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RESEARCH ARTICLE

ASSESSING TEACHERS' ATTITUDE AND PRACTICE OF USING LITERARY TEXTS IN TEACHING READING SKILLS: THE CASE OF BORENA SECONDARY AND PREPARATORY SCHOOL IN FOCUS

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ABSTRACT

The purpose of this study was to assess teachers' attitude and practice of using literary texts in teaching reading skills at Borena Secondary and Preparatory School. Descriptive research design was employed to achieve the objectives of the study. English language teachers and students of Borena Secondary and Preparatory School were the participants of the study. Stratified and purposive sampling techniques in an integrative way were used to select 344 students among the total population of 2500. 9 English language teachers were also selected by using comprehensive sampling as sample participants of the study. Then, data was obtained via questionnaire, semi-structured interview and classroom observation. Questions were developed by the researcher and filled in to SPSS version twenty for their standards and administered to teachers and students. Semi-structured interview was conducted with English language teachers face to face. Actual classroom observations were conducted in the classrooms. Next, the data which were relevant to the research objectives were selected and analyzed. Thus, from the data analyses, different findings were obtained. The study uncovered that: teachers had negative attitude on the relevance of literary texts in teaching reading skills. In addition, teachers' practice of using literary texts was very low; they had lack of practice of using literary texts in teaching reading skills. Towards the extent to which they use literary texts to make their students exercise for each types and strategies of reading, most of them did not use any literary texts out of the textbooks. In fact, they often used literary texts in the textbooks to make their students exercise skimming, scanning, summarizing and intensive reading only; however, the teachers did not adequately use these texts to engage their learners exercise the following important reading skills: extensive reading, inferring, questioning, predicting, making connection and visualizing. With regard to genres of literature teachers mostly use, poems were the most frequently used because of the fact that more than half of the total literary texts in the textbooks in teaching reading skills are poems. Based on the findings, the researcher recommended that the teachers should show their positive attitude for the use of literature in teaching reading skills and meaning full teaching of reading skills through literary texts should be practiced widely to develop learners' reading comprehension ability.

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INTRODUCTION

This chapter states background of the study, statement of the problem, objectives and research questions of the study as well as significance and scope of the study. In fact, the statement of the problem is widely described so as to show the gap and the existing problem more.

Back ground of the Study: English language is a medium of instruction for secondary and preparatory and university level education system in Ethiopia.

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It is also taught as a subject from lower grade levels to higher levels. In the teaching and learning process, the mastery of the four language skills such as reading, writing, listening and speaking is vital to achieve intentions in academic and real communications. These four language skills are the tool of language learning to develop learners' communicative competence. As reading skill is one of the basic language skills, proper attention should be given to it to bring about the expected success in communication. Reading skill is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. The possession of a good reading skill will enable the individual to be able to assimilate a written work within a short period while reading. Reading is a lifelong skill to be used at both school and throughout life. According to Anderson,

Hiebert, Scott and Wilkinson (1985), reading is a lifelong skill. It is a corner for pupils' success in school and, indeed, personal fulfillment and job success inevitably will be lost. Despite its importance, reading is one of the most challenging areas in the education system. The ever increasing demand for high level of literacy in our technological society makes this problem ever more pressing (Snow, Burns, and Griffin 1998). And while reading at any given time, the individual is expected to also think critically on a particular topic or subject to understand the point of the writer. It can only be developed through constant reading.

Although reading is one of the fundamental language skills, it is not separately given as a subject in secondary and preparatory schools; it is taught during English language lessons. In fact, there is absolutely no day that one does not read something such as, street signs, hand bills, bill boards, reports, emails, newspapers, magazines, text messages etc. Reading is not only a fundamental part of existence but a fundamental part of education and also a fundamental skill in language development leading pupils to the skills and habits necessary for life long achievement and success. To make the teaching-learning of reading skills more successful, having positive attitude and practice of using well planned and carefully selected reading materials are very important. Among these materials for teaching reading skills are literary texts. To use literary texts in teaching reading skills, it needs teachers to be experienced and fully knowledgeable. According to Lazer (1993), literature was traditionally considered as a means of imparting culture and training aesthetic experience in students and therefore as something beyond the practical aims of language teaching and learning. Due to the complexity of literary language, lots of language learners and teachers share deep reservation about the use of literary texts in enhancing the reading skills. In spite of the arguments against the use of literary texts in the classroom, The researcher still strongly support the use of literary texts in teaching reading skills as he believes that literary texts are a valuable resource to be exploited in the classroom in order to help the students exercise reading skills in an interesting and challenging way. Another interesting issue in making teaching and learning reading skills shows a remarkable improvement is also believed on the teachers' positive attitude, practice, and keen interest of using literary texts.

The present researcher, thus, was initiated to assess teachers' attitude and practice of using literary texts in teaching reading skills. According to this school of thought, if teachers do not have positive attitude and practice of using literature, students cannot bring about meaningful and observable changes in the reading skills. Accordingly, assessing teachers' attitude and practice of using literary texts in teaching reading skills helped to identify their strengths and weaknesses. The present researcher attempted to assessing teachers' attitude and practice of using literary texts in teaching reading skills with a particular reference to Borena Secondary and Preparatory School.

Statement of the Problem: Good command of reading skills in English is vital in identifying simple facts presented in written text, making judgments about written texts' content, connecting the text to other written texts and situations etc. although many students are very poor in the skills. Zoghi et al. (2011), argues that many EFL students encounter difficulty in L2 reading because they lack the reading strategies and skills

when reading English texts. Gebremedhin(1993), Gessesse(1999) and Taye(1999) conducted researches on the reading ability of Ethiopian secondary and tertiary level students. In their findings they confirmed that the reading ability of Ethiopian secondary and tertiary level students is deteriorating over time. The present work is similar to the earlier works in that it focused on reading but the difference is that the present work incorporated using literary texts. Other studies also indicate that students' reading engagement is still low. This may be as a result of the cumulative effect of the past trend in teaching and approaches teachers use in teaching reading. For example, Tamene(1992) conducted a survey of AAU students' reading interest, Berhe(1989) examined grade ten students' level of reading comprehension, Abdu(1993) investigated grade 11 students' reading preferences. These researches' findings attest students' weakness as a result of scarcity of getting reading materials that consist of interesting topic, problems of selecting reading topics based on students' attitude and preference and also are short of getting encouragement or motivational support from teachers. Elmadwi and Shepherd (2014) blame the teachers' poor knowledge of teaching strategies and ineffective practices when teaching reading. In fact, literary texts are believed that they usually consist of interesting topics and provoke students in reading although teachers' attitude and practice in engaging students with literary texts are supposed to be very low. In relation with this, many studies have demonstrated that literary texts are the most valuable resources and that it should be included in language classrooms (Lazer, 1995). However, if literature is said to be beneficial, Hall (2005) questions why some teachers are reluctant to approach literature. There are teachers who remain skeptical and lack of interest in using literature in their reading lessons. Bassinet and Grundy (1993) claim that there are language educators who believe as literature is irrelevant and they also argue that what students' need are texts that are 'practical' and 'rooted in every day experience', not works of art.

From the above researches, it can be understood that it was very important to conduct a research on teachers' attitude and practice of using literary texts in teaching reading skills. The purpose of this study was, therefore, to assess the school English language teachers' attitude and practice of using literary texts in teaching reading skills and to recommend some possible ways of overcoming related problems. At Borena Secondary and Preparatory School, using literature in teaching reading skills was paid less attention than it should have been as compared to using non-literary texts to teach students the same skills. Therefore, the present researcher understood that English language teachers' attitude and practice of using literary texts were one of the most important issues of teaching students reading skills. This is because literature enables learners to probe and grasp the skills and strategies of reading that they may face. It is obvious that, in order to learn about strategies and types of reading, learners must involve in to reading literary texts. As the researcher gained from EFL teachers' informal discussion at the school, the students were very poor in reading. As a result, they were not interested in reading anything in the textbooks including literary texts prepared purposefully for teaching and learning reading lessons. It was common to hear criticisms the students' result related to comprehension questions was much less than other language areas. On the other hand, most teachers blamed themselves as they had given less emphasis for literary texts in the textbooks and out of the textbooks; they had used texts

which were not stimulating and were prepared for only teaching reading in reading classes. So, the researcher strongly argued that this was one of the problems of teaching reading skills for the sufficient experience he had in teaching English. This research work was beneficial for teachers to think of effective and suitable reading teaching strategies and practices of using literary texts in their reading classes in order to improve their students reading skills and solve students' difficulties in comprehension ability. Moreover, parallel to the importance of using literary texts in teaching reading skills mentioned, studying teachers' attitude also helped know the way teachers thought, understood and valued instruction and how these influenced their classroom practices. The findings of this research provided the opportunity for the English language teachers to look back and evaluate their attitude and practice of using literary texts they employed for teaching reading skills. Understanding the problem of using literary texts in teaching reading skills at Borena Secondary and Preparatory School and the existing research gap, the researcher was provoked to conduct a research on assessing English language teachers' attitude and practice of using literary texts in teaching reading skills during their classes and to answer the following research questions.

Research questions

Having the above mentioned in mind, this research attempted to answer the following research questions.

- What is teachers' attitude on the relevance of literary texts in teaching reading skills?
- What is teachers' practice of using literary texts in teaching reading skills?
- To what extent do teachers use literary texts to make their students exercise for each types and strategies of reading?
- What literary genres do the teachers mostly use/prefer to teach reading skills?

Objectives of the Study

Research is an organized investigation a problem where an investigator attempts to gain solution to a problem. In order to get the right solution, clearly defined objectives are important. And hence, this research had clear general and specific objectives respectively.

General objective

The major objective of the study was to assess teachers' attitude and practice of using literary texts in teaching reading skills

Specific objectives

The specific objectives of this study were:

- To evaluate teachers' attitude on the relevance of literary texts in teaching reading skills.
- To investigate teachers' practice of using literary texts in teaching reading skills.
- To determine the extent to which teachers use literary texts to make their students exercise for each reading types and strategies of reading.

- To identify literary genres teachers mostly use in teaching reading skills.

Significance of the Study: It is expected that the findings of the research will have the following significances. Firstly, it would help English teachers to get information about the usefulness of literary texts to teach reading skills. Secondly, curriculum designers will have further insight in giving due attention to literary texts as they have to be materials in teaching reading skills. Thirdly, it is hoped that it can serve as a spring board for other interested researchers to conduct further studies on related areas.

Scope of the Study: The scope of this study was limited to assessing teachers' attitude and practice of using literary texts in teaching reading skills. Using literary texts is modern way of teaching reading skills. However, other materials like non-literary texts are in use. The present researcher, in fact, dealt with only the attitude and practice of Borena Secondary and Preparatory School teachers of using literary texts in teaching reading skills. Moreover, literary texts can be used to teach other skills of the language such as, speaking, writing, listening, vocabulary and grammar. The present researcher, nevertheless, assessed teachers' attitude and practice of using literary texts in teaching reading skills.

Limitation of the Study: While conducting this research, the following limitation was encounter. The researcher faced shortage of time because the researcher had also other academic work (that was, teaching) besides conducting this research. However, an attempt was made to overcome the above challenge. That was to address this limitation; the researcher used the following strategy. For example, to address time shortage, the researcher planned things and assigned appropriate time for the study. As a result, the limitation did not have any influence on the result of the study.

Operational Definitions of Terms

Literary texts: are the authors' subjective reflection of reality, in tune with his/her aesthetic and emotional intent in conveying thoughts and emotions.

Reading skills: refer to the ability to understand reading materials.

REVIEW OF RELATED LITERATURE

This chapter begins with a discussion of the concepts of attitude and practice. Then, it widely describes purpose of reading, types of reading, reading strategies from the reading part. On the other hand, concerning to literary texts, it raises definition of literature, features of literary texts, rationale for using literary texts in reading classroom, problems which hinder teachers of using literary texts in teaching reading skills. Finally, in this chapter, there are surveys of former related studies. In relation with this, the researcher constructs an argument to establish what has already been done, what still needs to be done and how this study contributes to meeting that need.

What is Reading?: Reading, like listening, is a very active, dynamic process. The reader is actively involved in comprehending the meaning of the message; he/she constantly interacts with the texts and combines information from the text with other sources of knowledge in order to make meaning.

Reading comprehension is the result of interaction between the reader and the text. Readers build meaning from the smallest units of meaning to achieve comprehension. Another definition of reading is mentioned by Clapham (2009:11) where reading is viewed as:

The ability to make sense of written or printed symbols. The Reader uses the symbols to guide the recovery of the information from his or her memory and subsequently uses this information to construct a plausible interpretation of the writer's message

A number of researchers such as, Lipka and Siegel (2012), Russell (2013), McLean (2014) emphasize that the main goal of reading is comprehension. Reading without comprehension is pointless. Grabe (2009:14) states that "reading is centrally a comprehending process". Readers read to understand what is intended to be conveyed in writing.

Types of Reading: There are different types of reading skills. Grelle (2010) distinguishes four main ways to categorize reading which are intensive, extensive, scanning and skimming reading.

