

TEACHERS' PERCEPTION AND PRACTICE OF USING LITERARY TEXT TO TEACH READING SKILLS: THE CASE OF SELECTED SCHOOLS IN ADDIS ABABA

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ABSTRACT

This study aimed to assess the correlation between teachers' perception and practice in using literary texts to teach reading skills in case of Ethio-national school, School of Indiana and Seattle academy in Addis Ababa. For this study, correlation design and both quantitative and qualitative data analyses approaches were employed. The samples were 43 teachers selected using comprehensive sampling. Questionnaire, classroom observation and focus group discussion were data collection tools. Both descriptive (frequency and percentage) and inferential statistics (Pearson correlation) were used to analyze the quantitative data and thematic narration for qualitative. The findings of the study revealed that most of the respondents perceived using literary texts in teaching reading positively. In spite of their good perceptions, their practices of using literary texts in teaching reading were infrequent. The relationship between teachers' perception and their actual practices were positively correlated but the degree of their correlation was weak. Thus, it is possible to recommend that teachers should use all literary materials included in the text to teach reading skill.

Keywords: *Perception, practice, reading skills, teaching.*

INTRODUCTION

English is very useful language for learning and developing overall communication ability of students. In language education, works of literature that brings delight to readers of a language should also be naturally suitable material in the teaching of the language itself.

Literary texts were initially the main source of input for teaching in language classes in the era of Grammar Translation Method but since then it has been dropped down the pedestal. In fact, with the advent of structuralism and audio-lingual method, literature was downplayed and era ago discarded to the periphery (Collie & Slater, 1987, p.2). Also, in the era of CLT, literature was neglected and more attention was given to dialogues and conversations which were more practical and visible in the real-world situation.

Employing literary texts in language classroom has many advantageous. Scholars such as Lazar (1993, p, 15) strongly agree on the use of literature to teach language. Hence, there were scholars who believe that literature can be a valuable asset in language class). She stressed that literature motivates students, encourage them to learn the language, express their feelings, help them to develop their language comprehension, help them to relax etc.

Reading is one of the effective means of extending the command of language. It has considerable place in language learning programs. It determines learners' success in

academic studies and personal development. It also enhances learners' language proficiency. Nuttall (1996) states that, reading if implemented effectively, can lend itself to the development of other language skills. Most importantly, in educational setting where a foreign language serves as a medium of instruction at high school level, as in the case of Ethiopia, the role of reading skill is significant in the students' academic career. Furthermore, Nuttall (1982) and Wallace (1992) argue that reading can mean the ability to understand or interpret a text.

Through reading, the learners are exposed to rich new vocabulary, new sentence structures and it also acquaints the learner with good models of language use. Learners' reading ability depends on language teachers reading instruction practices in the classroom. Currently there is scarcity of research investigating in Ethiopia focus on EFL teachers' perception of reading instruction and how these perceptions are reflected in their classroom. Due to this lack of empirical data, teachers' perceptions, the extent to which a teacher is able to demonstrate how learners develop, learn and think about the content of a reading selection or even the level of competence to which the teacher demonstrates his/her responsibility that reflect high expectations for students' achievement of reading proficiency is unknown.

With strengthened reading skills, students will make greater progress in language and attain high development in all academic areas. Teachers' perceptions regarding reading instruction are one factor on what is done in classrooms and ultimately on students' learning. Hall, (2005) points out that what teachers do in the classroom is governed by what they perceive to work best and these perceptions often serve to act as filters through which instructional judgments and decisions are made. Borg (2003), Grabe (2004) states that there is a need to understand, and account for the underlying belief of language teachers and the impact these have on their classroom practices. Teachers' perceptions about instruction of reading comprehension strategies influence their classroom actions.

When learners are learning reading strategies, they are equipped with the tactics to reflect, analyses, clarify the meaning of what they read and determine what is relevant to the assignment from what is irrelevant. Further, they are able to critically evaluate, compare and contrast new learning with old knowledge and appropriately apply the lessons learnt. The ability to do all this increases their motivation to read and the role of the teacher remains that of a facilitator and guide, (Macaro, 2001). Thus, teachers' classroom practices have a significant impact on student outcomes. This is a cause for concern as teachers play an important role as mediators, facilitators and monitors of the reading process (Rido, Ibrahim & Nambiar 2014).

Different local studies have been conducted related to these areas for example; Yitagesu (2017) conducted on investigating the role of literary texts in developing students' reading comprehension with specific reference to grade nine students. His finding indicates that the literary texts enhanced the students' reading comprehension. Alene (2012) investigated EFL teachers' and students' views towards using literary texts in EFL classrooms and his findings revealed that it was difficult to generalize the teachers and the students' views towards literary texts is good and its uses in English language classrooms. In principle, most teachers and students perceive literary texts as useful in terms of language development. Moreover, he confirmed that they lacked the knowledge to integrate the literary texts with the teaching of language skills effectively. Furthermore, Kefyalew et.al. (2013) did a study on literary materials in teaching reading skills. And their findings using literary texts in teaching reading skill provides opportunities for them to develop literal understanding, and promote problem-solving

ability. For this reason, Ministry of Education in Ethiopia launched to incorporate literary texts in EFL students' textbook. However, it was not yet implemented effectively and teachers' perception is unknown.

