



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO DA HUÍLA
ISCED-HUÍLA

INVESTIGATING THE ROLE OF LITERATURE IN IMPROVING EFL STUDENTS' READING SKILLS AT "ISCED-HUILA"

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**Trabalho Apresentado para Obtenção do
Grau de Licenciado no Ensino de Inglês**

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LUBANGO

2021

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Lubango, 26 de Novembro de 2022

A Autora

Maisa da Conceição Mayer Alkaim Lombe

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DEDICATION

DEDICATION

I dedicate this work to my husband João Lombe, to children Jomairo, Aline, and Rose, to siblings Ana Paula, Leónida, Teresa, Francisco, and Luis for the support, encouragement, companionship and pressure this goal would not have been achieved.

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ABSTRACT

ABSTRACT

The purpose of this study is to describe the influence of the use of literary texts in improving EFL students' reading skills at "ISCED-Huila". From my experience as an EFL teacher trainee at "ISCED-Huila", I have observed that many of peer trainees find it difficult and boring the literary material in reading activities. As a result, students narrow their world-view and diminish their foreign language education (Hall, 2015), and students barely develop interpretative abilities, and decreasing their insight, opportunities to understand other cultures and their readability (Yeasmin, 2011). 2 EFL teachers and 25 EFL students participated in the study by completing a questionnaire. The main findings indicated that a) literature is a powerful tool for language developing because it provides a motivating drive for performing reading habits and skills due to its spectacular features that cannot be found in other type of texts; b) teachers of English at ISCED-Huila English sector use mostly non-fiction and folklore in their lectures; c) teachers of English at ISCED-Huila use literature because it leads to language enrichment, cultural enrichment, and because they are authentic materials and provide personal involvement; finally, d) teachers of English at ISCED-Huila English Sector apply book review and book discussion. However, classroom storytelling and creative writing in English lectures are not much used.

Keywords: Literature, literary material, reading skills.

RESUMO

RESUMO

O objetivo deste estudo é de descrever a influência do uso de textos literários na melhoria das habilidades de leitura dos alunos de Inglês como língua estrangeira (ILE) no "ISCED-Huila". Da minha experiência como aspirante à professor de língua inglesa no "ISCED-Huila", notei que muitos dos meus colegas acham difícil e entediante o uso de textos literários nas atividades de leitura. Como resultado, os alunos estreitam sua visão de mundo e diminuem sua educação em língua estrangeira (Hall, 2015); por outro lado, tendem a não desenvolver habilidades interpretativas e diminuem sua percepção, oportunidades de entender outras culturas e suas habilidades de leitura (Yeasmin, 2011). 2 Professores de ILE e 25 alunos de ILE participaram do estudo preenchendo questionários. Os principais resultados indicaram que a) a literatura é uma ferramenta poderosa para o desenvolvimento da linguagem, pois fornece um impulso motivador para o desenvolvimento de hábitos e habilidades de leitura devido às suas características únicas que não podem ser encontradas em outros tipos de textos; b) os professores de Inglês do ISCED-Huila utilizam majoritariamente não-ficção e folclore nas suas aulas; c) os professores de inglês do ISCED-Huila utilizam materiais literários porque leva ao enriquecimento linguístico, enriquecimento cultural, e porque são materiais autênticos que proporcionam envolvimento pessoal; finalmente, d) os professores de Inglês do ISCED-Huila aplicam a revisão e discussão de livros. No entanto, a contação de histórias em sala de aula e a escrita criativa nas aulas de inglês não são muito utilizadas.

Palavras-chave: Literatura, Materias Literário, Abilidades de Leitura.

INTRODUCTION

INTRODUCTION

“It is very important for teachers to understand that literature is a very sensitive subject in a digitized era. Less and less students read out of pleasure and most of them don't read at all. Digital summaries replace printed books and if teachers don't change their approach to literature, soon they will be the only ones who understand what they talk about” (Padurean, 2015, p. 197)

The quotation above calls attention to the importance of literature in promoting reading. Reading is considered one of the most important skills for EFL students. Langer (1995, p. 5) points that literature plays a critical role in students' lives because it often helps students to explore themselves and others, to define and redefine who they are, who they might become, and most importantly, to shape their interests and ability to read.

It seems quite unsurprising that traditional EFL classroom in which literature is absent students very seldom have chances for practicing language through personal and meaningful engagement. Such types of EFL classes can have a negative effect on students' attitude to and confidence in reading. Thus, researchers such Goforth (1998) who investigated the importance of literature in language learning environments in “literature and the learner”; Amer (2012) who investigated the “use of literature in reading English as second/foreign language; Haniya (2019) who investigated the importance of “literary materials selection for teaching English language and literature subject”, and Sun (2021) who investigated “literature in secondary EFL class”.

From my experience as an EFL teacher trainee at “ISCED-Huila”, I have observed that many of peer trainees find it difficult and boring the use of literary material in reading activities. As a result, students narrow their world-view and diminish their foreign language education (Hall, 2015), and students barely develop interpretative abilities, and decreasing their insight, opportunities to understand other cultures and their readability (Yeasmin, 2011).

The purpose of this study is to describe the influence of the use of literary texts in improving EFL students' reading skills at “ISCED-Huila”.

Through the problem mentioned, it is expected that this research achieve the following research objectives:

- To find out the literary genres teachers of English at ISCED-Huila English sector use in their lectures.
- To identify the reasons why teachers of English at “ISCED-Huila” English sector use literature in their lectures.
- To explore some techniques teachers of English at ISCED-Huila English Sector apply to improve students’ reading skills through literature.

These research objectives led to three important research questions:

- What literature genres do teachers of English at ISCED-Huila English Sector use in their lectures?
- What are the reasons for teachers of English at ISCED-Huila English Sector to use literature in their lectures?
- What techniques do teachers of English at ISCED-Huila English Sector apply to improve students’ reading skills through literature?

The current research is descriptive. Kothari’s (2004, p. 2) argues that a “descriptive research includes surveys and fact-finding enquiries of different kinds. The researcher further points that the major purpose of descriptive research is the description of the state of affairs as it exists at present.

The motivation to write about this topic came from the fact that I have always had big interests in reading literary books. I believe that my interest in reading literary books increased of my reading skills in many aspects, such making inferences, guessing from context, summarizing information, scanning and skimming; therefore, I considered raising my peer trainees’ awareness over the use of literature books to develop their reading skills.

Concerning the similar studies conducted at ISCED-Huila, two studies were identified. The first one is a research conducted by da Conceição (2001) who discussed the book “Poe. A study of Perversity”; and the second is a research

conducted by Feliciano (2020) on “investigating the importance of poetry in teaching reading comprehension strategies at *Liceu 412* in *Quipungo*”. The main similarity between this research and the ones previously conducted at *ISCED-Huila* is the fact that the three works refers to literature in general. However, the main differences are the following: a) Conceição (2001) focuses on a single writer’s book while this works focuses on different perspectives of literary books, and b) Feliciano (2020) limits his discussions on poetry at a High school, while this study concentrates on all genres of literature at a Higher Educational Institution (ISCED-Huila).

Every research study goes through some drawbacks, and this one was not an exception. Amongst some problems, it can be underlined the fact that the researcher had some limited computer skills, which resulted in too much time consumption in formatting and inserting visual representations such table, graphs and diagrams.

Some key terms are repeatedly used throughout this work; thus, they will be defined in advance as a means to help readers understand the topic under investigation:

Literature:

Literary Materials:

Reading Skills:

The present paper is divided into three main parts. The first part reviews the existing literature on the topic under discussion. The second part presents the methodology used in the research study, and the third part, analyses and discusses the results obtained from the instruments applied, and tries to make some comparisons with those of the already existing literature.

CHAPTER ONE: LITERATURE REVIEW

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1.0. INTRODUCTION

Reading comprehension can be taught by using numerous aiding materials, and that the use literature plays a crucial role in not only developing learners' reading comprehension, but also developing language communicative competence in general. Thus, Yakubu (2015, p. 63) observes that "reading literary works increases learners' vocabulary a great deal and improves their knowledge of sentence construction, as in literary works, readers come across the uses of punctuation marks and other aspects of language". In other words, when appropriate literary texts/extracts or materials are chosen, difficulties that are always encountered in the teaching and learning of English as a foreign language will surely reduce". In this regards researchers, such as Floris, (2004) in a research on "*the power of literature in EFL classrooms*"; Hodges (2010) in a study on "*reasons for reading: why literature matters*"; Aghagolzadeh (2012) in an investigation about "*literature as a teaching material in FLT*", and Susanto (2020) who discusses "*using literary work as authentic material for the EFL classroom in Indonesia*", tec., have investigated the benefits of literature in teaching and learning English, particularly in improving EFL learners' reading skills.

This chapter refers to the existing literature about the use of literature to increase grade EFL learners' reading. It is divided into five main sections; the first section looks at the definition of literature; the second section discusses the genres of literature; the third section assesses the reasons for using literature in EFL classroom; and lastly, the fourth section underlines some techniques to increase reading though literature.

1.1. DEFINING LITERATURE

The provision of an in-depth definition of literature has always been a challenge for many linguists. Most of the attempts to define literature are have been based on a list of different characteristics of literary work that must meet, the author's subjective experience and the context from where the term is defined.

Goforth (1998, p. 3) describes literature as fiction and non-fiction compositions that authentically and imaginatively express the thoughts, emotions, experiences, and information about human condition, offer insights and/or intellectual stimulation, relate to the experience, developmental level, and literary preferences of the intended audience. This type of materials includes a huge group of authentic examples of sentence structures, verb conjugations, and uses of words and phrases, which makes it a reliable medium for learners to acquire grammar, vocabulary and the uses of words and phrases. This means that it can be used to help EFL learners master semantic patterns, enhance learners' emotional, critical reading, reasoning, and study skills, and language command, in general.

For Long (2004, as cited in Susanto, 2020, p. 1058), literature is simply defined as the expression of life in words of truth and beauty, including written record of man's spirit, thoughts, emotions, aspirations, etc. From the definitions above, literature can, in short, be defined as fictional and non-fictional pieces of writing using imaginative, unrestricted, and creative vocabulary and sentence constructions through which one expresses emotions.

The similarity of these definition lie on the fact that all refer to the convention expected that it is imaginative, expresses thoughts and feelings; it uses words and grammatical constructions in a creative way. However, the definitions are different as the authors base their definitions on their personal views and experience, as well as their contexts.

In this research, it is adopted the definition by Goforth (1998) because, it makes reference of the essential features of literary works, and lists linguistics aspects that are crucial for developing reading skills includes intellectual stimulation, vocabulary, and grammar.

To sum up, literature can be described as a set of creative artistic pieces of writing based on the author's personal experience and perception about real and made-up events.

1.2. LITERARY GENRES

For many years, several attempts have been made to classify literary works into different genres. These attempts have resulted in a number of divergent and

sometimes even contradictory categories. Among the various attempts to classify literature into genres, fiction, drama, non-fiction, folklore and poetry has proved to show the most unanimity for many linguists in recent literary theories (Preston, 1999, Amer, 2012 and Haniya, 2019). This subsection discusses the basic characteristics of these literary genres.

1.2.1. Fiction

Fiction, also known as novel, is literary work based on the imagination of an author. It is often imaginative or made up writing, though many writers base their works of fiction on a real-life event or characters. For Upadhyay (n/d, p. 13), fiction is normally characterized as a literary genre used to denote anything, mainly stories or accounts that are imagined and are not real.

