RESEARCH ARTICLE

SECONDARY SCHOOLS' TEACHERS' USE OF LITERARY TEXTS IN ENGLISH CLASSES AND THEIR INSPIRATION OF STUDENTS TO PRACTICE LITERARY TEXTS OF ENGLISH LANGUAGE: THREE SELECTED SECONDARY SCHOOLS IN SIDAMA ZONE, ETHIOPIA, IN FOCUS

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ARTICLE INFO	ABSTRACT
	This research was intended to explore secondary schools' teachers' use of literary texts in English classes and their inspiration of students to practice (read/listen to) literary texts of English language. To this end, a five-point scale questionnaire was used to gather data from 30 Grade 10 English language teachers of secondary schools (Yirgalem Senior Secondary School, Apposto Secondary School and Motto Secondary School) found in Sidama Zone of South Nation, Nationalities and Peoples' Regional State of Ethiopia. A semi-structured interview was also held with 6 of the teachers. Data gathered by the questionnaire was analyzed quantitatively, whereas data collected by the interview was analyzed qualitatively. The study found that the teachers hardly use literary texts in English classes and hardly inspire students to practice (read/listen to) literary texts of English language. Recommendations are made accordingly.

INTRODUCTION

Literature dates back to the ancient Greece. The early 19th century saw the emergence of American literature, with stories of Edugar Alanpoe (1908-1949). The use of literature in language teaching traces back to the 19th century, and the dominant method of language teaching was translation of literary texts into the mother tongue (Liaw, 2001). With the advent of structural approach to language teaching and popularity of direct and audio lingual method, literature was ignored and discarded from language teaching syllabus. Maley (2001) says that lack of empirical research in support of the facilitative role of literature was one of the main reasons for the negative view. However, from the middle of 1980s, the interest in the literature as a teaching resource has renewed. Literary texts and non-literary texts have differences in structure and significances they possess in language teaching. According to Kramsch (1992), there are five basic differences between literary texts and non-literary texts. The first difference is the focus they have. Literary texts focus on "How" (the way, manner, massage, or information is said),

whereas non-literary texts focus on "What" (the content of a message/information to be addressed). The second difference is language use. That is, literary language makes an artistic use of language code, whereas non-literary language makes direct literal use of the language code. The third difference is that literary language calls up on interpretation and thus possibly has multiple layers of meaning, but non-literary language is often limited to a single meaning. The fourth difference is that literary language predominantly appeals to emotions while non-literary language appeals to mind. After reading a literary text or listening to it, we will not remain in the same emotional state; getting affected our emotions, we will identify ourselves with characters we think (kind, clever, wise, brave, etc.) and speak or write what we actually feel. The final difference lies on the level of reader's/listener's participation; in a literary text, the reader/listener is a part of the text itself, whereas the reader/listener of a non-literary text is a passive receiver in most cases. Scholars state that literature plays important roles. Using literary texts in the classroom makes students explore and share their own present and past feelings and thus helps them easily master the target language (Robinson, 1982; Duff and Maley, 1990). Moreover, literature has a motivational role in learning the target language since it promotes creative writing as well as improves one's grammar, idioms, vocabulary, and comprehension skills (Icoz, 1992). It also makes students develop better attitude towards the target

