

Representation of Literary Texts in English for Ethiopian Textbooks and Their Practice in the Classroom: Grade 9 and 10 in Focus

Yibeltal Degwale

Department of English Language and Literature, University of Gondar, Ethiopia

Simachew Gashaye

Department of English Language and Literature, Debre Markos University, Ethiopia

Abstract—This study aimed to assess the representation of literary texts and their actual practice at Grades 9 and 10 in general secondary schools in Ethiopia. The study employed descriptive research design involving both qualitative and quantitative methods. Participants were selected purposively. Textbook analysis, classroom observation and focus group discussion were data sources. The textbook and classroom observation data were analyzed using descriptive statistics. Whereas, the focus group discussion data were analyzed qualitatively using thematic analysis. Findings showed that poems took the lion's share in the literary texts. However, short stories, novel extracts, moral stories, fables and true stories were scarcely found in the textbooks. Besides, the findings revealed that language skills and language areas incorporated in the literary texts focused more on developing reading and speaking skills. Moreover, the findings obtained from focus group discussion and classroom observation showed that teachers were not regularly practising literary texts due to teachers' lack of pedagogical skills, students' lack of interest to learn literary texts and the difficulty nature of the literary texts.

Index Terms—literary texts, literary text representation, literary genres, language teaching through literature, literary text practice

I. INTRODUCTION

Using literature for teaching language skills is quite common in foreign language learning and teaching nowadays (Khatib, 2012). It is to mean that literature is used as a springboard for exciting discussions or writing in language teaching. Integrating literature in language teaching by which students can learn the macro and micro skills of language are more effective because literary texts have cultural, higher order thinking, and motivational benefits (Mart, 2016). In addition, Maley (2001) affirms that literature extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, complex and exact syntax. Literature in EFL classroom is aimed at developing the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards. Likewise, language and literature go hand in hand and complement to each other. No literature can live without language and vice versa Lazar (1993).

The Ethiopian Ministry of Education, perceived the importance of using literary texts in English language teaching and decided to include the texts in the curriculum as a component of the subject to complement the existing resources for English language teaching and learning. This indicates the need to revise and improve the former English language textbooks because literature is the media of teaching and learning authentic language. In line with it, Collie and Slater (1990) assert that short stories, novel extracts, poems, moral stories, true stories and biographical accounts should be incorporated.

The recent historical positions regarding the use of literature in English language teaching and the inclusion of literary texts foster the development of reading, writing, speaking, listening, and critical thinking skills. It is found that literary texts provide wide scope to explore multi-dimensional use of the language if literary texts are well represented in textbooks of English. To attain this, due considerations should be given for selecting literary texts for language teaching. In line with this, McRae (1997:49) notes, "Careful text selection is fundamental to the successful use of any kind of representational materials". Hence, the selection of literary texts should fulfill certain criteria. Lazar (1993) also mentions about some criteria to select literary texts. From the sources mentioned above, combined criteria are formulated to select literary texts as listed below. That is to say, while selecting literary texts, one should consider,

- The student's cultural background,
- The student's linguistic proficiency,
- The student's literacy background,
- The student's age and level of understanding,

- Interesting texts, and
- Availability and suitability of the text.

Generally, this study was intended to investigate the representation of literary texts and teachers' practice of using literary texts in EFL classroom.

II. THE PROBLEM AND ITS CONTEXT

In Ethiopia, literary texts were not considered as a useful tool in the EFL classrooms previously. However, currently, the use of literature in English language teaching, and the inclusion of literary texts for fostering the development of reading, writing, speaking, listening, grammar, vocabulary and critical thinking skills are getting good attention. As a result, literary texts are now part of the Ethiopian English language syllabus.

Saying above, there are reasons why the researchers intended to emphasize on studying the representation and practice of literary texts in English for Ethiopian textbooks of Grades 9 and 10. To begin with, the researchers had been teaching at secondary schools being English language teacher, and closely observed teachers' challenges in practising in EFL classes. Secondly, students were noticed disregarding some contents of the textbook in the actual teaching learning process. Thirdly, students were found not being good at speaking, writing and reading comprehension tasks of the textbook and this may partly be related to the representation and practice of literary texts in EFL classrooms. These problems look as if those literary texts were not adequately represented and practiced by teachers of English language.

