The Appropriateness of Literary Texts in Teaching Reading Skills: The Case of Some Selected High Schools in Ethiopia

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Abstract—The main objective of this study was to assess the appropriateness of literary texts in teaching reading skills at some selected high schools in Ethiopia. The study employed survey research design. Different instruments and sampling techniques were used. Document analysis was conducted to examine the appropriateness of literary texts and reading activities designed from them. Questionnaire was administered for 429 students that were selected through stratified sampling. Interview was also conducted with 7 purposively selected EFL teachers. The collected data was analyzed qualitatively and quantitatively. Data from interview and document analysis were analyzed qualitatively using narration, thematic analyses and direct quotation, whereas data from questionnaire was analyzed quantitatively using percentage, mean and grand mean. Findings of the study revealed that the majority of the literary texts are found to be linguistically very difficult, culturally unfamiliar and unsatisfactory to students' interest. In addition, the study found that most reading activities do not give useful cultural background, stimulating tasks, language awareness activities and previewing key language. The study concluded that the literary texts integrated for teaching reading skills and activities are not helpful to teach reading skills.

Index Terms—literarily texts, reading skills, reading activities, cultural background, language awareness

I. INTRODUCTION

Learning reading skills is essential for learners of English as a second or Foreign Language. Carrell (1988) stressed that reading skills is one of the most important macro skills for students' academic progress, achievement and development in their present and future professional careers where English is used as a second or a foreign language. To achieve this, it is necessary to find more efficient pedagogy that enables the learners to become more proficient readers.

Van (2009) acknowledges that nowadays communicative language teaching becomes popular since it gives the chance to practice different language skills in real contexts. He also added that communicative language teaching gives credit to the use of authentic language. Like in many other skills, the use of authentic materials in teaching reading in EFL classes gives students contexts that increase interaction with the texts. Literary texts are useful since they use natural language. According Lazar (1993), literary texts offer universal themes which are relevant to students' own experience. Long (1986) also argues that literary texts expose students to a wide variety of authentic language that has the power to motivate students to read a lot. This is to mean, literary texts use real life like language that provides students contexts that promote interaction in reading comprehension. Ghasemi and Hajizadeh (2011) also assert that literary texts are relevant to reader's experience and this contributes to the learning process of reading comprehension. From this discussion, it is understood that literary texts are indispensible pedagogical tools to develop reading skills.

Though the literary texts are proved to be core materials in teaching reading and other skills, there are different factors that need attention. One of the basic factors is text selection. Many scholars like Maley (2001), McRae(1997), Lazar (1993), Collie and Slater (1994) and Hill (1994) stressed that text selection is a crucial factor in making literature a resource for language teaching. Collie and Slater (1994) emphasized that text selection should consider each particular group of students, their needs, interests, cultural background and language level. Lazar (1993) also asserts that the text should be within the student's grasp in terms of their linguistic, literary, intellectual, and emotional capacities.

In addition to text selection, the design of the activities from the selected texts also affects the effectiveness of using literary texts in teaching reading skills. According to Collie and Slater (1994), it is best to prepare reading lesson activities around the texts' highlights: plot, characterization, point of view and language. Lazar (1993) suggests designing activities that integrate both the reading comprehension and the literary text. From this discussion, it is clear that text selection and the design of activities are key factors in using literary texts in EFL classes. Thus, it is necessary to properly evaluate the literary texts and activities to make sure that they meet the required criteria.

Research outcomes of Vethaman (2010), and Bobkina and Dominguez (2014) also strongly recommend the need to evaluate language courses containing literary texts as resource materials. Bobkina and Dominguez's (2014) study, for

example, suggests more research on a systematic evaluation of different language courses which use literary texts. In addition, like other EFL contexts, in Ethiopia, research findings have reported complaints about the suitability of reading materials for students. For example, Dereje (2000) cited in Rekya (2010) reported that the content of reading materials is not in harmony with the learners current and changing perception of their language learning needs.

A. *Statement of the Problem*

In Ethiopia, English language is one of the key subjects from primary up to preparatory schools and it is also the medium of instruction in secondary high schools and tertiary levels of education. So reading skills becomes important for student's secondary schools academic success and future progress.

In Ethiopia, to develop students reading skills much effort has been done from time to time by different stake holders such as material designers. For example, nowadays, literary texts are integrated in students' text books as key materials to teach language skills such as reading skills. However, in Dembecha District High schools, complaints rise regarding students reading skills. The researchers have noticed that the large majority of Dembecha District Grade ten students struggle to succeed in reading comprehension. However, they fail to read and comprehend texts integrated in their English textbooks in different reading sessions. From the researchers' experience, this problem was more magnified while they used literary texts.