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language since it enhances their literary awareness and competence in the target language. Furthermore, literature helps students master the ability of how to express their ideas differently in varied contexts (Short, 1985). The teacher needs to encourage students to practice (read/listen to) literary texts in the target language so that their competence would be improved accordingly. Asking students to relate literature to their personal life is another responsibility of the teacher. Moreover, Icoz (1992) says that the teacher needs to play the role of guiding and assisting students while they practice literature in language classroom; more importantly, he/she has to make the activities student-centered. Scholars discuss factors that affect teachers' use of literary texts in language classes. One of these factors is teachers' attitude towards literary texts. According to Belihu (1999), as teachers are models for their students, their genuine interest and heart-devotions in making their clubs a success, play a vital role in inspiring students to use literary works in language classes as well as out of classes. The other affecting factor is the structural complexity of literary texts. As Schuiz (1981) states, linguistic complexity of a text affects accessibility, comprehensibility, and pleasure of enjoying literature in a foreign language learning. That is to say, teachers need to select appropriate literary texts or discuss the difficult structures and vocabulary before asking students to read/listen to. Moreover, using literary texts in language classes is difficult where the teaching is dominated by the teacher. Exam-oriented mode of instruction is among the challenges that hamper teachers' use of literature in language classes; that is, if the instruction focuses on aspects related to examinations, teachers as well as students may not give attention to deal with literary texts. English as a foreign language has played important roles in Ethiopian education. In some regions of the country, it is taught as a subject at all levels starting from Grade 1, whereas in other regions it starts from Grade 3. In some regions, it serves as a medium of instruction starting from Grade 3, whereas in others it starts from Grade 5 and Grade 8. It serves as a medium of instruction in secondary schools all over the country and in universities. Moreover, all university students, normally in their undergraduate first year studies, take a good number of English language courses. Moreover, almost in all the universities in the country, there is a Department of English that trains students for a degree.

Statement of the Problem: Nowadays, it is a reality that most secondary schools students in Ethiopia have difficulties to effectively communicate in English. Generally speaking, students' lack of competence in English language is a very hot issue of different seminars, workshops and discussions these days. The researchers have come across a number of workshops on this issue. Moreover, it is a day-to-day compliant of English language teachers of different schools that their students are incompetent. This problem is tangible everywhere in almost all of the secondary schools. As a result, most of the time, English language teachers are forced to translate concepts and/or expressions to mother tongue/first language. As Ethiopian students learn English as a foreign language, they need greater support than students who learn English as a second language. In this regard, the teachers are more responsible than any other body; one way of helping students is inspiring them to practice reading/listening to literary texts in the target language. In relation to this idea, Basnet (1993) states that literature should be a part of every days second/foreign language learning. Discussing the role of literature in foreign language teaching, Brumfit (1985) says

that literature provides us with a convenient source of content for a foreign language course. He adds that literature can be a rich and wide appealing source of reading. In Ethiopian context, when students are poor at English language, they face challenges in their learning. As English is a medium of instruction for most of the subjects/courses, it would be difficult for them to understand concepts they learn. It could be possible to say that most students' English language competence is poor because their teachers do not use literary works in their teaching of the language; the fact that literature is believed to have a significant role in language teaching and learning, it is reported that teachers hardly consider it as a good resource of teaching material. Brumfit and Carter (1986) discuss that there is a problem in using literature in language teaching; that is, most of the language courses in schools give less attention to literature. It seems in Ethiopian secondary schools too that much of the English language classes are spent on non-literary works. It is argued that many of the English language teachers hardly practice let their students in this regard; however, there is no scientific study conducted to explore why this is so. English language teachers, as the researchers' thoughtful observation shows, spend much of the classroom time on grammatical tasks; it is possible say that they do not inspire students to practice (reading/listening) literary texts. As a result, students are not well aware of the advantages of reading and listening to literary texts (poems, stories, riddles…) of the target language (English in our case). Scholars, however, state that grammatical competence by itself has nothing to do with overall language competence without the involvement of literary works in language teaching. According to Culler (1995, p. 80), "effective readers of literary texts possess literary competence in that they have an implicit understanding of, and familiarity with, certain language conventions." As far as the researchers' knowledge is concerned, nobody has conducted a study, particularly in Ethiopian context, in order to explore secondary schools teachers' use of literary texts in English classes and their inspiration of students to practice (read/listen to) literary texts of English language. Hence, this study was meant to explore this matter with particular reference to three secondary schools in Sidama Zone, Ethiopia.

Objectives of the Study

This research was meant to explore whether or not secondary schools' teachers:

- Use literary texts in English classes;
- Inspire students to practice (read/listen to) literary texts of English language.

