

Jimma University
College of Social Sciences and Humanities
Department of English Language and literature
MA in Teaching English as a Foreign Language (TEFL)

Utilization of the Use of Literary Texts in Developing Students` Vocabulary:
the case of grade 11 in Dire Bedas Woreda Preparatory School
in Oromia Region in Focus

By
Chaltu Bora

A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in TEFL

August, 2015

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Declaration, confirmation, approval, and evaluation

Research Title: Utilization of the Use of Literary Texts in Developing Students' Vocabulary: the case of grade 11 in Dire Bedas Woreda Preparatory School in Oromia region in focus

Declaration

I the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged

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Confirmation and Approval

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Abstract

This study was carried out to **Utilize the Use of Literary Texts in Developing Students' Vocabulary at grade 11 Dire Bedas Preparatory School**. It also aimed at investigating teachers' practical use of literary texts for developing students' vocabulary. To achieve this, all grade 11 students were selected to fill the questionnaires. As well as for the purpose of classroom observation all grade 11 English teachers were selected. Additionally, the Grade 11 English textbook and teachers' guide were analyzed. And also, descriptive statistics using frequencies and percentages were employed for quantitative data and qualitative method to analyze the data gathered. From the findings of the study, all the data showed that the teachers were not playing their active roles in developing students' vocabulary using literary text. It could be observed from the data that they did not create enough opportunities for students to develop their vocabulary using literary text. The data revealed that they rather focused on doing activities in the textbook mainly through listening, reading, and word meaning. Finally, based on the findings, the researcher recommended that teachers should play their role in creating opportunities for students using literary text through presenting systematically and meaningfully. In addition to this they have to play their role in monitoring, guiding, and motivating the students' in teaching vocabulary.

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Chapter one: Introduction

1.1. Background of the study

Language is a living and growing entity clothed in the flesh of words. Vocabulary items can be presented, explained, and included in all kinds of activities. Language teachers must not only arouse students' interest in words but also increase the way toward a personal development in this area. We can help our students by exposing them to ideas as how to use literature to develop vocabulary items. Students need to realize that words do not label things, but classify concepts. We may use literary texts in innovative ways to bring new concepts for vocabulary development to our students' attention (Picken, 2007).

. They should try to awaken in their students a genuine interest in vocabulary (Paran, 2006 must have experience of teaching techniques of vocabulary at their disposal, choosing carefully contextualized word meaning). Language comes in a variety of discourse types, and language teachers **need** to attempt to introduce learners to as some of these as possible. All these discourse types play a significant role in teaching various aspects of language such as vocabulary and structure, or testing learners' comprehension (Akyel & Yalçin, 1990).

However, there is often reluctance among teachers to introduce authentic texts to the EFL instruction. There is a general perception that literature is particularly complex and inaccessible for the foreign language learner and can be useless for the process of language teaching (Carter, 1996). Some teachers are reluctant to teach vocabulary through the use of literary texts because the meanings are usually implied or hidden behind the texts and it needs to use a lot of imagination to comprehend the text. So, they need the meaning of the language used in the textbook (non-literary texts) that is open for students to understand it.

Obviously ,the language of literature is difficult for second language learners due to difference in social ,cultural and back ground knowledge of learners in appreciating new language .In this case teachers have no interest introducing authentic texts towards teaching EFL instruction.

Contrary to this belief, authentic literary texts which are appropriate for the linguistic level of the learners in the process of developing vocabulary, and they are encouraging with colorful pictures and illustrations. Unlike in the courses in traditional methods, the learners do not feel fed up with language rules and memory exercises, but they have a chance to experience and practice the target language in contexts by having enjoyment. Phillips (1993,

p .8)states that motivation for further developing vocabulary clearly can be created “If an activity is enjoyable, then it is memorable.” In this case the students will have a sense of achievement which will develop students’ vocabulary. Vocabulary is a core component of language proficiency and thus provides much of the basis for other skills. Vocabulary and its role in language curricula have been subject to changing of language teaching approaches and methods (Brown, 2001).

Generally, integration of literature into the vocabulary instruction promotes learners’ involvement with rich, authentic uses of the foreign language (Collie & Slater, 1987). In other words, using various literary texts in foreign language classrooms helps to develop students’ vocabulary. Within this perspective, this study aims to examine the use of literary texts to develop students’ vocabulary with a specific focus on Grade 11 at Dire Bedas Woreda Preparatory School in Oromia Region, Ethiopia.

1.2. Statement of the problem

Using literary texts remain an inevitable instrument in the hands of language teacher. It is in the teacher’s field as what to teach and how to use literary texts in developing students’ vocabulary knowledge.

Many global studies have conducted the use of literary text in English language classes in that the use of literary texts in language teaching enhances the students’ alertness of linguistics and rhetorical structure of literary discourse (Lazar, 1996; Widdowson, 1975, Collie & Slater, 1987, Carter & Long, 1991, Lazar, 1996, Brumfit, 2000, Carter, 2000). And also Bassnett and Grundy (1993) claim that there are language educators who believe that literature is irrelevant and argue that what students need are texts that are ‘applied’ and ‘embedded in everyday experience’, not in works of art.

However, very few local studies have been conducted in the area of using literature in English language classroom teaching learning practices. Alene Ketema.(2012) studied the issue under the title “Investigation of EFL Teachers’ and Students’ Views Towards Using Literary Texts in EFL Classrooms :the case of Aboker preparatory school,grade 12 ,Harari region. This study revealed that while some teachers and students positively and strongly supported the integretion of literary texts in language class room ,some teachers and students didn’t support the integretion those who opposed the integretion percieved literary texts as un interesting and

complicated subject to language development. This led some students and teachers to have negative views towards literary texts and its use in language class room.

Mengistu Anagaw, (2011) conducted a study under the title "An explanatory study on the approaches of using literary Texts: Nigus Teklehaimanot primary school grade eight English language teachers' in focus". The aim of this study was to explain different approaches used by teachers to teach literary texts. His findings indicated that teachers were not found adopting effective and highly innovative methods in using literary texts. This was because they frequently adopted the information-based approach of using literary texts.

Similarly, Fikru, (2009), has conducted a research on an assessment on the significance of literature in language teaching with special reference to grade nine in Addis Ababa. This study shows that teaching English language through literature had brought attitudinal change in the learners and has enabled them to realize that language can be learnt through literature and that it enabled them to become active participants during the classroom interaction.

However, there is a scarcity of research to show the utilization of literary texts to develop students' vocabulary especially in the study of utilization of the use of literary texts to develop students' vocabulary. Therefore, the study aimed to investigate the use of literary texts to enhance Grade 11 students' vocabulary development with a particular focus on Dire Bedas Woreda Preparatory School. As far as researcher's knowledge is concerned the above mentioned researchers were not focused on the use of literary texts in developing students' vocabulary in EFL classes. Therefore, this study filled this gap by investigating the use of literary texts in developing students' vocabulary and the extent to which EL teachers help their students in practicing literary texts in their language class room.

1.3. Objectives of the study

1.3.1. Main objective

The main purpose of this study was investigating the use of literary texts in developing Grade 11 students' English vocabulary focusing on Dire Bedas Woreda Preparatory School.

1.3.2. Specific objectives

The specific objectives of this study were to:

- Identify the frequency of using literary texts to develop students' vocabulary;
- Identify genres\ forms of literary texts that teachers use predominantly to develop

students' vocabulary;

- Identify the strategies teachers adopt in using literary texts to develop students' vocabulary.

1.4. **Research questions**

- How often do English teachers use literary texts to develop grade 11 students' vocabulary?
- What genres (forms) of literature do the English teachers use predominantly to develop students' vocabulary?
- What strategy do English teachers adopt in using literary texts to develop students' vocabulary?

1.5. **Significance of the study**

The integration of literature into the students' vocabulary instruction significantly contributes to use methodology, strategy, practical activities, and materials to teach vocabulary through literary texts. It increases an alternative way for making the students' vocabulary development process engaging, motivating, and enjoyable especially for students. Thus, the findings of this study are hoped to help teachers to know what and how to teach their students for developing their vocabulary through the use of literary texts. Finally, the finding of this study helps researchers to conduct and expand further studies on this area.

1.6. **Limitation of the Study**

The researcher believes in the value of observing all the literary texts that are included in grade 11 student textbook and above in the teaching and learning processes. However, only three classroom observations were made with each of the three teachers. That means only 3 classes were observed. Moreover, the teachers annual and daily lesson plans were expected to provide relevant data on how literary texts are being used in English language classrooms particularly vocabulary lesson. However, some teachers did not outline the lessons of literary texts which were difficult to follow the strategies used in the implementation of literary texts to develop students' vocabulary. Besides reluctant from some respondents to give the required information or response was found to be the main problem while conducting this study. In fact that no direct research has been done on the study and it has created a

problem to find enough research materials on the area. Although these limitations were there, the researcher manages this study accordingly.

1.7. Delimitation of the study

The researcher believes that the study would have come up with more generalizable results had it included more grades and schools in the country. However, due to factors such as distance, time, and financial constraints, the study was limited to Grade 11 Dire Bedas Preparatory School of Oromia Region. The school was chosen due to its geographical proximity to the researcher

Chapter Two: Review of the Related Literature

2.1. Definition of literary text

Literary texts usually revolve around fictional characters. Even though literary texts attempt to represent reality, they only imitate it at their best, which makes them mimetic in nature. Literary texts as the product of author's imagination offer a breeding ground for vagueness of meaning, ambiguity and multiple interpretations. Literary texts are not intended for any specific purpose; they can convey a range of intentions (to inspire, offer advice or even Shock), although they can gain their more specific and possibly individual pragmatic function during the reading process. Concerning linguistic properties of the investigated textual genres, the language of literary texts is susceptible to getting old quicker because the text's stylistic layer is burdened (Popovič, 1977).