Intensive reading: It is a process for reading short texts in order to extract specific information. Grellet (2010:4) terms it as "an accuracy activity" that involves reading in detail. According to Rashidi and Piran (2011), intensive reading deals with comprehension mostly at lexical and syntactic level. Nuttal (2005:38) states that the aim of intensive reading is "to arrive at an understanding, not only of what the text means, but of how the meaning is produced". This needs efficient readers. Intensive reading is very effective for the development of the reading skills of students Nuttal (2005).

Extensive reading: Grabe and Stoller (2002:21) states that extensive reading is reading "large quantities of material that are within learners' linguistic competence". Yamashita (2013:248) also views extensive reading as "an approach to reading pedagogy that encourages students to engage in a large amount of reading". Being a source for language practice, vocabulary learning and skill developing, extensive reading not only makes the students fluent readers, but also enables them to learn new words and expand their understanding of words they knew before. Nuttal (2005:127) specifies two reasons for extensive reading. The first reason is that extensive reading is "the easiest and most effective way of improving reading skills". The second reason is that being "an educational tool", extensive reading not only provides "a favorable climate" for the students but also it serves as "a source of enjoyment". As a result, students feel interested in reading, which helps them to acquire the desired progress in developing their reading skills.

Skimming: It is defined by Nuttal (2005:49) as "glancing rapidly through a text to determine its gist". Skimming helps people save time when they are after specific information. Skimming as a more thorough activity requires an overview of the text and implies a confident reading competence (Grellet 2010). McDonough and Shaw (2003) indicate that skimming helps skilled readers to extract general information from a text and scanning helps them to locate specific information on it. Skimming seems to be an important skill for reading comprehension because it facilitates getting a general understanding of the text quickly (Grabe and Stoller 2002).

Scanning: It is a means of selecting specific information in a text (Pateson et al 2014). It involves looking for specific words, phrases, figures, names, or dates of a particular event. According to Nuttal (2005:49), scanning is "glancing rapidly through a text either to search for specific piece of information (e.g. name, a date) or to get an initial impression of whether the text is suitable for a given purpose". When a reader is good at scanning, it will be easy for his/her to dismiss any unneeded information, which saves time and effort. Scanning appears to be more teachable and easier to apply than some other reading skills and it can help students to pass their exams but it does not guarantee full understanding of a text.

Reading Strategies: Reading is one thing that many students struggle with. Some students get the underlying messages right away, while others need a little extra help. By the time students reach the high school level, we hope their reading levels have improved from their elementary years. While the majority of students' understandings have improved by the time they reach high school, there are still many students who get frustrated and struggle to read. Below, I will explain and discuss six important and helpful strategies.

Predicting: In order to be a good reader, learners should set a goal for their reading; therefore, good readers have a purpose for reading. This strategy allows for more student interaction, which increases students' interest and improves their understanding of the text (Oczkus 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding comprehension (Duke and Pearson 2005).

Visualizing: Another strategy that the good readers employ when comprehending a text is visualization (Adler 2001). Visualization requires the readers to construct an image of what is read. Teachers can motivate students to visualize settings, characters and actions in a story ask them to make drawings or write about the image that come to their minds after visualizing the text.

Making connections: It is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the idea in the text to their experiences and beliefs, and the things happening in the outer world.

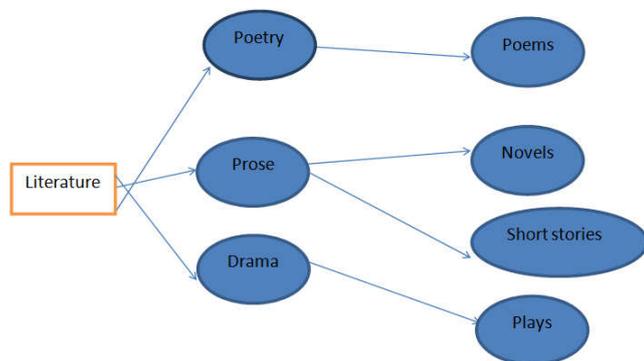
Summarizing: The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own world (Adler 2001). During the summarizing process, the students will be able to distinguish the main idea from the supporting ideas. Distinguishing the related knowledge from the unrelated one is another point in the summarizing process.

Questioning: Readers can use the questioning before, during and after reading. The questioning process requires readers to ask questions themselves to construct meanings, enhance understanding, find answers, solve problems, and find information (Harvey and Goudvis 2000).

Inferring: Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini 2004).

Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey and Goudvis 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

Definition of Literature: There are several definitions of literature from different point of view. Moody (1971) defines it as umbrella term, that is used to express in words some special aspects of human experience. Furthermore, Lombardi (2013) defines literature as a work that uses creative thinking in expressing thoughts and ideas. Generally speaking, literature is defined as one of the valuable authentic materials that can be used in both languages teaching and learning. Moreover, there are three general genres of literature; Serir(2012 :10)summarizes them in the following diagram:



The above diagram explains the general literary genres that consist of poetry (written in verse; in rhythmic patterns and lines), prose (could be fictions such as fables, or nonfictions such as autobiographies), and finally drama (general plays; tragedy, comedy, or tragic-comedy).

Literary and non-literary texts: Before it is tried to discuss the difference between literary and non-literary texts, let what is meant by the word 'text' be clear. According the Oxford Learners' Dictionary (2000), a text is defined as the author's original words. Honly (2000) defines the text is not only the written form of language but also the spoken one. In the academic world, written text is not only used for the manifestation of language system but also it is used for communication. A text drives its communicative value from its conformity to the following standards of communication: cohesion, coherence, intentionality, acceptability and in formativeness (De Beaugrande and Dressler 1981). Generally speaking, non-literary texts include different types of texts such as official documents, economic texts, scientific and publicist texts and etc. to report on events and issues as well as explain, analyze, argue, and persuade (Gibova 2012). On the other hand, literary texts are the authors' subjective reflection of reality, in tune with his/her aesthetic and emotional intent in conveying thoughts and emotions. Furthermore non-literary texts are characterized by precision, while literary texts are vague and leave a wide scope for different interpretations. Brumfit and Carter (1986:06) state that "there is no language that is exclusively concerned with literature but there are rather some uses of language which are more or less literary than others" what they refer to as 'literariness'. The term literariness is what makes a given 'literary work'. It differentiates between literary texts and the other ordinary texts (Baldick 2008).

The Relationship between Literature and Language: The relationship between literature and foreign language teaching may be seen as an activity involving and using language. As Widdowson's (1971) claim "the study of literature is fundamentally a study of language in operation" which is based on the understanding that literature is an example of language in use, and is a context for language use. Hence, the study of the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of different systems of language organization. Carter (1986) suggested that literature should not be isolated or rejected on account of its literariness instead, language and literature teaching closely integrated and harmonized in EFL classroom. In this regard, Short and Candlin (1986) pointed out "Literature and language teaching should be linked and made mutually reinforcing". Such integration would enhance the use of language in a variety of activities where investigative and student centered learning is being implemented.

Literary Texts and Reading Skills: The development of reading skills is supported by literature because reading texts require interpretation and thus an interaction between the reader and the text. Reading for information and enjoyment are combined by reading in literature. Literary texts facilitate the interaction and accelerate language learning in content based instruction (Shang, 2006). According to Collie and Slater (1987), by reading a specific literary text, students are exposed to the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas. It offers pleasure so that students are motivated to read and ultimately developing their reading proficiency. For reading purposes, novel and poetry can provide good opportunities for extensive and intensive reading. It is also good for practicing sub skills of reading that include skimming, scanning, and finding the main ideas.

The Role of Literary Texts in Reading Classrooms: Literary texts are supposed to be a rich source of classroom activities and can prove motivation and important for learners. According to Langer (1997), literature can open "horizons of possibility, allowing students to question, interpret, connect and explore". An interesting literary text can touch the students' hearts at once and leave an unavoidable impression up on their minds. Moreover, literary texts are relating to dialogue and therefore they ensure students use their own creativity and drive away the traditional language classes. For example, scholars like (Lazar,1993, Collie and Slatter,1994 ,Ur ,1996, Carter and Long ,1996 and, Malay ,2001) have emphasized use of literary texts in teaching reading skills. The scholars express different reasons for the teaching of reading skills using literary texts. According to Collie and Slater (1990), there are four main reasons which lead a language teacher to use literary texts. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement.

Valuable authentic material: Authentic Material refers to 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (Rogers, 1988). There is no literary text which is primarily created for teaching reading skills. In a classroom, learners are exposed to use actual language samples of real life settings. In the classroom, authentic materials have a positive result on learner motivation, in providing authentic cultural information,

exposure to real language, relate more closely to learners' needs and support a more creative approach to teaching. On the other hand, Richards (2001) pointed out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower level classes. This outlook is supported by Martinez (2002), who mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels to have a hard time decoding the texts. However, teachers should use authentic materials in relation to their learners' ability.

Cultural enrichment: Students can understand others culture by reading literature. Literary genres, such as poems, novels, plays and short stories make learners understand how communication takes place in particular country. Although, literature talks an imaginary event, it presents a complete and colorful setting in which characters in regional or social backgrounds are described. For instance, reading Shakespeare's work will give students an idea of how people lived at certain period of time in England (Joycilin, 2011). A reader can discover the way the characters in such literary works see the world outside that is thoughts, feelings, customs, traditions, possessions, what they buy, believe in, fear, enjoy and how they speak and behave in different settings. This colorful created world can help learners to feel for the codes and preoccupations that shape a real society through visual literacy. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned.

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

Personal involvement: Literary texts are valuable in the reading learning process owing to the personal involvement through interesting activities such as brainstorming, word association, situational scenes, prediction, visualizing, summarizing and inferring. Students will be given opportunities by these activities of literature in expressing their feelings about general subjects. The students become enthusiastic to find out what happens as events unfold in the text and feel close to certain characters and share their emotional responses. In this process, students can remove the identity crisis and develop into an extrovert (Collie and Slater (1990). This can have beneficial effects upon the reading learning process. Similarly, Ur (1996: 201) and Hirvela (2001) state some of the advantages of literature as a language teaching resource, which can be summarized in the following way: Literature is a very enjoyable resource to learn a language, good resource for increasing word power, encourages developing various reading skills in learners,

representations of various authentic uses of the language, involves both emotions and intellect, enriches the students' world knowledge, encourages critical and creative thinking, and it makes the students aware of various human situations and conflicts (Ur, 1996: 201). In addition to these, the imaginative properties of the literary texts foster the students' academic literary skills, which are not so easy if a non-literary text is used as the reading teaching material (Hirvela, 2001). Notwithstanding the numerous claims of benefits in using literature in reading, some scholars are against this idea. Short (1986), assumed literature is complicated because there are a lot of linguistic deviations in literary genres that has led many teachers to either avoid or stop using literature in their reading classrooms. Edmonson (1997) similarly claimed that literary texts have a special role in language acquisition that is the use of literature to augment students' language potential through the exposure to literary texts usually reveals discouraging results. These suppositions exist because of the argument that literary language is remote from the everyday usage that the students can achieve little practical values from reading literary texts. However, literary texts are not necessarily overloaded with literary jargons isolated from the daily conversation because literature is made of, from, and with ordinary language. Widdowson's (1971) claim "the study of literature is fundamentally a study of language in operation" is based on the realization that literature is an example of language in use, and is a context for language use which involves special, unusual use of language and it feeds creativity on every possible style of register. These help students to expand their linguistic and cognitive skills, cultural knowledge and sensitivity.

Selecting literary Texts in Teaching Reading Skills: For McKay (1982), selecting appropriate literature is "the key to success in using literature in the ESL". Literary texts which have few characters, short, and less complex are ideal for students learning reading skills. Honeyfield (1977) put emphasis on simplification of texts for producing a homogenized uniformity to dilute the information. Some scholars, quoted in Kramsch (2000), suggested tailoring the texts to the level of learners' competence. (Swaffar, 1985, 1988; Bemhardt (1986) pressed for making the task simple, not the text. Others called for 'reading for meaning' which means the text must be related to learners' cultural milieu not in the alien culture (Swaffar, Arens, & Byrnes, 1991).

Strategies Used to Comprehend Literary Texts: There are different strategies which are used when reading literature. Here are the known strategies used.

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

Bottom up process: Besides that, several models of the reading strategies have been developed over the years to

explain how a reader derives meaning from a text. The better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman, 1973). The reader uses graph phonics, syntactic and semantic cues to predict meaning then confirms those predictions by relating to their experiences and knowledge of the language (Carrel, 1988).

Top down process: The top down process of reading provides relevant background of knowledge to readers. Carrel (1988) states the immediate goal for EFL teachers is to minimize reading difficulties and to maximize comprehension by providing culturally relevant information to students before they embark on their reading assignments.

Aesthetic reading: Reader response approach believes that aesthetic text-approach is achieved through aesthetic and stance. Aesthetic distance implies temporary detachment from the pressure of the world in which a reader lives in order to enter the secondary world mapped out by the literary text (Benton, 1992; Bredella, 1996). Thus, aesthetic approach to literature has a strong emotional appeal because students are invited to live through what the speaker, narrator or characters experience in their textual worlds. This helps students to improve their language proficiency as well as develop their creative thinking in expressing thoughts and opinions. It is interaction based that the students make connections between ideas, themes, and characters. At the same time, the activities of comparing and contrasting the content of the text will develop students' ability to analyze and criticize what they have learnt and already known (Zafeiriadou, 2001). Therefore, Language for aesthetic purposes enables learners to enjoy literary texts at a level suited to their language proficiency and develops the ability to express things creatively.

