UNIVERSITY OF EDUCATION, WINNEBA

ATTITUDE OF SENIOR HIGH STUDENTS TOWARDS THE STUDY OF LITERATURE IN ENGLISH: THE CASE OF SOME SELECTED SENIOR HIGH SCHOOLS IN THE EASTERN REGION

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LITERATURE IN ENGLISH: THE CASE OF SOME SELECTED SENIOR

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**A dissertation in the Department of Applied Linguistics, faculty of foreign
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**SEPTEMBER, 2019**

DECLARATION

STUDENTS DECLARATION

I, Abraham Tawiah Tei, declare that this thesis with the exception of questions and reference contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for any other degree elsewhere.

SIGNATURE……………………………………………………………………

DATE…………………………………………………………………………

SUPERVISOR'S DECLARARION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidance for supervision of thesis as laid down by the University of Education, Winneba.
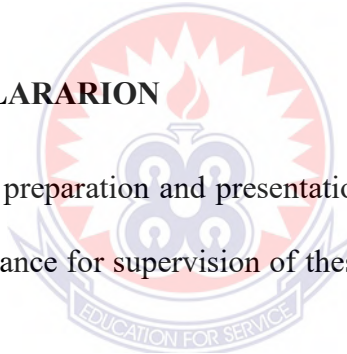
NAME OF SUPERVISOR: DR. CHARLOTTE FOFO LOMOTEY

SIGNATURE……………………………………………………………………

DATE…………………………………………………………………………

DEDICATION

I specially dedicate this study to my parents, my lovely wife, Benedicta Okudzeto, wonderful children Vanessa Dede-Juenie and Perez Nyumu-Adamtey for being my sources of inspiration.

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ABSTRACT

Learners' attitude towards the study of English Language and Literature in English is very important for effective teaching and learning in ESL settings. Numerous researches at various settings on learners' attitude had come out with various causes or factors that contributes to learners' attitude formation. This thesis investigated the attitude of Senior High Students towards the study of Literature in English in some selected schools in the Eastern Region of Ghana. The aim of this research was to explore how Senior High students' perception of literature had affected their attitude towards the subject. The data for the research were collected through qualitative and quantitative means by using questionnaire and interview as the research instruments. The data were analysed through SPSS. It came out from the findings that the attitude of most Senior High students in the Eastern Region of Ghana towards literature was negative. This was as a result of either their home background, textbooks that are selected for the students to read, or the teaching approach adopted by their teachers. Majority of the students had negative attitude towards literature as an aspect of English language because of the above factors. The findings indicated that most of the respondents do not like the way literature is taught in their schools. Additionally, the textbooks or literature materials that were selected for the students had been identified as one of the problems the students had about the subject. Most of the students preferred to have literature materials of African background. In summary, although some senior high students believe literature can help them to be proficient in the English language, majority of them had shown negative attitude towards it and would not like to pursue any literature course at the tertiary level.
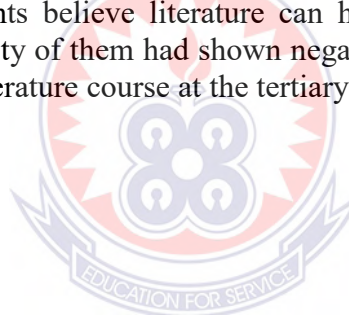
CHAPTER ONE

INTRODUCTION

1.1   Background to the study

Literature is one of the aspects of the English language syllabus for Senior High Schools in Ghana. It is one of the most dreaded aspects of English as a subject. The little observation made by the researcher in the process of undertaking this project revealed that it was not only students who have low desire for literature and were therefore unenthused by it, but also teachers who handle literature in the various Senior High Schools in the country were very few. In the Junior High Schools, through the interaction of the researcher with some of his colleagues who were teaching at that level, it was noticed that not all the aspects of literature were treated by some of the English teachers. Some English teachers at the Junior High level did not even teach it at all, even though it was part of the English language syllabus. The observation by the researcher as English language teacher in one of the Senior High Schools in the country revealed that, the students struggle in understanding literary works. The problem of not understanding literary materials, couples with the inadequate skills of writing makes students' performance in literature aspect of the English language very low. Students' inability to attain the skills for literary analysis with its consequential effect on their performance had affected their attitude towards the learning of literature.

Studies have proven that extensive reading and students' passion for reading are crucial requirements for success in learning and teaching of literature (Sanoto, 2017). Also, it has been established by most of the teachers who teach English in the Secondary Schools and Junior High Schools, especially those who teach Core English that students' performance in the area of literature was seriously low, compared to

other areas of English they teach. However, concerns have been raised about the methods teachers employ in teaching literature to the students. Whereas people argue that teachers themselves lack adequate knowledge of the course they teach, others complain that the methodology they employ in teaching their students contributes more to the poor performance of their students. For Simuchimba (2016), education needs to foster creativity and it must, therefore, encourage flexibility, innovation and positive identities. According to Hussain et al (2009), teachers need to;

> Re-orient their teacher-centred classrooms to student-entered and give students their legitimate autonomy. While students need to be engaged in practical projects, active manipulation of material, processing information, asking questions, making queries, solving open-ended problems, and generating their responses rather than giving right answers. (p. 88)

In Ghanaian schools, especially those in the Eastern Region, it has been observed that how Literature, an aspect of the Core English language is taught has not changed. In fact, it appears that the way it has been taught many years ago to the researcher and probably, to his colleague English teachers when they were in school remains the same today. This traditional method tasks teachers of Literature to impart a great deal of information to their students who were also required to accumulate the imparted information and reproduce accurately in examination (Hussain et al, 2009). It has been argued that the inability to devise appropriate methods, unique to the teaching of literature to second language learners, and the persistence reliance on the methods of teaching other courses in teaching it to second language learners, contributes greatly to the poor performance of L2 learners in literature. According to Hussain et al (2009, p. 89), the lack of "research and effort to apply cognitive teaching strategies and techniques to teach literature in order to develop students' thinking and

other cognitive processes such as perception, memory retrieval and transference", contributes hugely to second language learners' woes in studying literature. Consequentially, some students, though manage to pass literature courses successfully, "remain unable to process, manipulate and synthesize information and evaluate ideas so that they can establish any connection between classroom learning of literature and the practical world outside" (Hussain et al, 2009, p. 89).

As observed by Hussain et al (2009), second language learners study Literature in English with the aim that it will enhance and speed their understanding of the language. This has therefore, made literature part of Core English, so that apart from those who study it as an elective subject in the various Ghanaian schools, every student would get the opportunity to learn it. One would therefore observe that Literature in English as a subject in Senior High Schools in Ghana is different from elective subjects as it has no prerequisite at Junior High School level. Literature in Ghanaian schools, therefore, constitutes an aspect of the English subject in the form of comprehension or short stories and poems. Core English language questions in the Senior High Schools' internal and external examinations present literature under the component where students are expected to choose from multiple choice answers. This shows how little attention is given to literature. Students are not helped enough to be able to think and analyse literary work to bring out the underlying meanings that authors put in their creative writings.

Owing to the benefits L2 learners stand to gain from studying literature, it is expedient that as a linguistic phenomenon that may, if exploited properly, lay the foundation for prosperous language learning, every effort is made to ensure that both learners of literature in the various Senior High Schools develop favourable attitude towards the learning of literature. This will improve the performance of students in

Literature and eventually develop their language skills. Thus, as Cruz (2010) pointed out, learners' successive exposure to literary texts, undoubtedly, improves their writing skill and they can be eloquent speech.

1.2   Statement of the problem

The performance of students in the West African Senior Secondary School Certificate Examination (WASSCE) has generally reduced, especially in English language. The chief examiner's report for the year 2018 indicates that students lack the apt in correctly responding to or answering Literature in English questions. An observation made by the researcher as an English language teacher in one of the schools revealed that students who learn Elective Literature are not exception. According to Lewis (2013), "literature in English represents the extensive reading aspect of the English Language rather than the intensive aspect where summary, structure, composition and comprehension are the centre of teaching in the English language". It has been argued that both intensive and extensive reading are crucial to teaching of literature (cf. Lewis, 2013); hence, relegating one or not giving equal attention to both may adversely affect the performance of the students in their language learning process.

With the idea that several interrelated factors, including the literary text the students read, the teaching methodologies the various teachers employ in teaching their students and the attitudes of the students towards the study of literature, contribute to the performance of students in literature, This study seeks to investigate how the attitudes of Senior High School students affect their learning and performance in Literature in English. The study is informed by the researchers' observation that although many researches have been done in other parts of the world concerning students' attitude towards Literature, there is no known research on

students' attitude towards Literature in the Ghanaian context. The researcher therefore seeks to investigate into the attitude of Senior High Students in Ghana with Eastern region as the focus.

1.3   Objectives of the study

The main objective of the research is to investigate attitudes of Senior High School students towards learning of literature and to identify measures that can be adopted to improve students' attitudes towards English Literature in the Senior High Schools of Ghana. Specifically, the study seeks to:

1. Examine the perception of Senior High Students about literature in English.

2. Investigate the factors that influence the attitudes of senior high school students towards the study of literature in English.

3. Determine the effect of students' attitudes towards Literature and the future prospects of Literature.

1.4   Research questions

The following questions guided the researcher throughout the study ensuring that the above stipulated objectives of the study are achieved.

1. What is the perception of Senior High Students about literature in English?

2. What factors contribute to the development of Senior High students' attitudes towards the study of literature in English?

3. What are the effects of students' attitudes towards the learning of literature and the future prospects of Literature?

1.5   Significance of the study

The findings of this study would be significant in various ways: first, it would provide greater insight to teachers of Senior High Schools who teach both Core English Language and Elective Literature. It would also help them to know the

teaching and learning materials and methods that can help them to effectively teach Literature as an aspect of the Core English language syllabus and elective literature. The findings of the study would also help lecturers at the Colleges of Education and Universities to further enrich their course content on how to equip their students with the abilities to handle and control the attitudes of their students. It aims at providing syllabus designers and textbook writers with information on the contemporary problems at the Senior High Schools with regard to the learning of literature. This awareness would, in effect, help in re-designing the syllabus and textbooks to meet the needs of students.

The researcher hopes that this research may help to unravel the factors that contribute to the low desire and the perception of students in the literature component of English subject. It is hoped that the findings of this study will help teachers and curriculum designers to accordingly modify their teaching strategies and syllabi respectively to improve students' performance in literature. Thus, the study will enable teachers to know how to effectively plan their literature lessons and teacher-training institutions may equally adjust the training techniques they offer teachers as the findings of the study will make them know what to train teachers on for them to adequately handle students' attitudes towards the learning of literature. Finally, the findings of the study would contribute to the literature on attitudes and its effect on students learning and provides a lead into further studies on Senior High School students in Ghana and their attitudes towards learning.

1.6   Delimitation of the study

This research focuses on issues relating to Senior High School students attitudes towards the learning and performance in literature and English Language as a whole. The study focuses on the attitudes of the students, factors that affect their

attitudes, how their attitudes influence their learning outcomes and performance in their general English language competence as L2 learners. The study will not consider factors such as the class size, the school learning environment, the intellectual level of the students, etc. which could have effect on the teaching and learning process; unless in situations whereby it prevails that these issues have direct correlation to the attitudes of the students towards the learning of literature. Nonetheless, the research is confined to issues relating to Senior High School students' attitudes towards literature and its impacts on the performance in literature and the speaking of English language, using some schools in the Eastern Region. The study's external validity is therefore affected since external validity has to do with the extent to which a study's results can be generalized from samples to population (Nunan 1992:15). Nevertheless, findings of the study might prompt further in-depth research into the issue at stake.

1.7   Limitations of the study

The main purpose of the study is to find out Senior High School students' attitudes towards the study of literature and how that affects their learning outcome in Literature and speaking of the English language, using four schools in the Eastern Region of Ghana as a case study. However, the study has a number of limitations. Other relevant variables that will not be covered will form the basis for further research. Given that the study will cover only four selected schools in the region, the findings cannot be generalized to cover all Senior High Schools in the country. That notwithstanding the study will adopt the procedural processes in research comprehensively as such can be depended on to make further research.

The limitations of the study will mainly be a function of the instruments that will be used to collect data. Hence the researcher will seek the consent of the teachers observed in the study. The result of this observance of ethics in research can lead to

observer's paradox: when people are aware that they are being observed, they tend to fake behaviours. Therefore, there is the likelihood that the students might fake behaviours which can also affect the validity of the findings. As such, the researcher explained the questionnaire to the students and allowed them to respond to the questions without the presence of the researcher. Also, some of the teachers who were hesitant, were not enthused and did not feel comfortable that their lessons should be used. Though this could have affected the result of the study the number of classes that were observed and consequentially affect the findings, the researcher ensured that only classes that the teachers consented to the request of the researcher to administered questionnaire to their classes were used for the study.

1.8   Organisation of the study

The rest of the study is organised as follows: Chapter 2 presents the review of related literature. It presents a discussion on Literature and its place in language learning, especially in the context of English as a second language. The chapter also discusses the role of attitudes in language learning, with some empirical studies on attitudes and learning. The theoretical framework that underpins the study was also discussed in chapter two. Chapter 3 covers the methodology which comprises the research design, population, sample and sampling technique, research instrument, validity and reliability of instrument, data collection procedure and data analysis. Chapter 4 of the study deals with the presentation of results and findings of the study. The final chapter, Chapter 5 looks at the summary of the study, key findings of the study, conclusions based on the findings and recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

Literature, which is considered as part of life due to its significance in language, plays a crucial role in the development of a person's communicative competence in a particular language. Due to its importance, literature has been recognized as a lifestyle, and even a universal attribute taught of as indispensable in attaining communicative competence in a language (Widdowson, 1984). This is especially the case in the today's multi-culturally diverse societies where ones linguistic competence in a language is not dependent so much on just the ability to produce meaningfully and grammatically acceptable sentences and phrases, but knowing when to utter a particular utterance and how to express oneself based on the setting, participants and topic of interaction (Agyekum, 2006; Hymes, 1974).

With the relevance of literary prowess to a language speaker in ensuring effective communication, we should expect some level of enthusiasm in the study of Literature in English by learners of English as a second language, especially, in the context of societies where English is not a native language. Thus, learners' success in the study of literature is construed to have a positive repercussion on their overall performance in English language. This chapter, especially, provides a review of the literature deemed relevant to the research objectives of the study. The chapter in addition, discusses some of the motivations behind the argumentation of scholars and researchers for the use of literature as a language teaching material in foreign language classrooms. This is necessary as the researcher aims at finding out the relationship between students' communicative performance and their performance in English Literature. Thus, the study aims to find out how the performance of the

students in English language, both written and spoken, reflects their performance in English Literature. It further considers the cultural content as an important constituent of literary texts.

The rest of the chapter is divided as follows: section 2.2 discusses the place of literature in language teaching, where some researchers have advanced arguments to explain the reasons for the use of literature in language classrooms. Section 2.3 discusses attitude and its effects on learners' performance in English language courses. Also, this chapter is concerned with some studies about the use of Literature in language classrooms and students' attitudes towards the study of English literature. Specifically, section 2.4 presents a review of what researchers have found about the use of literature in language classrooms. It discusses students' attitudes towards the study of literature, as revealed by researches. Section 2.5 presents a discussion of the theoretical framework that unpins the study. The chapter's conclusion is presented in section 2.6.

2.1   The place of literature in language teaching

Literature, as an aspect of language, has been observed to play a crucial role in the teaching of a language. It does not only enhance the effectiveness of language teachers in teaching but also aids the performance of language learners, both linguistically and communicatively. Language teaching, especially in the context of second language acquisition and learning has been observed with a history which has been interspersed with numerous changes. Even though the study of English language has dominated the study of other languages, particularly because of its position as global language (cf. Crystal, 2003). Latin was the language of literature and was the most preferred and studied language before the sixteenth century in Europe and many other places. The popularity of Latin in this era is evidenced in status of the language

(Latin) in education, commerce, religion, and government in most European countries and America (Richards & Rodgers, 1986).

In the sixteenth century, however, European languages such as Italian, French and English found their root in diverse walks of life, especially due to the political vicissitudes Europe experienced. This created the avenues for modern languages to meander their way into school curricula with the study of Latin becoming the standard way of learning these languages, mostly in classroom settings (Crystal, 2003). This era witnessed the teaching of Latin in grammar schools, with the teaching mostly done through a detailed analysis of grammatical rules. Thus, the primary focus of language teaching was on the development of reading and writing skills, with the teaching and learning of vocabulary done through memorization and translation of words, phrases and sentences (Sayeh, 2013, p. 124).

The quest for attaining full competence in the second languages with respect to reading and writing skills was enhanced by the adoption of the Grammar-Translation Method (GTM), sometimes referred to as the Classical Method due to its use in the teaching of classical languages, Latin and Greek. According to Demirel (2003, p. 38), the basic principle of GTM was that "learning a foreign language begins with parallel statements in native language". Thus, the principal purpose of GTM was to read literary works in the target language as it was believed that literary language developed students' intellectual abilities. (Karakaya & Kahraman 2013). According to Nitish (2012), GTM allows second language learners to learn grammatical rules and then apply those rules for translating sentences between the target language and their native language. Thus, as explained by Khan et al (2015), using the Grammar-Translation Method involves the translation of texts, and study of grammatical rules and their practices are the main activities in the second language

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learning classrooms. This explains to the effect that as the learners are translating sentences and discourses from the target language into their native languages, they bring the culture of the target language which is embodied in the target language into their culture. It must be noted that as explained by Alfaki (2015), most of the materials from which these sentences and discourse were translated were literary works.

Short and Candlin (2000, p. 91) explain that by placing emphasis on literary works, we can realise that learners become continuously exposed to the best use of these languages, especially English. This would, in some way "rub off on their own communicative performance of the language." Hedge (2000) argues that teaching English grammar using the Grammar Translation Method provides explicit trademark that guarantees production of correct structures and consequently expedite the learning process of the language. Hall (2005) also explains that the adoption of GTM enables second language learners to successfully read difficult classical texts, and therefore, by frequently using the approach of GTM where the literary materials are translated into the native language and vice versa, enables the learners to acquire the target language successfully in a holistic manner. This is enhanced through the rote memorization strategy that the GMT adopts in the learning process.

According to Khan et al (2015, p. 630), this method of learning a second language "is still common in many countries and institutions around the world." This current study seeks to ascertain the kind of language teaching method that the literature teachers in these senior high schools adopt in teaching literature to their students. Since it is believed that the methodology employed in teaching has a great impact on whether the students would like the course or would develop negative

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attitude towards the course (Calvo, 2007). In other words, the philosophy of the literature influences the kind of method the teacher adopts.

The study of the literature on teaching methodology identifies two main categories: teacher-centred and learner-centred. According to Calvo (2007), approaches to language teaching in second language classrooms have been teacher-centred. In the early 1980s, however, things changed in favour of learner-centred approaches. This change, according to Calvo (2007, p. 189), started earlier when Noam Chomsky, in 1957, challenged the behaviourists' view of language learning. Chomsky argued that language acquisition is not a kind of habit formation; but, rather an innate ability that all human beings possess. This serves as the genesis of the new paradigm shift, from teacher-centred to learner-centred approach to language teaching.

In the learner-centred approach, learners are not seen as passive in the learning process, but active participants. This, therefore, makes the learners responsible for their own learning. According to Larsen-Freeman (1987, p. 8), "the general pattern in modern-day methodology is for the teaching to be learner-centred. By this, I mean that it is the teacher who serves as a guide in the learning process, but it is the learners who assume some responsibility for the direction of the learning and who bear ultimate responsibility for how much learning takes place". Waters (1998, p. 11), intimates that "in recent years, the importance of adopting a learner-centred approach to classroom management has become axiomatic". On the paradigm shift from teacher-centred to learner-centred approach to language teaching, Taylor (2002, p. 10) concurs with other authors by asserting that "the traditional perceptions of the teacher as expert, instigator, administrator, and the student as a passive recipient, are being remodelled, and sometimes violently shaken, to make way to other behaviours".

Calvo (2007, p. 190) again observes, therefore, that "this new kind of teaching, which tries to see teaching-learning process from the point of view of the learner and to pay special attention to the needs of the learner, aims at the characteristics of learners; and it seems to be still gaining ground in second language teaching and learning classrooms". It appears, therefore, that the new teaching methodology aims at developing teaching and learning practices that seek to make 'teaching subordinate to learning' (Larsen-Freeman, 1986). According to Nunan (1990), the "general learner-centred philosophy emerged as an offspring of communicative language learning" (p. 179).