2.2 Models for the teaching of literary texts

The major tendencies in teaching of literary texts can be generally seen through the three models presented by Carter and Long (1991). These are the cultural, the language, and the personal growth models, which are not mutually exclusive.

2.2.1. The cultural model

The cultural model is a traditional approach which gives attention to areas such as the history and characteristics of literary movements, the social, political, and historical background of a text, the literary genres, and rhetorical devices. Literature is important as a medium to preserve the cultural and artistic heritage (Lazar, 1999). It reveals the universality of thoughts and ideas and learners are encouraged to understand different cultures and ideologies in relation to their own. This model views literature as a source of facts and it is teacher-centered, transmissive pedagogic mode where the teacher passes knowledge and information to the students. There is no specific language work done on a text.

2.2.2 The language model

Literary texts, according to McKay (1982) are exploited for the teaching of vocabulary or structures or language manipulation and are utilized to exemplify certain types of linguistics patterns such as direct and indirect speech, and literal and figurative language. Literature is taught for the promotion of vocabulary, structure or language manipulation. Though, it exposes students to the more “subtle and varied creative uses of language” in literary writing, its principal aim is to help students find ways in to a text in a methodological way (Carter and Long, 1991, p.2). Language-based approach to using literature would include techniques and procedures, which are concerned mainly with the study of the literary text itself by close procedure, prediction exercises, jumbled sentences, summary writing, creative writing, and role play to deconstruct literary texts in order to serve specific linguistic goals (Lazar, 1999). These activities offer a wide range of styles and registers, they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion, and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff & Maley, 1990). In short this model endeavors to develop students’ language skills through the study of authentic literary texts.

2.2.3 The personal growth model

The personal growth model focuses on the personal pleasure and emotional gain that students can procure by reading literary texts and how an effective reading of literature helps them to progress and mature as individuals (Carter & Long, 1991). It requires students to relate and

respond to the themes and issues by connecting them to their personal life experiences. This model encourages learners to draw on their own opinions, feelings personal experiences and it is more of learner centered. It aims for interaction between the text and the reader in English, helping to make the language more memorable. This model recognizes the immense power that literature can have to move people and the potential influence of literature that enables students to achieve enjoyment from reading literary works.

These three approaches to teaching literary texts differ in terms of their focus on the text: firstly, the text is seen as a cultural artifact; secondly, the text is used as grammatical and structural analysis; and thirdly, the text is the stimulus for personal growth activities.

Integrating these elements makes literature accessible to learners and beneficial for their linguistic development. An integrated model is a linguistic approach which utilizes the strategies used in stylistic analysis, which explores literary and non-literary texts, from the perspective of style and its relationship to content and form. According to Duff and Maley (1990), the main reasons for integrating these elements are based on their linguistic, methodological, and motivational benefits. Linguistically, by using a wide range of authentic texts one can introduce learners to a variety of types and difficulties of English language. Methodologically, literary discourse sensitizes readers to the processes of reading. Lastly, motivationally, literary texts prioritize the enjoyment of reading. The above models for teaching literature have been incorporated in different approaches.

2.3. Approaches using to teach literary texts

Approaches of using literary texts refer to how literary texts are presented and viewed by teachers. Based on the historical development of the approaches recognized to teach literature, it can be said that the approaches have evolved from central focus on literature as a subject matter to making literature as a resource for the teaching of English language. There are various approaches that teachers can choose when they use literary texts in EFL classrooms. Rosli (1995) indicated six approaches of using literary texts that EFL teachers can adopt. These are: information based approach, paraphrastic approach, language based approach, personal response approach, moral philosophical approach and stylistic approach.

2.3.1. Information based approach

Information based approach is a way of teaching knowledge about literary texts where literary texts are seen as a medium to offer a source of information to students (Carter, 1988). Teachers who adopt this approach perform activities like lecturing, explanation about literary

texts and terms, reading notes and criticism provided in workbooks or by the teacher. It demands a large input from the teacher and it is closely related “aesthetically patterned artifact endowed with the knowledge potentials philosophy, culture, morality, and humanities” (Ganakumaran 2003). This approach is quite ineffective in enhancing students’ language proficiency (Carter and McRae, 1996) because this approach bases itself on traditional views to literature and teaching.

2.3.2. Paraphrastic approach

This approach deals with the surface meaning of the literary text (Hwang and Embi, 2007). Similarly, Rosli (1995) asserts that paraphrastic approach allows teachers to use simpler words and sentence structures compared to the more complicated ones in the texts and sometimes the teacher can translate it into other languages. According to Rosli, this approach is suitable for beginners of the target language as it acts as a stepping stone in formulating original assumptions of the author’s work. The main goal of teachers who adopt this approach is enabling students understand the literal meaning of a text but emphasis is not given to their personal engagement in understanding the text in their own ways. Classroom activities frequently used in line with this approach is teacher centered, retelling the literary text using simpler language, the use of translation and reading paraphrased versions provided in books.

2.3.3. Language based approach

Language based approach (LBA) seeks greater association between language and literary texts. LBA is done by providing them exposure to the target language and connecting them to specific vocabulary and other aspects of the language. Maley & Duff (1990) insist that the primary aim of this approach is “quite simply to use literary texts as a resource for stimulating language activities.” With the use of LBA, the focus shifted to the learner, the reading process and creating language awareness in the learners (Too, 2007). Activities like prediction, role play, recitation, debate, and discussions can be used to create opportunities for language use in the classroom. In line with this approach, a language-based framework for reading literary texts moves from lexis (vocabulary), syntax (sentences) to coherence (discourse).

As Lazar (1993) pointed out, detailed analysis of the language of the literary texts will help students to make meaningful interpretations and at the same time students will increase their general awareness and understanding of English. The aim of LBA is not on studying literature, but literary texts are utilized as one of the resources in providing inspiring language tasks for students. Undertaking a detailed language analysis can facilitate the construction of meanings

and encourage students to exercise their existing knowledge of grammar and vocabulary (Duff & Maley (1990).

2.3.4. Personal response approach

This approach helps to motivate and encourage students to read a literary text by making a connection between the themes of the text and their personal life and experiences. As indicated by Vethamani (2003) although learners are encouraged to explore various textual meanings, their interpretation must be behind the text. It focuses on learner's response to the author's text. The learners would respond to what they think are the author's intentions and what are the meanings that could be derived from the text (Hirvela, 1996). Teachers who adopt this approach employ activities like question-discussion which are interpretive in nature generating views and opinions on the text.

2.3.5. Moral philosophical approach

This is an approach which incorporates moral values across curriculum. The focus of this approach is to discover moral values while reading a particular literary text (Hwang & Embi 2007). It seeks to find the worthiness of moral and philosophical considerations behind one's reading (Rosli 1995). The focus of teachers who adopt the moral philosophical approach to literary texts is to make students search for moral values from particular literary text. In this approach teachers employ activities like reflective session, getting students to search for values while encountering a literary text and eliciting students 'evaluation on what they should do or not do based on their reading

2.3.6. The stylistics approach

Short (1996) stated that stylistic analysis is useful for relatively inexperienced or unsophisticated students to arrive at possible meanings or texts. Teachers who adopt this approach to using literary text guide students towards a closer understanding and appreciation of the literary text itself using the combination of linguistic analysis and literary critics (Lazar, 1993). The main goals of teachers who adopt this approach is to enable students make meaningful interpretations of the text which in turn allows students look beyond the surface meaning of the given literary text and to expand students' knowledge and awareness of the language

Recently scholars have started trying out an integrated approach where any of the approaches or their principle is combined with the other.

According to Savvidou (2004) the use of an integrated approach of using literary texts that mix either of the above approaches ensure the maximal utilization of literary texts. So, it is better to use an integrated approach in teaching literature in EFL classrooms to promote vocabulary.

2.4.Literature and vocabulary teaching

Practicing literary texts to facilitate students' vocabulary learning is the main concern of this study. Using literary text learning and recalling vocabulary items have always been problematic especially for learners in teaching and learning process teachers didn't give opportunity to practice different activities through the use of literary text in and out of the classrooms. Therefore, studies on literature in developing students' vocabulary take researcher attention to the ways of understanding and managing this difficult process.

There are many alternative strategies to learn vocabulary, but the important thing is to determine what are the most appropriate and useful for the students. Because different types of materials, purposes, and tasks at various difficulty levels demand different strategies. For that reason, researcher would implement some literary activities in classroom with different types of activities to develop the students' success of vocabulary developing, and to make the developing process more enjoyable.

Teachers can use different techniques to be applied literature in students' vocabulary developing process more enjoyable, more authentic, and easier. While doing this, they regard the age or level of the students, and adapt their materials or activities according to their expectations. Nation (1990) listed fundamental techniques by which teachers can explain the meanings of new words, all of which can be used in classrooms: By demonstration or pictures using an object, gesture, an action, photographs, drawing, or diagrams on the board, poem, novel, short story, and pictures from text book.

All the items above require the learner to do some mental work in constructing a meaning for the vocabulary item. Using literature is unique in terms of involving many kinds of techniques used for vocabulary developing. By this feature, it could be defined as an excellent teaching tool for students. It's claimed that by using literature in classrooms we will double the impacts of vocabulary developing with vocabulary learning strategies. By creating images in their mental process during activities, the students make their learning easier and retrieval.

There is some evidence that students learn vocabulary from stories through listening. Ellis (1989, cited in Cameron 2001), one of the key figure of the field conducted two studies in New Zealand to search vocabulary gain from listening to stories. He found that vocabulary learning correlated significantly with the number of times the word pictured, the helpfulness of cues to meaning in the text and number of occurrence of a word in the story.

