

**A COMPARATIVE STUDY OF TEACHERS' AND STUDENTS'
PERCEPTIONS REGARDING USE OF ENGLISH LITERATURE IN
ENGLISH LANGUAGE CLASS**

ABDUL MAJID KHAN RANA

Ms in Applied Linguistics

080384005

Thesis submitted in partial fulfillment for the degree of MS in Applied Linguistics

School of Social Sciences and Humanities

University of Management and Technology, Lahore

Certificate of Approval

The dissertation entitled “A Comparative Study Of Teachers’ And Students’ Perceptions Regarding Use Of English Literature In English Language Class” has been accepted in partial fulfillment of the requirement for the degree of MS Applied Linguistics by School of Social Sciences and Humanities, University of Management and Technology.

Mr. Nazir Ahmed Malik
Assistant Professor

Supervisor

Professor Dr, Kamal ud Din

External Examiner

Dr. Muhammad Zafar Iqbal

Professor and Dean

Date: _____

Abstract

Most teachers consider literature as an independent subject with no relation with language learning. This view is based on narrow concept of language teaching and learning. There are undeniable benefits that a language learner can gain from the inclusion of literature in language teaching and learning. Language teaching through literature based on the views that literary works can give student intellectual pleasure. It has the power to motivate students to learn a language they might not lean otherwise. Literature is rapidly available and applicable to a wide range of learners. Different genres e.g poetry and fiction are good starting place because the language is more concise, pure, abstract, and beautiful then in drama. Pomes are easily memorized and will encourage student to use and consider the language in unfamiliar ways, and teach beautiful turns of phrase not available in any other text. Literature is intellectually stimulating because it allows a reader to imagine worlds they are not familiar with. In order to understand, the learner will create their vision of what writer is saying. In this sense, the learners becomes performers in the communicative events as they read. Short stories with various themes are also appropriate instructional materials because they are in prose that is close to everyday usage, are of a suitable length, can acquaint students with the variety of themes, and provide models of a variety of language style. This study investigate and analyzed the extant and importance of literary discourse in English language teaching and learning. A 5 point likert scale questionnaire, based on the findings from literature review, was distributed among university students and teacher of elt, literature and linguistics classes to find out their perceptions about using literary text in an English language class. Result of data analysis showed positive attitude and opinion of the respondents towards using literature in language class.

CONTENTS

Chapter	Topics	Page No.
I	INTRODUCTION	1
	1.1 Background	2
	1.1.1 Recent Trends	3
	1.1.2. Teaching English Language through Literature: Curriculum Development	3
	1.1.3 Book Selection Criteria	4
	1.1.4 Teaching Strategies	4
	1.2 Purpose of the Research	5
	1.3 Statement of the Problem	6
	1.4 Objectives of the Research	6
	1.5 Research Questions	6
	1.6 Significance of Research	7
	1.7 Research Methodology	7
	1.8 Limitations of Research	8
II	LITERATURE REVIEW	9
	2.1 Credentials of Native and Non Native Speakers	12
	2.2 Native English Speakers Are Better Is A “Myth”	12
	2.3 Language Accents	13
	2.4 Facts about Non-Native English Students	13
	2.4 Facts about Non-Native English Teachers	14
	2.6 English Institute Is a Big Business And Getting Bigger	15
	2.7 Advantages Of English Native Teachers And Non – Native Teachers	16
	2.8 Advantages Of Native Speaker	16

	2.9 Advantages of Non-Native Speakers	16
	2.10 What Comprises A Good Teacher?	17
	2.11 Psychological Elements and Personality	17
III	RESEARCH METHODOLOGY	18
	3.1 Need Analysis	19
	3.2 Language Needs:	20
	3.3 Learners' Needs	20
	3.4. A Contemporary Concept of Needs Analysis	21
	3.5 Population	22
	3.6 Sample	22
	3.7 Research Tool	22
IV	DATA ANALYSIS	23
	4.1 Descriptive Analysis Of Questionnaire	23
	4.2 Statistical Data Analysis Using One-Sample Statistics	62
	4.3 Qualitative Analysis of the Interviews	64
V	SUMMARY, FINDINGS, CONCLUSION, RECOMMENDATIONS	70
	5.1 Summary	70
	5.2 Findings And Conclusions	70
	5.3 Recommendations	71
	Bibliography	72
	Annexure I	
	Annexure II	