Efferent reading: Efferent reading emphasizes on the knowledge that the text conveyed. Students are mainly involved in the information they are supposed to gain from the text. Hence, efferent reading is not appropriate to the nature of literature teaching, which contains much more than a simple opinion or knowledge (Zafeiriadou, 2001). In addition, selecting simplification, extracts or simple literary texts may help to avoid reading difficulties. In simplification the original text is shortened in characters, situations and events, the vocabulary is restricted and the structures are controlled. Simplification is not favored because of its reduction process. To remove the burden of intensive lengthy reading extracts are advantageous. However, they are artificially isolated for teaching purpose does not necessarily cultivate interest in reading in the English language learners. Using the abridged version and understandable texts are the best solution to understand a literary text in English language classrooms.

Advantages of Using Different Literary Genres in Teaching Reading Skills: As it is known, literature has three genres: poetry, prose and drama. Prose by itself can be grouped in to two parts: novel and short story. These literary genres have valuable contributions in teaching reading skills. Their contributions are widely discussed in the following sub sections.

Use of poetry in teaching reading: Among the important genres of literature, poetry is the one and significant for teaching and learning reading skills. The followings are some of the benefits of poetry in reading classroom. It provides

students with different viewpoints towards skills of reading applications, motivates the learners for personal interpretations and explanations and evokes emotions and ideas in both heart and mind. In addition, it makes the learner familiar with figures of speech (metaphor, simile, etc.). According to Cubukcu (2001), poetry is an encouraging and interesting exercise with elements of rhythm conveying "love and appreciation for the sound and power of language." (1) Thus, it can be noted that the learners become familiar with aspects such as stress, pitch, juncture and intonation of the foreign language through reading poetry.

Use of short story in teaching reading skills: Short story can be seen as a significant genre for teaching language. In short stories characters play authentically and symbolically, as individuals do in their daily life. Indeed short stories mirror and illuminate human lives (Sage, 1987). Considering short story in reading classes has advantages such as (Ariogul, 2001): it facilitates the learners' reading task because of being short and simple in comparison with other literary genres, promotes the learners' attitudes and knowledge in different cultures, offers a world of wonders and mystery and develops critical thinking ability. In addition, it makes the learners feel comfortable and free. Briefly, the application of short fiction is very influential in reading classrooms. Also, short stories, like other genres of literature, develop the cognitive analytical ability (Sage, 1987).

Use of drama in teaching language: Drama is an enrich source for teaching language. By using drama the learners can learn the application of language. Drama can raise the learners' awareness towards the target language and culture. The teachers can use drama to promote the learners comprehension of life experience (Saricoban, 2004). The advantage of teaching drama, as Lenore (1993) observes, as follows. It stimulates the imagination, promotes creative thinking, develops critical thinking ability, increases the learners' empathy and awareness and provides the teachers with fresh perspectives on teaching reading skills. Furthermore, it helps the learners develop new options and thoughts. The use of drama can be very influential way in communication-based language teaching. Authentically drama helps the learners develop their understanding of the verbal as well nonverbal features of the target language

Use of novel in teaching reading skills: Novel can be a very rich source for developing reading skills as well as learning the skills. According to Carter (1999), choosing the appropriate novel can give the learner enough motivation to learn the reading skills. Using novel for learning reading skills can have the following benefits. It develops the learners' knowledge about different reading strategies and types, offers real life like settings, gives the learners the chance to use their creativity, improves critical thinking ability and stimulates the learners' imagination. When selecting a novel for teaching a language, the teacher should consider whether the novel has an interesting story that motivates the entire class. Moreover, characters, themes, and settings of a novel should be considered in selecting a novel. Particular themes, ideas, motifs, and concepts that are developed in language classes should also exist in the novel. Totally, using an appropriate novel raises motivation and interest in learners. Although some learners may think reading a novel is studious and boring, it can be an influential tool for developing reading comprehension skills and building vocabulary. In fact, reading

novel broaden the learners' horizons, and makes them aware of other cultures, and also develops their intercultural communications skills.

Problems Which Hinder Teachers of Using Literature in Teaching Reading Skills:

The use of literature in the ELT classroom is enjoying a revival for a number of reasons. Having formed part of traditional language teaching approaches, literature became less popular when language teaching and learning started to focus on the functional use of language. However, the role of literature in the ELT classroom has been reassessed and many now view literary texts as providing rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learner motivation. Although there is no doubt that literary texts are useful in teaching reading skills, literary texts by themselves can present a teacher with a number of difficulties including the followings: text selections – texts need to be chosen that have relevance and interest to learners, length – short texts may be easier to use with in the class time available, but longer texts provide more contextual details including development of character, and cultural difficulty – text should not be so culturally dense that outsiders feel excluded from understanding essential meaning. Duff and Maley (2007) stress that teachers can cope with many of the challenges that literary texts present if they ask a series of questions to assess the suitability of texts for any particular group of learners. That is, they should ask themselves whether the language level is appropriate, it is the right length for the time available, it requires much cultural background knowledge, it is culturally offensive in any way and it can be easily exploited for language learning purposes.

Survey of Previous Related Studies:

The researcher of this study tried finding out former studies related to this research. He found some researchers who conducted researches outside as well as inside the country. Hein Broekkamp and Tanja Janssen conducted a research on "Is There a Relationship between Literature Reading and Writing Skill?" in German in 2009. They attempted to reliably measure literature reading and writing ability, and to determine whether a relationship exists between the two abilities. There were 19 grade 11 students. 11 were known to be good readers of literature, while 8 were known to be poor readers of literature. Each participant read four literary texts and wrote five creative texts. Texts concerned two genres: poems and short stories. There were judges in the transcriptions of reading responses and writing products. Multi-level analyses indicated that agreement among judges was high and that individual student performance relative to other students was fairly consistent among tasks, for both reading and writing tasks. The result showed that positive relationship exists between literature reading and writing ability.

If students' writing abilities increase by reading literature, there is no doubt their reading skills and strategies also increase. Therefore, the researcher strongly believed that reading literature cannot only increase students' writing abilities but also it develops their reading strategies and skills. In fact, literature is authentic material to teach students English language in general. If it is said authentic, it must be used as a choice less material in English language classrooms including teaching reading skills. However, there was a problem to engage students reading literature to increase their reading skills. It could be because of teachers' thought and interest of

using non-literary texts more than literary texts in reading classrooms. Hence, it was important to study to assess teachers' attitude and practice of using literary texts in teaching reading skills. The above study research design type was correlation and it was completely done through quantitative research approach. Whereas mine was descriptive and mixed research approach was used. This study was actually different from the above one in objectives, setting and grade level. Another researcher, Wan Kamariah Baba conducted a research on "An investigation in to Teachers' and Students' Attitudes towards Literature and Its Use in ESL Classrooms" in Malaysia at the university of Leicester in 2008.

The thesis investigated literature integration in teaching language at a matriculation center in Malaysia. It attempted, through empirical research, to identify teachers' and students' attitude towards literature and its use in ESL context. The data gathering instruments were questionnaires and interviews to collect data through qualitative and quantitative methods. The respondents were selected students and teachers in the university and the researcher designed stylistics-based worksheets and tried out with both sets of respondents. The result showed findings. First, the teachers' attitude before the study towards literature in teaching language were encouraging and variables such as their personal interest and previous experience of using literary texts as a teacher influenced their outlook. However, teachers' attitude after the study displayed mixed feeling towards using literature in teaching language and these were significantly influenced by teachers encounter with the worksheets. Second, unlike the teachers the students' attitude towards using literature was not good even before the study. Thirdly, both sets of respondents showed a strong performance for communicative activities that resulted in less emphasis on the language of the texts when literary works were used. Among the implications of the study was that a stylistics-based approach to literature could bear fruitful results by combining with communicative tasks. A language-based approach was not easy to implement with less skillful students mainly due to their limited proficiency and inadequate vocabulary in the target language.

Although the above study tried to examine only teachers' and students' attitude towards literature in English classroom, there were no an investigation of teachers' and students' practice of using literature in English classroom. Without practice, nothing will be done even if there is positive attitude towards something. Therefore, in this research, both teachers' practice and attitude towards literature in teaching reading skills was carefully assessed using three data gathering instruments: questionnaire, interview and classroom observation. Another researcher, Melkamu Dumessa, conducted a research on "An Investigation of English Language Teachers' Reading Lesson Presentation in terms of the New Course book for Grade Nine in Some selected Governmental Secondary Schools in Addis Ababa" at Addis Ababa University in 2002. The central intention of the research was to examine grade nine English teachers' reading lesson presentation in relation to the introduction of the new course book in Addis Ababa. To attain this objective, descriptive research method was employed. As a respondent, twenty-five grade nine English language teachers in Addis Ababa were selected from five secondary schools randomly.

Data was gathered using questionnaires and observation. In addition, these data were analyzed using descriptive statics frequency and percentage. The result of the study revealed that

teachers' reading lesson presentation practice was dominated by traditional approach of teaching reading. Thus, there was a mismatch between the prescribed procedures in the new teacher's book and the teachers' actual classroom reading lesson presentation practice. The above study tried to identify that teachers' reading lesson presentation practice was dominated by traditional approach of teaching reading, however, no attention was paid and teachers were not recommended to practice and to have positive attitude in using authentic materials such as literary texts which are modern approach in teaching reading skills. In this study, the schools English language teachers' attitude and practice of using literary texts in teaching reading skills were carefully assessed and the teachers would understand the importance of literature in teaching reading skills.

Theoretical Framework: This study can be related to behavioral motivation theory viewed by the behavioral psychologist such as Pavlov and Skinner, who strongly claim motivation learning (Chauhan 1978). According to them, motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives. The motivation theory was intended for this study since literary texts as a material of teaching reading skills are perceived as stimulants that can reinforce teaching and learning. In addition, Chauhan (1978) opines that motives energize and sustain the behavior of the person and arouse him to action. He further says motives direct and regulate a learner's and teacher's behavior. For this reason, motivation theory forms relation with this study because literary texts are sources of motivation in teaching and learning reading skills.

RESEARCH DESIGN AND METHODOLOGY

The purpose of the research was to assess teachers' attitude and practice of using literary texts in teaching reading skills. Therefore this chapter will discuss the methodology used to achieve this purpose. It describes the research design, research setting, sample and sampling techniques, data gathering instruments, reliability and validity of the instruments, pilot study, and data collecting procedures, data analysis and ethical consideration.

Research Design

The aim of this study was to assess teachers' attitude and practice of using literary texts in teaching reading skills. For this purpose, therefore, a descriptive research design was chosen as it is used to specify or describe a phenomenon without conducting an experiment (Selinger and Shohamy, 1989). As a result descriptive survey was used for this study because Gray (2004) explained; descriptive surveys are designed to measure the characteristics of a particular population, either at a fixed point in time, or comparatively overtime and are often undertaken to ascertain attitudes, values and opinions. On the other hand, the researcher selected and used mixed method approach for the study because mixed method approach is a type of research in which quantitative and qualitative methods, techniques and other characteristics are mixed in one over all the study (Teshakkorri and Taddlie, 2003).

Research Setting: The study was conducted on English teachers of Borena Secondary and Preparatory School, which is found in Amhara Region, South Wollo Zone, Borena

Woreda. The school was intentionally selected for this study because the researcher worked as an English teacher of the targeted school and teachers were supposed to have problems of using literary texts in teaching reading skills. Therefore, the existing situation enabled him to conduct research on the topic and came up with reliable inquiry.

Sources of Data and Population of the Study: The main objective of this study was to assess EFL teachers' attitude and practice of using literary texts in teaching reading skills. The sources of data were teachers and students at Borena Secondary and Preparatory School.

There were 88 male and 15 female totally 104 teachers in the school. From this, 8 male and 2 female totally 10 were English language teachers including the researcher. The school had 1800 male and 1700 female totally 2500 students which were organized in 33 sections. From these sections, grade 9 students were 10 sections; grade 10 students were 5 sections. On the other hand, grade 11 and 12 students were 10 and 8 sections respectively. The populations of the study were therefore, teachers and students at Borena Secondary and Preparatory School because the researcher believed that data gathered from teachers and students was important for the accuracy of this research's findings.

Sample size and sampling techniques: The samples of the study were English teachers and students at the school. In the school, all nine English teachers were taken as a sample for the study by using comprehensive sampling. The second targeted group was grade 9, 10, 11 and 12 students. The total number of students in the school was 2500. However, conducting the study on the total population was not possible and impracticable because of some limitations like cost, time and other factors. Therefore, sampling was needed in order to make the research's findings economical and accurate. Accordingly, out of the total of 2500 students, 344 students were selected by using Slovin's formula of sample size: $n = N/1+N(e)^2$.

According to Slovin, n is the sample size, N is the population size and e is the level of precision. Therefore:

$$n = 2500/1 + 2500(0.05)^2 = 344 \text{ students.}$$

The sampling technique was done by making an integrative use of stratified and purposive sampling techniques. In order to give a chance for all grade levels and sections, the researcher used stratified sampling technique. Stratified sampling was basically chosen because of two reasons. First, this type of sampling is a type of probability sampling that gives the chance to all the members of the population (Kumar, 2006). Hence, all grade 9, 10, 11 and 12 students had equal probability to be taken in to the sample. The other reason was that the population (grade 9, 10, 11 and 12 students) were not confined in one place or section; rather they were attending their classes in 33 sections. In addition, to make it fair, the researcher selected 10 students who stood from 1st up to 10th rank based on their English language subject results in each 19 sections by using purposive sampling. Again, in each the remaining 14 sections, students whose ranks were 1 up to 11 were selected by purposive sampling in considering their English subject results for the sample size.