From the researchers' observation, the most acknowledged cause of students' ineffective reading is losing reading interest immediately. The researchers have experienced that many students try to read a story or poem as they were guided by the teacher but soon lose the eagerness and interest with which they start reading the text. The other problem students encountered was vocabulary. The researchers have observed that in every paragraph or stanza, or even in every sentence, or every phrase they come across some new words which create a constant obstacle for them to understand the meaning. They failed to guess contextually and tried to look up the new words in dictionary.

Experiencing this situation, the researchers started worrying about this issue because students' failure in reading results is a failure in their academic success. Without good reading skills, these students will have a difficult time, not only in school, but also in their future opportunities.

There could be various factors that attributed to make students ineffective in reading regardless of the invested efforts to develop their reading skills. However, the researchers think that the quality of the accessible reading materials may have attributed to their ineffective reading. Haregewoine's (2007) study revealed that in Ethiopian secondary schools still the low quality of teaching materials seem to have aggravated the students' low reading proficiency. All these need closer examination and evaluation to improve the situation in this area. The current study attempted to acquire some understandings about the major problems that grade 10 students' encountered while using literary texts in learning reading skills in EFL classes.

B. *Objectives of the Study*

The main objective of this study is to assess the appropriateness of literary texts in teaching reading skills. The study had the following specific objectives:
- To evaluate the appropriateness of the selected literary texts for students in teaching reading skills
- To evaluate the appropriateness of reading activities designed from literary texts for teaching reading skills

II. LITERATURE REVIEW

A. *Selecting Literary Texts*

To use literary texts in teaching language skills, many scholars suggested criteria to select materials. According to Lazar (1993), the criteria ultimately depend on the students' linguistic proficiency, interest, culture, literary and cultural background.

1. Student's Linguistic Proficiency

Duff and Maley (1989) suggest choosing texts within students' language proficiencies. They explained that if the language of the literary text is quite straightforward to the linguistic level of students, students will want to have more access to literary works and find these texts more relevant to their experience. Hill (1994) suggests that archaic language, slang, foreign words, allusions, or language that imitates the speech of a particular locality and long complex clauses tend to contain multiple ideas and therefore should be avoided. As students will not understand these sentences and words, they will get bored and not read the work. Heng and Abdullah (2006) also argue that sentence structures that have an unambiguous order and logical organization and structure aid reading whereas inconsiderate texts are often difficult to interact with.

2. Student's Literary Background

Brumfit and Carter (1986)cited in Lazar(1993)argued that effective readers of a literary text possess literary competence, in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the words on the page of a play or other literary work and convert them into literary meanings. Lazar (1993) attempted to pinpoint certain conventions of literary competence which might include anything from recognizing and appreciating a full range of genres to simply following the plot of a short story.

According to Lazar (1993), literary background of the students and their linguistic competence do not necessarily go

together; students who have little literary knowledge, but are linguistically proficient, may understand each individual word on the page without being able to make sense of the literary meanings behind the texts. Thus, when choosing text to use in EFL class, we should look at its specific literary qualities and whether our students can navigate their own way through them.

3. Students' Cultural Background

According to Carter and Long(1991),in selecting literary texts considering how far the students' cultural background and their social and political expectations will help or hinder their understanding of a text and how much background the teacher will need to provide for students to have at least a basic understanding of the text should be given emphasis. Lazar (1993) also suggested that the texts selected should be within the teachers' and students' cultural competence. Such literary works can touch upon a wide range of meaningful topics which are related to the reader. Ali (1994) also suggests that the texts should allow learners to view literature as an experience that enriches their life. He further elaborated that in culturally familiar texts, the reader brings to the text past experiences, prior knowledge, social, cultural and psychological assumptions, surrounding circumstances which may play an important role in the making of meaning of the text that is to be read. Thus, it is clear that for EFL classes, culturally familiar texts should be selected to impart the required language skills.

4. Personal Involvement

Collie and Slater (1994) noted that selecting texts that can stimulate a kind of personal involvement and arouse the learners' interest is very crucial too. Duff and Maley(1990)also assert that if the learners' ideas, experiences, and needs are completely at variance with what they are asked to read, it is useless to expect them to be motivated. This is to mean that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests. In connection to this, Alemi (2011) states that texts that touch the learners' needs and interest can be more suited for aesthetic reading which further develops reading proficiency; interpretive and inference abilities, understanding multiple levels of meaning and developing skills in critical thinking.