But the difference and the gap that is needed to fill by the current research is how did the teachers perceive using literary text in teaching reading skills and how their perception towards literary text influence or correlate the practice of teachers in teaching reading skills. Another gap was as far as the research reading concerned there was no any local study conducted in this selected issue and the area of the current study conducted in Ethio-national school, Seattle academy and school of Indiana. So, the problem and the population were considered as one gap to do this research. The researcher himself had worked in these schools as full timer and part timer so, his experiences helped that the teachers may or may not use literary text in teaching English language as well as reading skills as per the text book includes different literary text in it. So, these things motivated the researcher to conduct a study on the relationship between teachers' perception and practice of using literary texts to teach reading skills. To clearly state, the researcher had a confusion to teach reading through literary texts in his career. To this end, this study examined the relationship between teachers' perceptions and practice of using literary texts to teach reading skills.

The general objective of this research was to examine the teachers' perception and practice in using literary texts to teach reading. This research was delimited methodologically, conceptually, and geographically. Thus, the basic research design employed in this study would descriptively survey and mixed approach of data analysis based on the nature of the study the data type collected. Conceptually, it was delimited to the correlation between teachers' perceptions and practice of using literary texts to teaching reading lessons. Methodologically, it was employed descriptive design and mixed method research. Geographically, Ethio-national school, School of Indiana and Seattle academy grade 11 English language teachers would be the focus of this study.

This research might have the following importance: First, the study might help school teachers, particularly English Language Teachers to aware of the existing situation and, make their efforts to improve students' reading comprehension skills by implementing appropriate literary text, Second, it might help language teachers to reconsider the function of using literary text in teaching reading in EFL/ESL classes and promote students' reading ability by using literary texts in general. Thirdly, it might help English language curriculum designers provide more effective curriculum for eleventh graders equipped with current trends of teaching and learning reading comprehension. Fourth, it might benefit for supervisors and other responsible bodies to conduct training courses for English teachers to raise their awareness of the importance of using literary text in teaching reading. Fifth, it might contribute to improve the process of teaching English in general and the reading comprehension in particular, and finally, researchers who are interested in this area might use the findings as a base for further investigation.

METHOD

This section deals with research design, population, sample, and sampling techniques, data collection instruments, reliability and validity of the instruments, procedures of data collection and methods of data analysis.

Research Design

Descriptive design and mixed data analysis approaches were employed in this study on qualitative and quantitative. As the nature of the study was describing teachers' perception and practices in teaching reading and to explore the correlation between teachers' perception and practices descriptive survey design is felt to be appropriate.

Population of the study

The target population consisted of the teachers of English in Ethio-National school, Seattle Academy and School of Indiana. The study was conducted by taking three of these schools who were grade 11th English language teachers into consideration.

Sample and Sampling Technique

Regarding the research, the schools were selected purposively since these three schools were proximity to the researcher and he has worked in these schools as full time and part timer. So, it would help the researcher to get pertinent data. The samples were taken from each of the schools by using comprehensive sampling. After comprehensive sampling was made all 43 (100 %) teachers were selected out of 43 English teachers.

Data Collection Instruments

To collect data from the samples of the target population, the researcher started since January 18 to March 03/2012 E.C. classroom observation, questionnaire, and focus group discussion. All instruments of data collection were designed in a way to measure teachers teaching practice and perception based on selected criteria. All the items were made based on literature and theoretical assumptions.

Questionnaire

A questionnaire was prepared for teachers which contain relevant points to the study. Different items were developed by the researcher based on theoretical bases of teaching reading by using literary texts and adapted some items from other researchers. In this study it was aimed to measure the perceptions of teachers and equally their practice of teaching reading through literary texts. So, a questionnaire which consists of closed item was designed for the sample teachers in this research.

Classroom Observation

Observation was conducted by preparing observation checklist guide for the purpose of looking the actual class room practice of teachers' practice in using literary texts to teach reading. And it aimed at getting more useful information on how effectively the sample teachers teach reading by using literary text in the actual classroom, in addition to the questionnaire. Thus, check list guided observation was conducted by the researcher himself with one co-observer in different classroom teaching classes from each of the schools particularly on reading classes.

Focus Group discussion

Focus group discussion is one of the instruments for this study. It was conducted with selected teachers who were included in the questionnaire parts. For these semi-structured questions were prepared basically focusing on teachers' perception and practice in using literary texts to teach reading. Focus group discussion is particularly useful for getting the story behind participant's experience. It is believed that, better evidence could be obtained when teachers are invited for face-to-face discussion about what they do in when they are teaching reading skills regarding the use of literary texts. Moreover, this helps to triangulate the data collected from questionnaire and observation.

Validity and Reliability of the Instruments

The reliability and validity for the instruments was checked before the instrument distributed and hold on to the respondents

Validity of the Instrument

Before the actual data collection process was made validity was checked (face, content and construct validity) by consulting English language teachers in Debre Markos university (their specialization is TEFL) and tools were revised accordingly (from student questionnaire English version) 6 items were revised for teachers' questionnaires 3 instructions and 7 items were made some modification based on the comments), and 3 items related to strategies were deleted.

Reliability of the Instrument

After all the instruments was made ready, their reliabilities were checked by using pilot test in Kefteгна Haya Sost secondary and preparatory schools in Addis Ababa and calculating the reliability coefficients using Cronbach alpha for perception, practices separately and found that 0.84, and 0.78. Cronbach's alpha is $0.90 \leq \alpha$ is excellent, $0.80 \leq \alpha < 0.90$ is good, $0.70 \leq \alpha$ is acceptable < 0.80 , $0.60 \leq \alpha < 0.70$ is questionable, $0.50 \leq \alpha < 0.60$ is poor, and $\alpha < 0.5$ is unacceptable. So, in regarding to the reading phase the items have good, reading strategies and factors were also acceptable.