Purposive sampling is used in order to access knowledgeable people that is, those who have in- depth knowledge about a particular issue. This was because the researcher believed that

better information was gathered through these high scorers' students than others. Therefore, the researcher found a total of 344 high scorers' students from grade 9- 12 classes for the purpose of the sample size.

Data-Collecting Instruments: In order to achieve the research objective, questionnaires, semi-structured interviews and classroom observation data gathering instruments were used.

Questionnaire: A written questionnaire was prepared and distributed to gather the relevant data. It was used as a major data collecting instrument to get sufficient data. It helped the researcher to address a large amount of items for a large number of participants with in a limited time. This instrument was also particularly selected because it was assumed to be relatively better to investigate the practice and beliefs of teachers on the issue. Questionnaire can be used to obtain both qualitative and quantitative data. But, the questionnaire which was used for this study were close- ended questions that required students and teachers to respond to statements on a five point Likert scale. A pilot test was carried out to ensure the reliability of the questionnaires. Actually, the researcher prepared the questionnaire questions himself based on the objectives of this study.

Interview: According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, the interview can be employed for securing relevant data. Second, the respondents with whom the interview is conducted are few in which case interview is appropriate. The researcher used semi-structured interview to probe in 9 English language teachers' insight about their practice and attitude of using literary texts in teaching reading skills. Thus, the researcher interviewed all English language teachers (nine) in the school by using comprehensive sampling techniques. Semi-structured interview has significant role in qualitative research to deal with attitudes, experiences, feelings and inner perception of respondents. This helped the researcher got data that could not be secured by structured interviews. In addition to this, semi-structured questions helped the researcher got chance of free discussion with the teachers as the questions were free response and not predetermined questions as structured one. These open-ended questions focused on major concerns of the research. Thus, the semi-structured interview questions prepared based on objectives of the study and the review of related literature were set to collect relevant data.

Saunders and Lewis (2012:127) view validity as "the extent to which (a) data collection method or methods accurately measure what they were intended to measure and (b) the research findings are really about they profess to be about". Hair et al (2007) associate validity with the term accuracy; that is, a construct measures what is supposed to measure. Gray (2014) also states that validity can be gained when ensuring that the question content focuses on the research objectives and interviewer effect is avoided. Therefore, to ensure the interview validity of this research, the researcher prepared the questions based on the research objectives and he as an interviewer did not influence the respondents answer when providing guidance or clarification. Interview questions were also prepared by the researcher based on the objectives of the study.

Classroom observation: The researcher employed classroom observation. It was conducted in order to observe teachers' practice of using literary texts in teaching reading skills.

Observation is one method of data collection and it is a systematic, purposeful and selective way of watching and listening to an interactive phenomenon as it occurs. So, observation as a research method has a number of clear advantages for the researcher so as to gather ample information about the physical environment and about human behavior that can be recorded directly by the researcher without having to rely on the retrospect or anticipatory account of others. In other words observation enables the researcher to note down what the researcher sees as it occurs, and the observational data are often more accurate (Best and Kahan, 2000).

The researcher observed two times for each English teacher which was totally 18 classroom observations during reading instruction. The researcher prepared a classroom observation checklist in order to collect additional data and to verify the results obtained through semi-structured interview and questionnaire. The checklist focused on the practice of using literature in teaching reading skills and items of checklist were used to gather appropriate data.

Validity and Reliability of the Study: Questionnaires, interviews and classroom observation were used to collect the data for this study. To insure validity and reliability of the instruments, the researcher selected instructors, teachers and students. Some English language instructors who worked in Meqdele Amba University, Wallelign Mekonnen Campus were selected to check face and content validity of the instruments before they were used in the pilot study. Then, the researcher revised the items in each instrument on the bases of their response and based on the comments obtained from his advisor. Finally, the reliability of the questionnaire items was tested using the data collected from some teachers and students who were non-sample respondents for reliability analysis.

Pilot Study: Perry (2005:123) stated that "a well-prepared questionnaire should be pilot tested before administered in the main study. A pilot test is carried out to check the reliability of the instruments". That is, the pilot study was tried out on a group of people similar to the target group. In line with this, the researcher selected some English language teachers and students who were not participants of the study and asked to fill the questionnaires items. According to Perry (2005:135), "one of these methods is on rating scales, where participants are asked to indicate on a multipoint scale also referred as Likert-type scale, the degree to which they agree to disagree". Since the questionnaires items which were prepared on rating scale, the Cronbach's Alpha Analysis was situated for this instrument. The analysis of the data was taken using SPSS version 20. In fact, the non-sample teachers were selected from Tewa General Secondary School where as students were selected in the same school and grade level of the sample students of the study. The reliability of the items of the questionnaire, therefore, found by Cronbach's alpha were 0.74 and 0.81 for teachers' questionnaire related to their attitude and practice respectively and 0.85 for students' questionnaire. Finally, the pilot study showed the reliability of the questionnaires items. According to Dornei (2007, pp,187) the result of the Cronbach's Alpha coefficient sounded fair.

Data Collection Procedures: When gathering data, the researcher used the following ways. First, class room observation was made. The observation was made based on check list so as to assess teachers' practice of using literary texts in teaching reading skills. Next, data was collected from both teachers and students using questionnaire. Finally,

interview was employed since the required data was from teachers to examine the attitudes and practices of using literary texts in teaching reading skills in their classes.

Methods of Data Analysis: The data obtained from teachers and students through questionnaire was analyzed through descriptive analysis method using frequency, percentage and mean. Whereas, the data obtained from observation and interview was analyzed qualitatively using thematic analysis. "Thematic analysis is considered the most appropriate for any study that seeks to discover using interpretations" illustrated by Ibrahim (2012:41). It helped the researcher to put the findings in organized way to answer the basic research questions.

Ethical Consideration: The researcher followed logical procedures in every stage of data collection processes. Accordingly, the objective of the study was introduced to the respondents. According to Best and Kahn (1995), ethics is one of the major important principles and guidelines which help the researcher so as to get valid and reliable findings. The researcher was ethical in the process of data collection, analysis, with respect to the right and distinction of the research participants. All the participants in my research gave their voluntary content to collect data from them. I directly asked the teachers if they wanted to participate in my study. The teachers gave their voluntary content before the interview and further before the classroom observation. To ensure anonymity of the participants, all names of teachers were erased or replaced with fictive names. Similarly, each of the students also gave their voluntary content before the questionnaire was given. To ensure anonymity of the participating students, their names were not mentioned during they gave answer for questionnaire.

FINDINGS AND DISCUSSIONS

This chapter presents findings, interpretations and discussions of the data obtained from teachers and students through questionnaire, interview and classroom observation. The first part of this chapter deals with the background information of the participants. The second section deals with the analysis and interpretation of the data collected through questionnaires, interview and classroom observation. Then, the findings were integrated and discussed qualitatively and quantitatively in relation to the following research questions.

- What is the school EFL teachers' attitude on the relevance of literary texts in teaching reading skills?
- What is the EFL teachers' practice of using literary texts in teaching reading skills?
- To what extent do the English language teachers in the school use literary texts to make their students exercise for each types and strategies of reading?
- What literary genres do the teachers mostly use/prefer to teach reading skills?

Participants' Background Information: In this section, 9 teachers (respondents) provided necessary information for the study with reference to age, sex, teaching experiences, marital status and qualifications. 340 students (respondents) also provided necessary information with reference to age and sex. In addition, in connection with questionnaire items, they also filled them carefully. Then, the information obtained was

notably used to analyze, interpret and discuss the data in relation to teachers' and students' background information. As can be seen from table 1, EFL teachers in the selected school have different level of educational qualification and different teaching experience. Among the sampled all 9(100%) of teachers 4(54%) were degree holders whereas 5(56%) were MA. Based on their experience, majority of the teachers (100%) were categorized above 11 years of experience. These show that EFL teachers had sufficient qualification and experience to handle their professional duties. Moreover, 2(22%) of teachers were female and majority 7 (78%) of teachers were male. 9(100%) of teachers were categorized above the age of 31 years old. 8(89%) of teachers were married and 1(11%) was categorized under divorced. On the other hand 236(69%) and 104 (31%) of the students were male and female respectively. 294(86%) of the students were categorized under the age of 16-20 years whereas 42(14%) of the students were under the age of 21-25 years old.

The School English Language Teachers' Attitude on the Relevance of Literary Texts in Teaching Reading Skills: Teachers' attitude has been found to mutually interact with teachers' pedagogical practices (Borg, 2009). That is, teachers' attitude can motivate, shape, or guide teachers' pedagogical practices while teachers' classroom practices can impact upon their attitude. In this section, attempts were made to evaluate the teachers' attitude of using literary texts in teaching reading skills in the EFL reading classrooms. To do so, data were collected from teachers using questionnaire. Thus the following table describes teachers' attitude in detail. According to table 2 above, on the first item, teachers were asked to put their level of agreement or disagreement on the statement "using literary texts in teaching reading skills is fun and interesting". Then, 4 (44.5%) respondents agreed whereas 4 (44.5%) respondents showed their disagreement. In addition, 1 (11%) of the teacher said undecided to the statement. The observed mean value of this item 2.78 also is less than its expected 3. This shows that the responses of the respondents are inclined to alternative "2" (disagree). As a result, majority respondents on this item said that literature was not fun and interesting in teaching reading skills so that they did not like teaching reading skills by using literary texts.

Regarding item 2, which states "literary texts help the students to improve their reading skills", 2 (22.2%) respondents showed their agreement whereas 3 (33.3%) showed their disagreement. However, 4 (44.5%) respondents were neutral. The observed mean value of this item (2.89) is less than the expected mean (3). This indicates that the respondents responses are inclined to option 2 (disagree). Therefore, the responses tell us that large number of the respondents said that literary texts did not help the students to increase their reading skills. To the statement "I am satisfied with the importance of the literary texts in the textbook in teaching reading skills", the majority of the respondents, 5(55.5%) showed their disagreement on the other hand, 4 (44.4%) of the respondents showed their agreement. In addition, the observed mean value of this item (2.78) is less than its expected mean (3). Therefore, the respondents' responses are inclined to "2" (disagree). In general, from this data, it is evident that large number of respondents said that they were not satisfied with the importance of literary texts in the text book in teaching reading skills. Regarding item 4, which states, "using literary texts for teaching reading skills is challenging because literature is complex and difficult", 8 (89%) respondents showed their agreement whereas 1 (11%) of

Table 1. Teachers' and Students' Background Information

No	Sex		Age				Marital status				Qualification			Teachers' experiences						
	M	F	20-25	26-30	31-35	>36	Single	Married	Divorced	widowed	Diploma	Degree	MA	1-5	6-10	11-15	16-20	>20		
1	7	2	-	-	5	4	-	8	1	-	-	4	5	-	-	5	4	-		
%	78	22	-	-	56	54	-	89	11	-	-	54	56	-	-	56	54	-		
2	Sex		Age				students back ground information													
	M	F	16-20				21-25				>25	-	-	-	-	-	-	-	-	-
	236	69%	104	31%	294	86%	42	14%	-	=	-	-	-	-	-	-	-	-		

Table 2. Teachers' responses on their attitude of using literary texts in teaching reading skills

No	Items	5		4		3		2		1		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Using literary texts in teaching reading skills is fun and interesting.	1	11.1	4	44.5	1	11.1	2	22.2	2	22.2	9	100	2.78
2	Literary texts help the students to improve their reading skills.	1	11.1	1	11.1	4	44.5	2	22.2	1	11.1	9	100	2.89
3	I am satisfied with the importance of the literary texts in the text book in teaching reading skills	1	11.1	3	33.3	---	---	3	33.3	2	22.2	9	100	2.78
4	Using literary texts for teaching reading skills is challenging because literature is complex and difficult	4	44.5	4	44.5	1	11.1	---	---	---	---	9	100	1.67
5	The use of literature in teaching reading skills is time-wasting as the focus should be more on learning and teaching grammar.	2	22.2	1	11.1	4	44.5	2	22.2	---	---	9	100	2.67
6	Extracting reading texts from literary works is so far exhausting.	1	11.1	5	55.6	1	11.1	1	11.1	1	11.1	9	100	2.56
7	Literary texts are confusing in teaching reading skills because students do not Understand what they read.	---	---	3	33.3	---	---	2	22.2	1	11.1	9	100	2.56
Grand mean														2.56

Note: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, F= frequency and M= mean.