5. Student's Interest

The other key factor to consider in selecting literary texts is whether a particular work able to arouse the learners' interest and provoke strong and positive reactions from them. Duff and Maley (1990) defined interesting texts as texts that are relevant to the tasks, are easily accessible to the students, have colorful photographs and illustrations. They explained that if the text is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learners' linguistic and cultural knowledge. Collie and Slater (1994) also suggest that it is important to choose books which are relevant to the life experiences, emotions, or dreams of the learner because when the assigned literary text is meaningful and enjoyable, learners will try to overcome the linguistic obstacles enthusiastically.

6. Length of Text

In selecting literary texts, the other issue that demands attentions is the materials length. Lazar (1993) suggests that when selecting literary texts, teachers should bear in mind whether they have enough time available to work on texts in class, how long students have to work on the text at home (reading) and how much background information of the text the teacher needs to give students. Duff and Maley (1990) believe that the length of the text is also seen as the major difficulties. They noted that for some students, longer texts may appear more difficult, whereas for others shorter texts present more difficulties simply because they do not offer extended contextual support and repetition which longer texts do.

B. Designing Reading Activities from Literary Texts

The bases for designing reading activities from literary texts are the problems that students frequently encounter in reading literary texts. The most common problems that students faced are difficulties to understand the cultural background, lack of motivation to read literary texts, inadequate reading strategies and comprehension problems. Lazar, (1993) noted that the comprehension problems include problems of following the plot, understanding the characters, understanding the vocabularies and narrator, analyzing and interpreting texts, and appreciating the style.

According to Collie and Slater (1994), the best way to prepare activities was highlighting the elements of the literary texts. These elements are plot, characters, setting, narrator, theme, and language style and language awareness. According to many scholars (Harmer, 1998; Lazar, 1993; Hernández, 2011; and Sánchez, 2009), to make reading more realistic and interesting three stages are recommended when preparing reading tasks: pre-reading, while-reading and post-reading.

III. THE RESEARCH METHODOLOGY

A. Design

Descriptive survey design was employed to achieve the objectives of this study.

B. Sample and Sampling Techniques

This study was conducted in Dembecha District High Schools, Ethiopia. Dembecha Comprehensive Secondary and Preparatory School, Yechereka, Wade Addisalem and Yezeleka High schools are found in this district. In 2019 academic year, there were 2,378 (two thousand three hundred seventy eight) Grade 10 students and 17grade 10 EFL

teachers in these four schools.

Through lottery system three schools (except Yezeleka) were selected as samples. For interview, seven Grade 10 EFL teachers who took the course of literature in language teaching in their Master of education in TEFL programme were purposively selected. The total number of students from the three sample schools was 2,076.Thirty percent of this figure was taken as sample to fill in the questionnaire. Then 687 sample students were selected using stratified sampling technique. However, 434 students filled in the questionnaire items as the remaining students were not available in the appointed time.

C. Data Collection Instruments

Document analysis, interview and questionnaire were employed to collect data.

1. Document Analysis

Document analysis was used as the major tool to gather data about the appropriateness of literary texts and reading activities designed from them. The document analysis has two parts. The first part of the checklist focused on the selection of literary texts. These items were adapted from Lazar (1993). The second part of the checklist dealt with the design of reading activities from the literary texts. This checklist was adapted from Phillips (1993).

2. Interview

Semi-structured interview, adapted from Lazar (1993) and Phillips (1993), was chosen to elicit detailed information to supplement data from document analysis and questionnaire.

3. Students Questionnaire

Questionnaire was used to collect data from students to supplement the document analysis and teacher's interview. Five close-ended likert scale questionnaire items which were adapted from Lazar (1993) were used. The questionnaire focused on the appropriateness of literary texts.

IV. Result of the Study

A. Literary Texts Incorporated in the Textbook

From the general overview, the textbook has fifteen literary texts to teach reading skills. These literary texts included two novel extracts, five short story extracts, seven poems and one play extract. Poems are found predominantly in the text. Short stories take the second position next to poems. Novel and play extracts are found in small proportion. None of these literary texts were extracted from Ethiopian literary books.

B. The Evaluation of Literary Texts

The main evaluation criteria are the literary texts' relation with the students' linguistic proficiency, literary and cultural background, life experience, interest, reading speed and suitability. The following sections present the findings.