Apart from the technical dimensions of the usefulness of storytelling activities for learning the vocabulary items, as it was mentioned so many times through study it is definitely an enjoyable teaching tool.

Taylor (1990) says that this cyclical process generates a positive attitude towards learning English. All we know that this is perhaps one of the most valuable things that primary teachers can transmit to students. Considering its properties literature activities are useful teaching and learning tools.

The importance of teaching vocabulary cannot be denied, and it must be taught effectively, so that students experience the enrichment of knowing, understanding, and using new, more definite words. So, literature is a great tool especially in students classrooms. The teachers can use literary works in order to make the lesson more colorful and entertaining for the learners. In this study, the benefits of teaching literature to learners and, accordingly, vocabulary enrichment are investigated.

Working with literature is usually seen as putting into practice a set of activities in which the main objectives are the memorization of situations, character features, and comprehension of the main ideas presented in the story. However, when focusing on vocabulary, the use of literature as an authentic material and the appropriate assessment make the acquisition process more interesting for students, since they get to face a text taken from a context that is not necessarily the pedagogical one. In this sense, the use of literature provides the necessary atmosphere to present social vocabulary, formal and informal registers along with aspects from different cultures, including common expressions used in the target language, and descriptions of experiences from the teachers.

Apart from providing the context to introduce new vocabulary, literature leads students to achieve the main objective of foreign language learner, which is to communicate effectively in the target language (Lazar, 2008, p. 27).

When presenting new vocabulary using these activities, it is essential to take into account the following aspects: the availability of teaching materials; the selection of the vocabulary

according to students' age and level of proficiency in the target language; the organization of *contents*; and finally how it will be presented (Nation & Newton, cited in Coady & Huckin, 1997, p. 238).

When students come across a new word in a text, understanding the meaning might turn the reading into something complicated. However, it is extremely important that teachers make sure that students can embed those words in their lexicon. Teachers use various strategies to catch students' attention so they can become belief of unknown words and store them in their long-term memory. Referring to this topic, Rieder (2002) proposed three processes that will help assessing students when they encounter a new word in a text.

The first process is defined as Enrichment/Focus, where the student identifies the context in which the word was found, helping him/her to classify the word into a category that will facilitate the development of it.

The second process is called Abstraction/Integration, the identified word is taken out of the context in which was found in order to look for the literary meaning of it. Then, students elaborate the range of the denotative concept, followed by the integration of the word into the knowledge structures already gain. This will help to understand and assimilate the complete meaning of the word. And finally, Consolidation/Association, the traditional procedure where students reassure the word by making connections between the written word and its definition using memorization or practice through different activities (pp. 14-15). Students follow this pattern of developing a new word.

2.4.1. Different Genres or forms of Literature to develop vocabulary

2.4.1.1. Using poetry to develop vocabulary

Poetry can pave the way for the learning and teaching of basic vocabulary skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. There are at least two learning benefits that can be derived from studying poetry:

The appreciation of the writer's composition process, which students gain by studying poems by components. Developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability. Saraç (2003, pp.17-20) also explains the educational benefits of poetry as it provides readers with a different viewpoint towards

language use by going beyond the known usages of vocabulary, triggers unmotivated readers owing to being so open to explorations and different interpretations, evokes feelings and thoughts in heart and in mind, makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

As Çubukçu (2001,p.1) mentions, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey “love and appreciation for the sound and power of language.” At this juncture, it can be stated that students become familiar with the supra segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry.

Through poetry, students can also study the semiotic elements in the target language. Semiotic elements constitute a cultural training as well. As Hiller (1983,p.10) states, poems should be seen as hyper signs of which constituents, “semiotic signifiers”, come together in their common relationship and lead to the “symbolic level” and this level is the one inclined to be signified in a poem.

Moreover, poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements - allusions, vocabulary, idioms, tones that are not easy to translate into another language (Sage, 1987).

2.4.1.2. Using Short Stories to develop vocabulary

Short fiction is a supreme resource for observing not only vocabulary but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage 1987, p.43).

The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits (Arioğul 2001,pp.11-18): makes the students’ reading task easier due to being simple and short when compared with the other literary genres, enlarges the advanced level readers’ worldviews about different cultures and different groups of people, provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers, motivates learners to read due to being an authentic material, offers a world of wonders and a world of mystery, gives students the chance to use their creativity, promotes critical thinking skills, facilitates teaching a foreign culture (i.e.

serves as a valuable instrument in attaining cultural knowledge of the selected community, makes students feel themselves comfortable and free, helps students coming from various backgrounds communicate with each other because of its universal language, helps students to go beyond the surface meaning and dive into underlying meanings, acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

In brief, the use of a short story seems to be a very helpful technique in today's vocabulary developing. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage 1987,p.43).

2.4.1.3. Using of novel extracts to develop vocabulary

The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target vocabulary developing. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a developing vocabulary class offers the following educational benefits: develops the advanced level readers' knowledge about different cultures and different groups of people, increases students' motivation to read owing to being an authentic material, offers real life / real life like settings, gives students the opportunity to make use of their creativity, improves critical thinking skills, paves the way for teaching the target language culture, enables students to go beyond what is written and dive into what is meant, Helton, C.A, J.Asamani and E.D.Thomas(1998,pp.1-5) expounds the educational benefits of novels as follows: stimulates their imagination, helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences, helps them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions, develops oral and vocabulary skill, serves as a springboard for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing, presents a unique way of teaching reading by getting students involved and excited about the reading process, motivates students to become a lifelong reader.

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class. Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. Specific themes and concepts being developed in class should also be incorporated within the novel.

Class discussions of each novel event should comprise the main idea and supporting details, including who, what, when, where, and how. Details of various social issues such as sexual harassment and abortion, which are often an integral part of the plot, can provoke interesting debate.

Discussions can also facilitate vocabulary development (Helton, C.A, J.Asamani and E.D.Thomas 1998,pp.1-5).

In sum, the use of novel is a very beneficial technique in today's vocabulary developing. If selected carefully, using a novel makes the students' reading lesson motivating, interesting, and entertaining. Though many students find reading a novel written in a target vocabulary difficult, boring, un motivating, novel is a very effective way of building vocabulary and developing reading comprehension skills. It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical thinking and writing.

2.4.1.4. The use of pictures in teaching English vocabulary

In teaching and learning process, the role of using pictures as media has become the best choice in teaching English especially in vocabulary to the students. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Ur says that visual have an important function as aids to learning simply because they attract student's attention and help encourage them to focus on the subject in hand. (Ur, 1948, p. 30).

2.5. Reasons for using literary texts to teach vocabulary

According to Collie and Slater (1990, p. 3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment, and personal involvement.

2.5.1. Valuable authentic material

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a vocabulary. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper, or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meaning.

2.5.2. Cultural enrichment

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner’s understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

2.5.3. Language enrichment

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn

and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

2.5.4. Personal involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text; he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident.

2.6. Criteria for selecting suitable literary texts to teach vocabulary

When selecting the literary texts to be used in vocabulary developing, the language teacher should take into account needs, motivation, interests, cultural background, and language level of the students.

However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the students' vocabulary knowledge when it is meaningful and amusing.

Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Vocabulary difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material (Collie and Slater 1990,pp.6-7).

2.7. Strategy for learning of vocabulary through literature

2.7.1. Incidental learning of vocabulary through literature

Hunt and Beglar (as stated in Richards & Renandya, 2002, pp. 256-262) proposed three strategies that might be suitable for vocabulary acquisition. The process of acquiring new vocabulary in the first language is implicit, through listening and reading. It has been researched that students go under the same process when learning a second language. Reber and Allen defined and characterized implicit learning using literature as a hypothesized abstraction process, a non-conscious, non rational, automatic process whereby the structural nature of the stimulus environment is mapped into the mind of the attentive subject (as stated in Weinert, 2009). Learning words incidentally implies that there is intention or assignment by the teacher that the student learns new words.

Therefore, by providing valuable opportunities through the elucidation of knowledge in other subjects apart from regular English classes, students will implicitly acquire new words that can be put in context creating connections among different pedagogical areas. When using the appropriate strategies students should not realized when they are learning something; they would notice it when applying contents in an out-of-class context. In English classes, most of this incidental learning is acquired through receptive skills; in this way, the students receive the input they need to communicate in different contexts.

Incidental learning generally takes place without much external facilitation or structure. It is important to state that this strategy can benefit all levels of proficiency, as it can be reformulated and adapted depending on the group being taught (Richards & Renandya, 2002). It can also be enhanced with facilitation or increased belief by the students, “and it takes place whenever people have the need, motivation, and opportunity for learning” (Marsick & Watkins, 2001).

2.7.2. Explicit learning of vocabulary through literature

Explicit learning refers to the type of instruction which is usually developed in regular English classes. In fact, Ellis (as stated in Rieder, 2002) explained that explicit learning: “is said to be characterized by „more conscious operation where the individual makes and tests hypotheses in a search for structure” (Ellis, 1994, p.2). For that reason, teachers seek for the appropriate method to teach new contents, taking into account what is necessary to put it into practice.

Primarily, teachers detect students’ priorities and the best way to acquire new contents; secondarily, teachers make connections via previous knowledge to present new ones using high-frequency vocabulary and extensive reading. When presenting new contents, teachers should instruct new collocations and association trees that have not been covered in previous

classes.

However, “(...) it seems utterly implausible to assume that all we learn or process is consciously available or intentional” (Cleeremans, 1996). Consequently, combining both implicit and incidental learning strategies, teachers might have superior results than just using them separately. Also, teachers can have a “top-down” strategy, which is first going through explicit learning and then incidental learning, or a “bottom-up” direction, which is the opposite. Nevertheless, conscious awareness cannot be simply left apart or turned off in order to implicitly acquire contents, that is why it is advisable to combine both approaches.

