers similar to my personal experiences of life.	<b>ANNL3</b>	<b>34</b>	4.12	1.49
28. I can easily identify the cultural references and symbols in English language literary texts by local writers.	<b>ANNL4</b>	<b>35</b>	5.09	1.00
33. I find social settings in English language literary texts written by Pakistani writers quite familiar.	<b>ANNL5</b>	<b>36</b>	4.51	1.25
38. The English literary texts by Pakistani writers help me to improve my English language ability in a better way than texts written by foreign writers.	<b>ANNL6</b>	<b>37</b>	5.05	1.06
43. I enjoy literary texts in English by local writers.	<b>ANNL7</b>	<b>38</b>	4.42	1.25
48. I seek teacher's help to understand meaning in the literary texts.	<b>TRL1</b>	<b>39</b>	3.80	1.39
53. Teacher explains the literary text in a simple way.	<b>TRL2</b>	<b>40</b>	3.31	1.72
5. Sometimes teacher is unable to explain cultural aspect of the literary texts.	<b>TRL3</b>	<b>41</b>	4.59	1.41
11. I like to participate in the discussion on literary texts in the classroom.	<b>ACP1</b>	<b>42</b>	4.44	1.24
17. Sometimes I find literary texts taught in English language class boring.	<b>ACP2</b>	<b>43</b>	4.08	1.23
23. I enjoy literary text-based English language lessons in the classroom.	<b>ACP3</b>	<b>44</b>	4.03	1.52
29. I like to read literary texts in the classroom.	<b>ACP4</b>	<b>45</b>	4.69	1.13
34. I sometimes discuss literary texts in the classroom with my class fellows.	<b>ACP5</b>	<b>46</b>	4.43	1.38
39. Literary texts taught in English classroom are very difficult to understand.	<b>PS1</b>	<b>47</b>	4.17	1.39
44. I avoid reading literary texts with difficult vocabulary.	<b>PS2</b>	<b>48</b>	5.21	0.97
49. I find meaning of literary texts difficult to understand.	<b>omitted</b>	<b>49</b>		
54. I find teacher's explanation of the texts unsatisfactory.	<b>PS4</b>	<b>50</b>	4.55	1.10
6. Generally, stories in the course are very long and I lose my interest.	<b>PS5</b>	<b>51</b>	4.21	1.54

12. Symbols used in the literary texts are difficult.	<b>PS6</b>	<b>52</b>	4.76	1.08
18. Most of English literary texts taught in language classroom present a culture completely different from my own.	<b>PS7</b>	<b>53</b>	5.00	1.25
24. I prefer to read literary texts in simple English.	<b>omitted</b>	<b>54</b>		