Fictional writings base their characters on historical figures; they bring them to life with imagined and factual words and participation in events. Writers can create original scenes and dialog and invent or change aspects of the plot (i.e. the sequence of events that make up a story), setting (i.e. the location and time of a story, and character interactions (conversations among the participants in the story).

One of the objectives for writing fiction is to inform; however, it must contain a good story, one with characters in whom readers are invested in and situations where something important unfold.

Fictional writer often have the freedom to change all the elements of a story to meet their story needs. Many of them (writers) like fictionalizing true events because this practice allows them to easily and freely explore those events and the people involved. In other words, they imagine events and characters that fit societal trends. Haniya (2009, p. 14) suggests that some examples of fiction include realistic fiction, historical fiction, science fiction and fantasy. Each one is briefly described below.

1.2.1.1. Realistic

Realistic fiction is a type of literary work where the author does not include any elements of fantasy. According to Goforth (1998, p. 139), it often deals with

authentic stories that are plausible accounts of what might have happened in a particular time and place.

In realistic fiction, the stories are normally fictional, though they are plausible and possible with characters presenting behavior similar to what people do in real life. Most importantly, they describe genuine feelings, experiences, desires, and concerns of characters who might have lived at that particular time and place.

An example of realistic fiction is the book *The Angolan Girl* by *Telma Rocha*. This book tells a story of the author's grandmother's early life in Angola, where as a young girl, she is forced to grow up too quickly, finding herself having to make difficult and desperate decisions.

1.2.1.2. Historical

Historical fiction is a subgenre of fictional literature that depicts stories that take place during a certain time in the past. For Goforth (1998, p. 142), this literary genre highlights a period before the reader's life began. Goforth goes further to state that the setting and most events in historical fiction are based on actual happenings, but many details may be fiction (p. 143). In this regard, historical fiction often takes place in a different historical period, and includes historically accurate details or facts, which could actually be true. For example, it can either have real setting and made-up or fictional characters or fictional setting and real characters.

An example of historical fiction is "the story of *Njinga, Rainha de Angola*" (Njinga, The Queen of Angola) written Joana Jorge. Although the story is based on an actual character, it contains many fictionalized elements.

1.2.1.3. Science

Goforth refers to science fiction as an imaginative narrative that deals with the reaction of human responses to changes in the level of science and technology. It practically a subgenre of fiction that stands between realistic fiction and pure fantasy. Khatib, Rezaei & Derakhshan (2011) point out that it is usually based on scientific laws, the author's knowledge of technological possibilities, and the psychological nature of humans. Example of science fiction involves writings and

movies related to space exploration, chemistry, or physics, and others deal with futuristic or dystopian societies.

1.2.1.4. Fantasy

Fantasy are completely made-up stories that always contains no realistic elements. Goforth (1998, p. 107) presents some common characteristics of fantasy, being : a) narrative published in books; b) all literary of fiction; c) manipulation of place, time, characters and objects to evoke wonder; and d) reader's recognition of improbable elements and beliefs in the impossible. This literary subgenre often may contain talking animals and magical powers.

In addition, fantasy also contains monsters, magic, or characters with superpowers. Examples of fantasy include the books: *My life in the Bush of Ghosts* by Amos Tutola, and *The Famished Road* by Ben Okri.

1.2.2. Drama

Drama is sometimes described as a story that can represent the fiction or non-fiction play. That is because it shares some common characteristics with other forms of literature, such as novels and short stories. These include the seven main elements of fiction namely, the setting, characters, a problem, a plot, suspense, a point of view, and a theme. Nonetheless, Germain (n.d, p. 6) points out that, unlike other literary forms, drama is performed by actors on a stage or in a film in front of an audience.

Germain (n.d) further points out that:

The performers speak the dialogue, perform the actions of their characters and wear costumes to help portray their characters. To set the tone of the play or film, the stage is decorated to make the setting look like the setting of the story. In addition, lighting is used to draw attention to certain characters or parts of the stage and influence the mood of the dramatic work, and music is used to influence the mood as well (p. 6).

On the stage or in the film, the flow of the story is expressed in the dialog of a play, which can be in form of a theatre drama, monologue, dialogue, role-play, comedy, and movie. An example of a famous drama is play of Romeo and Juliet. In a reading class, teachers can select learners to interpret the story while reading small written passages.

Amer (2012, p. 5) noted that “dramatic activities (e.g. role-play, improvisation, dramatization, miming) raise learners’ awareness of text structure, facilitate their comprehension, and increase their appreciation of literary texts.

Dramatization is significantly effective in helping students improve oral expression and gain self-confidence in using English. In this regard, EFL learners would feel more motivated in having conversation in English if drama is implemented in their learning process. According to Akyel & Yalçın (1990), Goforth (1998) and Haniya (2019, p. 14), the subgenre of drama are comedy and tragedy. These two subgenres is be discussed below.

1.2.2.1. Comedy

Comedy is a subgenre of dramatic plays that normally have a happy ending. Klarer (2004, p. 44) explains that comedy must have humorous themes intended to entertain the audience.

Written, in videos or performed on stages, comedy allows language learners to develop their humor, as well as their reading, communication, predicting and improvisation skills by paying attention the whole play, watching a performance of the play, completing the dialogues, and performing their new version in front of the class. As an illustration, *The Tooth Fairy* by Helena Mayer, and *Our Husband has Gone Mad Again* by Ola Rotimi are examples of comedy books that can be interesting and useful for EFL learners.

1.2.2.2. Tragedy

Different from comedy, tragedy is a dramatic story that often ends in death and sadness. Klarer (2004, p. 44) characterizes tragedy as a representation of an action that is heroic and complete that represents men in action and does not use narrative, and through pity and fear it effects relief.

When students watch or perform tragic events on stage or in the classroom, learners are expected to experience certain kind of mental purification or spiritual cleansing (catharsis). This is important for enriching their empathy towards other language speakers because language is essentially a social means for common understanding. Example of tragedy include *My Village* by Dorka Brown.

1.2.3. Non-fiction

Living in a more globalized world requires the search for means and ways for keeping learners up-to-date. Therefore, Non-fictional literature provides the background learners need to understand facts so that they can be able to deal with important academic and professional issues later in life.

Broadly speaking, non-fiction refers to literary materials or writing that is true. This type of literary genre tells story of real people and events. Haniya (2019, p. 14) advocates that this genre of literature is used to present factual, information and events. Foreign language learners require many important literacy skills on a daily basis, which can be acquired from nonfiction materials. They can offer many interesting details and up-to-date information, through which EFL learners can be inspired to find information of personal interest. This includes informational writing, persuasive writing, biography and autobiography. Moreover, all these non-literacy sources will reflect on student's literacy needs as they grow academically.

1.2.3.1. Information Writing

This subgenre of non-fiction are scripts that with information explaining certain topics. Goforth (1998, p. 171) describes it as books (writings) presenting factual documented information about a particular topic. They are exclusively focused on presented facts to open readers' minds to the world beyond themselves.

Information writing provide elucidation about aspects from all facets of life and stimulates learners' natural curiosity over a range of worldwide issues. By learning them, learners acquire necessary understanding on how to deal with the reality of their society and the world around them. For example, the Angolan newspaper *Jornal de Angola*, and the American magazine *Forbs*.

1.2.3.2. Persuasive Writing

Persuasive writing a literary subgenre of non-fiction whose objective is to attempt to influence the reader about something. As defended by Alsamadani (2017), in this type of writing, the writer's aim is to try to convince his readers to adopt his position on a point of view or issue after he provides solid reasoning in this connection. Alsamadani further states that it normally requires a lot of research to claim and defend the idea in question.

Persuasive writing aims at trying to get the reader to accept a particular point of view or understand the writer's position. This type of writing is very common in language learning environment because it is useful for helping speakers in building arguments in debates and assignments. It often requires the collection of facts and research.

ISCED-Huila EFL student's assignments on a range of scholarly important topics such as in which conditions would a child learn a foreign language better, it will require intensive search for arguments to convince readers about how far aspects like the classroom atmosphere, the quality and quantity of language input, the learning aids and other factors may really affect the child's language achievement. This type of writing is an example of persuasive writing.

1.2.3.3. Biography

As a general rule, biography is a written story about a real person written by someone else. It usually portrays a person's life or something the person has done. Goforth (1998, p. 171) refers to biography as a "narrative focusing on the life and times of a particular person.

Learners may be asked to write a description of famous persons as a way to understand their lives and their contribution (either positive or negative) to their communities in particular and the planet in general. *The Story of Martin Luther King Jr.* written by Christine Platt, which helps learners explore how Martin went from being a child with a dream to an outstanding leader, is an example of a biography book.

1.2.3.4. Autobiography

Autobiography is a story someone writes about him/herself. In other words, it is a non-fiction account of a person's life written by that person.

According to Hodges (2010, p. 67), while a biography is the life story of a person written by someone else; autobiography is a self-written life story. Writing and reading autobiographies may be more interesting than biographies because writers/readers feel like writing/reading personal thoughts instead of someone else's interpretation.

Autobiography normally include the most important events and accomplishments of a person's entire life story. Much of what people know about particular historical figure is derived from the pictures they painted in their own autobiographies. An example of an autobiography is the book *I know Why the Caged Bird Sings* written Maya Angelou in 1969. In this book, she chronicles her life from three to sixteen years of age, recounting an unsettled and sometimes traumatic childhood that included rape and racism.

1.2.4. Folklore

Generally, folklore is a literary genre that reflects stories told by people in a particular region. Its literary themes normally describe certain population's values, beliefs, and preferred way of life. According to Semprun (n.d), it often has a timeless quality, dealing with common concerns that are relevant despite the time period.

There are many subgenres of folklore through which EFL learners can express develop their language skills, namely fairy tales, legends, tall tales, myths and fables.

1.2.4.1. Fairy Tale

Goforth (1998, p. 88) describes fairy tales as "imaginary wonders" that include enchantments and supernatural or marvelous elements and occurrences. They often have open phrases "Once upon a time..." or "A very long time ago..." These kind of stories are (often) created to help teach learners how to behave in a way, including magic and happy endings.

Since fairy tales have distinct settings, characters, and plots, they are often studied in EFL reading classes. Example of fairy tales are *The beauty and the Beast* created by Gabrielle-Suzanne Barbot de Villeneuve, *Cinderella* (including all variants) and *The Snow White and the Seven Dwarves* by Walt Disney.

1.2.4.2. Legend

Legends are normally stories, sometimes of a national or folk hero. Goforth (1998, p. 81) claims that legends enhance and expand historical information about wars, migrations, and heroes, which may also help to explain the creation of places and natural phenomena, human and animal transformation or heroic deeds.

These kind stories have a basis on facts or real history, which can also include imaginative elements. In addition, through numerous retellings, the hero and his or her deeds become larger than life, and some facts are distorted.

For example, the *Robin Hood* by Richard Carpenter, *King Arthur and The Knights of the Round Table* fit into this subgenre of folklore.

1.2.4.3. Tall Tale

Tall tales are a form of folk tales containing characters “bigger” than in real life. Goforth (1998, p. 83) put out that tall tales are exaggerated, humorous tales about historical or imaginary humans and animals, who accomplished the impossible in rugged environment.