Table 3. Teachers' responses on their practice of using literary texts in teaching reading skills

NO	Items	5		4		3		2		1		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	I use literary texts when I extract a reading passage for an examination.	---	---	1	11.1	3	33.3	2	22.2	3	33.3	9	100	2.22
2	I use literary texts out of the textbook when giving reading assignment.	---	---	2	22.2	1	11.1	4	44.5	2	22.2	9	100	2.33
3	I practice literary texts prepared for teaching and learning reading skills in the textbook based on the objectives of the lessons.	---	---	3	33.3	---	---	4	44.5	2	22.2	9	100	2.44
4	I engage students to read English literature in the school library to increase their reading skills.	---	---	1	11.1	4	44.5	2	22.2	2	22.2	9	100	2.44
5	I give more emphasis to literary texts than non- literary texts in teaching reading skills.	---	---	---	---	4	44.5	4	44.5	1	11.1	9	100	2.33
6	I finish all exercises prepared based on the literary passage in the textbook with in the allotted time (42') in which they have to be done.	1	11.1	1	11.1	3	33.3	2	22.2	2	22.2	9	100	2.67
7	I heartily inform students to read the literary texts in the textbook in order to do questions prepared based on the texts as a home work.	2	22.2	5	55.6	---	---	2	22.2	---	---	9	100	3.78
	Grand mean													2.6

Note: 5=always, 4=usually, 3=sometimes, 2=rarely, 1=never, M=mean score and F= frequency

Table 4. Responses of students on their teachers' practice of using literary texts in teaching reading skills

NO	Items	Always		Usually		Some times		Rarely		Never		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Our teacher extracts reading texts from literary works for an examination.	10	2.9	19	5.6	101	29.7	145	42.6	65	19.1	340	100	2.31
2	Our teacher uses literary texts out of the textbook to give us reading Assignments.	16	4.7	43	12.6	22	6.5	172	50.6	87	25.6	340	100	2.2
3	Our teacher practices literary texts prepared for teaching and learning Reading skills in the textbook based on the objectives of the lessons.	50	14.7	41	12.1	6	1.8	161	47.4	82	24.1	340	100	2.46
4	Our teacher engages us to read literary texts in the school library to Increase our reading skills.	3	0.9	22	6.5	78	22.9	107	31.5	130	38.2	340	100	2
5	Our teacher extracts reading passage from literary works to teach us Reading skills.	---	---	12	3.5	145	42.6	131	38.5	52	15.3	340	100	2.34
6	Our teacher gives more attention to literary texts than non-literary texts for teaching reading skills.	4	1.2	10	2.9	44	12.9	47	13.8	235	69.1	340	100	1.53
7	Our teacher more focuses on teaching us grammar as the use of literature In teaching reading skills is time- wasting.	29	8.5	191	56.1	---	---	67	19.7	53	15.6	340	100	2.78
8	Our teacher heartily informs the students to read the literary texts carefully and to do all questions which are prepared based on the texts in the textbook as a home work.	77	22.6	121	35.6	58	17.1	84	24.7	---	---	340	100	3.56
	Grand mean													2.4

Note: F= frequency and M= mean

Table 5. Teachers' responses on the extent to which they used literary texts to make the students exercise each of the following reading types and strategies (reading skills)

NO	Items	Always		Usually		Some times		Rarely		Never		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Summarizing	---	---	7	77.8	1	11.1	1	11.1	---	---	9	100	3.67
2	inferring	---	---	1	11.1	5	55.6	1	11.1	2	22.2	9	100	2.56
3	Questioning	---	---	---	---	4	44.5	3	33.3	2	22.2	9	100	2.22
4	Predicting	---	---	1	11.1	2	22.2	3	33.3	3	33.3	9	100	2.11
5	Visualizing	---	---	---	---	---	---	7	77.8	2	22.2	9	100	1.78
6	Making connection	---	---	---	---	2	22.2	6	66.7	1	11.1	9	100	2.11
7	Scanning	---	---	5	55.6	2	22.2	1	11.1	1	11.1	9	100	3.33
8	Skimming	---	---	4	44.5	3	33.3	2	22.2	---	---	9	100	3.22
9	Intensive reading	4	44.5	2	22.2	3	33.3	---	---	---	---	9	100	4.11
10	Extensive reading	---	---	---	---	2	22.2	2	22.2	5	55.6	9	100	1.67
	Grand mean													2.68

Note: f= frequency and M= mean

Table 6. Students' response on the extent to which their teachers used literary texts to make the students exercise the reading types and strategies (reading skills)

NO	Items	Always (5)		Usually (4)		Sometimes(3)		Rarely (2)		Never (1)		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Summarizing	95	27.9	107	31.5	36	10.6	99	29.1	3	0.9	340	100	3.56
2	inferring	35	10.3	89	26.2	100	29.4	63	18.5	53	15.6	340	100	2.97
3	Questioning	---	---	5	1.5	44	12.9	175	51.5	116	34.1	340	100	1.82
4	Predicting	29	8.5	51	15	111	32.6	117	34.4	32	9.4	340	100	2.79
5	Visualizing	---	---	18	5.3	38	11.2	196	57.6	88	25.9	340	100	1.96
6	Making connection	---	---	26	7.6	71	20.9	100	29.4	143	42	340	100	1.94
7	Scanning	127	37.4	136	40	17	5	53	15.6	7	2.1	340	100	3.95
8	Skimming	45	13.2	82	24.1	88	25.9	50	14.7	75	22.1	340	100	2.92
9	Intensive reading	143	42.1	108	31.8	49	14.4	40	11.8	---	---	340	100	4
10	Extensive reading	32	9.4	14	4.1	76	22.4	129	37.9	89	26.2	340	100	2.33
	Grand mean													2.82

Note: F= frequency and M= mean

Table 7. Teachers' responses on the most frequently used/preferred literary genres by themselves in teaching reading skills

NO	Items	Always (5)		Usually (4)		Sometimes(3)		Rarely (2)		Never (1)		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Poems	---	---	2	22.2	5	55.6	2	22.2	---	---	9	100	3.22
2	Novels	---	---	---	---	4	44.5	5	55.6	---	---	9	100	2.44
3	Short stories	---	---	1	11.1	1	11.1	6	66.7	1	11.1	9	100	2.22
4	Plays	---	---	---	---	1	11.1	---	---	8	88.9	9	100	1.22
	Grand mean													2.27

Note: F= frequency and M= mean

Table 8. Students' responses on the most frequently used/preferred literary genres by their teachers in teaching reading skills

NO	Items	Always (5)		Usually (4)		Sometimes(3)		Rarely (2)		Never (1)		Total		M
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Poems	---	---	11	35	218	64.1	3	0.9	---	---	340	100	3.34
2	Novels	7	2.1	29	8.5	157	46.2	91	26.8	51	15	340	100	2.53
3	Short stories	1	0.3	23	6.8	90	26.2	167	49.1	59	17.2	340	100	1.9
4	Plays	---	---	13	3.8	33	9.7	81	23.8	213	62.5	340	100	1.5
	Grand mean													2.34

Note: F= frequency and M= mean

the respondents were neutral. The observed mean value of this item (1.67) also showed that almost all teachers believed that using literary texts in teaching reading skills was challenging because of the language complexity and difficulty of literature. The next statement item 5, which is read, "the use of literature in teaching reading skills is time wasting as the focus should be more on learning and teaching grammar", 3 (33.3%) respondents showed their agreement. On the other hand, 2 (22.2%) respondents showed their disagreement. But, 4 (44.5%) of the subjects said that they were neutral. In addition, the observed mean (2.67) also indicates that the respondents beliefs on using literature in reading classroom were time wasting because of giving more time for teaching and learning grammar and other language areas in detail. From the above table, item 6 says, "Extracting reading texts from literary works is so far exhausting".

As a result, 6 (66.7%) respondents showed their agreement; however, 2 (22.2%) respondents showed their disagreement whereas, 1 (11.1%) respondent remained neutral. The mean value of this statement (2.56) indicates that large number of respondents believed that extracting reading texts from literary works was so far exhausting.

Finally, teachers were asked to indicate their level of agreement and disagreement on the last item in the above table. As a result, 6 (66.7%) respondents showed their agreement whereas 3 (33.3%) respondents showed their disagreement. And the observed mean value is (2.56). This indicates almost all teachers said that literary texts were confusing because of students' poor understanding of reading literary works.

In general, based on the data collected from teachers' questionnaire, most of the school EFL teachers were not interested in using literary texts to teach reading skills; they believed that literary texts did not help the students to improve their reading skills. Even, they were not satisfied with literary texts in the textbooks in teaching reading skills; they thought these texts were not important. They, in addition, strongly believed that using literary texts in teaching reading skills were challenging because of the nature of language difficulty and complexity of literature. Furthermore, most of the teachers in the school thought literary texts were time-wasting, exhausting to be extracted and confusing because of their students' low level of understanding literature in teaching reading skills. And also, the grand mean of the above table is 2.56. This shows that the school teachers' attitude of using literary texts in teaching reading skills was not good; they had negative attitude towards using literary texts in teaching reading skills. The researcher also conducted interview with English language teachers to get detail information whether they have positive attitude towards the integration of teaching reading skills with literature. Most teachers said that literature was too hard as it contains difficult language and complex vocabulary that brings about a failure of comprehension. For example, teacher 3 said that:

In a particular literary text, there are often a lot of underlying meanings those students have to identify and they are easily confused and feel bored if they come across too many difficult words that they don't know their meanings. These makes students confused and consider reading in English language is the heaviest skill; therefore, teaching reading skills should not be integrated with literature.

Another teacher, teacher 7 said that:

Making students read literature is not supposed to increase their reading skills. However, teachers had better give them lectures on when and how they should apply reading types and strategies while they read any reading text. I believe that making students read literature is merely wasting their time in order not to give attention on learning and studying other language areas. Actually, in my experience, students do not like reading literary texts because of language difficulties of literature.

But, two teachers agreed that teaching reading skills should be integrated with literature because literature helps to improve students' reading skills such as, guessing, predicting and visualizing and it can also develop other language skills such as, vocabulary acquisition and grammatical development. For example, teacher 4 said, "Literary text could provide the students with a context for them to practice using new words." (See appendix A page 87-99)

In relation with teachers' attitude towards using literary texts in teaching reading skills, the teachers were also interviewed another question to get detail information whether they think literary texts in the textbooks used as reading materials are suitable for the development of their students' reading skills. Most of them said that they did not think as textbooks incorporated suitable literary reading texts. For example, teacher 2 responded that:

Literary texts in the textbooks have difficult vocabularies and the texts 'sentence constructions are also complex. These problems lead to the fact that students are unable to achieve

understanding. Because of this, it is difficult for the students to do comprehension questions. In fact, they always ask for their teacher explanations and answers.

In relation to the above response, teacher 9 said:

I know the texts in the textbooks contain unfamiliar vocabulary words which are beyond the students' understanding level. For example, in grade 9, the poems used to teach reading skills are made up of unknown and difficult vocabularies. This makes students demotivated in reading and they cannot show any motivation of reading literature for increasing their reading skills.

But on the contrary, two teachers thought that literary texts in the textbooks were valuable authentic materials that can be used to develop reading skills of students. They said that literary texts by nature can foster learners to be motivated to read and consequently their overall reading proficiency increases. For example, teacher 4 said "Most texts are enjoyable and they are connected with the development of different reading skills. I personally think that these texts in the textbook are interesting." (See appendix A page 87-99). To sum up, the findings of the study which the data indicated with teachers' attitude of using literary texts in teaching reading skills from items one through seven are summarized as follow. Based on the questionnaire and interview results, although very few teachers showed their positive attitude towards using literary texts in teaching reading skills, most teachers thought that literary texts were not fun and interesting, were challenging, did not help students to improve their reading skills, were time-wasting and confusing, and were exhausted to be extracted. Again based on the questionnaire and the interview results, most of the school English language teachers were not satisfied with the importance of literary texts prepared for teaching reading skills in the textbooks. Thus, most of the teachers revealed that they had negative attitude towards using literary texts in teaching reading skills. It was inferred from the above responses that many teachers found literary texts were useless or irrelevant in teaching reading skills. However, literature and the teaching of reading skills should be linked and it would enhance students' reading skills in variety of activities. In this regard, Ur (1996) asserts that literature is a very enjoyable resource to teach and learn a language, good resource for increasing word power, encourages developing reading skills in learners, representations of authentic uses of the language, involves both emotions, encourages critical and creative thinking. In addition, even though most teachers above thought that literary texts do not improve their students' reading skills, researchers like Lazar (1990) suggests that there is a positive correlation between literary texts and the development of reading skills. Therefore, the reason for most teachers' negative attitude about this issue can be connected to their unawareness of the positive contribution of literary texts to their students' reading skills development. On the other hand, Short (1986) claims that literature is complicated because there are a lot of linguistic deviations in literary genres that has led many teachers and students to avoid or stop using literary texts in their reading classrooms. However, the deviation of language is helpful to deal language.

Other studies demonstrate that literary texts are the most valuable resources and that they should be included in language classrooms (Lazar, 1995). However, if literature is said to be beneficial, Hall (2005) questions why some teachers are

reluctant to approach literature. There are teachers who remain skeptical and lack of interest in using literature in their reading lessons. Bassnett and Grundy (1993) claim that there are language educators who believe as literature is irrelevant and they also argue that what students' need are texts that are 'practical' and 'rooted in every day experience', not works of art. Bouche (2010) argued that since the primary function of literary text is to entertain and inform, they keep interest alive in the classroom and motivate students. Cramsch (1993) also said that literature could be used as an ideal tool at developing the sorts of skills and offering the kind of reading experience that 'informational texts cannot provide. According to Johnson (1999), there are language teachers who hesitate to present literary texts to students. This may be due to the teachers' lack of experience and background knowledge of the issue presented in these texts. Lazar (1990) adds that not only teachers are reluctant to use literary texts in their language classrooms, but students are hesitant as well.