List of Tables

Sr.	Table	Page No.
1.	Cross cultural under standing	23
2.	Rich source of culture	25
3.	Under standing of life	27
4.	Emotions in the language	29
5.	Mature thinking	31
6.	Creative use of language	33
7.	Imaginative ability	35
8.	Communicative use of language	37
9.	Varied context	39
10.	Contextual use	41
11.	Refined tool	43
12.	Grammatical structure	45
13.	Critical writing	47
14.	Language skills	49
15.	Spoken discourses	51
16.	Better understanding	53
17.	Interest of learners	55
18.	Vocabulary importance	57
19.	Authentic language	59
20.	Entertainment	61
21.	One sample statistics	62
22.	One sample t-test	63

List of Figures

Sr.	Figure	Page No.
1.	Cross cultural under standing	24
2.	Rich source of culture	26
3.	Under standing of life	28
4.	Emotions in the language	30
5.	Mature thinking	32
6.	Creative use of language	34
7.	Imaginative ability	36
8.	Communicative use of language	38
9.	Varied context	40
10.	Contextual use	42
11.	Refined tool	44
12.	Grammatical structure	46
13.	Critical writing	48
14.	Language skills	50
15.	Spoken discourses	52
16.	Better understanding	54
17.	Interest of learners	56
18.	Vocabulary importance	58
19.	Authentic language	60

CHAPTER I INTRODUCTION

English Literature is a powerful resource for teachers to use as a focus for English language teaching, for teaching English Language and to attain the proficiency level in the beginning, teachers can use literature as a role model and they should design their syllabus according to Literature.

In the previous years the participation of English Literature is very important in teaching English Language. The English literature proves to be a very authentic text support for English Language Teaching. Teaching English Language through English Literature is a famous technique, by using English Literature as a teaching Language tool, we not only teach basic English language skills (i.e. reading, writing, listening and speaking) but also language areas (i.e. vocabulary, grammar and pronunciation). Even Teachers can also assign different activities of translating drama, short stories and poetry as a language teaching tool to their students. They can translate into mother tongue from target language

According to researcher's view literature has certain reasons to be used in an English Language Teaching class room which are as following.

Valuable Authentic Material

Cultural Enrichment.

Language Enrichment

Personal Involvement

Universality

Non-triviality

Personal Relevance

Variety

Interest

Economy and Suggestive Power

Fascination

Enjoyment

Indisputably, literature is a worthwhile subject which deserves a lasting place in the curriculum of English language teaching .It provides us much pleasure and enjoyment. It is also useful tool for developing language skills and transmitting culture. As the student will be more lose to the English Culture the better, he will learn the English Language. So need of the time is to develop such strategies and curriculum for English Language Teaching, which should be culturally and linguistically rich. Cultural and Linguistic enrichment is only possible through English Literature.

1.1. Background

In context of Pakistan, English Language is a Colonial Heritage. It being Second Language many students could not develop a complete familiarity with its nuances rather students remain conscious about its use for professional and personal purposes. Intellectual exploration into the cause of inability to use English Language as native Language may lead to the view that there has been some flaw in the mechanism through which students have been taught this language from Primary level to Masters.

One of those flaws felt by the researcher is the artificial segregation between English Language and English Literature. The learning of English Language without developing awareness to the culture of the Language may deprive learners of the opportunity to be its proficient user. Literature helps students connect to other cultures. Literature is a rich source to visit many places and cultures; it also shows the difference among different people of the world. With these differences, it also attempts to show the commonalities among the cultures. Understanding of English culture might be provided if students might have come in contact with the literature in English, and if they might have absorbed language through Literature rather than learning it through isolated fragments of English Language.

This notion is further strengthened when students confront the same problem from another view point – a teacher’s view point. In the case of local students, it has been observed that if the students are brought closer to the cultural aspect of English Language, they develop both: better understanding of and interest in the target Language. The fact that in most of the institutions the students are supposed to study

English Literature produced by the writers of diverse cultures. It makes the prospect of cultural harmony brighter among the students.