The move from approaches that make grammar the focus of teaching and learning of a language to communication has led to a shift from teacher-centred to learner-centred teaching which GTM spearheads (Calvo, 2007). It is observable that teaching methods that place emphasis on the learner is based on the notion of how learning takes place and try to facilitate learners' learning process. The aim of any teaching activity is not just about the acquisition of knowledge or access to information, but more importantly, how to apply the knowledge or information. Hence, teaching and learning of Literature aims at developing both linguistic and communicative competence learner; therefore, the teaching and learning process need to be learner-centred (Calvo, 2000).

Thus, due to the lack of attention given to speaking and oral communication by GTM, its popularity in the teaching of second languages was reduced and was replaced with other methods of language teaching in the late nineteenth century. According to Karakaya and Kahraman (2013), the challenges of GTM in teaching and learning of second languages for communicative purposes led to literature being pushed aside because it fails to enable learners acquire the ability to use literary

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knowledge in the language performance since it was not communicatively focused. Nonetheless, a rejuvenation of literature came to light in the late 1980s. This led to a rediscovery of literature in language classrooms due to its relevance as observed by scholars such as Widdowson (1984), Brumfit (1985), and Collie and Slater (1987), whose research works have identified benefits of the use of literature in second language classrooms. According to Karakaya and Kahraman (2013), these researchers tried to place emphasis on literature as being a crucial part of the language teaching and learning as a crucial tool of developing communicative competence of the learners.

2.2   Importance of literature in language classrooms

The demand for English language as a global lingua franca for international communication has projected the language to the level of international appeal. In this regard, certain vital changes in English teaching have been observed, including giving much more attention to literature (Karakaya & Kahraman, 2013). Perhaps, "if the works of literature were of no use to interpret and deal with the world of reality, there would be no need to spend time on them" (Karakaya & Kahraman, 2013, p. 156). However, literary works are related to the problems of reality and this has made them very essential in language teaching and learning. Thus, the adoption of literature in language classrooms helps students to improve basic language skills, not only in the area of language learning but in other subject areas.

Collie and Slater (1990) cited in Karakaya and Kahraman (2013) identify four fundamental motivations that condition and explain the usefulness of literature in language classrooms. What they observe about literary works is that they serve as valuable authentic materials, cultural enrichment, language enrichment and personal involvement. Explaining literature as being a valuable authentic material, Collie and

Slater see it as an *authentic* material from which issues of life can be connected for easy understanding. It, thus, moves concepts from abstract to the concrete experience of learners for conceptualization. In attempting to make the meaning of authentic material clearer, Karakaya and Kahraman (2013) explain that literary works are not materials that have been specifically produced for just the purpose of language teaching and learning, but they are written to project the culture of the people. They thus make learners abreast with the belief system, occupation, and settlement of the target language speakers. Therefore, since language is used to describe and talk about all of these, literature stands in a better position in providing actual examples of language in use (Collie & Slater, 1990).

According to Lazar (1993) cited in Karakaya and Kahraman (2013, p. 156) literary works give "more real-life like narratives than we can find in pseudo-narratives in course books". This is because these provide something about fundamental human issues. For instance, in the dramas of Shakespeare, we can appreciate and enjoy issues of human life in the seventeenth century. Therefore, as argued by Karakaya and Kahraman (2013) the kinds of meanings we derive from literary works transcend centuries. With regard to the cultural enrichment a learner attains in the process of learning a new language, studies have shown that learning the culture is relevant because the use of the language has been shaped via the culture of the people. This has led to the adoption of *year abroad programme* by many foreign language departments in various universities around the world. In such programmes, language learners are implored to spend at least a year in the country where the language is spoken (cf. Collie & Slater, 1990). Since the culture of the target language can be found in the works of literature, learners who do not have the opportunity to

spend a year in the target language's domestic setting get themselves acquainted with the speakers of the target language's culture.

According to Karakaya and Kahraman (2013), the setting or the character's background in these literary works offers the learners a panoramic view about the culture of the target language. For example, while reading Shakespeare's Macbeth, learners can discover the customs, possessions, fears, feelings, and thoughts of the people who lived in that culture. This helps them to understand and appreciate the perspectives of the people in Scotland at that time. This goes a long a way to help learners explore how the native speakers of the target language use their language in literary texts. Thus, as asserted by Collie and Slater (1990, p. 4), "literature is probably the best seen complement to other materials used to increase the foreign learners' insight into the country whose language is being learnt".

Regarding its importance for language enrichment, literature provides something "different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion" (Lazar, 1993, p. 18). This is because literary works, especially poems, are not written for the sake of teaching a language. This enables learners to identify unusual use of language that is not common to the ordinary usage of the language. Thus, by reading literary works, learners become exposed to other functions of the written language, including aesthetic and persuasion (Collie & Slater, 1990). Learners start to know the function and formulation of the target language. As observed by Lazar, studying literature can help students to become more sensitive to some of the overall features of English language. Also, literary works help to improve oral skills of the students (Collie & Slater, 1990). Thus, as the learner summarizes a chapter or depicts a character, his or her oral skills improve steadily. Furthermore, it helps in deepening the intermediate or advanced

language learners' understanding of the language. Moreover, literary works contain elaborative language - figurative expressions – which help learners to appreciate and enjoy these literary works.

To ensure that learners of second languages get themselves involved, teachers need to make their students accustomed to reading works of literature in their own native languages as this will motivate them to read literary works in the target language. The aim of this it to ensure that they benefit from all the advantages literature offers in the development of vocabulary, comprehension, and literary techniques that enhance and enrich one's communicative competence (Karakaya & Kahraman, 2013).

2.3 Conceptual framework

The field of attitudes and motivations in language learning has been of interest to many researchers over the years. This has resulted in researchers coming out with theories of language learning. According to Gardner and Lambert (1972) cited in Chekroun (2014), aptitude and general intelligence do not play a crucial role or function as possible determinants of language learning successes. However, they considered the role of attitudes as an affective variable that influences the degree of success in second language learning. Spolsky (1989) also came out with a framework known as Spolsky's *Model of Second Language teaching and learning* that supported Gardner and Lambert's *Instrumental learning* framework. However, Spolsky's model explains further that the social context of the learner, the home, and the school settings are very important in motivating and formulating the attitude of the learners towards the language. This study adopts Spolsky's model since it factors into consideration, the basis of the formation of the learners' attitudes; thus, the social context. The researcher adopted the framework since it would help in explaining the

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basic social context factors that lead to the formation of the attitudes of the senior high students towards literature in English.

Spolsky's model of second language learning was formulated by Bernard Spolsky in 1989 to explain how teaching and learning of language in general and English as a second language in particular can be influenced by the social context of the learners. The motivation that determines the attitude of learners of English language under various social contexts has been explained in the model. Spolsky explained that the social context of the learner, which is made up of the home of the learner is coming from and the school environment he or she finds himself or herself, are as important as the intelligent of the learner in acquiring the skills in the target language (Spolsky, 1989). Figure 2.1 is the pictorial representation of Spolsky's model with the various factors that account for the formation of the learners attitudes.
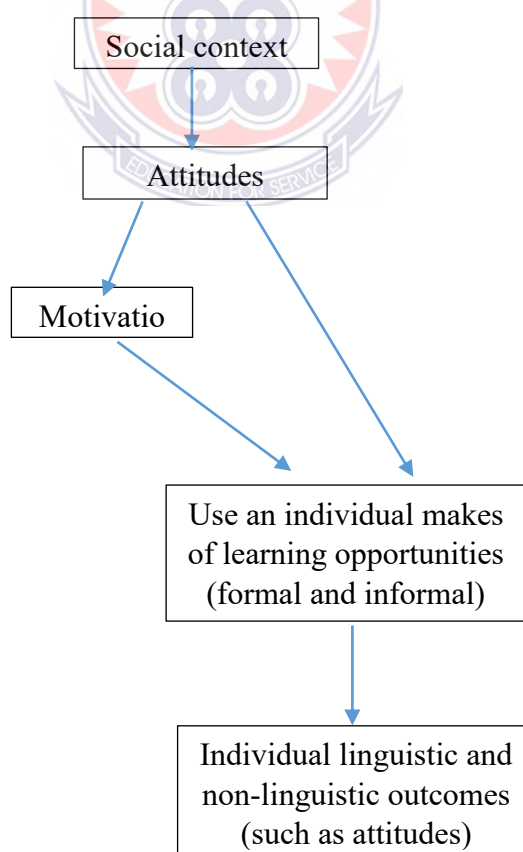
Figure 2.1. Spolsky's model of Second language teaching and learning

It explains further that learners who come from homes where parents love to read or provide reading conditions such as story books, as well as those who have a social need of the language, tend to have a positive learning attitude towards the target language. Spolsky's projections seem to be in line with Gardner's Instrumental motivation, which is characterized by the learners' willingness to gain social advantages in his community. Spolsky's model, however, seeks to look deep into the background factors that cause the attitude of the learners. According to this model, attitudes are shaped and influenced by the social context such as an individual's home and community. It suggests that as to whether the student would have a positive or negative attitude towards the language, the home settings and the school settings are very important factors Siti (2008). He realized that the language setting of the learners' learning environment affects their Attitudes which in turn, determine the type and amount of learner motivation. Both motivation and personal characteristics influence how an individual makes use of the learning opportunities in formal and informal contexts.

The personal characteristics of the learners, including the age, personal capabilities such as high intelligent and previous knowledge of the learner have no direct link with the influence of the social context. However such factors come to play a major role in helping the learner who is motivated to reach the desire learning opportunities (Spolsky, 1989). According to Spolsky, if the learner is of right age to learn a certain linguistic factors such as reading but the learner is not well motivated, such a learner may find it difficult to acquire those skills due to lack of a positive attitude from the social context such as home or school. This may prevent such a learner from reaching the ultimate goal of learning that language skills despised the age or other personal capabilities he or she possess.

This is confirmed by the findings of Talif and Jayakaran (1994) who used the model in a study that compared the performance and attitude of rural and urban Malaysian higher school learners. They found that the location of schools might also have an impact on students' attitudes towards literature. Students in urban areas tend to have higher proficiency level of English compared to students studying in rural areas. It came in the results that, the majority of students in urban areas obtained distinctions while the majority in rural schools obtained credits and pass grades due to insufficient exposure to the language and the lack of practice. Lower proficiency levels, in turn, lead to frustration and lack of motivation among students, especially those from remote rural areas who cannot see the relevance of English in their daily lives.

The model shows a final outcome of the learner that is expected to be obtained as a result of whether he formed a positive attitude or negative attitude from the experiences of the social context to the language he was learning. The final outcomes are the linguistic proficiency of a learner such as reading proficiency in the target language as well as accuracy in pronunciations. Non-linguistics factors such as an attitudes which might change after the learning process is also realized at the end of the learning process. The model's predictions are supported by (Brown, 2000) who used the model and came out with the findings that "attitudes are often shaped by the social context, developed early in childhood and are the results of parents and peers' attitudes as well as contact with others from different cultures" (Brown, 2000 p. 180). Attitudes towards a language, such as whether a language is considered worth learning, often begin at home. Social context also determines provision and practice for second language learning at home. Families that have positive attitudes towards English for example, might provide reading materials and practice in an informal

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learning context. Students with positive attitudes will spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions (Baker, 1993).

Attitudes therefore affect the rate of development and the final proficiency achieved in the target language. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and techniques. Attitudes also improve as a result of language learning as learners who learn well will acquire positive attitudes. Also, opportunities must be created for the learners to use literary devices such as euphemism, metaphors, similes, personification, among others. As the learners use these devices, they develop communicative competence which will make them function well in the society (integrative motivation). However, this cannot happen if the learners are not exposed to a lot of literary works that actually have these literary devices. Spolsky's model gives an elaboration about the important role the social context plays in motivating and shaping the attitudes of learners towards the acquisition of second language. Both the home and the school setting must be conducive in order for learners. In the home, the learner should be motivated by seeing members of the family having reading materials on interesting literary genres in order to boost his or her interest in reading. The school setting must be conducive in such a way that literary text and teaching methods use by teachers must commensurate the right age and interest of the learners so that they can develop positive attitude towards the learning process.

Spolsky's model stands to have upper hand over other frameworks and models in studying the attitude of learners of English language and literature in English within the context of this study. The social context which is the foundation of the whole argument being carried out by Spolsky is more elaborative as compared to

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what Gardner proposes in explaining the instrumental motivation which characterizes learners' willingness to gain social advantage in his community. This kind of motivation is aimed at attaining social privileges in the community; thus, it makes the purpose of learning a language be determined by utilitarian reasons-the knowledge of a language that grants a person the ability to perform specific functions that require the knowledge of the language. Oroujlou and Vahedi (2011) cited in Chekroun (2014, p. 12) summarize these aims as the desires of the learners to meet the requirement for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical materials, translating works, or achieving higher social status.

All these social benefits that the learner is expected to gain at the end of the learning process is embedded in the last stage of the framework of Spolsky; thus, individual linguistics and non-linguistic outcomes. The outcomes emanate from what the learner sets to attain from language learning which is controlled by the social setting. In the current study, the framework would help the researcher to understand the social context and the background of Senior High students in the Eastern Region of Ghana and how these affect their attitude towards Literature-in-English. The analysis of the research data is based on the framework to be able to understand the effects students' social context has on their attitude formation towards Literature-in-English.

2.4   What constitutes learner attitude?

It has been acknowledged that attitude plays a key role in language acquisition and learning and the achievement of goals in any learning context. On what constitute a language attitude, different researchers have attempted to explain the concept based on their own perspectives. According to Oppenheim (1992, p. 174) cited in Chekroun

(2014, p. 7), attitude can be construed as a state of readiness with the tendency to respond in a certain manner when confronted with certain stimulus. In the opinion of Eagly and Chaiken (1993), attitude is a psychological tendency and that of an entity. An entity in this regard, as asserted by Chaiken (2001, p. 900) could be a representation of anything in "person's internal or external social environment". This implies that to Chaiken (2001), what could cause a person to express or reveal a particular attitude may be inwardly motivated or triggered by his social 'interactants'.

As gregarious beings, human beings are constantly interacting with their external environment, and how they behave when confronted with issues of life is highly influenced by their environment. Therefore, Montano and Kasprzyk (2008, p. 71) argue that anyone who believes that putting up a particular behaviour will result in a positive outcome will develop a positive attitude towards that behaviour. On the other hand, when one considers behaviour to result in a negative outcome, a negative attitude is developed for such behaviour. With this understanding, Gardner (1985) posits that an attitude is a factor of language acquisition and learning, and determines the level of performance in a task. Spolsky (1989) concords with Gardner (1985) in his understanding of the effect of attitude on second language learning by establishing that "attitudes do not have direct influence on learning but lead to motivation which does" (Spolsky, 1989, p. 149).

In explaining why they think attitudes of people are moderated by the kinds of experiences (from the environment) they have and therefore one's behaviour can be predicted by his attitude, Eloff and Ebersöhm (2004, p. 70) define attitudes as "beliefs and opinions that can predispose individuals to behave in certain ways. Attitudes are acquired through experience and have a direct influence on behaviour. We change our attitudes to make these more consistent with our behaviour". Thurstone's various

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definitions of the concept of attitude have given us the ground to believe that although researchers believe that attitude has a significant place in the acquisition and learning of second language, the perspective of what constitute an attitude varies from one researcher to the other; even to the extent that scholars have been seen modifying their own definitions for the same concept. For instance, in Thurstone (1928, p. 531), the term attitude is defined as "the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic". Nevertheless, in Thurstone (1931, p. 261) cited in Kayagil (2012, p. 3598), he explained attitude as the "effect for or against a psychological object". The perception of Thurstone on attitude appears to be more biased towards internal experiences of individuals. This has been observed in his 1946 definition of the same concept where he construed the idea that attitudes, whether positive or negative, is inclined towards psychological objects. He therefore, modified his previous definitions of attitude by asserting that attitude is "the intensity of positive or negative effect towards a psychological object" (cited in Kayagil, 2012, p. 3598).

Observable from the view point of Thurstone, as inferred from his various definitions of attitude, attitude is an abstract and affective individualistic concept. This is because, psychological implications are subjective and therefore, ones attitudes towards a stimulus, whether physical or abstract should not be expected to conform to that of other people. To this effect, it can be observed that Thurstone (1931, p. 262) connecting attitude to any specific topic in his former definition. In his later definitions, however, he offered greater weight to the connection between attitude and psychological object which "may refer to a physical object, or it may refer to an idea, a plan of action, a form of conduct, an ideal, a moral principle, a slogan, or a symbol" (Thurstone, 1931, p. 262 cited in Chekroun, 2014, p. 8).

According to Olson (2012), however, an attitude may be shown towards both abstract and concrete objects. Olson's perspective mildly veers from the understanding of the same concept by Thurston's that was biased towards psychological entities. Thus, Olson (2012, p. 230) describes attitude as the "positive and negative evaluations of things, people, and concepts".

2.5   The place of attitude in the learning of literature

Literature has many advantages which make it more effective than a lot of other sources of language teaching in various contexts. However, it should be kept in mind that the learners' attitudes toward literature significantly influence the success of any language teaching program which attempts to use literature as a type of teaching material. A number of researchers (e.g. Khatib, 2011) maintain that a lot of university students do not like English literature, especially poetry and even a majority of them have a negative attitude towards it. The results of the study by Akyel and Yalcin (1990) indicate that students view poetry as not having much effect on language skills and making the least significant contribution to the development of language skills among literary genres. Also Hirvela and Boyle (1988) study the attitudes of Hong Kong Chinese students and the results show that only 6% of the students were interested in poetry more than other literary genres and for 73% of them said poetry was the most difficult literary genre. This has affected their attitude towards literature in language learning.

The significance of studying learners' attitudes towards literature lies in the fact that attitudes do not remain static. Attitudes are complex constructs (Baker, 1988) that are often shaped by the social context, "develop early in childhood and are the result of parents and peers' attitudes" (Brown, 2000, p. 180). According to Siti (2008), attitudes can be changed through the learning process, for example by using

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appropriate materials and teaching techniques. They also improve as a result of language learning as learners who learn well will acquire positive attitudes (Siti, 2008). He notes that learners' attitudes toward Literature can be changed if the origins of negative attitudes are known and if as Brown (2000) states, the learners are exposed to reality. Inappropriate selection of texts and ineffective ways of teaching (Khatib, 2011) and ignoring the learners' response and their personal exchange with the literary text (Arthur, 1968) are among the reasons for learners' aversion from literature.

Reporting on the effect of learners' attitude towards learning, Kara (2009) concludes that positive attitude projects an observable positive behaviour of the learners towards the target language, and this makes them more enthusiastic in learning the target language, to acquire the useful information and the necessary skills to solve their language learning challenges. Thus, developing a positive attitude for literature in a target language enhances the language learner's interest and motivates him to learn.

In a study that sought to investigate the attitudes of students of Libyan secondary schools concerning the learning of English in terms of the behavioral, cognitive and emotional aspects, it was established by Zainol et al (2012) that attitudes have the same level of importance as other factors such as intellectual capacity when it comes to learners' achievement in second language learning. This informed the researchers to posit that "learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one" (Zainol et al, 2012, p. 121). Their finding shows that attitudes do have significant effects on the learning outcomes of students in literature and other aspects of language, and must be accorded a great consideration when it comes to decision

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making about what is presented to learners to learn and the entire students' academic career. In this regard, Alhmali (2007) points out that:

> Negative attitudes towards specific subject areas can prevent further study or make it unproductive. Attitudes towards the processes of learning can also have very large effects, potentially cutting a student off from further study. Attitudes will also develop towards topics and themes studied under literature and these can be carried out into future living with good or bad effects on subsequent decisions. (p. 14)

Concerning the role of students' attitudes on their performance in the literature they are learning, Zainol et al (2012) maintain that the fundamental role of the language teacher among other things, is to adopt strategies and mechanisms that aim at building up positive attitudes of his students towards the target language. This, according to Chekroun (2014) can be achieved through a well-defined curriculum and classroom activities that take into consideration the needs of the students, not losing focus on their individual uniqueness. As a result, Zainol et al (2012) propose that the ultimate priority needs to be given to the literature learners' attitudes before their epistemic abilities. They further argue that "a positive attitude should be the umbrella of literature and language learning" (Zainol et al, 2012, p. 126).