Different local studies indicated the significance and importance of literary materials in EFL classrooms. For instance, Haileul (2012) and Yeniale (2014) conducted an experimental study and found out that literary materials had great contribution to fostering students' interest of learning and developing their linguistic and communicative competences. Similarly, the case studies conducted by Murat (2005) and Ahmad (2014) on the use of literary materials revealed employing such texts fostered language learning. Both of them recommend that literature serves as a popular content for teaching English as foreign language. In addition, Gedefaw and Yihene (2018) studied about panoramic evaluation of literary texts in preparatory students' English Text Books. Their finding indicated that most of the literary texts were beyond the language competence of the students and the teachers. However, these studies did not explore the representation and practices of literary texts in the newly introduced English for Ethiopian textbooks of Grades 9 and 10. Thus, the present study tried to assess the representation and practices of literary texts in English for Ethiopian textbooks of Grades 9 and 10.

Research Questions

The study attempted to answer the following research questions:

1. What types of literary genres are mostly represented in Grades 9 and 10 English textbooks?
2. What language skills and language areas are incorporated through literary texts of the textbooks?
3. How are literary texts practised in EFL classrooms?
4. What are the factors obstructing the implementation of literary texts in EFL classes?

III. METHODOLOGY

A. Research Design

The main objective of this study was to assess the representation of literary texts in English for Ethiopia students' textbooks (grade 9 and 10) which are currently used and their actual practice. Hence, the study used descriptive case research design that involved both qualitative and quantitative methodological approach.

B. Participants of Study

Participants of the study were secondary and preparatory English language teachers from Debre Work Secondary School, Amhara Regional State, Ethiopia. In the academic 2019/20, there were 16 English teachers in the school. From the 16 teachers, four of them were selected purposively for the Focus Group Discussion (FGDs) and classroom observation. Grade 9 and 10 English textbooks and the syllabus were also sources of data. From the textbooks, the literary texts were the main target of the study.

C. Data Gathering Instruments

Data were collected using three instruments. The major instrument used in the study was textbook analysis. Therefore, all the literary genres including short stories, novel extracts, poem, traditional story (fable), and moral story of the textbooks were analysed. The second tool was classroom observation intended to assess how literary texts were taught and to examine the challenges teachers face in their teaching of literary texts. To do this, the researchers prepared an observation checklist having 12 items. Each teacher was observed three times using checklist starting from October to December 2019. Totally 12 observations were made. The third instrument used to verify the data gathered through content analysis and classroom observation was FGD. For this purpose, semi-structured guided items were designed to elicit about all aspects of practising literary texts.

D. Data analysis Techniques

The literary texts in the textbooks were sorted first based on the forms of literary genres. Then, their representation in

the selected textbook was determined using percentage. The classroom observation data intended to see the practice of literary texts were analysed with percentage. Finally, FGDs data were held to see about challenges hindering practice of literary texts were analyzed using thematic analysis.

IV. DATA ANALYSIS

A. Textbook

Analysis of literary texts found on grade nine English textbook

First, English for Ethiopian grade 9 textbook contains 12 chapters. Under these 12 chapters, there are six sections or content areas including, listening, speaking, reading, writing, grammar and vocabulary. Thus, here under, types of literary texts and the skills they promote was analyzed as follows:

TABLE I
LITERARY TEXTS AND LANGUAGE SKILLS INCORPORATED IN GRADE 9 ENGLISH TEXTBOOK

No	Title	Genre type	Page	Nature of tasks given based on the textbooks
1	The karate lesson	Short story	49	Reading, writing, discussion and vocabulary
2	Song of the pottery	Poem	54	Reading and writing
3	Moral story	Moral story	63	Writing
4	Isatou died	Poem	84	Reading and comprehension
5	A proud old man	Poem	125	Reading, acting and Writing
6	Yaa, the Adowa dancer	Poem	164	Reading and comprehension
7	Haiti Survivor	Poem	190	Reading and Comprehension
8	How Lion and Warthog became enemies	Traditional story(fable)	202	Reading, discussion, answer in written form and grammar
9	Law of the jungle	Poem	205	Reading, acting and comprehension
10	Song of a school boy	Poem	221	Reading and writing
	Total	10		