Characters of tall tales are based on actual people, animal or events places with a representation bigger than the real life or extremely small creature and endowed with extraordinary abilities. Writer often create tales aiming at providing amusement and pleasure only. For example, the tale of Johnny Appleseed, and Davy Crockett.

1.2.4.4. Myth

This subgenre of folklore usually explains how the world started. The term myth comes from the Greek word *mythos*, which means tale, speech or story (Goforth, 1998, p. 79). For Goforth, the term emerged as a way to explain the existence of humans and the rest of the environment in ancient times when prehistoric people were asking questions about the universe and their place in it.

In this literary subgenre, gods and supernatural beings are involved in the stories. Accordingly, they are cultural beliefs framed in symbolic stories that often deal with encounters between gods and mortals in which the quest and adventures are presented as truths without historical background, but supported by cultural beliefs. They represent scientific thinking of pre-scientific period when people depended on supernatural explanation for various phenomena. An example of a myth is the “*Kianda*”. A goddess of the sea, of the waters, and protector of fishermen who is traditionally worshiped by throwing food and clothing as offerings to the Angolan sea.

1.2.4.5. Fable

In general, Fables are stories that try to teach the reader a lesson, which usually have animal characters that act human. Goforth (1998, p. 95) explains that in Fables, one animal depicts good traits while another exhibits bad characteristics, having lesson (or moral at the end of the story).

EFL teachers may take advantage of fables to teach students both language aspects and important life lessons. For example, *The Tortoise and the Hare* and *How the Leopard got his Spots* are examples of popular fables.

1.2.5. Poetry

Poetry is said to be pieces of writing containing verse, which has rhyme and generally, rhythm. For Baldick (2001, p. 198), it is a language sung, chanted, spoken or written according to some pattern of recurrence that emphasizes the relationship between words on the basis of sounds as well as sense. It has unique characteristics (the existence of rhyme and rhythm), and can be a suitable instrument to make reading activities easier, interesting and motivating. Which means that learners might fully be engaged exploring literary materials which can also lead them to most likely raise their emotion and imagination.

Authors such as Klerer (2005) suggest that its main characteristics include verse, rhyme, and meter. Nevertheless, Germain (n.d, p. 7) highlights that one of the most definable characteristics of the poetic form is economy of language. In other words, poets are miserly and unrelentingly critical in the way they dole out words to a page. That means that poetry writers carefully select words for

conciseness and clarity is standard, considering a word's emotive qualities, musical value, spacing, and even its special relationship to the page.

Poetry is most of the times evocative. The main reason for writing poetry often has an underlying and over-arching purpose that goes beyond the literal. It typically evokes in the reader an intense emotion, such as joy, sorrow, anger, catharsis, and love.

To conclude, several literary genres may be explored in FL classroom. Teachers do not need to incorporate them all in their classes. Selecting the ones that most likely fit into learners' characteristics raises their motivation to not only to practice reading in the classroom, but also increase the their chances to explore multiples cultures and the creativity of numerous writers. For example, the famous poems *We Shall Return (Havemos de Voltar)* by *António agustinho Neto*.

After referring to the classification of the genres and subgenres of literature, the next subsection focuses on the features of literary material.

1.3. FEATURES OF LITERATURE

Despite some skepticism and controversy that may arise from the idea of implementing the use of literature for increasing learners' enthusiasm for reading, literary materials can still be exploited as authentic instruments for teaching foreign language development in terms of learners' distinct receptive and productive skills (reading, writing, listening and speaking), but most particularly reading.

Literary material have some unique features. Maley (1989) suggested that, among many, the most important features are: a) universality (including global topics—love, death, separation, jealousy, pride, etc.—shared by all cultures); b) non-triviality (offering reader genuine and authentic input; c) personal relevance (relate the reading experience with reader's previous background knowledge; d) variety (including all the conceivable varieties of the language); e) interest (intrinsically interesting for readers.); f) ambiguity (subjectivity and association of ideas and guarantees class debates, leading to creation of various mental pictures).

These characteristics are crucial because introducing learners to a discussion; teachers might be able to brainstorm different ideas from learners, which may not face much problems in generating them.

As a way of concluding, literary materials seem to be a difficult issue for many EFL teachers and learners. Most of the times, it contains language that is not easily understood by EFL learners; however, they have unique characteristics that make them distinctive from other types of written texts.

1.4. REASONS FOR USING LITERATURE IN EFL LECTURES

Literary texts often offers EFL learners the opportunity to easily and naturally acquire new vocabulary. This happens because when reading literary texts, learners normally encounter new words used in authentic contexts, and while they explore the text, the new words will automatically be added to their repertoire.

In this regard, Padurean (2015), Susanto (2020) and others summarize the reasons for using literature in EFL classes in three major categories, namely for language enrichment, for cultural enrichment, and because literary works are authentic material for language development, particularly, reading.

1.4.1. Language Enrichment

Literary texts are normally written with varied creative uses of language structures and vocabulary coupled with the range of the literary texts. Therefore, teachers may take advantage of them to help learners to assess the relations between the linguistic forms and meanings. This will eventually enrich learners' language skills. According to Richards & Schmidt (2010, p. 317), language enrichment is "a term sometimes used to describe language teaching as part of a programme of compensatory instruction." That means that teachers resort to the use of some mechanisms to fill in possible learners' weaknesses while learning a language and the use of literature may be an effective alternative to develop and/or increase learners' reading interests.

Another reason why literature can result in language enrichment is the fact that literary texts describe things that mattered to the author when he/she wrote them, and when compared to the language samples in the textbooks, the language is far

richer and more varied (Alemi, 2011, p. 178). Therefore, it enriches learners' language because by asking students to explore the literary language, they will be encouraged to familiarize themselves with different language uses, forms, or conventions.

Hişmanoğlu (2015, p. 55) adds that "most works of literature are not created for the primary purpose of teaching a language". Hişmanoğlu further claims that:

"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" (Hişmanoğlu, 2015, p. 55)

While exploring literary texts, learners would have opportunities to face native-language samples of the target language, and they would become aware of many different linguistic forms, communicative functions and meanings.

For example, when students are introduced poems like *stopping by woods on a snowy evening* by Robert Frost; *still I rise* by Maya Angelou (see appendix 3), and novels such as *white teeth* by Zadie Smith, and the *middlemarch* by George Eliot (appendices 3), students develop their language skills because these literary pieces help learners get the feelings of native speakers of the language while we pay attention to the native word choices and the daring creative phrase and sentence constructions.

1.4.2. Cultural Enrichment

Literature plays a significant role in enriching learners' cultural knowledge. Meaning that the target language literature can bring foreign language (FL) learners to a great understanding of other people's culture.

According to Alemi (2011, p. 178), literature is a doorway into another culture, giving students the opportunity to eventually understand and appreciate cultures and ideologies different from their own. Students need to be aware of the cultural richness that literary pieces offer in order to not only develop their foreign

language proficiency, but also understand the cultural aspects of the language they are learning. This way, they also can come to perceive traditions of thought, feeling, and artistic form within the heritage the literature that such cultures endows.

Yet, the objective of cultural exploration is to develop learners' intercultural understanding to further help them with intercultural communication. That means that, effective EFL learners require cultural knowledge, cultural awareness and language skills, which encompasses the learners' sociocultural and linguistic competence. Therefore, it is important to encourage learners to effectively spend more time exploring English literary works to not only improve their language skills, but also for better understanding of the cultures of English speaking countries they might be interested in.

At ISCED-Huila, particularly in the subject of *Literatura Africana* (African Literature), students are exposed to a range books that constitute the "richness" of the African Literature. Exposing EFL learners to a range of novel from African English-speaking countries, such as "*the delinquent*" by Muhammed Sule (1979, see Appendix 4), and "*give me money*" by Bernard Rashid Mtobwa (1986, in Appendix 4) and others would great contribute to the perception of Nigerian and Tanzanian culture due to the unique local facts the authors portray in their narrative.

1.4.3. Authentic Material

Literature pieces have been considered as authentic materials that can effectively help EFL learners to achieve the language development in all language skills (Reading, Speaking, Listening and Writing) because it is practically impossible to dissociate one from the other. For that reason, Naik (2011, p. 1) notes that "no literature lives without language and no language survives without literature". This view shows the importance of literature in maintaining the power of a certain language and for creating interests to its users, as well as those willing to learn it.

As authentic materials for reading classes, literary work can undoubtedly be considered as effectively aids for teaching and increasing learners' interests for reading. By authenticity is meant the quality that literary materials have to unfold

details as accurately as possible, including social norms, manners, customs, and traditions.

Literary pieces are essentially dialogic situations. They provide learners with the ability to involve themselves in the dialectic of meaning production, which might eventually result in real success of communicative approaches. In consideration of these aspects, literature is believed to be a rich source of authentic materials that may increase EFL learners' ability and interests to read.

1.4.4. Personal Involvement

Interesting literary materials have the natural of generating learners' personal involvement in reading activities. That means that when learners are regularly engaged with interesting literary texts, they drawn into the text and start inhabit it. Hişmanoğlu (2015, p. 55) points out that:

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 (Hişmanoğlu, 2015, p. 55)

This reader's personal involvement with literary texts helps the whole language learning process, and increases learners' interests in exploring other writings. Most importantly, the selection of a literary text should take into consideration the readers' needs, expectations, and interests, and language level (Hişmanoğlu, 2015, p. 55). This would enable learners to acquire and develop the language learning process very significantly.

Alemi (2011, p. 178) stresses that texts of literary works are open to multiple interpretation and genuine interaction." Thus, when learners try to comprehend the meaning of the text, they must make inferences, drawing on both the content of the reading and their own experience" (Alemi, 2011, p. 178). Moreover, teachers can play a great role in helping learners increase reading

motivation by letting them understand how literature relates to their personal and social lives.

For example, when students read literary works, they may have the freedom of seeing themselves immersed into the story. They feel associated with certain characters' behaviors and live their emotional responses; this leads them to focus more on following the development of the story rather than understanding the linguistics aspects of the passage (including the meanings of lexical items or some grammatical arrangements). This can have useful effects on the entire language learning process, as at this point, the students' needs, expectations, interests, and language level will influence the prominence of the selection of a literary text.

To conclude, literary works deal with subjects that are common to some cultures regardless of their different way of treatment. A careful selection and its implementation in language classes often results in students' language development, particularly in raising their interests and reading skills. in foreign language learning. Due to the beautifulness of the language that normally characterizes them, it generally stimulates readers' enthusiasm for continuing practicing reading.

Having looked at the reasons for using literature in EFL classrooms, the next section refers to the difficulties in using literature to increase learners' reading interests.

1.5. TECHNIQUES TO INCREASE READING SKILLS THROUGH LITERATURE

Developing EFL learners' language learning, particularly reading interests through literature is a challenging, yet practical and effective method to do so.

Effective use of literary materials has proven to have been helping EFL learners to enjoy reading not only as an important requirement for successful academic results, but also as a pleasurable pastime activity. Therefore, researchers have developed different techniques for increasing students' interests in using literary materials for creating habits for reading; including book review, book discussions, storytelling, and creative writing (Goforth, 1998, Parkinson & Thomas, 2000;

Padurean, 2015; Yimwilai, 2015; Uddin, 2019). Each of the above-mentioned technique is discussed below.

1.5.1. Book Review

One of the most useful techniques to increase EFL learners' reading skills. through literature is the implementation of book review. Book review relies on the development of students' comprehension, paraphrasing and summarizing skills by working with familiar grammar, lexical and discourse categories, encouraging students' creative thinking, as well as the acquisition of information related to the target context that the book portrays.