Adding his voice to the crucial role attitudes play in the acquisition and learning of a second language, Al-Tamimi (2009) who investigated students' attitudes towards the learning of English language in Yemen argues that the "students' positive attitudes towards the educational status of English in Yemeni schools could be used to inform policy makers at the Ministry of Education in Yemen to revise the current policy in the Yemen primary and Secondary Schools to be English-oriented system" (p. 48). According to him, the promotion of English language's status in the

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educational system of Yemen, where the language would become a medium of instruction throughout educational stages in the country, would enhance its prestige, which would directly enhance Yemeni students' positive attitudes towards the language. The findings of Al-Tamimi (2009) further reveal that students' attitude toward a particular language is not vital to only second language teachers or confined in the realms of second language learning classrooms, but also very crucial for policy makers, curriculum designers, and other stakeholders in education. This is because, the attitude of the students about a language in relation to other languages in the country (in the case of a multilingual country) will offer essential feedback that will inform activities aimed at promoting status-planning policies in the country.

Research has shown that attitude, a very important factor in determining the positive outcome of language learners, does not only affect the outcomes of language learning processes, but also other areas of academics. For instance, Ramsay and Howe (1969) cited in Chekroun (2014) have given attitude a very high recognition and placed it on a rank that is higher than cognition in diverse areas of study. They explain that "a student's attitudes towards science may well be more important than his understanding of science, since his attitudes determine how he will use his knowledge" (cited Chekroun, 2014, p. 10). Hence, Chekroun (2014) admits that due to the role played by attitude in the performance of learners in their learning outcomes, a conclusion can be made that "attitudes towards a specific subject strengthens learners' knowledge and provides opportunities for its investment in later stages in life" (Chekroun, 2014, p. 10).

2.6   Attitudes and performance in Literature-in-English language

Students' attitudes and roles they play in language acquisition and learning have been explored a lot in the literature. Over the years researchers have come out with different findings that support the positive effect literature in the performance of English language in the ESL setting. According to Danesh and Shirkhani (2015, p. 36), the attitudes learners of languages have may include "attitudes towards the foreign language, the language teacher, the classroom, the speakers of the foreign language, or towards types of materials used for teaching the language". Poetry has been considered as an aspect of literature whose materials have been considered by diverse researchers e.g. (Stevenson, 1977; Diab, 2006; Collie & Slater 1987; Karakaya & Kahraman 2013) to contribute immensely to language teaching. Due to its contribution to language teaching, it has been suggested that poetry and poetic materials be integrated into the teaching of English as second/foreign language. Observably, this shows how the contribution of learners' attitudes towards poetry determines the success of both teaching and learning of a language. Thus, if positive attitudes for poetry are developed by the learners, language teachers can adopt poetry as a type of teaching material and benefit from its effectiveness in teaching of the language to the learners. On the other hand, if the learners develop negative attitudes towards poetry, language teaching and learning become negatively affected.

Stevenson in the year 1977 published his study entitled students attitudes towards language, learning and language learning. In the study she investigated Iranian students' attitudes toward language, learning and language learning. The finding of the study appeared to have laid the foundation for the growth of studies in the field of attitudes and motivations (cf. Chekroun, 2014). Subsequent researches in this area seem to have been aimed at discovering learners' motivation and attitudes

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towards learning foreign languages, with English language and culture being the most researched. For instance, Diab (2006) investigated English language in Lebanese learning context. The focus of the study was to unravel the beliefs Lebanese university students have for English as a foreign language. The study shows that most Lebanese students recognized the importance of English and were motivated to learn the language for instrumental purposes. Because the Lebanese university needed the language as a means of achieving a goal, they had a positive attitude towards the study of the language. The current study aims to discover whether students of literature have any goal they wish to achieve, which require that they take their literature course seriously or they have no instrumental need of literature, and how this has influence their attitude for the subject.

Rezig (2011) studied the reasons behind the low performance of Algerian English as Foreign Language university students. The analysis of the data indicated that 80% of the study participants had a positive attitude towards the English language and culture. In spite of the students' positive attitude for the language, their achievement levels were unsatisfactory. In accounting for the lack of correlation between the positive attitudes of the students and their unsatisfactory performance, she mentions cultural barriers created by the incongruent relation between the learners and the culture of the target language. The explanation of Rezig (2011) on why students perform poorly in English, even though their attitude for the language is positive, conforms to the general practice of institutions that teach foreign languages. For instance, most universities in West Africa, including University of Ghana and the University of Education, Winneba, sends their foreign language students to the country of the language so that the students can get abreast with the culture of the target language. It must be noted that language cannot be learnt outside the culture of

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the language; hence, when learners of a language have positive attitude for the learning of a language but are detached from the culture of language speakers, their performance would be affected adversely.

Relating this to the current study, the researcher aims at identifying the level of exposure Ghanaian students of secondary schools have to the culture context of most of the literature books they use. It is the expectation of the researcher that when the students are too distanced from the cultural context of these literary works, their understanding would be negatively affected and will intend affect their attitude for the subject. The perception of the influence of gender on attitude for specific courses has been an issue of contention among researchers (Chekroun, 2014). A study conducted by Gömleksiz (2010) reveals that female students have "more positive attitude towards the learning of English." According to Mahdavy (2013) male students, who perceived themselves as the breadwinners of the family, displayed a high instrumental orientation to learn English. The perspective of these two researchers was concurred to by Henry and Apelgren (2008) on their study of Swedish male and female students concerning their attitudes for the learning of English language. The finding of their study shows that both the male and female students had positive disposition towards the learning of the language. However, the females were more positive towards the learning of a new foreign language rather than English. In Ghana, the perception of the general populace on courses is gendered. There are courses that are supposedly construed to be male dominated and there are others that are female dominated. The researcher in this case would like to investigate the perception of the participants on the study of literature. This objective is aimed at discovering whether the attitude of students for the study of literature in the secondary schools is gendered and how this is displayed in the attitudes of the learners of English literature.

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2.7   Attitudes and performance

It has been acknowledged that attitude plays a key role in language acquisition and learning, as well as the achievement of goals in any learning context. On what constitutes a language attitude, different researchers have attempted to explain the concept based on their own perspectives. According to Oppenheim (1992, p. 174) cited in Chekroun (2014, p. 7), attitude can be construed as a state of readiness with the tendency to respond in a certain manner when confronted with certain stimulus. In the view of Eagly and Chaiken (1993) attitude is a psychological tendency and that of an entity. An entity in this regard, as asserted by Chaiken (2001, p. 900) could be a representation of anything in "the person's internal or external social environment". This implies that to Chaiken (2001), what could cause a person to express or reveal a particular attitude may be inwardly motivated or triggered by his social interactants.

As gregarious beings, human beings constantly interact with their external environment, and how they behave when confronted with issues of life is highly influenced by this environment. Therefore, Montano and Kasprzyk (2008) argue that anyone who believes that putting up a particular behaviour will result in a positive outcome will develop a positive attitude towards that behaviour. On the other hand, when one considers behaviour to result in a negative outcome, a negative attitude is developed for such behaviour. With this understanding, Gardner (1985) posits that attitude is a factor of language acquisition and learning, and determines the level of performance in a task. To him, positive attitudes are very crucial, as that of effort and motives in the language learning process, since they propel the language learner to learn a language that is not his native language. Gardner (1985, p. 10), therefore, argues that "motivation… refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language"

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Spolsky (1989) cited in Chekroun (2014) concurs with Gardner (1985) in his understanding of the effect of attitude on second language learning by establishing that "attitudes do not have direct influence on learning but lead to motivation which does" (Spolsky, 1989, p. 149).

In explaining why they think attitudes of people are moderated by the kinds of experiences (from the environment) they have and therefore one's behaviour can be predicted by his attitude, Eloff and Ebersöhm (2004, p. 70) define attitudes as "beliefs and opinions that can predispose individuals to behave in certain ways". They further note that "attitudes are acquired through experience and have a direct influence on behaviour: And that, "we change our attitudes to make these more consistent with our behaviour". Thurstone's various definitions of the concept of attitude have given us the ground to believe that although researchers believe that attitude has a significant place in the acquisition and learning of second language, the perspective of what constitutes an attitude varies from one researcher to the other; even to the extent that scholars have been seen modifying their own definitions of the same concept. For instance, in Thurstone (1928, p. 531), the term attitude is defined as "the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic". Nevertheless, in Thurstone (1931, p. 261) cited in Kayagil (2012, p. 3598), he explains attitude as the "effect for or against a psychological object". The perception of Thurstone on attitude appears to be more biased towards internal experiences of individuals. This has been observed in his 1946 definition of the same concept where he construed the idea that attitudes, whether positive or negative, is inclined towards psychological objects. He therefore, modified his previous definitions of attitude by asserting that attitude is "the intensity

of positive or negative effect towards a psychological object" (cited in Kayagil, 2012, p. 3598).

Observed from the viewpoint of Thurstone, as inferred from his various definitions of attitude, one can describe attitude as an abstract and affective individualistic concept. This is because psychological implications are subjective and therefore, one's attitudes towards a stimulus, whether physical or abstract, should not be expected to conform to that of other people. To this effect, it can be observed that Thurstone (1931, p. 262) does connect attitude to any specific topic in his former definition. In his later definitions, however, he offered greater weight to the connection between attitude and psychological object which "may refer to a physical object, or it may refer to an idea, a plan of action, a form of conduct, an ideal, a moral principle, a slogan, or a symbol" (Thurstone, 1931, p. 262 cited in Chekroun, 2014, p. 8). According to Olson (2012), however, an attitude may be shown towards both abstract and concrete objects. Olson's perspective mildly veers from the understanding of the same concept by Thurston's that was biased towards psychological entities. Thus, Olson (2012, p. 230) describes attitude as the "positive and negative evaluations of things, people, and concepts".

2.8   The place of attitudes in language learning
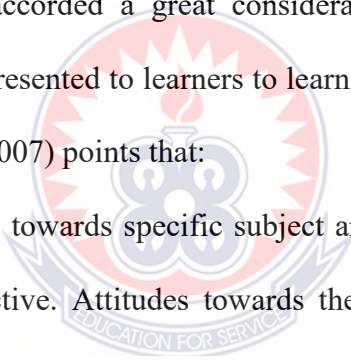
From the discussion, we see that attitudes play a significant role and contribute significantly in the learning of a language and the performance in a task. Students' success or failure in a course or subject is to some extent influenced by their attitude towards what they learn (Al-Tamimi et al, 2009, p. 33; Hussein et al. 2009, p. 432). For instance, Karahan (2007) investigated Turkish primary pupils' attitudes towards English language and its use in the country. The study reveals that "positive language attitudes let learners have positive orientation towards learning English" (Karahan,

2007, p. 84). This positive orientation contributes positively towards the appreciable performance of the learners in the English language. In acknowledging the importance of positive attitude in the performance of language learning, Popham (2011) argues that language learners become autonomous in their learning process anytime positive attitude towards learning is promoted, especially in an academic setting.

To this effect, Dehbozorgi (2012) stresses the need for language teachers to play the crucial role of ensuring that they maintain their learners' positive attitude for the language they are learning. He argues that "positive attitude is important in entering into the new environment of learning a new language" He maintains that "teachers can maintain their students' positive attitude by setting goals for themselves; building in some fun and pleasure through language; and interacting actively" (Dehbozorgi, 2012, p. 45). He further intimates that for this to be possible, teachers must make sure their classroom activities are learner-centred. It has been argued by De Bot et al (2005) that all stakeholders in language acquisition and learning, including researchers, teachers and students, should acknowledge that high motivation and positive attitudes of students pave the way to second language learning. They explain that when a learner's attitude towards a language he is learning is negative, he becomes demotivated in learning the language. Ultimately, this adversely affects the learner's linguistic and communicative competence in the target language. The consequential effect of such a situation, according to Chekroun (2014), is a failure of the entire learning process.

Reporting on the effect of learners' attitude towards learning, Kara (2009) concludes that positive attitude projects an observable positive behaviour of the learners towards the target language, and this makes them more enthusiastic in learning the target language, to acquire the useful information and the necessary skills

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to solve their language learning challenges. Thus, developing a positive attitude for a target language enhances the language learner's interest and motivates him to learn. For example, in a study that investigated the attitudes of students of Libyan secondary schools concerning the learning of English in terms of the behavioural, cognitive and emotional aspects, Abidin et al (2012) established that attitudes have the same level of importance as other factors such as intellectual capacity when it comes to learners' achievement in second language learning. From this, the researchers posited that "learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one" (Abidin et al, 2012, p. 121). Their findings showed that attitudes do have significant effects on the learning outcomes of students, and must be accorded a great consideration when it comes to making decisions about what is presented to learners to learn and their entire academic career. In this regard, Alhmali (2007) points that:

> Negative attitudes towards specific subject areas can prevent further study or make it unproductive. Attitudes towards the processes of learning can also have very large effects, potentially cutting a student off from further study. Attitudes will also develop towards topics studied and these can be carried out into future living with good or bad effects on subsequent decisions. (p. 14)

Concerning the role of students' attitudes on their performance in the language they learn, Abidin et al (2012) again maintain that the fundamental role of the language teacher, among other things, is to adopt strategies and mechanisms that aim at building positive attitudes of his students towards the target language. This, according to Chekroun (2014), can be achieved through a well-defined curriculum and classroom activities that take into consideration the needs of the students, not losing focus of their individual uniqueness. As a result, Abidin et al (2012) propose

that ultimate priority needs to be given to the language learners' attitudes before their epistemic abilities. They further argue that "a positive attitude should be the umbrella of language learning" (Abidin et al, 2012, p. 126).

Adding his voice to the crucial role attitudes play in the acquisition and learning of a second language, Al-Tamimi (2009) who investigated students' attitudes towards the learning of English language in Yemen argues that the "students' positive attitudes towards the educational status of English in Yemeni schools could be used to inform policy makers at the Ministry of Education in Yemen to revise the current policy in the Yemen primary and secondary schools to be English-oriented system" (p. 48). According to him, the promotion of English language's status in the educational system of Yemen, where the language would become a medium of instruction throughout educational stages in the country, would enhance its prestige, which would directly enhance Yemeni students' positive attitudes towards the language. The findings of Al-Tamimi (2009) further reveal that students' attitude toward a particular language is not vital to only second language teachers or confined in the realms of second language learning classrooms, but also very crucial for policy makers, curriculum designers, and other stakeholders in education. This is because, the attitude of the students about a language in relation to other languages in the country (in the case of a multilingual country) will offer essential feedback that will inform activities aimed at promoting status-planning policies in the country.

Research has shown that attitude, a very important factor in determining the positive outcome of language learners, does not only affect the outcomes of language learning processes, but also other areas of academics. For instance, Ramsay and Howe (1969) cited in Chekroun (2014) have given attitude a very high recognition and placed it on a rank that is higher than cognition in diverse areas of study. They explain

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that "a student's attitudes towards science may well be more important than his understanding of science, since his attitudes determine how he will use his knowledge" (cited Chekroun, 2014, p. 10). Hence, Chekroun (2014) admits that due to the role played by attitude in the performance of learners in their learning outcomes, a conclusion can be made that "attitudes towards a specific subject strengthens learners' knowledge and provides opportunities for its investment in later stages in life." (Chekroun, 2014, p. 10).

2.9 Factors that affect learners' attitude towards literature

The researcher reviewed the research findings of some researchers that came out with some factors that can affect the attitude of learners towards literature in English. They include the culture background of learners, the home background of learners, the texts selected for the learners and the teaching approaches teachers adopt.

2.9.1 *Culture and learners' attitude towards literature*

Teaching of any language implies an implicit or explicit teaching of its culture. Thus, the cultural content of literary texts is another parameter which is very important as the language, which needs to be given much attention in the process of texts selection since it affects learners' attitude towards the study of literature. Culture, which is beyond the students' competence, will hinder their understanding and enjoyment of a literary text. In addition, and much worse, cultural strangeness may lead to students developing negative attitude towards the text which will demotivate them to read if they find any element in the target language's literature uncomfortable. In view of this, it is the responsibility of the teacher and the literature syllabus designers to eliminate the cultural barriers that inhibit students' reading comprehension and enjoyment of literature. For this reason, many solutions have been proposed. For Alptekin (2006), cultural barriers could be overcome through the

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nativization of some literary elements in the text to make the text more culturally familiar for the language students. He explains that "nativization refers to the pragmatic and semantic adaptation of the textual and contextual clues of the original story into the learner's own culture, while keeping its linguistic and rhetorical content essentially intact" (Alptekin, 2006, p. 497)

Another way to help students with the cultural load of literature is through the selection of texts which, in one way or another, depict their daily life, satisfy their expectations and make them benefit from their experiences. This can go a long way in developing a positive attitude in the learner. Within the same line of thought, Floris (2004) explains that

It would be meaningful to include literary texts produced by ESL or EFL authors. It is an excellent means of motivating students to read literature whose setting and culture are familiar to them. Moreover, the themes of these texts are mostly relevant to their lives. (p. 6)

Many scholars argue that literature offers a cultural background, expands learners' language awareness, provides motivating content material, educates overall personality, and develops interpretative abilities among learners (Carter & Long, 1991; Spack, 1985; Widdowson, 1975). Scholars like Collie and Slater (1987) have argued that literature is a great source for cultural enrichment, authentic material, personal involvement, and most importantly, language enrichment.

The kinds of beliefs, perceptions, metacognitive knowledge, and attitudes that accompany learners in the classroom learning environment have been acknowledged as an important factor contributing to the overall learning process and their ultimate success in this process (Breen, 2001). In a good teaching environment, pedagogy has the potential to offer opportunities where students' perspective can have a positive

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effect on the learning process and might actually help these learners become fully engaged in this language learning process (Arnold, 1999; Breen, 2001). As we can see in the discussion so far, learners' internal beliefs are highly significant in the process of learning a foreign or second language. These beliefs are supposed to act as very strong filters or reality (Arnold, 1999) for the development of positive attitudes towards the subject. There is no doubt that second language learning is influenced by many dynamic factors; however, the most facilitating and significant factor is the learner's positive attitude. In the process of language learning, two non-intelligence factors - attitude and perception significantly contribute to students' language development. In the current study, the researcher set to find out, among other things, how elements of culture affect senior high students' attitude towards literature, with respect to text selection, the themes and the backgrounds of the text, the names of the characters in the text.

2.9.2 *Learner home background and attitude towards literature*

The home background has been one of the interesting areas many researchers have been finding out on how it influences learners' attitude towards the study of literature. Many research findings point to the fact that students who come from homes where reading is common grow up loving literature and all forms of reading. In this sense, Davis et al (1992) conducted a survey of undergraduate students' attitudes towards the study of foreign literature. The survey used Likert-scaled questionnaire which was distributed to 175 undergraduates studying French and Spanish in three colleges in the United States. The survey aimed to identify the potential impact of seven variables on students' attitudes towards literature. Their study found that the amount of pleasure gained from reading done in the target language showed a significant relationship with students' attitudes towards literature

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in a foreign language. Students who spent more time reading in the target language expressed better attitudes towards literature. Family background also contributed to students' attitudes concerning literature study. Results also suggested that students whose parents read more, who spent more time being read to and who had more variety of books available at home, had better attitudes towards literary study. Inexplicably, students who thought they had more knowledge of the target culture showed more negative attitudes compared to those who rated their cultural knowledge lower. The other variables; exposure to the target language, exposure to literary study in the students' first language, and teaching methods, did not show significant correlations to students' attitudes towards foreign literature study.

A survey conducted by Kaur and Thiyagarajah (1999) suggested that even first year university students majoring in English language and literature found reading of literary texts a major problem but not with those who come from homes where reading is a common culture. A total of 48.6% of the participants who were studying the language for the first time agreed that they were not efficient and confident enough to read literary texts. Shukor (2001) however found that although secondary school students thought their low proficiency level was a constraint, it did not negatively influence their attitudes towards Literature as the home background. In Malaysia, students with better attitudes towards reading are those who have a wider variety of reading materials at home. They also have positive influences such as parents and siblings who read, as well as a bigger reading area at home (Pandian, 2000). However, these variables also significantly correlated with socio-economic status. Students who come from a higher socio-economic background generally have more reading materials at home compared to students who are from lower income families. From this, perhaps we can hypothesize that learners of a higher socio-

economic status will also have positive attitudes towards studying literature compared to other students.