As it can be seen on Table 1, four literary genres were incorporated in the textbook. Short stories, poems, moral stories and traditional stories were included in the textbook. Besides, the language skills especially (reading, writing, vocabulary, speaking) were seen on the activities of literary texts. The finding revealed that though there were various literary genres for language teaching, there were only four literary genres. The analysis showed that poems were repeatedly found in different units. Moreover, the tasks of the literary texts were limited to reading, writing, vocabulary and speaking ignoring listening and grammar. Besides, language skills were not integratively presented in the activities of literary texts.

Next, the representation of literary texts was analyzed as follows

TABLE II
TOTAL NUMBER OF LITERARY TEXTS FOUND ON GRADE 9:

No.	Literary genre	Grade 9	
		No.	%
1	Short stories	1	10%
2	Poems	7	70%
3	Novel extracts	-	-
4	Moral stories	1	10%
5	Fable	1	10%
6	Autobiography account	-	-
7	True stories	-	-
8	Play	-	-
9	Fair stories	-	-
	Total	10	100%

Table 2 depicted that the textbook incorporated ten literary genres. Among these, majority of the literary texts 7(70%) were found to be poems. Short stories, moral stories, and fable covered 1 (10%) each. However, novel extracts, autobiographic account, and true story were totally excluded. This indicates that poems occupied the largest proportion though they are usually written in a form deviated from the norms of speaking or even writing. Besides, the distribution of the literary texts within the textbook was unbalanced to meet the interest, need and style of different learners.

Here under, the frequency of language skills found on literary texts was determined.

TABLE III
LANGUAGE SKILLS INCORPORATED THROUGH LITERARY TEXTS OF GRADE 9TH

.No.	The frequency of skills the literary text promote		
	Language skills	No.	%
1.	Listening	-	-
2.	Speaking	1	5.5%
3.	Reading	9	50%
4.	Writing	6	33.5%
5.	Integratively the four skills	-	-
6.	Vocabulary	1	5.5%
7.	Grammar	1	5.5%
	Total	18	100

Table 3 indicated that the majority of the literary texts 9(50%) focused on promoting reading skills. This portrays that literary texts paid due consideration for developing reading skill. Moreover, six (33.5%) of literary texts emphasized to develop writing skills. Whereas, speaking, vocabulary and grammar each were less represented in the textbook. Nonetheless, listening and integrating of the language skills were not seen on the activities of literary texts.

Analysis of literary texts found in grade 10 English textbook

Like that of Grade 9 textbook, Grade 10 textbook contained different literary texts. First, the distribution of literary texts was analysed as follows.

TABLE IV
LITERARY TEXTS AND LANGUAGE SKILLS INCORPORATED IN GRADE 10 ENGLISH TEXTBOOK

No	Title of literary texts	Genre	Page	Nature of tasks given based on the textbooks
1	Benand the Devil	fair story	35	Listening, speaking,
2.	<i>Long Walkto Freedom</i>	Autobiography	39	Reading, speaking, vocabulary
3.	The Fulani creation story	Poem	43	Reading
4	Thefriendshipcake	Moral story	44	Reading ,speaking
5	Halimagoestomarket	Novel	40	Reading, speaking
6	TheSnake-manandtheGirl	Play	47	Reading, speaking
7	ThePromisedLand	Novel	51	Grammar
8	Thestoryofanorphan	True story	57	Listening, speaking
9	TheAfricanChild	Novel	64	Reading, vocabulary
10	Makeda'sstory	Moral story	69	Reading, speaking
11	Themankilled	Poem	72	Reading, writing, speaking
12	NigerianMarketPlace	Poem	92	Reading
13	<i>Whokilled Danny?</i>	Short story	102	Reading ,speaking
14	Asuddenstorm	Poem	137	Reading, speaking, grammar
15	Shipwrecked!	Short story	164	Reading, vocabulary, writing
16	KetaInGhana'sVoltaRegion	Poem	168	Reading, speaking, vocabulary
17	Theclevercrow	Moral story	205	Writing, grammar
18	Destiny	Poem	206	Reading, speaking
19	Witness	Poem	219	Speaking
20	Beloved	Poem	219	Speaking
21	Facedownwards	Poem	220	Speaking
	Total	21		

