

Chapter I: Introduction

1.1. Introduction

The pedagogical role of literature in English as a foreign language (EFL) or English as a second language (ESL) classrooms have changed in the last two centuries. In the 19th century, literature was introduced through the grammar translation method in teaching modern languages. However, in the mid 1950s that approach was abandoned as it was lacking the communicative element. With the advent of the communicative language teaching methodology in the 1970s, literature was reintroduced in the 1980s to enhance the learners' competence. This trend towards literature is expected in gaining momentum at present.

1.2. Statement of the Problem

Teaching English in government secondary schools in the UAE aims at preparing students for Higher Education. They are taught English to be able score 5.0 in IELTS or 500 in TOEFL and be admitted to colleges and universities. In this context, teaching English through literature seems to be neglected in the foreign language curriculum (Jones and Carter 2012). This implies a divide between language and literature in the English language teaching. It may result in depriving students from reading authentic materials and developing their linguistic and cultural knowledge.

1.3. Significance

Teaching English through literature is of increasing importance and can be incorporated into secondary school English language classes to equip learners with skills that are needed for Higher Education. This is because it avails learners with opportunities to imagine, comprehend and reason when reading, listening, speaking and writing. This will also increase their motivation, interaction and awareness of various issues. Accordingly, it will enhance their language acquisition and develop their linguistic, literary and cultural competence. It is therefore essential for ESL teachers to teach literary texts with other types of texts in government secondary schools.

1.4. Definitions

In this project, literature refers to “[...] novels, short stories, plays and poems which are fictional”. It also “include[s] contemporary works which recognize that the English language ... is now used globally (Lazar 2012, p.5)”. Besides, story-based lessons in textbooks as well as graded literary Readers and literature books in school libraries. It will explore teachers’ knowledge, attitudes and classroom practices in regard to teaching literature. According to Ghaith (2012), teacher’s knowledge is of a wide scope and literature constitutes one the components of academic content knowledge. An attitude is defined by Baker (1992, p.10) as “a hypothetical construct used to explain the direction [...] of human behaviour”. Teachers’ attitudes, in this project, will be explored through interviews to determine to their stand towards teaching literature.

1.5. Purpose

The project focuses on teaching English literary texts in a government secondary school. It is of importance in highlighting how teachers incorporate literature in their English language instruction, their practices, and their attitudes towards this teaching strategy. Further, it will form the basis for the researcher in incorporating literature in her ESL teaching. This project will, thereby, address the following research questions:

- 1-What are the symmetries and asymmetries between the three English language teachers in regard to content knowledge, attitudes and classroom practices for using literary texts?
- 2-What are the pedagogical recommendations put forward for teaching literature by the teachers?

Chapter II: Theoretical Background

2.1. Theoretical Framework

The framework of this project consists of a number of components. First, it starts by tracing the pedagogical role of literature in language classes from grammar translation methodology till the communicative approach. Then, it presents views that support the teaching of literature in ESL/EFL contexts as expressed by Cook (1983), Ghosn (2002), Hoecherl-Alden (2006) and Lazar (2012), who argue that it enhances language acquisition. This research aims also to examine the opposing views for teaching literature as voiced by Parkinson & Thomas (2010), and McKay (1982), who argue that it is not intended for pedagogic purposes. After that, it explores the UAE context through the results yielded by studies on the English language curriculum as there is no literature available on the project topic. Then, it refers to studies in some countries that show teachers' knowledge about literature and their attitudes towards teaching literary texts including the ones conducted by Akyel & Yalçin (1990), Chin, Ho & Alkaff (2012), Hirvala & Boyle (1988) and Jones & Carter (2012). Finally, it suggests a number of classroom practices for teaching literature as stated by Lazar (2012), Parkinson & Thomas (2010) and Soliman (2012). This study will be implemented through semi-structured interviews with English secondary school teachers. This is to investigate their content knowledge about literature, their attitudes towards incorporating literature into their classes and their classroom practices.

2.2. Review and Analysis of the Literature

2.2.1. Language and Literature

The study of literature in language classes is very traditional and is linked to grammar translation method to foreign language instruction, which was used from the 19th century till mid 20th century in order to enable the learners to read the target literature (Dörnyei, 2009; Richards & Rodgers, 2010). Literature was a major resource in reading and translating texts (Soliman, 2012), and was combined with the acquisition of grammatical rules and text translation (Dörnyei, 2009; Richards & Rodgers, 2010). As a result, the learners felt frustrated (Richards and Rodgers,

2010). As this method became insufficient for developing communicative skills, linguists adopted the audio-lingual method in the 1950s-1960s (Dörnyei, 2009). Thus, the role of literature in EFL/ESL classes diminished (Soliman, 2012).

Jones and Carter (2012) point out that in the 1980s a controversy was risen over introducing literature into the communicative language teaching (CLT) and therefore literature appeared to be scarcely used as a resource in language textbooks. They maintain that while the Common European Framework for References for Languages (CEFR) focuses on abilities to read literature, this feature is now marginalised in coursebooks. Further, this sheds light on the language-literature divide which according to Byrnes (2007, cited in Weber- Fève, 2009) started in the Ancient Greece and continued till the 20th century. Cook (1983) stresses that despite language course content has varied over the course of time, the target literature and culture constitute its authentic components.

2.2.2. Advantages of Teaching through Literature

Teaching literature to EFL/ESL learners has positive impacts that have led to incorporating it into the curriculum. Literature is a rich resource that arouses learners' motivation (Cook 1983; Ghosn 2002; Parkinson & Thomas 2010). It is also a perfect means for showing language use (Cook, 1983; Ghosn, 2002; McKay, 1982; Parkinson & Thomas, 2010). It also enhances language literacy and critical thinking (Ghosn 2002; Hoecherl-Alden 2006; Parkinson & Thomas 2010). Both Cook (1983) and Lazar (2012), imply that it gives learners useful hints about all aspects of life in the target cultures. Both Ghosn (2002) and Lazar (2012) remark that literature can develop learners' personalities as it links content to common values and promotes empathy, tolerance and awareness of world issues that build bridges among nations.

2.2.3. Disadvantages of Teaching through Literature

Nevertheless, teaching literature has a few drawbacks. It is not intended for pedagogic purposes and does not serve the academic studies (Akyel and Yalçin 1990; Jones and Carter 2012; Parkinson and Thomas 2010). McKay (1982) thereby concludes that literature is of secondary importance in the curriculum. Parkinson and Thomas (2010) note the difficulty of literary language, which Yilmaz (2012)

relates to reducing the pace of the instruction. Hirvala and Boyle (1988) accordingly suggest predicting how learners may receive a text to plan its presentation. Clearly, awareness of these factors is vital prior to exploring teachers' knowledge and attitudes about incorporating literature in their classroom.

2.2.4. Teachers' Content Knowledge and Attitudes

In the past two decades, teachers' content knowledge and attitudes towards teaching literature were of interest to EFL/ESL research. Yet, it seems that there is no literature available on teachers' attitudes towards teaching literary texts in the UAE school context. This implies a gap in this area which should be bridged. It maybe attributed generally to the scarcity in language teaching research in the Arab Gulf region (Al-Issa 2011). Nonetheless, studies related to English language curriculum in the UAE may provide some insights to this research topic. Troudi and Alwan (2010) conducted a study to explore secondary school English language teachers' attitudes towards curriculum change in the UAE after introducing *English for the Emirates* series. It revealed mixed feelings of indifference, frustration, fear and content and comfort. These feelings changed as teachers became familiar with the new series. Its main implications were to respect teachers' voice and involve them in the planning stage and to provide them with training in the implantation stage. Farah and Ridge (2009, pp.3-4.), who discussed curriculum development in the UAE, imply that "[t]he main challenges that lie ahead include transforming the attitudes and approaches of teachers, expanding the scope of the curriculum content, and designing appropriate assessment strategies". These insights can be applicable to incorporating literature into ESL curriculum in the UAE.

On the other hand, several studies have resulted interesting findings on teachers' content knowledge and attitudes towards teaching literature in Malaysia, Brunie, Hong Kong, Turkey and the UK. Parkinson and Thomas (2004) illustrated a good example of building teachers' content knowledge. Malaysia sent teachers to study the methodology of teaching literature at the University of Strachclyde. While, teachers liked literature, it seemed some of them rejected the Western culture that literature embodied, but they did not voice it openly. At the end of their studies, they became more knowledgeable of literature.

Further, Chin, Ho and Alkaff (2012) studied the use of literature in English language classrooms in Brunei since literature was given little emphasis in the curriculum. Jones (1996, as cited in Chin, Ho & Alkaff 2012) attributed this to tendency towards English for specific purposes. Besides, the Brunians linked literature to foreign values (Minnis 1999 in Chin, Ho & Alkaff 2012). In their study, 24 teachers were surveyed in government secondary schools to explore their perceptions and attitudes towards teaching literature. It revealed that teachers seemed aware that selecting texts was essential in producing favourable attitudes among students. They also tried to find connections between the taught works of literature and their students' culture. They also were flexible regarding variables like students' level in English, exam requirement, etc. Its main implication was that teachers should handle many variables when teaching English literature.

Akyel and Yalçin (1990) distributed a survey on 22 EFL teachers at high schools in Istanbul to explore their attitudes towards literature. It showed that three teachers thought that teaching literature would not enable students to pursue their academic studies. Five teachers believed that the language-based method would improve their students' linguistic competence. 19 teachers indicated that students' exposure to literature could broaden their knowledge and develop their literacy. This showed that the majority of teachers possessed positive attitudes towards literature. Notwithstanding, Baba (2008) revealed that in the pre-study teachers' attitudes were encouraging about integrating literature into their classes. Yet, in the post-study, they expressed mixed attitudes towards literature after using language-based approach worksheets in their classes at the Malaysian Matriculation Centre. It suggests that teaching approaches may change teachers' attitudes towards literature.

Jones and Carter (2012) conducted a study to measure teachers' attitudes towards teaching literature at University of Central Lancashire, UK. It indicated that 75% of the teachers viewed literature as a useful teaching resource. 66% of them believed that literature might develop learners' language use and cultural awareness. 50% of them agreed that teaching literature did not serve students' academic needs. 66.6% of them thought that literature constitutes difficulties for students. Additionally, in Hong Kong, a study was conducted on literature taught to

ESL adults by Hirvala and Boyle (1988). It showed that teachers' perspectives changed due to surveys on learners' attitudes which revealed fears because of literary text difficulties. Consequently, they shortened the list to match students' interests and focused on the teaching approaches. It implies the significance of teachers' consultations in modifying the teaching- learning process of literature.

2.2.5. Classroom Practices in Teaching Literature

There are a number of traditional and current methods to teaching literature. Parkinson and Thomas (2004) point out that traditional methods include summarising the plot, memorizing information, and reading aloud for pronunciation and meaning confirmation. In addition, teaching literature as content focuses on literary movements, types of genres, styles and devices. It allows the students to learn the language through reading and criticism. It sometimes uses the mother tongue or translation (Lazar 2012).

The current methods to teaching literature rely on the communicative approach. They include three types of literary readings: reading extensively for pleasure, reading content for cultural knowledge and reading for practising the language (Parkinson and Thomas 2004). Lazar (2012) argues that language analysis is useful for enhancing the learners' awareness of English. Besides, the use of stylistics facilitates interpreting the literary texts. Moreover, Parkinson and Thomas (2004) stress the importance of the personal/reader response activity which allows the learners to give their impressions, and the prediction of plot that engages their interest in reading. Soliman (2012) recommends using an eclectic approach of more methods including stylistic, reader response, language-based or experiential method.

In addition to the above methods, Agee (2000) studies the models of literature teaching and their effectiveness at high schools in the United States. She classifies them into two major models that teachers tend to adopt. The first is student-centred model which enables the teachers to manage the learners' differences in language levels and they become more inclined to respond to their needs and suggestions. Whereas, the second is teacher-centred model which restricts the teachers in dealing with students' needs and results in less engagement with giving students' feedback.

Concerning teaching literature and technology, Soliman (2012), proposes to integrate tools in teaching literature at various phases of reading: pre-task, during-task and post-task. They include WebQuest, which is an e-inquiry tool for accessing information (e.g. a context of the literary work), Wiki page for presenting and sharing work, Novlet for writing stories and reading others', Mashup for combing text with images, videos and music, etc. These tools will undoubtedly enhance teachers' techniques in teaching literature and students' interest as well.

Chapter III Methodology

3.1. Methodology

A qualitative research design was adopted in order to collect detailed data from three secondary English teachers about their knowledge of literature, attitudes towards teaching literary texts and teaching practices in their language classes. It is a widely used method for investigating perceptions in various topics (Bell 2010). It is also advantageous in that it begins with a general view and then moves to the specific details (Punch 2005 cited in Bell 2010).

3.2. Research Design

The research design was of a descriptive nature. Three secondary school ESL teachers constituted the case studies and were selected to identify the main issues through semi-structured interviews. According to Bell (2010), case studies are often recommended in exploring perceptions and attitudes. Further, case studies are considered essential in studying in depth particular aspects of a research problem. They are adopted as an independent research design for collecting data. They also yield significant issues that need to be further investigated. As the researcher was interested in exploring teaching literary texts in government secondary schools, three ESL teachers from one school were interviewed. This small scale research design was carried out to address a gap in the domain of teachers' perception and practices in teaching literature in the UAE.

3.3. Sample

The participants were three secondary school English language teachers. They taught Grades 11 and 12 at Al Sufooh Model School for Secondary Education-Girls in Al Safa area, Dubai. All the three teachers were non-native speakers of English and their first language was Arabic. Their teaching experience ranged from 13 to 27 years. This school is inspected by the Dubai School Inspections Bureau (DSIB) in the Knowledge and Human Development Authority (KHDA). In 2010, it was selected as being a Good school for its pedagogical standards and performance on a four category scale: Outstanding, Good, Acceptable and Unsatisfactory. According to DSIB Report (2010), it adheres to the curriculum set

by the UAE Ministry of Education. It educates girls aged 14-18 years in Grades 10, 11 and 12.

3.4. Instruments

The data was collected through semi-structured interviews, which are one of the research instruments that are used at a wide scale in education, but they are also regarded difficult to handle (Bell 2010; Nunan 2004). As they range from unstructured to structured formats (Nunan 2004), the researcher selected to conduct semi-structured interviews. According to Nunan (2004), they enable the researcher to have more flexibility in directing the flow of the interview. Nevertheless, bias may occur because of the differences among the participants and the unequal relationship between the researcher and the participants may affect the validity and reliability of the findings.