1. Linguistic Level

This study found literary texts that contain very long sentences, poorly organized and complex structures, colloquial words, very loaded vocabulary and expressions. For example, extracts "*Shipwrecked*", "*Makeda's Story*" and "*Difficult Situation*" contained very long sentences. Moreover, extracts such as "*Dealing with a drug dealer*" and *"Nigerian Market Place"* contain complex structures.

To some up, though some of the literary texts were found good in sentences length, vocabulary level, syntax and structure, the majority of the literary texts were found containing very long sentences, difficult vocabularies, archaic language, slang, allusions, or language that imitates the speech of a particular locality, uneducated people, or complex structures and expressions for student's level.

2. Cultural Familiarity

The second criterion used in this study was the appropriateness of literary texts for students' cultural background. In this study the document analyses showed that there are literary texts that included beliefs, objects and languages that depict unfamiliar cultural background. Literary extracts like the *"Fulani Creation Story"* and *"Nigerian Market Place"* contain culturally ancient tradition and this traditional belief is aliened from student's religious (cultural) background. As a result, students lack prior knowledge and past experiences in relation to this belief so as to aid comprehension of these texts and support their linguistic deficiencies in reading these extracts.

In addition, specific objects like *Doondari, Gueno Mammy wagon, Mission car* and *Bartered lorry* are included in *"Nigerian Market Place"* which are not familiar in the target student's cultural background. That is to mean, the cultural meaning of these objects cannot be understood by the target students in this study.

To conclude, though some literary texts contain traditions, ceremonies and objects that depict cultural background that are close to the target students cultural background, the majority of the literary texts depicted traditions, religious beliefs, ceremonies, objects and rituals that are far removed from students cultural background.

3. Relevance

It is expected that literary texts should be relevant to the target learner's ideas, experiences and needs. It is also believed that the subject-matter of the text is relevant to their life experience and interests. However, the document analysis showed that there are literary texts that are not relevant to the day to day life experience of the learners. Extracts like the *"Difficult Situation"*, "*Nigerian Market Place*" and "*The Fulani Creation Story*" contain topics that are

not practiced in the contemporary day to day life of the target students of this study.

As evidence, we can see one of the analyzed extracts entitled *"A difficult situation"*. This story describes the undemocratic treatment of younger boys at school in Guinea in the 1930s.To supports this, we can read this extract from this story. "*So at an order from the older boys, we would line up like laborers about to reap a field, and we would set to work like slaves.*" (Paragraph, 4: lines1-2).This direct quote indicates that the younger students were considered as slaves like the slave trade period which was a backdated topic. Currently, at the time of democracy this kind of social division has been banned.

On the other hand, few of the literary texts are found relevant for students' day today life experience. Extracts like *"The Friendship Cake"*, *"The man I killed"* and *"Destiny"* contain topics that are relevant to the temporal day to day life experience of the target students in this study. For instance, the topic of the poem *"Destiny"* describes the importance of making decisions wisely. Hence, this poem is relevant to the students' day to day life experience. Similarly, the topic of the extract, *"Dealing with a drug dealer"* exposed the bad consequence of drug abuse on people's life. This topic is a relevant issue for the target students' life experience as many young people mostly have been victimized emotionally by drug abuse.

4. Interestingness

The fourth criterion the researchers used to evaluate the literary texts was checking out if they are appropriate for students' interest and needs. The document analyses showed that there are literary texts that lacked these. Extracts like *"Difficult Situation"*, *"Nigerian Market Place"* and *"The Fulani Creation Story"* contain backdated topics. As an example we can see one of the extracts entitled *"Nigerian Market Place"*. This poem depicts the traditional bartering system that was practiced in Nigeria some time ago. This kind of marketing system was practiced in past and nowadays it has been replaced by other modern marketing systems. So the topic of this poem does not reflect the current needs and motivations of students about the marketing systems. Thus, this poem is not relevant to the day to day life experience of students.

In addition, literary extracts *"Dealing with a drug dealer"*, *"Ayantu to the rescue"*, *"Shipwrecked"* and *"A difficult situation"* are linguistically very challenging as explained above. Furthermore, *"The Fulani creation story"* and *"A sudden Storm"* are also found culturally unfamiliar. When the literary texts are culturally unfamiliar, students cannot understand them and this results in boredom in students as linguistically difficult texts may demotivate students.