The English Language Teachers' Practice on Using Literary Texts in Teaching Reading Skills:

This section attempts to investigate teachers' practice of using literary texts in teaching reading skills by providing close ended questionnaires for both teachers and students on the tables below. As shown in the above table, table 3 on item 1, 1(11.1%), 3(33.3%), 2(22.2%) and 3(33.3%) of the respondents confirmed that they usually, sometimes, rarely and never used literary texts at the time of extracting a reading passage for an examination respectively. The mean score 2.22 indicates that practice of the teachers at the time of extracting reading passage for an examination was in an insufficient manner. On table 3 item 2, 2(2.22%), 1(11.1%), 4(44.5%) of the respondents replied that they usually, sometimes and rarely used literary texts out of the textbooks to give their students reading assignments respectively. On the other hand, 2(2.22%) of the respondents stated that they never used literary works for the same purpose. The mean score 2.33 indicates that most teachers did not use literary texts to give their students reading assignments. In response to item 3, 3(33.3%) of the respondents said that they usually practiced literary texts prepared for teaching and learning reading skills in the textbooks based on the objectives of the lessons. Whereas 4 (44.5%) and 2(22.2%) of the respondents replied that they rarely and never practiced literary texts used to teach reading skills in the textbooks based on their objectives respectively.

This item's mean score 2.44 indicates that teachers' practice on using literary texts prepared for teaching and learning reading skills in the textbooks based on the objectives of the lessons was low. Concerning on the practice of engaging students to read English literature in the school library for increasing their reading skills from the above table on item 4, 4 (44.5%), 2(22.2 %), and 2(22.2%) of the respondents confirmed that they sometimes, rarely and never engaged their students to read English literary texts in the school library for increasing their reading skills respectively. Whereas 1 respondent(11.1%) replied that he/she usually engaged his/ her students to read literature in English language in the school library to make them good at different skills of reading. And also, the observed mean value of its item (2.44) is less than its expected mean (3). This shows that most teachers didn't engage their students to read literary works in the school library. On the above table, item 5, 4(44.5%) and 1(11.1%) of the respondents replied that they rarely and never gave more emphasis to literary texts than non- literary texts in teaching reading skills respectively. On the other hand, 4(44.5%) of the respondents confirmed that

they sometimes gave more emphasis to literary texts than non-literary texts in teaching reading skills. The observed mean score 2.33 indicates that most teachers gave due attention to non- literary texts than literary texts in teaching reading skills.

In response to item 6, 1 (11.1%), 1 (11.1%), 3 (33.3%), 2 (22.2%) and 2 (22.2%) of the respondents replied that they always, usually, sometimes, rarely and never finished all exercises prepared based on a literary passage in the textbooks with in the allotted time in which they have to be done respectively. Its mean score 2.67 indicated that most teachers did not finish all exercises prepared based on a certain literary texts in the textbooks with in the given time frame. As shown in the above table on the last item, 2 (22.2%), 5(55.6%) and 2 (22.2%) of the respondents said that they always, usually and rarely informed the students heartily to read the literary texts in order to do all questions which are prepared based on texts in the textbooks as a homework respectively. In the same way, the mean score 3.78 indicates that most teachers adequately informed their students to read literary texts in the textbooks in order to make them do questions prepared based on the texts as a homework.

As shown in the above table, table 4 on item 1,10 (2.9%), 19(5.6%), 101(29.7%), 145(42.6%) and 65(19.1%) of the respondents confirmed that their teachers always, usually, sometimes, rarely and never used literary texts at the time of extracting a reading passage for examinations respectively. The mean score 2.31 indicates that practice of the teachers at the time of extracting reading passage for an examination was in an insufficient manner. On table 4 item 2, 16(4.7%), 43(12.6%), and 22(6.5%) of the respondents replied that their teachers always, usually and sometimes used literary texts out of the textbooks to give their students reading assignments respectively. On the other hand, large number of respondents 175(50.6%) and 87(25.6%) stated that their teachers rarely and never used literary works for the same purpose. The mean score 2.2 indicates that most teachers did not use literary texts to give their students reading assignments. In response to item 3, 50 (14.7%) and 41 (12.1%) of the respondents said that their teachers always and usually practiced literary texts prepared for teaching and learning reading skills in the textbooks based on the objectives of the lessons respectively. Whereas 6(1.8%), 161(47.4%) and 82(24.1%) of the respondents replied that their teachers sometimes, rarely and never practiced literary texts used to teach reading skills in the textbooks based on their objectives respectively. This item's mean score 2.46 indicates that teachers' practice on using literary texts prepared for teaching and learning reading skills in the textbooks based on the objectives of the lessons was low. Concerning on teachers' engagement of students to read English literature in the school library for increasing students' reading skills from the above table on item 4, 3 (0.6%), 22(6.5 %), and 78(22.9%) of the respondents confirmed that their teachers always, usually and sometimes engaged their students to read English literary texts in the school library for increasing their reading skills respectively. Whereas most respondents 107(31.5%) and 130(38.2%) replied that their teachers rarely and never engaged the students to read literature in English language in the school library to make them good at different skills of reading respectively. And also, the observed mean value of this item (2) is less than its expected mean (3). This shows that most teachers didn't engage their students to read literary works as it was expected in the school library.

In response to item 5, 12 (3.5%) of the respondents explained that their teachers usually extracted reading passage from literary works to teach them reading skills whereas 145(42.6%), 131(38.5%) and 52(15.3%) of the respondents assured that their teachers sometimes, rarely and never extracted reading passage from literary works for the same purpose respectively. In addition, the observed mean 2.34 indicates that most teachers did not extract reading passage from literature for teaching reading skills in a sufficient manner. On the above table, item 6, 235(69.1%) and 47(13.8%) of the respondents replied that their teachers never and rarely gave more emphasis to literary texts than non-literary texts in teaching reading skills respectively. On the other hand, 44(12.9%), 10(2.9%) and 4(1.2%) of the respondents confirmed that they sometimes, usually and always gave more emphasis to literary texts than non-literary texts in teaching reading skills. The observed mean score 1.53 indicates that most teachers gave due attention to non-literary texts than literary texts in teaching reading skills. In response to item 7, 29(8.5%) and 191(56.1%) of the respondents replied that their teachers always and usually focused on teaching the students grammar because reading literature was considered as time consuming respectively. However, 67(19.7%) and 53(15.6%) of the subjects said that their teachers did not give more attention to grammar more than teaching reading skills through literary works. The mean score 2.78 indicated that most teachers did not teach the students reading skills using literature as equal as grammar.

As shown in the above table on the last item, 29(8.5%) and 191(56.1%) of the respondents said that their teachers always and usually informed the students to read the literary texts in order to do all questions which are prepared based on texts in the textbooks as a homework respectively. On the other hand, 67(19.7%) and 53(15.6%) of the subjects responded that their teachers rarely and never informed them to read literary works in the textbooks so as to do homework. In the same way, the mean score 3.78 indicates that most teachers adequately informed their students to read literary texts in the textbooks in order to make them do questions prepared based on the texts as a homework. In general, based on the data collected from teachers' and students' questionnaire in relation to the teachers' practice of using literary texts in teaching reading skills, the school EFL teachers did not use literary texts in giving their students reading assignments and for examinations.

Even, they did not practice literary texts in the textbooks based on their objectives. The school EFL teachers gave more attention to non-literary texts than the literary one and they did not extract reading texts from literary works to teach their students reading skills. However, they often informed the students to do their homework after reading literary texts in the textbooks. In addition, the grand means of the teachers and students' questionnaire are 2.6 and 2.4 respectively. These grand means of teachers and students' questionnaire indicate that teachers' practice of using literary texts in teaching reading skills was lower than the expected mean. The researcher also conducted an interview with English language teachers to get detail information whether they used literary texts out of the textbooks in teaching reading skills. As indicated in the teachers' interview results, most of them did not use literary texts out of the textbooks in teaching reading skills. For instance, teacher 5 responded that, "No, there is lack in the English resources in the library of the school. So, I only use literary texts in the textbook to teach reading skills." In addition, teacher 7 responded, "I do not use any literary texts

out of the textbook for teaching reading skills. Actually, it is possible to use texts from literary works to test learners' reading skills, to give reading assignments and etc. However, students have low interest to read literary texts even in their textbook." Teacher 2 also replied,

I am not interested in teaching reading skills using literature. Even, I teach students reading skills using literary texts in the textbook to complete the syllabus because literature is not only difficult to the students but also to the teachers in knowing the gist. In fact, I am always happy in using non-literary texts to teach reading skills.

However, two teachers said that they often prepared reading texts from literary works in order to test their students' reading abilities and give them reading assignments. For example, teacher 4 said, "I usually give students a short test after reading a certain text that I extract from a particular literary work to keep them active in learning reading skills." Teacher 1 also responded, "Out of the textbook, I use authentic materials such as literature from internet to give the students reading assignments and to prepare reading examinations." (See appendix A page 87-99). In relation to teachers' practice, the researcher also interviewed the teachers another question to get detail information on how they raise their students' motivation to read literary texts. All teachers highly appreciated the role of motivation in enhancing students reading; however, they admitted that it was quite difficult to motivate students to read literary texts, especially, due to the fact that reading is not a common habit in the Ethiopian society: it is not common to read fictions, poems and etc. For example, teacher 8 said, "I usually inform my students to read literary texts in the textbook for making them do their home works. Out of this, I, however, do nothing to motivate the students to read literary texts." In addition, teacher 6 said:

The only thing that I always tell my students is to read literary texts in the textbook so as to do their home works. In fact, I am not sure whether the students read the texts or not. I merely discuss the questions with the students. But, I think they are very demotivated in reading literary texts even in the textbook such as poems and short stories.

Teacher 5 responded:

I motivate my students to give due attention to study or learn vocabulary and grammar more than to read literary texts because engaging to read literary text is killing their time in order not to learn other language areas. I strongly believe that motivating students to read a text which they cannot understand is wasting their time.

However, only teacher 4 said, "I usually facilitate students a short test after reading a literary text to keep them active and motivated." (See appendix A page 87-99). In relation to teachers' practice, the researcher also interviewed the teachers the third question to get detail information on their practice of using literary texts in the textbooks in teaching reading skills in relation to lessons' objectives and the time allotted. Most teachers said that their practice of using literary texts in the textbooks based on the objectives and the time allotted was not good. For example, teacher 9 said, "I always try to use literary texts in the textbook to teach reading skills. But, all exercises prepared based on the literary texts cannot be done within 42 minutes as the objectives recommend." Teacher 3 also said, "I use all literary passages as long as they are found in the

textbook in teaching reading skills although it is difficult to teach various reading kinds and strategies as we are requested to do so within 42 minutes." Teacher 2 responded, "I touch all literary texts used to teach reading skills roughly in reading classrooms. They are time-consuming if I practice them based on their objectives." In addition, teacher 5 responded, "I do not practice literary texts in the textbook based on their objectives because I do not get time to cover other portions." (See appendix A page 87-89).

Furthermore, the researcher conducted classroom observation in order to triangulate the data obtained through the above tools. Nine classes, each two times were observed. Thus, it indicated that the teachers did not extract reading passages from literary works to teach reading skills; they insisted only on using literary texts in the textbooks. Again, the researcher observed that almost all teachers did not teach their students reading skills based on the objectives of the lessons and were unable to finish the exercises which they should have been done with in the time frame. In addition, all of them were not observed in providing students with a list of literary texts to read on their own and advising the students to read literary works out of the class although most of them told their students to do exercises under the texts in the textbooks as homework. To sum up the results from the three tools, teachers' and students' questionnaire, interview and observation, most of the teachers did not use literary texts out of the textbooks in giving their students reading assignments and extracting passages for examinations. In addition, they did not practice literary texts in the textbooks based on the objectives of the lessons, gave more emphasis to non-literary texts than the literary one, did not engage the learners to read English literature in the school library and did not finish all exercises under a certain literary texts in the textbooks with in the time frame in which they should have been done. However, the only good practice most of the school English language teachers did was they often informed their students to do their homework by reading literary texts in the textbooks. Hence, the teachers' practice, in general, of using literary texts in teaching reading skills was very low. In contrast, Parded (2011) points out that the materials selected by the foreign language teachers for teaching the reading skills play a very crucial role in deciding the success of reading skills teaching and learning. This means that teachers themselves have the responsibility to prepare reading materials when they teach their students different kinds of reading skills although almost all teachers in the school did not use literary works to prepare a short extracts in teaching reading skills. Cramsch (1993) also said that literature could be used as an ideal tool at developing the sorts of skills and offering the kind of reading experience that 'informational texts cannot provide. This means that literary texts are more useful than non-literary texts in the development of students' reading skills. However, the school EFL teachers gave due attention to non-literary texts than the literary one in teaching reading skills and engaging students to read. Maley and Duff (1990) discovered literary texts allow multiple interpretations (layers of meaning), offer genuine samples of a wide range of styles and registers. This may be the reason why not many teachers in the school used literary for examinations and giving reading assignments.