The instrument was designed through a replication of three interviews administered in the U.S, Malaysia and Brunei (See Appendix C). As they differed in their focus and none of them was sufficient by itself to be adopted as a model interview that suited the UAE context, the researcher thereby selected some questions from each one of them. To illustrate, many questions (4, 5, 6, 14, 15, 16, 17, 18, 19, 20, 21, 28 & 31) were adapted from (Baba 2008, p.366) because she was concerned with teachers' attitudes towards literature more than the other two studies, despite focusing on students' attitudes in Malaysia. Few questions (21, 25 & 26) were adapted from (Agee 2000, p. 348) because she focused mainly on teachers' views of effective models for literature instruction in New York. Therefore, issues like teachers' career, teaching strategies and developing plans for teaching literature appeared of importance to this project. Few questions (22, 23, 24 & 27) were adapted from (Chin, Ho & Alkaff 2012, p. 114) as they explored teaching approaches and teachers' perceptions of students' attitudes towards English literature in Brunei. However, issues like teaching tools and factors affecting teaching literature were of interest. Additional questions which highlighted in bold font were added by the researcher: 1, 3, 7, 8, 9, 10, 11, 12, 13, 29 & 30. This was done while taking into account the theoretical framework of the project and the UAE teaching context.

3.5 Ethical consideration

The researcher informed the participants about the main issues of the research and assured them that their names would remain anonymous. Then, they signed a consent form for participating in the interview (See Appendix B) and a copy of it was sent to each one of them by e-mail. An ethics form issued by the Faculty of Education at the British University in Dubai was completed and signed by the researcher to ensure that this study followed BUiD ethics policy in educational research, and was submitted to the project supervisor for approval on 02/03/2013 (See Appendix A). To gain access to the school, a copy of the ethics form, a letter of permission from the project supervisor and a letter of permission from Dubai Educational Zone affiliated with the UAE Ministry of Education, were submitted to the school administration by the researcher (See Appendices D & E).

3.6. Procedures:

The data was collected in three steps as outlined respectively:

Step One:

Once the permission has been attained from the selected school, each participant was individually interviewed on 13/03/2013. Before the interviews, the researcher introduced herself and the project topic to the English Subject Coordinator at the school meeting room. Then, she discussed this issue with her staff and informed the researcher that she and two teachers accepted to be interviewed.

Step Two:

At the school training venue, the researcher introduced herself and the topic to each interviewee separately and handed a copy of the consent form which they signed. The researcher took permission from each interviewee to record the interview. Each interview was conducted in English and audio-recorded using a digital recorder, and lasted approximately for one hour. Thirty-one questions were asked item by item and then each interview was transcribed.

Step Three:

After analysing the results of interviews with the three teachers, it was essential to add some information about Arabic in comparison with English. Thus, on 14/04/2013, the researcher met Teacher 4, who is the Arabic Subject Co-ordinator.

After being introduced to the project, she signed the consent form in the school meeting room. Then, the researcher asked her to talk about the Arabic language curriculum. Notes were taken and translated into English.

Chapter IV: Results

This project presents the main results for each teacher concerning her literary knowledge, attitudes towards teaching literature and classroom practices in the following sections:

4.1. Teacher 1

Teacher 1 is Egyptian, with 27 years of teaching experience and she teaches grade 12. She holds a Bachelor degree in Education and General English (including Literature), but she has not received any training in teaching literature. She likes reading short stories and modern poetry in English. She perceives that the role of literature is dependent on language level and stresses that “I think literature will be just good for the high level students”. When she is asked whether teaching literary texts help students in doing well in English tests, she affirms by saying, “Yes, it helps a lot [...]”. She maintains “especially if they will read stories [...], they will practise grammar, they will practise vocab [...]”.

In her view, teaching of English literature may introduce students to common values because “some stories will be about [...] bad deeds, good deeds [...]”. However, she is cautious about unacceptable issues as she states that “[w]e are afraid maybe some, um some weird social culture [...] will be inferred through reading”. For her, it is important to teach both the language and literature to students and advises starting it from kindergarten. She explains that “I’m suffering to let them read [...]. They are not interested in reading at all. So, it is not rooted in them since their childhood, it won’t work in high school”.

Her textbook *On Location* has a Unit on telling stories, and a *Link to Literature* page. She acknowledges that she teaches *Link to Literature* in the seventh period. She clarifies that “[i]t depends on the teacher, actually. If whether she will care about them and she will give them the importance” and she adds “[m]aybe in the seventh period when the students are lazy and like that, I can give them these [...]”.

She has taught literature, especially authentic stories in one of the units in her textbook. Besides, in the library class, she uses stories as source for teaching material by giving her students the choice to select them and complete worksheets.

She provides examples of materials such as “stories only, and some books that we already have in the school library”. She remarks that “[i]t was motivating [...]. They worked together and they helped retell the story. They can act the story”. She also encourages her students to read literature through reading projects. She thinks that stories and biographies of famous people should be used in a reading class. Her teaching of literary texts is influenced by the nature of the texts. She clarifies “[i]t shouldn’t be that long. It should be accompanied by very interesting exercises [...]”. She also notes that her students “are very poor in reading and writing”.

She adopts the communicative approach in teaching literary texts and uses strategies like individual, pair or group work: “I’m using in teaching [...] group work, individual work, pair work, [...] linking to real life strategies, [...] they can give me paralleled situations” , “They can act the story”. Her teaching tools include youtubes and worksheets and library books. She says “[i]n teaching literary texts sometimes I’m using the youtube, if I can get some short movies related to the topic that I give literature about, and the books of course from the library or some books they can get, worksheets [...]”.

As for developing a plan for teaching a piece of literature, she comments “I have a look at what I am going to teach [...] and I decide which strategies suit this text, [...] prepare the electronics that I’m going to use, technology, whether it needs extra worksheets [...]”.The most effective strategy that she employs in teaching literature is Scavenger Hunts for story reading. She believes in varying methods, strategies and reading purposes. She faces no problems in using literary texts as she uses simple stories. She clarifies that “[...] they are not using literature in its big way. They are just using simple stories” (See Appendix F).

4.2. Teacher 2

Teacher 2 is Emirati, with 13 years of teaching experience and she teaches Grade 11. She holds a Bachelor of Education. Literature was her major, but she has not received any training in teaching it. She likes reading novels and poems and considers literature is the language and language is the literature. For her, it is of importance to teach both the language and literature to students and advises to start teaching literature to preschoolers. She argues that “if the teacher is creative, [...]”

she can teach literature from, let's say, grade 3 or 4, and give them something, ok like from the beginning, even the preschoolers, teaching them nursery rhymes, [...] then some kid's poems, songs [...]"

She encourages her students to read literature as she considers it as a good source for teaching materials. She elaborates "[...] what's English teaching, skills, speaking, writing, reading, uh grammar, vocab. That's all literature". She asserts that she "[...] can enrich all the skills, in one piece of writing". She believes that literature introduces students to a sense of positiveness and acceptance of others, but she clarifies that moral values are acquired through the family in the UAE: "we are in very close families and we have everyone is teaching morals, so let's just be open minded, be positive, accept the others, [...]"

She teaches *On Location* and *Boost*. There are story-based lessons in the Units and literary texts on *Link to Literature* page, whose content is very poor. She justifies her view by mentioning "[...] the title of it is *Link to Literature*, it is still a link to introduce it, and that's it. Nothing, there is nothing more in it, it is not that fun, it doesn't even interest them". She maintains "we have some poems, okay, but, it is very poor ones, and it's not that yani (*I mean*) something that will interest the students [...]" Instead, she selects texts such as poems or quotes and she makes sure they are suitable to their age, level, culture and religion.

She has used literature in her classes. At first, her students were confused, but soon they became attached to poems as they ask her "[...] Miss, [...] read that poem for us again". In her view, short stories, extracts of novels, funny stories, poems, translated Arabic novels can be taught in a reading lesson. She adopts the communicative approach in teaching literature and it appeals most to her students, she remarks "[t]he communicative [...], you just guide and let them work [...]" As for her teaching tools, she indicates that she uses "not a whole movie [...], Let's say a piece or part of it [...], Apps, quotes, books, literature books, [...]"

When developing a plan for teaching a piece of literature, she selects a text, puts the objective, and then uses it in the warming up or closing up. She explains "I have to find that piece of art, [...] what is my objective, [...] and then mostly it will be like warming up or [...] a closing up a lesson". Giving students a chance to think

and encouraging them to find more are some of her most effective strategies. She emphasises “[...] that will make them analyse, [...] that will encourage them to find more about whatever you are writing or you are choosing”.

As for the problems she faces when using literature, she describes her students as being “uninterested in doing anything”. She also refers to their language by saying “the level of the students is very low [...]”. She attributes it to the “[p]oor curriculums, especially in preparatory [...]”. She thinks that literature should be taught, but not examined. She explains that “literature for fun, they should have fun reading a piece of literature, [...]”. She also suggests adding pieces of literature to the curriculum so that students can achieve better results: “they have to start changing it, adding pieces of literature from Grade 1” (See Appendix G).

4.3. Teacher 3

Teacher 3 is Egyptian, with 20 years of experience in teaching and she teaches grade 12. She holds a BA in Literature and Education, but she has not received any training on the teaching of literature. At present, she does not read literary works, while in the past she used to read. She justifies that by saying “I have five children, I have a lot of things to do [...]”. She thinks that literature is of importance especially when teaching short stories or poems. She affirms that “Sure, literature is the most important thing [...], especially short stories or poems with the students, they will not feel bored, it will be exciting [...]”.

It is of significance for her to teach both language and literature and she advises to teach them from kindergarten. She believes that literature plays a role in arousing students’ interest in learning the language and thereby she remarks that “you can give them [...] anything belongs to the language, new words, new styles in writing, grammatical rules [...]”. She also indicates that it develops in them reading habits and good deeds by mentioning “First of all, the habit of reading [...], they will learn from the story something that will benefit them in their life [...], how are the good deeds will end in a good thing [...]”. Nevertheless, her teaching of literary texts is influenced by her students’ lack of interest as “they don’t like reading” and their English which “is very poor”. Besides, the time constraints, work load and syllabus,

“[...] we can't because we have a syllabus, we have a lot of things the Ministry wants from us [...]”.

Concerning literature as a source for teaching materials, she uses it in a limited scale due to her work load and she admits “it is a little experience, because no time to practise it [...]”. She takes her students once a month to the school library to read stories. She thinks that short stories, poems can be used in a Reading class. She also encourages them to participate in writing competitions. For instance, she states “[...] some of them write stories, some of them write poems, and have sent them by email”. When she is asked if teaching literary texts will help students in achieving better results in English tests, she confirms by saying, “Yes, sure [...]”.

Her textbook, *On Location*, is locally designed and it has literary texts in ‘*Link to Literature*’ page, she teaches them to promote enjoyment in her classes, as in “my purpose is [...] only for giving them something enjoyable, especially for the scientific section [...]”. When teaching ‘*Link to Literature*’, she sometimes discusses the situation as in “[...] we discuss this is a part of Chinese Daughter (*pointing to the page*) [...]”. It has some difficult words, [...] so I have to give them everything, but it is very little [...]”. Besides, when developing a plan for teaching a piece of literature, she tends to “take general idea [...], then the details, [...], we have to take the vocab, and then they have to predict the end, then we will read the end, then we will discuss, we analyse [...]”.

She appears to adopt the strategies of the communicative approach in teaching literary texts. Peer-tutoring, pair work, group work are her most effective strategies in teaching literature. She elaborates “When I used the little teacher, it is effective because I feel sometimes that the students will learn from themselves than from the teacher [...], the second step is using group work and pair work [...]”. Further, giving summaries, making presentations, acting stories are the strategies that appeal most to her students. She states “[...] to give a summary, and make presentations for it, if the short story or the poem has a situation [...], some of the girls come to act it”. As for her teaching tools, she employs pictures, flash cards, films and online resources in teaching literary texts (See Appendix H).

On the whole, examining the three teachers' knowledge, attitudes and practices towards teaching English through literature at a government secondary school in Dubai reveals interesting findings. Even though they studied literature courses in their first degree, they received no training in teaching literature. All of them feel positively towards teaching literary texts and consider teaching both English language and literature of importance to their ESL students. Nevertheless, teaching the literary texts in their *On Location* textbook is an optional practice as they are placed at the end of each unit and depends on teacher's time. All of them tend to take their students to the school library, but Teacher 2 prefers selecting poems and quotes for her students. They employ the communicative approach in teaching literary texts, however, they are restricted by the syllabus, work load and students' low language level.

Chapter V: Discussion and Conclusions

In the following sections, the project addresses the research questions, their implications for classroom practice and some recommendations for future research:

5.1. Discussion

5.1.1. Research Question 1

What are the symmetries and asymmetries between the three English language teachers in regard to content knowledge, attitudes and classroom practices for using literary texts?

Teachers possess content knowledge of literature. All of them are holders of Bachelor in Education, but they took courses in Literature. This will make them more knowledgeable in teaching literature (Parkinson & Thomas 2010). Conversely, none of them have received training in teaching literature implying their need for on-site workshops. The first and the second teachers like reading literature in English, but they differ in their preferences and goals. The third teacher differs completely from the two as she does not read literature at present. It is likely that teachers' preferences will affect their material selection.

Teachers possess positive attitudes towards teaching literature. All of them acknowledge that it is important to teach both language and literature, which is stressed by Cook (1983) and Jones & Carter (2012). As for the role of literature in language learning and teaching, the first teacher viewed its role as being more effective with high level language students, while, the second teacher considers it is vital to learn the literature of the target language. The third teacher thinks that literature plays a role in arousing students' interest in the classroom. The second and third teachers' views are implied by most studies including Cook's (1983) and Ghosn's (2002).

Both the first and the second teachers state they use literature as a source for teaching materials, just as 75% of respondents in Jones & Carter's study (2012), whereas the third teacher uses it in a limited scale. Generally, all of them agree that literature introduces positive values to learners, but the first teacher was cautious about the socially unacceptable issues in stories, the second clarifies that moral

values are acquired through the family in the UAE, but literature will teach them positiveness and acceptance of others. Rather similar concerns are indicated by some teachers in Malaysia and Brunei (Chin, Ho & Alkaff 2012; Parkinson and Thomas 2004). Thus, this issue should be considered in literary material selection.

Generally, teaching literary texts seems to be an optional activity and rather marginalised because of the focus on language skills, which students struggle to master. However, both Jones and Carter (2012) warn of marginalizing literature in comparison with other outcomes. All of the three teachers use the textbook *On Location* written by Thomas Bye. It is locally designed by the UAE Ministry of Education and published by McGraw-Hill. At the end of each Unit, it has two pages called *Beyond the Unit*, the second page is titled *Link to Literature* and includes authentic literary texts, but teaching this section is optional depending on teacher's time. Teachers differ in their views about *Link to Literature* page. The first teacher prefers teaching them an interesting story instead of the *Link to Literature*, which she teaches in the seventh period. Whereas, the second teacher regards its content very poor and does not interest the students. She prefers introducing them to poems or quotes of her selection instead. The third teacher teaches it to promote enjoyment among Scientific Stream students. She sometimes discusses the situation, the characters and highlights the new vocabulary.