On the other hand, the study found that some of the literary extracts contain contemporary, relevant, linguistically challenging and culturally familiar topics. A good evidence for this is the *"Friendship Cake."* The story shows that cooperative work makes people successful. At this stage students are expected to perform many tasks in groups and pair in the class room or outside.

5. Length

The last criterion used in this study was whether the length of the literary texts is appropriate for students' level. The study found that *"Ayantu to the rescue"*, *"Three combined poems"*, *"Makeda's Story"*, *"Shipwrecked"* and *"The Snake -Man and the Girl"* are very long extracts. Specifically, *"The snake man and the Girl"* covered three pages, pp.47-49); *"Shipwrecked"* has nine paragraphs and 69 lines and *"The Three Combined Poems"* is comprised of four pages, PP. 218-221. These literary extracts look very long for student's level. When the length of the text do not match the students reading speed and linguistic level, students may feel frustrated, boredom and lose hope to go on reading such a text.

However, this study found the majority of literary extracts seem to have appropriate length for student's level. We can see *"A poem"*, *"Friendship Cake"*, *"The man I killed"* and *"Nigerian Market Place* as instances.*"*The extract *"A poem"* has six stanzas and 32 lines; *"Friendship Cake"* consisted of 6 paragraphs and 29 lines and *"Nigerian Market Place"* comprised of 6 stanzas and 21 lines. The extract entitled *"The Man I killed "*has also moderate length.

C. Evaluation of Reading Activities

The document analysis was also used to evaluate the reading activities designed from literary texts. Focus was given if activities are helping students to get background hints; if they help to stimulate the students' interest and pre-teach key languages and if they develop language awareness (understand the style and linguistic features) of the literary texts and interpretation of the text (main themes).

1. Creating cultural awareness and Interest

According to the document analyses, it was found that pre-reading activities lacked stimulating activities. They failed to include previewing, prediction, discussion, providing a sample extracts key language practice activities to anticipate the content of the text. As an example, we can look at the activities on pages 72 and 164. These pre-reading activities instruct students what to do and how to do. However, they do not give opportunity for students to anticipate the contents of the extracts based on a small sample of the text like the title, characters, themes, few words or phrases, the first sentences of the extract and visuals. This implies that the pre-reading activities designed from literary texts failed to motivate student's interest and help them to pre-view key languages.

However, the study indicated that some of the activities are good in that they help students to get hints about the cultural background of the literary texts. Activities on page 43 are instances for this.

> *The Fulani are a people of West Africa. They are traditionally cattle herders and milk is at the center*
> *of their culture. Below is traditional Fulani poem which describes how they believe the world was*
> *founded. (The Fulani creation story, P. 43)*

This kind of pre-reading activity gives hints for students about the setting, the economic activity practiced, the main food, and religious belief of the people and the characters of the literary extract. These activities help students to get clue about the context of the extract and help them to sense the content of the extract.

2. Helping to Develop Basic Comprehension Skills

The while-reading activities were also evaluated. The analyses revealed that most of them are found good in helping students to develop basic comprehension skills. For instance, when we observe the activities on page 38,they are good to exemplify these as indicated here: *"Skim the text to get the general idea, and then work in groups to complete the following chart: title, authors, what the story is about, characters, where the story is set, what happens in the story and type of story".* These activities were designed to skim the literary extract, find out its general idea, read the text to give title, identify the authors of the extract, scan the characters and understand its setting.

3. Helping to Develop Language Awareness in Students

Similarly, the document analysis indicated that by far most of the while reading activities are found good to develop language awareness in students. For example, the following activity on pages 138 is good sample for this.

The poet uses words to help us see and hear things in our minds as we read. Here are some examples:
The wind howls. The tree sways. The children skip home. A).match the verbs the poet has used with
these more commonly used verbs: move, go, blow .B). Find some other examples that help us hear the
noise of the storm and the things it causes. (A Sudden Storm, pp. 137-138)

However, the analysis showed that a good number of the while reading activities lacked to include activities that help students to understand language function and style. For instance, we can look at some the activities that followed the novel extract "*Dealing with a drug dealer* "as shown below:

Work in groups to discuss the following questions:
1. Do you think it is a good conclusion? How does it compare with your
Suggestions for what Joseph should do?
2. Can you suggest any other ways Joseph could stop the drug trafficking?