Baig (2018, p. 243) defines (book) review as a personal reflection of the reviewer's opinion about the book, in which he/she communicates to the readers; including the relevance of the book, whether or not the book is thought provoking and/or informative, and the target audience of the book.

EFL Teachers assign book reviews of literary books as exercises for careful analysis of stories, novels, and other kind of texts, as a way of accessing students' ability to make summaries of paragraphs, texts, chapters and entire books effectively for increasing students' reading skills. and consequently their language kills.

Asking students to make detailed description, critical analysis, or evaluation of the quality, meaning, and significance of literary books will provide students with a range of opportunities to experience different writing styles. They will be able to come across numerous unknown words with will require them the use of dictionaries and grammar books that will help them master language aspects that they would not probably without the implementation of book reviews.

Uddin (2019) reinforces book reviews creates a sense of rapid development of language skills considering the fact that literary books are rich stocks of linguistic and cultural features. In other words, it draws students' attention to the grammatical, lexical and semantic aspects of a literary text.

In the subject of *Literatura Africana* (African Literature), ISCED-Huila students are taught to make mostly descriptive reviews of mostly African and American literary

books. They are required to pay attention to the author's brief biography, bibliography of the book, characters list, brief summary of the stories, the major themes, and present a moral of the stories.

Despite the significant use of unstandardized linguistic constructions and the stories dependence on the writer cultural and social background, reviewing books help learners develop foreign language in relatively contextual situations. Thus book reviews makes reading not only an interesting and enjoyable activity, but also particular may to develop EFL learners' skills. for reading and consequently great source for vocabulary and grammatical construction that creative language offers.

1.5.2. Book Discussions

Allocating sufficient students talking time (STT) in EFL classes provides students with fair opportunities to practice and develop the target language. EFL teachers may resort to different techniques to make students talk, and one of these techniques is letting students discuss literary books.

Carrasco & Irribarra (2018, p. 89) point out that the creation of opportunities for classroom discussion (on different literary books) is an important way of fostering understanding of alternative points of view, as a way of increasing students' interests in foreign language use, as well as their cultural and linguistic capital.

As far as Uddin (2019, p. 20) is concerned, discussing literary books makes its readers think, imagine and reflect. This psychological and intellectual involvement with the discussion of literary texts in a language class develops students' ability of critical thinking, widens their stock of knowledge, helps them be involved more actively in learning the language of the texts and decreases their speaking anxiety. This, in addition to the appreciation and evaluation of the complex cultural artefacts contribute to the students' ability to respect other peoples' views. Those with that show poor reading skills. might increase their reading practices because they will want to feel valuable by participating and voicing their thoughts among their classmates.

Padurean (2015) comments that students are not only passive receivers of teacher given interpretations but they have to be intellectually and emotionally

engaged in classroom activities, especially those that provide them with opportunities to speak freely and listen to their counterparts. Teachers may create what Hsu (n.d) calls literature circles. Daniels' (1994) describes literature circles as small, temporary discussion group of students who are jointly chosen to read the same book. During book discussions, the members bring notes on their reading, and discuss the book according to assigned roles.

Daniels (1994) suggests four required roles for students while discussing a book:

- a) A discussion director: responsible for starting the discussion with questions and soliciting comments from other students;
- b) A literary luminary: responsible for choosing interesting, powerful, puzzling, thought-provoking, or important passages to read aloud in the text;
- c) A connector: responsible for showing relationships of people, places, and events in the text to home life, school life, personal concerns, other literary works or other writing by the same author, and
- d) An illustrator: responsible for adding a graphic dimension to the text by sketching, drawing cartoons, diagrams, stick figures or flow charts.

For example, students may be given a book. They will then have two to three weeks to read the book. After they have the book read, each student will critically analyse and express his/her views basing on personal beliefs, normally making connections with own experiences. Through this, students will increase language skills and decrease fear for speaking as each one speaks and listens to other classmates. However, it is the teacher's responsibility to make sure that no students devalue others' ideas in order to avoid inhibition from other students.

So far, this technique is not much explored at ISCED-Huila, although students are required to do classroom presentations of the book reviews where orally present the content of the books followed by questions usually made by the teachers or in some cases by peers students.

1.5.3. Classroom Storytelling

EFL learners need to interact with their peers to acquire and generate language, as well as to practice new structures in order to be able to understand the different language structures and how they function in a society. Developing FL reading

skills requires a range of activities including interaction, interesting and meaningful contexts, peaceful classroom atmosphere and engaging in the use of language structures that can be acquired through telling and listening to stories.

Learners at their initial stage of language learning develop oral language skill rather than their writing. They develop language skills and interests in reading mostly by listening and repeating the words or phrases and language structures from stories they hear from teachers, classmates or read from literary pieces. Dujmovic (2006) claims that carefully chosen stories allows learners to develop their receptive language in an entertaining, meaningful context and naturally invites them to repeat many of the predictable words and phrases, which they gradually take ownership of and add to their receptive and productive language. Once students perceive their progress in the acquisition of new words and structures, they create a sense of satisfaction that leads them to reading more.

Fitzgibbon & Wilhelm (1998) point out that storytelling is one of the most significant way to teach English to EFL students. They go further to suggest that stories are estimated to supply intelligible input that facilitates language learning. This method can be an ideal technique for increasing learners' amount of reading time, as they will learners normally pay attention to the stories with enjoyment.

Storytelling provides learners with not only new forms of the language, but they are also stimulated to reason the events in the story or make their own endings depending on their imagination, creativity and story books they have previously read. It often increases students' interests in reading since teachers supply a comfortable atmosphere during storytelling. There are great possibilities to catch students' interests around the story and have them focus on the new items of the language. From that, students may feel forced to explore different literary materials, which will help them bring about new products because of the activation of the imagination.

In addition to no imagination constraints, students hear new forms of the language and try to remember and operate the new items of the language with their peers. It offers an integration of the new information with what the students have learned.

Eventually, learners can smoothly gain interests in reading more in the target language as a result of the necessity to tell stories in the classroom.

Bala (2015, p. 21) categorizes storytelling into three stages, namely pre-stage, in-story, and post-story. The pre-story stage includes warm-up activities that enable students to get ready for listening through presenting target vocabulary and using some realia like posters to capture (other) learners' attention to the story. The in-story helps the (other) learners understand the context without worrying due to the pleasure in the atmosphere. The post-story contains follow up activities, including questions and discussions.

In storytelling classes, students share social experience and recognize different perspectives. EFL learners, especially young learners, rarely get bored to tell and listen to a story more than once. This repetition causes them to acquire language items unconsciously. What is more, they desire to participate in the narrative. Thus, Dujmovic (2006) asserts that EFL teachers should find an opportunity to introduce or review the new vocabulary or sentence structures in more varied, memorable and familiar context, while students develop their ability and interests in reading storybooks. Therefore, it is safe to say storytelling appeals the students into a meaningful, interactive communication context, creates a cozy atmosphere and prepares them to learn the target language naturally.

In order to build up reading competency, EFL learners significantly need to be submitted to enough auditory and spoken language ability. Storytelling supplies crucial auditory input during social narrative communication. Therefore, Huang (2006) highlights that storytelling develops vocabulary learning and the teachers should visualize, and have attempts to influence the learners to tell and listen to the stories in and outside the classroom

For example, storytelling is a vital technique to present grammatical and syntactic features in interesting and meaningful context. Learners may draw their classmates focus on the linguistic features and different tenses of the language, such as simple past, present perfect and past perfect. Therefore, learners would be able to learn to recognize and apply to their talks varied types of language structures that they have learned through classroom storytelling class.

1.5.4. Creative Writing

A large and growing body of literature has investigated the importance of creative writing (CW) in learning English, in general, and in reading in particular. Although when teachers deal with FL writing in secondary high schools and universities in Angola, they pay much attention to academic writing forms. EFL learners learn to write mostly academic texts. It is undoubtedly clear that academic writing is crucial for FL development; however, it is not sufficient to improve students' capacity to evolve from simple reproduction of already existing texts to producing inspiring pieces of writings based on their own life experience. Therefore, students must be involved in writing activities through which they can put out their imagination and increase their interests for reading. That may be achieved through creative writing.

The Duke University (1999, p. 1) defines creative writing as a form of artistic expression, in which one draws on the imagination to convey meaning through the use of imagery, narrative, and drama. In this particular technique, learners can be taught to write dialogues, poems, novels, songs, epics, short stories or other different types of creative writings. These activities will allow them to use the language authentically yet creatively.

For, Maley (2012), creative writing results improvement students' habits for reading, since through the process of creating and editing written work, students will gain a greater insight into the language beauty that all kinds of literary texts offer them. Over the course of a CW assignments students can strengthen their interests in reading as they will be encouraged to break out of the standardized text-book styles of learning through simply reproducing already existing texts.

Most of the times, EFL teachers look at academic writing tasks as being more relevant to the students' language development, suggesting that academic writing activities are more significant to students' future careers than asking them to create their own stories short story. However, creating writing activities support vocabulary learning, which is an important area in developing students' habits for reading; although, the use of proper grammar is usually put aside. Thus, creative writing must not be taken as replacing activities for academic writing. Rather it should be seen as a useful complimentary tool in FL learning and a key component for developing reading.

Students at ISCED-Huila, particularly in the subject of *Literatura Africana* (African Literature) do not practice much this technique. However, after reviewing a book, they are required to write about their point of view, the moral of the story and compare it actual life situations. Most of the times, students take advantage of these activities to practice their creativity in producing interesting pieces of written texts, although, based on an already existing story.

To conclude, reading has often been regarded as a difficult skill to master; however, both EFL teachers and students can use numerous techniques to increase reading practice in EFL context. Although the most effective technique is still to be identified, the of book review, book discussions, storytelling and creative writing would help learners build motivation and develop effective reading skills.

Broadly speaking, this chapter reviewed the studies on the use of literature to increase EFL learners' reading the following conclusions have been reached:

First, literature can be described as a set of creative artistic pieces of writing based on the author's personal experience and perception about real and made-up events.

Second, several literary genres may be explored in FL classroom. Teachers do not need to incorporate them all in their classes. Selecting the ones that most likely fit into learners' characteristics raises their motivation to not only to practice reading in the classroom, but also increase the their chances to explore multiples cultures and the creativity of numerous writers.

Third, literary materials seem to be a difficult issue for many EFL teachers and learners. Most of the times, it contains language that is not easily understood by EFL learners; however, they have unique characteristics that make them distinctive from other types of written texts.

Fourth, literary works deal with subjects that are common to some cultures regardless of their different way of treatment. A careful selection and its implementation in language classes often results in students' language development, particularly in raising their interests and reading skills in foreign language learning. Due to the beautifulness of the language that normally

characterizes them, it generally stimulates readers' enthusiasm for continuing practicing reading.

Finally, reading has often been regarded as a difficult skill to master; however, both EFL teachers and students can use numerous techniques to increase reading practice in EFL context. Although the most effective technique is still to be identified, the of book review, book discussions, storytelling and creative writing would help learners build motivation and develop effective reading skills.

**CHAPTER TWO:
RESEARCH METHODOLOGY**

CHAPTER TWO: RESEARCH METHODOLOGY

The previous chapter reviewed the literature on the role of literature in improving students' reading skills at ISCED-Huila. This chapter makes reference of the description of the research methodology used in the study. It is divided into two main sections; the first one displays the methodology, and the second presents the results obtained from the research instruments used.