The location of schools might also have an impact on students' attitudes towards literature. Students in urban areas tend to have a higher proficiency level of English compared to students studying in rural areas. For example, in comparing rural and urban students' performance in India Rosli and Jayakara (1994) came out with the results that the majority of students in urban areas obtained distinction while the majority in rural schools obtained credit and pass grades due to insufficient exposure to the language and the lack of practice (Rosli & Jayakara 1994). Lower proficiency levels, in turn, lead to frustration and lack of motivation among students, especially those from remote rural areas who do not see the relevance of English in their daily lives.

2.9.3   *Texts selected for learners*

While some researchers have argued that literary texts selected for students form part of their attitude towards literature, others also disagree and have conducted various studies to prove their points. In a study conducted by Danesh and Shirkhani (2015) investigates students' attitudes towards poetry in foreign language learning. The researchers used 63 Engineering Students at Islamic Azad University as their study participants. Adopting questionnaire that consisted of 12 questions about the attitudes of learners towards poetry, the finding showed that even though the learners were mostly interested in Persian poetry, only one third were interested in English poetry. The researchers conclude that the lack of interest in English poetry was caused by the problem students had in reading English poetry. The result of the study revealed that the research subjects did not relate strongly their lack of ability in understanding English poetry to reasons such as English poetry being full of new

words, being based on a different culture, and their lack of understanding of Persian poetry. However, in spite of their lack of interest and poor comprehension of English poetry, a higher percent of the research participants were of the view that English poetry could help them develop mastery of the various aspects of the English language.

Shakfa (2012) investigated the challenges literature students at the Islamic University of Gaza face. The analysis of the data shows that the research participants viewed English literature as a difficult subject because they struggle to comprehend the complex syntactic structure of the literary works. Also the prevalence of metaphors and other literary devices do not aid the learners in understanding literary texts. Shakfa (2012) argues based on the findings of the study that learners often become uncomfortable and feel frustrated in the course of the lengthy process of learning drama with several symbolism, metaphors, similes, and stylistic features. His study is crucial to the current research as it provide the reasons why students in other places develop negative attitude and perception about English literature.

Tehan et al (2015) studied Turkish students' attitudes and beliefs toward the use of literature in the classrooms of second languages. Using both quantitative and qualitative data, the study showed that students' attitude towards literature was positive and that, one of the reason for their attitude was as result of the texts they were reading which Turkish background. This contrary to what other researchers such as Khatib et al (2011) identify from their study that students have negative attitude towards literature regardless of the text they read. The positive attitude especially in the second language classrooms helps learners to excel in their learning process. Ghazali et al. (2009) cited in Adam & Babiker (2015) studied the attitudes of school students toward literary materials in Malaysian schools. Using a mixed methods

approach in collecting data from 110 class five students for analysis, the research results have shown that Malaysian students prefer to read literary works on mysteries, adventures, and life experiences.

The researchers concluded that literature teachers need to select suitable literary materials and texts that meet the needs of their students who are unique with different backgrounds and knowledge base. In the current study, the researcher, among other things would seek to ascertain from both teachers and learners of English literature in the various senior high schools if they think literature indeed offer these benefits to them, especially the learners. This is in order, as the recognition of the benefits students derive from literature would inform their attitude for the teaching and learning of the subject at the senior high school level.

2.9.4   *Teaching approaches adopted by teachers*

The role played by teachers in helping their students to develop their attitudes towards literature in English is very important. As a result researchers have been finding out how teachers approaches can help students develop positive attitudes towards the study of literature in English. The study of the literature on teaching methodology identifies two main categories: teacher-centred and learner-centred. According to Calvo (2007), approaches to language teaching in second language classrooms have been teacher-centred. In the early 1980s, however, things changed in favour of learner-centred approach. This change, according to Calvo (2007, p. 189), started earlier when Noam Chomsky in the 1957 challenged the behaviourists' view of language learning, where Chomsky argues that language acquisition is not a kind of habit formation; but, rather an innate ability that all human beings possess. This serves as the genesis of the new paradigm shift, from teacher-centred to learner-centred approach to language teaching.

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In the learner-centred approach, learners are not seen as passive in the learning process, but active participants. This, therefore, makes the learners responsible for their own learning. According to Larsen-Freeman (1987, p. 8), "the general pattern in modern-day methodology is for the teaching to be learner-centred. By this, I mean that it is the teacher who serves as a guide in the learning process, but it is the learners who assume some responsibility for the direction of the learning and who bear ultimate responsibility for how much learning takes place". Waters (1998, p. 11), intimated that "in recent years, the importance of adopting a learner-centred approach to classroom management has become axiomatic". On the paradigm shift from teacher-centred to learner-centred approach to language teaching, Taylor (2002, p. 10) concurs with other authors by asserting that "the traditional perceptions of the teacher as expert, instigator, administrator, and the student as a passive recipient, are being re-modelled, and sometimes violently shaken, to make way to other behaviours". Calvo (2007, p. 190) observes, therefore, that "this new kind of teaching, which tries to see teaching-learning process from the point of view of the learner and to pay special attention to the needs of the learner, aims at the characteristics of learners; and it seems to be still gaining ground in second language teaching and learning classrooms".

It appears, therefore, that the new teaching methodology aims at developing teaching and learning practices that seek to make "teaching subordinate to learning" (Larsen-Freeman, 1986). According to Nunan (1990, p. 179), "the general learner-centred philosophy emerged as an offspring of communicative language learning. The move from approaches that make grammar the focus of teaching and learning of a language to communication has led to a shift from teacher-centred to learner-centred teaching which GTM spearheads (Calvo, 2007). It is observable that teaching

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methods that place emphasis on the learner is based on the notion of how learning takes place and try to facilitate learners' learning process. The aim of any teaching activity is not just about the acquisition of knowledge or access to information, but more importantly, how to apply the knowledge or information. Hence, teaching and learning of Literature aims at developing both linguistic and communicative competence learner; therefore, the teaching and learning process need to be learner-centred (Calvo, 2000, p. 192).

2.10   Effects of students' attitude on literature studies

There are two main effects attitude can have on learning of literature in English; positive and negative attitude. Depending on how it is perceived, learners may have either of the two. Consequently, when a learner develops positive attitude towards literature, he positions himself psychologically ready for the subject. On the other hand, students who have a negative attitude towards it would not be psychologically ready to study literature. This section discusses the two types of attitude learners are likely to have.

2.10.1   Effects of positive attitude towards Literature in English

Various researchers in the context of English language teaching (ELT) have underscore the immeasurable benefits of using literary texts for language teaching and learning, especially in classroom of English as a second language learning. These scholars have revealed different reasons that have come in the form of persuasive arguments aiming at providing justifications for integrating literature into the foreign language teaching and learning classrooms. Clearly, literary works have aesthetic and genuine use of language in the form of texts; and even though, these are sometimes fictional, their artificial settings mimic the real context culturally, of the stories which enhances and become beneficial to communicative language development of the

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learners/students (Keshavarzi, 2012). Positive attitudes are very crucial, as that of effort and motives in the learning process of a language since they propel the language learner to learn a language that is not his native language. Gardner (1985, p. 10), therefore, argues that "motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language"

Positive attitude plays a vital role and contribute significantly in the learning of a language and the performance in a task. Students' success or failure in a course or subject is to some extent influenced by their attitude towards what they learn (Al-Tamimi et al 2009, p. 33; Hussein et al 2009, p. 432). For instance, Karahan (2007) investigated Turkish primary pupils' attitudes towards English language and its use in the country. The study reveals that "positive language attitudes let learners have positive orientation towards learning English" (Karahan, 2007, p. 84). This positive orientation contributes positively towards the appreciable performance of the learners in the English language. In acknowledging the importance of positive attitude in the performance of language learning, Popham (2011) argues that language learners become autonomous in their learning process anytime positive attitude towards learning is promoted, especially in an academic setting. To this effect, Dehbozorgi (2012) stresses the need for language teachers to play the crucial role of ensuring that they maintain their learners' positive attitude for the language they are learning. He argues that "positive attitude is important in entering into the new environment of learning a new language" He maintains that "teachers can maintain their students' positive attitude by setting goals for themselves; building in some fun and pleasure through language; and interacting actively" (Dehbozorgi, 2012, p. 45). He further

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intimates that for this to be possible, teachers must make sure their classroom activities are learner-centred.

According to Bagherkazemi and Alemi (2010), literature expands the students' vocabulary and strengthen their awareness of grammatical rules; hence, literature has the power to develop both learners' linguistic competent and communicative competent when they approach it with a positive attitude. In explaining the relevance of literature to the learners of second languages, the authors asserted that "literature can be thought of as a field which can be ploughed for developing an understanding of language usage through different methods of consciousness raising and form-focused instruction regarding particular grammatical structures, word forms and common expressions" (Bagherkazemi & Alemi, 2010, p. 2). Chekroun (2014) explains that at the level of sentences, literary language is highly structured because the authors of such literary works pay special attention to diction and the selection of words and how they are combined in the formation of meaningful sentences to develop cohesive paragraphs and discourses. For this reason, Cruz (2010) argues that second language learners' continuous exposure to literary works, undoubtedly, improves their speaking and writing skill, and makes them eloquent.

Turker (1991) cited in Chekroun (2014), concluded that since the teaching of literature expands both the linguistic and communicative knowledge of the learners, it automatically improves other language skills such as reading and writing of the learners. Tomlinson (1985) cited in Chekroun (2014) makes the argument stronger by emphasizing that:

> Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English as well as opportunities to develop communication skills as

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a result of motivated interaction with texts and with their fellow students. (p. 18)

Another advantage of literature in English as a second language, when students have a positive attitude towards it is that it helps learners in developing analytical skills required for a high level thinking. Thus, the contextualisation nature of literary works creates avenues for different interpretations. This provides learners with the opportunity to negotiate ideas from their peers through evaluation and analysis (Lazar, 1993; Gajdusek, 1988; Keshavarzi, 2012). In this regard, it has been argued by Khati and Rahimi (2012) that literary works liberate leaners' imagination from the bonds of textbooks which confines them to accept only what has been put in these textbooks and aids the leaners to expand their vision by thinking outside the box. Concurring with the other researchers on the advantages literature offer onto learners of second languages, Nafisah (2006) cited in Khati and Rahimi (2012), explains that poems, stories and extracts from plays, novels and autobiographies project learners as people who stand the chance of gaining rich exposure to authentic English and provides them with the opportunities to develop their communication skills through their constant interaction with literary texts.

Tehan et al (2015) studied Turkish students' attitudes and beliefs toward the use of literature in the classrooms of second languages. Using both quantitative and qualitative data, the study showed that students' attitude towards literature was positive and that, contrary to what other researchers such as Khatib et al (2011) identified from their study that students have negative attitude towards literature, especially in the second language classrooms, this positive attitude helps learners to excel in their learning process. Alfauzan and Hussain (2017) conducted a study seeking to discover the attitude and perception of Saudi undergraduate students

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towards English literature courses as a part of their Bachelor of Arts in English Program at a university in Saudi Arabia. The researchers used a sampled population of 59 students (25 studying a literature course, 25 linguistics course and 9 had already passed at least one literature course).

The researchers used questionnaires to collect quantitative data and also falling on retrospective essays, qualitative data were gathered for analysis. They used a modified version of AMTB developed by Gardner to measure learners' attitude towards literature courses. The analysis of the data shows that the study participants have positive attitude towards literature courses. The study further revealed that "learners' social environment (family, friends, classmates, teachers, etc.) significantly contribute in constructing positive attitudes and enhancing their perception towards literature as medium of learning L2" (Alfauzan & Hussain, 2017, p. 8). The researchers suggest that due to the pedagogical implication of learners' attitudes towards literature, policy makers (administrator, curriculum developers, and teachers) need to accommodate learners' voices in the selection and development of teaching and learning materials of literature. In the current study, the researcher, among other things would seek to ascertain from both teachers and learners of English literature in the various senior high schools if they think literature indeed offer these benefits to them, especially the learners. This is in order, as the recognition of the benefits students derive from literature would inform their attitude for the teaching and learning of the subject at the senior high school level.

2.10.2 Effects of negative attitude towards Literature in English

In spite of all the advantages positive attitude towards literary works offer learners of second languages, some scholars have advanced the argument that literary text in the second language teaching and learning classrooms is not healthy for the

learners in the acquisition and learning of the target language. The claim these scholars make is that the learners at this level have not developed enough competence in the target language in order for them to be able to process the "deep" language employed, usually in poems, and this may affect their progress in mastering the target language. Regarding the challenge this scholars assume literary works in second language teaching and learning classrooms may pose to learners, Svvido (2004) argues that

> The creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse. This is because, in the case of poetry, grammar and lexis may be manipulated to deviate from orthographic or phonological features of the language. (p. 6)

It has been argued by De Bot et al (2005) cited in Chekroun (2014) that all stakeholders in language acquisition and learning, including researchers, teachers and students "should acknowledge that high motivation and positive attitudes of students pave the way to second language learning". They explained that when a learner's attitude towards a language is negative, he becomes demotivated in learning the language. This adversely affects the learner's linguistic and communicative competence in the target language. The consequential effect of such a situation, according to Chekroun (2014), is a failure of the entire learning process. In a study conducted by Danesh and Shirkhani (2015) on students' attitudes towards poetry in foreign language learning, 63 Engineering students were recruited and presented with questionnaire that consisted of 12 questions about the attitudes of learners towards poetry to respond to. Findings showed that even though the learners were mostly interested in Persian poetry, only one third were interested in English poetry. The

researchers conclude that the lack of interest in English poetry was caused by the problem students had in reading English poetry. The result of the study revealed that the research subjects did not relate strongly their lack of ability in understanding English poetry to reasons such as English poetry being full of new words, being based on a different culture, and their lack of understanding of Persian poetry. However, in spite of their lack of interest and poor comprehension of English poetry, a higher percent of the research participants were of the view that English poetry could help them develop mastery of the various aspects of the English language.

Savvido (2004) further explains that because literature involves decontextualisation, whereby the contexts may be alien to the learners, the students struggle to understand them and lack of understanding of the work impedes the learning ability of the students of these works, hence causing students to develop negative attitude towards the subject. According to Khatib et al. (2011), the unconventional syntactic and lexical nature of literature compounds the woes of second language learners in their learning process and therefore does not contribute significantly to the development of competency in the target language, but rather slows the process. Shakfa (2012) investigated the challenges literature students at the Islamic University of Gaza face. The analysis of the data shows that the research participants viewed English literature as a difficult subject because they struggle to comprehend the complex syntactic structure of the literary works. Also the prevalence of metaphors and other literary devices do not aid the learners in understanding literary texts. Shakfa (2012) argues based on the findings of the study that learners often become uncomfortable and feel frustrated in the course of the lengthy process of learning drama with several symbolism, metaphors, similes, and stylistic features. His

study is crucial to the current research as it provides the reasons why students in other places develop negative attitude and perception about English literature.

In looking at the attitudes of senior high school students towards the study of literature, the researcher among other things would want to find out how teachers of literature in the various schools explain the unusual uniqueness of literary works to their students to ensure that that does not challenge their students' ability to read and understand poems and other literary works. This is necessary because if the students find it very difficult to read and understand these materials, they would develop negative attitude towards the subject. To this effect, it has been suggested that teachers of literature need to devise strategies that will enable them to bring the context of the literary work to what the students are familiar with through explanation, illustration and comparison. Yusoff (2004) for instance, argues that:

> Familiarity with the subject matter of the text, certain language use or reference to objects unique of the readers' culture may help activate the reader' s existing prior knowledge, which in turn may work to aid reading and comprehension. Through the activation of the readers' prior knowledge and conceptual abilities, they may be able to process what is read even if they have low language ability. (p. 6)

2.11   Conclusion

This chapter has provided a discussion of literature that informs the current study. In the review, the chapter has provided the relationship between attitude and performance in both language learning and literature as a subject of study. It came out from many of the researchers that attitude plays major role in learning of literature. The findings of Karakaya and Kahraman (2013), Breen (2001), and Arnold (1999) all support the outcome. It has been established that students who have positive attitudes

towards literature do so as a result of a number of contributing factors including their home background, the text selected for the learners, and the approaches adopted by the teachers. This does not necessarily correlate with the performance of the learners since many learners learn literature for various reasons. Liaw (2001) found that her Taiwanese management students enjoyed the inclusion of literature in a language course and they enjoy reading of poems and stories for fun and not for scoring good grades.

On the other hand, some researchers have also revealed from their studies that some students have negative attitudes towards literature. They argue that literature has some complications as far as the structure of language is concerned. As a result, second language learners may not be grammatically competent to handle literature. Based on that, they argue that literature should be reserved for the learner at an appropriate stage. Moreover, another set of researchers also found that the negative attitude by the learners was triggered by several factors including the culture, background, materials, and teachers' approach. Siti (2008) found that Iranian students have negative attitude toward literature English literature lessons because of the cultural differences that exist in leaners' background and the literature materials they are given to study. The section has also provided explanation to the framework that adopted for the study. The researcher found Spolsky's framework of second language teaching and learning more appropriate in explaining the findings. The model explains that the attitude of English language learners, including literature, is based in their social context (home and school setting). His framework was found to be more appropriate since it focuses on different factors that strongly support the analyses of the current study.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

The purpose of the thesis was to investigate students' attitudes towards teaching and learning of literature in the senior high schools of Ghana. The study discusses the pedagogical effect of students' attitude for the teaching and learning of literature in Ghanaian schools. This chapter discusses the methodology used in the study. It specifically covers sections, including the research design, research setting, population, sampling method and sample size, instruments, data collection and analysis procedures.

3.2   Research design

Research design is the plan that shows the systematic procedure by which a study has been conducted. It therefore serves as the blueprint for the research. The present study adopted a mixed method approach to investigate the attitudes of Senior High School students in some selected second cycle schools in the Eastern Region, in the Eastern Region of Ghana. The design that has been adopted for this study falls within the category Creswell and Pablo-Clark (2011) described as convergent parallel mixed method where two different methods are employed concurrently to investigate a phenomenon. The mixed method approach to the study of a phenomenon generates a broad knowledge about the phenomenon and produces a trustworthy result, unlike the use of two separate approaches. Concerning how the methods are used, Greene et al. (1989) posit both methods can be used concurrently or sequentially in a particular study. In this study, the researcher adopted a convergent parallel mixed method approach, in which both quantitative and qualitative data were gathered concurrently, but analysed separately at the same time. The researcher then compared the results to

see if the findings confirm or disconfirm each other. According to Greene et al. (1989), the most important consideration in convergent parallel mixed method is the need to integrate both the qualitative and quantitative data in any of the stages, especially at the data collection, analysis or during interpretation process of the study.

The approach to the study also falls within the class Cohen and Manion (1994) describe as triangulation. It refers to the process of conducting a study whereby the data collection process involves more than one method. According to Flick (1998) and Silverman (2001), triangulation is very relevant in conducting research because it fosters the clarity of meaning as it presents different means by which the researcher studies the phenomenon. According to Bryman (1998), the adoption of triangulation by a researcher may help minimise errors that may arise as a result of inappropriate drawing of conclusion on the data set. This, in effect, helps in the enhancement of the validity of the study. This present study integrated the quantitative and the qualitative data at the discussion stage where the results were interpreted. The selection of the design was influenced by the researcher's ontological and epistemology assumption and the researcher's need of presenting comprehensive analysis to bring all the issues that serve as determinants of students varying attitudes for the study of literature in the various schools (cf. Tashakkori & Teddlie, 2003).

With respect to the qualitative design, explanatory phenomenology approach was used. This was appropriate because of the interest of the researcher in understanding the attitudes students have toward literature as developed through their classroom experiences. The researcher aimed at obtaining information on the possible ways by which learners' attitudes towards literature has affected their verbal performances in English language as taught in the various senior high schools in Ghana. As a study in particular social situation, the intention of using qualitative

research method is not only to gain a deeper understanding and report the findings, but also to bring about certain improvements (Matsau, 2007). Therefore, this study's adoption of a qualitative method sought to present a rich, descriptive data about the contexts, activities, and beliefs of participants in relation to literature in educational settings and practices. According to Tellis (1997), the mixed method becomes needful due to the ethical need to "confirm the validity and reliability of the process". Silverman (2000, p. 50) argues that, "multiple methods in a research design would also help to give a fuller picture and address many different aspects of the phenomenon."