Research Questions
This study had the following research questions:

- Do secondary schools' teachers use literary texts in English class?
- Do secondary schools' teachers inspire students to practice (read/listen to) literary texts of English language?

METHODS AND MATERIALS

Research Design: In order to achieve the objectives of this study, descriptive research design was employed. Quantitative

data was obtained by a five-point scale questionnaire, and qualitative data was collected by a semi-structured interview; the data gathered were analyzed quantitatively and qualitatively; thus, this study employed a mixed-methods design.

Study Setting and Sampling Techniques: There are two secondary schools in Yirgalem Town, Sidama Zone, namely Yirgalem Senior Secondary School and Apposto Secondary School. There is one secondary school, namely Motto Secondary School, which is 7 kilometers away from the town. Yirgalem Senior Secondary School is one of the oldest schools in Ethiopia. It was established in 1952. The school has Grades 11 and 12 (preparatory classes) and Grades 9 and 10. Unlike this school, the other two schools, Apposto Secondary School and Motto Secondary School, are young with very few teachers. The above three secondary schools were purposefully chosen for the study as it was felt that they are convenient to find people who would cooperate during data collection. The total number of the English language teachers of the three schools was 30 (14 at Yirgalem Senior Secondary School, 9 at Apposto Secondary School & 7 at Motto Secondary School). All of them were included in the study since it is manageable. This type of sampling is known as availability sampling.

Instruments of Data Collection: A five-point scale (always-usually-sometimes-rarely-never) questionnaire and a semi-structured interview were prepared in English language based on the objectives of the study. The questionnaire included a cover page which discusses the purpose of the questionnaire and asks the participants to read the items carefully and respond honestly. The researchers' most senior colleagues were requested to comment on the questionnaire. Moreover, Cronbach's alpha was computed to examine the reliability of the items of the questionnaire and it was revealed that the items were reliable (alpha value ≥0.78). Cronbach's alpha was employed because the questionnaire has a five-point scale. The interview was intended to collect data that might not be obtained by the questionnaire since the questionnaire was close-ended. A semi-structured interview was chosen on account of its obvious advantages. In order to make the interview elicit adequate and relevant data, the researchers' most senior colleagues were requested to comment on the items.

Procedures of Data Collection and Methods of Data Analysis: The purpose of the questionnaire and interview was briefly explained to the study participants. Moreover, the participants received orientation on how to fill in the questionnaire and express their opinions. For the interview, among teachers who had filled in the questionnaire, 6 teachers were selected randomly by drawing lots. The interview sessions were interactive and tape-recorded. Data obtained by the questionnaire was analyzed quantitatively. That is, firstly, two tables for the two specific objectives of the study were drawn. Secondly, similar responses were counted and frequencies were put under each column of the table. Thirdly, the numbers were changed to percentage. Lastly, discussions were made and implications were drawn based on the responses of the majority of the respondents. Data collected by the interview was analyzed qualitatively. To this end, first, data was transcribed. Then, discussions were made based on the major themes (the two specific objectives) and general implications were drawn based on the responses of the majority of the interviewees.

RESULTS AND DISCUSSION

Table 1 below shows the results of the questionnaire on teachers' use of literary texts in English classes. To Item number 1, 1 (3.3%) of the respondents replied that she always uses English literary texts to teach English; 3 (10%) of the respondents said that they usually use literary texts to teach English; the other 10 (33.3%) of the respondents replied that they sometimes use literary texts in teaching English. It is also depicted that 15 (50%) of the respondents rarely use literary texts, whereas the remaining 1 (3.3 %) of the respondents responded that he never uses literary texts in teaching English. This shows that the majority of the teachers do not use literary texts in teaching English. To the second item, equal number of respondents, 3 (9.9%), replied that they 'always' and 'usually' give class works on literary texts. The other 10 (33.3%) of the respondents said that they sometimes give class works on the issue, whereas 8 (26.6%) of the teachers said that they rarely do that and the remaining 6 (20%) of them answered that they never give class works of literary texts. This implies that less class works are given on literary works. In reply to Item 3, none of the respondents said that she always asks students to make summary of literary texts. The other 4 (13.3%) respondents responded that they usually ask their students to write summary of literary texts; 10 (33.3%) of the respondents replied that they sometimes do that. On the other hand, 8 (26.6%) of the respondents rarely ask their students to write summaries after reading/listening to literary texts; the remaining 8 (26.6%) of them said that they never ask their students to do that. Based on this result, it can be said that the teachers hardly ask students to make summary of literary works.