2.1. METHODOLOGY

This section refers to the methodology used to collect data to answer the three relevant research questions below:

- What literature genres do teachers of English at ISCED-Huila English Sector use in their lectures?
- What are the reasons for teacher of English at ISCED-Huila English Sector to use literature in their lectures?
- What techniques do teachers of English at ISCED-Huila English Sector apply to improve students' reading skills through literature?

The current section is divided into four sub-subsections. The first section describes the context where the study took place, the second section refers to the research participants, the third section looks at the period of study and the last one portrays the methods.

2.1.1. Research Context

In order to answer the research questions posed above, the research was carried out at the *Instituto Superior de Ciências de Educação "ISCED-Huila"* (Higher Institute of Teachers Training).

ISCED-Huila was founded in 1980. It is located in the province of Huila and it is said to be the oldest educational institution for *Higher Education* in Angola. The institute comprises five departments being the Department of Natural Sciences, the Department of Exact Sciences, the Department of Sports Sciences, the Department of Social Sciences, and the Department of Modern Languages, each

department offers a range of courses on teacher training, including History, Geography, Mathematics, Computer Science, Physical Education, Biology, Chemistry, French, Portuguese, and English just to mention some. ISCED-Huila is located in the city centre. It holds statutory, administrative academic and scientific autonomy and a direct bound to the Ministry of Higher education. Its mission is the development of teaching activities, scientific research and service provision to the community, through the promotion, diffusion, creation, transmission of science and culture as well as the promotion and implementation of scientific research in educational sciences (National Parliament, 2012, as cited in Cacumba, 2014, p. 17).

Its reputation and the quality of the courses offered leads students to the elaboration of Scientific and academically well produced papers for the consummation of the or to the undertake of an Internship in one of the local High School carefully selected by an ISCED-Huila commission for students to graduate and receive their *Licenciatura* Degree at the end of each course that may last at least 4 years.

All these aspects make ISCED-Huila is very a popular *Higher Institution* throughout the country. Unlike other *Higher Educational* Institutions with insufficient resources for scientific investigation and large numbers of students per class, the teaching conditions at ISCED-Huila are conducive to good learning. The English course is very demanding, preparing EFL teachers who must be able to work for every level of the Angolan educational system from primary up to the University level.

At ISCED-Huila, Year 1, 2 and 3 have 3 hours of literature classes per week. In year one students have an introduction to literary studies. In this subject, students are introduced the basic concepts how literature (i.e. definitions of literature, and the different genres of literary works). In year two, students learn other aspects of literature. They are required to read books of African writers that contain unique aspects of the African communities. They are also required to make summaries of the books they read where they have to pay attention to aspects such as the biography of the author, the characters in the story, a summary of the story, the point of view, and the moral of the story (if necessary). Finally, in year 3, ISCED-

Huila move from African literature to Anglo-American literature. They read books by American authors in which they are also required to make summaries and discussions about writing styles, and other important concept of literature.

2.1.2. Participants

The participants of this study were two experienced female teacher trainers and twenty-five students majoring in EFL from “*Instituto Superior de Ciências de Educação “ISCED-Huila”*”. They are both over 35 years old. One has an English language teaching experience of ten to fourteen years and the other has taught English for more than fifteen years. By the time of the research, there were three teachers of Literature at ISCED-Huila, due to the reduced numbers of the population, there was no need to sample them. For this reason, it was decided to work with all of them. Unfortunately, one of the teachers was not able to complete and return the questionnaire owing to schedule constraints, this way, the researcher proceed the investigation with the results of two questionnaires.

It was also necessary to include the students in the study for triangulation purposes; therefore, 25 students were selected to participate in the study because they are the target of this investigation and so their opinions about the role of literature in improving EFL students’ reading skills is vital.

2.1.3. Period of Study

The preliminary phase, that was the piloting stage, concerned to both teacher questionnaire and students questionnaire took place early in January 2022 and the final version were ready and applied on Late-February 2022. Before the final version the Questionnaires, a preliminary version of the questionnaire was handed to two EFL teachers for analysis and recommendations for improvements. Thus, very significant contributions were provided by them and their feedback was crucial for shaping some aspects related to the content and validity of the instruments.

2.1.4. Research Design

The research design is descriptive since it aims at listing and describing the most significant roles of literature in improving EFL students’ reading skills at “ISCED-Huila”. Researchers such as Anastas (1999) and Kufner & McLellan (2015) suggest that descriptive research involves gathering data that describes events and then organizes, and describes the data collection. Furthermore, it was used

both quantitative and qualitative methods (questionnaire and students questionnaire) for data analysis and for the sake of triangulation purposes.

2.1.5. Methods

For this study, it was used of questionnaires. This type of data collection instruments are objective, practical, reliable, and have its responses gathered in a standardized way. Milne (1999) reveals that questionnaires provide information from a large portion of a group; they can be analysed more “scientifically” and objectively than other forms of research; and they are cheaper, faster, and the principle of anonymity is seriously taken into consideration.

2.1.5.1. Teacher Questionnaire

It is important to mention that first; a pilot questionnaire was given to one-experienced teacher from “ISCED-Hufla”, from which some crucial comments were provided which helped in the improvement of the instrument in terms of validity, clarity and appropriateness. The feedback provided was vital for obtaining relevant data for the support of this study.

2.1.5.1.1 Design of Teacher Questionnaire

This subsection aims at describing how the teacher questionnaire was designed. It was already mentioned that one-experienced EFL teacher analysed the questionnaire before its submission.

The comments helped to improve the instructions and wording in the questionnaire itself. The questionnaire starts with an introduction that did not state the purpose of the research. It was then suggested that the final version should include the purpose of the research.

Regarding the number of questions, the questionnaire had previously nine questions. Three of them asking teachers’ academic qualifications, and whether teachers think they students like to read or no. It was suggested to remove these two questions, as they are not that relevant for the purpose of this study. In this regard, the number of questions in the final version reduced to seven. In addition, some other necessary changes were made, such as in most questions namely questions 4, 5, and 6 contained completely different wording from those of the research questions being: a) do you use literary materials in your lessons?, b) are

literary material important in teaching English?, and c) how do you teach English through literature?. These three questions were then replaced to a) what literary genres do you use in your lectures? b) What are the reasons for using literature in lectures?, and c) What techniques do teachers use to improve students' reading skills through literature? See Appendix 1.

2.1.5.1.2. Procedures

The final version of the questionnaire was applied to three EFL teachers from ISCED-Huila. The questionnaires were distributed with clear instructions in order to avoid mistakes and misunderstandings. The teacher were contacted week before the day of application. They had to take the questionnaire to their houses because they were applying exams so their timetable were very much full of duties.

2.1.5.2. Students Questionnaire

The Questionnaire for students was designed in one version (English). The students version was important for reporting purposes as far as comparing and contrasting students responses with those gathered from the teachers questionnaire is concerned.

2.1.5.2.1. Design of the Student Questionnaire

Similar to the teachers questionnaire, the students questionnaire also had nine questions before the piloting phase. The majority were closed questions, meaning that students were only meant to tick/choose one or two options.

It was also submitted to two EFL teachers from ISCED-Huila who suggested the same changes as in the teachers questionnaire, namely the removal of two unnecessary questions (one about their first language and another about whether or they like to read or not).

Considering the suggestions received from the trainers at ISCED-Huila, other changes were also made in the introduction of the questionnaire (to include the purpose of the study) and in the wording of the questions (to make them as closer to the research questions as possible)

2.1.5.2.2. Procedures

The final version of the questionnaire was applied to twenty-five ISCED-Huila EFL students. The students were informed about the questionnaire a week before the application. They were briefly explanation the questions and the purpose of each question to ensure the questionnaire was well understood. The questionnaire has an introductory part that states the purpose of the study and ensures the principles of confidentiality and anonymity. Some students filled in answered and returned the questionnaire on the same day, while other returned after two days because they were in the period of writing their exams. (The final version of the students questionnaire is available in Appendix 2).

After referring to the aspects related to the research methodology and the procedures for data collection, the next section presents the results obtained through the instruments.

2.2. RESULTS

In the previous section, the methodology and procedures used to collect data were described. This section focuses on the results obtained from the research instruments used for this study, starting from presentation of the results obtained from the teacher questionnaire and later on the ones from the students questionnaire.

2.2.1. Results from Teacher Questionnaire

As previously highlighted, the questionnaires were distributed to two teachers; fortunately, the two completed and returned the questionnaire accordingly. Therefore, the results from the two teachers will be displayed below.

Question 1: What is your gender?

The purpose of this question was to know the gender of the teachers who participated in the study.

The two teachers who participated in the research were female.

Question 2: What is your age range?

The purpose of this question was to know the age range of the teachers who participated in the study.

The two teachers who participated in the study are more than 35 years old.

Question 3: How long have you been teaching English?

The purpose of this question was to find out about the language teaching experience of the teachers who participated in the study.

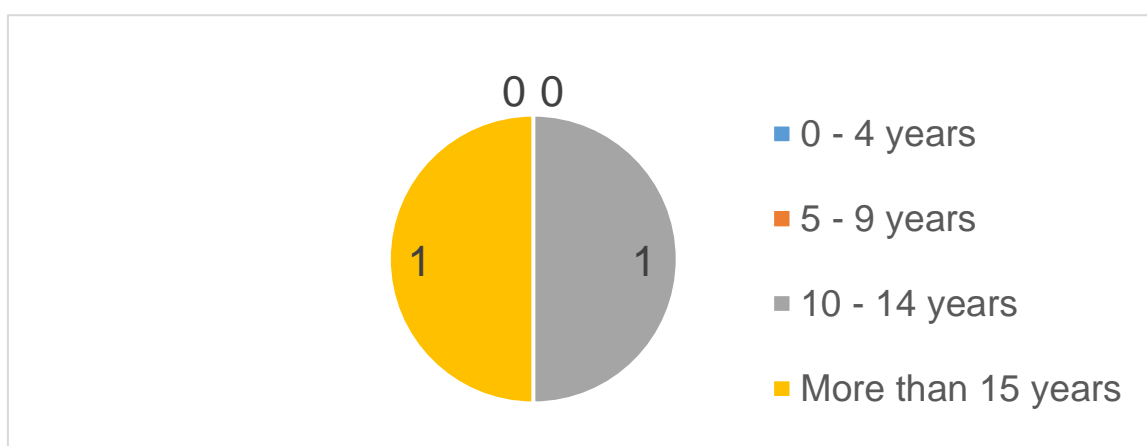


Diagram 1: EFL teachers' teaching experience at ISCED-Huila.

Diagram One shows that one of the teacher who participated in the study has taught English for ten to fourteen years while the other has an English teaching experience of more than fifteen years.

Question 4: What literary genres do you use in your lectures?

The aim of the question was to find out about the literary genres used by EFL teachers in their lectures.

Genres	Not at All	Very Little	Somewhat	Very Much
a. Fiction	0	0	1	1
b. Drama	2	0	0	0
c. Non-Fiction	0	0	0	2
d. Folklore	1	0	0	1

e. Poetry	1	1	0	0
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Table 1: literary genres used in EFL lectures.

Table 1 shows that two teachers use non-fiction very much. One teacher uses fiction somewhat. One teacher uses Poetry very little; and finally, two teachers do not use drama at all.