In contrast, Arabic, which is the students' first language, facilitates the teaching of language and literature to learners. According to Teacher 4, the Arabic Subject Co-ordinator at the school, Arabic language textbooks for Grade 11 and 12 consist of two parts. The first part is *Literary Knowledge* while the second one is *Linguistic Concepts*. The former consists of literary texts, and literary devices and terminology. The latter focuses on grammar, rhetoric, poetic metres, and language skills (See Appendix I). This clearly shows that it will remain vital for English language teaching to follow the same path and integrate literature into its curriculum in the same way as the Arabic language curriculum.

Teaching of literary texts is likely to be influenced by a number of factors. The second teacher describes her students as lacking interest and she refers to their low level in language and vocabulary. Their lack of interest can be dealt with through

introducing interesting literary works to them (Ghosn 2002; Lazar 2012). The third teacher relates the factors to the syllabus, work load and time constraints. She also refers to students' lack of interest in reading and poor knowledge about English. The first teacher refers to the nature of the texts and the level of her students who face problems in reading and writing, (but she faces no problems in using literature as she uses simple stories). It is expected that the secondary students will face difficulty in reading literary texts. A point that (Parkinson & Thomas 2010) have explained in which some learners are able to overcome this difficulty, while others may lag behind. In this case, the teachers will accordingly work on bridging the gap between the two groups. Additionally, reading literature can improve their language use (Cook, 1983; Ghosn, 2002; McKay, 1982; Parkinson & Thomas, 2010).

All of them have taught literary texts before in their classes and they adopt the communicative approach in teaching literary texts, and employ a variety of techniques. Both the first and third teacher use strategies like individual, pair or group work, acting, presentation, linking it to real life. The most effective strategies used in teaching literature by the teachers were the Scavenger Hunts in reading stories by the first, giving students a chance to think and analyse by the second and peer-tutoring by the third. It appears they depend heavily on the CLT and it characterises the current methods used for teaching literature (Parkinson & Thomas, 2010). They also follow student-centred model in teaching literature (Agee 2000).

As for developing a plan for teaching a piece of literature, the first teacher reads the text, decide the suitable strategies and tools, while the second teacher selects a text, put the objective, and then use it. The third teacher focuses the gist and the details, and uses predictions, discussion and analysis. It seems that they differ in their procedures and therefore they need to hold consultations to reach consensus regarding plans for teaching literature (Hirvala and Boyle 1988). Their teaching tools include youtubes, films, iPhone Apps, videos, online resources, pictures and worksheets. It is also advisable to use tools like Novlet, WebQuest, Wiki page, etc (Soliman 2012).

Concerning the relationship between teaching literature and assessment, which the researcher refers to in the introduction of this project, the school follows

the ongoing assessment for English language during the semesters and final exams at the end of the semesters. They are related to the themes of the Units but not to literature, and thereby assessment has no impact on teaching of literature. The first and the third teachers think that teaching literary texts help students in doing well in exams, whereas the second teacher thinks that literature should be taught, but not examined. She suggests adding pieces of literature to the curriculum so that students can achieve better results. This implies that if literature will be taught to government secondary school students, they will perform well in English language tests, IELTS and TOEFL.

5.1.2. Research Question 2

What are the pedagogical recommendations put forward for teaching literature by the teachers?

The teachers put forward a number of recommendations. All of them agree that teaching literature should start from kindergarten to secondary school. This will allow the love of reading to be instilled in children and will eventually form the basis for teaching it in the primary and secondary stages. The following quotes reflect their views: “[...] it should start from grade one even from the KG” (T1) , “[...] from the beginning, even the preschoolers, teaching them nursery rhymes [...], then some kid’s poems, songs [...]” (T 2), “[...] we have to begin from the primary[...], it will be something logical in the secondary” (T 3) and “From KG [...], it will be better, so it will be as a habit [...]” (T 3).

Further, the second teacher recommends a project of reading in which students will be given a choice of five novels to select one to read throughout the year. She states “[...] give them five and let them choose one, [...] let that be the project”. She also expects that the students will be taught the elements of literary works as they do in Arabic, by saying “[...] it will be taught as we were taught Arabic when we were in their age”. In addition, the first teacher suggests teachers’ need for exchange visits with private schools (which follow international curricula) by providing an example “Once, I went to Al Ittihad School [...], we went to attend for grade 3 even though we were teaching grade 9, of course, if we go to grade 9 in their school, we are not going to learn anything, or to exchange any experience

because it was very high, according to the level of the students”. Clearly, these recommendations imply teachers’ awareness of the importance of literature in complementing students’ knowledge of the English language.

5.2. Implications for Classroom Practice

Based on the three teachers’ views, the following recommendations can be generated:

- It is necessary to teach both English language and literature.
- “[L]iterature is the language and language is the literature. If you want to learn any language you have to know about their literature,” (T2)
- Literature is a rich resource for enhancing second language acquisition.
- “[...] anything belongs to the language, new words, new styles in writing, um many things, grammatical rules, everything you can introduce through this literature,” (T3)
- Literature can develop learners’ personalities and critical thinking skills, which are needed for Higher Education.
- “I gave them extra worksheets from the net, it was about how to analyse a novel or short story,” (T3)
- “[L]et them know, [...] who are those people, what’s the other side of the world’s mentality, what do they think of, [...] what’s that world,” (T2)
- Selection of literary materials is of importance in motivating students and maintaining their interests.
- “[...] if they begin for example, every unit by something like a poem, like a short story, or they will give for us a short story, beside this course,” (T3)
- “If they will start it in the correct way, in the good book with correct exercises, with interesting literature, students would love to start reading,” (T1)
- Learning from other educational experiences is essential for success in teaching literature.
- “I have many friends with children that are in American and British schools, [...]. They do not have any problem in writing and reading. [...] we can teach, but we want the way and the techniques, [...]. How do they raise the child in loving to read and write since he is 4 and 5 years old?” (T1)

5.3. Recommendations for Future Research

This project results yield issues that need to be further examined such as the ESL teachers' voice in regard to various issues. There is also a need to investigate English language teachers' content knowledge, attitudes and classroom practices for teaching literature in a wider scale. Besides, ESL learners' attitudes towards literature should also be explored to build a complete perspective. Both qualitative and quantitative research methods should be used to gather more reliable data for future considerations in the UAE government schools. Finally, there is a need to conduct a more detailed comparison of the Arabic and English curriculum for pedagogical improvement.

5.4. Limitations

This project has two limitations. Firstly, it has attempted to explore only three teachers' attitudes towards teaching literature in one government secondary school, but it does not claim that the findings are representing the teachers' attitudes and practices for the whole country. Secondly, the researcher had difficulty in finding regional studies related to English language teachers' content knowledge, attitudes and classroom practices for teaching literature. Therefore, studies carried in a number of countries, have been reviewed.

5.5. Conclusions

To sum up, this project is concerned with teaching English through literature, which is now gaining ground in ESL contexts. The research questions focus on the symmetries and asymmetries between three English language teachers in regard to their content knowledge, attitudes and classroom practices for using literary texts, and their recommendations for teaching literature. The theoretical framework traces the relationship between language and literature, shows the advantages and disadvantages of teaching literature, reveals the findings of studies on English language teachers' knowledge, attitudes and classroom practices for teaching literature, and finally presents methods and strategies for teaching literature.

A qualitative research design was adopted to collect data about teaching English through literature. The sample consisted of three female English language teachers in a secondary school in Dubai and they constituted the case studies of the

project. The researcher conducted semi-structured interviews with three teachers at a government Secondary School. The results show that teaching literary texts is an optional activity and marginalised because of the focus on language skills, which students struggle to master. It also reveals the teachers possess content knowledge of literature and possess positive attitudes towards teaching literature. However, teachers are constrained by the syllabus, work load, and students' low language level. They adopt the communicative approach and employ student-centered techniques and technological tools in teaching literary texts.

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Appendices

Appendix A

FACULTY ETHICS POLICY

Guidelines for Ethics in Educational Research

Basic Principles

Three *basic ethical principles* underlie the Faculty of Education Guidelines for Ethics in Educational Research:

- **respect for persons**, that is, that persons should be treated as autonomous individuals, and that persons with diminished autonomy are entitled to protection;
- **beneficence**, that is, that there is an over-riding obligation to maximise possible benefits and minimise possible harms. Harm, in this context, includes psychological or emotional distress, discomfort and economic or social disadvantages. Researchers exercise beneficence in assessing the risks of harm and potential benefits to participants, in being sensitive to the rights and interests of people involved in their research, and in reflecting on the social and cultural implications of their work; and
- **justice**, that is, that the question of who ought to receive the benefits of research and bear its burdens should be explicitly addressed.

These principles apply to all forms of educational research, including research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behaviour.

Considerations in Data Collection

Researchers should take special care to avoid research activity in which the information collected is recorded in such a manner that:

- participants can be identified, directly or through identifiers linked to the subjects;
- any disclosure of the participants' responses outside the research could reasonably place the participants at risk of professional liability or be damaging to the participants' financial standing, employability or reputation; and

- the research deals with sensitive aspects of the participants' own behaviour, such as sexual preference, illegal conduct, use of alcohol, drug use, or includes information about health status.

Educational researchers should:

- ensure confidentiality;
- not use data of a confidential nature for their own personal advantage or that of a third party;
- obtain the free and informed consent of human subjects.

Informed Consent

The principle of obtaining informed consent from the participants in research is considered to be one of the most important ethical issues in research involving human participants. In almost all cases participants should be provided with a written summary of the research procedure, its benefits, harms and risks, and that they be able to retain this information. What is provided to potential participants should be brief and clearly written, and written from their point of view. When consent is obtained from research participants, it should be voluntary, competent; informed; and understood.

The decision of a person to consent to participating in a research project should always be based upon their knowledge of the research proposal and the requirements for their participation (as participants) in the project. Aspects of informed consent are:

- consent to participate in the research is given freely and without coercion;
- subjects have the capacity to understand the research project;
- the information sheets given to research subjects are understandable and have taken consideration of the anticipated level of competence of potential research subjects;
- inclusion of a clear explanation of the likely risks to the research subject arising from participation in the research project;
- the information sheet includes a clear explanation of the likely benefits of the research project itself;
- proper communication by the investigator of the risks and benefits of the research project to potential subjects;
- confirmation that the consent of the research subject is not influenced by financial inducement, improper pressure or any form of misrepresentation and that the research subject is competent to consent. It is the responsibility of the researcher to place the issue of payment within the context of the particular research project and determine as best she or he can at what

point the incentive becomes an inducement that puts undue pressure on participants to take part;

- assurance that a research subject may withdraw at any time from the research without loss of benefit or penalty; and
- the need to exercise special care in cases where the subjects are unable to consent for themselves (for example, in the case of intellectually impaired students).

Responsibilities to Participants

Research involving treatment and control groups should be evaluated in terms of the benefit of the research and the individuals' overriding right to know and to have access to the best educational practice available in all circumstances. The methods should not result in harm to the participant. In assessing covert or deceptive research, the following two guidelines should be observed:

- participants should not be subject to any procedure which is reasonably likely to cause physical harm, psychological harm (which is distinguished from temporary embarrassment, mild alarm, etc), or enduring educational disadvantage ;
- participants should be fully informed at the conclusion of the study as to its nature and the disposition of results;
- the full benefits of the intervention should be made available to all participants as part of the outcome of the comparison of programs.

Ethics Form

To be completed by the student and submitted to the Ethics Research Committee

NAME OF RESEARCHER: Amena Ghanem Adhed Ghanem Almuhairi

CONTACT TELEPHONE NUMBER: 050 61790 61

EMAIL ADDRESS: 110027@student.buid.ac.ae
amena.almuhairi@yahoo.com

DATE: 01/03/2013

PROJECT TITLE: Teaching English through Literature: Teachers' Knowledge, Attitudes and Classroom Practices

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):

Teaching English through literature in secondary school English language classes is of importance as it enhances learners' language acquisition. This project starts by tracing the position of literature in language classes from grammar translation methodology till the communicative language teaching. Then, it presents views that support teaching of literature in English language contexts as well as opposing perspectives. After that, it illustrates studies that show teachers' knowledge about literature and their attitudes towards teaching literary texts. Finally, it presents classroom techniques for teaching literature. This project will be implemented through semi-structured interviews with three secondary school English teachers of grade 12 in Dubai. The researcher will explore their content knowledge about literature, their attitudes towards incorporating literature into language classes and their classroom practices.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

While interviewing secondary school teachers about teaching English language through literature, the researcher will ensure compliance with guidelines for Ethics in Educational Research issued by the Faculty of Education at the British University in Dubai. She will make all participants' names and personal information anonymised and will protect their rights in regard to data confidentiality and storage.

DURATION OF PROPOSED PROJECT (please provide dates as month/year):

15th December 2012 – 30th April 2013

DATE YOU WISH TO START DATA COLLECTION:

First / Second Week of March 2013

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (100-250 words) the methods of data collection with each group of research participants.

In this project, a qualitative research method is adopted to collect data .It will be collected through semi-structured interviews because they will provide the researcher with more flexibility over the course of the interviews. She has devised the interview on the basis of interviews designed by Agee (2000), Baba (2008) and Chin, Ho and Alkaff, (2012), and then she added her own questions. The researcher will inform the interviewees about the topic of the research and will hand them consent forms. An ethics form will be submitted to the project supervisor for approval and a copy of it will be handed to the headmistress of the school. Data will

be mainly analysed in terms of teachers' knowledge and attitudes towards literature as well as their classroom practices. Results will be compared to and contrasted with results yielded by other studied.

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?

Firstly, the researcher will introduce herself and the project topic to the Headmistress. Then, she will hand her a copy of the ethics form for her perusal. After that, she will kindly ask her to recommend three secondary school English teachers who will voluntarily participate in the interviews. Before the interview, she will introduce herself and the project topic to each interviewee and hand each of them a copy of the consent form to sign.

3. How will you make sure that participants clearly understand their right to withdraw from the study?

At the beginning the researcher will inform the interviewees that participation in the interview is voluntary and they have the right to withdraw from the study.

4. Please describe how will you ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.

Names of the participants will be kept anonymous and any information they provide will be handled with confidentiality. Participants' responses will be used only for this research project and will not be disclosed outside the project or to a third party.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them.

This study has no detrimental effects on the researcher or the participants.

6. How will you ensure the safe and appropriate storage and handling of data?

Recorded interviews, notes and transcribed interviews will be stored in their original form for one year. They will be used only for this project and will be destroyed after this time.

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information (you may wish to refer to the BERA Revised Ethical Guidelines for Educational Research, 2004; paragraphs 27 & 28, p.8 for more information about this issue)?

Due to the nature of this project topic, I may not encounter such an issue. However, I am fully aware that data should be kept securely and the agreed confidentiality and anonymity have to be respected.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this?

n/a.

9. How do you intend to disseminate your research findings to participants?


The researcher will inform the Headmistress and the participants that a copy of the project will be available at the Library of the British University in Dubai.

Declaration by the researcher

I have read the University's Code of Conduct for Research and the information contained herein is, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with the Faculty of Education Ethical Guidelines, and any other condition laid down by the BUID Ethics Committee.