Item 4 asked the respondents whether or not, in order to help students effectively understand literary texts, they read literary texts found in the textbook and teacher's guide before they go to the classroom. To this item, 2 (6.6%) of them replied 'always'; 5 (16.6%) of them responded 'usually'; 15 (50%) of them said 'sometimes' and 6 (20%) of the respondents replied 'rarely'; the remaining 2 (6.6%) respondents said 'never'. Regarding the fifth item, the above table 1 shows that 2 (6.6%) of the respondents always give students some background of the literary texts before they ask students to read and listen to the literary texts. Equal number of respondents (6, 20%) 'usually' and 'sometimes' give students some background on the literary texts before they ask them to read/listen, whereas equal number of respondents (8, 26.6%) 'rarely' and 'never' do that. To Item 6, 3 (9.9%) of the respondents replied that they always select additional literary texts to help students learn English through that, whereas 5 (16.6%) of the teachers do that sometimes; 12 (40%) of the respondents replied that they do that rarely; the remaining 10 (33.3%) of the respondents said that they never use additional literary texts to help their students work on that. These results show that literary texts are not practiced in English classes. To Item 7, 2 (6.6%) of the respondents replied that they always follow up students' work of literary texts in the classroom and assist them. The other 4 (13.3%) of them said that they usually follow up and assist their students in this regard; equal number of respondents, 8 (26.6%), said 'sometimes', 'rarely' and 'never' in this regard. According to this result, the students do not get assistance from their teachers on literary works. Regarding the eighth item, 2 (6.6%) of the respondents replied that they always teach grammar in the context of literary texts, whereas 4 (13.3%) and 6 (20%) of the teachers said that they

Table 1. Results on Teachers' Practices of Using Literary Texts in English Classes

№	Items	Responses				
		Always	Usually	Sometimes	Rarely	Never
1	I use literary texts in teaching English.	1 (3.3%)	3 (9.9%)	10 (33.3%)	15 (50%)	1 (3.3%)
2	I give class works on issues related to English literary texts.	3 (9.9%)	3 (9.9%)	10 (33.3%)	8 (26.6%)	6 (20%)
3	I ask my students to read English literary texts and summarize them in their own words.	0 (%)	4 (13.3%)	10 (33.3%)	8 (26.6%)	8 (26.6%)
4	I read the literary texts found in the English textbook and teacher's guide and help students understand them.	2 (6.6%)	5 (16.6%)	15 (50%)	6 (20%)	2 (6.6%)
5	Before students read/listen to English literary texts, I give them some background of the texts.	2 (6.6%)	6 (20%)	6 (20%)	8 (26.6%)	8 (26.6%)
6	I search English literary texts out of textbook and teacher's guide and help students work on them.	3 (9.9%)	0 (%)	5 (16.6%)	12 (40%)	10 (33.3%)
7	I follow up students' work of English literary texts in the classroom and assist them.	2 (6.6%)	4 (13.3%)	8 (26.6%)	8 (26.6%)	8 (26.6%)
8	When I teach English grammar, I teach in the context of literary texts.	2 (6.6%)	4 (13.3%)	6 (20%)	11 (36.6%)	7 (23.36%)
9	I use literary texts to teach the English language skills, vocabulary, pronunciation and the like.	2 (6.6%)	6 (20%)	10 (33.3%)	12 (40%)	0 (%)
10	I use literary texts to teach the productive skills (writing and speaking) of the English language.	2 (6.6%)	4 (13.3%)	9 (30%)	13 (43.3%)	2 (6.6%)