Question 5: What are the reasons for using literature in your lectures?

The main aim was to identify the reasons for using literature in EFL lectures

Reasons	Not at All	Very Little	Somewhat	Very Much
a. Language Enrichment	0	0	0	2
b. Cultural Enrichment	0	0	1	1
c. Authentic Material	0	0	0	2
d. Personal Involvement	0	0	1	1

Table 2: Reasons for using literature in EFL lectures at ISCED-Huila.

The results from Table 2 reveal that two teachers consider that the use of literature in EFL lectures results in language enrichment as well as authentic material (respectively) very much. One teacher claims that literature leads to cultural enrichment as well as personal involvement somewhat.

Question 6: What techniques do teachers use to improve students' reading skills through literature?

The aim of this question is to find out about the techniques used to improve students' reading skills through literature.

Techniques	Not at All	Very Little	Somewhat	Very Much
a. Book Review	0	0	0	2
b. Book Discussion	0	0	0	2
c. Classroom Storytelling	0	0	1	1

d. Creative Writing	0	0	0	2
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Table 3: Techniques to improve students' reading skills through literature.

Table 3 illustrates that 2 teachers use book review, book discussion, as well as creative writing very much, and one teacher uses classroom storytelling somewhat. Surprisingly, one teacher suggested that "close reading" is also an additional technique used to improve students' reading skills through literature.

Question 7: Please, you are free to write further comments about the importance of literature in improving EFL students' reading skills.

The objective of this question is to obtain further information about the importance of literature in improving EFL students' reading skills. As a result, one teacher made the following comment:

- ✓ Literature raises students' awareness on the importance of learning all the involving aspects of a language.

Having presented the results from teacher questionnaire the next subsection is going to present the results obtained from the students questionnaire.

2.2.2. Results From Students Questionnaire

The previous subsection presents the results from the teachers questionnaire. The current subsection displays the results from the students questionnaire. 25 EFL students majoring in English language teaching from ISCED-Huila responded the questionnaire. The data provided by them is vital for making comparisons with teachers views on the use of literature to improve students' reading skills.

Question 1: What is your gender?

The aim of this question was to know the gender of the students who participated in the study.

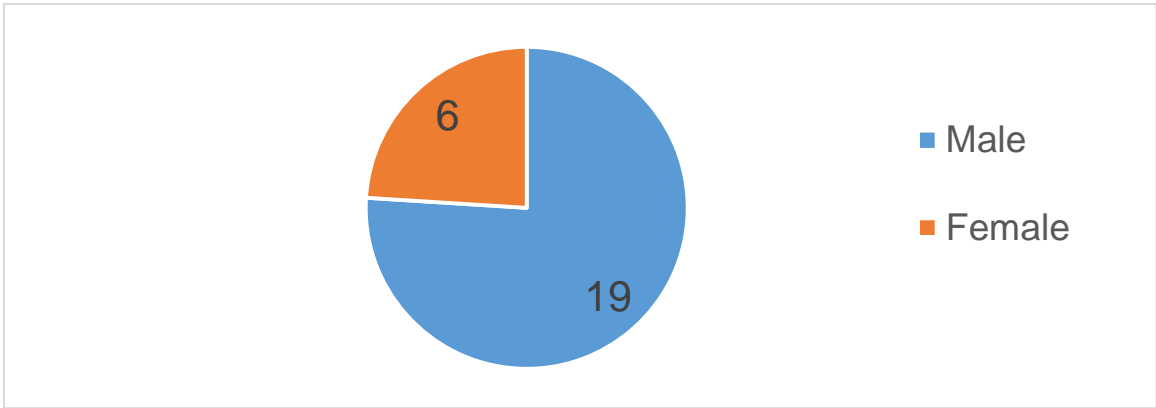


Diagram 2: students' gender

Diagram Two shows that most of the students who participated in the students were male and six were female.

Question 2: What is your age range?

The purpose of this question was to know the age range of the students who participated in the study.

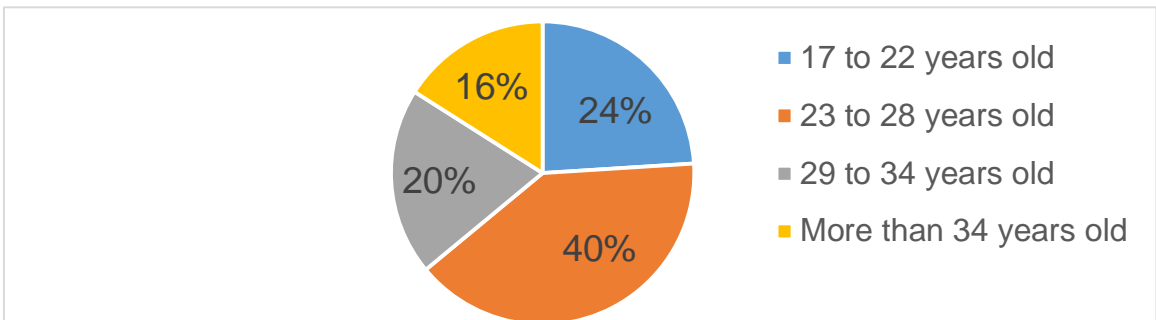


Diagram 3: students' age range.

The results from Diagram 3 shows that most of the students (40%) who participated in the study were between twenty-three to twenty-eight years old. Twenty-four percent were between seventeen to twenty-two years old. Twenty percent were between twenty-nine to thirty-four years old, and sixteen percent more than thirty-four years old.

Question 3: How long have you been learning English?

The purpose of this question was to find out about the language learning experience of the students who participated in the study.

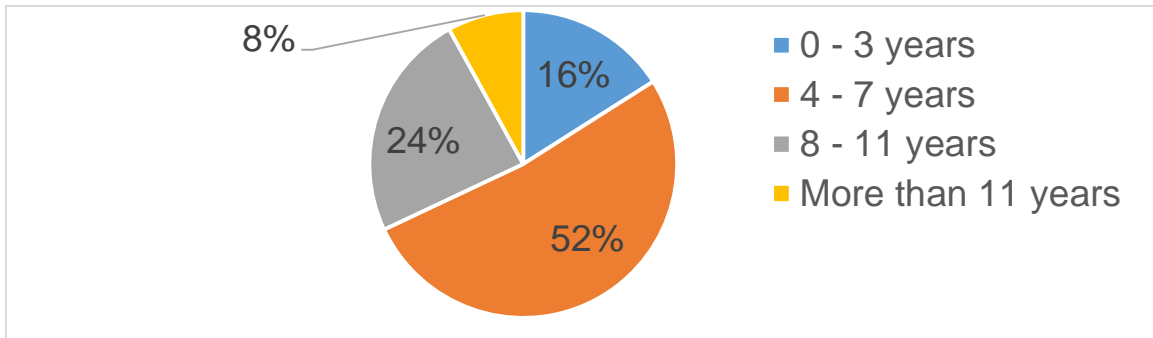


Diagram 4: students' language learning experience.

Diagram 2 illustrates that more than half the number of students (52%) have been learning English for four to seven years. Twenty-four percent have been learning English for eight to eleven years. Sixteen percent of the students are learning English for zero to three years, and finally, eight percent are learning English for more than eleven years.

Question 4: What literary genres do your teachers use in their lectures?

The aim of the question was to find out about the literary genres used by EFL teachers in their lectures.

Genres		Not at All	Very Little	Somewhat	Very Much
Fiction	Responses	11	7	4	3
	Percentage	44%	28%	16%	12%
Drama	Responses	2	8	14	1
	Percentage	8%	32%	56%	4%
Non-Fiction	Responses	3	1	6	15
	Percentage	12%	4%	24%	60%
Folklore	Responses	7	9	7	2
	Percentage	28%	36%	28%	8%
Poetry	Responses	7	13	1	4
	Percentage	28%	52%	4%	16%

Table 4: literary genres used in EFL lectures.

The results from Table 4 reveal that most of the students (60%) claimed that their teachers use non-fiction very much. 56% of the students suggested that their teachers use drama somewhat. 52% of the students who participated in the study reported that teachers use poetry very little, and finally, 44% of the students stated that teachers do not use fiction at all.

Question 5: What are the reasons for using literature in the lectures?

The purpose of this question was to identify the reasons for using literature in EFL lectures.

Reasons		Not at All	Very Little	Somewhat	Very Much
1. Language Enrichment	Responses	3	3	6	13
	Percentage	12%	12%	24%	52%
2. Cultural Enrichment	Responses	1	10	10	4
	Percentage	4%	40%	40%	16%
3. Authentic Material	Responses	11	8	4	2
	Percentage	44%	32%	16%	8%
4. Personal Involvement	Responses	3	5	8	9
	Percentage	12%	20%	32%	36%

Table 5: Reasons for using literature in EFL lectures at ISCED-Huila.

The results from Table 5 show that more than half of the students (52%) suggest that the use of literature in EFL lectures leads to language enrichment very much. 40% of the students responded that literature results in cultural enrichment somewhat. Similarly, 40% of the students reported that literature are cultural enrichment very little, and last, 44% do not consider literature authentic material at all.

Question 6: What techniques do teachers use to improve students' reading skills through literature?

The aim of this question is to find out about the techniques teachers use to improve students' reading skills through literature.

Techniques		Not at All	Very Little	Somewhat	Very Much
1. Book Review	Responses	1	1	4	19
	Percentage	4%	4%	16%	76%
2. Book Discussion	Responses	2	3	9	11
	Percentage	8%	12%	36%	44%

3. Classroom Storytelling	Responses	12	10	1	2
	Percentage	48%	40%	4%	8%
4. Creative Writing	Responses	2	14	5	4
	Percentage	8%	56%	20%	16%

Table 6: Techniques to improve students' reading skills through literature.

Table 6 reveals that an overwhelming number of students (76%) stated that their teachers use book review very much followed by book discussion with 44% of students responding very much. 36% of the respondents claimed that teachers use book discussion somewhat. 56% of the students suggested that teachers use creative writing very little. Finally, 48% of the students claimed that teachers do not use classroom storytelling at all.

Question 7: Please, you are free to write further comments about the importance of literature in improving EFL students' reading skills.

The objective of this question is to obtain further information about the importance of literature in improving EFL students' reading skills. As a result, three students made the following comment:

- ✓ Literature is important because it empowers students with knowledge, makes students develop the habits of reading and help us to develop reading skills.
- ✓ Literature plays an important role in order to improve EFL students' language skills by providing a lot of literature works and much information related to language.
- ✓ Literature is very much important because it teaches us how to write and read correctly and improves our speech.

This chapter presents the results from both teachers and students Questionnaire. The upcoming chapter analysis and discusses the most important results obtained from the used instruments in the light of literature review to reach some conclusions and recommendations for this study.

**CHAPTER THREE:
ANALYSIS AND DISCUSSION**

CHAPTER THREE: ANALYSIS AND DISCUSSION

3.0. INTRODUCTION

The previous chapter described the research methodology used and presented the results from the research instruments (questionnaires for teachers and students) applied for collecting data on the role of literature in improving students' reading skills at ISCED-Huila Day Classes. This chapter aims at analyzing and discussing the results obtained in the previous chapter, and make some comparisons with those from the existing literature as a way to provide answers to the three research questions posed, being as follow:

- What literature genres do teachers of English at ISCED-Huila English Sector use in their lectures?
- What are the reasons for teachers of English at ISCED-Huila English Sector to use literature in their lectures?
- What techniques do teachers of English at ISCED-Huila English Sector apply to improve students' reading skills through literature?