Print name: Amena Ghanem Adhed Ghanem Almuhairi

Signature: 

Date: 01/03/2013

**Declaration by the Chair of the School of Education
Ethics Committee (only to be completed if making a formal
submission for approval)**

The Committee confirms that this project fits within the University's Code of Conduct for Research and I approve the proposal on behalf of BUID's Ethics Committee.

Print name: Dr. Yasemin Yildiz
(Chair of the Ethics Committee)

Signature: 

Date: 2/03/2013

Appendix B:
Interview Consent Form
Project-based Master of Education

I, _____(participant's name), understand that I am being asked to participate in a an interview activity that forms part of [Amena Ghanem Adhed Ghanem Almuhairi]'s required project work in the above-noted British University in Dubai Master's program. It is my understanding that this interview has been designed to gather information about the following topics:

- . English language teachers' knowledge of literature
- . English language teachers' attitudes towards literature
- . English language teachers' classroom practices

I have been given some general information about this project and the types of questions I can expect to answer. I understand that the interview will be conducted in person and that it will take approximately one hour of my time to participate in.

I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity. I understand that any information I provide will be kept confidential, used only for the purposes of completing this project, and will not be used in any way that can identify me. All interview responses, notes, and records will be kept in a secured environment. The raw data will be offered to me within one month of the completion of the project. If I decline it, it will be destroyed by the researcher. I will also be provided with a copy of the student project at my request.

I understand that the results of this activity will be used exclusively in the below-named student's University MA project.

I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this interview activity as conducted by the below named [Amena Ghanem Adhed Ghanem Almuhairi]

Participant name (please print): _____

Email address: _____

Signature: _____ Date: _____

Please keep a copy of this consent form for your records. If you have other questions concerning your participation in this project, please contact me at:

Student name: Amena Ghanem Adhed Ghanem Almuhairi

Telephone number: 0506179061

Email address: amena.almuhairi@yahoo.com

110027@student.buid.ac.ae

Student ID No. 110027

Module Code: EDU523

or my **British University in Dubai Module Supervisor** at:

Course instructor/tutor name: Dr. Yasemin Yildiz Telephone number: +971 4 367 2106

email address: yasemin.yildiz@buid.ac.ae

Thank you for agreeing to participate in my project.

**Appendix C: Interview Sheet:
Questions on Teaching English through Literature**

Part One:

- 1-Could you tell me a little bit about yourself (name, nationality)?**
- 2-Tell me about your teaching career: How long have you taught? Where have you taught? What grade levels?
- 3-Do you have a qualification in English literature? Was it your major or minor?**
- 4-Have you received any training on the teaching of literature before? [How do you feel about it]?
- 5-Do you like to read literary texts such as short stories, poems, novels or plays? Which do you like to read most? Why? Do you read local literature in Arabic or international literature in English?
- 6-In your opinion, does literature play an important role in language learning/teaching? Can you give your reasons?
- 7-How can you use literature as a source for teaching materials?**
- 8-In your view, will teaching literary texts help students in doing well in English tests/IELTS/TOEFL? and how?**
- 9-What do you do to encourage students to read literature?**
- 10-What common values may teaching of English literature introduce to secondary school students?**

Part Two:

- 11-Which is more important to teach to students: English language only or both language and literature? Explain**
- 12-At what language level is it advisable to teach literature?**
- 13- Is your English language textbook locally or internationally designed? Are there any literary texts (stories, poems, extracts of novels) in the textbook you are using?**
- 14-Have you ever used literature in a language class?
- 15-How was your experience using literature in that class?
- 16-How did the students respond to that class?
- 17-Were there any advantages to you in using literature in that class?
- 18-What kinds of text(s) did you use?

- 19-How did you select the text(s)?
- 20-Do you think the text(s) was (were) suitable for your students?
- 21-If literature were to be used in the Reading class, what kinds of literary texts do you think should be used?
- 22-In general, what are the factors that generally influence your teaching of literary texts?
- 23-In general, what kind of methods/approaches do you use when teaching literary texts?
- 24-What types of teaching tools (visuals, films, reading guides, online resources) do you use to teach literary texts?
- 25-When you're developing a plan for teaching a piece of literature, how do you usually proceed?
- 26-What do you feel are some of the most effective strategies you've used in teaching literature?
- 27-In your experience, which approach/method do you think appeals most to the students? Why?
- 28-Did you face any problems using literature in your class? If so, what were the problems? What do you think caused these problems?
- 29 -What do you think about the future of teaching English literature to secondary school students?**
- 30- What kind of assessment for English language learners is used in your school and does this have an impact on the teaching of literature?**
- 31 -Is there any thing else that you would like to say or recommend in regard to teaching literature before we end this interview?

© Question Nos.21, 25 & 26 (adapted from Agee 2000, p. 348); Question Nos. 4, 5, 6, 14, 15, 16, 17, 18, 19,20,21,28 & 31 (Baba 2008 , p.366); Question Nos. 22, 23, 24 & 27(Chin, Ho & Alkaff 2012, p.114) & Question Nos. 1, 3, 7, 8, 9, 10, 11, 12, 13 , 29 & 30 **in bold** (added by the Researcher 2013).

Appendix D: A Letter of Permission 1

26 February, 2013

Confirmation of Master of Education Student Status: Amena Ghanem Adhed Ghanem Almuhairi

Dear Mrs. Amina Al Falasi,

I am writing to confirm that **Amena Ghanem Adhed Ghanem Almuhairi** is currently enrolled in the Master of Education programme, in the Faculty of Education at the British University in Dubai, and is collecting data for her final project entitled "Teaching English through Literature: Teachers' Knowledge, Attitudes and Classroom Practices".

The MEd qualification is to be accredited in the UAE, and the Faculty of Education at BUiD operates in conjunction with the School of Education at the University of Birmingham in the UK. Amena's research methodology has been approved by the University Ethics Committee, and complete anonymity for research participants is her foremost consideration. With the fulfillment of this requirement, I am therefore writing to kindly request your permission to allow Amena to gain access to Al Sufooh Secondary School for Girls, so she can successfully complete her final project. Should you have any questions or concerns regarding this letter or Amena's research, please contact me at my e-mail address below.

Thank you for your co-operation.

Yours faithfully

Assist. Prof. Yasemin Yildiz

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Appendix E: A Letter of Permission 2

Ministry of Education Dubai Educational Zone	 United Arab Emirates	وزارة التربية والتعليم منطقة دبي التعليمية
Ref. :		المرجع : 11917
Date :		التاريخ : 2012/12/11

المحترمة	الاستاذة/ مديرة مدرسة الصفوح النموذجية
	تحية طيبة وبعد ، ،
	تهديكم منطقة دبي التعليمية أطيب التحيات ، وبناءً على طلب السيدة / آمنه المهيري بشأن بحث التخرج حول تدريس اللغة الإنجليزية من خلال الادب ، فإنه لا مانع لدى المنطقة من التعاون مع الاستاذة في حال عدم التعارض مصلحة المدرسة.
	وتفضلوا بقبول وافر التحية والتقدير ، ،

الدكتور/ أحمد عيد المنصوري مدير منطقة دبي التعليمية	
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Appendix F: Teacher 1 Interview Transcript

Researcher: Hello Mrs.....

Teacher: Hi, Hello, how are you?

Researcher: Fine, thank you. I'll begin now the interview. First, I'd like you to tell me a little bit about yourself.

Teacher: Yah, my name isI have been teaching in the UAE for 23 years now. Yah, I started in a prep School for 18 years, and now in the last 5 years in Al Sufooh Secondary School. I'm from Egypt and I have also 3 years of experience in my country. So totally I'm teaching for nearly 25 years.

Researcher: Masha'Allah (*As God has willed*).

Teacher: uh, uh (*she smiles and laughs*).

Researcher: Tell me about your teaching career? How long have you taught?

Teacher: Ya, so it was 3 years in my home country and here 24 years. So, we can say now they are 27 years.

Researcher: What grade levels?

Teacher: First I came, I started with grade 4. It was a long time ago and then 5, 6, 7, 8, 9. I stayed in 9 for more than 15 years. Then, I came here 5 years ago in high school, grade 10, then 11, then 12.

Researcher: What position do you hold at school?

Teacher: Now I am the coordinator.

Researcher: The subject coordinator.

Teacher: Yes, the English coordinator. Yes, yes.

Researcher: Do you have a qualification in English literature?

Teacher: No, just my college certificate. That's it. We studied literature of course in college, but I did not specify in literature.

Researcher: What was your specialization?

Teacher: What do you mean by specialization?

Researcher: What did you specialize in when you studied English?

Teacher: It was educational university in my country. Ain Shams University. I was in the English Section, Educational and General English.

Researcher: Have you received any training on the teaching of literature before?

Teacher: No, never.

Researcher: Do you like to read literary texts such as short stories, poems, novels or plays?

Teacher: I like short stories yah, if poems are simple, modern ones. I don't like the old poems, Shakespeare's poems and these things. Yes, I like short stories, poems. Novels, actually lack of time. It does not allow me to read novels. That's why.

Researcher: So, which do you like to read most?

Teacher: Um, short stories.

Researcher: Why?

Teacher: Because it does not take time. Ya, we are very busy as teachers nowadays and it helps me sometimes with my..., for enrichment part of my work. Sometimes um I have to give some extra activities for special students who got higher than 95 in English or something like that, then I ask them to read specific stories. When I read these stories before them, it is better for me, so later on I can check 'do they really read or not', something like that, um.

Researcher: Do you read local literature in Arabic or international literature in English?

Teacher: None. What do you mean by local literature?

Researcher: Um, I mean literature in Arabic language.

Teacher: like stories and like that you mean.

Researcher: Yes.

Teacher: In Arabic, I'm not. No. I'm not.

Researcher: So you prefer to read in English

Teacher: If I will read, I will read in English because it will help me with my job. I have the motive. But in Arabic, really don't have any time. Sorrowfully, I know it is not good, but it's lack of time. I'm a mother and I'm a wife. We have really ... Teachers nowadays, we have lots of work to do. And I think everyone, everyone in his job got lots to do in these times. Yah..

Researcher: In your opinion, does literature play an important role in language learning or teaching?

Teacher: It depends on the level of the students. Of course, we have very few high level students. You can say, 2 girls in a class out of 26 students. The majority, they are mediums, what do you say, intermediate level. And more than 6-7 girls, they are low level students. So I think literature will be just good for the high level students. It's my opinion. Otherwise, we have to focus on vocab, um grammar, the skills of the language itself, um, uh

Researcher: How can you use literature as a source for teaching material?

Teacher: Ok. I'll speak about stories only, and some books that we already have in the school library. It happens we decided this year to make the library more effective, not like the years before. We did one period a week, we did two periods a month for the students, to take them to the school library and make them read some books whether it is a story, it is some informational book, it is some books that speak about the lives of ... , some biography books. Things like that. But, it happens twice a month only. Otherwise, some students, some other students who do really care about reading, they go to the library and borrow books, but these are few students actually.

Researcher: In your view, will teaching literary texts help students in doing well in English tests/IELTS/TOEFL? and how?

Teacher: Ya, in my opinion, which is not the practical one. Yes, it is, it is. Especially, if they will read stories, especially if they will read stories, they will know, and they will practise grammar, they will practise vocab, they will practise forming of sentences, they will practise organisation of writing. It helps of course. It helps especially in reading, and this is the skill they are very poor in. Our students are very poor in reading and writing. Yes, it helps a lot. Yes, it does.

Researcher: What do you do to encourage your students to read literature?

Teacher: Ya, for us this year also, they have this year, each student has to do some project. The mark of the project, it is out of 30. So, this year we asked the students to do some reading in the school library otherwise they will miss 10 marks of the project. So ten marks of the project will go to using school library and of course they have to do some summaries, some worksheets related to what they are reading.

Researcher: What common values may teaching of English literature introduce to secondary school students?

Teacher: Common values! It depends on what they are reading. That's why. I like to read the story before, I ask them to read it. We are afraid maybe some, um some weird social culture or something like that will be inferred through reading these strange stories. So, sometimes of course, some cooperation, some stories will be about respect, parents' respect um, bad deeds, good deeds something like that, especially when they read the biography. How did they suffer at the beginning of their life, and how did they become very famous and how they make their dreams come true, things like that, Ya ..

Researcher: Which is more important to teach students English language only or both language and literature? Please explain.

Teacher: Ya , um , if it is allowed I think that both are, they should go equally, especially the stories. I like stories actually. Especially stories, if the students will read, they will learn later how to scan, they will enrich their vocab, things like that. So, it helps of course, especially the stories, yes.

Researcher: At what language level is it advisable to teach literature?

Teacher: Um, from KG. This my..., because I'm suffering now. I'm a high school teacher. If students are not used to read literature and practise stories and things like that, to read anything even the lesson in their books. I'm suffering to let them read. I should do plays, I should do plays, I should do special worksheets. I should follow some games, things like that, but still they are not interested. They are not interested in reading at all. So, it is not rooted in them since their childhood, it won't work in high school. Yes.

Researcher: Is your English language textbook locally or internationally designed?

Teacher: Locally, Locally designed. Yes, um.

Researcher: What is the series called?

Teacher: Ya, Skills in English. This one. *On Location*. Yes. *On Location*. Yes, its name, um uh ha

Researcher: Are there any literary texts (stories, poems, extracts of novels) in the textbook you are using?

Teacher: Ya, there is one unit. I have finished already, last unit. It was telling stories about cats and dogs and like that. Ya, but we don't have, only one poem.

Researcher: Good.

Teacher: Behind the Unit, even maybe some teachers won't be careful about it. It is not a lesson or something. It is just one point behind the scene as we say.. uh ..

Researcher: uh (slight laughter)

Teacher: Yes,

Researcher: Are there any supplementary literary texts?

Teacher: No, the supplementary will be from the teacher's side and for us uh here if I speak about our school we have already in grade 10 and 11. We have supplementary books. It's name is *Boost* to enrich the vocab, all vocab exercises and this and that. I'm sure some texts will be there in these books about short stories, biographies, something. But the focus is on vocab. For us, as teachers, as grade 12 teachers, we focus on the CEPA. So, it is skills, so it is reading and writing skills and this and that, we focus on ...

Researcher: Could you explain for me what's meant by CEPA?

Teacher: CEPA is some national test that is done for grade 12 students, and students has to take, and students have to take some grade. They should pass in some grade otherwise they won't join the university. That's why, it is very dangerous, and sorrowfully the syllabus that we are teaching is not related at all to CEPA, because CEPA is measuring the total level of the students from grade 1 to grade 12. They take tests in reading, writing, vocab and grammar. So we have to give here at school every week, one period a week that is related to CEPA to help students with this. Plus the IELTS course which was given in our school by the British Council people. They come to give the IELTS to students. Because some students they told them if you can't pass CEPA, you can pass the IELTS, it's fine, both are correct, just to join the university. Some students finished three years ago and until now they can not join the university because of the English level.