(Dealing with a Drug Dealer, p. 103)

As indicated above, these activities were designed to engage students to relate their personal experiences to the text they read. That means, they were designed to integrate the topic of the text to the real life experience of the students. That means these activities should be preceded by language analysis activities so as to enable students to do these tasks successfully. However, the document analyses showed that these were the only activities designed from the literary extract. From this, it is shown that language awareness activities including analyzing functions of language, grammar awareness, and possibility of variety structures and practicing previously learnt grammar items, analyzing possible implication of the languages used by the author to convince his message were not included.

To sum up, from the document analyses, most of while-reading activities were designed to understand the surface information (basic comprehension) and vocabulary. That is to say, activities are intended to develop and improve vital skills including identifying the main ideas and supporting details, and learning vocabularies from context and other strategies. However, most of the while-reading activities lacked language awareness tasks including identifying functions of language, grammar awareness and possibility of variety.

4. Helping to Interpret and Develop Personal Response in Students

In addition, the post reading activities were evaluated if they are good in helping students to encourage interpretation of the main themes and develop personal creative response in students. So according to the document analysis, some of the post-reading activities were found good in helping students interpret the text and develop creative response in students. For example, when we look at activities on pages 64, they are good evidences for these.

4. Discuss these questions in groups.
a. Do you think the children should have told their parents? If so, what could the parents have done?
b. Do you think this situation of senior students being cruel to younger children in the same school still exists?
   Why do you think senior students behave in this story?
c. Have you ever had occasions in your own life when you had been uncertain about what to do?
d. Discuss these occasions with your group .What would they recommended?

(A Difficult Situation, P.64)

As indicated above, these activities require students to evaluate, relate and give their personal views to the characters' actions, to justify their reasoned arguments for their evaluations, to give their recommendations to the characters actions and to share their ideas in the classroom based on the text they read. This means, the activities help students to get opportunities to reach on their own interpretations and express their personal views in relation to what they read.

However, some of the activities lacked to develop interpretation and personal response to the text in students. For instance, as shown below, the activities which were designed from the literary extract entitled "A poem" are good evidence for these:

2. Answer the following questions:
   1. Give three examples of what the sea has washed away?
   2. Why was Aku weeping with her children?
   3. When was the storm which caused the destruction by the waves?

4. What sounds does the poet describe?

5. What was Abena most sorry to lose?(A poem, P.169)

These exercises were designed to scan detailed information from the poem, to understand cause effect-relationship of events and understand characters of the poem. All these activities exemplify basic comprehension activity which is answered by referring the explicitly stated information from the text. This implies that these activities did not encourage students to reach on own multiple interpretation of the text and allow students to express their feelings, suggestions or connect the text to their life experiences.

From the document analyses, it is understood that unlike some of the activities, most of the activities were found including activities that help students explore multiple interpretation concerning the characters, themes and point of views or author's views. Similarly, most of the activities allow students to express their personal views, recommendations and advices concerning the characters, themes and point of views or author's views about the topic through discussion or writing.

D. Analysis of Teacher's Semi-structured Interview

1. Appropriateness of Literary Texts

a. Linguistic Level

When teachers were asked about the appropriateness of the literary texts' linguistic level for students, almost all teachers said that they are not appropriate. They believed that the vocabulary, language structure, the meaning of some phrases and the symbolic meaning of some of the expressions of the literary texts are very difficult for student's linguistic background. From the analyses, it is deduced that teachers believed that the linguistic level of the literally texts, incorporated in grade 10 students' textbook, is difficult for students' level.

b. Literary Level

The other question teachers asked was whether the literary texts are appropriate for student's literary background. Except the Teacher 1andTeacher 6, the four teachers such as (Teacher 2, Teacher 3, Teacher 4, and Teacher 5and Teacher 7) expressed that the literary texts are appropriate. For example, Teacher 4 responded that "*I think they (the literary texts) are appropriate to the literary background because students have a similar experience of such type of literary texts even in films.*"This participant understood that the literary texts are appropriate to students' literary background since he thought that students have experienced similar literary texts from films. From the interview analyses, it is learnt that the literary texts, integrated in grade 10 students' textbook, are appropriate to the students' literary background as the literary texts are closer to the students' literary background in many aspects.

c. Cultural Familiarity

Teachers were also asked whether the culture depicted in the literary texts are appropriate for students' cultural background. For this item, more than half interviewees expressed that most of the literary texts are not appropriate for student's cultural background. For instance, Teacher 1 responded:

I think that the traditions reflected in most literary texts are not appropriate. For example, in some extracts (literary texts) ceremonies, traditional wedding ceremonies and traditional wearing styles are reflected. These traditions are uncommon for our students.