Data Collection Procedures

Primarily, to get authentic data, respondents were volunteer, willing and positive. For this cooperation letter could be written from the college, and the researcher needed to admit the purpose of the study through communication with school directors and teachers. After this step, all the instruments were made ready, their reliability (using pilot test in one of secondary schools in Addis Ababa and calculating the reliability coefficient using Cronbach Alpha) and validity (face, content and construct validity by consulting English language teachers in Debre Markos university) was checked and revised, proper time for data collection was arranged, problems were handled accordingly. The researcher gave orientation for teachers before they had taken and responded for the questions. Questionnaire was conducted first, to know their perception and practice. So, focus group discussion comes second, and then classroom observation was conducted finally to triangulate the data.

Data Analysis Technique

Both qualitative and quantitative techniques were employed to analyze the data collected. The quantitative data was analyzed using descriptive statistics (frequency count, and percentage) and Pearson correlation was employed. Due to this, to analyze the perception and practice of teachers' separately, frequency, count and percentage were used. To see the relationship between teachers' perception and practice in using literary texts to teach reading class, Pearson correlation was employed. The qualitative data was analyzed using narration.

FINDINGS AND DISCUSSION

This section is all about the data collected results and discussion made based on the obtained results. It is organized starting from the demographic data of respondents and continues to the main data analysis collected through questionnaires, focus group discussion, and observation. For the analysis of the questionnaires 43 teachers were included. In addition, focus group discussion was conducted on 6 teachers taken from

those of the respondents for the questionnaires, and 12 classroom observations on selected reading lesson topics were conducted of teaching reading by using literary texts, are included in this part. So, in this section first the quantitative data which are collected from questionnaire were analyzed by using descriptive statistics and inferential statistics and then data collected from observation was analyzed by frequency, count and percentage. Then lastly focus group discussion was analyzed through narration. Finally, the findings taken from the data were discussed by supporting different empirical and theoretical evidences.

Quantitative Data Analysis

The quantitative data included teachers' questionnaires that aimed to indicate teachers' perceptions and their actual practices of using literary text in teaching reading. In addition, it determined the relationship between teachers' perceptions and their practices of using literary text in teaching reading. The quantitative data was presented with tables that contained the items, frequencies and percent of responses, numbers of respondents so as to attempt the analysis clearly.

Teacher Questionnaire

The questionnaire which was administered to teachers and it aimed to answer the perceptions of teachers about the needs of using literary texts in reading class, teachers' practices of using literary texts in teaching reading skills and challenges that defect teachers from textbook adaptation.

For the aforementioned purposes, a total of 43 teachers participated from those three secondary and preparatory schools of Addis Ababa. To this effect, for EFL teachers 43 copies of questionnaire were distributed among these (100%) of the questionnaire were filled and collected. After the data was obtained from questionnaires of all teachers, the data were analyzed as follows.

Teachers' view about using literary text in teaching reading skills

This sub-section of the questionnaire consists of a Likert type Scale which respondents indicated their level of agreement about the needs of using literary text in teaching reading skills. By using the questionnaire administered to preparatory teachers, responses about their perceptions of using literary texts in teaching reading skills were calculated and presented so as to identify teachers' perception about the needs of literary text in teaching reading skills.

Table 1. Teachers' view about using literary text in teaching reading skills.

No	Items	Responses										N
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1	In my experience.....											
1.1	There are different factors that discourage me to use literary texts to teach reading?	-	-	-	-	20	46.5	13	30.2	10	23.26	43
1.2	I teach all literary text in the text book	-	-	3	6.67	1	2.22	16	37.21	23	53.5	43
1.3	there are things that encourage me to use literary texts to teach reading.	10	25.6	7	16.3	23	53.5	3	6.67	-	-	43
1.4	I give a chance for the students to bring any type of literary text to read in my reading lesson.	20	46.51	11	2.56	7	16.3	5	11.62	0	0	43
1.5	students are interested to learn reading through literary texts.	7	16.3	11	11.62	13	30.2	7	16.6	5	11.62	43

No	Items	Responses										N
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1	In my experience.....	5		4		3		2		1		
1.6	I read different literary texts written in English.	16	37.2	13	30.2	7	16.6	5	11.6	1	2.2	43
1.7	I like reading literary text in English.	10	25.6	10	25.6	6	13.9	13	30.2	4	9.3	43
1.8	Teaching reading through literary text makes the teaching learning process hot.	-		5	11.6	6	13.9	12	27.9	20	46.5	43
1.9	reading literary texts bring positive influence while I am teaching reading skills.	-		-	0	12	27.9	20	46.5	11	25.6	43
1.10	reading literary texts bring negative influence while I am teaching reading skills?	-		8	18.6	13	30.2	10	23.2	12	27.9	43

Kay: 1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

In Table 3, the items related to teachers' opinion about the needs of using literary texts in teaching reading skills are presented to find out their perceptions. That is why; its main purpose is to assess teachers' opinion toward using literary text in reading class so as to determine their perception about the needs of using literary text in teaching reading. As it can be seen in Table 2, 23(46.52%) of the teacher agreed that here are different factors that discourage them to use literary texts to teach reading. They believed that they teach all literary text in the text book 23(53.5%). Even though they like to read literary text in English, they have a gap to read different literary text written in English 16 (37.1%). And they didn't not give a chance for the students to bring any type of literary text to read in their reading lesson 20 (46.51%). Moreover, the teacher believed that teaching reading through literary text makes the teaching learning process hot since 20 (46.51 %) strongly agreed and reading literary texts bring positive influence while they were teaching reading skills 20(46.51 %) agreed on this issue. Thus, teachers showed their agreement on the items. This means teachers have good opinion about the needs of using literary texts in teaching reading skills to develop students' reading skills and language ability in general.