The Extent to Which Teachers Use Literary Texts to Make the Students Exercise the Reading Types and Strategies: In this part, teachers and students were requested to give their response towards the questions how often the teachers used

literary texts to make the students exercise for each of the following reading types and strategies in the reading lessons. Thus, their response are presented and analyzed as follow. In regard to the above table item 1, most teachers, 7 (77.8%) of the respondents responded that they usually used literary texts when students were asked to practice summarizing reading strategy. However, 1 (11.1%) and 1(11.1%) of the teachers said that they sometimes and rarely practiced literary texts respectively for summarizing reading strategy. The mean score 3.67 indicates that the frequency of using literary texts to develop their students summarizing reading strategy was very high. In addition, the teachers were also asked how often they used literary texts to make their students practice inferring in the above table on item 2. Therefore, 1(11.1%) and 5(55.6%) of the subjects expressed that they usually and sometimes practiced literary texts to develop their students inferring reading ability respectively. On the other hand, 1 (11.1%) and 2(22.2%) of the respondents stated that they rarely and never used literature for inferring. The mean score of this item is 2.56 so that it can be concluded that the frequency of teachers' practice of using literary texts to make their students exercise inferring was low.

As it can be seen from table 5 item 3, 4(44.5%) of the respondents replied that they sometimes used literary texts in order to let their students exercise questioning reading strategy. Whereas, most respondents, 3 (33.3%) and 2(22.2%) stated that they rarely and never used literary texts respectively to make their students exercise questioning reading strategy. From this it can be concluded that most teachers did not use literary texts for the development their students' questioning reading ability in sufficient manner. The mean score 2.22 also indicates that the frequency of teachers' practice on using literature to develop their students' questioning reading strategy was very low. From table 5, item 4, 1 (11.1%) and 2 (22.2%) of the participants explained that they usually and sometimes used literary texts to develop their students' prediction ability respectively. Additionally, 3 (33.3%) and 3 (33.3%) of the respondents stated that they rarely and never practiced literary texts to make their students exercise predicting reading strategy respectively. The mean score 2.11 indicates that the teachers practiced literary texts to make their students exercise predicting reading strategy in an insufficient manner. As it can be also seen in the above table on item 5, most teachers, 7 (77.8%) rarely used literary texts when their students practiced visualizing reading strategy. In addition, 2 (22.2%) of the teachers never used literature so as to develop the students' visualizing reading skill. Similar result was obtained from the mean score 1.78 which indicates that teachers' practice on using literary texts to make their students exercise visualizing way of reading strategy was very low. From table 5, item 6, 2 (22.2%) of the participants confirmed that they sometimes practiced literary texts to develop their students' reading strategy of making connection. On the other hand, 6 (66.6%) and 1 (11.1%) of the respondents replied that they rarely and never used literature to make the students skillful in making connection strategy of reading. The mean score which is 2.11 indicates the frequency of using literary texts to develop their students' reading skill of making connection was in an insufficient manner.

From the above table, item 7, 5 (55.6%) and 2 (22.2%) of the subjects responded that they usually and sometimes facilitated literary texts for their students to exercise scanning respectively. However, 2 (22.2%) of the respondents stated that

they rarely and never used literary texts in which their students would have developed scanning reading type. The same is true that the mean score 3.33 which is greater than the expected mean indicates that the frequency of the teachers' practice of using literature in order to develop their students' scanning reading skill was high. From table 5, item 8, concerning on teachers' frequency of using literary texts to develop the students' skimming skill, most teachers, 4 (44.5%) and 3 (33.3%) responded that they usually and sometimes made their students skim literary texts respectively. On the other way, 2 (22.2%) of the respondents explained that they rarely facilitated literary texts for their students so as to practice skimming. It can be concluded that most teachers frequently used literary texts to their students in order to exercise skimming. The mean score 3.22 also indicates most teachers frequency of using literary texts for making their students to practice skimming was high.

On the above table, item 9, most teachers, 4 (44.5%) and 2 (22.2%) stated that they always and usually used literary texts to make their students exercise intensive reading respectively. On the other hand, 3 (33.3%) of the respondents stated that they sometimes used literary texts to make their students practice intensive reading. And therefore, the mean score 4.11 also indicates that the frequency of most teachers' practice of using literary texts in making their students exercise intensive reading was very high. Concerning on the final item, 2 (22.2%) of the participants explained that they sometimes used literary texts to make their students practice extensive reading. Additionally, 2 (22.2%) and 5 (55.6%) of the respondents replied that they rarely and never used literature to make their students exercise extensive reading respectively. This item's mean value 1.67 indicates that the teachers did not adequately use literary texts to increase their students' extensive reading skill. In regard to the above table item 1, most students, 95 (27.9%) and 107(31.5%) of the respondents responded that their teachers always and usually used literary texts when students were asked to practice summarizing reading strategy. However, 36(10.6%), 99 (29.1%) and 3(0.9%) of the students said that their teachers sometimes, rarely and never practiced literary texts respectively for summarizing reading strategy. The mean score 3.56 indicates that the frequency of using literary texts to develop the students summarizing reading strategy was very high.

.In addition, the students were also asked how often their teachers used literary texts to make their students practice inferring in the above table on item 2. Therefore, 35(10.3%) and 89(26.2%) of the subjects expressed that their teachers always and usually practiced literary texts to develop the students inferring reading ability respectively. On the other hand, 100 (29.4%), 63(18.5%) and 53(15.6%) of the respondents stated that their teachers sometimes, rarely and never used literature for inferring. The mean score of this item is 2.97 so that it can be concluded that the frequency of teachers' practice of using literary texts to make their students exercise inferring was low. As it can be seen from table 6 item 3, 5(1.5%) of the respondents replied that their teachers usually used literary texts in order to let their students exercise questioning reading strategy. Whereas, 44 (12.9%), 175(51.5%) and 116(34.1%) of the respondents stated that their teachers sometimes, rarely and never used literary texts respectively to make their students exercise questioning reading strategy. From this it can be concluded that most teachers did not use literary texts for the development their students' questioning reading ability in sufficient manner. The

mean score 1.82 also indicates that the frequency of teachers' practice on using literature to develop their students' questioning reading strategy was very low.

From table 6, item 4, 29 (8.5%), 51(15%), and 111 (32.6%) of the participants explained that their teachers always, usually and sometimes used literary texts to develop their students' prediction ability respectively. On the other hand, 117 (34.4%) and 32 (9.4%) of the respondents stated that their teachers rarely and never practiced literary texts to make the students exercise predicting reading strategy respectively. The mean score 2.79 indicates that the teachers practiced literary texts to make their students exercise predicting reading strategy in an insufficient manner. As it can be also seen in the above table on item 5, most respondents, 196 (57.6%) and 88(25.9%) of the total subjects replied that their teachers rarely and never used literary texts when the students practiced visualizing reading strategy respectively. 18 (5.3%) and 38(11.2%) of the respondents, however, explained that their teachers usually and sometimes used literature so as to develop the students' visualizing reading skill. Similar result was obtained from the mean score 1.96 which indicates that teachers' practice on using literary texts to make their students exercise visualizing way of reading was very low.

From table 6, item 6, 26 (7.6%) of the participants confirmed that their teachers usually practiced literary texts to develop their students' reading strategy of making connection. On the other hand, 71 (20.9%), 100(29.4%) and 143 (42%) of the respondents replied that their teachers sometimes, rarely and never used literature to make the students skillful in making connection strategy of reading respectively. The mean score which is 1.94 indicates the frequency of using literary texts to develop their students reading skill by making connection was completely in an insufficient manner. Again, from the above table on item 7, the highest number, 127 (37.4%) and 136 (40%) of the subjects responded that their teachers always and usually facilitated literary texts for the students to exercise scanning respectively. However, 17 (5%), 53 (15.6%) and 7 (2.1%) of the respondents stated that their teachers sometimes, rarely and never used literary texts in which their students would have developed scanning reading type. The same is true that the mean score 3.95 which is greater than the expected mean indicates the frequency of the teachers' practice of using literature in order to develop their students' scanning reading skill was high. From table 6, item 8, concerning on teachers' frequency of using literary texts to develop the students' skimming skill, most students , 45 (13.2%), 82 (24.1%) and 88 (25.9%) responded that their teachers always, usually and sometimes made the students skim literary texts respectively. On the other way, 50 (14.7%) and 75 (22.5%) of the respondents explained that their teachers rarely and never facilitated literary texts for the students so as to practice skimming. It cannot be concluded that most teachers frequently used literary texts to their students in order to exercise skimming. The mean score 2.92 also indicates most teachers frequency of using literary texts for making their students to practice skimming was low. Actually, this finding is consistent with the finding from teachers' questionnaire.

On the above table, item 9, most respondents, 143 (42.1%) and 108 (31.8%) stated that their teachers always and usually used literary texts to make their students exercise intensive reading respectively. On the other hand, 49 (14.4%) of the respondents stated that their teachers sometimes used literary texts to make

the students practice intensive reading. However, 40 (11.6%) of the respondents said that their teacher rarely used literary texts to develop the students intensive reading skill. And therefore, the mean score 4 also indicates that the frequency of most teachers' practice of using literary texts in making their students exercise intensive reading was very high. Concerning to the final item from the above table, 32(9.4%) 14 (4.1%) and 76 (22.4%) of the participants said that their teachers always, usually and sometimes used literary texts to make the students practice extensive reading respectively. However, 129 (37.9%) and 89 (26.2%) of the respondents replied that their teachers rarely and never used literature to make the students exercise extensive reading respectively. This item's mean value 2.33 indicates that the teachers did not adequately use literary texts to increase the students' extensive reading skill.

Generally, based on the data collected from teachers and students' questionnaire in relation to the extent to which teachers used literary texts to make the students exercise reading types and strategies, the school EFL teachers often used literature in the textbooks to engage their students to exercise intensive reading, summarizing, skimming and scanning reading skills. The teachers did not use the same texts for the development of the following reading skills of their students: extensive reading, visualizing, making connection, inferring, questioning and predicting. In fact, most teachers in the school never used literary texts out of the textbooks for the development of any reading skills of their students. In addition, the grand means in the teachers and students' questionnaire are 2.68 and 2.86 respectively. The means indicate that the frequency of teachers' practice of using literary texts to make their students exercise the reading types and strategies was low. The teachers also conducted an interview with English language teachers to get detail information on how often they used literary texts to make their students exercise for each reading types and strategies. Therefore, most of them said that they often used literary texts in the textbooks to some of the most frequently implemented reading types and strategies by their students: scanning, skimming, summarizing and intensive reading. For example, teacher 8 said,

I mostly use literary texts in the textbook because I believe that the texts are purposely designed to improve the learners' reading ability. I have never planned to extract any texts by myself. The textbook, indeed, contains plenty of literary texts to teach reading skills. As a matter of fact, I often use these texts to make my students exercise skimming, scanning and intensive reading from types of reading and summarizing from reading strategies. However, I have rarely used the literary texts to make students exercise other reading skills such as visualizing, questioning, making connection and extensive reading due to save time.

Teacher 1 also responded,

I often use literary texts in the textbook to make my students exercise scanning and skimming reading. I also often use these texts to engage my students to exercise summarizing reading strategy which enables the students to distinguish the main ideas from the supporting ideas.

Teacher 6 said, "I usually use literary texts in the textbook to ask my students to scan and skim." Teacher 4 said,

I often use literary texts like poems, short stories and extracts from novels in the textbook for teaching my students scanning, skimming and summarizing reading skills. I also engage my students to read these texts in an intensive way to develop the students reading comprehension skill.

On the other hand, two teachers followed traditional way in teaching reading skills by using literary texts. For example, teacher 5 said, "After I read the passage, I ask the students to read it then answer the related questions and after that I teach them the grammatical rules used in the text." Teacher 3 also stated, "I read the text loudly to enable students to know the correct pronunciation of the new words after explaining their meanings. After asking students to read the text one by one, I try to check their comprehension by asking some questions." During the classroom observation, the teachers were observed that they often used literary texts in the textbooks to make their students exercise skimming, scanning, summarizing and intensive reading; nevertheless, they hardly ever used these texts to make their students develop other important reading skills such as extensive reading, making connection, visualizing, predicting, questioning and inferring.

Regarding the frequency of teachers' practice of using literary texts to make their students exercise reading strategies and types, the findings from the data proved that the teachers did not use literary texts out of the textbooks in teaching reading skills. They often used literary texts in the textbooks although the teachers did not use these texts in order to make their students exercise for each the reading types and strategies equally. In addition, according to the data gained from teachers and students' questionnaire, interview, and classroom observation, the teachers mostly used these texts to make their students exercise some of the reading strategies and types: summarizing, intensive reading, skimming and scanning. However, they did not use the texts in order to make their students practice predicting, making connection, questioning, inferring, extensive reading and visualizing. In this regard, Lazar (1993) argues that before allowing students to summarize the main ideas of the literary text, they should be asked to brainstorm the ideas related to the title of the text and made to predict what would happen in the text. Then, students should be asked to read the text in an intensive reading and let them make connection the ideas in the text to their own experiences to activate their prior knowledge.