According to Stake (1994), case study involves an in-depth exploration of a case or different cases which are studied in their specific settings for a all-inclusive understanding. Burns (2000) explains that a case study ensures an intensive, holistic and descriptive analysis of the phenomenon a researcher intends to analyse. In the words of Denscombe (1998:32), a case study focuses on a single or few cases in their natural setting for a thorough understanding by investigating to understand their "relationships and processes, experiences or events". Though a case study may be descriptive, exploratory or explanatory, this study adopts an explanatory type of case study due to its aim to answer questions that involve *why* and *how.* According to Cohen et al. (2007:256), one of the strengths of case study is its "attention to subtlety and complexities of the case in its own right" as the researcher rigorously examines it through a careful and systemic collection and interpretation of data. Though it has been argued that the presence and the biases of the researcher may influence the analysis of the study, Flyvberg (2006) argues that observer's bias in case study does not exceed that of other approaches. Auditing his voice to the advantages that case study offers the researcher, Silverman (2001) posits that the researcher's verbatim

account of the responses of the research participants in a case study helps to reduce the problem of observer's bias during the interpretation and analysis of the data.

3.3   Study setting

The study was conducted in some selected Senior High schools in the Eastern Region of Ghana. The region is one of the regions in the country that boast of senior high schools with facilities and adequate staff. The schools in the region have students from all over the country, due to the computerised placement system. The region is a cluster of different ethnic groups, including Akan, Guan and Dangme. Due to this, the students in most Senior High Schools in the region have deferring cultural and linguistic backgrounds. In terms of their competence in the English language, all the students have approximately similar level of competence in the speaking and understanding of English language. It must be noted that the every Ghanaian student is exposed to the use of the English language from primary school. Hence, all students are expected to pass English language, like all other core courses before they could be placed in any senior high school in the country. Thus, every students in a senior high school in the Eastern region, like all other parts of the county, has obtained at least a pass in English during the Basic Education Certificate Examination (BECE).

3.4   Population and sampling

The target population of the study was all students in the Senior High schools in the Eastern Region of Ghana. This people served as the population to which the researcher intended to generalise the finding of the study. However, the researcher could not access all these students to interview or administer a questionnaire; hence, an accessible population was sampled for the study. The researcher adopted a purposive sampling approach in selecting four senior high schools for the study. These schools were selected because they were not far from where the researcher

lives, and that made it convenient for the researcher to commune to the schools for the data gathering process. It must be noted the schools in the eastern region, like all other places in the country, admit students through the computerised system; therefore, the students in these schools have similar intellectual characteristics. This means that the phenomenon under study may not vary, significantly among these various schools. Hence, using convenient sampling method for the selection of the schools from which samples were drawn would not make the findings of the study biased.

The researcher employed a non-probability sampling method to obtain a sample size of 50 students from each of the four selected schools. To ensure that the course the students are studying in the schools do not influence their attitude towards the phenomenon, the researchers eliminated general arts students who are offering literature as their elective from the study. This means that the study is looking at literature as an aspect of the core English language course. As part of core English language, every student in a senior high school, irrespective of the programme of study, learns literature. To this effect, the researcher chose students from General Arts and Business in the four selected schools.

3.5   Research instruments and collection procedure

For the quantitative data, 25 males and 25 females were sampled using a probability sampling method from each of the selected schools. The researcher combined the classes and grouped them into males and females. In all, a total of 50 students from each school of the four selected schools. In drawing the respondents for the questionnaire, the researcher wrote 'yes' on 25 pieces of papers for each group of males and females and 'no' on the rest of the papers up to the number of students in each group (male and female). Every student who picked a piece of paper with 'yes' written on it was chosen as a respondents for the study. The total sampled population

of 200 students responded to the questionnaire. This comprised 100 females and 100 males. The choice of this sampling method was to ensure fairness and representativeness of both males and females in the study. Due to the method the researcher used in obtaining the sampled population every student in those schools had an equal chance of being selected to participate in the study. Concerning the sample for the qualitative data, a total of 24 students from the four selected schools were interviewed. In selecting the 24 student participants, the researcher randomly selected three male and three female students from each school. These selected students were part of the students who had picked yes for the quantitative data.

The study employed different methods to gather the data; this, according to the argument of Nunan (1992), ensured the validity of the findings of the study. The data for the study were gathered through questionnaire, observation sessions, and interview. With regard to the questionnaire, the researcher presented close-ended questionnaires to the respondents to answer. Most of the questions on the questionnaire measured the attitudes of the teachers and students concerning the teaching and learning of literature in the four selected schools. Thus, the quantitative aspect of the study employed a cross-sectional study design. A cross-sectional survey involves the collection of data during a single period of study without a follow up.

Concerning the qualitative data, the respondents were interviewed about their attitudes towards the teaching and learning of literature. The guided interview sessions between the researcher and the research participants were made possible through the use of open-ended questions. The qualitative study sought to answer the research questions through the analysis of the recorded interviews of the research participants. The interviews are based on a short open-ended questionnaire which invites students and teachers to voice their feelings about students' attitudes towards

the study of core literature, an aspect of English language. The interviews were conducted in a non-restrictive manner, allowing participants to share their opinions freely. As the study aimed at discussing how students feel about the learning of literature, as reflected in the attitudes for it, the researcher's consideration of qualitative phenomenological approach aided in understanding the phenomenon from different perspectives. The researcher also gave questionnaires to teachers who teach core literature in the selected schools to answer. The teachers' questionnaire was a close-ended one. In all, a total of 10 teachers, including four females, responded to the questionnaire. The explanations they provided on the questionnaire were analysed as part of the qualitative data for the research.

Beside the use of questionnaire and interviews, the researcher also observe class sessions and took notes of teachers methodology of teaching and students' behaviours during the teaching and learning of core literature. The researcher's observation aided and provided a descriptive approach to the analysis. Descriptive approach to analysis of data is a scientific method which involves observing and describing the behaviour of research participants without influencing it in any way. It is used when one simply wants to observe and describe something or a natural phenomenon in order to understand it better. According to Selinger and Shohamy (1989), descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. The design was appropriate for the current study because; its interpretative nature helped the researcher explore and reveal the attitudes of senior high school students towards the teaching and learning of core literature in public schools. Not only that, it also helped to the researcher to investigate and understand the context in which these attitudes are evoked. The various methods the researcher

employed in collecting data for the study aimed at providing complimentary opportunities for data gathering. The combined techniques provided a triangulated evidence about existing practices and attitudes of both learners and teachers in the teaching and learning of literature in Ghanaian schools (cf. Nunan, 1992).

3.6   Data analysis process

Mostly, data collected qualitatively are non-numeric and less structured than those gathered through quantitatively. This is because the process that generated the data is usually unstructured, more flexible, and inductive. The qualitative data for this research was obtained through interviews that were conducted in a semi-structured manner. Semi-structured interviews differ from structured interviews in that they are open, allowing for diversion of the discussion, and new ideas to be added to the conversation should the interviewee's answers demands that the interviewer probes further. The researcher applied thematic analysis of the data by categorizing the participants' responses into themes that directed the course of the interviews sessions.

The researcher then read thoroughly through the transcribed text, highlighted salient points that reflected the research questions. The researcher thematically arranged and compared the participants' discourse in response to each question by relevance to the research question. The qualitative process of analysing the data involved the researcher grouping the responses of the research participants into themes that reflected the objectives of the research. The analysis combined both responses and what has been found in the literature. The attitudes of the participants as expressed through the interview were described. The analysis of the interviewed responses was complemented with the researcher observation. After the data collection, the questionnaire and the questions on it were coded by the researcher and entered into SPSS 21 for analysis. Thus, the quantitative data gathered from the field

was first crosschecked to ensure that it contained no errors. The data from the completed questionnaires was then inputted into the computer and the Statistical Package for the Social Sciences (SPSS) especially the package for descriptive statistics was used for the analyses. Tables and charts were used to present the results.

3.7   Ethical consideration

Research ethics refers to well-founded standards of right and wrongs that prescribe what humans ought to do, usually in terms of right, obligations, benefits to society, fairness or specific virtues concerning the process of the research. According to Oliver (2003), in adhering to research ethics involves three key things: respect for research participants, beneficence and justice. In ensuring that the participants for the current study are respected, the researcher disclosed the nature of the study, the benefits and purpose of the study to the research participants. The researcher also allowed the participants to ask any question about the research that they needed clarification. None of the interviewees or respondents of the questionnaire was coerced to participate in the research. On the issue of beneficence, the participants were made aware about the essence of the study. The researcher explained to them that the study was purely for academic purpose without any commercial gains. However, the researcher made it known to them that the findings of the study could help educational policy makers and informs change in our educational system. Concerning justice, the researcher did not offer preferential treatment to the some specific participants without others. The researcher ensured that all participants were interviewed at same conditions.

Regarding the consideration for research ethics, the researcher sought permission from the heads of the schools and form masters of the various classes from which the participants were taken for the study before the start the actual data

collection process. The researcher ensured that the teachers and students who participated in the study were fully informed of the purpose of the study and also assured them of the confidentiality of any information they provided concerning the study. In ensuring voluntary participation in the study, participants were informed that their involvement in the study is of their own free will and they could withdraw from the study at any point, even after the process had begun. The consent of participants were sought by entreating them to append their signatures on the consent forms after the purpose of the study had been explained to them and understood. The actual names of participants were replaced with pseudonyms to ensure anonymity and confidentiality. Finally, all works used in this study has been be duly acknowledged through in text citation and references given at the bibliography.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0   Introduction

This chapter presents the results obtained from the analysis of data. The analysis comprises both responses of teachers on the attitudes of their students towards the study of literature as well as responses from students on their own attitudes towards the teaching and learning of literature. It combines both the quantitative and the qualitative data to help answer the research questions. In all, 43 teachers consisting of 20 females and 23 males responded to the questionnaire. Concerning the students, even though the researcher initially administered the questionnaire to 200 respondents, 54 females and 72 males making a total of 126 students responded to the questionnaire. In addition, 15 teachers comprising 7 females and 8 males were interviewed. For the students, 30 females and 24 males, totalling 54 were interviewed. The chapter is divided into three sections: the first section presents the analysis of data gathered from the teachers and students concerning the perceptions of the students towards the study of literature-in-English. The second section presents the analysis of the data obtained from the research participants on factors that contribute to senior high school students' attitudes towards the study of literature in English. The third and final section the analysis of teachers' and students' views on the effect of the study of literature on the performance of the students in English language.

4.1   Perception of Senior High School students about the study of literature-in-English

This section discusses the outcome of the analysis on the first research question which focuses on the perception of senior high students towards literature-in-

English. Both the students' and the teachers' perception of the students were discussed under this section.

Table 4.1.1. Students' perceptions towards literature

	N	Mean	Std. Deviation
You knew what the programme entails before choosing it.	126	1.33	.470
You read literary materials you are given to read in school	126	1.20	.420
You like reading English literature	126	1.18	.388
You think literature helps you in studying English	126	1.31	.497
As a student, you have positive attitude towards the teaching and learning of literature	126	3.86	1.805

Most of the respondents to the question items gave an average answers to the question items with a mean which fall within 1.18 to one 1.33. The item that sought to find the students' attitude towards the teaching and learning of literature produced a mean value of 3.86 which indicates that the students have a negative attitude towards the subject. The frequency analysis of the data further shows that majority of the students who participated in the study do not perceive the study of literature in English as an important aspect of English Language. Most of the students, comprising 69% responded that they read literary materials that were selected to them at school with 31% saying no. However, when they were asked whether they like reading literature or not, 55.7% answered no with 44% saying yes. It also came out from their responses

that 36.5% of the participants agreed that they had positive attitude towards literature with the majority of them, 63.5%, disagreeing to having such at attitude. This result shows an agreement with that of Tutas (2006), who conducted a research on teaching and responding to literature. He found that the way literature is taught affects the learners' stance towards the texts as well as texts they read later.

In expressing his view about their lack of enthusiasm towards the study of literature in English, a Form 2 student indicated that:

> *I think me personally, I don't really put in much effort or have that interest in studying literature. Though we learn it as part of core English, I tend to learn my grammar notes more than I do for the core literature.*

Another student also remarked that:

> *Literature is not something we see it as too interesting. It's about reading and understanding the books you read. However, most of the books we read are difficult to understand so we end up not reading. And you know something, if you have not read the book, our literature master would not allow you to stay in the classroom, and that means you cannot take part in the exercises too. The whole thing is just something. I personally wish I can even stop and do something else*

The responses from the students have similarity with the findings of Brown (2009) and Entwistle (1991), who came out that students' perceptions of a learning environment influence how much they learn and therefore has an impact on the efficacy of the instructional environment. From the view expressed by these students, their lack of positive attitude towards the study of literature in English could be traced to several factors. Moreover, to the extent that one of them wished he could stop studying literature alone is enough to determine his attitude towards it. He claims that

he learns the other aspects of the English syllabus more than literature. It means he does not take this aspect of the English Language syllabus serious because he is less enthused to learn it.

A Form 2 student reading general arts but not an elective literature explained that:

Sometimes I learn literature, but not with the kind of seriousness with which I learn my economics books. Literature is not my area, I just have to learn it because it is part of the core English subject. Though I read my literature books, I do read them when there is an assignment or an impending exams. I think how I see it may not be the same as other students, especially those reading it as an elective course.

Explaining why she has low attitude towards the teaching and learning of literature, one of the science students who participated in the study asserted that:

I am supposed to learn it because it is part of the English language paper that we will be writing in the WASSCE. But I don't think I really enjoy that aspect of the English subject. Sometimes you read books not because you are interested in reading or you find the book enjoyable, but because you have to read. It is true also that sometimes we struggle to understand some of these books, especially the poems. In all there are a lot of things that make us, especially me not to like literature. May be they can make it optional.

In making an open confession, a Business student had this to say:

As for the literature, I have been told that it is not easy subject since I was in the JHS and that was why I told my dad, I would not do General Art course. But here we are they are telling us to do those poems that are difficult to understand. Am just trying to do my best to do something so that I can pass my

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> *English language exams in the WASSCE. I don't really like reading those*
>
> *books that are not easy to understand.*

From the findings, it is noticed that the perception of learners significantly affects their learning attitude and subsequently, the learning outcome. The findings support those of Kara (2009) who notes that positive attitude projects an observable positive behaviour of the learners towards the subject they are learning, and this makes them more enthusiastic in learning the course. In another study Zainol-Abidin et al (2012) emphasised that attitudes of learners have the same level of relevance, when it comes to their success in the subject, as other factors such as intellectual capacity. As studies (e.g. Gömleksiz, 2010) have revealed that female students have more positive attitude towards the learning of English, we should have expected that the female students who participated in this study would have positive attitudes than the males. However, a female student in one of the General Arts classes in one of the schools the research was conducted pointed out that she not having positive attitude towards the study of literature was due to her lack of interest in the books she reads:

> *I don't find the books interesting, so I would rather learn something that I*
>
> *have interest in it. I don't think that is the only thing we have to do in this*
>
> *schools so when I don't get the meaning well, I will stop.*

The perspective of this student contradicts the findings Henry and Apelgren (2008) on their study of Swedish male and female students concerning their attitudes for the learning of English language. The findings of their study show that both the male and female students had positive disposition towards the learning of the language. However, the females were having more positive towards the learning of a new foreign language rather than English.

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Majority of both students and teachers who took part in the study agreed that literature as an aspect of English that helps students in the study of English Language. Seventy point three percent (70.3%) of the respondents answered yes when they were asked whether they think literature helps them in studying English, with 27% of them saying no. One student remarked:

> As for literature I know that it can help me to understand my English studies more; more importantly because I want to be a journalist. Literature can help me to speak good English. That is why I decided to do the literature because that was what my JHS English teacher told me.

4.1.2 Teachers' perception of students' attitude towards literature

The results from the statistical analysis on teachers' perceptions about students' attitude towards literature in the senior high school are presented in Table 4.1.2.

Table 4.1.2. Teachers' perception of students' attitude towards literature

Item	N	Mean	Std. Deviation
You think literature helps your students in learning English	43	1.12	.391
Your students have positive attitude toward the study of literature.	43	2.65	1.152
Students in your school have negative attitude toward the study of literature.	43	2.44	1.278
You notice difference between students reading literature and those who are not reading literature in terms of their attitude toward the study of literature	43	1.33	.474

The researcher went on to find out from the teachers, what they see as being their perceptions of their students' attitude towards literature. The researcher realized from the teacher respondents that the students' negative perception towards the study of literature has been confirmed by the teachers. In other words, the responses from the teachers had also shown that majority of their students had negative attitude towards the study of literature in English. Majority of the teachers, with a mean value of 2.6 agreed that their students have negative perception towards literature in English. Moreover, the large majority also believed that literature helps their students in learning of English language. This is indicated by a mean valued of 1.12. They also indicated they noticed some differences between students who are studying literature as Elective subject and those who are not. This is shown with a mean value of 1.33.

Furthermore, from the frequency analysis, the teachers' perspective as shown in the analysis of their responses, most of their students, generally had negative attitudes towards the study of literature in English. The analysis of the quantitative data obtained from the teachers shows that majority of the teachers, comprising 81.4% agreed that their students had negative perception towards the study of literature as an aspect of English with only 18.6% who did not agree. The views of the teachers, which were affirmed that of their students can probably be said be a contributing factor to low performance of most senior high students in literature aspect of English Language. The result is not far-fetched from Alhmali (2007) who sort to find out the effect of negative attitude towards the achievement of learners. It was established that students' negative attitudes towards certain subject areas may hinder further study or render such students unproductive. In an interview with one of the teachers, she however attempted to explain why some of her students have positive attitudes towards the study of literature:

> *some of the students are generally serious and they take their courses seriously; they don't regard a particular course as more important than others. They aim at making good grades in all subjects at the final examination [WASSCE] so they take literature also seriously.*

In the words of another teacher, he intimated that most of his literature students do not take reading seriously.

> *They have to be forced before they read the books. They mostly don't take their readings seriously; I have been telling them to read each chapter a week but some have not even started. Some even come to the class without their books, with the excuse that they have left it at home, as if they do not know that they have literature today*

On the unenthusiastic attitude of the students towards the learning of literature the head of department of languages in one of the study centers had this to say

> Students *who are not serious with other courses do not take the study of literature also seriously. It appears the negative or positive attitudes the students have towards the study of literature is a general attitude towards their academics works.*

His explanation is in agreement with Ramsay and Howe (1969) cited in Chekroun (2014). They observed the importance of positive attitude towards the success of studying a particular subject. In this regard, they argued that a student's attitude towards the study of a subject is more important than his cognitive ability to learn that subject. They explained that "a student's attitudes towards science may well be more important than his understanding of science, since his attitude determine how he will use his knowledge" (Chekroun, 2014, p. 10).

Concurring with this assertion one of the English teachers intimated that sometimes,

> *There is very little the teacher can do. You try to coerce the student to learn, read and analyse a poem, but the question is, is the student himself willing to do it? Sometime, I just give up. You try to force them and they will refuse attending the class.*

On whether literature can help their students to learn English language, ninety three percent of the teachers responded in positively in agreeing with the outcome of the students. Only seven percent (7%) were of the opinion that students could still learn English Language very well without literature.

One of the passionate teachers who had been teaching Literature for the past ten years had this to say,

> *I don't know how someone can be very proficient in the study of English without reading English literature materials. Literature books are well written for good language learning. Even though the language rules may not be followed, the forms make learning fun and interesting such as in the stories and the poems. Even poetry which may not be structured to follow the standard grammar rules, may also help students a lot in acquiring vocabularies.*

This observation agrees with the findings of Lazar (1993) who indicated that "literature is different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion and therefore makes language learning less rigid" (Lazar, 1993, p. 18).

4.1.3   Summary

This section has presented analysis of the perception of both students and teachers of Senior High Schools towards literature in English in the eastern region. The findings suggest that majority of Senior High students in the region has negative

perception towards literature as an aspect of English language. Although some of them think literature has some significant role to play in helping them to learn English as a subject, they do not show any positive attitude towards it. Their views were contrary to that of Widdowson (1984), Brumfit (1985), Collie & Slater, 1987), whose research works had identified benefits of the use of literature in second language classrooms. According to Karakaya and Kahraman (2013), these researchers tried to place emphasis on literature as being a crucial part of the language teaching and learning process for developing.