Therefore, it can be easily concluded that English language teachers have positive perception on the uses of literary text in reading class so as to improve the quality of teaching reading skills.

Table 2. Teachers' perception about the relevance of using literary text in teaching reading skills.

No	Item	Responses										N
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
2	I believe that using literary text/s....	5		4		3		2		1		
2.1	are important to develop the reading ability of the students.	-	-	-	-	-	-	23	53.4	20	46.5	43
2.2	make teaching reading skills easy.	-		3	7	14	32.5	14	32.5	12	27.9	43
2.3	increases students' engagement in reading class.	2	4.6	4	9.3	6	14	15	34.8	16	37.2	43
2.4	makes the students studying and my teaching interesting.	-		3	7	-	0	20	46.5	20	46.5	43
2.5	brings the students' concentration during the reading lesson.	-		5	11.6	0	0	15	34.8	23	53.5	43
2.6	enhance not only reading skills of students' language ability in general.	-				3	7	14	32.6	26	60.5	43

No	Item	Responses										N
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
2	I believe that using literary text/s....	5		4		3		2		1		
2.6	help the students' different sub-skills of reading easily.	16	37.2	19	44.8	13	18.6	43				
2.7	facilitates the reading lesson to be joyful.	6	13.9	23	53.5	14	32.6	43				
2.8	develops critical thinking of the students	12	17.9	18	41.8	13	18.6	43				
2.9	makes contents suitable to the students.	10	23.2	17	39.5	18	41.8	43				

Kay : 5= strongly disagree, 4=disagree, 3= Undecided, 2 =Agree 1= strongly agree

The items which show teachers' perception about the relevance of using literary text in teaching reading skills are presented in table 4 to determine their perceptions. As table 4 displays, 23 (53.48 %) shows that using literary texts is important to develop the reading ability of the students. And it makes teaching reading skills easy 14 (32.55%). Equally 16 (37.20 %) and 20 makes the students studying and my teaching interesting. They strongly agreed that using literary text increases students' engagement in reading class, and makes the students studying and teaching interesting respectively. It enhances not only reading skills of students' language ability in general 26 (60.5%). And using literary text help the students' different sub-skills of reading easily 19 (44.82%) agreed, facilitates the reading lesson to be joyful 23 (53.5%) agreed and also develops critical thinking of the students 18 (41.81%) agreed and makes contents suitable to the students 18 (41.81%) strongly agreed. Thus, teachers showed their agreement on the items. This means teachers believed positively about the relevance of using literary text so as to create conducive teaching and learning situation and increase students' participation in the teaching and learning process.

It is also important to provide the context-based learning strategies and cognitive styles of the learners. In addition, it arouses the learners' interest by increasing their involvement in the teaching learning process.

Finally, the questionnaire data assured that using literary texts is important to make the textbook adequate for students' needs. Therefore, it is possible to conclude that English language teachers have positive perception on the relevance of using literary text in teaching reading class.

The practice of teachers in using literary texts in teaching reading skills

This sub- section of the questionnaire consists of a Likert type Scale which respondents indicated their frequency about the practice of teachers in using literary text in teaching reading skills. By using the questionnaire administered to preparatory teachers, responses about their practices of using literary texts in teaching reading skills were calculated and presented so as to identify teachers' actual practice of using literary text in teaching reading skills.

Table 3.The practices of teachers in using literary texts in teaching reading skills

No	Item	Responses										N
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1	While I am teaching reading skills....	5		4		3		2		1		
1.1	I teach all literary texts in the text book.	-		2	4.7	8	18.60	16	37.20	17	39.53	43

No	Item	Responses										N
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1	While I am teaching reading skills....	5		4		3		2		1		
1.2	I invite the students to read the literary text in my reading class.					13	30.23	17	39.53	13	30.23	43
1.3	I assist the learners to do reading tasks extracted from literary text.	4	9.30	16	37.20	16	37.20	7	16.27			43
1.4	I motivate the learners to engage them in reading literary text.	4	9.30	5	11.62	17	39.53	12	27.90	5	11.62	43
1.5	I ask different questions which is extracted from literary texts.					5	11.62	12	27.90	26	60.46	43
1.6	I jump literary text while I am teaching.	27	60.46	8	18.60	8	18.60					43
1.7	I help the students to develop different sub-skills of reading.	24	55.81	14	32.55	3	7					43
1.8	I use literary text to facilitate my reading class.					13	30.23	13	30.23	27	62.8	43
1.9	I give a reading assignment to read different literary text.					24	55.81	10	23.25	9	21	43
1.10	I teach different types of literary text like poems, short stories etc. for reading skills.					24	55.81	10	23.25	9	21	43
1.11	I give the chance for students to read, understand, interpret and appreciate literary texts in the reading lessons.					16	37.20	18	42	9	21	43

1. Never 2. Rarely 3. Some times 4. Usually 5. Always

Using literary text in reading class , which were expected to be widely used by high school and preparatory English language teachers, enabled the teaching and learning process fruitfully by engaging students with different activities as can be seen in Table 5 regarding the practice of teachers in using literary texts in reading class 17 (39.53 %) showed that they never teach all literary texts in the text book, 17 (39.53 %) rarely practiced to invite the students to read the literary text in my reading class, but 16 (37.20%) usually assist the learners to do reading tasks extracted from literary text. And 17 (39.53 %) sometimes motivate the learners to engage them in reading literary text while 26 (60.46 %) never ask different questions which is extracted from literary texts and always jump literary text while they were teaching reading class. On the other hand, they always help the students to develop different sub-skills of reading 24 (55.81, but 27 (62.8 %) of the teacher never use literary text to facilitate their reading class. And they sometimes 24 (55.81 %) give a reading assignment to read different literary text. They sometimes 24 (55.81) teach different types of literary text like poems, short

stories etc. for reading skills and 18 (42 %) give the chance for students to read, understand, interpret and appreciate literary texts in the reading lessons.