Researcher: I'll go now back to the literary texts in your course book. I'd like to know are the literary texts authentic or written by textbook writers?

Teacher: Textbook writers. I can't understand the question.

Researcher: Are the texts authentic or are they taken from um..

Teacher: No, no, they are just written bySome of them, they are, they write at the end. It was in this newspaper by this person. But very few, otherwise all of them. No, they are not.

Researcher: So the stories in the book are written by the coursebook writers.

Teacher: Yes, yes, exactly.

Researcher: How about the only poem?

Teacher: Ya, I don't remember actually. It will come in the third session. I taught it last year but till now I didn't teach so far. So, if you like me to check, I can check for you.

Researcher: Please check.

Teacher: Give me a minute. It is called *Link to Literature, Beyond the Unit*. They call it. After the end of each unit, they give two yellow pages. It is written *Beyond the Unit*. Then, *Link to Literature*. But believe me sometimes actually we do not give it. We care about the main lessons only. 'How I say I'm Sorry', and 'How to be a Shark'. These are two poems here. They write the source. So, it is authentic. Yah, um.

Researcher: I'd like to know to what extent are they used in developing students' linguistic, literary and cultural competence.

Teacher: It depends on the teacher, actually. If whether she will care about them and she will give them the importance or she will just 'do at home', 'read if you are interested', something like that. So, it depends on the teacher herself.

Researcher: I'd like to check is there at the end of each *Link to Literature*.

Teacher: Just now I, Ya it is. Just now I took care about this one (*she laughs*). I know that at the end of each unit there is something like that, but it is the first time for me to read the title *Link to Literature*. I know there is something interesting in. Maybe in the seventh period when the students are lazy and like that, I can give them these because they tell them something about the hieroglyphic language, so what about writing your names in hieroglyphic language, this and that. So, sometimes I use it just for fun, I didn't care. It's my first time to notice that it is

written *Link to Literature* and it is not even written in the teacher's book. That's why. I'm following the teacher's book rules. Ya..

Researcher: Have you ever used literature in a language class?

Teacher: If it is in the book, Ya. When I explained for example last Unit, most of it was just stories about the cats and dogs because at the end students should decide who is smarter cats or dogs. So, the Unit was full of stories, real stories, about clever cats and clever dogs. The cats did like this one time, This happen.. This happen. So all were stories, students enjoyed, enjoyed. yes

Researcher: Were these stories authentic or written by coursebook writers?

Teacher: No, it was written by textbook writers, but they mention the names of the people. So, I think they were real ones. Ya..

Researcher: How was your experience using literature in that class?

Teacher: About this unit you mean?

Researcher: This Unit or any lesson you taught in it literature.

Teacher: I think if it is a story, students are more interested in and this lesson will be more interesting for students. If it is a story, not like a report. It's much more better than, we have another Unit speaking about civilizations, this and that. It was a killing unit, really! Because it was out of three pages and it was just a report. It was boring. Long reading passages. I should do extra, extra worksheets and activities and things like that to help them read it, but when we come to the Story Unit, Stories Unit, it was really interesting. Students cared about it.

Researcher: Was it motivating for them?

Teacher: Yes, yes, very. It was motivating especially you do some strategies, group work, something like that. They worked together and they helped retell the story. They can act the story. Yes, it was interesting. They have to draw some scenes something like that. It was interesting, ya..

Researcher: Um has their participation increased in the class?

Teacher: Yes, yes, last Unit yes it was, um yes. That's right.

Researcher: Were there any advantages to you in using literature in that class?

Teacher: Yes, many. Yes, many advantages. Once you feel that students care about the lesson and they are motivated, this is the best thing that the teacher looks for and

seeks. We seek motivation in class and you feel, 'I succeed, I can do it', 'they like the questions, they enjoy the lesson.' I like them when they like the English period, and not to wait for the bell off, 'the period is very long.' I like them, 'oh, the bell rang! Oh, it feels sad that period has end', sure.

Researcher: What kinds of texts did you use?

Teacher: In the book? In the book, we use reports. It depends.

Researcher: No, I mean in the literary sections, or the section called *Link to Literature*.

Teacher: Just only the poems. It depends on which part uh I'm giving, sometimes they give biography about some famous persons, like they give biography about Sheikh Mohammed Bin Rashid, they give some poems, they give short stories. Just now I am thinking with you, actually. Yah.. I remember they give short stories, poems, biography, like this, what do you know about, informational. So, it varied actually, ya..

Researcher: How did you select the texts?

Teacher: If it is the library period, I select or I do not select actually, I give choices to students and they decide what they like because they should like what they are going to do. But in the book I do not select. I just give them reading passages. I can give them not in the same order, but I give the text in the book.

Researcher: Do you think the literary texts were suitable for your students?

Teacher: Some yes, and some were very boring, actually. For example, in Unit one, the whole Unit was about homework, how to do your homework, how to be motivated in the classroom, how to organize your time, how to .. , it was just repeating and repeating again. The problem of this book, is that each unit has a title and they are just speaking about this title. So, students feel bored, especially if it is report, they don't like it at all. They like foreign books, to have more images, to have short, short readings, something more motivating, exercises. Even when they speak about the stories, the whole unit which they have to study in one month and a half, was about cats and dogs. Cats do like this, dogs do like this. A story about this cat, a story about that dog until the end of the unit. So, even when they give something interesting, it is not in the correct way.

Teacher: You can make it in this way (*the microphone*).

Researcher: uh

Researcher: If literature were to be used in the Reading class, what kind of literary texts do you think should be used?

Teacher: According to my experience, stories and biographies for famous people that students really care to read about their biographies, yah I think.

Researcher: In general what are the factors that generally influence your teaching of literary texts?

Teacher: Yah, it affects. Of course, the nature of the text itself. It shouldn't be that long. It should be accompanied by very interesting exercises, which can be done partly not only at the end of the text. Eh, many games should be related to this text, even something that will help the student to move, they like to move, they don't like to sit all the time. This is what difficult for us when we give texts...and you should do some texts actually that you can guarantee that each student is reading. So you can vary the questions, students can move around, some worksheets move around from one student to another. So, they are completing the task not ... somehow. Ya, I think I covered the question or not.

Researcher: Ya , how about issues like complexity of the language, the content, students' level, what do you think of these factors?

Teacher: Yah, of course, this is a very big disadvantage that we have in our classes. The various levels of the students. We have very weak students, they hardly write their names, and we have the students who are reading for Shakespeare and like that. They are at the same class and this is really a big challenge for teachers. uh from here we have the level books in the library. That's why we have in the library, the librarian actually is helping a lot. She is doing books level 1, 2,3,4,5 until that till 9, and they like that. So I know the level of the student, I guide her, go pick up a book which level like that. So, she goes and search for this, this, this, and she has to choose what type of book does she like. Otherwise, in the class, it is difficult and we have actually to vary the worksheets and to do groups together. This is group 1, group 2, these worksheets are not the same like this, like that. I think books should be qualified for this, but we have to manage, teachers have to manage.

Researcher: In general, what kind of methods or approaches do you use when teaching literary texts?

Teacher: We use different strategies. Sometimes I use the individual work, sometimes pair, sometimes group. It depends on what do I want them to read. Uh, again the question.

Researcher: What kind of methods or approaches do you use when teaching literary texts?

Teacher: So, it is the different strategies I'm using, and the teaching techniques that I'm using in teaching like that, group work, individual work, pair work, it can be also linking to real life strategies, sometimes when we read some stories, they can give me paralleled situations that they watched in some movies, it happens in their real life, something like that.

Researcher: So, I can say you follow the communicative approach when you teach literary texts.

Teacher: Yes, it has to be all the time using this, yes.

Researcher: What types of teaching tools (visuals films, reading guides, online resources) do you use to teach literary texts?

Teacher: Yes, literary texts no, I'm ... In teaching literary texts sometimes I'm using the youtube, if I can get some short movies related to the topic that I give literature about, and the books of course from the library or some books they can get, worksheets, I don't know if it is involved or not to do some worksheets, different strategies, they have to move, and go round, and like that.

Researcher: When you are developing a plan for teaching a piece of literature, how you usually proceed?

Teacher: Ya, when I put some plan. This thing I like to teach, if I teach it before. So, this is my second or third in teaching this. So I have already and I handle the positive sides or the negative sides in this text. So I start to solve these negative problems in this text, whether it is very long one, it is boring a little bit. So I have to do some games, some plans, add some images, do something like that, yeh .

Researcher: How about if you were teaching it for the first time? What do you usually do?

Teacher: The question again, then.

Researcher: You've just mentioned that when you are teaching a literary text for the second time or third time. I am interested in knowing about what do you do usually, when you develop a plan for teaching a piece of literature?

Teacher: This is what teachers do generally, even not for literature, but speaking about literature, of course, I have a look at what I am going to teach. I have my plan for , what do they call it, um preparation plan, daily preparation plan. I have a look and I decide which strategies suit this text that I am going to ... , the literature I'm going to give, prepare the electronics that I'm going to use, technology, whether it needs extra worksheets, whether it needs some images from the net, some youtubes shots , I prepare everything ,but while I'm giving of course this is not the perfect one, I find out some disadvantages , and this what we write at Reflections , actually. We have at the end of the lesson plan, we have Reflections. When, we come by some points or next time I'll do this. I'll add this. I'll cut this, I'll double this. I'll try to do this. This is what I write in my reflections. The next time I plan again, I have a look at these reflections and make it well.

Researcher: What do you feel are some of the most effective strategies you've used in teaching Literature?

Teacher: Yah, I like the strategy of um, which one that they have to go around the class, um what do they call it um, (محطات تربية mahatat tarbawya), let's say the educational stations [Scavenger Hunts]. If we will translate it from Arabic to English, its name is educational stations. Actually, I hang on the wall of the class, parts of the story, if they are five parts. First, I let students sit in groups, five groups, okay. Then, I put the story or part of literature whatever it is in five sheets, A 3 sheets and I hang them around the class, okay. Each group has some worksheets, some questions about each paper. They stand up and they will sit and they'll go around the class answering this. When they finish with a part, they can go , follow , go on and complete the other parts. This is very effective and they like the strategies, they move in.

Researcher: How about the poems?

Teacher: I didn't uh , but I give some poems, if it is funny and interesting and like that, I like them to read it, but students are not interested and I didn't encourage them, it's my fault, I think, I didn't encourage them, but I ask them 'do you like poems?' 'Are you interested in writing poems?' None of them were interested, but they, it was new experience for them to read English poems. They usually read Arabic poems. So, it was new for them, interesting somehow, but then they were not motivated at all to read any more.

Researcher: In your experience, which approach or method do you think appeals most to the students? Why?

Teacher: Which? again, please.

Researcher: In your experience, which approach or method do you think appeals most to the students? Why?

Teacher: The method, the strategy, you mean,

Researcher: uh method of teaching, for example, reading for pleasure, reading for practising the language, um

Teacher: Yes, okay, you should vary for students what they are reading for, like reading for gist, something like that, reading for specific information, reading for details. The worksheet, that you are giving to students while reading, is the most important part. It is really interesting, and students really feel, 'I'll read to find out', especially if the questions are interesting questions, they will find out, they want to read to know the information that you are asking about in the question, the variation is very important. Even if you give one strategy or one method and it is just one how interesting it is, they feel bored. They are bored very quickly, the students nowadays, Yes.

Researcher: Did you face any problems using literature in your class? If so, what were the problems?

Teacher: Using literature in class, if it is simple, I don't face problems because they are not using literature in its big way. They are just using simple stories. I think that's it. Stories only, yes. It's not difficult, no, but it is easier even. If I am going to teach stories, when I'm coming to this unit that um the lessons are all stories, I like it. It's easier for me.

Researcher: How about the biographies which you mentioned earlier?

Teacher: Biographies it depends, what are they about. If they are about some characters, they really care to read about, it's good. But if not, they are not. The most difficult literature type is the report. When I asked them to read some reports, and there is a unit in which all are reports about ancient places all around the world, and they even give places I do not know where did they get it from. It's not interesting for them.

Researcher: Mrs., I'd like to refer to *Link to Literature* in your textbook um did you face any problems using them in your class?

Teacher: Okay, I told you before that it is really the first time for me, now to see that this is *Link to Literature*. It is the first time for me to read the title, because it becomes at the end of the unit, actually. Once you come to, you know, in our unit, in high school, you know, we have problems with reading and writing. They are the most difficult skills, and students are very weak in these two, and when we come to the term test, they are all about reading and writing. So, when I give the lesson, the first part all about reading, the second part is about writing. So, I start pushing them in writing, how to write, strategies of writing, how to write things, and like that. Once I finish with writing. I feel that I have finished. We do great work and students do great effort, actually to improve how to write the sentence, how use correct grammar. It needs and we even needs more periods, but time is not helping, okay. So, once I finish with writing, I feel that I have finished the lesson. I don't have a look at these two pages, but if sometimes I find something interesting like stories that as I told you I give it in the seventh period or something they feel they like, they do not want to study anymore ,this and that. Then, so I give them this one (*referring to a page in the textbook*). It's the first time for me to know that *Link to Literature*. Thank you, uh, uh (*laughing*).

Researcher: What do you think about the future of teaching English literature to secondary school students?

Teacher: again.

Researcher: What do you think about the future of teaching English literature to secondary school students?

Teacher: yah, the future, if they are planning to do something like that, they have again to start from the primary stage. If they will start it in the correct way, in the good book with correct exercises, with interesting literature, students would love to start reading, and like that. Then, I think in high schools, it would be wonderful. Why not? It is much better than the lessons we do not know what to give in them....I have to get extra worksheets and extra texts and like that from outside the book.

Researcher: What kind of assessment for English language learners is used in your school?

Teacher: We have the ongoing assessment. It is very hard for the teachers, actually. But we are doing this because each term students have two evaluations, and each evaluation they have about 15 tests. The whole term they are testing actually English. They should do two vocab tests, two grammar tests, two sentence writing tests, two reading tests. This is half of it. Two reading tests, two sentence writing tests, two vocab, two grammar, two essay writing, then two listening tests and then one speaking test. This happens in one time and multiply by two because it happens again in the centre, this what they call an ongoing assessment. Yes,

Researcher: and besides the test you mentioned, the one called CEPA.

Teacher: CEPA is outside, we are not responsible of CEPA at all. Ministry is not responsible for CEPA. CEPA is from the university, the high university, and we are not responsible to teach students, but we feel responsible about the students, and we are a model school as you know. You feel sorry that this test after all. It is going to tell 'are you going to join the university later on or not?' So, we have to help them with it. We get versions for the previous tests, we train them, and we tell them how to do it, we have to speak a lot about this CEPA together with the syllabus book.

Researcher: Does this sort of assessment have an impact on the teaching of literature?

Teacher: impact, um like coming against or something? Impact, what do you mean?

Researcher: I mean does uh um, I mean by impact influence, and does this type of assessment make the teaching of literature necessary or unnecessary for students?