The teachers, on the other hand believe that literature is an important aspect of the language syllabus which helps students to learn English effectively. This is in agreement with (Collie & Slater, 1990) who said, "Since language is used to describe and talk about belief system, occupation, settlement, among others of the target language speakers, Literature stands in a better position in providing actual examples of language in use" (p. 6). Teachers in this research however did not see their students showing any seriousness towards the study of literature in English.

4.2 Factors that affect the attitude of students towards the study of Literature in English

This section discusses the effects of student's attitude towards literature in English. It is further broken down into home background, texts selection for learners and the teaching approach adopt by teachers. The views of both students and the teachers on all these themes were analysed.

4.2.1 Home background of students

The findings of the research indicated that the home backgrounds of students have a great effect on them and their performances. This is shown in Table 4.2.1.

Table 4.2.1. Students' home background

Item	N	Mean	Std. Deviation
Your father's educational level is high.	126	2.82	.880
Your mother's Educational Level is high.	126	2.46	.723
You have older siblings who have higher educational level.	126	1.29	.454
Your parents buy you reading materials to read at home.	126	1.46	.500
Your parents read literary materials at home	126	1.45	.500
Your JHS library was resourced with reading materials.	126	1.40	.491
You patronized the library of your JHS during your leisure time	126	1.15	.359
Your parents require of you to read literary materials?	126	1.47	.616

The backgrounds of the students were investigated because it may have some effects on their attitude towards the study of literature in English. Various researches had produced different kinds of results concerning learners' home backgrounds and their performances. Siti (2008) notes that the location of schools might have an impact on students' attitudes towards literature. Students in urban areas tend to have a higher proficiency level of English compared to students studying in rural area. Ellis (1994) found out that gender, ethnicity and class specializations such as science, arts or commerce affects students' attitude towards learning of English language. The researcher sought from the students the educational backgrounds of their parents. The analysis of the responses has shown that most of their fathers and the mothers had secondary level of education. This shown with a mean value of 2.82 and 2.6 for

fathers and mothers respectively. All the other question items produced an average mean of between 1.15 and 1.47. This indicates that the home back ground of the respondents cannot be said to very strong nor weak as far as formal education is concerned and that is why they majority of them were not showing much interest in reading o literature. This falls in line with the findings of Siti (2008) that learners whose parents are educated and they make reading a habit in their homes also grow up developing interest in reading of literature materials.

In percentage terms, 46% of the respondents have fathers who had secondary level education while 20.2% had tertiary education. The responses also show that f49% of their mothers had secondary level education while seven percent had tertiary level education. The responses have shown further that out of the 126 students who participated in the study, 23% of the respondents indicated that their fathers had basic level of education whiles 43% responded that their mothers have basic level of education. The student participants were further asked if their parents read literary materials, including newspapers at home. As shown in their responses, 50.8 indicated that their parents read at home while 45.2% said that their parents do not read anything at home. The lack of reading culture in their homes may probably be one of the reasons why such students do not have positive attitude towards reading of literature materials. This agrees with Davis et al (1992) cited in Siti (2008), that students whose parents read more, who spent more time being read to and who had more variety of books available at home had better attitudes towards literary study.

Responding to the question of whether their parents read at home a student intimated that

Both of my parents read at home; my mother especially, reads the Bible every

evening before she goes to bed. My father also leads Bible studies at church so

he reads the Bible and some Christian books". A female student explains that "*my father also brings newspaper from work so when there is no interesting movie on the television, he reads the newspaper*". None of the students who were interviewed indicated that their parents read novels, drama nor poems. One of the respondents pointed out that: *"my parents have been reading at home but all the materials that they read are either religious books or some documents they bring from work*

The student participants were asked about the frequency with which they read literary materials. Thus, in responding to the question when was the last time you read a literary book (novel, play or drama), 42.9% of the 126 students who participated in the study opined that it has been over three months since they read any literary material of their own.

> *One of our teachers told us that society nowadays has become like the situation in George Orwell's animal farm so I told my father to buy me that book last month and he did. I am yet to finish reading though*

Another student also pointed out. A girl in one of the General Arts classes explained that she sometimes goes to the library to read something, but this hardly occurs because

> *My free periods are mostly used for my assignments and other activities. Some teachers even make us copy notes during our free period and that prevents us from making use of the library.*

On the same question, thirty one point seven percent of the students indicated that they had read a book within the week.

A student explained that

> *My mother bought a book that was recommended to the youth in our church by one of the pastors for me last week and that is what I have been reading."*
> *Last term, I could not finish reading Faceless on my own so this term I am trying hard to read it myself so that I can understand the book*

A literature student explained as she was accounting for her reading a book within the week.

Twenty five point four percent (25.4%) intimated that they could not remember the actual month they read any literary book. On why they seem not to have read any literary material within the month, one of the Form 2 students (a non-literature student) explained that

> *Sir, sometimes, I find it very difficult to understand these books when I read them alone, hardly do I finish half a page without consulting my dictionary, I have therefore decided to use the time to read my notes and rather depend on the discussions of the literature books that take place in the classroom, since the teachers usually explain some of the words and even the whole story to us*

The various responding correlate with Pandian, (2000), who found out that students with better attitudes towards reading are those who have a wider variety of reading materials at home. They also have positive influences such as parents and siblings who read, as well as a bigger reading area at home.

The students were further asked about the kind of literary materials they prefer to read. In responding to this question, 65.9% of the total of 126 students who participated in the study selected African literature (thus, books that are written on issues pertaining to African context) while thirty point two percent indicated that they prefer to read something on African.

A female student maintained that,

> *I have read a lot of African books, those written by African writers mostly. I hear people talk about these books, especially teachers, and I try to convince my mother to purchase it for me. Even though, my school is not using the Marriage of Anansewaa, I have read it. I have also read the Arrow of the Gods, our husband has gone mad again and Things Fall apart.*

Another female student explained why she has been non-African stories books that,

> *My father's friend brought some story books from America and those are the only books I read apart from the ones that the school has given to us to study for core literature; I have not bought any book for myself and my parents too have not bought any book for me to read."*

The outcome indicates that majority of the students participants are more interested in reading literary materials that are written based on African context which is important in motivating and sustain their interest. This agrees with Hidi (2001) who said that:

> Interest did not simply enhance the amount of recalled text information, but had a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning.
>
> (p. 196)

On the kind of literary genre that the students prefer to read, it came out from the quantitative analysis as that 48.4% indicated that they prefer reading novels, while 24.6% have preference for drama books. Only 7.9% of the students out of the indicated preference for poems.

4.2.2   Teachers' professional background

The researcher found it necessary to find out the professional qualification of the teachers who are teaching literature in the senior high school. The discussions that follow talk about the findings on the professional background of the teachers. The responses are show in Table 4.2.2.

Table 4.2.2. Teachers' professional background
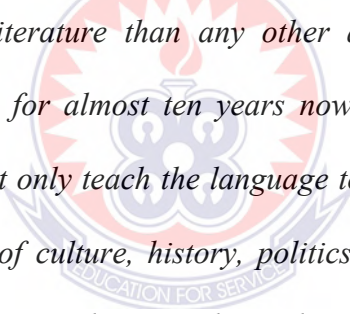
Item	N	Mean	Std. Deviation
You been teaching literature for how long?	43	1.70	.638
Your level of education is…	43	2.07	.669
You study literature at the tertiary level	43	1.14	.351
You choose to teach literature in your current school	43	1.23	.427
You will prefer to teach a different subject/aspect rather than literature	43	1.77	.427

It was revealed from the data on the teachers that most of the teacher respondents were graduates who had professional teacher training background. With a mean of 1.70, majority of the teachers responded that they have been teaching literature between five to ten years. A mean of 2.07 also strongly revealed that most of the teachers are graduate professionals. The rest of the question items also produced an average mean of between 1. 14 and 1.77. In percentage frequency wise, 55.8% of the teachers are first degree holders. Twenty five point six percent (25.6%) have second or master's degree with only 18.6% being diploma holders. The responses of the

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teachers and the interviews indicate that there is no significant difference between teachers' level of training and their performance. This finding is in corroboration with Beverly (1988) and Stephen (1986).

When asked whether they read literature at the tertiary level or not, eighty six percent answered yes with fourteen percent saying they did not do literature at the tertiary level. Another interesting revelation from the teachers data was that majority of them, comprising seventy six point seven percent chose to teach literature in English at their present schools as against twenty three point three percent who said they did not chose to teach the subject in their current schools.

A graduate teacher who has been teaching literature in English in one of the selected schools said,

I *enjoy teaching literature than any other aspect of English. I have been teaching Literature for almost ten years now and I love it. When you teach literature, you don't only teach the language to the students but you also bring them to the world of culture, history, politics, governance and many more. I don't think I will stop teaching. So the students get to learn a lot apart from the grammar rules in English.*

A female teacher from one of the schools however had a different opinion.

I did literature right from the secondary school to the tertiary level and I love it. But with the behaviour of these present day students, I don't want to teach it again. They don't make the lessons interesting. You will go to class, ask them questions about the book and they will be sitting down looking at your face. They don't read the materials so that they can contribute in class. The whole thing become one way; only the teacher talking

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It can therefore be said that the teachers who took part in the research had had the needed qualifications and therefore their competence to teach the subject was not questionable. This supports Beverly (1989) that the competent teachers teach the subject also depend on their professional training. However, a few of them had decided not to teach it again due to various reasons.

4.2.3   Students view on text selection

The views of the students were sought concerning the literature texts or books that are selected for the students to read. The following discussion outlined the vivid description about what students think about the texts.

Table 4.2.3 student view on text selection

Item	N	Mean	Std. Deviation
The names of the characters in the literary materials you read affect your attitude for learning literature	126	2.77	1.781
Literary materials written by African writer such as Ola Rotumi, Amma Darko, Chinua Achebe etc are interesting to read	126	2.02	1.620
You find the literary materials used in the classroom difficult	126	2.45	.700
The common background or culture in African literature facilitates the understanding of the text	126	1.67	.655
You like literary texts that have familiar settings because they are easy to understand.	126	1.61	.769
The words in most of the literary materials make it difficult to understand and therefore affect your attitude for literature.	126	2.15	1.259

Ideally, literature teaching aims at evoking in the students a strong desire to discover the significance and the values literature provides. To this end, the students' response to literature relies heavily upon what teachers usually require them to read. Therefore, the appropriateness and the suitability of the materials to be implemented seems a pivotal factor in engaging students with literature. From the table, it can be seen that an average number of the students with a mean that fall between 2.02 and 2.77 have problems with the texts that are selected for them. They agreed that the foreign settings of some of the literature books demotivates them to read. Majority of them with an average mean of 1.61 however indicated a strong preference of literature materials that are written with African setting because they are easy to understand. McKay (1982, p. 531) strongly adheres to this point contending that

> *The key to success in using literature in the ESL class seems to me to rest in the literary works that are selected". Undoubtedly, in an EFL context, text selection is of paramount importance and should have its fair share in planning a literature curriculum.*

This is also the view of McRae (1997, p. 4) who reckons that "careful text selection is fundamental to the successful use of any kind of representational materials". This implies that literature teachers ought to be diligent in choosing the right materials so as to enable the students to confidently approach literature.

The frequency representation of the result explained further in the following ways; the participants of this research were made to express their opinion on the difficulty level of the literary materials they read in the classroom as their literature books of the core literature. The findings shows that 31% of the students indicated that the materials they read are understandable while 57.1% were of the view that the literary materials they read are too difficult for them to understand which sometimes

put off their interest in learning the test. This findings is line with what both Mckey (1982 and Lazar (1993) came out with that literary texts that are understandable by students boost their interest in learning the subject.

Eleven point nine percent (11.9%) of the respondents however believes that the literature books they read in the classroom as their core literature books are too easy; hence they do not find it difficult to understand them. This category of students maybe those who are highly competent in the language or are naturally interested in literature. This finding also supports the view of Ghouti (2013) who observed that "some students may have developed a certain amount of literary competence, which helps them understand the meaning of the text at both levels: linguistic and literary". Concerning the difficulty of the literary materials they read in the school, the student participants were further asked about what makes the books they read difficult. In their responses, 54% were of the view that the language of the texts makes them very difficult to understand. Thirty nine point seven percent (39.7%) were also of the view that themes or ideas that are expressed or conveyed in the literature books contribute to the difficulty level of the books, especially when these ideas and themes are not familiar to the students.

Lamenting on the difficulty of the text they read, one of the form two students explained that:

Our teacher even struggles to read the drama books, especially the one by Shakespeare. The title of the book is Othello. I don't really know why we are given that book to read. Can you imagine, if the teacher struggles to pronounce the words in that book, how much more we the students? I have never read that book on my own before. I just try to pay attention to the explanation the teacher gives to us in class. Sometimes too I read the

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commentary in the A1 Challenge. The language of the book, though English we don't hear people speak like that. The only thing beneficial to me of reading Othello is that some of the themes are familiar.

Another student also shared his view on the literary materials they read in the school.

Anytime we read a book that has simple words and themes that found in our societies, we tend to like the book and become eager to read it, even on our own. Our elective literature master has been complaining about our failure to read some of the books they assign to us, but it is not our fault; when the book is not understandable or we find it extremely difficult reading, we would not be enthused to read it.

The views of the students, with regard to the literature books they read in their schools, made the researcher to find out whether that has affected their attitudes towards the study of literature as a course or an aspect of the English language as a subject. Fifty four point eight percent (54.8%) of the respondents indicated that the kind of literary text they are made to read in the school affects their attitudes towards the study of literature. On the other hand, 44.4% of the students think that other factors, excluding the kind of texts they read affect their attitudes towards the study of literature.

Moreover, 95.9% agree that literary works that reflect African societies are interesting to read as against 3.1% who did not agree and therefore like reading such books. This implies that as the stories reflect the societies of Africa, they have cultural backgrounds that are familiar to the students and that influence their interest. A male Form 2 students said:

I like the stories about Africa because they are easy to understand more than the other ones. Sometimes it is like watching a Ghanaian or Nigerian film.

When asked whether the authors of the literary materials influence their reading habits, especially when they go the library, it came out from the analysis of the responses that 91% agree that literary works by African writers are interesting to read and therefore look for their books in the library to read when they visit there. However, a small number of 9% disagree that the books that have been authored by Africans are interesting to read. Such students did not believe that the background of the author has anything to do with the content and interest it will attract. It was also interesting to know that the characters in the books also influence the students' interest as to read or not to read a particular book. The findings show that majority of the respondents, 65.8% as against 34.2% agree that they prefer to read literature books that have names of characters that are familiar to them.

On why the names of the characters influence his attitude towards the study of literature, a female student pointed that.

Sometimes I struggle to remember the names of some of the characters because their names are just not familiar. These names are mostly Nigerian names. So even though I like the story and I am eager to read to the end, the names of the characters discourage me sometimes. When I am reading on my own, then I don't have problems, but in the case of the books we are reading as part of the course, you have to remember the names and keep them in your head so that when you are analysing the work you can be specific.

Another student also pointed out that in analyzing literary work, the names of the characters are very important as some of them are symbolic and reflect the roles of the character in the story; hence one cannot read the books without memorizing the names of the characters:

> *We do character analysis as part of the analysis we have been doing in the*
> *exams; they even ask us sometimes to explain the meaning of names of*
> *characters and how they contribute to the roles of the characters and the*
> *overall theme of the literary work. So in some of the books we are using as*
> *literature students, I wrote the names of the characters and memorized them.*

The findings in the analysis therefor show that most of the students do not like literary materials that have foreign backgrounds and themes that do not reflect the contexts of the students. This confirms the assertion of Savvido (2004) that because literature involves decontextualisation, literary materials that have themes that are alien to the learners make them disinterested in studying them because they struggle to understand them, and the lack of understanding of the books does not encourage the students to read. Thus, as indicated by some of the students interviewed, they tend to enjoy reading books that have characters and themes that they are familiar with, and therefore have positive attitudes towards learning of those books.

Another reason some students have negative attitudes towards the study of literature is cultural elements that are projected in the literary books. From the analysis, we observe that students are more enthused to reading books that have cultural backgrounds that are similar or relate to the culture of the students. Thus if the literature books are foreign, the students do not find them enjoyable, and therefore tend to develop negative attitude towards studying them. This is in consonance with the findings of Yusff (2004) who explains that familiarity with the subject matter of the text, certain language use or culture may help activate the reader's existing prior knowledge, which in turn may work to aid reading and comprehension, and thereby make the reading process enjoyable. It also manifested in the analysis that students do not like reading poems as they do for novels and dramas, because of the language

used in writing poems. Thus, as Khatib et al (2011) explain, the unconventional syntactic and lexical nature of literature worsen the negative attitude of students towards the learning process and therefore do not contribute significantly in making the students favourably disposed to the study of literature.

4.2.4   Teachers' view on text selection

To find out whether teachers agreed with the students on the choice of literature text for the students, the views of the teachers were also sought. In the table and the discussion that follows, the views of the teachers concerning the literature texts was discussed by the researcher.

Table 4.2.4. Teachers' view on text selection

Item	N	Mean	Std. Dev.
You find the literary texts used in the classroom difficult	43	2.07	.632
What accounts for the answer in the response to the previous question	43	1.53	.909
The names of the characters in the literary materials you teach your students motivates them to learn literature	43	2.28	1.221
The language of the literary materials match the actual level of your students	43	2.47	1.162
The themes in the literary materials are interesting to your students	43	2.35	1.131

The teachers who were involve in the studies were also asked to expressed their views on the kind of texts that have been selected for their students and whether the nature of the texts affects students attitude towards the study of literature. Majority of the teachers with a mean of 2.07 agree with the students that the text selected for

them are too difficult. With a mean of 1.5, they strongly agree that the languages in the texts are above the level of the students. On the other items that talk about names of characters and themes in the books, the teachers also agree with a mean of between 2.28 and 2.35 respectively. This disagrees with the findings of Lima (2010) who stated that students might feel demotivated if they are not linguistically ready for the material selected (Lima, 2010). A few of the teachers however, had a different view of the whole situation which is indicated in their interviews that follows later in this section.

The frequency analysis further explained the findings. Concerning the language of the materials and their suitability to the student's level, 69.8% agreed that the language matches the level of the students with thirty point two percent however believe that the language is too difficult to the level of the students. The views of the majority of teachers from the findings can be concluded that the materials that are selected for the students are appropriate for their level which should not pose any problem to the students understanding. This finding is in agreement with Carter and Long (1991, in Khatib et al, 2011) who came out with the findings that the material appropriateness to the level of the learners enhances their understanding of the subject. In the words of one the teachers;

> *I don't think the current books and the poems for the students are too difficult to understand. Their problem is that they don't read widely and so the lack the requisite vocabulary to help in understanding of the books. I think if they read a lot and use dictionary alongside, they will understand everything.*

One of those who did not agree explain why he did not agree in this way,

> *the kind of materials we have these days, are complex and not interesting to students. The use of the foreign materials with archaic language actually some*

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of the students off. After those languages are not used for anything again in today's world.

Again the participant teachers were asked whether they find the themes in the materials interesting for students or not. Sixty five point four percent (65.4%) agreed to that. Those who did not agree were 35.6. One of those who agreed explained his reason:

It *is natural to all of us. If you are eating a food that doesn't taste good, will you continue to eat it? I think that one way by which we can get the students to involve in studying the books, those who select must learn to select books and poems that are very interesting.*

His view has some agreement with what Floris (2004) came out with in his study of EFL students assessing literary material selection. According to him, another way to help students with the cultural load of literature is through the selection of texts which in one way or another, depicts their daily life, satisfy their expectations and make them benefit from their experiences. Within the same line of thought, Floris (2004) explained that,

It would be meaningful to include literary texts produced by ESL or EFL authors. It is an excellent means of motivating students to read literature whose setting and culture are familiar to them. Moreover, the themes of these texts are mostly relevant to their live (p. 6)

A female teacher who did not however agree with the others had this to say,

As for our students that is how they are whether interesting or not, the same behaviour. I see it as pure laziness on the side of the students. They have all the time to watch all movies, go on social, and learn all the songs of these

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musicians which has no meaning. Why should they say that the books are not interesting? They have to change their mind set.