This participant understood that the traditions implied in the majority of the literary texts are not appropriate for students' cultural background. He justified that the specific ceremonies such as wedding ceremonies and traditional wearing styles that are reflected in the literary texts are uncommon for the target students in this study.

d. Relevance

According to the interviewees' response whether they think that the literary texts are relevant to student's background knowledge and day to day experience, some interviewees understood that the majority of the literary text deals with ideas that are directly or indirectly relevant to the students' day to day life experience. Regarding this, teacher 4 reported "*I believe that they are relevant. Most of the works (literary texts) describes important issues which are helpful for students' present and future life.*"This respondent understood that the majority of the literary texts are relevant to the students' background and day to day life experience as he thought that they contained ideas that are relevant for students 'present and future life.

e. Interestingness

The other question raised to teachers was whether the literary texts were interesting for students' level. The majority of the interviewee teachers said that literary texts do not match students' interest. For instance, teacher 3 reported that "*I do not think so because most students feel boredom to read them even they began to read and stop immediately because the literary texts are not attractive students may keep on reading them (literary texts) in the classroom even for enjoyment.*"This means that participants thought that the literary texts are not interesting to students as most students feel bored to read.

From the above analyses, though some teachers replied that the literary texts are interesting for student's level, more than half of the respondents believed that the literary texts are not interesting to students.

f. Length

Moreover, when teachers' were asked whether the length of the literary texts was appropriate for students' level, more than half of them believed that the length of the literary texts is appropriate. For instance, teacher 4 reported **"***I think they (the literary texts) are appropriate .As a grade ten level, students are expected to read purposely. They

should skim, scan or intensively read. Therefore, the length of them is appropriate." This participant thought that the length of the literary texts is appropriate as grade ten students use different reading strategies. From the analyses, it is implied that teachers think that the length of most literary texts is appropriate to students.

g. Appropriateness of Reading Activities

Under this section, the interview questions raised were if the pre-reading activities help students to get background context (historical, cultural background, activating interest, and linguistic clue) about literary texts; if the while-reading activities help to develop language awareness and help to develop interpretation and personal response.

h. Helping Students to Get Background Context

When teachers were asked if activities help to get background context (historical, cultural background, activating interest, linguistic clue) about literary texts, the majority of the respondents expressed that most pre-reading activities lacked to give background context (historical, cultural background, activating interest, and linguistic clue) about the literary texts. Regarding this, teacher 3 responded *"Most literary texts do not have questions or any hints before the reading texts [literary texts]."* This interviewee recognized that most literary texts have not pre-reading activities so as to give background context about the literary text. Similarly, teacher 6 reported *"As I experienced almost all literary texts lack activities that precede the passage [literary texts]. In fact, few texts [literary texts] are only preceded by expressions like read the poem."* This participant understood that nearly all the literary texts lack pre-reading activities so as to give background context about the literary texts. From the above analyses, some teachers understood that pre-reading activities are not included before literary texts.

i. Helping to Develop Language Awareness in the Students

The other interview question was if the while-reading activities develop language awareness in the students'. All of the participants responded "yes" to this question. For instance, teacher 6 and teacher 7 replied respectively *"I think the while-reading help students to understand vocabularies." "Yes. In the new approach most activities in texts [literary texts] are rich in vocabulary."* Teacher 6 and teacher 7 recognized that most while-reading activities of the literary texts emphasize vocabulary teaching. In relation to this, T2 responded that *"Truly. Some of the activities [while-reading activities] asked students the meaning of certain language structure in the text. This could be the language that the writer uses to convey his message."* Teacher 2 understood that some while-reading activities focus on functions and meanings of certain language features of the literary texts. From the analyses, it is indicated that all teachers understood the while-reading activities help to understand vocabulary and certain language features of the literary texts. This implies that the design of while-reading activities that help to develop language awareness in the students is emphasized.

j. Help to Develop Interpretation and Personal Response in Students

The next question teachers asked was if the activities help to develop interpretation and personal response in students. Regarding this question, more than half of the participants replied positively. For instance, one of the participants teacher 7 reported that *"Yes. Especially, poems include questions that assess reader's [students] reaction, feelings, or judgments about the poem. In my understanding when readers [students] express their reactions to the poem, they may respond to the message of the writer."* This interviewee understood that the post reading activities require students to bring their feelings, opinion or judgments in relation to the literary texts they read.

From the analyses, it is understood that most of the teachers understood that post-reading activities were available and they develop interpretation and creative response in students. This implies that the design of post-reading activities was given attention and the activities are designed to give students opportunities to make reasoned arguments and connect the text to their own views.