Teacher: Um, no. The assessment, the evaluation assessment is not related to literature at all. No. This is thematically actually. When we give an ongoing assessment, it is vocab, so they have to study the vocab list which is in the book. It is about grammar, or the grammar they have taken in the unit. It is about sentence writing, maybe in the sentence writing, if the pictures are related, and even in sentence writing, they have just to write sentences, and in essay, it depends on which type of essay they should write. For this term, for example, they have to compare and contrast between two things. They have to write a report about something. Maybe in writing because we are tied to some topics that we can not go out... This term for example, we teach them how to write a report, how to write a compare and contrast essay, so I think in teaching report, I think it is was connected to literature, without feeling with it, actually. um, ha

Researcher: So does this sort of assessment have a great impact on teaching of literature?

Teacher: You repeat the question.

Researcher: Does this sort of assessment have a little or a great impact on teaching of literature? Does this sort of assessment give importance to learning or teaching literature?

Teacher: If it will be related to. For example, if the last unit which is speaking about comparing and contrasting, it is not related to literature, but the first unit was related, they have to learn how to write a report. So, I should give them samples of reports, I should give them how to write the introduction, how to write the conclusion, what's the body, what's the topic sentence. So, it depends on the topic that is we are tied to according to the text itself. Yah,

Researcher: Is there any thing else that you would like to say or recommend in regard to teaching literature before we end this interview?

Teacher: Ok. Thank you very much for you kindness, this is the first, and I am as a high school teacher in government school because I love the students really, I love the country, and I like, I feel you are doing your best to raise the level of the students and to come the international grade in education and like that, and you are doing great efforts. So, I just give some advice about literature, it should start from

grade one even from the KG. I have many friends with children that are in American and British schools, once the son is ten/nine years old, he starts reading novels and like that. How did they start? How did they make it a root in this child's character to love reading? How are they doing this? This is what we want to know. I want to know from these British schools, from KG and KG 2 and Grade 1 until the student. Once, I went to Al Ittihad School, I attended for, we were in prep, of course, in government school. So when they want to make some visiting between the schools, we went to attend for grade 3 even though we were teaching grade 9, of course, if we go to grade 9 in their school, we are not going to learn anything, or to exchange any experience because it was very high, according to the level of the students. When they know the level of the students in the government schools, they asked us to attend for grade 3, and believe me the students in grade 3 were much better more than students in grade 9 at that time and now grade 12 even. They are not the same. They can write easily 200 word essay and even 250, 300. They do not have any problem in writing and reading. How did they reach this level? Foreigners are not better than us in teaching, we can teach, but we want the way and the techniques, how do they do it? How do they raise the child in loving to read and write since he is 4 and 5 years old? Thank you very much.

Researcher: Thank you, too Mrs, .. and I' m really very pleased to meet you, and have this interview with you. Thank you again.

Teacher: Thank you

Appendix G: Teacher 2 Interview Transcript

Researcher: Could you tell me a little bit about yourself?

Teacher: My name is , and I've taught in Dubai for like 3 years. um I've been in Qatar for nine years and I have taught there as an English teacher in the governmental schools for six years, and then I was the English co-ordinator um in one of the independent schools there um in Qatar, um now I'm again back to teaching, missed the relationship between, you know, interacting with the students, so I'm back with teaching.

Researcher: Are you Qatari?

Teacher: No, I'm not. I'm a UAE national.

Researcher: Tell me about your teaching career: How long have you taught?

Teacher: This is my thirteenth year here in teaching English. I've taught, Let's say, from preschoolers till highschoolers.

Researcher: Where have you taught?

Teacher: I told you in Dubai. I've taught in Khawla Bint Al Azwar primary school, primary school, I mean, in Al Sufooh , in one of the nurseries, here in Dubai, and in Nussaiba Bint Kaab Al Ansaria in Doha , also in Abi Ayoub Al Ansari school, model school.

Researcher: Now what grades are you teaching?

Teacher: Now, I'm teaching grade 11.

Researcher: Do you have a qualification in English literature?

Teacher: I'm a Bachelor, I'm a Bachelor holder from UAE University in English, as an English Teacher, Education.

Researcher: Was Literature your major or minor?

Teacher: Um it was, actually, we are in, most of our educational or academic was literature but we according to the name we were from education so we had like 11 courses in education and the others in literature, in English Literature.

Researcher: Have you received any training on the teaching of literature?

Teacher: Except for the university, no

Researcher: Do you like to read literary texts such as short stories, poems, novels or plays?

Teacher: Yah, I do.

Researcher: Which do you like to read most and why?

Teacher: I like to read everything. I'm a bookworm, so I read every thing, in every aspect, in every field.

Researcher: How about literature?

Teacher: I like literature. I like to read,

Researcher: What is your favourite genre?

Teacher: uh , romantic, Let's say, novels, uh sometimes I read some poems in self-improvements which is now I'm in mostly nowadays.

Researcher: Can you tell me why?

Teacher: uh , you can see that teenagers, teaching teenagers and the drama that they are in, you want to show them that you have to think positively about life, you have to be more open minded , about whatever is going around you, you have to accept so as to yani (*I mean*) not to be narrow minded, and all of that staff. You have to discuss that with them every day and you have to find those positive quotes, let's say, or positive stanzas from any poem that you read, and let them just taste the literature.

Researcher: Do you read local literature in Arabic or international literature in English?

Teacher: Both, both.

Researcher: In your opinion, does literature play an important role in language learning or teaching? Can you give your reasons?

Teacher: Of course, literature is the language and language is the literature. If you want to learn any language you have to know about their literature, for example, let's say if you want to know, for example , when we were in the high schools, or when we were in schools, we were taught about some poems from Shakespeare, from D. H. Lawrence, from Dickens, but which is I can't see in today's curriculum or in any textbooks nowadays which is really something , sorry to say this word , but it is shameful, they do not know any thing about poets, poems, writers,

authors, who are they, even Arabic ones, some find and I ask them who reads, even in Arabic, some I'll find each class I'll be having, Let's say I'll be having 3- 4 girls, but they don't know the authors, they just read , you know, for the sake of reading ,but nothing more.

Researcher: How can you use literature as a source for teaching materials?

Teacher: okay, what's English teaching, skills, speaking, writing, reading, uh grammar, vocab. That's all literature. You can find vocab where you teach, you can find, um , they can write about the poem, or the story they have read, um they can speak about it , they can hear it , we have lots of audio books that they can read, so I can use all the skills or I can enrich all the skills, in one piece of writing.

Researcher: In your view, will teaching literary texts help students in doing well in English tests/IELTS/TOEFL? and how?

Teacher: They can't start that unless they change the curriculum from grade 1 to grade 12 .They have to change it, not in one time, they have to change it gradually, they have to start changing it, adding pieces of literature from Grade 1, Let's say, a quote in every lesson, instead of putting for *On Location*, we have a picture where they can speak, okay, put a quote , let them discuss it, writers' quotes, someone who is well-known, let them know, who are they, who are those people, what's the other side of the world's mentality, what do they think of, what do they have in their minds, what's that world, nowadays our kids, our teenagers they are watching millions of channels, hundreds, let's say of radios, radio channels, they are watching or they are reading, they are communicating in those social networking, and they are reading everything, everything, they are watching everything, so we are in a global village, if we did not guide that from their beginning, from their , let's say, their childhood, we did not guide them, did not show them that, this is right path and that's the wrong path, they can't find the way later on,

Researcher: How do you encourage students to read literature?

Teacher: okay, um and this is school , I have started in this semester writing quotes everyday or alterday, so we write quotes from positive ones of course, write them on the board, and as a warming up, and ask them what do you think, read it, what do you think about it, just a discussion, and each one of them, will be giving me her

opinion about it, then we will discuss them as a matter of needs. That's it. Nowadays if you go to my students, and ask them who is Wayne Dyer, they know that he is the (*laughing*) favourite writer for Miss, okay, and some of them, and some of them started to read to search, google in, and Insha'Allah I brought some poems from this book, uh like funny poems about um a father or grandpa, um who is (*laughing*) standing upside down, and he is mocking and starting to be sarcastic about himself, you know, I'm enjoying it and they are enjoying that, at the beginning they couldn't understand why I'm doing that, we need only the book, and that's it. But now they are trying and Insha'Allah next semester they are going to bring their own quotes.

Researcher: What common values may teaching of English literature introduce to secondary school students?

Teacher: Positiveness, positiveness, that's the main. It's not morals because Al-hamdu lillahi rabbil 'alamin (all praise and thanks be to Allah, the Creator of the worlds) um we are in a country which is yani (*I mean*) Al-hamdu lillahi (*all praise and thanks be to Allah*) our parents, our families, you know, we are in very close families and we have everyone is teaching morals, so let's just be open minded, be positive, accept the others, that's what we need,...

Researcher: Which is more important to teach to students: English language only or both language and literature? Please explain

Teacher: okay, if we are teaching language just as a language, what's the main purpose of a language, to communicate, then who are you going to communicate with are you going to communicate with Arabnessish English, of course not, you are going to communicate with English people, with those who have English as a second language, such as any foreigners, in Dubai, Let's say, so we have all sorts of mentalities, we have different mentalities, and they have different mentalities, how can I know their mentalities, unless I know their literature, or read about them, their writers or read their works, who are they? How can I know without their literature?

Researcher: So you feel it's more important to teach both.

Teacher: Exactly, yes.

Researcher: At what language level is it advisable to teach literature?

Teacher: uh, it depends on the curriculum. If the curriculum will stay like we have now, uh, it's a very difficult because the language in the curriculum is very poor actually. It depends on the teacher, if the teacher is creative, she wants them to learn, she can do it, she can teach literature from, let's say, grade 3 or 4, and give them something, ok like from the beginning, even the preschoolers, teaching them nursery rhymes, then national or international nursery rhymes, then some kid's poems, songs, um then, we have like plays, we have writers for kids like Dr. Suss, who is a very good writer, and he is writing for kids, we can use those ones, the teacher, it doesn't have to be to learn something from, for fun, and just have fun, and what's to say, *The Cat in the Hat*, let them learn those stories, I'm very passionate about literature, that's why.

Researcher: Is your English language textbook locally or internationally designed?

Teacher: uh actually it is not for second language learners, yes it seems like it is second language learners, but it's not. It needs, as a second language learner I need to learn vocabulary okay, and in each unit in grade 11 we are teaching them like 40 vocabularies only and three texts, of like let's say 150 words only, Grade 11, reading only this, come on yani (*I mean*), they need to learn more, like let's say, ten texts in a unit, let them read, let them have more vocabularies in each unit, let's say, at least, at least, in grade 11, they should know like 5,000 words, but not in one semester, yes like let's say, at least 5,00 hundreds in each semester, not all of them they have to remember, but at least, will be having, if we gave them like 5,000 words a year, per semester, and they got 200 words from 500, they will be speaking in let's say, three months or four months will be speaking, they can't speak, they don't have vocabulary unless, you force them to speak, now our school is using another book *Boost* to enrich their vocabulary, and I'm using um twitter and, I'm forcing them to read, now we are using, we bought new books in the library, and they are forced to read, summarise and through that they are learning lots of words, new words.

Researcher: I'd like to know are there any literary texts like (stories, poems, extracts of novels in the textbook you are using now?

Teacher: None, none at all.

Researcher: What is the series called?

Teacher: *On Location*, you can see it here, it has only three texts, let's say, I'm teaching now here, um and this semester we have two units, one is called natural disasters, okay, and the other one, (*looking into the book*) you can see that we have one picture here, they have to speak about it, and then again here, we have like seven words, they have to learn, in two pages of course we are introducing more words, than it is requiring us to, but it is still, and then we have one reading passage, here is the second one, where is it, here the third one and that's it, two, two readings here, and in the next Unit, we have three, so one, and two, three, that's it.

Researcher: Are there any story based lessons?

Teacher: No, we have story-based, but um it is thematical, it is about the theme itself, about the same theme.

Researcher: Can you show me one?

Teacher: uh, in Unit 4, Let's say, there is no, oh sorry, there are *Link to Literature*. For example, here like chicken soup, okay and here, in this unit, sorry, we have some poems, okay, but, it is very poor ones, and it's not that yani (*I mean*) something that will interest the students, something that they would like to read, something that's well-known around the world. For example, let's say, they don't have, they don't know who is Shakespeare, who is Charles Dickens, so who are they, Jane Austin, Those writers who are they, they don't know them at all.

Researcher: Is there any reasons they are placed at the end of each unit?

Teacher: I don't know. You ask them. It's not important for them, if you have time, you can teach it, otherwise, it is not.

Researcher: So, it is optional?

Teacher: ya, for them I think ya, why are they putting it at the end, why not in the middle, and why not, it, um why there aren't more activities about it, on each piece of writing, ...

Researcher: um so are they authentic or written by the course writers?

Teacher: I think by the course writers or maybe chosen from I didn't know where, because I don't know any of those writers , I don't know them , maybe they are well-known, but I don't them.

Researcher: To what extent are they used in developing students' linguistic, literary and cultural competence?

Teacher: uh, it is just used, you can see that it is written, the title of it is *Link to Literature*, it is still a link to introduce it, and that's it. Nothing, there is nothing more in it, it is not that fun, it doesn't even interest them. A Unit will be talking for like , we will be talking about natural disasters for like a month, they will be very bored. So, Khalas (finish) Miss, we don't want any more about natural disasters, so give us something else, I'll be giving them some poetry and any poem any, let's say the quotes, I'm telling you about. Okay, something about their personalities, a story, or I will let them go to the library and write, choose a book and write a summary about it.

Researcher: How about the supplementary materials you add to your lessons?

Teacher: I'm telling you. It's an App from the App Store, something from..um lets say Wayne Dyer App about um positiveness and where is it (*browsing her iPhone*) okay here. Here they are, I'll write it on the board, or add it to my lesson and they can read it and discuss it, sometimes I'll choose a funny story or poem from this book (*showing me a book*).

Researcher: What is the book called?

Teacher: *Classic Poems to Read Aloud*, okay.

Researcher: So do you let them read aloud?

Teacher: yeh, I'll put it on the board, and they will read it. They don't know how to read for my students, I don't know about the other, they don't know how to read a poem. So, I'll be reading and they will be reading after me, you know, they don't know about the music of the poem, so they will be like reading again and again till they get the music and hopefully, at the end of the year they will be much better Insha'Allah (*if Allah wills*).

Researcher: Have you ever used literature in a language class?

Teacher: Yah.

Researcher: How was your experience using literature in that class?

Teacher: At the beginning, the students were very confused um because they lack vocabulary, so they did not know what's the meaning of the poem for example, or what is it talking about, and why I am um laughing at the poem, for example , if it was funny, so I have to repeat it, explain the vocabs and explain everything , and start discussing it, ask them to check the dictionary to find words that they don't know, then they'll be like uh okay that' s why he was making fun of himself, okay the father was making fun then they start understanding it , and Miss can we read it again, let's leave that book and read that poem for us again and they will be reading and enjoying it just for the sake of the language, they like having fun .