Curriculum Development can be expressed as the system through which a teacher teaches and student learns in the class room. It is also a course of study of different school programs that what they teach in their class rooms. The curriculum is approved by the different federal, provincial and administrative school systems

1.1.1 Recent Trends

In the era between 1990 to 1995, the people of English start paying attention to focus on 21st century schooling. Clamour about Canada's continued competitiveness in the global economy of education, funded by international studies comparing performance of students from Canada unfavorably to other modern countries, and by perceptions of exceptionally high student failure rates, was a major impetus for reform efforts.

1.1.2. Teaching English Language through Literature: Curriculum Development

The amalgamation of age- and language-appropriate thematic literature into the early youth curriculum can arouse content-based academic learning for English language learners (ELLs). This systematic approach is particularly beneficial to young ELLs ages 4 through 9 because it provides backdrop knowledge and cultural information along with opportunities to listen and talk, and talk with carefully crafted language in thematic and story contexts.

It also develops literacy in an engaging and playful context. For example, a well-chosen picture book can provide a meaningful focus for developing reading skills such as vocabulary and comprehension, as well as an awareness of sounds and sound-letter relationships (Smallwood, 1998). While this careful introduction to reading is important for all children in Grades pre K-4.

1.1.3 Book Selection Criteria

Book selection is critical and important because all the teachers must have a strong imagination and perception to choose the book. He must have following points in his mind while selecting a book.

- 1) Does the book help meet curricular objectives or enhance the thematic units being studied? Dickson's (2001) research confirms that preschool teachers often select stories that are connected to classroom themes. This connection is especially important for ELLs, who benefit from reinforcement of a topic.
- 2) Is the book's content appropriate to the children's age and intellectual level? Books should be developmentally and content appropriate for young ELLs, many of whom have had limited exposure to books or to English.
- 3) Does the book use language that is at or slightly above the level of the learners? Both the amount of text and the level of complexity should be considered, and the level of grammatical difficulty should increase in alignment with the students' level of aural comprehension.
- 4) Does the book contain repeated, predictable language patterns? Such patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.
- 5) Are there clear illustrations that help tell the story? Teachers depend on pictures to explain new vocabulary and to hold the attention of the young learners. Photographs can capture hard-to-explain emotions, such as curiosity and excitement. When the teacher and student do not share a language, illustrations are often the most critical book selection criterion.
- 6) Will the book add to the collection of bilingual and multicultural books in the classroom that represent the diverse languages and cultures of the children? Hearing their native language or about their home culture boosts ELLs' self-esteem and provides opportunities for enhancing literacy skills in both the native language and English.

1.1.4 Teaching Strategies

A language teacher must work on the imagination of the learner. Unless a teacher is successful in instigating the imagination of the learners of L2, the learners

cannot develop ability to think about the objects so far unknown to him. Hence, teaching language is a two-forked process:

- to make the objects part of the learner's imagination
- to relate words to the objects

To attain both the objectives, a class strategy, "Suspension of Disbelief" is required. This **Coleridgean** term implies that a teacher creates an imagined world inside the classroom. The learners get involved in the dream world of the imaginary story. They not only think about the objects but they also to recognize the words that describe those objects. By sharing the same "dream world" the learners enter into a democratic learning atmosphere.

1.2 Purpose of the Research

The purpose of this research is to suggest and devise the textual strategies required for imparting English language and its tools to students, through English literature. English Literature is a definite medium for teaching English Language to the students of all the levels. It is important however to develop relevant strategies to make the learners construct proper English Language Structures. For the said relevant strategies, course designing is a pre-emptive. In each genre of English Literature we find emphasis upon a certain figure of speech. Now it is up to a course designer how does he enhance the probability of the learning by the student with reference to all of the figures of speech?