Table 2. Results on Teachers' Inspiration of Students to Practice Literary Texts

№	Items	Responses				
		Always	Usually	Sometimes	Rarely	Never
1	I help students to access appropriate English literary texts from different sources.	4 (13.3%)	4 (13.3%)	8 (26.6%)	10 (40%)	4 (13.3%)
2	I encourage students to attend radio/television programs in English for literary works like poems, stories etc.	0 (%)	6 (20%)	10 (40%)	10 (40%)	4 (13.3%)
3	I encourage students to ask questions whenever they face problems regarding English literary texts.	6 (20%)	6 (20%)	6 (20%)	8 (26.6%)	4 (40%)
4	I help students to access appropriate English literary texts from different sources.	0 (%)	2 (6.6%)	10 (40%)	16 (53.3%)	2 (6.6)
5	I adapt literary texts to suit students' background knowledge, interest, age etc. and inspire them to read and listen to that.	0 (0%)	4 (13.3%)	10 (40%)	8 (26.6%)	8 (26.6%)
6	I ask students to join school clubs like ELIC where they can get literary works.	0 (%)	3 (9.9%)	12 (40%)	8 (26.6%)	7 (23.3%)
7	I inspire students to re–tell stories they read and listen to in English.	1 (3.3%)	4 (13.3%)	7 (23.36)%	11 (36.6%)	7 (23.36%)
8	I asses students' attitude towards English literary works in different ways.	0 (%)	2 (6.6%)	5 (16.6%)	13 (43.3%)	10 (40%)
9	I strive to improve students' attitude towards English literary works.	3 (9.9%)	3 (9.9%)	8 (26.6%)	11 (36.6%)	5 (16.6%)
10	I aware students about the advantages of reading and listening to English literary texts.	2 (6.6%)	2 (6.6%)	9 (30%)	9 (30%)	8 (26.6%)
11	I use English literary texts for assessing my students' performance.	1 (3.3%)	5 (16.6%)	8 (26.6%)	8 (26.6%)	8 (26.6%)
12	I ask my students to perform assignments or issues related to English literary works.	0 (%)	3 (9.9%)	11 (36.6%)	12 (40%)	4 (13.3%)
13	I ask students to write their own poems, stories, proverbs, etc. in English.	4 (13.3%)	5 (16.6%)	8 (26.6%)	10 (40%)	3 (9.9%)

do that 'usually' and 'sometimes' respectively. On the other hand, 11 (36.6%) of the respondents replied that they rarely use literary texts in teaching grammar; the remaining 7 (23.3%) respondents said that they never do that. In response to Item 9, 2 (3.3%) of the respondents answered that they always use literary texts to teach English vocabulary, pronunciation and skills. The other 6 (20%) of them replied that they usually use literary texts to teach different language skills, and 10 (33.3%) of the respondents responded that they sometimes use literary texts to teach that. The remaining 12 (40%) of them replied that they rarely use literary texts to teach the language items and skills. This implies that the teachers' use of literary works in English classes as a good context is less. To the last item, 2 (6.6%) of the respondents responded that they always use English literary texts to teach the productive skills (writing and speaking), whereas 4 (13.3%) of the respondents replied that they usually do that. The other 9 (30%) of the respondents replied that they sometimes use English literary texts to teach these.