Researcher: How did the students respond to that class?

Teacher: I've answered it already (laughing)

Researcher: okay, were there any advantages to you in using literature in that class?

Teacher: I won't see that from two or three poems, it needs more work from my side and from them, I need more time, and by Insha'Allah (*if Allah wills*) the end of the year, I think, I started, I have two student they are reading, they started reading English novels for different writers , and um in one of my classes they've established a library, it is very poor one for books only, but still it is started already.

Researcher: What sort of books are there?

Teacher: Novels, novels.

Researcher: What kind of texts did you use?

Teacher: Poems, funny ones, something that is, um it's as a native speaker for like, let's say primary stage, and for us of course, I'll have to, it's very difficult for us, I have to find something that is suitable to our culture, our religion and our beliefs.

Researcher: How did you select the texts?

Teacher: Through reading and I have to check, it's suitable for their age, the language should be um almost at their level almost, okay. And believes and religion of course have to be considered.

Researcher: Could you elaborate this point?

Teacher: uh uh (*laughing*) I used to do some, when I was teaching primary, but for secondary schools, I did not. To be honest I did not. I write myself for myself not for the students and not to share with anyone else.

Researcher: Do you think the texts were suitable to your students?

Teacher: Yes, because just talking about improving themselves, improving their mentalities, about funny things, that's it.

Researcher: If the literature were to be used in the Reading class, what kinds of literary texts do you think should be used?

Teacher: Okay, I think they should use stories, short stories, parts of long novels, or additional, let's say, they can choose um one novel at least one novel a year, per a year, for secondary and preparatory stages, short ones even, but something additional to the book, also books should include quotes, should include funny stories, translated Arabic novels, we have lots of Arabic novels that are translated into English, use them, they know the Arabic version of it, let them just use the words, they will be knowing the story, they will know the meaning of the story, and they are going to read it in English.

Researcher: In general, what are the factors that generally influence your teaching of literary texts?

Teacher: What do you mean by that?

Researcher: I mean factors like um as you mentioned for example earlier, students' level, language, content,

Teacher: oh, ya, okay, actually I wanted to enrich my classes, I want my classes to be more interesting to them, I wanted the change, instead of just using two books, and that's it. Teaching *On Location* and then *Boost*, and girls need more fun at this stage, and they are I'm teaching Literature Section, so always bored, they are uninterested in doing anything or working or doing any thing, but they want to speak, so let them speak, how are you going to do that, you have to moderate it by adding some quotes for example, something that can't be offending to our religion, to our beliefs, to our culture, um but yet it is a little bit open minded where you can, where you can just teach them to accept the others.

Researcher: In general, what kind of methods or approaches do you use when teaching literary texts?

Teacher: uh, what do you mean by that?

Researcher: I mean do you use traditional approaches to teach literature or do you use um modern ones like communicative approach to teach literature?

Teacher: Mostly, nowadays we are not using traditional , we are not using it any more, unless, when they need to memorise some vocabulary, yes and they need, yes they need because they are not native speakers, they don't use the language at home or in the grocery , they are not using it at all, so they need to practice the language by memorizing some vocabulary in a way or another, but mainly it will be like they should learn the meaning from the text, it will communicative approach than traditional one or grammatical based one ,yah,

Researcher: So, in literature teaching do you prefer the communicative approach?

Teacher: Yes of course, of course.

Researcher: What types of teaching tools (visuals, films, reading guides, online resources) do you use to teach literary texts?

Teacher: Sometimes I let them watch a movie, not a whole movie, not two hour movie, Let's say a piece or part of it like *War Horse* they watched it. They were, I was asking them about the language what do you think, about the accent, about this, and that uh texts from I told you Apps, quotes, books, literature books, that's what I'm using until now.

Researcher: When you are developing a plan for teaching a piece of literature, how do you usually proceed? What steps do you follow?

Teacher: First of all, I have to find that piece of art, what is the goal, what is my objective, what do I want to teach them? Okay, that's the main thing, and then mostly it will be like warming up or a conclusion of the lesson, or a closing up a lesson.

Researcher: What do you feel are some of the most effective strategies you've used in teaching literature?

Teacher: When you give them a chance to think about it, just put a piece of art in front of them, and ask them what do you think about it? and just elicit their answers,

don't add anything to it, just elicit it, that will make them think, that will make them analyse, that will make them um, that will encourage them to find more about whatever you are writing or you are choosing, ..

Researcher: In your experience, which approach or method do you think appeals most to the students? Why?

Teacher: The communicative to let them, you just guide and let them work, let them do the work, that will make them, teach them more, and just spoon feeding them.

Researcher: Did you face any problems using literature in your class?

Teacher: Actually, because the level of the students is very low, so I couldn't, I was trying improve their level, improve their knowledge give them more, and I was stuck to the book, so still we need to work more.

Researcher: What were the problems?

Teacher: Their level, their level, they don't have any vocabulary, I have only two or three in each class who can understand a piece from the first time without, without going to find the meaning in the dictionary.

Researcher: What do you think caused these problems?

Teacher: Poor curriculums, especially in preparatory, because girls or students from grade 1 to grade 6, they can write paragraphs and I've been teaching them, when they reach, by the way sorry I've never taught preparatory schools so when they reach high schools, they don't know how to write a paragraph properly, what's the gap there, what happened between grade 6 and grade 10, what happened there? Where's the Gap, what's the problem, why they lost all the knowledge that they had, when they were in grade 6.

Researcher: What do you think about the future of English literature to secondary school students?

Teacher: I'll be positive, I'll think it will be taught as we were taught Arabic when we were in their age we had a literature book and we were taught about the similes, and all of those literature staff, the characters, settings, scenes and who is the author and quotes, writing quotes, and depending on ourselves to do some search, or research, let's say nowadays, Insha'Allah, Insha'Allah (*if Allah wills*) they will be having like criterias and teachers should follow those criterias in building

their languages very clear ones, that at the end of grade 11, they will know let's say like 5,000 words, and those words are and they should know let's say for example or they should read like 5 pieces of literature, they can just put a list and let the teacher and the students choose give them a chance, to choose what they want to read about, what they to write about, what do they want to speak about, but at the end, all of them , all of those who are in grade 11 have .. will end the year, they will be knowing the same amount of knowledge, or maybe more Insha'Allah, (*if Allah wills*) (*said softly*).

Researcher: What kind of assessment for English language learners is used in your school?

Teacher: The Ministry's assessment, the ongoing assessments, during the semester and then at the end we will be having final exams from the Ministry.

Researcher: Does this have an impact on the teaching of English literature?

Teacher: We should teach literature not to examine it. We should teach literature to enrich their language, to enrich their minds, to enrich their mentality. Because if it was for exams only it will be like adding more, let's say , it won't be fun, literature for fun, they should have fun reading a piece of literature, let them read find the meaning ,discuss, write, write summaries. That's it without any exams. Because they will be having, that will enrich their language, and when you are going to ask them about anything they will be knowing it because they have all the, you know they gained more vocabulary from piece of literature.

Researcher: Is there any thing else that you would like to say or recommend in regard to teaching literature before we end this interview?

Teacher: That's it. I wish that we'll be having Insha'Allah (if *Allah wills*) in the few years, in the coming years, we'll be having in a year three or four novels, students should choose one, give them five and let them choose one, something that they can read through the three semesters, discuss, write summaries, maybe if we have students who can draw pictures or do an art piece about that novel, let that be the project.

Researcher: Thank you very much.

Teacher: Mostly welcome, thank you.

Appendix H: Teacher 3 Interview Transcript

Researcher: Could you tell me little bit about yourself?

Teacher: My name is..... I'm Egyptian, I'm from Upper Egypt in Egypt, not from um, I'm from Asyut. Okay.

Researcher: How long have you been in the United Arab Emirates?

Teacher: Ten years now.

Researcher: Tell me about your teaching career: How long have you taught? Where have you taught? What grade levels?

Teacher: Well, I have taught for about 20 years now. I've taught primary stage , secondary stage, preparatory stage ,all the levels, and now the last four years I'm teaching grade 12.

Researcher: Do you have a qualification in English Literature?

Teacher: No, my qualification is from Asyut university in Egypt , it is , we have learnt about literature and education , so my bachelor , my license is in Literature and Education.

Researcher: Was literature your major or minor specialisation?

Teacher: It was major. We have studied for four years novels, plays, civilization, many things like that.

Researcher: Have you received any training on the teaching of literature before?

Teacher: No, no at all.

Researcher: Do you like to read literary texts such as short stories, poems, novels or plays?

Teacher: um, you want me to speak frankly, okay, in the past I, I was reading a lot of these things, and I feel that I'm interested because my father was also an English supervisor, and he taught us at our home that reading is a valuable thing , and we have read, but nowadays under these circumstances, I have five children , I have a lot of things to do, so I haven't got enough time to read anything, if I have time, I read the Holy Quran only, if I have time (*laughing*).

Researcher: But which do you like to read most? um short stories, poems, novels . Let's talk about the past.

Teacher: Short stories and poems were great because you will reach to the point quickly, novels and plays need a lot of time to reach to the climax or then to the characters, to analyse something, so I prefer for myself, short stories, articles, poems, it was the best for me.

Researcher: um, do you read local literature in Arabic or international literature in English?

Teacher: Nowadays, I only read anything in the newspaper, even it belongs to literature, but in the past I was reading all kinds the things that I had.

Researcher: Did you read in the past Arabic literature?

Teacher: yes, especially poetry, especially we are teenagers and at the beginning of your marriage life because you wanted to live as romantic style so you feel that when you love reading, you feel that you want to read short stories, and with certain type of, not all kinds of short stories, poems, a lot of poems, that's all.

Researcher: In your opinion, does literature play an important role in language learning and teaching? Can you give your reasons?

Teacher: Sure, literature is the most important thing, and you want to know the reasons, the reasons that when you teach literature, especially short stories or poems with the students, they will not feel bored, it will be exciting ,you can give them all kinds of , anything belongs to the language, new words, new styles in writing, um many things, grammatical rules, everything you can introduce through this literature, but here in UAE, in the government schools, there is a big problem, that they don't have any kind of these ,but if you deal with private schools, because my children are in private schools, they are marvelous, you can find maybe in grade 4 or 5 , a child can write a short story, can write a poem and with the rhyme a, b c , like this, with a very interesting mood, and they have the habit of reading because from KG 1, they have this thing, but about the curriculum in the UAE, it is something ,I do not know what I can say about ,it is something useless. For us as teachers, we try to do something, but we can't because we have a syllabus, we have a lot of things the Ministry wants from us, and they do not listen to us, if they listen to us , everything will be okay , but they don't listen to us.

Researcher: How can you use literature as a source for teaching materials?

Teacher: Like I told you now, if I want to introduce any vocabulary, any grammatical rules, instead of saying we have grammar today, it's like this, like this, for me for example, I put for them some pictures and I told them let's use passive, for expressing this picture through short story, so I tried to make it interesting for them but I can't do a lot of things more than this, like I told you many things we have to do.

Researcher: In your view, will teaching literary texts help students in doing well in English tests/IELTS/TOEFL? and how?

Teacher: Yes, sure because when I have some students, they are transform from private schools to government school in secondary school because of their families they don't want boys and girls in the private school, so they transform them in the secondary school in this sage, I found them they are excellent, and when they have TOEFL or IELTS, they have high score, and you know English is like habit, something like genes if you have it and make it flourish, you know, like a small plant, and you give it your care from the beginning, not now, now some thing it is yani (*I mean*), only now we have to support them, add something, but the basic should be in the primary stage, and this thing we haven't got here.

Researcher: What do you do to encourage students to read literature?

Teacher: This is very easy for the excellent girls because if we have any competition from outside for example, we have from UNESCO something to write about peace, and they have cloud of words, and they have to use some of these words in reading sorry writing, so when I contact ... (*names are clear*) I have told them that you have to write something, they know that they haven't got any aim even the excellent, but I tried to encourage them, maybe we will have, maybe you will win, something like that, some of them write stories, some of them write poems, and have sent them by email, and Insha' Allah they will win, but about the weak students or the normal students, they don't want to, they don't have any desire to read at all.

Researcher: Even literature.

Teacher: Even literature.

Researcher: What common values may teaching of English literature introduce to secondary school students?

Teacher: First of all, the habit of reading, they will read, they will learn from the story something that will benefit them in their life, because ...

Researcher: Like what?

Teacher: Like to, for example, how to form good relationships, for example, how to treat with people, how are the good deeds will end in a good thing, or in a thing that is well. But, they don't have any experience even, only their experience from the blackberry, from the TV, from the Turkish series, That's all, and I don't think it is suitable for them.

Researcher: Which is more important to teach to students: English language only or both language and literature? Please explain.

Teacher: It will be better to connect between language and literature. Like I've told you before that literature is something very enjoyable. And if I want to introduce for you something, if I make it as connection, it will be better than it will be something alone, language like grammar, like vocab only, it will not be good, if for example, if you give them a text and try to extract some words, and make something like that, they will learn, you know, because they will know how to guess the meaning, maybe they will not need you in guessing the new vocab, they will not need you to guess for example how can I form the past simple tense, they can guess these, okay all of these from the text so it will be good, why not?

Researcher: At what language level is it advisable to teach literature?

Teacher: From KG, Wallahi (I swear to Allah) form KG, it will be better, so it will be as a habit, you know.

Researcher: Is your English language textbook locally or internationally designed?

Teacher: Locally by foreigners. You know, this *On Location*. This the name of this course, (*showing me the book*). It's about grade 12, Thomas Bye, It's written by Thomas Bye, and it was under supervisors, some of the Arabic people here in the United States, sorry UAE like Rasha .., like Fatin .., Moza, So there were a committee here from the Ministry, and they said this is very good, and yani (*I mean*) because of this syllabus, they put the way of the exam in a very distractive

way ,okay, they for example in the secondary school now, about the exams, they make it 60 degrees about reading comprehension, and 40 degrees about writing and something , for examples, imagine that this is reading text is very hard or by chance the words here are difficult, how can I put excellent girls or weak girls in a something like that, I don't know how they did they decide to do that but I think you know, there was a curriculum before this was better than this.

Researcher: What was it called?

Teacher: I think Emirates, UAE, I think *English in the Emirates*, I think that. It was four years ago, but this one, I think, it has for example, in each term we have two units, each unit has one topic. For example, here in the first Unit, it is Surviving Homework all of the subject here, all of the topics here are talking about homework, homework, homework and when I come to Concentration, for example, it's about homework, Don't cram, it's okay, then about Writing Essay of Advice, okay, also about homework. They feel bored three weeks to learn these things, so for me as a teacher, it has a load for me because I have to bring something from outside and teach them these things, okay and when they have the exams, nothing from these, it's okay, this is the language, I am with them no problem, I teach them skills, it's okay, but put for us also syllabus yani (*I mean*) it will be not boring, for example, make it lessons. Like all the syllabus outside. In Egypt, we have very good syllabus, lesson by lesson, the lesson take for example, three periods, four periods and all of them are different ,even in the private schools in the UAE, they have language book, they have phonetics book, they have writing book, they have literature book, okay, they call it *Holt Reader* and it is marvelous, for example, because I have a short story consists of four pages or twenty pages, the biggest one 20 pages, and they are written from International writers, every story teaches them a valuable great, great vocabulary. You know, All these kinds of literature make the teacher high level. Now when I was graduated I was very good , I was the fourth one in my in this year on the university , but now after 20 years I am not that, I am not that good like when I graduated. Why? Because this syllabus makes me intermediate level not high level, okay. The thing that helps me from Allah my children because I have to teach them, so my level becomes better. That's all.