In the case of many non native institutions, it is observed that language teaching is supposed to be an area of study distinct from literature. Consequently the students who are already proficient in English Language take up English Literature. Those who are interested in studying English Literature cannot do so unless they prove their beforehand grip over English Language. This common course of action however should be discouraged. Need of the time is, to introduce the trend wherein English Literature should be fused with English Language at institutional and Departmental levels. The development of this consciousness that teaching English Language is possible only through English Literature would be one of the objectives of my study. For that

objective I would be recommending some new methodologies based upon my practical experience in classroom situations.

1.3 Statement of the Problem

The study tries to investigate teachers' and students' perceptions regarding the use of English Literature in English language class.

1.4 Objectives of the Research

The Research aims to:

- Develop relevant strategies to make the learners construct proper English Language Structures.
- Develop a consciousness that teaching Language is effectively possible through Literature.
- Explore the trans-cultural approach among students
- Identify the opinions of students regarding advantages of using English literature in a Language class
- Develop intercultural understanding and inter-communal harmony among the students.

1.5 Research Questions

The Research attempts to answer the following questions:

- Why Language Skills should be taught through literary texts?
- What do students of Literature and Language think about using literature for language teaching?
- What are the views of teachers of English Language and Literature regarding use of literary text in English language class?
- How Literature can serve as a representative artifact of a particular culture?
- What is the relationship between Literature, Culture and Language?
- How the process of Language-Learning in fact is the process of Culture-Learning?

- What should be the preliminary paradigms for the formation of Literature based Curriculum for English Language Teaching?
- What should be the real learning and teaching context within which the devised Curriculum may be implemented?

1.6 Significance of Research

The results and findings of the Research will be used to:

- Set guidelines for English language Curriculum developers
- Develop sophisticated reading-comprehension skills and build a solid vocabulary base.
- Provide content selection criteria for language teachers
- Enable students to attain fluency and competency in oral and written communication through literature.
- Enhance critical and analytical thinking skills through exposure to challenging and stimulating literature.
- Sensitize students to relate to significant political, scientific, social, and moral issues frequently raised in literature.
- Assist students to aspire to become productive members of society by exposing them to literature that will encourage them to build positive character traits.
- Imbue students with an overall sense of English Language and recognition that Language and Literature are inextricably intertwined.

1.7 Research Methodology

Both qualitative and quantitative Research paradigms will be applied. The comments and guidance of the experts in the field of Syllabus Designing will be included in the research. methodology. Data will be collected from randomized sample taken from ELT, Linguistics and Literature students. The data gathered from all the sources (In the form of questioners) will be subjected to analysis through descriptive analysis techniques and t-test by using SPSS (Statistical Package for Social Sciences Students). The conclusions from the analysis will be used to analyze the previously

formed Syllabi for the English Language Classes. Based upon this analysis, the parameters for the formation of a new Syllabus will be drawn.

1.8 Limitations of Research

The research is limited to:

- Collection of data from English Language and Literature students and teachers only
- Students enrolled in 16 years degree and four years honours degree programmes with major in English language and literature.
- Six chartered / degree awarding and public universities and colleges of Lahore

CHAPTER II LITERATURE REVIEW

Literature has been known as helpful to educational, logical, cultural, and linguistic learning (McKay, 1982; Oster, 1989; Sage, 1987; Spack, 1985). In L1 context, educators, especially whole language advocates, have recommended the use of literature and authentic materials (e.g. Goodman, 1992; Harste, Woodward, & Burke, 1984). At schools, literature is not only operated as a sensible vehicle for teaching reading and writing, but also as a powerful way of knowing about yourself and the world around. There are so many teachers seeing its profit for students and so much observed and anecdotal documentation verifying its positive results (Rudman, 1993; Smallwood, 1996).

Palardy (1997) states that through literature, student readers “will have the opportunity to develop insights and understandings of the cultures and people of the world; to develop their imagery and visualisation abilities; and to gain new perspectives by testing their ideas with those found in books” (p. 67). Likewise, Root (1971) maintains that literature helps the readers better understand themselves, their world, and the aesthetic values of the written text. L2 researchers and practitioners who seek communication as the primary goal of instruction also encourage the use of literature. Sage (1987) argues that literature represents various uses of the language, conventional and literary, displays a broader range of communication strategies than any other single language teaching. This is amazing! I said it to myself sarcastically, while I was sitting on my laptop and browsing some of ESL jobs around the world. It was shocking for me at the same time it sounded funny that most of the countries were only asking for native English speakers, for example this advertisement stated the names of few native English countries and further added, if you belong to any of these English native countries come and join us, no experience required, enjoy the exotic locations and plus earn top money.