2.7.3. Independent strategy development vocabulary through literature

The last of these three strategies, Independent Strategy Development, involves putting into practice all the abilities in order to understand what is being read, encouraging students to guess from context and training them to use dictionaries appropriately. Even though guessing from context might lead to confusion, since sometimes students do not have the right idea about the meaning of a word, it still contributes to vocabulary learning. This includes working with words that students know and words they think they know. In these categories we can find deceptive vocabulary and sight vocabulary (Coady & Huckin 1997).

The first concept can be defined as words which definition is the sum of the meaning of its parts *i.e.* they look as they provide the appropriate description, but they are actually misinterpretations from students. An example of this would be „butterfly“, which is an insect, compound word from „butter“ and „fly“.

The second concept, sight vocabulary, can be defined as words which forms and common meanings are recognized automatically, irrespective of the context (Coady & Huckin, 1997). The student uses previous word knowledge to apply it in word families, for example, “different”, “differently”, “differentiate” and “difference”.

Regarding students’ training on how to use dictionaries, it can benefit all levels of learners, beginners can use it as a tool for translation, and at advanced levels, dictionaries can serve with words which families are too open and have multiple meanings. The use of bilingual and monolingual dictionaries is advised. Also, electronic dictionaries with multimedia annotations, give students access to images that can facilitate the learning process (Richards & Renandya, 2002, p. 256). It is highly important for teachers to promote the use of dictionaries – but only after training and supervision – in order to avoid students inferring the wrong meaning of a word. This is why it is essential to revise the context of a word, as its definition is determined

by the connotation given to it in relation to the message that wants to be conveyed.

2.8. Challenges and difficulties in using literary texts to develop vocabulary

Although literary texts offer many benefits which make literary texts worth being included in language program, teachers and learners see literary language as problematic since it does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected way (Lazar, 1990), and it includes vocabulary, grammatical structures, and syntax considered to be too complicated (Duff and Maley, 1990, p. 7).

The length of the text can be seen as the major difficult apart from the linguistic difficulty. While some teachers may see longer texts as more difficult than short texts, it is, however, possible that shorter texts may present more difficulties because they do not offer the extended contextual support and repetition which longer texts do (ibid). Concerned with culture, they claim that culture does offer difficulties in a way that it is impossible for the outsider to share fully the range of references of an insider. All literary works make reference to things outside themselves and are thus liable to interpretation, or variable misinterpretation. However, they contend that such variable interpretation makes literature interesting.

The other problems in using literary texts are concerned with conceptual and acceptance difficulties. Conceptual difficulties refer even though the language written in the text is simple, easily intelligible, students may still find it hard to make sense since they are not able to perceive the ideas the text conveys.

Whereas acceptance difficulties is concerned the most instinctive negative reactions we experience towards certain types of text or certain authors (ibid). It is likely that some teachers may have negative attitudes towards using literature in the class because their main goal in language teaching is to teach the grammar of the language (McKay, 1982:529). Similarly, (Rodhika, O', 1991) raised the Linguistic difficulty of the text and the background knowledge about English language and culture to interpret some literary texts are the major difficulties in EFL classroom (Rodhika, O', 1991).

However, literary texts remain an unavoidable tool in the hands of language teacher. It is in the teacher's domain as what to teach and how to teach and how to use poetry, drama, prose, short stories or novel for language teaching (Sujata, R., 2009). A text which is extremely difficult in linguistic or cultural levels will bring few benefits. For these several solutions have been suggested in regard to the problems of linguistic or other difficulties.

Chapter Three: Research Methodology

3. Research Methodology

As mentioned earlier, the purpose of this study was to investigate the use of literary texts in developing students' vocabulary. This chapter describes the research design, the population and sampling, instruments of data collection, the data collection procedure and the method of data analysis. These components are discussed in the following subsections:

3.1. Design of the study

The study was intended to investigate the use of literary texts in developing students' vocabulary. In order to answer the research questions raised in the introduction section a mixed method that includes quantitative and qualitative methods are used as a research design.

The qualitative method was employed to achieve a valid data for the study or to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Lincoln, 2000). The qualitative research method is non-statistical. The instruments used to collect qualitative data were textbook analysis and classroom observation. In general, qualitative method enables to generate rich, detailed, and valid process data that contribute to the in-depth understanding of a context.

In quantitative methods, the sole approach to data is statistical and takes places in the form of tabulations and frequency. In order to determine the teacher's experience in teaching vocabulary through the use of literary text, quantitative research design was used. The questionnaires were used to collect quantitative data.

3.2. Study Population and sampling

The target school, Dire Bedas Woreda Preparatory School (DBPS), was selected purposively because it was close to researcher's work area. This helped the researcher to obtain accurate and sufficient information about the participants. The participants for this study were Grade 11 teachers and students who were in the target school during the course of the study. There were three data sources in this study. The first source was Grade 11 English text book that means the students' textbook were analyzed. The second source was all Grade 11 students of the school. Two

hundred and three students participated in the study by filling out questionnaires. The third source was the three English teachers in the school.

3.3. Data collection instruments

In order to collect data, content analysis, questionnaire and classroom observation were employed. Therefore, the instruments used in the study were content analysis, questionnaire, and observation checklist. The following subsections briefly describe the methods and instruments of data collection.

3.3.1. Questionnaire

Questionnaire was employed in the study to collect quantitative data from student. The aim of this questionnaire was to find out to what extent teachers use literary texts in developing grade 11 English students' vocabulary. Questionnaire is a widely used tool to collect data on individuals' experience, belief, attitude, interest, etc (Creswell, 2012).

The questionnaire used in this study had two parts: the first contained ten items which focused on the role of teacher while the second contain five items that focused on the strategy and techniques teacher's used to teach vocabulary through literary texts. This questionnaire was adopted to identify the role of the teacher and strategy they used. The questionnaire was distributed for two hundred three students of Grade 11 at Dire Bedas Preparatory School in the 2014/15 academic year.

3.3.2. Content analysis

This method was used with the help of a checklist to look at the nature and types of literary texts included Grade 11 English language textbook and teacher's guide. According to Krippendorff (1980), document analysis is a technique which can generate both useful data from documents. Consequently, the student's textbook and teacher's guide were examined to get some insights about the use of literary texts to develop students' vocabulary.

In doing so, the genres, activities, number of literary texts in the textbook and strategies used to teach vocabulary through literary texts were analyzed. The data collected in this way was qualitative in nature that fitted into the qualitative component of the study.

3.3.3. Classroom observation

Classroom observation was used to record the actual practice of teachers in using literary texts to develop students' vocabulary. Three classes and all the three teachers were observed four times each by using checklists. Each classes and teachers were observed using within three weeks difference depending on guide to lesson plan. In doing so, strategy, the genres, vocabulary activities, and teaching materials used to teach vocabulary through literary texts were observed using fourteen questions. The data collected in this way was qualitative in nature that also fitted into the qualitative component of the study.

3.4. Data collection procedure

This one is done by considering the following steps. Firstly, the teachers and students who participate in the study were determined. And also the content of lesson plans, teaching material and nature of vocabulary activities through literary texts in the textbook and teacher's guide were identified. This helps the researcher to investigate the nature of vocabulary activities through literary texts and strategies incorporated in grade 11 student's English language textbooks and teacher's guide. After textbook analysis is made the students were briefed about the objective of the study.

Secondly, between 20 February and June 1/2015 twelve successive classroom observations were conducted to investigate the nature of vocabulary activities and strategies teachers' used for developing students' vocabulary through literary texts.

Thirdly, from June 1-18/2007 E.C. questionnaires were distributed for students to know their teacher's experience towards using literary texts to develop students' vocabulary.

3.5. Data analysis procedure

This section briefly presents the data analysis procedures employed in the study. The qualitative and quantitative data were examined. The data obtained quantitatively were analyzed and used accordingly to develop a general profile of the teachers' and students' belief or experience towards using literary texts in developing students' vocabulary and it used in the classroom through using Likert scale.

The qualitative data gathered from the textbook analysis and classroom observation were investigated, coded, synthesized and categorized in a few

significant categories based on thematic analysis (Boyatzis,1998),the process for encoding qualitative information. These themes were grouped into certain categories in order to establish the participants' belief or experience towards using literary texts in developing students' vocabulary.

The data collected from the textbook analysis will be analyzed in the form of table by categorizing literary text in their title, genre, page number, and its nature. Each of the compiled notes and classroom observation checklists were summarized and compared in order to draw appropriate interpretations and conclusions. Then the qualitative results were obtained from the textbook analysis was used to verify the analysis of data from the questionnaires.

The findings will be discussed in order to investigate and report as accurately as possible the teachers' and students' towards. Finally, a conclusion was drawn inductively and recommendations will be forwarded.

Chapter Four: Findings and Discussion

The purpose of the study was utilization of the use of literary texts in developing students' vocabulary in English language classrooms.

This study also provides an account of the quantitative and qualitative results supported by the findings from the textbook analysis, questionnaire and classroom observation concerning teacher's experience towards the use of literary texts in developing students' vocabulary.

The main focus of this chapter is to present the findings on students experience towards research questionnaires, teachers practical teaching in classroom, text book and teacher's guide analysis . Those include vocabulary activities through literary texts, strategies of vocabulary, teaching materials, and teacher's lesson plan that were used to teach grade 11 students to develop their vocabulary knowledge.

4.1. Findings

4.1.1. Findings from content analysis

This section presents the findings from the analysis of the contents of Grade 11 English textbook and teachers guide in relation to the use of literary texts in teaching vocabulary.

As presented in Table one below, the newly published Grade 11 English textbook contains 12 units from which 8 units concerned with different genres of literary texts to teach language skills and language area particularly for vocabulary development. These are five poems, three short stories, two novel extracts, one myth, and one picture story.