4.3.5 *Students' view on teachers' approach of teaching*

The results regarding the views of students on their teachers' approach are presented in Table 4.3.5.

Table 4.2.5. Students' view on teachers approach

Item	N	Mean	Std. Deviation
Your teachers involve you in the selection of books to be read	126	1.27	.480
The literature lessons look more interesting	126	2.00	.912
Your teacher provides the background information about the text	126	1.20	.400
You find the background information useful in understanding the text?	126	1.26	.509
You like working in groups?	126	1.20	.400
You are asked to expressed your own opinion and personal interpretation of the of the text	126	3.53	.602
Your teacher's reaction to your opinions and interpretations is good	126	2.71	.691
You like the way literature is taught?	126	1.31	.497

The researcher enquired whether the approach the teachers adopt in teaching literature plays any significant role in their attitudes towards the study of literature. According to Showalter (2003), teachers have to consider the approach that might efficiently promote the students' understanding of and engagement with literature.

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From the table, the first item indicates that majority of the students with a mean of 1.27 agreed that their teachers often involve them in the lessons. This finding indicates that their teachers involve them in the selection of literature text books for their lessons. This contradicts the reality on ground in the Ghanaian schools. This is because texts are selected for the students from the Ghana Education Service, and this is not left to the teacher to decide. This outcome also differs from the responses the researcher got from the interviews of with the students. For example, majority of the students said that they are not involved in the selection of texts. A boy from one of the schools put it this way:

> *I don't even know how they got these books for us to read. I wish they would ask us to select our own books. Like it will be good because I will select those that are easy to understand. As for the poems, some are too difficult to read because you read and you don't understand anything.*

A girl also said*:*

> *They ask us which book we like. They just ask us to go and buy this or that. Sometimes he will come and sell the books for us in the class. Whether we like it nor not we have to read these books. In fact the government and WAEC have to do something about.*

The differences in the outcome of the interview and the questionnaire shows that the students might not had understood the questionnaire very. This is also to prove that it is not advisable to use only questionnaire in conducting a study of this nature.

The students however agreed that their teachers provide the background information of the books which helps them in the understanding of the lessons. This is shown with mean figures of 1.20 and 1.26 respectively. They also showed that they like working in groups with a mean of 1.20. Most of the students however strongly

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disagree with a mean of 3.5 that their teachers allow them to express their own views and interpretation of the texts. Also, majority of the students with a mean of 2.71 said they do not like the way their teachers react to their answer. The last question item of 1.31 shows a disagreement by majority of the students about the way literature is taught in their school.

The findings are further supported by the frequency analysis. The analysis of the respondents indicates that 88% of the respondents agree that the manner in which their teachers teach literature to them has influenced their attitudes toward the study of literature. Eight point seven percent (8.7%) disagree that the manner in which their teachers have been teaching literature to them has influenced their attitude towards the study of literature. The large number of respondents' view that the teachers approach does not help their understanding means that teachers of the subject need to take a second look at their approaches.

A respondent gave a further explanation that,

> *I like it when we are made to watch the video of the plays or the prose we are studying. When it happens like that, I easily understand the book because I follow the discussion. But our teacher sometimes says it is not the video that we are going to write so why do we have to worry ourselves about watching the video.*

This revelation contradicts what Woodering (1990) proposes concerning the approach of teachers; "literature teachers in some circumstances must adopt pragmatic approach, using whatever seems to work and not getting in the way of the book or the students" (28).

Students were asked if their teachers have been providing background information about the stories and the poems they have been learning. Majority of

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them, 80.2% said yes whiles 19.8% said no to that. In finding out whether the background information has been helping them to understand the text, 77% of the respondents answered yes while only 23% answered no. A female participant from one of the schools said,

> *When our teacher comes to the class he will always tell us some stories before the lesson starts. Most of the time, when we begin to read the poem, you can see that the story is about the poem. When it happens like that, it helps me to understand the poem well.*

This outcome is in agreement with the findings of Parkinson and Thomas (2000) who realized that the environment and culture information are important for the interest and understanding of students. However a few participants did not see anything good about the background information given by teachers. A boy in Business class form two argued that,

> *I will prefer to know what is in the story myself when I read. In fact I like the suspends that are created in some of the stories but when the teacher tries to give the background information, he takes the suspense away and it doesn't push me to read the story again but when it comes to the exams and you write the same story to him, he said no."*

The participants were further asked about their participation in literature classrooms. In their responses, it occurred that 52.4% indicated that they are sometimes asked to express their opinion and personal interpretation of the books they read in class. On the other hand, 42.1% of the respondents revealed that they are rarely asked to express their opinion on the books they read in class. Five point six percent (5.6%) however intimated that they are never asked to express their opinion or personal interpretation

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of the books they read during classroom discussions. This is what a Form 2 student said in addition,

> *I don't normally talk in class because he only calls some students to answer the questions as if some of us are not part of the class. And also if you make a mistake he will be insulting you.*

Another female student from one of the schools selected indicated in that interview that,

> *Poetry has become difficult for me because my madam, when you ask her that you don't understand the poem, she say that go and read. Meanwhile this old English language that is used in the writing of the poems are not easy to understand. At least she has to help us to know the meaning of some of the words in the poem and guide us to use them in a role play or drama, especially this long poem, "The proud King.*

4.2.6   Teachers' view on the teaching method

To find out whether the teachers agree with what the students think about their teaching approach, the views of the teachers were also sought. Table 4.2.6 shows the responses that were obtained.

Table 4.2.6 Teachers' view on the way literature is taught in their schools

Item	N	Mean	Std. Deviation
How literature is taught in your school affects student's attitude towards the study of literature	43	2.58	1.159
You engage your students in group work	43	1.02	.152
Your students enjoy working in groups?	43	1.00	.000
How would you describe the method you use in teaching literature	43	1.42	.626
You like the way literature is taught in your school?	43	1.42	.499
How often do you ask your students to express their opinion or give their interpretation of the way they read in class?	43	1.60	.728

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The teachers who took part in the research were also asked to express their views about the kind of teaching methods or approach they and other teachers use in delivering their lessons to their students. The first item shows that the teachers agree with a mean of 2.58 with the way literature is taught in their schools. Majority of the students with a mean of 1.00 and 1.02 indicates strongly that they engage their students in the lessons and their students enjoy their lessons respectively. The frequency analysis shows further interpretation of the findings. Ninety seven point seven percent (97.7%), almost all the respondents, said they engage their students in group work while only 2.3% said they did not. This contradicts sharply with the responses the researcher got from the students. The findings do not give a clear picture of what is on the grounds as what the teachers are saying is different from what the students are also saying. The teachers supported their claims by majority of them, comprising 65.1% saying that they adopt learner-centered approach in their lesson delivery. However, 34.9% said their lessons are teacher-centered.

Explaining the reason why he has been doing learner centered lesson, a female teacher said;

> *If I go to the class and they don't want to talk, I just have to give what I have*
>
> *to them and go. This kind of students that is how you can teach them.*

This view contradicts what Miller (1999) came out with in his research on Iranian students' attitude towards Literature in EFL setting. Miller observes that student-centred teaching should be encouraged since it enables learners to play central role in the learning process". When asked about how often they involve their students to express their views, 53.5% responded that they always involve their students. Thirty two point six percent (32.6%) of the respondents said they do it sometimes. A few of

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them comprising 14% admitted that they rarely involve their students to seek their views.

Though I don't always do it, I think it is good to let them express their views. When you do that it will interest you the kind of information you will get from the. Literature is a subjective subject and so it is good you involve them to express themselves. This will also help them to be able to write something on their own when they go to exams

4.2.7 Summary

This section has discussed the various factors that contribute to the students' formation of attitude towards the study of literature in English. The areas that were looked at were home background of students, teachers professional background, materials that are selected for students and the teaching approach adopt by the teachers. The Findings show that majority of the students have poor reading culture from their home background which is a contributing factor towards their attitude to the study of literature. The background of the teachers shows that almost all of them are University graduates who have taught the subject for averagely five years experiences. From this section, it came to light that although most of the teachers do not have any problem with the materials selected for the students, majority of the students prefer literature materials that are African based with the themes that they can be easily related to. It also came to light that most students prefer reading drama and prose as against poem due to seemingly difficulty of the texts.

Thus, as Khatib et al (2011) explain, the unconventional syntactic and lexical nature of literature worsen the negative attitude of students towards the learning process and therefore do not contribute significantly in making the students favourably disposed to the study of literature. The teaching approach adopted by the

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teachers was also seen as a factor in most of the schools despite the fact that majority of them said they do learner-centred approach. It was revealed that most of the teachers do not engage the students so much in the teaching process. This contradicts the conclusion of Calvo (2007) that the traditional perceptions of the teacher as expert, instigator, administrator, and the student as a passive recipient, are being remodelled, and sometimes violently shaken, to make way to other behaviours" (p. 190).

4.3   Effects of students attitude towards the study of literature

The last research question was on the effects of students' attitude on literature studies. The statistical results emanating from the responses of are presented in Table 4.3.1.
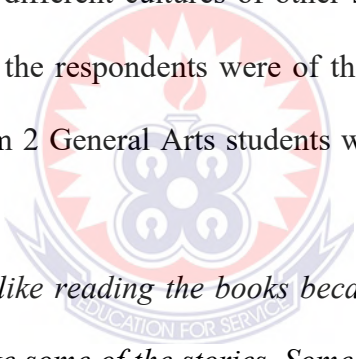
Table 4.3.1. Effects of students' attitude towards literature

Item	N	Mean	Std. Deviation
You think literature helps you in learning of English language?	126	1.27	.446
What do you think about the learning of literature?	126	1.44	.502
You like to study literature as a course at the university level	126	1.63	.573

The researcher sought to find out what the effect of certain attitude postures or perception in the students can result at as far as their study of literature in English is concerned. This proposition what was responded which has been discussed as follows. The question items produced average outcomes but with some slightly agreements. The first item has a mean of 1.27 indicating that they think literature helps them in learning English Language. The second item produced a mean of 1.44

in agreeing with the fact that literature learning is fun. They however, declined to learn literature at the university level with a mean of 1.63. The details of this findings can be found in the frequency analysis that follow; it was observed from the qualitative data that 59.5% of the student respondents think that literature can help them improve upon their language, even though the majority were of the opening that they could still learn English language without literature.

This contradicts the findings of Henry and Apelgren (2008), who found out from a study conducted on Swedish high school students that majority of the respondents perceived literature as an important aspect in learning English language. Thirty six point five percent (36.5%) respondents also said that learning literature creates the awareness of different cultures of other societies and this correlates with Siti (2008). Also, 4% of the respondents were of the opinion that learning literature was fun. One of the Form 2 General Arts students who took part in the research had this to say,

> *Although I don't like reading the books because of their sizes and the words used in them, I like some of the stories. Some of the dramas like Ananse in the Land of Idiots shows how smart some people can be and at the same time how stupid others can also be. Our teacher told us that the story actually describes what happens in our societies as Africans.*

However, when the researcher enquired from the students whether they would like to study literature again at the tertiary level if they get the opportunity, majority of the respondents comprising sixty one point nine percent answered no. they indicated emphatically that they would not like to read literature as a course or an aspect of a course at the university or tertiary level of education. This contradicts the findings of (Collie & Slater, 1990); who believed that literature learning must continue at higher

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level because of its benefits in language learning. They further note that "as the learner summarizes a chapter or depicts a character, his or her oral skills improve sturdily. Furthermore it helps in the deepening of intermediate or advanced language learners' understanding of the language" (p. 64).

Making his case clear as to why she wouldn't like to read literature as a course or as an aspect of a course at the tertiary level, a Form 3 General Arts student explained that:

Even here, at this level, look at the books we are made to read; you can barely understand. I think taking up literature at the university is going to be more difficult. You will spend all your time reading books that you do not understand. I think I will prefer reading a course that has nothing to do with literature

A male student also explained why he wouldn't like to any course with literature at the university. In his explanation, he maintained that:

I see the university as the place where people go and master subjects so that they can become experts. I am not sure this literature can make me become a master of something. I really struggle to understand some of the literary materials we read here, and with the university where I have to do most of the things on my own. I am not sure I can cope with literature.

Thirty eighty point one percent (38.1%) of the responded in however said that they would like to read literature as a course or an aspect of a course at the university.

I like literature, and I wouldn't mind doing it at the university level. In fact, everyone who studies literature learns a lot and become exposed to other people and cultures through the book we read.

Another student was of the view that he would like to do literature because it was part of English and if there is English as a course at the university, then he wouldn't have any trouble reading literature.

> *If I go to the University and I have to do literature as part of my English language course, that one, I will have to do it like that, I think if I try I can do it.*

The findings are clear on what the research question three sort to look out for. Majority of the student participants have formed an attitude towards the study of the subject (Literature-in-English). Over sixty percent (60%) of the participants have formed a negative attitude towards the study of literature. This can be as a result of their background, methods or approach used by teachers and the materials or text that have selected for them. This finding is in line with what Collie and Slater (1987), Goatly (2000) and Fehaima (2017), came out with their various researches with regard to students in learning English as Second Language.

4.3.2   Summary

This section has discussed the effects of attitude of students on literature as an aspect of English and English language as a whole. The findings indicate that although some students have positive attitude towards literature, majority of them have negative attitude towards it and so would not choose it as a course or part of a course at the tertiary level. This conclusion was made by the students as a result of their background, methods or approach used by teachers and the materials or text that have been selected for them. This finding is in line with what Collie and Slater (1987), Goatly (2000), and Fehaima (2017), came out with their various researches with regard to students in learning English as Second Language. There seems also to

be the perception in most of the students who participated in this research that they can learn English language without the literature aspect.

4.4   Conclusion

This chapter has presented the findings of the study on the perception of Senior High Students about literature in English which has resulted in attitude towards the subject, the factors that informed their attitude and the effects of that attitude on the learning of Literature-in-English in some selected schools in the Eastern Region. Additionally, it has presented the background of homes of students and how it might has contributed to the way they see subject. Both students' and teachers' reaction towards the materials selected for students and the approaches used by teachers have also been discussed here. In the chapter, the findings revealed that students from homes where parents buy books and engage their children in reading activities tend to have positive attitude towards the study of literature in English. This outcome is supported the model selected by the researcher, Spolsky's model for second language teaching and learning. The social context here; thus, the home background has affected learners positively or negatively in developing their attitude towards literature. The findings also shows that students have interest in literature materials that are African based or are written by Africans as against foreign literature books. The difficulties in the language and the foreign culture background of the foreign books have been identified as a major factor to that. The analysis also suggests that senior high students have high attitude towards prose and drama than they do poetry. The language of the text as well as the structure of the poems was identified as a contributing factor.

Also, the findings revealed that teachers approach to teaching of Literature in English has a lot to do with the attitude that students formed for the subject. It came out that teachers who engage students in the teaching and learning (student-centered) process tend to have students who have positive attitude towards the subject. Those who adopt teacher-centered method or lecture method tend to have students who have negative attitude toward literature. Finally, the findings from the research point to the fact that even though some students would like to study the subject at higher level (tertiary institution), most of them are of the view that they will not pursue the subject at the higher level since they find they find it difficult to understand. Their attitude towards literature is that it is difficult and they would not find it easy at the university. The findings have no connections with the grades or the final results the students obtain at the end of the programme.

CHAPTER FIVE

CONCLUSION

5.0   Introduction

This chapter summarizes the findings of the analysis and the interpretation of the result. The research questions on the perceptions of students toward literature, the factors that led to the development of student's attitude and the effects of such attitude on the learning of the subject in the eastern region have been answered. A qualitative and quantitative interpretive design was chosen for the analysis of data of 126 and 43 students and teachers in the eastern region of Ghana respectively. Using questionnaire and interview, it has been shown that most Senior High students in the Eastern Region do not have positive attitude towards the study of literature in English. It is identified from the result that although teachers of literature in English are aware of the importance role literature plays in the language learning process, their students on the other hand do believe that they can still learn the language without the literature aspect. It came out from the findings that some factors might had contributed to the current attitude the students have form about the learning of literature in English. The home background of students, teachers professional background, materials or text selected for the students and the approach or methods adopt by the teachers have been identified as some of the factors. It also came out that to change the current attitude of the students, the kind of texts that are selected for the students must be a type that the students are interested in or can be easily related with. Also, teachers need to review their methods or approaches of teaching literature in English in the senior high schools. The summary of the findings of each of the objectives is presented in the next sections. The subsequent sections will take a look at the pedagogical implications of the findings. And the last will focus on the suggestions for future research.

5.1 **Summary of findings**

The findings of the study are presented in accordance with the specific objectives of the study which are what is the perception of senior high school towards the study of literature in English, What factors contribute to the development of Senior High students' attitudes towards the study of literature in English and how have the students' attitudes towards the learning of literature in English affected their learning outcome in literature and English language as a whole.

5.1.1 *Perception of Senior Students towards literature in English*

The first objective concerns the perception of students towards literature in English in the eastern region. The findings revealed that most of the students in Senior High Schools in the Eastern Region have negative attitude towards literature in English. The views of the students were also confirmed by the response of the teachers. Over 80% of the students came out that they do not have positive attitude towards literature in English. To make their points stronger, they also said though they know that literature is important in language learning, they believe that they can learn English without literature aspect. It was revealed that most of the students do not read literature materials at home or outside classroom. The few who read does so to the selected books and poems only for examination purposes. A few students however showed some positive attitude towards reading of literature materials. According to those students, the study of literature helps them to improve upon their language as they learn new vocabularies and figurative language, including proverbs from some of the literature books they read. This confirms the assertion of Shaaban (2015) that there is a significant impact of literature on the writing and speaking performance of learners of English as a second language.

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5.1.2 *Factors that contribute to the development of Senior High students'* **attitudes towards the study of literature in English**

The second research question focused on the factors that contribute to the development of the attitudes of senior high school students towards the study of literature in English. The findings suggest that the background of students, the text selected for students to read, teachers professional background and the teaching approach adopted by the teachers contributed in one way or the other to the attitude of students. The findings showed that students who come from homes where the parents are educated and for that matter reading is common, either by the parents or senior siblings, tend to have a positive attitude towards literature in English. It was also revealed that some of those parents buy story books for their children and they requires of them to read and do summary to them regularly. As a result, such students have been exposed to reading early and have naturally fallen in love with reading of different books including literary materials. It was clear that most of such students love to read more, even foreign literary texts. It also came out from the findings that students who come from Junior High Schools which had libraries and schools where teachers supervised the reading of their students, tend to have positive attitude towards reading and literature in English. Concerning the text, it has prevailed from the analysis that the majority of the students do not like reading the selected texts, especially literary materials that have foreign backgrounds and themes that do not reflect the contexts of the students.

It came to light that literary materials that have themes that are alien to the learners make them disinterested in studying literature because they struggle to understand them, and the lack of understanding of the books does not encourage the students to read. Thus, as indicated by some of the students interviewed, they tend to

enjoy reading books that characters and themes are familiar with them, and therefore have positive attitudes towards learning of those books. Another reason why some students have negative attitudes towards the study of literature is cultural elements that are projected in the literary books. From the analysis, it was observe that students are more enthused to reading books that have cultural backgrounds that are similar or related to the culture of the students. This is in consonance with the findings of Yusff (2004) who explains that familiarity with the subject matter of the text, certain language use or culture may help activate the reader's existing or prior knowledge, which in turn may work to aid reading and comprehension, and thereby makes the reading process enjoyable. Thus, if the literature books are too foreign, the students do not find them enjoyable and therefore tend to develop negative attitude towards studying them. It also manifested in the analysis that students do not like reading poems as they do for novels and dramas, because of the language used in writing poems. Thus, as noted by Khatib et al. (2011), the unconventional syntactic and lexical nature of literature worsen the negative attitude of students towards the learning process and therefore do not contribute significantly in making the students favourably disposed to the study of literature.

The teaching approach or the methods used by some of the teachers was also identified as one of the factors that makes students develop negative attitude towards the study of literature in English. The findings show that teachers hardly involve the students in the lesson delivery process. Most teachers use the lecture method in teaching and do not involve their students in discussing the themes in the books or poems. It came out from the analysis that most of the students are motivated when teachers adopt audio-visual means in delivering the lessons, however most of the teachers did not see such an approach as necessary. The interview with the teachers

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indicated that they expect their students to follow the teaching methods they were exposed to when they were in school. It is therefore clear that some of the teachers need to upgrade their skills and approaches to meet the changing trends in the teaching of literature in English in schools.