To achieve the aim, the chapter is divided into three sections. The first section looks at the literary genres that teachers of English at ISCED-Huila English Sector teach in their lectures. The second focuses on the reasons why teachers of English at ISCED-Huila English Sector use literature in their lectures; finally, the last section examines the techniques teachers of English at ISCED-Huila English Sector use to improve students' reading skills through literature.

3.1. LITERARY GENRES USED IN EFL LECTURES

Alike the definition of literature, the categorization of its genres and subgenres appears to be quite challenging and diverse. Different authors seem to classify literary genres differently, most of them basing on own context and perceptions of what literature is all about. However, in Chapter One (Section 2.1) it is argued that researchers such as Preston (1999), Amer (2012), and Haniya (2019) are unanimous to categorize literary genres into fiction, drama, non-fiction, folklore and poetry.

In this study, the results from the teachers about the literary genres used by teachers of English at ISCED-Huila English Sector in their lectures show that all the teachers (2) use non-fiction very much. 1 teacher uses fiction somewhat and poetry very little respectively; while, drama is not used by any teachers of English. Similarly, the results from the students illustrate that 60% of the students claim that their teachers use non-fiction very much followed by poetry in which 16% of the students reported that teachers use it very much. 56% of the students suggest that their teachers use drama somewhat, and 28% also report that teachers use folklore somewhat. 52% argue that teachers use poetry very little, and finally, 44% state that teachers do not use non-fiction at all.

The results from teachers and students present some similarities. Both teachers and students reveal that non-fiction is the literary genre most used in literature lectures and that fiction is the genre least frequently used. That might be explained by the fact that most of the literature books available at the English sector are non-fiction books that tell stories based on different cultural aspects and people from Africa and America such as “The Mating Game by Barbara Kimenye”, “Silas Marner by George Eliot”, American Short Stories by Schaefer, Runyon, Hemingway & Thurber”, “The Story of the Treasure Seekers by Edit Nesbit” and “Slinky Jane by Catherine Cookson”.

For students, drama and poetry are “difficult” and “hard to understand”. Teachers and students might have reported that they do not use drama poetry because they contain figurative language (see example below), which makes them difficult to use for developing language skills.

Example of figurative language from a poem it

When reading poetry, students find that in some cases, there are expressions that have no literal translation to Portuguese, and the differences and uncontrolled choice of words not only makes it difficult for the poem to be understood, but also lowers students’ interests in using them when reading. In addition, the figurative language in poetry may limit students’ opportunity to be more critical in reading the verses.

For example, the verse “*Whose woods these are I think I know. His house is in the village though; He will not see me stopping here To watch his woods fill up with snow*” in “*Stopping by woods on a snow Evening*” by Robert Frost (see appendix 3) is a world famous poem that might create a sense of motivation and inspiration to students when reading in English lectures. However, due to some “unfamiliar” grammatical constructions and the relatively “unusual” vocabulary for EFL learners used in that poem, students might find it difficult to take as a model for language development in general, and for developing reading skills in particular.

To conclude, despite the contradictions, teachers of English at ISCED-Huila English sector use mostly non-fiction and folklore in their lectures. However, fiction, drama and poetry do not seem to be very much implemented in English lectures.

Having analyzed and discussed the literary genres used by teachers of English in their lectures, the following section focuses on the reasons for using literature in EFL lectures.

3.2. REASONS FOR USING LITERATURE IN EFL LECTURES

The preceding section analysed and discussed the results about the literary genres used by teachers of English at ISCED-Huila English Sector in their lectures. The current section focuses on the reasons for using literature in EFL lectures.

It is quite understandable that literary materials are respectful resources that hold high reputation in many cultures and communities. For this reason, learners, particularly EFL students can feel a real sense of (language, cultural, and reasoning) achievement when able to understand pieces of highly respected literature available. Likewise, EFL students, most of the times, consider literary texts more interesting than the texts they find in course-books. This apparently happens due to the beauty of the language used in these types of materials, as well as to the openness a writer has to express his/her own feeling and emotions which can also be captivating to the very students. Nonetheless, it was already seen in Chapter One (Section 1.4) that the most notable reasons for incorporating literary materials in EFL lectures are because they are language enrichment,

cultural enrichment, authentic materials to be used in EFL lectures, and because they have room for students' personal involvement, as claimed by Padurean (2015), and Susanto (2020).

In this regard, the results from the teachers about the reasons for using literature in lectures reveal that all the teachers of English (2) at ISCED-Huila English Sector use of literature in lectures primarily because literature is very much language enrichment, and because they are authentic material. Teachers of English also claim that literature leads to cultural enrichment and offers personal involvement.

As for the results from the students, it can be understood that more than half of the students (52%) literary pieces in EFL lectures leads to language enrichment very much, followed by a considerable number of students (36%) who propose that they offer very much personal involvement. The results also inform that 40% of the students consider literary materials both cultural enrichment somewhat and very little. Finally, 44% of the students (which also a significant percentage) understand that literature are not authentic material at all.

The results from the teachers are very much in line with those from the students, despite some slight controversies. All the teachers and most students understand that the use of literature leads to language enrichment. By language enrichment, it is meant that literature books help ISCED-Huila EFL students develop language aspects such as vocabulary, grammar, punctuation, and sentence constructions that go beyond the ones presented in course books. In addition, teachers and students consider that literature books are cultural enrichment, and offers personal involvement. It can also be inferred that the main difference between the results is the fact that all the teachers consider literature authentic materials while most students think otherwise.

When reading literature books in African literature, students from ISCED-Huila explore a range of different cultural aspects from the most famous African rites such as circumcision. Students learn that in some parts of Africa, boys who are becoming men are circumcised without anesthetic and are sent away to live in the bush in a structure made by elder for some weeks with only a blanket and a few other supplies. In addition, students learn the community rules of different

societies, such as how to greet and address elderly people, and the different ways of how weddings are celebrated.

All these aspects contribute to a deeper understanding of how other communities habits might be, and learn to distinguish expressions and gestures that are more appropriate to use or find a more culturally sensitive equivalent of the expressions or gestures to use in that particular area.

As a conclusion, the reasons for using literature in EFL lectures at ISCED-Huila English sector lay on the fact that literary works lead to language enrichment, cultural enrichment, and because they are authentic materials and also provide students with possibilities for personal involvement.

After analyzing and discussing the reasons for using literature in EFL lectures, the next section is about the techniques to increase reading skills through literature.

3.3. TECHNIQUES TO INCREASE READING SKILLS THROUGH LITERATURE

The former section looked at the reasons for using literature in EFL lectures. This section evaluates the results about the techniques teachers of English use to increase students' reading skills through literature.

There seem to have always been controversies regarding the impact of literature in the to a students' overall language development. For example, Maley (2001, p. 180) notes that the significance of literature in language development remains unclear due to its extensive differences and individual interpretation of literary pieces and their precise nature of role. In this skepticism, literary texts were recognized only as a means to expose students to vocabulary and grammar structures and practice for translation. However, by introducing students to the values of literary texts, teachers encourage students to develop positive attitudes towards them. These values and attitudes relate to the world outside the classroom may develop students' linguistics as well as cultural knowledge. Thus, researchers (Goforth, 1998; Padurean, 2015, and Uddin, 2019) present some activities such as book review, book discussion, classroom storytelling and creative writing as techniques to increase students' reading skills through literary materials (see Chapter One, Section 1.5.).

Form the results from the teachers, it can be inferred that all the teachers of English (2) use book review, book discussion, as well as creative writing very much. 1 teacher uses storytelling very much and another uses storytelling somewhat.

Regarding the results from the students, it can be understood that, on one hand, more than two-thirds of the students (76%) stated that their teachers use book review very much followed by book discussion with forty-four percent of students responding very much. In addition, 36% of the students claimed that teachers use book discussion somewhat. On the other hand, 56% of the students suggested that teachers use creative writing very little; and finally, 48% of the students claimed that teachers do not use classroom storytelling in their lectures.

The results from both teachers and students tend to match in some aspects. Both groups agree that book reviews and book discussions are very much used. Conversely, teachers claim that they use creative writing very much; while most students argue that creative writing is used very little. In addition, teachers suggest that they use classroom storytelling; whereas, most students reported that classroom storytelling is very little and not used in English lectures at all.

In book reviews, ISCED-Huila EFL students are required to make summaries of story books in which must contain the author's biography, a list of all the characters in the story including their physical characteristics, a summary of the story, the genre, the point of view and the moral of the story. These exercises help to explain and critically appraise the subject matter, value, sense, and importance of a book. Therefore, it is important to expose students to a variety of books for reviewing and discussing as they often provide students with skills for dealing with unconventional, difficult or unknown language that can be used outside the class.

When teachers assign book reviewing tasks and book discussion activities it is important to give students sufficient time and opportunities to freely express their views about the book contents. That way, students will be able to deeply reflect on and brainstorm important thoughts that can lead to an overall understanding of how well students can read comprehend and deal with complex language. It is also believed that classroom storytelling and creative writing are effective in developing students' reading skills.

As students are all different, they perceive what they read differently. Book discussion is an important activity for fostering understanding of alternative points of view as a way of increasing and consolidating important skills such as, presentation time management, questioning and answering skills, and students' overall debating skills. Students are asked to read books in either their houses or in the classroom and share their views about the contents of the books by critically analyse and voice their positions towards the author's views, comments and arguments during English lectures. In this type of activity, students are given sufficient opportunities to evaluate a book under the guidance of some rules; namely, there must be a moderator (a student or even the teacher) to make sure that the discussion runs smoothly, ensure equity in allocation of talking time, and remind that no argument is right or wrong.

As a conclusion, the techniques to increase reading skills through literature most commonly used by teachers of English at ISCED-Huila English Sector are book review, book discussion. Nonetheless, there seems to be a little consensus and evidence with respect to the use of classroom storytelling and creative writing in English lectures.

After a careful analysis of the results from both the teachers and the students questionnaire, it can be concluded that:

First, despite the contradictions, teachers of English at ISCED-Huila English sector use mostly fiction, non-fiction, and folklore in their lectures. However, drama and poetry do not seem to be very much implemented in English lectures;

Second, the reasons for using literature in EFL lectures at ISCED-Huila English sector lay on the fact that literary works lead to language enrichment, cultural enrichment, and because they are authentic materials and also provide students with possibilities for personal involvement;

Finally, the techniques to increase reading skills through literature most commonly used by teachers of English at ISCED-Huila English Sector are book review, book discussion. Nonetheless, there seems to be a little consensus and evidence with respect to the use of classroom storytelling and creative writing in English lectures.

Having come to the end of chapter three, the next section presents the main conclusions and recommendations of the study.

**CONCLUSIONS
AND
RECOMENDATIONS**

CONCLUSIONS AND RECOMMENDATIONS

The present section presents the conclusions and recommendations of the research study on the role of literature in improving EFL students reading skills at ISCED-Huila. Its purpose is to describe the influence of the use of literary texts in improving EFL students' reading skills at "ISCED-Huila". To achieve that, three objectives were established:

- To find out the literary genres teachers of English at ISCED-Huila English sector use in their lectures.
- To identify the reasons why teachers of English at "ISCED-Huila" English sector use literature in their lectures.
- To explore some techniques teachers of English at ISCED-Huila English Sector apply to improve students' reading skills through literature.