Based on table 5 the results revealed that teachers in the referred schools rarely employ the literary text in teaching reading. That is why; majority of the response indicates that they rarely practiced it. Even if, the total implementation of using literary texts in reading class is below expectation, some practices are usually performed knowingly or unknowingly by EFL teachers.

The relationship between teachers’ perceptions and their practices of using literary texts in teaching reading skills

In order to determine the relationship between teachers’ perceptions and their practices of textbook adaptation, the researcher used Pearson Chi-Square test values. Correlation coefficient is a measure of linear relationship between two variables and it is an effect size and so we can verbally describe the strength of the correlation using the guide that Van (1996) suggests for the absolute value of $r = 0.00-0.19$, the correlation becomes very weak, if the correlation co-efficient found between $0.20-0.39$ the correlation between the two variables become weak. If the correlation co-efficient found between $0.40-0.59$, the strength of correlation become moderate. If the correlation co-efficient is between $0.60-0.79$, its correlation become strong and if its correlation co-efficient is in $0.80- 0.99$, it has a very strong correlation. Finally, if the correlation co-efficient become one, there is a perfect correlation between the two variables and if it is zero, there will no correlation between the two variables.

Therefore, the Pearson Correlation tests which confirm whether there are significant relationships or not between the items that test teachers’ perceptions of textbook adaptation and their actual practices of textbook adaptation were computed by using SPSS version 20 and analyzed as follow.

Table 4. The Relationship between Teachers’ Perceptions and their Practices using literary texts in teaching reading skills

	Perceptions	Practices
Perceptions	Pearson Correlation	1
	Sig. (2-tailed)	.374*
	N	43
Practices	Pearson Correlation	.374*
	Sig. (2-tailed)	.000
	N	43

*. Correlation is significant at the 0.05 level (2-tailed).

As it is displayed in Table 6, 43 EFL teachers (respondents) participated to respond the questionnaires about teachers’ perception towards the needs of using literary text in teaching reading skills with 19 items and the questionnaire that was about The practice of teachers in using literary texts in teaching reading skills with 11 items then, the researcher tabulated their responses next to that the result of each respondent was changed into percent. Finally, their correlation is determined by using Pearson Correlation. So, the Pearson Correlation co-efficient result $r = 0.374$ which is found between $0.20-0.39$. This shows that, the perception of teachers about the use of literary text in reading skills and their actual practices are positively correlated and the degree of their correlation becomes weak.

Analysis of Classroom Observation

The second quantitative data was collected through classroom observation which was conducted while English language teachers were teaching reading in the classroom. It was also collected using classroom observation check list. The observed lessons were also carefully selected to see the intended practices of the three phases of reading and application of teaching strategies. The observations were conducted in 12 classes, two times for one teacher (two teachers from each school). The classroom observation was also used to collect data to see whether EFL teachers use literary text to teach reading skills or not and how they apply in using literary text in the actual classroom, how EFL teachers practice in using literary text in teaching reading lesson. To this end the observation results related to the usage of literary text in teaching reading class.

Table 5. Observation result on the practices of teachers in using literary texts in teaching reading skills

No	Items	Yes (2)		No (1)		N
		F	%	F	%	
The teachers.....						
2	use literary materials to teach reading skills.	1	8.33	11	91.67	12
3	encourage students when they teach reading.	4	33.33	8	66.67	12
4	adapt literary texts based on students' linguistic level and based on the length, and complexity of reading texts.	0	0	12	100	12
5	give the chance for students to read, understand, interpret and appreciate literary texts in the reading lessons.	1	8.33	11	91.67	12
6	provide mechanisms when students face challenges in reading and understanding literary texts.	2	16.67	10	83.33	12
7	teach actively when teaching reading skill using literary texts.	2	16.67	10	83.33	12
8	are courage to use literary texts in their reading lessons.	4	33.33	8	66.67	12
9	invite the students to read the literary text in his/her reading class.	4	33.33	8	66.67	12
10	assist the learners to do reading tasks extracted from literary text.	1	8.33	11	91.67	12
11	motivate the learners to engage themselves in reading literary text.	1	8.33	11	91.67	12
12	ask different questions which is extracted from literary texts.	4	33.33	8	66.67	12
13	jump literary text while he/she was teaching	1	8.33	11	83.33	12
14	help the students to different sub-skills of reading by using	2	16.67	10	83.33	12
15	teach different types of literary text (poems, short stories etc) for different reading skills.	4	33.33	8	66.67	12

As can be seen, the lesson observation results in Table 7, indicates that, teachers are not always use literary materials to teach reading skills. That is why, 91.67% of the observed classroom teachers have been noticed by the observers when they use literary materials to teach reading skills. In addition, 66.67% encourage students when they teach reading and use literary texts in their reading lessons. But they fail to motivate the learners to engage themselves in reading literary text (91.67 %). But, the teacher fails to employ active learning methods when they teach reading and teach actively when teaching reading skill using literary texts (83.33 %). Similarly, the teachers are not always adapting literary texts based on students' linguistic level and based on the length, and complexity of reading texts. And they didn't give the chance for students to read, understand, interpret and appreciate literary texts in the reading lessons (91.67%). In this case, it can be easily concluded failed to practice these items.