Langer (1997) opines that reading literature can open "horizons of possibility, allowing students to question, infer, connect, predict and visualize". This means that teachers have to provide maximum opportunity to the students to use literary texts not only for the development of their scanning, skimming, intensive reading and summarizing skills but also for the development of the students' questioning, extensive reading, inferring, making connection, predicting and visualizing reading skills. Supporting this, Mackay (1996) argues that literature helps promote reading skills. While reading literary texts, students have a variety of literary experiences, that is, drawing inferences, making predictions, summarizing, analyzing and synthesizing information, developing and answering their own questions. That is why frequent provisions of literary texts to students are significant in developing their reading skills. However, the teachers in the school did not provide literature to their learners frequently to exercise most of sub-reading skills.

The Most Frequently Used/Preferred Literary Genres by the EFL Teachers in Teaching Reading Skills:

In this part teachers and students were requested to give their response towards the questions what are the most frequently used literary genres by EFL teachers in teaching reading skills. Thus, their response are presented and analyzed as follow. As can be seen on item 1 from table 7, 2 (22.2%) of the respondents said that they usually used poems in teaching reading skills. On the other hand, most teachers, 5 (55.6%) suggested that they sometimes used poems in teaching reading skills. However, 2(22.2%) of the respondents rarely used poems in their reading classrooms. The observed mean value of 3.22 is greater than its expected mean value 3. This shows most teachers frequently used poems to teach their students reading skills. Concerning on item 2 from the above table, 4(44.5%) of the participants said that they sometimes practiced novels to teach their students reading skills. On the other hand, most teachers, 5 (55.5%) rarely used novels in teaching reading skills. The mean score 2.44 indicates that the teachers' practice of using novels in teaching reading skills was not as frequent as it was expected. From table 7 on item 3, 1 (11.1%) of the subjects said that he/she usually used short stories in teaching reading skills. Whereas, highest number of respondents, 6 (66.7%) responded that they rarely practiced short stories to teach their students reading skills. And finally, 1 (11.1%) of the subjects assured he/she never used short stories to teach reading skills. Similar result was obtained from the mean score 2.22 that indicate the teachers did not frequently use short stories in teaching reading skills.

On the last item, 1 (11.1%) of the respondents sometimes used plays to teach reading skills. However, 8 (88.9%) of the respondents assured that they never used plays to teach their students reading skills and its mean 1.22 which is much below than the expected mean indicates the least frequently used literary genre by the school teachers in reading classroom was plays. As can be seen on item 1 from table 8, 3 (0.9%) of the respondents said that their teachers rarely used poems in teaching reading skills. On the other hand, most students, 119 (35%) and 218 (64.1%) suggested that their teachers usually and sometimes used poems in teaching reading skills. The observed mean value of 3.34 is greater than its expected mean value 3. This shows most teachers frequently used poems to teach their students reading skills. Concerning to item 2 from the above table, 7(2.1%) and 29 (8.5%) of the participants said that their teachers always and usually practiced novels to teach the students reading skills. On the other hand, most teachers, 157 (46.2%), 91 (26.8%) and 51 (15%) sometimes, rarely and never used novels in teaching reading skills respectively. The mean score 2.53 indicates that the teachers' practice of using novels in teaching reading skills was not as frequent as it was expected. From table 8 on item 3, 1 (0.3%) and 23 (6.8%) of the subjects said that their teachers always and usually used short stories in teaching reading skills. Whereas, highest number of respondents, 90 (26.4%), 167 (49%) and 59 (17.4%) responded that their teachers sometimes, rarely and never practiced short stories to teach their students reading skills. Similar result was obtained from the mean score 1.94 that indicates the teachers did not frequently use short stories in teaching reading skills. On the last item, 13 (3.8%) of the respondents said that their teachers usually used plays to teach reading skills. However, 33 (9.7%), 81 (23.8%) and 213(62.4%) of the respondents assured that their teachers sometimes, rarely and never used plays to teach the students reading skills respectively and its mean 1.55 which is much

below than the expected mean indicates the least frequently used literary genre by the school teachers in reading classroom was plays.

In general, based on the data collected from teachers and students' questionnaire in relation to literary genres mostly used by the school EFL teachers in teaching reading skills, the teachers often used poems even though most of them insisted up on using this genre in the textbooks. The reason why the teachers often used poems in their reading classes, most literary texts in the textbooks were poems. However, they rarely used other genres of literature in their reading classes. Therefore, although teachers did not frequently use literary genres in general in teaching reading skills, among the four literary genres, poems were the most frequently used literary genre. In addition, the grand means in the teachers and students' questionnaire are 2.1 and 2.34 respectively. These grand means indicate that the frequency of using the literary genres in teaching reading skills was low. The researcher also conducted an interview with English language teachers to get detail information on what literary genres they mostly used in teaching reading skills. Most of them replied that they frequently used poems found in the textbooks in teaching reading skills. For example, teacher 2 said, "I often use poems in teaching reading skills because more than half of literatures purposely prepared in the textbook in teaching reading skills are poems." Teacher 9 explained, "I often use poems as they are widely found in the textbook." Teacher 4 also responded, "I mainly use poems in the textbook to teach students reading skills. Out of the textbook, I sometimes use authentic materials from electronic newspapers from the internet to give the students reading assignments and to prepare reading examination although newspapers are not literature."

However, some teachers said that they rarely used literary genres such as poems and short stories as well as extracts of novels in the textbooks in teaching reading skills. For example, teacher 5 said,

Even though there are enough poems in the textbook in teaching reading skills, I rarely use these texts because reading a poem in order to find out its gist is difficult for students even for teachers. I only use a poem when I believe as it is comprehensible. Moreover, my choices were short stories and extracts of novels; however, they are very few in the textbooks. I have, actually, never used plays in teaching reading skills."

The researcher also conducted classroom observation in order to triangulate the data obtained through the above tools. Among the nine classes, each two times, the most frequently used literary genres in teaching reading skills were poems. The results of data from the students and teachers' questionnaires, interview and classroom observation indicate that although most of the teachers were over dependent in using literary in the textbooks, they often used poems which were widely provided more than other genres of literature in the students' textbooks in teaching reading skills. They did not frequently use plays, short stories and extracts of novels to the same purpose. This was due to the fact that more than half of the total literary texts in the textbooks in teaching reading skills were poems and teachers were not fully experienced to prepare their own texts from literary works so as to teach their students reading skills. However, Oster (1989) argues that short story is a powerful and motivating factor for teaching reading skills. According to Collie and Slater (1991), short stories are

beneficial because of its short length, its clarity and simplicity, its different tastes and interests and its vast and varied topics.

In addition, Spack (1985) suggests that the language teachers should select short stories which can be interesting for learners. Drama also guides learners to comprehend the experiences of their life and contemplate specific situations and through a deeper linguistics world (Saricoban, 2004). According to Lenore (1993), drama helps in creative thinking, in developing language and in enhancing reading skills. However, the teachers of Borena Secondary and Preparatory School were not well using drama, short stories and extracts from novels in teaching reading skills. Teachers in the school mostly used poems more than other literary genres. This was because the largest numbers of literary works in the textbooks are poems.

Summaries, Conclusions and Recommendations

In this chapter, summaries, conclusions and recommendations are included respectively. The summary deals with major points and finding of the study based on its objectives. Second, based on the research findings conclusion will be made. Finally, according to the findings, some possible recommendations will be presented.

Summaries

Assessing teachers' attitude and practice of using literary texts in teaching reading skills at Borena secondary and preparatory school was the main objective of this study. In order to achieve this objective, four research questions were formulated. In order to answer these questions, descriptive survey method was employed. This research method was employed due to the belief that it would help to assess teachers' attitude and practice of using literary texts in teaching reading skills. To this effect, questionnaire, interview and classroom observation were utilized as instruments of data collection. Stratified and purposive samplings in integrative way lottery method were used to select 340 sample students. Moreover, ten students and ten teachers who were non-respondents to the main study were piloted respectively to assure the reliability of the questionnaires. Consequently, the data from close ended questionnaires were analyzed with the aid of descriptive statistics (frequency, percentage, mean, and grand mean). On the other hand, the data gathered through interview and classroom observation were analyzed qualitatively. Hence, different findings were obtained from the analysis of data.

The major findings of the study were organized and grouped according to the objectives of the study. Thus, in this sub section, the summaries of the major findings are presented according to the objectives of the study.

The school English language teachers' attitude on the relevance of literary texts in teaching reading skills:

Regarding teachers' attitude on the relevance of literary texts in teaching reading skills, the findings of the data from teachers' questionnaire and interview showed that majority of the EFL teachers did not have interest to use literary texts in teaching reading skills and they believed teaching reading skills through literature is inappropriate. Because of this, they had negative attitude towards using literary texts in teaching reading skills. However, some teachers had positive attitude on the use of literature in teaching reading.

The English language teachers' practice on using literary texts in teaching reading skills: The data from students' and teachers' questionnaires, interviews, and classroom observations revealed that the teachers' practice on using literary texts in teaching reading skills was weak and not effective. In their attitude part they perceived negatively and there was great gap on using literary texts in the reading classrooms. Hence, EFL teachers' attitude matched with their practice.

The extent to which teachers use literary texts to make the students exercise the reading types and strategies:

Regarding the frequency of teachers' practice of using literary texts to make their students exercise reading strategies and types, the findings from the data proved that the teachers did not use literary texts out of the textbooks in teaching reading skills. They often used literary texts in the textbooks although the teachers did not use these texts in order to make their students exercise each of the reading types and strategies equally. In addition, according to the data gained from teachers' and students' questionnaires, interview, and classroom observation, the teachers mostly use these texts to make their students exercise some of the reading strategies and types: summarizing, intensive reading, skimming and scanning. However, they did not use the texts in order to make their students practice predicting, making connection, questioning, inferring, extensive reading and visualizing.

The most frequently used literary genres by the EFL teachers in teaching reading skills:

The results of data from the students' and teachers' questionnaires, interview and classroom observation indicated that although most of the teachers were over dependent in using literary in the textbooks, they often used poems which were widely provided more than other genres of literature in the students' textbooks in teaching reading skills. They did not frequently used plays, short stories and extracts of novels to the same purpose. This is due to the fact that more than half of the total literary texts in the textbooks in teaching reading skills are poems and teachers were not fully experienced to prepare their own texts from literary works so as to teach their students reading skills.

Conclusion

This section is going to present the conclusions that the researcher reached in the light of the results of the study. Cultural background and language difficulties of literary works, students' low interest of learning reading skills through literature, teachers' little knowledge of using literature to teach reading skills, teachers' inappropriate thinking of literature as a reading material was useless and using non-literary texts more than literary texts in teaching reading skills were the basic reasons which led most teachers to have negative attitude towards literary texts in teaching reading skills. Most teachers' application of using literary texts in the classroom was very low. This was because of the following reasons: they did not use literature for their students' reading examinations and for giving the students reading assignments, they did not teach reading skills by using literature as a material based on the objectives, and they did not provide their students lists of literary works to read. Therefore, there is no doubt that the above reasons imply as the teachers could not have good practice of using literary texts in teaching reading skills.

Almost all teachers did not use literary works out of the textbooks. They were over dependent and victim of using texts only in the textbooks in teaching reading skills. Although they tried to use these texts in the textbooks, their implementation was also inappropriate; they did not do all exercises under a certain text within the time frame. Actually, some exercises were jumped to go and teach the next language area. Therefore, their practice, even in the textbooks was not good. Most teachers did not completely use literature out of the textbooks to make their students exercise the reading types and strategies. They frequently used the texts in the textbooks to develop their students' reading strategies and types. However, these texts were often used for the development of the students' skimming, scanning, summarizing and intensive reading skills only. Other skills of reading were not exercised. Therefore, there was a clear gap of repetitive use of literary texts to make their students practice the strategies and types of reading.

The teachers did not use plays, short stories and extracts of novels as frequent as poems. Therefore, it is possible to conclude that the EFL teachers in the school had negative attitude and weak practice of using literary texts in teaching reading skills.

Recommendations

Taking into account the generalization and implication of the findings, the researcher forwards the following recommendations.

- English language teachers should have positive attitude for the use of literature in teaching reading skills because if there is no positive attitude towards literature, it is completely impossible to expect good practice of using literary texts in teaching reading skills.
- Teachers should facilitate opportunities for learners to use literary texts in developing different kinds and strategies of reading. English language teachers also should develop favorable tendency to the primacy of using literary texts in teaching reading skills so that their students will be able to consider as literature is very important and useful material in developing their reading skills.
- The teachers should not be over dependent on literary texts found in the textbooks; they should also use literary texts out of the text books in teaching reading skills.
- The teachers should often use literary genres such as short stories, extracts of novels, and plays because they are as useful as poems in teaching reading skills.
- Department heads and administrators should follow up teachers not only coverage of units but also how better they taught each skills in appropriate strategies. Instructional materials like literary works are vital factor in the practicing and implementation of using literary texts in teaching reading skills. Fulfilling the necessary teaching aids for the teachers is good so that they effectively use literary texts in teaching reading skills. These are the duties that concern the school administration. Thus, the school administration should exert every effort to provide adequate teaching materials for the teachers.
- The research findings show that teachers' attitude practice of using literary texts in teaching reading skills were very limited and this was because of almost all teachers hadn't attended courses on how to teach reading skills through literature. Thus, it would be helpful if teachers got adequate training to fill the gap of using literature in reading class rooms.
- Text developers should incorporate other literary genres as equally as poems in the English textbooks in teaching and learning reading skills. Finally, the researcher encourages other researchers to find out some other problems that are not discovered in the study.

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