5.1.3   *Effects of students' attitudes towards the learning of literature*

One of the main factors that influence the students to study literature is what they consider beneficial of literature. According to Gardner (1985) integrativeness and attitudes towards the learning situation influence the outcome of the learning process. In a situation where the learner do not think he would benefit from what he is reading, he develops poor attitude towards the material been learnt. With the last research question which was about the effects the students' attitude on literature in English, their learning outcome and future prospects of the subject. The findings revealed that the negative attitude formed by most of the students has caused a negative effect on how they see literature and English language as a whole. A few students are aware that literature can help them in their language learning,   According to those students, the study of literature helps them to improve upon their language as they learn new vocabularies and figurative language, including proverbs from some of the literature books they read. This confirms the assertion of Shaaban (2015) that there is a significant impact of literature on the writing performance of learners of English as a second language.

On the contrary the majority of the participants in this research despite the fact they admitted that literature can help them in language learning, responded that they would not take up a literature course of study at the university level. The students' interview indicated that most of them perceived literature as so difficult that they cannot do it at the university. They were of the view that they would prefer doing

something else apart from literature in English. The finding is quite worrying given the fact that such students also emphasized that if the course of study may have an English language attached to it, they would not pursue it due the literature aspect that they may be made to study.

5.2   Students' attitudes in the teaching and learning of literature

The findings of this research brought some significance for the study of literature in the language classroom of ESL learners. Given the fact that literature has been used in making teaching and learning of English language more interesting, even at the lower levels of learning, it goes a long way to support the point that literature must be encouraged in teaching and learning of English in the senior high schools in Ghana. The various aspects of literature; poetry, drama and prose have all been used in one way or the other in teaching and learning of various aspects of English language including vocabulary and sentence constructions.. However, the important role played by literature in the language study of the ESL students cannot be effective without a change in attitude.

The outcome of this study shows that many senior high students have negative attitude towards the study literature. It is therefore important that the students are helped to change their attitudes towards the study of literature-in-English given its importance in English language learning. Teachers on their part can help in doing this by changing their own attitudes towards the way they teach. Different methods that are more innovative must be adopted in order to make their lessons more interesting to the learners. In the selection of the literature materials, stakeholders, curriculum planners of the Ghana Education Service and the West African examinations Council (WAEC) need to develop materials that are more interesting to make students also develop a positive attitude towards the subject. This will help in realizing the

important role literature plays in the learning of English in the life of senior high school students.

5.3 Pedagogical implications

After investigating into the attitude of Senior high students towards Literature in English, the factors that might have caused such attitudes and its effects on English language learning in some selected schools in the Eastern Region, it is necessary to suggest some implications that these results may have on literature in English and English language teaching. There should be regular language professional development seminars for teachers of English as a Second Language. Such regular workshops will give teachers of literature in English the opportunities to meet, discuss and practice with colleagues and help them develop professional awareness which is required to make personal decisions in helping learners improve in their classrooms. Those that are recruited to teach literature in English should be properly trained by experienced personnel so that the skills and knowledge that need to be transferred would be easily assimilated. This will enable teachers who are handling the subject to be abreast of time so that they can adopt current methods to make students have a positive attitude in studying the subject.

Education managers and curriculum planners in Ghana should ensure that literature textbooks that are selected for students are those that students will be interested in. Current issues, themes related to culture background and simplicity of the material should be some of the factors that must be considered in selecting books and poems for the learners. It was also revealed in the research that students prefer books and poems that have video attached to it. So to ensure that the students are intrinsically motivated to learn the literature, the books and the poems that are selected should be converted to video in order that it will boost the interest of them to

read after they have watched the video. In doing that, the paradigm of traditional way of teaching will shift to an innovative one that will help the students to develop positive attitude toward literature in English. That is, the English language curriculum in Ghana should be redesigned to address the technological needs of the digital generation of young learners of English and for that matter literature in English. A new paradigm change is needed in the schools. Literature is dynamic and its teaching must be dynamic. Some of the themes in the books and the poems should be taught with carefully selected songs that can motivate learners to be interested in to finding out what is in the text itself. Songs can be wonderful source and rich in materials by which ESL learners can easily be moved and motivated initially. Because songs have a unique way of appealing to the interest of the learners, if chosen and used carefully, they can function as effective materials to motivate learners of literature in English as they are comprehensible, enjoyable and full of real life language that learners need to use in their lives.

5.4   Suggestions for future research

The study of Attitude of Senior High students towards the study of English language was conducted only in some selected schools in the Eastern Region of Ghana. Conditions prevailing in these schools and the region may be different from other areas. There will be the need therefore to conduct similar studies in other parts of the country to establish a holistic trend of affairs. In addition, a qualitative study could also be done on students who are offering literature as an elective subject alone to find out how different their attitude is as compared to the others.

5.5 Conclusion

The conclusions are made in relation to the research objectives. With regard to the findings of this study, it is possible to deduce that students of Senior High schools in the Eastern Region do not have positive attitude towards the study of literature in English. According to the findings, some of the challenges or factors that resulted in the negative attitude of the students are the Home background, texts or material selected for teaching and learning of literature in English, the professional qualification of teachers and the approach or methods use by teachers. The Findings show that majority of the students have poor reading culture from their homes background which is a contributing factor towards their attitude to the study of literature. It was revealed that students whose parents provides reading environment and encourages reading in their homes, have positive attitude towards reading and for that matter a positive attitude towards literature in English.

The background of the teachers shows that almost all of the teachers who teach at the senior high schools are University graduates who are professional teachers. Most of them have taught literature in English with an average teaching experience of five years. Also, the findings show that the teachers are not happy with the negative attitude of the students. Many of them claimed that they use approaches that should have been of great help to the students so they do not understand why students should not be performing well. However, some of the students also said that they were not happy with the methods and the approaches the teachers have been using. The researcher therefore recommends that teachers try to be dynamic and use current and modern approaches in their lesson delivery in order to develop more interest in their students. With regard to the textbooks, it is recommended that the teaching materials or the text that are selected for students should be culturally related

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so that the learners' attitude could be changed since the findings had shown that most of the students are more interested in the text that have local content. The foreign books that are selected should be interesting so that students can easily understand the themes in it.

Still with regard to promoting the positive attitude towards the study of literature, the teachers who participated in the study were however of the view that the books that the students read are not too difficult to have caused negative attitudes among the students towards the study of literature. Therefore, the researcher suggests that multimedia equipment such as projectors and Television sets should be introduced into the teaching process of literature since most students seems to interest in such approaches. This is because it has been observed that the students have little passion for reading and therefore most of the books that are read by the students should be accompanied with a video that the students can watch. Although some of the literary books have videos that the students can watch, the observation that was made as part of the data collection process had shown that most of the schools do not have projectors and other gadgets that would enable the teachers to show the videos to the students. It is therefore suggested that the various schools be provided with such facilities that would help teachers to show the videos that accompany the literature books to the students.

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APPENDICES

APPENDIX A

STUDENT QUESTIONNAIRE

Dear student,

I am doing a research about the attitudes of students towards the teaching and learning of literature for my M.Phil. thesis. I would be very grateful if you answer this questionnaire. All the answers in the questionnaire will be treated with the strictest confidentiality. Please, be completely honest in your answers.

These are general questions about your experience with literature. Please tick or write the answer at the space provided.

1. What is the educational level of your father? Basic [   ] Secondary [   ] Tertiary [   ] Nil [   ]

2. What is the educational level of your mother? Basic [   ] Secondary [ ] Tertiary [   ] Nil [   ]

3. Do you have siblings who are ahead of you in education? Yes [   ] No [   ]

4. Do your parents buy you story literary materials to read at home? Yes [   ] No [   ]

5. Do your parents read literary materials at home? Yes [   ] No [   ]

6. Was your JHS library resourced with literary materials? Yes [   ] No [   ]

7. Did you patronise the library of your JHS on your own leisure hours? Yes [   ] No [   ]

8. What programme are you reading?

   ……………………………………………………

9. Did you choose this programme yourself? [   ] yes [   ] No

10.   Did you know what the programme entails before choosing it? yes [   ] No [   ]

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11. What is your understanding of literature?

……………………...

....

12. Do you read literary materials (poems, novels, etc) beside the ones you are

learning in class? [   ] yes [   ] No

13. Do you like reading English literature? Yes   [No [   ]

14. How often do you read a literary material? [   ] often [   ] rarely [   ] I don't

read

15. Do your parents require of you to read literary materials?

16. When was your last time you read any literary material beside the ones used in

class?

....

17. Please state why you read literary materials.

…………………………………………………………………………………

…………………………………………………………………………………

18. What kind of literature do you read more? [   ] African Literature [   ]

American Literature [   ] British Literature [   ] Others

19. Which literary genre do you mostly read? [   ] Short stories [   ] Novels [   ]

Poems [   ] Plays/drama

20. Name a literary work or works (Author and title) that you have enjoyed reading

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………
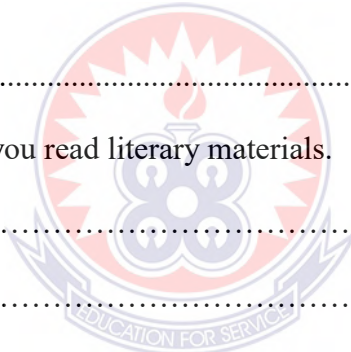
21. What was enjoyable or memorable about that/those work/s?

   …………………………………………………………………………………

   …………………………………………………………………………………

22. How do you find the literary texts used in the classroom [   ] Too easy? [   ]

   Understandable? [   ] Too difficult?

23. Do your teachers involve you in the choice of the text to be studied?

24. If you answer too difficult, what do you think gave you the greatest difficulty?

   Tick more than one box if appropriate [   ] The language in the text [   ]

   Unfamiliar ideas or experiences in the text [   ] The culture (history, way of life,

   behaviour…etc.) [   ] Other reason (please specify below)

   …………………………………………………………………………………

   …………………………………………………………………………………

25. Do you think the nature of literary texts used in your school has affected your

   attitude for the learning of literature? [   ] Yes [   ] No. Please state why

   ………………………………………………………..…………………………

   …

   …………………………………………………………………………………

   ……

26. Do you think literature helps you in learning the English language? [   ] Yes [   ]

   No Please state why

   ………………………………………………………………………………….

27. Would you like to study literature at the tertiary level? [   ] Yes [   ] No. If

   yes, what informed your decision?

   ………………………………………………………………………….……

   …………………………………………………………………………………

28. What do you think about learning literature? You can tick more than one item

   a. It helps me improve my proficiency in the English language. [   ]

   b. It helps increase cultural awareness between different cultures. [   ]

   c. It provides fun. [   ]

   d. It is motivating. [   ]

   e. It is rewarding outside the classroom.

   f. It is boring and waste of time. [   ]

   g. It is difficult because literary texts are difficult to comprehend. [   ]

   h. It is not important to me because it contributes nothing to my future

   profession.

29. What do the literature lessons you are taking look like? Tick in the appropriate

   box.   a. Lectures led by the teacher followed by note taking. [   ]

   b. A sort of group discussion. [   ]

   C. A sort of class discussion   [   ]

30. How do you find the texts you are dealing with? Tick in the appropriate box.

   a) Very difficult [   ]   b) fairly difficult [   ]   c) easy [   ]

31. How would you qualify the themes of the literary texts you are dealing with?

   a) Very interesting [   ] b) interesting [   ] c) quite interesting [   ] d) not interesting

   [   ]

32. Does your teacher provide background information (author's

   biography/setting) about the text?   Yes [   ]   No [   ]

33. Do you find the background information useful to comprehend the text?

   Yes [   ]   No [   ]

34. Do you work in groups in a literature course? Always [   ]   occasionally [

]   rarely [   ]   never [   ]

Do you like working in groups? Yes [   ]   No [   ]

35.   How often are you asked to express your own opinion and your personal

interpretation of the text? Always [   ]   sometimes [   ]   rarely [   ]   Never [   ]

36.   What is your teacher's reaction to your opinion and interpretation?

a. S/he usually accepts wrong interpretations. [   ] b. S/he usually rejects wrong

interpretations. [   ] c. S/he corrects wrong interpretations. [   ]

37.   Do you like the way literature is taught?   Yes [   ]   No [   ]   neutral [

]

38.   Which literary genre do you enjoy reading? [   ] Short stories   [   ] Novels

[   ] Poems [   ] Plays/drama

39.   As a student, you have positive attitude toward the teaching/learning of

literature in your school. [   ] Strongly agree   [   ] Agree   [   ]Fairly Agree

[   ] Fairly Disagree [   ] Disagree   [   ] Strongly disagree

40.   The names of the characters in literary materials you read affect your attitude

for learning literature. [   ] Strongly agree   [   ] Agree   Fairly Agree [   ]

Fairly Disagree [   ] Disagree [   ] Strongly disagree

41.   Literary texts written by African writers such as Chinua Achebe, Ola Rotumi,

Lawrence Darmani, Ama Ata Aidoo, Amma Darko, etc are very interesting to

read.   [   ] Strongly agree   [   ] Agree   Fairly Agree [   ] Fairly Disagree

[   ] Disagree   [   ] Strongly disagree

42.   Literary texts which take place in an African society like Ghana, Nigeria, etc

are very interesting to read. [   ] Strongly agree   [   ] Agree   Fairly Agree [   ]

Fairly Disagree[   ] [   ] Disagree [   ] Strongly disagree

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43.   As a student, you like to read literary texts that depict the suffering, poverty and racial abuse of the African people. [   ] Strongly agree [   ] Fairly Agree [   ] Fairly Disagree [   ] Disagree   [   ] Strongly disagree

44.   The common culture (history, traditions, customs, believes, religion) in African literature facilitates the understanding of the texts. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

45. You like literary texts that have familiar settings because they are easy to understand.   [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree [   ] Strongly disagree

46. The words in most of the literary materials makes it difficult to understanding and therefore affect your attitude for literature. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

47. How literature is taught in your school affects your attitude toward literature? [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree [   ] Strongly disagree[   ]

48. In your opinion, how can literature classes be made more interesting? (Please, write your suggestions in the form of notes).

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49. Would you like to take literature as a course at the university level? [   ] No [   ] Yes. Why

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APPENDIX B

Dear Teacher,

I am doing a research for my M.Phil thesis about the attitudes of students towards the teaching and learning of literature. I would be very grateful if you answer this questionnaire. All the answers in the questionnaire will be treated with the strictest confidentiality. Please, be completely honest in your answers.

These are general questions about your experience with literature. Please tick or write the answer at the space provided.

1.   How long have you been teaching literature?

   ....

2. What is your level of education?

   ………………………………………………………………………………….

3. Did you study literature at the tertiary level? [   ] yes [   ] No

4. Did you choose to teach literature in this school? [   ] yes [   ] No

5. Would you prefer teaching something else? [   ] yes [   ] No,   Why?

   ....

   ....

6. What can you tell us about the main objectives you intend to achieve in teaching

   literature?

7. Do you read literary materials (poems, novels, etc) beside the ones you are

   teaching? [   ] yes [   ] No

8. What kind of literature do you read more?[   ] African Literature   [   ] American

   Literature [   ] British Literature [   ]Others, specify

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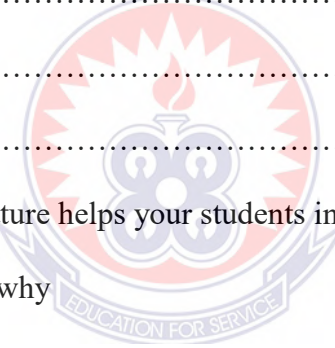
9. Which literary genre do you enjoy reading? [   ] Short stories   [   ] Novels [   ]

   Poems [   ] Plays/drama

10.   Please, state why you read literary materials.

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11.   How do you find the literary texts used in the classroom [   ] Too easy? [   ]

   Understandable? [   ] Too difficult?

12.   What account for your answer in 11? Tick more than one box if appropriate [

   ] The language in the text [   ] ideas or experiences in the text [   ] The culture

   (history, way of life, behaviour…etc.) [   ] Other reason (please specify below)

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13.   Do you think literature helps your students in learning the English language? [

   ] Yes [   ] No. Please why

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14. As a literature teacher, you have positive attitude toward teaching literature in

   your school. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly

   Disagree[   ] Disagree   [   ] Strongly disagree

15. As a literature teacher, you think your students have positive attitude toward

   learning literature in your school. [   ] Strongly agree [   ] Agree   [   ] Fairly

   Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

16. The names of the characters in literary materials you teach raise the motivation of your students to learn literature. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

17. The texts on the syllabus match your students'actual level? [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

18. The themes of the texts on the syllabus seem interesting to your students? [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree [   ] Strongly disagree

19. Your students have positive attitude for literary texts written by African writers (eg. Chinua Achebe, Ola Rotumi, Akosombo Nyantakyi, Ama Ata Aidoo, etc) than their foreign counterparts. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

20. Your students find literary texts with African settings like Ghana, Nigeria, etc. very interesting to read. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

21. The common culture (history, traditions, customs, believes, religion) in African literature facilitates the understanding and motivates your students to learn literature. [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

22. Literary materials that discuss themes that your students are familiar with motivate them to learn literature [   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree

23. Language of literary texts affects your students' attitude for learning literature. [

] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ]

Disagree   [   ] Strongly disagree [   ]

24. Language simplicity in African literary materials facilitates understanding and

makes reading enjoyable for your students [   ] Strongly agree [   ] Agree   [   ]

Fairly Agree   [   ] Fairly Disagree[   ] Disagree   [   ] Strongly disagree[   ]

25. How literature is taught in your school affects students' attitude toward literature?

[   ] Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ]

Disagree   [   ] Strongly disagree Why?

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26. Students in your school have negative attitude toward the study of literature? [   ]

Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree

[   ] Strongly disagree . Why?

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27. The study of literature enhances students' performance in English. [   ] Strongly

agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree   [   ]

Strongly disagree Why? …………………………………………………………..

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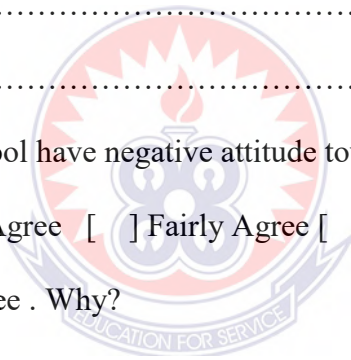
28. What can be done by literature teachers to improve students' attitude toward the learning of literature in your school?

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29. Do you target developing your students' literary competence? [   ] No   [   ] Yes, If yes, how?

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30. What techniques do you use in delivering your literature lessons?

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31. Do you engage your students in group works? [   ] No   [   ] Yes

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32. Do your students like working in groups? Yes [   ]   No [   ] Why?

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33. What activities do your literature lessons include?

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34. How would you describe literature teaching at this level?

[   ] Teacher-centred   [   ] Student-centred?

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35. Can you provide us with as summary of the major problems you usually encounter in teaching literature at this level?

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36. Are your students motivated to learn during literature lessons?

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Do you like the way literature is taught?   Yes [   ]   No   [   ]   Explain your answer

……………………………………………………………………………………….

……………………………………………………………………………………….

37. How often your students are ask to express their own opinion and personal interpretation of the text they read? Always [   ]   sometimes [   ] rarely [   ] Never [ ]

38. What is your reaction to students' opinions and interpretations? [   ] I usually accepts wrong interpretations. [   ] I usually rejects wrong interpretations. [   ] I correct wrong interpretations. Others (specify)……………………………………………………………….

39. Do you notice any difference between the students reading literature and those reading other subjects in terms of their attitude towards it? Yes [   ] No [   ], What is the difference?……………………………………………………………………

40. Do you think literature has helped your students to improve on their language? Yes [   ] No [   ] In what ways?

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41.   Do you think the learning of literature helps modify the behaviour of your

students?   [   ] Yes   [   ] No,

Why……………………………………………………..

42. In your opinion, how can teachers make literature classes more interesting?

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43. The teaching of literature has helped you in your professional life as teacher? [   ]

Strongly agree [   ] Agree   [   ] Fairly Agree [   ] Fairly Disagree[   ] Disagree

[   ] Strongly disagree. How?

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