Secondly, the teachers were not providing mechanisms when students face challenges in reading and understanding literary texts (83.33 %). The teachers were not that much inviting the students to read the literary text in his/her reading class (66.67

%). 91.67 % of the teacher were not assisting the learners to do reading tasks extracted from literary text. They were moderately asking different questions which is extracted from literary texts 66.67. But they always jump literary text while they are teaching and did not help the students to different sub-skills of reading by using 83.33. They teach different types of literary text (poems, short stories etc.) for different reading skills (66.67 %). This shows that even though they tried to use literary text, the teachers rarely used literary texts in teaching reading skill.

Thus, the result obtained from observation indicates that they failed on the actual practice of teacher in using literary texts in reading class.

Qualitative Data Analysis

The second type of data analyses was qualitative data analyses that resulted from focus open ended questionnaire and focus group discussion. Focus group discussion was conducted with 6 preparatory EFL teachers with the researcher by face to face conversation so as to answer three of the research questions that were indicated earlier. The focus group discussion was recorded and transcribed to the target language. Then thematic analysis was made by making together similar ideas of respondents in relation to the research questions.

Open-ended Questionnaires Data Analysis

The perception of teachers about literary text in teaching reading

In addition to the quantitative data gained from the questionnaire open ended questions were given for all teachers. So, in relation to the perception of using literary texts in teaching reading skills, the teachers responded that they believe that literary texts are essential on the development of learners' language ability. Especially in reading skills literary text like short stories, poems, and other figure of speech help to develop their reading ability since these types of texts touch their everyday life. Moreover, they added that literary text is teaching reading using literary materials in the classroom can create an exposure for students to practice extensive and intensive reading. It is proved that incorporating literary materials in reading lesson help students to master literal understanding of the characters, setting, and them; in comprehending these, students are motivated to work collaboratively and promote problem-solving abilities for this reason literary texts are now part of the Ethiopian English language curriculum and syllabus.

Therefore, there is a strong relationship between reading and literary materials to teach reading skill as literary materials are included in Ethiopian curriculum. And also, they mentioned that it is important to study how to teach literary text in teaching reading skills. So, this indicates teachers perceived positively on the usage of literary text.

Thus, it is possible to conclude that the teachers perceived that literary texts are essential for teaching reading skills.

Practices of teachers' in using literary texts in teaching reading skills

Regarding to strategies to the practice of teachers in teaching reading through literary texts in addition to quantitative data the teacher were added their explanation about their practice. Teachers responded that they commonly use literary text in teaching reading skill but they mentioned that they rarely practiced it. They also responded that they have the experience in teaching many of the literary texts in his reading lessons, though; but they sometimes skipped texts having content difficulty and boring lengthy. In addition, they were agreed that they have experiences in motivating students to read other literary materials of their own interest and relate to the context of their personal

experiences, but they admitted not to motivate their students in an organized and consistent manner. Therefore, it is said to be that EFL teachers in the study setting have minimal exposure in creating opportunities for the students to read different literary texts like poems, novels, and short stories to improve the students' reading skills.

Furthermore, majority of them agreed not to have interest and experience in reading literary texts in English. They justified the reason that the literary texts in the students' textbook are not designed in a way that motivates teachers and students. Besides, they confirmed that literary reading texts are too long to read, and too difficult to understand as a result they are not interested and motivated to learn.

Regarding to their overall evaluations of teaching reading skill through literary texts found in the students' textbook, all of the participants agreed that few of the literary texts found in the students' textbook are interesting and clear to understand; even though, majority of them are not found interesting and suitable to teach reading skill. Many of the literary contents are not addressing teachers' and students' cultural background; as a result, both of them become de-motivated during teaching-learning process.

So, it indicates that the result related to teachers' practices of using literary text in reading class that was possessed since Feb,12 to 23/2012 E.C was inconsistent and they were not frequently practiced it.

Focus Group Discussion Results

Focus group discussion was another instrument used to collect data in this study. For this semi structured questions were prepared and interview was conducted with teachers to their perceptions and practice of using literary text in teaching reading. The result of the focus group discussion is reported as follows.

Teachers' perception of using literary texts

As stated above during focus group discussion teachers were asked to respond whether they were perceiving as good in using literary text in teaching reading skills during their class room instruction or not. In this regard most of the interviews responded that they were interested to use literary materials to teaching reading and they stated that using literary texts to teach reading skills is essential for

As one of the discussants explained:

"I personally believe literary text is important and essential to teach reading skills in effectively. It helps to develop the students' comprehension and critical thinking."

Another female teacher repeated it with different expression. She stated as:

"Whatever a rule or not it seems usual to introduce to teach all the literary texts in the text book and I failed to practice in the classroom. But in my view, using the literary text in reading class helps the students to develop reading skills."

From this it is possible to conclude the teachers perceived that using literary text is important for teaching reading skills.

Based on the participants, some implications may be drawn on what types of literary works can be used and how they can be employed in language teaching. Two participants made use of writing essays on and reading essays about literary works. Three participants reported drama activities as a tool for use of literature in teaching English. However, only one of them reported that he used theatre activities and lyrics of songs.