Researcher: Mrs, ..., are there any literary texts (stories, poems, extract of novels) in the textbook you are teaching?

Teacher: Few, few only for example, I'll tell you something here(*referring to Beyond the Unit pages*) I have taught them it is not like literature but something called idioms, and all of the teachers doesn't care about these things when I ask some of my friends about these they said to me where is it in the book, okay, every, after every unit, we have something *Beyond the Unit* and *Link to Literature*. This only one lesson every unit, so this is one lesson, every three weeks or four weeks okay. Most of teachers here in the UAE doesn't teach this, because this is something..... For me, I'm curious about it (*referring to idioms*) because these things, they are funny, for example, when I teach them, things like kill two bird with one stone, like put your tail between your legs, something like respect yourself. They feel funny, then they (*students*) tell me some situations, they belong to these idioms. For example, when we discuss this is a part of Chinese Daughter (*pointing to the page*), this is something .. was written by, I don't know here, by Jade Snow, one of the writers. It has some difficult words, maybe they will have in the script, maybe they come in the exam, or they face it in the real life, so I have to give them everything, but it is very little, very little.

Researcher: I'd like to know for what purpose are these texts used and to what extent are they used to develop students' linguistic, literary and cultural competence?

Teacher: For me, my purpose is very weak here, only for giving them something enjoyable, especially for the scientific section, you know, they have difficult subjects so when I enter to them, I want they feel my period is the favourite for them, so only to feel enjoyment.

Researcher: How about this section?

Teacher: This section they have read it only, they have answered some questions, they talked about something, they have the new information, that's all, and be careful that the last one in the term, many girls will say to me, Miss, ...that's enough, we don't want more, so I don't want to make pressure on them to study or do thing like that.

Researcher: Do you think it will be a good idea if they move it from the end of the Unit to another place?

Teacher: Sure, if they begin for example, every unit by something like a poem, like a short story, or they will give for us a short story, beside this course, it will be benefit. I think that's it.

Researcher: Have you ever used literature in a language class?

Teacher: As separate, only when we visit the library, when we visit the library, they have chosen some of the stories. I gave them extra worksheets from the net, it was about how to analyse a novel or short story, and this knowledge I have known by my children from their schools, how can you analyze, how can you give the setting, the plot, climax, the end, what's the internal conflict what's external conflict, these things no ones here knows about them, but I have extra knowledge from outside.

Researcher: How often do you take your students to the library?

Teacher: Rarely, frankly, rarely, maybe once a month, if I have time. But, when in the past, when I teach grade 9, I have these things a lot, but when I come to secondary school, I have a lot of things, we have like 20 exams to be corrected, For example, you know, there is something called a project, it is out of 30 marks in the secondary school. The Ministry told us that the project should be group work, some papers, a paper in the first term thirty marks, three zero, for every girl to make a design for the project, okay like a plan, the second part, they will show you the material, and the third part in the third term, they will have the presentations, so they will take 90 marks through the whole year, maybe something the library outside or the bookshop has made it, and by my eyes, I have seen all of the girls in the bookshop, they have designed these things for the girls, so no benefit, so sure I did not follow these procedures, I told my students to have a notebook maybe equal one dirham, okay and they have to write for me situations in a narrative way about their real life, from their childhood, until now, for example, if you have holiday, I said to them write about holiday, but it should be documentary, put photos for me, and it is very nice to bring some of the students here, and she talks about her real life written to improve her writing and also to be nice, and she deserves these

marks, so I told them to write eight topics in the first term, six topics in the second term, in the third term, I will choose something different to make a presentation, you will present some of your topics in the writing, and will make something, for example, something from recycle, and also add this one, and tell me about it, so it will be something about science, about narrative, but something I think it will be nice, but I think if someone from the Ministry uh uh (*laughing*), will make a disaster for me uh (*laughing*), but for me, you know, in Egypt, Sa'ayda, I'm Sa'idi uh (*laughing*), from Upper Egypt, and I have my brain, and my father told me, if you have something right in your mind, do it, under Allah subhanahu wa ta'ala (*May God be Glorified and Exalted*), then Al Islam, it is Okay, they get benefit, it is okay, Bas (*only*).

Researcher: Um, how was your experience using literature in that class?

Teacher: I have told you, it is a little experience, because no time to practise it enough.

Researcher: How did the students respond to that class?

Teacher: They, because it is rare, so when they are have it they feel it is something wonderful, especially when it is a video, for example, they will see a movie, belonging to something they have written before, so they feel it is interesting.

Researcher: Were there any advantages to you in using literature in that class?

Teacher: um advantage, yes. For example, if I have finished .. One time, I was sick and I'm afraid to be absent, because I'm alone at home, and husband my children are in their works, so I prefer to come to school, tab (*but*) I'm ill what can I do, so some of the students, take the command from me, they, I told them to give the lesson in an interesting way, by telling short stories, by telling a brief or summary about something they have read, also there was a marvelous thing I have a student, she is very fat, she is wonderful, she is very enjoyable, her name is Suhaila. Suhaila come and tell them, close your eyes imagine that you are in your bedroom when you are young, began to write what are the colours are the scenes out of the window, students do that not me, and she began to encourage them to write, I was astonished that I find all the levels of the students began to write, and with

lovely imagination, okay , when I begin to listen to all of them, we, she has a psychological analysis for them, for example if you have these colours you'll be like this , but it was marvelous, it was the seventh period, and this was the first time , when the bell rings no one moves from the class, Bas (*only*) , okay. uh (*laughing*)

Researcher: Um what kind of texts did you use in that class?

Teacher: Like I told you writing, imaginations, like write a brief or summary, about situations something like that, when I told some of the excellent students to write poems, for example, leaving school from one school to another school yani (*I mean*) it was like this, something simple.

Researcher: How did you select the texts?

Teacher: The text was in the library, I don't select them. They are obligatory, because we have only these things in the library, but our Headmistress had brought for us, I think a collection of, a very good collection, but I didn't deal with them until now, Insha'Allah(*if Allah wills*) from the beginning from the third term, I will deal Insha'Allah(*if Allah wills*).

Researcher: Do you think the texts were suitable for your students?

Teacher: I think, the things we have here, it is okay.

Researcher: If literature were to be used in the Reading class, what kinds of literary texts do you think should be used?

Teacher: I think short stories or poems, and I if it is romantic poems, the girls in this teenager stage will be enjoyed.

Researcher: In general, what are the factors that generally influence your teaching of literary texts?

Teacher: In general, what are the factors that generally influence your teaching?

Researcher: For example the students' level,

Teacher: I will tell you, um you know, you want, the things that will control me to introduce this thing or not, you mean that, for example, like you said now the level of the students, um , about how I am in the syllabus , is it okay for me waste time in these things or not, depends on the time, if it is suitable or not, many things.

Researcher: In general, what kind of methods or approaches do you use when teaching literary texts?

Teacher: You know, I know the way, but, I don't know what are the terms, the terms when I hear, I say this is me, this is I, but I don't know that this thing is that thing, okay, so I will tell you the way, If I have a short story for example, I give it to them, they will have enough time to read, for example, they will take general idea first of all, they will see the writers, the illustrations, they will begin to guess what are we going to read about, then they will read in details, then, I do not let them for a long time to read, I make it parts, it maybe take two months, it's okay, but they will get benefit, because if you give them the thing and tell them to read, they will not read, so maybe you will tell them, we have a plan, today for example we'll read two pages, now two pages you will read them to answer that, okay, you'll read them to give me three new words, and something like that, I have to put for them a goal, they can't give the goal for themselves, so to put ..., you have to read, two like this, so after we will finish, we make analyse this short story, we'll discuss if it is okay or not, I told them to make different endings, to encourage their imaginations, something like that.

Researcher: So, you prefer to follow the communicative approach in teaching literary texts?

Teacher: This is communicative approach, uh, uh (*laughing*), it's okay. uh (*laughing*), I like it, ...

Researcher: Or you like to use both traditional approaches and ..

Teacher: Traditional now with this generation it will be useless, it will be useless, you have give them chucks (*not clearly heard*).

Researcher: What types of teaching tools (visuals, films, reading guides, online resources) do you use to teach literary texts?

Teacher: First of all, films are very good way, they will learn from it, online resources, it is okay, also, visual things, for example, when you instead of saying something this word means like this, or this situation like this, you give them flash cards, pictures, something in overhead projector, even if you are miming something, it is very interesting, yes, but when you give them the information directly it is not good.

Researcher: When you're developing a plan for teaching a piece of literature, how do you usually proceed? What steps do you follow?

Teacher: Like I told you, you have to take general idea about the thing, then the details, then when I give the details, I have to give them as parts, and in every part we have to answer something like that, we have to take the vocab, we have like this, and then they have to predict the end, then we will read the end, then we will discuss, we analyse, the same procedures.

Researcher: Do you follow these steps when you deal with this part? (*Referring to Link to Literature in the Book*)

Teacher: Yes, but this one for example , this part, because I don't have enough time, so , it is a part of autobiography, it is only a part not all the biography, so you can't discuss, for example, what are the characters, only it is a situation here , so only you'll discuss the situation, so maybe when I'll deal with this one , I will tell them what are the characters here, what's the situation, for example, do you have any difficult words, can you put them in new sentences, something like that.

Researcher: What do you feel are some of the most effective strategies you've used in teaching literature?

Teacher: When I used the little teacher, it is effective because I feel sometimes that the students will learn from themselves than from the teacher , they can reach the information easily from each other ,this is the first step , the second step is using group work and pair work , it is very good strategy also, when you have, for example, good girl with, I will not say bad girl , no one bad here, but I will say careless, a careless girl with a good girl , it will be benefit also , I make them like twins, okay, ...

Researcher: In your experience, which approach or method do you think appeals most to the students? Why?

Teacher: For the second time, I told you, I don't know the terms, okay, but my method in teaching English, you want this or..

Researcher: In teaching literary texts, for example, you have your experience in teaching literary texts, what was the most appealing strategies you've used in teaching your students?

Teacher: When they read something and they give the summary of it, very good strategy because some of the girls are reading, but they do not understand anything. So, some of the other girls are excellent and understand, and they give them the brief or summary, they help them indirectly, without telling this girl you don't understand, so this is a very good way to give a summary, and make presentations for it, if the short story or the poem has a situation and some of the girls come to act it, in front of the students, it will be effective also.

Researcher: I'd like to ask you again, do you use these strategies when teaching *Link to Literature*?

Teacher: Not all the time, because of the time. I have the ability to do many things, but the time controls us.

Researcher: Did you face any problems using literature in your class? What were the problems? And what do you think caused these problems?

Teacher: My problem that that they don't like reading, this is the first problem. The second thing is that their knowledge about English language, most of them is very poor because they don't have the basics from the primary school, and I think this problem belongs to the poor syllabus in the primary stage.

Researcher: What do you think about the future of teaching English literature to secondary school students?

Teacher: If you want to have a very bright future for secondary schools teaching literature, you have to begin from the base, we have to begin from the primary, then give them something at the preparatory, it will be something logical in the secondary, when you put these things in the secondary school immediately, I don't know how it will come.

Researcher: What kind of assessment for English language learners is used in your school?

Teacher: Nothing, nothing.

Researcher: no, what kind of assessment or exams are used in your school?

Teacher: Not in literature, for literature I don't have any assessment, okay , but about our school, we have grammar, vocabulary, listening, speaking, the project like I told you before, reading comprehension , and when we use reading

comprehension, we have to deal with the theme of the unit here for example, this term, we have the third unit about ancient places, so when I want to assess them, I have to bring something about ancient civilizations, I can't bring for them a story to give them a quiz in it, if it will be extra work, it will be okay, but I have to deal with the theme for example, Unit four, it has compare and contrast, so I have to compare and contrast between two things,

Researcher: Does this kind of assessment have an impact on the teaching of literature?

Teacher: No, no, at all.

Researcher: Is there any thing else that you would like to say or recommend in regard to teaching literature before we end this interview?

Teacher: For the last time, I told you they have to care about it in the primary stage, first of all, then we will be very happy to teach these things in our secondary schools.

Researcher: Thank you very much.

Teacher: Welcome, habibty (*darling*).

Appendix I: Transcript of Teacher 4's Comments

- Arabic language textbooks for Grade 11 and 12 consist of two parts.
- The first part is *Literary Knowledge* while the second one is *Linguistic Concepts*.
- *Literary Knowledge* consists of literary texts like poems, stories, plays, articles, and biographies. It also contains the literary devices and terminology such as narration, symbolism, heritage, myths, ambiguity, etc.
- It also has national features focusing on various issues such as homeland love. It presents some Emirati poets such as Ibrahim Mohammed Ibrahim and essay writers by Dr. Fatima Al Briki and Dr. Latifa Al Najar.
- *Linguistic Concepts* focuses on grammar, rhetoric, poetic metres, reading, listening, speaking and writing skills. In reading, they read both prose and poetry, while in writing they write short stories of a page length. In poetic metres (in Arabic Al Arud), they analyse the verse forms and write poetry using various poetic verses (in Arabic Al Buhur). In speaking, they learn giving presentations, broadcasting, participating in a seminar, reviewing books, criticizing a TV programme, etc.
- The Arabic curriculum, which was published seven years ago, focuses on modern literature of 20th century, with little materials from al Jahili poetry (one/two texts) for Grades 11, but for Grade 12, it is all modern. It is marked by its balance between prose and poetry. It is considered innovated as it contains advanced techniques like narration in poetry, full literary imagery, use of symbolism and myth in poetry, use of Arab heritage and others. There are symbolic stories like The Leopard Poet (in Arabic الشاعر النمر *Ashaer Anemer*). There are tales from the Arabic heritage like *Arabian Nights* (ألف ليلة وليلة Alf Lylah Wa Lylah). There are translated myths like *Cuchulainn* legend. However, there are no novels for Grades 11 and 12.
- As for Grade 10, students learn a number of literary works from different literary ages including a novel titled *Men in the Sun* (Arabic: رجال في الشمس *Rijal fi Shams*) by Ghasan Kanafani, an extract of a translated play titled A

Difficult Client (Arabic *الزبون الصعب* *Azabon Asa'ab*) by the French playwright Max Régnier, a popular biography from Arabic heritage titled *A Princess with a Strong Will* (Arabic *الاميرة ذات الهممة* *almeera dhat-alhema*).