These works of literature are incorporated in the students' textbook to teach students with these literary texts, which make an important contribution to the quality of language particularly vocabulary development in Ethiopia.

The following table shows the general descriptions of literary texts that incorporated in grade 11 students' text book:

Table 1: Literary texts provided in Grade 11 English textbook

No	Title	Genre	Lesson Section	Page No.	Length	Nature of the activities given on the textbook	Lesson
1	Anthem of Africa Africa Union	Poem	A1.7	11	6 stanzas	More of language use E.g. reading comprehension	Reading
2	Oweka learns a lesson	Novel extract	B2.2	44	8 paragraphs	Language focus E.g vocabulary	Reading
3	Night of the Scorpion	Poem	A3.12	74	10 stanzas	Comprehending poem, word meaning/vocabulary	Reading
4	Myths about HIV/AIDS	Myths	A4.7	103	10 paragraphs	Language use E.g. comprehending a text and vocabulary exercise	Reading
5	Operation Rhino	Novel extract	B5.7	138	9 Paragraphs	More of language usage E.g. vocabulary	Reading
6	Thula, Lindiwe and Crocodile	Story	A6.1	141	6 paragraphs	Analytical skill E.g. analysis of elements of story and identification of type of story.	Listening
7	Leaving Miguel Street	Story	B6.3	156	11 Paragraphs	Language focus E.g. ordering events in story and words meaning (vocabulary)	Reading
8	Acoli Cooking	Poem extract	Revision2(units 4-6)	162	7 stanzas	Comprehending poem(song)	Reading
9	The tale of tap	Story	A8.2	199	12 Paragraph	Language focus E.g. identifying tap writer and vocabulary	Reading
10	Palm leaves of childhood	poem	Rev.3(un 7-9)	243	1 stanza	More language focus E.g. wording meaning	Reading
11	Why old woman`s limps?	poem	A10.5	252	3 stanzas	Language focus E.g. vocabulary	Reading
12	Lebna and kihel	Picture of the story	B10.4	260	6 pictures	Language focus E.g. order of picture and vocabulary	Listening

The literary texts listed in the above table used to teach language skills and language areas(vocabulary) includes five poems, three short stories, two novel extracts, one myth and one picture story are analyzed respectively as follows.

The first lesson a poem entitled “Anthem of African Union” (contain 6 stanzas), is enjoyable and motivating because it voices the African country’s` history, its values or hopes and it can make promise or pledge to something important. That song or poem can create interaction between teachers and students and between students and students in the teaching and learning process. The language and the content used in the literary texts represent the social and cultural background of the African people and it provides emotional benefits to students as well as evokes their feelings and it teaches them about their countries history and value. For example from the above poem” Anthem of African union”, line 17 “the cradle of mankind and fount of culture” indicates that Africa was the place where the first human`s lived thousands of years ago.

However, there are three tasks based on the song on “Anthem of Africa” in the textbook, the first and third tasks are focused on language skills (particularly reading skill) and the second task (activities) on vocabulary. Therefore, this shows that the use of the above poem was more focused on practicing language skills rather than vocabulary development.

The second lesson, based on the poem entitled “Night of the scorpion,” from this poem student can learn the vocabulary which can create images from word meaning. From this poem, line 9”like swarm of flies...buzzed, and line 41” flame feeding,” indicates simile and alliteration respectively. This shows different poetic device that stands to express writer’s opinion by comparing ideas with objects (person). And also another line 15 “they click their tongues,” shows relationship between sound and meaning.

In short, the above poem contains four tasks. Among these tasks, two tasks were focused on vocabulary activities. In these tasks equal activities were given for both language skills and language areas (vocabulary) .This implies that more focus is given to vocabulary activities for development of students’ vocabulary.

The third lesson is based on the poem entitled” Acoli Cooking” that includes two

activities. The first activity is reading comprehension which describes the traditional and modern food cooking in Uganda.

This activity used to develop students' reading skill and in somewhat it helps to increase their vocabulary development

For example from line 47-50:

`Give me water
 In large gourd half
 Water from the glass no use
 It rich nowhere`

The second activity focused on speaking skill to help students for effective communication in different situation through working in group discussion.

Generally, as the activities listed from this poem indicated that it hasn't sufficient activities to develop students' vocabulary. Vocabulary activities given under this poem and the strategies incorporated in text book and teachers guide were not sufficient to teach students for developing their vocabulary knowledge.

The fourth lesson is based on the Poem entitled "Why old woman's limps?" By Lupenga Mphande. In this text, the theme briefly reflects about social activity of Malawian people on the hard work and it compares within Ethiopian. In addition to this, the poem helps students to know others cultural, traditional, and social activities. Regarding this text there are nine activities. Among these, seven activities were concentrated on extracting the information from the poem through reading. And the other activities were focused on language skills except the exercise seven that focused on vocabulary.

For example, exercise 7 on page 253, indicates some word meanings as follow:

To repair
 The process of separating the chaff from the seed
 To go and get something
 An abnormal way of walking when leg is injured

In short, the above poem shows that the activities regarding development of students' vocabulary is very few in number and students cannot achieve sufficient knowledge of vocabulary. The focus of the given texts is developing students reading and speaking skills. Therefore the place given for developments of students' vocabulary is not adequate.

The fifth lesson is based on the poem "*Palm leaves of childhood*" by G.Adali-Mortti. In this text, students are ordered to listen silently and later discuss the activities based on the given poem. It requests the teachers to facilitate and guide students' discussion.

After wards they go through the correct answers with the class and check their work. In addition, the second activity refers to the meaning of words that taken from the given poem.

As example Exercise 2: match these words from the poem on the left with the meanings on the right.

A

a. Ere

b. Tender

c. Crave

d. Bore (to bear)

e .Haunt

f .Slit

B

i. wants very badly

ii. Had or carried

iii. Before

iv. Along thin hole in some thing

v. young and soft

vi. Stays in your thoughts usually something sad or beautifully

To sum up, this text has three activities. Among these activities, the first one is listening comprehension questions and the other activities are pronunciation activities and the meaning of words depending on the given poem.

Regarding lesson 6 based on the short story on the title "*Leaving Miguel Street*" by V.S.Naipaul. This story is set in Trinidad in the West Indies where people speak special variety of English that is a little different from Standard English. For example, from line 9, we can find the expression, "You getting frighten, eh?" = you're getting frightened, aren't you? From this considering informal language is the way in which students interact communication among themselves. Because of this the students can understand the

cultures, language varieties of Miguel Street and language variety in Trinidad.

Also it includes five activities, from these activities four activities were focused on language skills. In this text regarding the activities students are ordered to read silently through all the instructions and do activities like; Sequencing events in the story, doing reading comprehension activities, rewriting the variety in Standard English, and find phrasal verbs in the text respectively. Only one activity was focused on vocabulary.

. E.g. Exercise 4(on pages 158).Find words in the text with the following meaning.

- a. Working for along on something by doing small things to it(line 9)
- b. Two lines of a poem (line 11)
- c. On its side (line 48)
- d. Small car part (line 58)

Generally, the activities of ‘this short story is more focused on language skills rather than vocabulary. The teacher guide ordered teachers to give optional activities rather than giving clear guidance to teach additional activities to help students how story develops and ends.

In the seventh lesson, a short story entitled “*Tale of tap,*” by “Malimoto” taken from story in drum magazine has six activities for practice of language skills and language areas. Among these activities five activities were focused on language skills and only one activity was focused on vocabulary practice.

E.g. Exercise 6. Explain the following in your own words (on page 201) listed below:

- a) A light heart (line 1)
- b) A foggy head (line1)
- c) A gurgle (line25)

Generally, the above story entitled under” the tale of tap” more focused on reading activities, except the above example on vocabulary development. The reading activities depends on how to survey the text for general and specific information from the story It also informs the reader about text type whether it is literary or non literary text without reading it in detail.

Concerning lesson8 based on a short story entitled “Thula and Lindiwe.” It contains the

social life and different elements of the story. There are 3 activities considering the practice of language skills from the story. Among these activities, one activity invites the students to discuss with their parents for developing their` writing skill by writing story. And also, the other activities are focused on listening skill rather than vocabulary practice. In this lesson, more activities given were mainly focused on language skill rather than language areas (grammar and vocabulary). Generally, less attention was given to develop students` vocabulary skill through short story activities as explained above.

From lesson 9 in the above table, based on novel entitled "Oweka learns a lesson", indicates details of various social issues such as an inequality of girls and boys on education. There are 4 activities considered for practice of this novel extract. From these activities, two activities which invite students to practice on developing vocabulary and the other activities are focused on language skills and other language areas.

In the 10th lesson, novel extract entitled" Operation Rhino," explains about the life of wild animals. There are 3 activities based on the practice of that novel extract. Among these activities two activities are focused on language skills while only one activity is focused on vocabulary practice.

Exercise 2. Write your own definitions of these words and phrase, according to how they are used in that text contextually" (on page 139) listed as follows.

- Convoy
- scrubland
- hound etc

Generally, the above two novel extracts indicated that the activities given were mainly focused on language skills rather than vocabulary knowledge.

Lesson 11, based on myths entitled" Myths about HIV/AIDS," provides details about an idea that many people believe, but which is not true.

For instance, there is the myth: If you touch Frog you will get warts

Boys are intelligent than girls and deserve a higher place
in society

There are 4 activities considering the practice of language skills and language area (vocabulary). Among these activities, three activities are focused on language skills and

only one activity is focused on vocabulary practice.

Exercise 4.find words in the paragraphs above with these meanings (on page 105 from student text book) as follow:

- When a baby is born much too early and dies (paragraph 6)
- Making you feel worried or frightened (paragraph10)
- Stopped changing and become steady (paragraph10)

In short, depending on the myths given the majority of activities talk more about language skills (like reading, writing, speaking and listening skill) rather than vocabulary development.