One participant believes that literature teaches how to look from the perspectives of characters and empathizing with them. Protagonists and antagonists as archetypal characters may be analyzed and interpreted. Although not specifically mentioned,

alliteration, rhyme and assonance can be great tools for vocabulary recall. Poems, movie scripts, song lyrics, and theatre plays contain also creative use of language whose use may help deepen understanding of the students.

The researchers hold the view that integrating literature to foreign language teaching can contribute the language development of English language learners. The participants also added that there are factors of planning in line with the lesson objectives, well-chosen literary works based on the needs, interests, and language levels of the students, appropriate literary type and well-designed tasks and activities.

Therefore, without considering such factors at the onset, literature use for language teaching may risk time and effort spent and fails to reach expected and desired outcome despite the positive perceptions of language teachers towards the use of literature in their language classes. The perceptions regarding literature and foreign language education show a dichotomy.

Practices of teachers' in using literary texts

Regarding the teachers using literary text in teaching reading skills focus group discussion participants reacted differently. Majority of the participants responded that they didn't properly use literary text in their reading lesson but they tried to teach some of the literary texts.

As one of the teachers explained (coded as T3):

"Most of the time, intentionally or not, I tried to teach literary text especially short story and the questions extracted from those short stories but that is not usually in the actual classroom. Even though the text book consists of different literary text like poem, short story, figure of speech etc. the teacher is not teaching properly and they are usually jamb such lesson."

Another teacher adds the following.

"It is oblivious that the syllabus designed contains different literary text in line with different exercise but we teacher failed to teach this literary text in the actual classroom this is because of the teacher are not capable to teach literary text in one hand and we are consciously and unconsciously jamb or not teach the literary text."

This indicates that the teachers were not practiced in using literary texts in teaching reading skills.

Regarding to the types of literary reading texts suit students learning, all of them suggested poem, short stories, diaries; figure of speech, extracted fictions, biographies of a famous person of the nation might be motivating since they are authentic and directly related to their own socio-cultural, political, and economical contexts. In addition, they recommended literary reading texts should be developed by having appropriate length to be covered in the classroom so that teachers and students get motivated to read.

So, from this it is possible to conclude that they perceived literary texts are essential for teaching reading but they have inconsistent practice in applying it in the actual classroom.

Discussion of Results

As it has already been indicated in chapter one, the main objective of this study was to assess EFL teachers' perception and their practice about the needs of textbook adaptation. In order to attain the intended objectives, the three research questions were responded by analyzing and discussing the obtained data through questionnaires, observations and focus group discussion. Therefore, this section contains the

discussions and interpretations of the analyzed data obtained through the three data gathering instruments based on the research questions.

EFL Teachers' Perceptions about Using Literary Text in Teaching Reading

One of the specific objectives of the study was assessing the perceptions of teachers in using literary texts for reading lesson. In order to achieve this research objective, the researcher raised a question "What are the perceptions of teachers in using literary texts for reading lesson? For this, questionnaires and focus group discussion have been conducted and the results obtained from these instruments have been discussed below.

The perception of teachers in using literary text was assessed using items related with it. The result obtained from questionnaire indicates that teachers have good opinion about the needs of using literary texts in teaching reading skills to enhance students' reading skills and language ability in general. English language teachers have positive perception on the uses of literary text in reading class so as to improve the quality of teaching reading skills. And teachers believed positively about the relevance of using literary text so as to create conducive teaching and learning situation and increase students' participation in the teaching and learning process. It is also important to provide the context-based learning strategies and cognitive styles of the learners. In addition, it arouses the learners' interest by increasing their involvement in the teaching learning process. Moreover, the focus group discussion data assured that using literary texts is important to make the literary texts adequately for students' needs. They further explained that the contents of the extracted novels, short stories and poems are not addressing the cultural, economic and socio-political issues of both the teachers and learners. To this end, Murat (2005) asserted that literary texts used to teaching reading should be selected carefully by considering the needs and interests, expectations, and difficulty levels of the language into accounts. This helps to maximize and facilitate the comprehensibility of the reading text and minimized students' cultural, political and economic crisis.

Similar to this result of the present study, Hall, (2005) points out that what teachers do in the classroom is governed by what they perceive to work best and these perceptions often serve to act as filters through which instructional judgments and decisions are made. Borg (2003), Grabe (2004) stated also there is need to understand, and account for the underlying belief of language teachers and the impact these have on their classroom practices. This is also supported by the result obtained from focus group discussion the teacher believed that using literary text in teaching reading skill is important to develop students reading skills.

Against to the finding of the current study, Kefyalew, Samson, and Firehiwot (2018) found the teacher were de-motivated and have negative perception towards teaching reading skill through literary texts found in the students' textbook.

But, Tasneem (2016) studied on the role of literary texts in a sample of Pakistani EFL classrooms. It revealed that the role of teachers may be important in utilizing literary texts according to the interests and learning needs of their students. Hişmanoğlu (2005) studied on Teaching English through Literature and he found that literature and the teaching of language skills, benefits of different genres of literature (i.e., poetry, short fiction, drama and novel) to language teaching.

Thus, from this it is possible to conclude that the perception of teachers in reading to the relevance of using literary text in teaching reading skills is important for the implementation in the actual classroom and it indicate the teachers have good perception on this.

EFL Teachers Practices of Using Literary Text in Teaching Reading

The second specific objective of the study was assessing the practice of teachers in using literary texts for reading lesson. To achieve this objective the researcher designed a research question “How do teachers practice using literary texts to teach reading?” For this, questionnaires, focus group discussion, classroom observation have been conducted and the results were discussed below.