On the other hand, 13 (43.3%) of them replied that they rarely use English literary texts as contexts to teach these skills; the remaining 2 (6.6%) of the respondents said that they never do that. Based on this result, it is possible to say that the teachers do not use English literary texts as important contexts in teaching the productive skills. As the responses of the majority of the respondents show, it is possible to conclude that the teachers' practice of literary texts in English classes is insignificant; the majority of the teachers do not give attention for the literary works in their teaching of the English language. This result corresponds with the findings of studies conducted before, such as Corter (1987) and Carete (1986). The interviewees' responses to each of the interview items match with the respondents' replies to the questionnaire items. Besides, the interviewees stressed that the teachers should continue using English literary texts in teaching the English language although students may not be as such interested in that. As a result, this would make students model their teachers and use English literary texts to improve their English

language skills. Table 2 above shows the results of the questionnaire on the teachers' inspiration of students to read or listen to English literary texts. Accordingly, to Item 1, 4 (13.3%) of the respondents replied that they always help their students to access appropriate English literary texts from different sources, and 4 (13.3%) of the respondents said they usually do that. The other 8 (26.6%) teachers replied they sometimes motivate their students in this regard. On the other hand, 10 (33.3%) of the respondents replied that they rarely advise their students to access appropriate English literary texts from different sources, and the remaining 4 (3.30%) of them said that they have never advised their students to do that. This implies that the teachers hardly inspire students to access appropriate English literary texts from different sources. To the second item, 6 (20%) of the respondents replied that they usually encourage students to attend radio/television programs in English for literary works like poems, stories etc; ten (33.3%) of them sometimes encourage their students to do that. The other 10 (33.3%) of them replied that they rarely encourage students to attend radio/television programs in English for literary works like poems, stories etc, and the remaining 4 (13.3%) of them never encourage students in this regard. To Item 3, 6 (20%) of the respondents replied that they always encourage students to ask questions whenever they face problems regarding English literary texts, and the other 6 (20%) of the teachers usually do that. It is also indicated that 6 (20%) of the respondents replied that they sometimes encourage students to ask questions whenever they face problems regarding English literary texts; 8 (26.6%) of the respondents responded that they rarely do that, whereas the remaining 4 (13.3%) of the teachers reported that they have never do that. This shows that the majority of the teachers hardly encourage students to ask questions whenever they face problems regarding English literary texts.

In reply to the fourth item, 2 (6.6%) of the respondents said that they usually help students to access appropriate English literary texts from different sources; 10 (33.3%) of them do that sometimes. On the other hand, 16 (53.3%) of the teachers responded that they rarely help students to access appropriate English literary texts from different sources, and the remaining 2 (6.6%) teachers replied they never do that. To Item 5, 4 (13.3%) of the respondents replied they usually adapt literary texts to suit students' background knowledge, interest, age etc. and inspire them to read and listen to that; 10 (33.3%) of the teachers do that sometimes. On the other hand, 8 (26.6%) of the respondents replied they rarely adapt literary texts to suit students' background knowledge, interest, age etc. and inspire them to read and listen to that, and the remaining 8 (26.6%) of the respondents said that they never do that. Thus, the teachers do not give attention to adapt literary texts to suit students' background knowledge, interest, age etc. and inspire them to read and listen to that. To the sixth item, 3 (9.9%) of the respondents replied that they usually ask students to join school clubs like ELIC where they can get literary works, whereas 12 (40%) of the respondents said that they do that sometimes. The other 8 (26.6%) teachers responded that they rarely ask students to join school clubs like ELIC where they can get literary works, whereas the remaining 7 (23.3%) respondents never do that. To Item 7, 1 (3.3%) of the teachers responded that he always inspire students to re–tell stories they read and listen to in English, and 4 (13.3%) of the respondents replied that they usually do that. The other 11 (36.6%) respondents replied that they rarely inspire students to re–tell stories they read and listen to in English, and the remaining 7