Lesson 12, picture of the story entitled” Lebna and kihel,” is important to help the students in learning English vocabulary and memorizing the meanings, but the picture of the story considered on listening skill rather than vocabulary. First, from the listening script students’ asked to give order of the given picture story. Then they ordered to decide on the right order of picture by listening to their teacher while listening through taking note and compare their answers with their friends.

To sum up, this story more focused on practicing listening skill of students. There is no activity given for vocabulary .This implies no attention was given to students’ vocabulary development .Hence, it can be deduced that the activities given for picture of story are more based on listening skill rather than vocabulary.

Generally, depending on discussion of the genres from above the textbook and teacher’s guide analysis clearly showed that the curriculum of the country gives less attention to allow teachers and student to use literary texts to develop students’ vocabulary in their classrooms. Regarding the use of literary texts in grade 11 English text book and teacher guide, great emphasis was given to language skill rather than vocabulary activities. As evidence it is possible to see from content analysis of the above which shows the focus of literary text more on language skill particularly teaching, reading, and listening skills.

4.1.2. Findings from the data collected via students’ questionnaire

The aim of the questionnaire for the students was to find out the practice of the teachers in using of literary texts to develop students` vocabulary. The questionnaire has two parts

which was used to gather quantitative data. The first part of the questionnaires contains ten items and the second part consists of five items depending on literary text incorporated in grade11text and teachers practical activities including strategies respectively. A total of 203 copies of questionnaires were distributed to students, 200 copies were fulfilled and returned. And also, three copies were rejected because it was incomplete .Generally; the data gathered through questionnaire were summarized, analyzed, and interpreted as below.

Table 2: Teacher's practice of using literary texts to teach vocabulary

No	Items		Never(1)	Rarely (2)	Sometimes(3)	usually (4)	Always (5)	Total
1	How often does your English teacher: 1.1. Use short stories to teach vocabulary?	Freq.	50	150		0	0	200
		%	25	75		0	0	100
	1.2. Use poems to teach vocabulary?	Freq.	15	160	25	0	0	200
		%	7.5	92.5	12.5	0	0	100
	1.3. Use novels to teach vocabulary?	Freq.	80	120		0	0	200
		%	40	60		0	0	100
	1.4. Use picture or diagrams of stories to teach vocabulary?	Freq.	180	20		0	0	200
		%	90	10		0	0	100
	1.5. Use myths to teach vocabulary?	Freq.	190	10		0	0	200
		%	95	5		0	0	100
2	How does your English teacher do the following in vocabulary teaching:	Freq.	101	99			0	200
		%	50.5	49.5			0	100
	2.1. Arranging and organizing group discussion on vocabulary learning through literary texts.	Freq.	165	35	0	0	0	200
		%	82.5	17.5	0	0	0	100
	2.2. Presenting the new literary text you need to practice in vocabulary developing systematically and meaningfully?	Freq.	103	53	44	0	0	200
		%	51.5	26.5	22	0	0	100
	2.3. Giving the students chances to participate in literary text activities to develop vocabulary?	Freq.	113	57	30	0	0	200
		%	56.5	28.5	15	0	0	100
	2.4. Monitoring students on vocabulary developing performance through literary text.	Freq.	145	35	20	0	0	200
		%	72.5	27.5	10	0	0	100
2.5. Encourage you to read literary texts to develop vocabulary outside the classroom.	Freq.	145	35	20	0	0	200	
	%	72.5	27.5	10	0	0	100	

From the total of 200 students who responded about the teachers teaching of short stories, only 50(25%) answered 'never'. However, the majority of the respondents, 150(75%), replied that their teachers use short story to teach vocabulary 'rarely'. This indicates that almost three-fourth of the respondents (75%) believed that teachers rarely use short stories to teach vocabulary. This implies that teachers rarely teach vocabulary through the use of short story in developing students 'vocabulary development.

Concerning teachers' use of poem in teaching vocabulary, 15(7.5%) and 25 (12.5%) of the respondents answered that the teachers teach poem 'never' and 'sometimes' respectively. However, the majority of the students, 160(90%), reported that the practice of the teachers in this aspect is limited to 'rarely'. The extents to which the teachers practice of the poem in language classes were found to be least. This indicates that teachers teach poems rarely for the development of students' vocabulary.

The data showed that, novel extracts obtained the highest percentage or 120(60%) were students were respond teachers taught novel extract 'rarely' and 80(40%) 'never'. This indicates that teachers prefers less the novels to develop students' vocabulary, when it compared with short story and poems as discussed above in language classrooms. This implies that the place given for teaching vocabulary through novel extract is least.

Concerning teachers' use of picture of the story in teaching vocabulary, 180(90%) and 20 (10%) of the respondents answered that the teachers teach poem 'never' and 'rarely' respectively. However, the majority of the students, 160(90%), reported that the practice of the teachers in this aspect is limited to 'never'. This indicated that the teachers were not used picture of the story to develop students' vocabulary.

The data showed that, myth obtained the highest percentage or 190(95%) were students respond teachers 'never' taught myth and 10(5%) 'rarely'. In other word, the teachers do not prefer the myth to teach' vocabulary, when it compared with poems, short story, and novel extract as discussed above.

Out of 200 students who gave responses regarding the role of teachers in arranging and organizing group discussion in using literary text to develop students' vocabulary, 101(50.5%), 48 (24%) and 51(25.5%), of the respondents answered 'never', 'rare' and 'sometimes', respectively. However, the majority of the respondents, 101(50.5%), replied 'never' that indicated teachers were not arranging and organizing of students for teaching vocabulary through literary text by using group discussion. This implies that almost half of the respondents (49.5%) answered that teachers conduct group discussions rarely.

As the above table showed regarding teachers in presenting the new literary text for the students to develop their vocabulary skill, 135(67.5%) and 65(32.5%) of the respondents respectively answered that the teachers teach 'never' and 'rarely'. However, a large number of the students, 135(67.5%), replied that teachers never use additional literary texts to develop students' vocabulary. This shows that teachers rarely used to present new literary texts to develop students' vocabulary.

Concerning to giving opportunity for the students to participate in literary text activities in developing their vocabulary, only 103(51.5%), 53(26.5%) and 44(22%) of the respondents answered 'never', 'rarely' and 'sometimes' respectively. A large number of students, 103(51.5%), replied 'never' indicating that teachers did not give opportunity to students to participate on different activities of developing vocabulary through genres of literary texts.

As the above table showed the role of the teachers in monitoring students to enhance their performance, students of 113(56.5%), 57(28.5%) and 30(15%) replied 'never', 'rare', and 'sometimes' respectively. This implies that less attention was given for monitoring students' in developing their vocabulary performance through the use of literary texts.

Regarding encouraging students to read literary texts outside the classroom to develop vocabulary, the data from the above table shows that 145(72.5%), 35(17.5) and 20(10%) of the respondents replied 'never', 'rare' and 'sometimes' respectively. This shows that the teachers didn't encourage students to do different activities; exercise and assignments based literary texts to practice their vocabulary outside of classroom.

Generally, items from the above table indicates that the role of teachers were very weak to teach students vocabulary by using different genres of literary texts, by presenting additional literary texts, monitoring students' vocabulary through literary text, by using different vocabulary activities, exercise and assignments.

Table 3: Strategies used by English teachers to teach vocabulary through literary texts

No	Item		Strongly Disagree(1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree(5)
1	The teacher helps the students to discover ways for learning best for developing their vocabulary knowledge	Freq.	100	65	35		
		%	50	32.5	17.5		
2	The teacher helps students' to keep on learning vocabulary through literary texts.	Freq.	80	99	21		
		%	40	49.5	10.5		
3	The teacher help students for error correction(example spelling)	Freq.	63	91	46		
		%	31.5 %	45.5%	23%		
4	The teacher encourage students to practice in vocabulary developing through literary texts	Freq.	56	89	55		
		%	28	44.5	27.5		
5	The teacher guide students' to guess the meaning from context in vocabulary development through literary text.	Freq.	72	93	20	5	
		%	36	4.5	10	2.5	

From item one, the students were replied concerning their teachers teaching to help them for discovering vocabulary through literary text. From total number of students, 100(50%), 65(32.5%) and 35(17.5%), replied 'strongly disagree', 'disagree' and 'undecided' respectively. This indicates that teachers were not encouraging students for discovering new vocabulary through literary texts.

Item two indicates that the teachers help students to keep on learning vocabulary through literary texts in developing vocabulary from the total number of students, 80(40%), 99(49.5%) and 21(10.5%), replied 'strongly disagree', 'disagree' and 'undecided' respectively. This shows that the teachers were not helped students to practice vocabulary activities through literary texts.

Concerning item three the teachers help students for error correction, some of the respondents, 63(31.5%), strongly disagreed with the statement; almost the majority of the respondents, 91(45.5%), answered 'disagree' while the rest, 46(23%), of the students rated 'undecided'. This implies that teachers were not helped students by correcting their errors in vocabulary activities through literary texts.

From item four towards encouraging students to practice vocabulary development through using literary texts outside of the classroom the respondents were, 56(28%), 89(44.5%) and 55(27.5%) replied 'strongly disagree', 'disagree' and 'undecided' respectively. This shows that teachers were not encouraging students to practice vocabulary through literary texts outside of the classroom.

Regarding item five the teachers guide students to guess from context in vocabulary development through literary text, from the total number of respondents, 72(36%), 93(46.5%), 20(10%) and 5 (2.5%), replied 'strongly disagree', 'disagree', 'undecided' and 'agree' respectively this implies that less attention was given by teachers towards teaching vocabulary through using its contextual meaning from literary texts.