The result obtained from teachers’ questionnaire indicates that teachers in the referred schools rarely employ the literary text in teaching reading. That is why; majority of the response indicates that they rarely practiced it. Even if, the total implementation of using literary texts in reading class is below expectation, some practices are usually performed knowingly or unknowingly by EFL teachers. Similarly, there is often reluctance by teachers, course designers and examiners to introduce unabridged and authentic texts to the EFL syllabus. This can be due to a general perception that literature is particularly complex and inaccessible for the foreign language learner and can even be detrimental to the process of language learning (Ur, 1996).

The questionnaire data also indicates that they engaged students to actively involve during the reading through literary text, they stated that they have the experience of doing so. Nevertheless, the classroom observation proved that almost all of the teachers do not have consistency in practicing and engaging students with reading skills by using literary text rather they were skipping some of the literary concepts. Thus, it can be concluded that teachers’ involvement in presenting reading lessons effectively in general is not practiced in usual way. Concerning this, Haileleul (2012) stressed that to overcome the teacher’s pedagogy gaps, and improve learners’ reading skill, employing active learning methods reading and using strategies like storytelling, pair discussions, reflections, presentations, role play, cooperative learning, and debates are crucial so as to increase the interest and participations of the students learning.

Moreover, with regard to teachers’ exposure in motivating students to literary texts they have read to the context of their own personal experience, feeling and opinion. With this regard, majority of the teachers were agreed that they have experiences in motivating students to read other literary materials of their own interest and relate to the context of their personal experiences, but they admitted not to motivate their students in an organized and consistent manner. The data collected from classroom observation and focus group discussion, however; shows that teachers’ dedication in motivating students to read different literary materials and relate them to their own personal feelings and experiences was not seen at all. Therefore, it is said to be that EFL teachers in the study setting have minimal exposure in creating opportunities for the students to read different literary texts, and the practice of teachers in using literary text in teaching reading skills is not consistent and they are not teaching frequently. This is also supported by the result obtained from the classroom observation.

Similar to this, Kefyalew, Samson, and Firehiwot (2018) found teachers’ practical implementations with regard to teaching literary reading texts is in consistent.

Thus, from this it is possible to conclude that teachers were not effectively practice the usage of literary text in reading class and there was inconsistent practice of teaching reading through literary text.

The Relationship between Teachers' Perceptions and Their Actual Practices of Using Literary Text in Teaching Reading

The third research question that aimed to assure whether there is a relationship between teachers' perception and their actual practices of using literary texts in teaching reading or not. Due to this, the research question was, "Is there any correlation between teachers' perception and practice in using literary texts for reading lesson?" In order to answer this research question, teachers reacted through questionnaires. The responses of the EFL teachers to questions related to their perception as well as their actual practices of using literary texts for reading lesson were changed into percent so as to easily measure their relation. Moreover, the data were calculated with Pearson Correlation. Therefore, the Pearson Correlation result ($r= 0.374$) which indicated that the correlation co-efficient between the perceptions of teachers about the relevance of literary text in reading class and their actual practices are positively correlated. In addition, the degree of their correlation is weak.

This finding is supported by Barcelos (2000) who reports that language teachers' perceptions influence what they do in the classrooms. Similarly, Yu (1986) mentions that teachers' perceptions influence what teachers do both inside and outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching practices. This means that teachers' perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers' perceptions result in how teachers deal with shortcomings in their teaching situations Moloi (2009). Moreover, Jia (2004) states in her study that some researchers believed that as behavior is led by thought, exploring teachers' perceptions and beliefs help gain deeper understanding of teachers' behaviors in classrooms and provide guidance for enhancing teachers' practices. In consequence, teachers' perceptions have played a crucial role in using literary text in the teaching reading class. Therefore, EFL teachers' perception about the relevance of literary text in teaching reading is positively correlated with their actual practices of using literary text in teaching reading lessons.

CONCLUSION

Based on the results obtained and the summary stated above, the following conclusions are drawn. The finding of this study indicates that most of the teachers involved in the study have perceived using literary texts in reading class positively. Thus, it was indicated that the participant groups assured that when the teachers perceive positively towards the relevance of using literary text in teaching reading, they practice it more as a result students learn better in language class room. In addition, the participants viewed that literary text plays an important role in developing reading ability of the students.

The analyses of the data disclosed that the extent of the data shows EFL teachers have taught literary texts in an inconsistency manner. The respondents confirmed that teachers practice of using literary texts in their reading classrooms "sometimes" and relatively their response approaches to "rarely", which lead to draw the conclusion that the practices of using literary text in reading class was below the required level or infrequent with their perception. Even though, some teachers have shown an effort to teach reading through literary texts, many of them are still exposed to traditional approach of teaching reading skill. They are not found having a spotlight in creating opportunities for the students to read different literary texts aloud and practice reading class. We can conclude that teachers are not effectively conducting their reading lesson

and working on the improvements of students' reading skill in general and literary concepts in particular.

This study indicates that the relation between teachers' perceptions and practice about the relevance of using literary text in their reading class was confirmed by Pearson correlation tests. The correlation co-efficient result was 0.374 so this showed that teacher's perceptions about the relevance of using literary texts in reading class and their actual practices are positive but weakly correlated. Although teachers perceived positively and positive perceptions of teachers have played a crucial role in using literary text, teachers' actual practice of using literary text in reading lesson is below a required level.

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