Table 4 above depicted the various kinds of literary genres, which were included and represented in the textbook. There were twenty-one literary texts in the textbook. They were poems, extracts of novel, moral stories, short stories, biographical account, play, true story and a fair story. There was better inclusion of different literary texts in Grade 10 textbook when compared with Grade 9 English textbook though there was unfair treatment of literary genres in the textbook. Some literary genres were overstated while others were understated in the textbook. In addition, all language skills were incorporated in tasks of literary texts though they were not integrated. In general, this analysis revealed that different literary genres and language skills were well represented in Grade 10 English textbook.

The summary of these literary genres was presented as follows to determine their proportionality in the textbook.

TABLE V
SUMMARY OF LITERARY GENRES FOUND IN GRADE 10 ENGLISH

No.	Literary genre	Grade 10	
		No.	%
1	Short stories	2	9%
2	Poems	9	43%
3	Novel extracts	3	15%
4	Moral stories	3	15%
5	Fable	-	-
6	Autobiography	1	4.5%
7	True stories	1	4.5%
8	Play	1	4.5%
9	Fair story	1	4.5%
	Total	21	100%

As indicated in the Table 5, the textbook consisted of 9 literary genres and 21 literary texts. Among the 21 literary texts, 9 (43%) of them were poems. This shows that poems were highly represented. In addition, 3 (15%) were found to be novel extracts and moral stories i.e., they constituted the second rank next to poems. However, fair story, autobiography, true story and play were underestimated. Therefore, this analysis demonstrated that there was unfair representation of literary texts.

Next, the distribution of language skills found on literary texts was examined below.

TABLE VI
LANGUAGE SKILLS INCORPORATED THROUGH LITERARY TEXTS OF GRAD 10 TEXTBOOK

No.	The frequency of skills the literary text promote		
	Language skills	No.	%
1.	Listening	2	4.5%
2.	Speaking	15	36.5%
3.	Reading	15	36.5%
4.	Writing	3	7%
5.	Integratively the four skills	-	-
6.	Vocabulary	3	7%
7.	Grammar	3	7%
	Total	41	100%

As stated in table6, the language skills the literary texts treated were analyzed. Accordingly, speaking and reading received 15 (36.5%) each share in the literary text. It revealed that 73% of the tasks found under literary texts were focusing on developing speaking and reading skills. The rest of the share, 27 % of the tasks, was intended to promote listening, writing, vocabulary and grammar. On the contrary, none of the literary texts attempted to integrate the four major language skills despite the fact that language classroom skills need to be integrated and practiced. Thus, the finding of this analysis revealed that literary texts found on grade 10 English textbook mainly focused on treating speaking and reading skills.

Comparison between literary texts found in Grades 9 and 10 was made as follows.

TABLE VII
COMPARISON OF LITERARY GENRES FOUND IN GRADE 9 AND 10

No.	Literary genre	Grade 9		Grade 10		Total	
		No.	%	No.	%	No.	%
1	Short stories	1	10%	2	9%	3	10%
2	Poems	7	70%	9	43%	16	52%
3	Novel extracts	-	-	3	15%	3	10%
4	Moral stories	1	10%	3	15%	4	13%
5	Fable	1	10%	-	-	1	3%
6	Autobiography	-	-	1	4.5%	1	3%
7	True story	-	-	1	4.5%	1	3%
8	Play	-	-	1	4.5%	1	3%
9	Fair story	-	-	1	4.5%	1	3%
	Total	10	100%	21	100%	31	100

Table7 illustrated that there were 31 literary texts in both Grades 9 and 10 textbooks. This analysis revealed that literary texts of Grade 10 were well represented. On the contrary, very limited numbers of literary texts were found on Grade 9 textbook. In addition, poems took the highest representation in both grades 70 % and 52 %, respectively. On the other hand, the rest of the literary genres were under represented even some of them were ignored to be included in the textbooks of both grade levels.