(23.3%) teachers replied that they never do that. In reply to Item 8, 2 (6.6%) of the respondents replied that they usually assess students' attitude towards English literary works in different ways, whereas 5 (16.6%) of the respondents replied that they sometimes assess that. The other 13 (43.3%) of the respondents rarely assess students' attitude towards English literary works in different ways; the remaining 10 (30%) respondents replied they never assess that. To the ninth item, 3 (9.9%) of the teachers said that they always strive to improve students' attitude towards English literary works; the other 3 (9.9%) respondents said that they usually do that. On the other hand, 8 (26.6%) of the respondents replied they sometimes strive to improve students' attitude towards English literary works, whereas the other 11 (36.6%) respondents replied that they rarely do that and the remaining 5 (16.6%) respondents responded that they never do that. Thus, it is possible to say that many of the English language teachers do not strive to improve students' attitude towards English literary works. To the tenth item, 2 (6.6%) of the respondents replied that they always aware students about the advantages of reading and listening to English literary texts, and the other 2 (6.6%) respondents replied that they usually aware students in this regard. Table 2 also shows that 9 (30%) of the respondents sometimes aware students about the advantages of reading and listening to English literary texts and the same number of respondents, 9 (30%), rarely do that; the remaining 8 (26.6%) teachers never aware students about the advantages of reading and listening to English literary texts. This shows that the teachers play insignificant role to aware students about the advantages of reading and listening to English literary texts. In reply to Item 11, 1 (3.3%) of the respondents replied that she always use English literary texts for assessing students' performance, and 5 (16.6%) of the teachers replied that they usually do that.

The table also shows that equal number of respondents, 8 (26.6%), sometimes and rarely use English literary texts for assessing students' performance, whereas the remaining equal number of respondents, 8 (26.6%), never does that. It can be concluded that the teachers play insignificant role with regard to using English literary texts for assessing students' performance. Regarding the twelfth item, the table depicts that 3 (9.9%) of the respondents usually ask their students to perform assignments or issues related to English literary works, whereas 11 (36.6%) of the teachers do that sometimes. The other 12 (40%) of the teachers rarely ask their students to perform assignments or issues related to English literary texts, and the remaining 4 (13.3%) respondents never do that. This shows that the teachers play insignificant role as to asking their students to perform assignments/issues related to English literary texts. Regarding the last item, Table 2 depicts that 4 (13.3%) of the respondents always ask their students to write their own poems, stories, proverbs, etc. in English; 5 (16.6%) of the teachers usually do that. It is also depicted that 8 (26.6%) of the teachers said that they sometimes ask their students to write their own poems, stories, proverbs, etc. in English, and the other 10 (33.3%) of the teachers replied that they rarely do that whereas the remaining 3 (9.9%) of the respondents replied that they never do that. Based on this result, it can be said that most of the teachers do not ask their students to write their own poems, stories, proverbs, etc. in English. As the results of the questionnaire reveal, it is possible to say that the teachers hardly inspire students to practice (read/listen to) literary texts of English language. This result is consistent with the results of the interview. The interviewees'

responses to each of the interview items correspond with the teachers' responses to the questionnaire items. Moreover, the interviewees stressed that the teachers should inspire students to use English literary texts as frequently as possible. They added that, to this end, the teachers should aware students about the role of English literary texts in improving students' English language skills, ask them to perform assignments/issues related to English literary works and strive for the betterment of students' use/practice of English literary texts.

Conclusions and Recommendation

Based on the findings, the following two general conclusions are drawn; that is, this study concludes secondary schools' teachers hardly:

- Use literary texts in English classes;
- Inspire students to practice (read/listen to) literary texts of English language.

Accordingly, recommendations are made. That is, secondary schools' teachers should give attention to:

- Use English literary texts as needed in teaching the English language in order to improve their students' English language skills;
- Inspire students to use English literary texts as frequently as possible. To this end, the teachers should aware students about the role of English literary texts in improving students' English language skills and they should ask students to perform assignments or issues related to English literary works;
- Strive for the betterment of students' use/practice of English literary texts.

Moreover, concerned stakeholders, namely parents and secondary schools' principals/managers should give attention to inspire students to use/practice (read/listen to) literary texts in general and English literary texts in particular as frequently as possible. Lastly, a study should be conducted to explore factors that are hampering secondary schools' teachers' use of literary texts in English classes and their inspiration of students to practice (read/listen to) literary texts of English language.

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