Generally, the discussion from the above two tables showed that role of the teachers were not strong enough to use different ways of teaching vocabulary through using literary texts.

Table 4: The practice of teachers in using literary texts to develop vocabulary

Items :	Teacher 1								Teacher 2								Teacher 3							
	Day								Day								Day							
	One		Two		Three		Four		One		Two		Three		Four		One		Two		Three		Four	
	Yes	No	Yes	No	Yes	No	Yes	No	Ye	No	Yes	No	Yes	No	Ye	No	Ye	No	Yes	No	Ye	No	Yes	No
Does the English teacher use the following :		X		X		X		X		X		X	X	X				X		X	X			X
1.1. Poem to develop students` vocabulary?		X		X		X		X		X		X	X	X				X		X	X			X
1.2. Short story to develop students` vocabulary?		X		X		X	X		X		X		X		X		X	X	X		X			X
1.3. Novel extract to develop students` vocabulary?		X		X	X	X		X		X		X		X		X		X		X				X
1.4. Myth to develop students` vocabulary?	X	X		X			X		X		X		X		X		X		X		X			X
1.5. Picture story to develop students`		X		X		X		X		X		X		X		X		X		X				X
Does the English teacher do the following in vocabulary teaching:		X		X		X		X		X		X	X		X		X		X		X	X		
2.1. Prepare different activities of genres to teach the vocabulary		X		X		X		X		X		X	X		X		X		X		X	X		
2.2. Teach word association (contexts meaning or definition) to develop vocabulary through literary texts		X		X	X			X		X		X	X		X		X		X		X	X		
2.2. Teach vocabulary through literary texts focus on lesson plan & support material		X		X		X		X		X		X		X		X		X	X				X	X

Key: T1=Teacher one, T2=Teacher two and T3=Teacher three

The first classroom observation informed that the teachers (T2&T3) didn't teach vocabulary through literary texts which focused on lesson plan and teaching aid except one teacher (T1) who taught the myth that entitled 'Myth about HIV/AIDS' while the other teachers (T2 and T3) in the same day of classroom observation didn't use any literary text. They taught other language area (specifically grammar). As evidence it is possible to see from the classroom observation table (data). This implies that the majority of the teachers didn't use myth to develop students' vocabulary.

Item two from above table showed that English teachers taught short stories out of 12 days of class observation only one day (T3 at day 2) the teachers taught the students vocabulary by using short stories. This showed that, the second classroom observation informed that the teachers (T2&T3) didn't teach vocabulary through literary texts which focused on lesson plan and teaching aid except one teacher (T1) who taught the story that entitled 'Thula and Lindiwe'. While he taught that story based on clear strategy and teaching material, the other teachers (T2 and T1) in the same day of classroom observation didn't use any literary text. They taught other language skills. As evidence it is possible to see from the classroom observation table (data). This showed that the majority of the teachers didn't use short story to develop students' vocabulary.

The third classroom observation showed that the T2 and T3 taught the poem entitled 'palm leave of childhood'. The other teacher (T1) taught using non-literary text and grammar aspects. In the classroom observation, it is possible to conclude that the majority of teachers used literary texts which help to develop students' vocabulary.

The fourth classroom observation indicated that T1 on day four has been taught vocabulary through short story entitled 'Tale of Tap', while both T2 and T3 used non-literary text which didn't focus on lesson plan and teaching material.

Item five from the above table indicated that the English teachers were not taught students picture story from 12 days of class observation only one day (T3 at day 4). This indicates that the English teachers gave less attention to teach picture of the story to develop vocabulary.

Generally, the data show that from the above table of class observation the days given by teachers to teach vocabulary through genres of literary text were inadequate.

Item six from the above table indicated that from 12 days of class room observation the teacher's prepared additional activities of genre to teach vocabulary were only two days (T2 at day 3 and T3 at day 4). This shows that the teachers less respond to prepare new activities of literary texts for students' vocabulary practice.

Item seven the English teacher taught the word associations through literary text from 12 days of class observation only three days (T1 at day 3, T2 at day3 andT3 at day 4). This shows that the teachers gave less attention to teach word meaning by using literary text.

The item eight from above table showed that the teachers taught vocabulary by using literary texts using lesson plan and supporting material from 12 days of class observation only 4 days (T1at day2, T2 at day2 and T3 at day2 &4). This shows that the teachers gave good attention to use lesson plan and supporting material to teach vocabulary through literary texts comparing with other item listed above. But when we consider in the reality the English teachers were gave less attention to use lesson plan and teaching materials to teach vocabulary through literary texts.

Generally, classroom observations of the above table showed that the teachers gave less attention to teach vocabulary through the genres by using word meaning activities, lesson plan and supporting material.

Regarding, the item one from the above table the teachers taught vocabulary through using different strategies of vocabulary out of 12 days of class observation only one days(T2 at day4). This shows that, the teachers gave less attention to teach vocabulary through literary texts. In addition the teachers did not teach vocabulary which help students to guess the meaning of new word. Generally, three teachers observed that they did not use teaching strategies which help the students for developing vocabulary through literary texts.

Concerning item two the teachers did not ask the students to give any error correction of vocabulary by using different genres of literary texts throughout 12 days of classroom observation. This indicated that the teachers were not given any error correction for students.

Item three from above data indicated that the teachers were not taught literary text frequently for vocabulary development. This implies that teachers taught vocabulary through literary texts rarely.

Regarding item four the teacher did not identify the problems happened during vocabulary teaching through literary text. This indicates that teachers were not tried to solve the problems that happen during vocabulary lesson by using literary text.

Generally, as the data summarized from students' questionnaires and classroom observation of the above showed that teachers did not use effective strategies of vocabulary, sufficient lesson plan and supporting material and others to teach literary text to develop students' vocabulary.

4.2. Discussions

Regarding the use of literary texts in grade 11 English text book and teacher guide great emphasis were given to language skills rather than vocabulary activities. As evidence it is possible to see from content analysis which shows the focus of literary text more on language skills particularly teaching, reading, and listening skill. Lazar (1990) suggests that there might be a positive correlation between literary texts and language proficiency including vocabulary development.

As evidence from content analysis ,shows less attention was given to vocabulary development through the use of picture of the story when compared with the genres listed in student`s text book. In the same way, the result from content analysis indicates that the literary text activities given were mainly focused on language skills rather than vocabulary development.

On the other hand, when compared novel extracts with short story it get less attention in developing students` vocabulary skill. Not only this one but also the content analysis showed that when compared myth with picture of the story it is not contributes any value in vocabulary development. In short, regarding to the myths the majority of activities talk more about language skills (like reading, writing, speaking and listening skill) rather than vocabulary development. Hence, it can be deduced that the activities given for picture of story are more based on listening skill rather than vocabulary.

Besides, depending on discussion of the genres from above the textbook and teacher`s guide analysis clearly showed that the curriculum of the country gave less attention to allow teachers and student to use literary texts to develop students` vocabulary in their classrooms. Concerning this issue, Short (1986) claims that literature is complicated because there are a lot of linguistic deviations in literary genres that has led many teachers to avoid or stop using literary texts in their language classrooms.

The content analysis also informed that grade 11 text book and teacher`s guide did not well organized in terms of strategies or techniques that teachers follow to teach vocabulary through literary texts.

Students' questionnaires reveals that the role of teachers were very weak to teach students vocabulary by using different genres of literary texts, by presenting additional literary texts, monitoring students' vocabulary through literary text, by using different vocabulary activities, teaching material and lesson plan. And also the result from students' questionnaire indicated that English language teachers' did not encourage students to practice literary based activities in language classes particularly vocabulary lessons

Classroom observation also reveals that the place given for literary texts in text book is limited. Therefore, this affects the class room practices of literary activities texts in line with this idea

Classroom observation informed that the teachers (T2&T3) didn't teach vocabulary through literary texts which focused on lesson plan and teaching aid except one teacher (T1) who taught the myth that entitled 'Myth about HIV/AIDS' while he taught this myth which didn't based on clear strategy and teaching material.

The other teachers (T2 and T3) in the same day of classroom observation didn't use any literary text. They taught other language area (specifically grammar). As evidence it is possible to see from the classroom observation table (data). This implies that the majority of the teachers didn't use myth to develop students' vocabulary.

The data summarized from students' questionnaires and classroom observation showed that teachers were not using effective strategies of vocabulary, sufficient lesson plan and support material and others to teach literary text to develop students' vocabulary. .

Generally, three teachers observed that they did not use teaching strategies which help the students for developing their vocabulary through literary texts. As well as teachers gave less value to teach vocabulary through the genres by using lesson plan and support material.

Concerning this issue scholars argue that application of strategies to help students ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard- Clouston, 1997), no teacher was seen helping his/her learners.

All grade 11 English teachers Dire Bedas preparatory school were not seen presenting and managing the literary texts to develop vocabulary by using appropriate time. They spent much of the time presenting the lesson, as mentioned above, mainly through explanation. Nunan, (1991) assigns the teacher in this stage as informant, who selects the new material to be learned and presents in such a way that the meaning of the new word is as clear and memorable as possible.

Generally, from the findings of the study, all the data showed that teachers were not playing their active roles in developing students' vocabulary through the use of literary texts.

Chapter Five: Summary, Conclusion, and Recommendation

5.1. Summary

The main goal of the study was to investigate the use of literary texts in developing students' vocabulary.

In order to reach to this goal, three data gathering instruments were used. The first instrument was textbook analysis based on the vocabulary activities, different list of genres of literary texts and strategy used in text book. The second instrument was questionnaire for students to identify teachers' role, genres of literary texts, strategy, and experience of teachers towards developing students' vocabulary. Third instrument was classroom observations to find out practical activities, teachers experience towards of developing students' vocabulary through literary texts, lesson plan and supporting material used by teachers.