The comparison was also made among the literary texts intended in promoting skills in the textbooks.

TABLE VIII
COMPARISON OF THE TOTAL SKILLS LITERARY TEXTS PROMOTE

No.	The frequency of the skills the literary texts promotes	Grade 9		Grade 10		Total	
		No.	%	No.	%	No.	%
		1.	Listening	-	-	2	4.5%
2.	Speaking	1	5.5%	15	36.5%	16	27
3.	Reading	9	50%	15	36.5%	24	41
4	Writing	6	33.5%	3	7%	9	15
5	Integratively the 4 skills	-	-	-	-	-	-
6.	Vocabulary	1	5.5%	3	7%	4	7
7	Grammar	1	5.5%	3	7%	4	7
	Total	18	100	41	100%	59	100%

As Table 8 revealed, 18 different language skill activities were incorporated in Grade 9 textbook. Whereas, in Grade10 textbook, 59 language skill activities were included. This reveals that, in grade 10 textbook, there was better treatment of language skills using literary texts; however, in Grade 9 textbook activities developed from literary texts were scarce. Reading and writing had better representation in grade 9 textbook but in Grade 10 textbook, speaking and reading took the highest proportion. Nonetheless, there rest skills were less treated or abandoned. Therefore, this analysis revealed that reading and speaking skills activities were predominately represented in the textbooks of both Grades 9 and 10 in general.

B. Analysis of Classroom Observation

In this part of the analysis, the teachers practice of literary texts and difficulties they faced were analyzed. Four English language teachers were observed three times each using checklists.

TABLE IX
CLASSROOM OBSERVATION ACTIVITIES

No.	Items/activities	Response in	Observations		
			Observed	Somewhat observed	Not observed
	Developing and providing activities on literary texts				
1	Creating supportive classroom activities developing pre, while and post activities for literary texts	No. %	- -	1 33.3%	2 66.7%
2	providing more creative, encrypt, challenging literary texts that require personal exploration supported with prior knowledge	No. %	- -	- -	3 100%
	Motivation related activities				
3	Stimulating students' creative and literary imagination and developing their appreciation of literature	No. %	1 33.3%	- -	2 66.7%
4	Encouraging students to actively participate in the process of understanding the literary texts when they teach language skills.	No. %	- -	1 33.3%	2 66.7%
5	Helping the learners develop their level of competence with respect to their receptive and productive skills via literary texts	No. %	- -	1 33.3%	2 66.7%
6	Making the learner familiar with different literary texts incorporated in the text	No. %	- -	1 33.3%	2 66.7%
	Language skills integration and practice related activities				
7	Using literary materials to teach language skills frequently.	No. %	- -	1 33.3%	2 66.7%
8	Practicing different approaches of teaching literary texts (information-based approach ,personal-response approach language-based approach paraphrastic approach etc.)	No. %	- -	1 33.3%	2 66.7%
9	Employing active learning methods like storytelling, discussions, presentations, debates, cooperative learning etc. when they teach literary texts.	No. %	- -	- -	3 100%
10	Giving the chance for students to read, understand, interpret and appreciate literary texts in EFL classroom.	No. %	- -	1 33.3%	2 66.7%
11	Consolidating the four language skills: reading, writing, speaking and listening using literary texts	No. %	- -	- -	3 100%

1. Developing and providing activities for literary texts

To practice literary texts in the classroom, the role of the teacher has its own impact on teaching learning process. Table 9 above indicated that 66.7% of teachers did not create supportive classroom activities developing pre, while and post activities for literary texts. Only, 33.3% of the observation revealed that teachers somewhat showed limited efforts for practising pre, while and post activities for teaching literary texts. In addition, 100% of the analysis indicated that teachers did not provide more creative, encrypt, and challenging literary texts that require personal exploration supported with prior knowledge. More to the point, providing background information (culture, history, politics, and author) related to literary texts was not seen in the actual teaching learning process. Hence, the analysis indicated that teachers were not efficient in providing activities and developing critical thinking ability of the learners.