E. Analysis of Data from Questionnaire: The Appropriateness Literary Texts for Students

Under this part, the questionnaire data analyses and findings about the appropriateness of literary texts were presented. The focus areas of the questionnaire analyses were the literary texts appropriateness in terms of linguistic, content, relevance, interestingness and length for the students' level from the student's perspective.

No	Items	Responses									
		VH=5		H=4		MD=3		L=2		VL=1	
		F	%	F	%	F	%	F	%	F	%
1	I can find out the meaning of new words without the help of a dictionary.	44	10.3	64	14.9	80	18.6	121	28.2	120	27.9
2	The language of the literary texts is difficult to comprehend the text.	91	21.2	84	19.5	70	16.3	90	20.9	94	21.9
3	The topics of the literary texts are close to my background and day to day life experience.	61	14.3	92	21.4	45	10.5	192	44.8	39	9.0
4	The literary texts are interesting and engage me to read beyond (outside) class?	49	11.4	54	12.6	104	24.3	142	33.1	80	18.8
5	The content of the literary texts is worth to cover in class.	33	7.7	139	32.4	96	22.4	90	20.9	71	16.5

VH=Very High, H=High, MD=Medium, L=Low, VL=Very Low

From table 2, 56.1 %(which equals28.2% low plus and27.9% very low) replied that they can find out the meaning of new words without the help of dictionary at lower level. This implies that the majority of students find out the meaning

of new words literary difficult.

As indicated in the table, for item 2, 40.6% (21.1% who expressed very high plus 19.5% who said high) of the respondents responded that the language of the literary text is highly difficult to comprehend the literary texts; whereas 16.6% of the respondents replied that the language of the literary text is moderate to comprehend. This implies that the language of the literary text is close to highly difficult for the students.

As depicted in the same table with item 3, 53.8 %(44.8% low and 9.0% very low) of participants expressed that the topics of the literary texts are less relevant to their background and day to day life experience. This implies that the topics of the literary texts are unrelated to the students' background and day to day life experience.

Likewise, in item 4, a bit less than half of respondents (48.3%), which equals 11.4% very high plus 12.6% high and 24.3% medium, expressed that the literary texts are nearly high or highly interesting engage to read them extensively. On the other hand, a bit more than half of the respondents (51.7%), which equals 33.1% very low plus 18.6 expressed very low, responded that the literary texts are less interesting for them to read extensively. This indicated that the literary texts are less interesting to read extensively.

In the same table, in item 5, by far less than half of the respondents (40.1%), which is the sum of 7.7% very high and32.4% high, expressed that the content length of the literary texts is highly worthy to cover in class; whereas 22.4% of the respondents said that the length of the literary texts is medium worthy to cover in class .On the other hand,37.4%, which is the sum of 20.9 % low and 16.5% very low, reported that the content length of the literary texts is less worthy to cover in class. This implies that it is difficult to conclude whether the content length of the literary texts is worthy to cover in class or not.

V. Conclusions and Pedagogical Implications

Based on the discussion of the findings of the study, it is possible to conclude that the literary texts are not in harmony with the student to teach reading skills successfully. The linguistic level of the texts is very challenging for the students to cope with the texts and the culture depicted in them is far removed from their socio-cultural background to aid comprehension of the texts. The contents and topics of the texts are not appealing and relevant for student's temporal needs, expectations and lives to make students enjoy in reading. In general, the literary texts are not suitable for students for teaching reading skills interactively.

The reading activities are not well designed to teach reading skills effectively. Top-down reading activities that help students get background context, create interest to the text and practice key language are not covered. The activities also lack to cover language and style awareness tasks which help students to understand the texts in depth and do post - reading tasks effectively. In short, the activities are not well-designed to teach reading skills interactively.

This study has many implications for teaching reading using literary texts in EFL classrooms. Reading literary texts will help our students to understand and appreciate multiple levels of meanings, language and cultures. However, to achieve these objectives different things can be done. For example, students' text books should be revised so that culturally and linguistically motivating literary texts could be included. In other words, literary texts should encourage efferent (a reading to improve the skill) and aesthetic reading. In addition to this, activities should be re-designed to promote pre, during and post-reading. Until this is done, there are a number of activities teachers should do. For example, teachers could supplement the textbook by bringing different texts that fulfill the criteria mentioned in the literature. In addition to this, they should revise and use the activities provided in the textbook.

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