I was totally shocked when I saw similar ads in many other website, simply they were trying to attract their students and giving the responsibility to teach them by untrained native teachers who have no qualification or teaching experience. I simply felt sorry for those children who these young natives will teach.

I do not want to criticize or sounds like I am bothered by the fact that, why native speakers are getting these jobs? When there are thousands of qualified and experienced trained non-native speakers around the world.

One point I would like to emphasize upon is that most of the teachers from native speaking countries have very strong and heavy accent and sometimes its even hard for English speakers who have lived in west is hard to understand them, so it's extremely difficult for the students of most of the countries to understand them, they would rather have someone with neutral accent/ clear. Just imagine an Aussie, Scottish, Irish Or South African teaching to young kids who know only few words of English. Do you think it's easy for them to learn English from teachers like that? I say it's impossible to learn from teachers with typical accent.

I am not taking sides of non –native teachers, as a matter of fact I have gotten my education from USA and lived there for 12 years myself, so I am not against native speakers but I believe that neutral accent is the right way to teach and educate the students from some countries where they hardly even know the basics of English.

This is actually a pointless argument because all the points that I will write will not satisfy some , they will always be against it in other words there is no one opinion about it but let me try anyways may be I can change few minds.

It has been believed that native English speaking teachers are superior to Non-native English teachers especially in teaching oral production. However, I am convinced that the statement above is merely a myth in English language teaching profession. This essay will examine why having native English speakers as a teacher is not always advantageous in the field of language teaching.

One of the possible reasons is that native English teachers are less likely to put themselves into students' shoes. That is, unless they have ever had a chance to learn second language, it can be hard for them to understand how difficult it is to learn a new language. On the other hand, non-native teachers are more aware of how students feel towards learning a language since they actually go through the process of learning before. They are probably better at predicting what potential linguistic problem students may encounter, and give them more productive treatments. It is true that, native English teachers are in the advantageous places in that they give more authentic pronunciation

and richer expressions to students than non-native teachers do. Regarding students' affective area and cultural matter, however, non-native teachers can have more positive influence on students' language learning journey.

Often, I am asked, "Is it possible for a non-native English speaker, who speaks English well, to teach English?" First off, the answer is YES. During my career this question was asked to me by several people.

The question should be "Where are the best places/regions for non-natives to find a job teaching English?" I'll start with the parts of the world where I think it would be most difficult. China, Japan, Korea, Singapore and Taiwan are not possible because in order to get a working visa to teach English in these countries you must hold a native-English speaking country passport. Conversely, if you happen to have the native tongue of a language that is in demand in these countries, you can teach that language. So, if you are French, for example, you can get a job/visa to teach French. Native English speaking countries could be very difficult. There is a decent supply of trained non-native English speakers. However, I wouldn't say impossible simply because in England and the U.S.A, at least, there is a huge need for ESL teachers but not enough nationals interested due to various reasons.

In any big city in China, there is a demand for English that will never be met. Again, even if they are advertising for trained/untrained native English speakers, chances are they are not finding enough so apply anyway. In the Middle East and Eastern Europe, the same rules apply. You should still send out your C.V. to job ads requesting natives as they probably aren't getting enough applicants. Of course after saying all this, your dream of teaching English is not going to fly unless you have a TESOL/TEFL or CELTA certification. Certification legitimizes your efforts.

Native speakers are found to agree more with the superiority of the native speaking teachers and to have more confidence in using the English language and teaching about culture. Non-native teachers seems to have better relation with their students due to the fact that they tends to pick their native language quickly which helps them in teaching. LANGUAGE ACCENTS The issue of accent can also be the cause of giving preference to Native English speaking teachers. The non-native English speakers are considered to be less qualified regardless of their credentials due to not