2. Motivation related activities

As the analysis in Table 8 revealed, in 66.7 % of their practice, teachers failed to stimulate students' creative and literary imagination and developing their appreciation of literature. Besides, in 66.7 % of the teachers practice, the analysis revealed that they were not observed helping the learners develop their level of competence with respect to their receptive and productive skills via literary texts. Generally, this analysis showed that teachers lacked to motivate their students to be keen at reading literary texts.

3. Language skills integration and practice related activities

Table 8 illustrated that 66.7% of the observation showed that teachers were not practising literary texts regularly. That is, teachers were not giving chance for students to read, understand, interpret and appreciate literary texts in EFL classroom. Furthermore, 100% of the observation revealed that teachers were not employing active learning methods like storytelling, discussions, presentations, debates and cooperative learning while teaching literary texts. In addition, 66.7% the observation indicated that teachers were not practising the approach used for teaching literary texts. The observation showed that none of teachers were integrating skills. Moreover, teachers were not combining the productive and receptive skills in teaching literary texts. Largely, this analysis indicated that practising and integrating language skills was not practised in the teaching of literary texts.

Generally, this analysis showed that most of teachers failed to employ pre, while and post activities while teaching literary texts, and they failed to regularly practise literary genres found in the textbook. Besides, teachers failed to motivate students to practise literary texts to develop their creativity and literary imagination. With regard to consolidating the four language skills, none of teachers attempted to consolidate language skills.

C. Focus Group Discussion

In the discussion, first teachers' practice of teaching literary texts was examined. In this regard, almost all of them reported that they only practised some aspects of literary genres like short stories and novel extracts. For instance, Teacher (T₁) in this regard replied that, "I sometimes teach literary texts which are easier to understand such as short stories and novel extracts. Most of the time I prefer to jump." Similarly, T₃ replied that, "in short, I rarely teach literary texts found in the textbook that have reading comprehension and vocabulary."

Besides, the rest teachers all in one replied that they did not have any awareness and knowhow about approaches of teaching literary texts instead they taught their students in a classic and traditional manner. From these responses, it could be possible to say that, teachers did not teach the literary text in a way they were included in the textbooks. They used to select easier texts to teach reading comprehension and vocabulary.

Second, the challenges teachers faced to teach literary texts was examined. One of the factors that most respondents reflected was related to the difficult language used in the literary texts. T₁ in this regard mentioned as, "I do not concentrate on teaching literary texts because the language used in literary texts is difficult to understand. The words used especially in the poems are difficult. So, I jump them." This teacher adds, "Even most students are not interested to learn literary texts due to complex structure of literary texts." This implies that both teachers and students found the literary texts difficult to understand. Due to the difficulty nature of the texts, as this respondent pointed out students' learning interest was affected negatively. The rest of the respondents agreed with this idea as T₃ reflected, "I always get literary texts confusing because of the difficulty nature of words."

The other challenge all the respondents noted was their lack of training in using literary texts for teaching the language. For instance, T₃ "... mostly I ignored teaching literary texts because I am not well- trained to use literature for language teaching so that I was also not interested in teaching literary texts." As this respondent reflected that due to the lack of training about using literary texts in teaching the language, he used to ignore literary texts in his teaching. This teacher- related challenge could seriously affect teachers' practice in the implementation of literary texts.

Therefore, FGDs revealed that teachers were not satisfactorily practising literary texts. They were ignoring most of the literary genres in their teaching. They sometimes taught short stories and extracts of novels to teach reading comprehension and vocabulary. However, teachers used to disregard the other literary forms due to the difficulty nature of the literary texts for them and the skill deficiency they had on how to use literary texts in teaching language.