From the discussion of the results obtained in comparison with those of the existing literature, the following main conclusions were drawn:

Firstly, like any language teaching material, literary materials, especially literature books have their own weaknesses, despite that researchers believe that literature is a powerful tool for language developing because it provides a motivating drive for performing reading habits and skills due to its spectacular features that cannot be found in other type of texts.

Secondly, despite the contradictions, teachers of English at ISCED-Huila English sector use mostly non-fiction and folklore in their lectures. However, fiction, drama and poetry do not seem to be very much implemented in English lectures.

Thirdly, the reasons for using literature in EFL lectures at ISCED-Huila English sector lay on the fact that literary works lead to language enrichment, cultural enrichment, and because they are authentic materials and also provide students with possibilities for personal involvement;

Finally, the techniques to increase reading skills through literature most commonly used by teachers of English at ISCED-Huila English Sector are book review, book discussion. Nonetheless, there seems to be a little consensus and evidence with respect to the use of classroom storytelling and creative writing in English lectures.

From the conclusions above, it can be recommended the following:

One, being literature a powerful tool that provides a motivating drive for developing reading skills, both EFL teachers and students at ISCED-Huila should maximize the implementation of literary materials in English lectures so that students' reading skills can be improved.

Two, the English sector at ISCED-Huila is recommended to create a more diversified collection of literature books including fiction, drama and poetry books so that teachers of English can have other options in terms of literary genres to use in their lectures.

Three, teachers of English at ISCED-Huila are advised to continue to explore the linguistic, cultural and the authenticity that literary materials offer, as well as to create appropriate atmosphere where students can really feel emotionally part of the situation story or situation presented by the literary text.

Last, teachers of English at ISCED-Huila are recommended to expand the techniques they use to increase students' reading skills through literature by implementing practical exercises of storytelling and creative writing (see examples of practical exercises of storytelling and creative writing in Appendices 7 and 8).

Some aspects related to the topic in this work may not have been deeply discussed; however, it was possible to attain the objectives of this work, find answers and reach conclusions. Thus, researchers are recommended to further investigate "the use of literature to improve EFL students' writing skills at the university level.

APPENDICES

APPENDIX 1: TEACHER QUESTIONNAIRE



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA

Dear Teacher,

The purpose of this study is to describe the influence of the use of literature in improving ISCED-Huíla teacher trainees' reading skills. By filling in this questionnaire, you will help us to a) to find out the types of literary genres used to improve students' reading skills; b) identify the reasons for using literature in classroom, and to c) explore some techniques to improve students' reading skills. We ensure that the answers you provide will be treated with confidence and the data from this research will be reported in the monograph anonymously. We are very thankful with your cooperation.

Gratefully,

Maisa da Conceição Mayer Alkaim Lombe

A: BACKGROUND INFORMATION

1. **What is your gender?** (Choose ONE option only).
 - a. Male (M)
 - b. Female (F)
2. **What is your age range?** (Choose ONE option only).
 - a. 20 to 25 years old
 - b. 26 to 30 years old
 - c. 31 to 35 years old
 - d. More than 35 years old
3. **How long have you been teaching English?** (Choose ONE option only)
 - a. 0 – 4 years
 - b. 5 – 9 years
 - c. 10 – 14 years
 - d. More than 15 years

B: LITERATURE IN EFL CLASSES

4. **What literature genres do you teach in your lectures?** Please tick.

Genres	Not at All	Very Little	Somewhat	Very Much
f. Fiction				
g. Drama				
h. Non-Fiction				
i. Folklore				
j. Poetry				
k. Other(s) Please specify _____				

5. What are the reasons for using literature in lectures? Please tick.

Reasons	Not at All	Very Little	Somewhat	Very Much
e. Language Enrichment				
f. Cultural Enrichment				
g. Authentic Material				
h. Personal Involvement				
i. Other(s) Please specify _____				

6. What techniques do teachers use to improve students' reading skills through literature? Please tick.

Techniques	Not at All	Very Little	Somewhat	Very Much
e. Book Review				
f. Book Discussion				
g. Classroom Storytelling				
h. Creative Writing				
i. Other(s) Please specify _____				

7. Please, you are free to write further comments about the importance of literature in improving EFL students' reading skills.

THANK YOU FOR YOUR TIME
Lubango, Janeiro 2022

Adopted from:

Zengin, B., Başal, A., & Yükselir, C. (2019). Investigation into the perceptions of English teachers and instructors on the use of literature in English language teaching. *The Reading Matrix: An International Online Journal*, 19 (1), 155 – 166.

APPENDIX 2: STUDENT QUESTIONNAIRE



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA

Dear Student,

The purpose of this study is to describe the influence of the use of literature in improving ISCED-Huila teacher trainees' reading skills. By filling in this questionnaire, you will help us to a) to find out the types of literary genres used to improve students' reading skills.; b) identify the reasons for using literature in classroom, and to suggest some techniques to improve students' reading skills.. We ensure that the answers you provide will be treated with confidence and the data from this research will be reported in the monograph anonymously. We are very thankful with your cooperation.

Gratefully,

Maisa C. M. Alkaim Lombe

A: BACKGROUND INFORMATION

1. **What is your gender?** (Choose ONE option only).
 - a. Male (M)
 - b. Female (F)
2. **What is your age range?** (Choose ONE option only).
 - a. 17 to 22 years old
 - b. 23 to 28 years old
 - c. 29 to 34 years old
 - d. More than 34 years old
3. **How long have you been learning English?** (Choose ONE option only)
 - a. 0 – 3 years
 - b. 4 – 7 years
 - c. 8 – 11 years
 - d. More than 11 years

B: LITERATURE IN EFL CLASSES

4. What literature genres do your teachers teach in their lectures? Please tick.

Genres	Not at All	Very Little	Somewhat	Very Much
a. Fiction				
b. Drama				
c. Non-Fiction				
d. Folklore				
e. Poetry				
f. Other(s) Please specify _____				

5. What are the reasons for learning literature in the lectures? Please tick.

Reasons	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Language Enrichment					
b. Cultural Enrichment					
c. Authentic Material					
d. Personal Involvement					
e. Other(s) Please specify _____					

6. What techniques do your teachers use to improve your reading skills through literature? Please tick.

Techniques	Never	Rarely	Sometimes	Often	Always
a. Book Review					
b. Book Discussion					
c. Classroom Storytelling					
d. Creative Writing					
e. Other(s) Please specify _____					

7. Please, you are free to write further comments about the importance of literature in improving EFL students' reading skills.

THANK YOU FOR YOUR TIME
Lubango, Janeiro 2022

Zengin, B., Başal, A., & Yükselir, C. (2019). Investigation into the perceptions of English teachers and instructors on the use of literature in English language teaching. *The Reading Matrix: An International Online Journal*, 19 (1), 155 – 166.

APPENDIX 3: STOPPING BY WOODS ON A SNOWY EVENING

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

By: Robert Frost

Retrieved from <https://www.poetryfoundation.org>.

Appendix 4: STILL I RISE

You may write me down in history
With your bitter, twisted lies,
You may tread me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like
teardrops.
Weakened by my soulful cries.

Does my haughtiness offend
you?
Don't you take it awful hard
'Cause I laugh like I've got gold
mines
Diggin' in my own back yard.

You may shoot me with your
words,
You may cut me with your eyes,
You may kill me with your

hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got
diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in
pain
I rise

I'm a black ocean, leaping and
wide,
Welling and swelling I bear in the
tide.

Leaving behind nights of terror
and fear

I rise
Into a daybreak that's wondrously
clear

I rise
Bringing the gifts that my
ancestors gave,
I am the dream and the hope of
the slave.

I rise

I rise

I rise.

By : Maya Angelou

Retrieved from: <https://www.poemhunter.com>.

APPENDIX 5: WE SHALL RETURN

We shall return

To the houses, to our crops,
to the beaches, to our fields
we shall return

To our lands
Red with coffee
White with cotton
Green with maize fields
we shall return

To our mines of diamonds
Gold, copper, oil
we shall return

To our rivers, our lakes
our mountains, our forests
we will return

By: António Agostinho Neto.

To the shade of the mulemba
To our traditions
To the rhythms and bonfires
we shall return

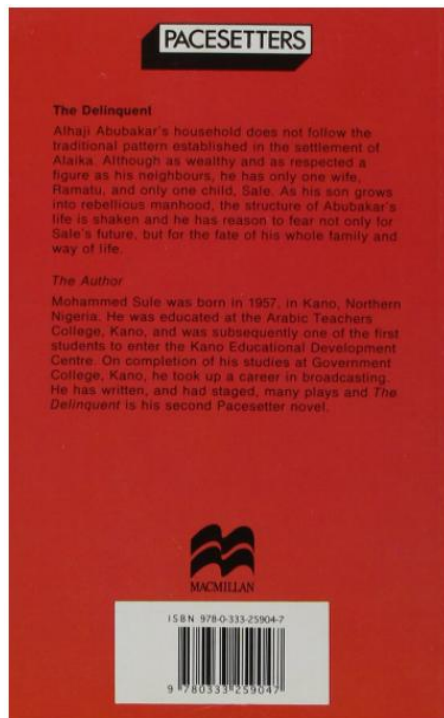
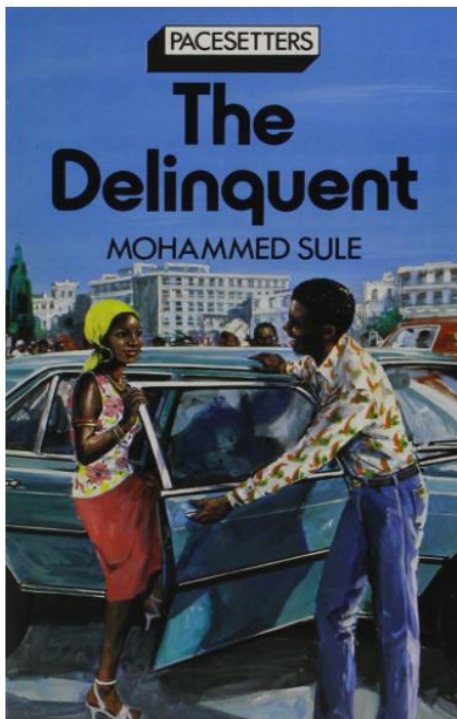
To the marimba and the quissange
to our carnival
we shall return

To our beautiful Angolan homeland
our land, our mother
we shall return

We shall return
to liberated Angola
independent Angola.

APPENDIX 6: EXAMPLES OF AFRICAN LITERATURE BOOKS

The delinquent by Muhammed Sule



The Delinquent

Athaji Abubakar's household does not follow the traditional pattern established in the settlement of Alaika. Although as wealthy and as respected a figure as his neighbours, he has only one wife, Ramatu, and only one child, Sale. As his son grows into rebellious manhood, the structure of Abubakar's life is shaken and he has reason to fear not only for Sale's future, but for the fate of his whole family and way of life.

The Author

Mohammed Sule was born in 1957, in Kano, Northern Nigeria. He was educated at the Arabic Teachers College, Kano, and was subsequently one of the first students to enter the Kano Educational Development Centre. On completion of his studies at Government College, Kano, he took up a career in broadcasting. He has written, and had staged, many plays and *The Delinquent* is his second Pacesetter novel.



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APPENDIX 5:

APPENDIX 6:

APPENDIX 7:

APPENDIX 8:

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