The findings of this research revealed that investigating the use of literary text to develop the students' vocabulary. Literary texts have a strong potential to integrate in vocabulary teaching but they stressed that it requires serious and careful planning and implementation.

All language skills (listening reading, speaking, writing, thinking skills) and language areas (vocabulary skill and grammar knowledge) can be enhanced through literary texts. To enhance the vocabulary skill the teachers and students did not prefer literature genres like short stories, poems, novel extracts, picture story, and myths. But they preferred other aspects language (grammar, language skills etc...).

Almost all teachers were never used teaching material to introduce vocabulary activities through literary texts. Vocabulary teaching by using literary texts remained impractical and teachers were mainly presenting the vocabulary activities through literary texts without students participates actively. Teachers were not taking their role as a facilitator; they rather dominate the class by taking much of the time and students were listening to the teachers' presentation.

Shortage of the clearly adopted strategy, limited vocabulary activities, lack of time to practice the use of literary texts effectively, absence of teaching material are the major factors affecting the use of literary texts in vocabulary development. For example Rodhika, O'(1991) argued that linguistic difficulties, background knowledge, and culture to interpretation of literary texts are the major difficulties in English classroom and these leads teachers to have negative attitude towards literary texts. In a related study Edmonson (1997) claimed that literary texts have a special role in language acquisition that is the use of literature to add-on students' language potential through the exposure to literary texts usually reveals discouraging result.

5.2. Conclusions

Based on the findings and the discussion presented so far, the following conclusions have been drawn:

- It is obvious that the role of English language teachers is to create the best conditions for learning. To do so, the teachers are expected to act differently in different situations.
- Concerning using literary text to develop students' vocabulary, the teachers have to play their role in all stages (method, technique, and vocabulary strategy and practice activities of different genres of literature) actively. However, all the data showed that the teachers were not playing active roles in developing vocabulary using literary text. They did not present the lessons in enjoyable, understandable, and meaningful ways.
- No maximum amount of literary texts to develop vocabulary activities practice was given to students. It could be observed from the data that teachers did not create enough opportunities for students to practice literary text to develop students' vocabulary.
- The data revealed that, the teachers were focused on doing activities in the textbook mainly through language skills rather than vocabulary skill through literary texts.
- Teachers gave less attention to do their role in giving appropriate practice of vocabulary through literary texts, supervising and monitoring the practice activities of vocabulary by using literary texts, and giving additional activities(e.g. assignment ,group work ...etc) to develop students' vocabulary through literary texts.
- The finding also showed that the only teaching material used to teach literary text to develop vocabulary was the students' textbook and teachers' guide. No teaching aids or other supplementary materials were seen being used to develop students' vocabulary.

- As the data revealed, students rarely worked in pairs or groups the activities of vocabulary through different genres of literary texts. The arrangements of the desks were not convenient for group discussions as they are not moveable. This indicates that the class size (which is more than 60 students in a class) and the uncomfortable classroom facilities might have their own contributions to ineffectiveness in teaching vocabulary using literary text.

5.3. Recommendations

Based on the drawn conclusions, the following recommendations have been made:

- Teachers should play their role in creating opportunities for developing students' vocabulary using literary texts through presenting the lessons systematically and meaningfully, providing maximum amount of practice, giving regular and frequent activities of literary text to practice vocabulary. In addition, they have to play their role in supervising, guiding, monitoring, and managing the students' learning processes of vocabulary through literary texts.
- The teachers should use different methodology, lesson plan, teaching aids, techniques, and strategies to accommodate teaching vocabulary through literary text in the favorable or arranged and organized of the classroom. The teachers could be advised the students to use group/pair work, to practice activities of vocabulary by using literary texts.
- Teachers should teach vocabulary integrative with other skills, i.e. listening, reading, speaking, and writing. Teachers have to assess their students' vocabulary skills performance continuously. The teachers should be giving clear and systematic correction to their students' errors and mistakes

- Teachers should develop vocabulary on the basis of the literary texts approach. They need to develop activities which enable the learners to use literary texts for the purposes of vocabulary develop. To do so, they have to use different activities of vocabulary through literary texts to practice by pair or group.
- The school should prepare rules of English language to create good opportunities for the teachers to teach students vocabulary by using literary texts. In addition to this, English language club should be established in the school to give chances for the students in order to use the literary text for the means of vocabulary developing.
- And also, curriculum designer of grade 11 English textbook of Ethiopia should focused on incorporating sufficient literary texts that contain enough vocabulary activities, clear strategies within the appropriate time for practicing it to develop students` vocabulary through literary text.

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Appendix: A

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4.1. Findings from content analysis (open ended questions)

1. What are the literary texts used to teach vocabulary in grade 11 textbook?

2. What genres /forms of literary texts are included in the text book to teach vocabulary?

3. How are literary texts introduced to develop vocabulary and practiced in the lesson?

4. What strategies are used in the textbook to teach vocabulary using literary text?

5. Do literary texts understandable (clearly) for the students to develop vocabulary at that level?

6. The lesson plans:

indicates how the literary texts have been used to vocabulary and for what purpose?

7. The curriculum of the country:

Allow teachers and students to use literary texts to develop vocabulary in EFL

Table 1: Literary texts provided in Grade 11 English textbook

No	Title	Genre	Lesson Section	Page No.	Length	Nature of the activities given on the textbook	Lesson
1	Anthem of Africa Union	Poem	A1.7	11	6 stanzas	More of language use E.g. reading comprehension	Reading
2	Oweka learns a lesson	Novel extract	B2.2	44	8 paragraphs	Language focus E.g vocabulary	Reading
3	Night of the Scorpion	Poem	A3.12	74	10 stanzas	Comprehending poem, word meaning/vocabulary	Reading
4	Myths about HIVAIDS	Myths	A4.7	103	10 paragraphs	Language use E.g. comprehending a text and vocabulary exercise	Reading
5	Operation Rhino	Novel extract	B5.7	138	9 Paragraphs	More of language usage E.g. vocabulary	Reading
6	Thula, Lindiwe and Crocodile	Story	A6.1	141	6 paragraphs	Analytical skill E.g. analysis of elements of story and identification of type of story.	Listening
7	Leaving Miguel Street	Story	B6.3	156	11 Paragraphs	Language focus E.g. ordering events in story and words meaning (vocabulary)	Reading
8	Acoli Cooking	Poem extract	Revision2(units 4-6)	162	7 stanzas	Comprehending poem(song)	Reading
9	The tale of tap	Story	A8.2	199	12 Paragraph	Language focus E.g. identifying tap writer and vocabulary	Reading
10	Palm leaves of childhood	Poem	Rev.3(un 7-9)	243	1 stanza	More language focus E.g. wording meaning	Reading
11	Why old woman's limps?	Poem	A10.5	252	3 stanzas	Language focus E.g. vocabulary	Reading
12	Lebna and kihel	Picture of the story	B10.4	260	6 pictures	Language focus E.g. order of picture and vocabulary	Listening

Appendix: B

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4.1. Questionnaires for students of 11th grade

4.1.1. Teachers' Role Implementation & kind of techniques used by teachers

This questionnaire is developed with the purpose of evaluating the believing of students on vocabulary by using literary text at Dire Bades preparatory school of 11 grades. Please respond by putting an(X) mark next to the item which you think best expresses your opinion. Being sincere in your responses will have a significant value for the objectivity of the study. You are assured that the responses that you give to the items in the study will be confidential and will not be used for any purposes other than the research. I sincerely thank all of you for your time and cooperation.

Instruction: Please tick the appropriate value on the scale against each item in the list below.

1=never, 2= rarely, 3= sometimes, 4= usually, 5=always.

In the following, respondents were asked to report about their teachers' role implementation & kind of technique used. Their responses are presented in the table below.

Table 2: Teacher's roles and activities to students' vocabulary through literary texts

No	Items	Never (1)	Rarely (2)	Sometimes (3)	Always (4)	Usually (5)	Total
1	How often does your English teacher:						
	1.4. Use short stories to teach vocabulary?						
	1.5. Use poems to teach vocabulary?						
	1.6. Use novels to teach vocabulary?						
	1.7. Use pictures or diagrams of stories to teach vocabulary?						
	1.8. Use myths to teach vocabulary?						
2	How of does your English teacher do the following in vocabulary teaching:						
	2.1. Arranging and organizing your group discussion on vocabulary learning through literary texts.						
	2.2. Presenting the new literary text you need to practice in vocabulary developing systematically and meaningfully?						
	2.3. Giving the students chances to participate in literary text activities to develop vocabulary?						
	2.4. Monitoring students on vocabulary developing performance through literary text.						
	2.5. Encourage you to read literary texts to develop vocabulary outside the classroom						

4.1.2. Vocabulary strategy used by teachers

Instruction: Please tick the appropriate value on the scale against each item in the list below

1= strongly disagree, 2= Disagree, 3= undecided, 4= Agree, 5= strongly agree

In the following, respondents were asked to report about the teachers kind of strategy used. Their responses are presented in the table below.

Table 4.3: Strategies used by English teachers to teach vocabulary through literary texts

No	Item	Strongly disagree (1)	Disagree (2)	undecided (3)	Agree (4)	Strongly agree (5)
1	The teacher helps the students to discover what ways of learning work best in developing their vocabulary through literary texts.					
2	The helps students' to keep on learning vocabulary development strategy through literary texts.					
3	The teacher help students for error correction(spelling).					
4	The teacher encourage you to practice vocabulary developing through literary texts .					
5	The teacher guide students to guess the meaning from context in vocabulary development through literary text.					

Appendices: C

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Classroom observation checklist

This checklist is intended to investigate the use of literary texts in developing student's vocabulary in grade 11 English language classroom of Dire Bades preparatory school. The observation will be recorded in the category of yes or no on the basis of whether or not happen in the class room.