V. DISCUSSION OF RESULTS

In the discussion, the research questions were addressed through triangulating the results obtained from the different data analyses.

The first research question enquired to examine the most represented literary genres on the textbooks. The finding obtained from textbook analysis indicated that poems were dominantly found in the textbooks. However, other genres were scarcely represented. This finding disagrees with what Akyel and Yalçın (1990) mention including wide scope of literature containing different literary genres such as novel, short story, poetry and drama that appeal to students' tastes and needs is determinant.

The second research question was asking on identifying the major language skills promoted by literary texts. The analysis obtained from textbook analysis presented that reading and speaking were emphasized in the textbooks. Besides, writing took the third rank next to speaking. However, the remaining language skills were not given due attention in literary texts. However, as opposed to this, Babae & Yahya (2014) claim that literature is of great

significance in teaching speaking, listening, reading and writing skills. That is to say, the literary texts should be used to develop all language skills integratively instead of focusing on few skills.

The third research question was intended to explore teachers' practices of using literary texts in EFL classroom. Accordingly, the data obtained from the classroom observation and FGDs indicated that teachers were not practising literary texts. As the results indicated, teachers were ignoring most of the literary genres from their teaching. As it was put following this, different reasons were attributed.

The fourth research question was identifying factors hindering the practices of literary texts. Teachers were not practising literary texts. The different challenges teachers faced as FGDs and classroom observation data analysis results revealed were mainly difficulty nature of the literary texts, students' lack of interest to learn literary texts and teachers' lack of pedagogical skill on how to use literature to teach language. The finding goes in line with Collie and Slater (1987).

VI. CONCLUSION

Considering the research questions and the findings obtained, the following conclusions were drawn.

The literary texts were not proportionally represented in the textbooks. Textbooks mainly included poems disregarding other genres. With regard to the skills addressed in the literary texts, speaking and reading skills were dominantly treated underestimating other skills. Though some literary texts were found in the textbooks, there were limitations among the teachers in practising them in the classroom due to the difficulty nature of the literary texts for teachers and teachers' lack pedagogical skills to teach these texts. Therefore, both the representation and the practise of the literary texts in the secondary schools tended to be unsuccessful. As a result, language teaching in the secondary schools appeared to miss the benefits of literary texts for language teaching.

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Yibeltal Degwale was born in October 1987 in Amhara Regional state, Ethiopia. He attended his elementary and secondary education at Enemay Elementary School and Belay Zeleke High School. Then, he joined Debre Markos University in 2010. He has completed his first degree studying English language and literature from Debre Markos University in 2014. After teaching English language in secondary schools, he has studied his Master's Degree in TEFL (Teaching English as Foreign language) and graduated in 2018 from Debre Markos University. Since 2018, he has been teaching as a lecturer in the Department of English Language and literature, at University of Gondar, Ethiopia. His research area of is language testing, language teaching and material evaluation. He has one publication with his colleague, Simachew Gashaye which is in International Journal of Current Research Volume 9(12), 9106 - 9111, December 2019.



Simachew Gashaye was born at Debre Markos, in 1974. He has completed his BA degree in Education at Bahir Dar University, Ethiopia in 2000. He has received his MA degree in Teaching English as Foreign Language (TEFL) from Addis Ababa University, Ethiopia, in 2005. He has also received his PhD in TEFL from the same University in 2012.

With his field of study, he is offering MA courses in TEFL and supervising the students at Debre Markos University, Ethiopia. In addition, he has served the University as Vice President for Research and Community Service (2013-2017), as Director for Continuing Education (2007-2009), Board Member of the University Business Enterprise and as member of Senate Standing Committees of the University.

Currently, he is engaged in research undertakings after serving the University in different positions. His research interest area is in language teaching especially language testing. He has been publishing articles. To

mention some journals,

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4. *Theories and Practice in Language Studies*.10 (4), 372-378.
5. *International Journal of English Language and Literature Studies*, 9(2), 106-120.