

**ENHANCING LITERARY
COMPETENCE
THROUGH ACTIVITY BASED
LITERATURE LEARNING**

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CHAPTER ONE

INTRODUCTION

1.1 Introduction to the Chapter

The aim of this study is to find out how literary competencies of students who learn English Literature in Sri Lanka can be enhanced using activity based methods in the classroom. This chapter focuses on the background and the rationale for the study, definition of terms, research questions, objectives and the outline of the study.

1.2 Background to the Study

Literary study developed from the 19th century to an academic and professional study (Hackman & Marshall, 1990). Certain sections of society and certain races dominated the early literature, mainly the upper middle class English. English literature was introduced in the Sri Lankan school curriculum by the British during the colonial period. Then literature was an essential component of language learning. The prescribed literary works for study were mainly the classics of British writers such as Charles Dickens and William Shakespeare. With the introduction of the Swabasha policy in 1942 English was pushed to the background and it was included in the school curriculum as the second language. The medium of instruction was either Sinhala or Tamil. The majority of students in Sri Lanka who did not have adequate exposure to English language found it difficult to comprehend the British literary works which were prescribed as study material. Also due to the lack of qualified teachers and relevant methodology for teaching literature many students could not reach the expected goal.

The Communicative Approach which was practised in the English Language classroom in 1980s gave emphasis to communication and language for practical purposes. Literature was not considered as important in the development of communication and it was taken out from the school curriculum. But in the 1980s there was a worldwide reawakening of

teaching literature. Brumfit (2000a), Long (2000) and Carter (2000) emphasized the necessity of learning literature for both native and non-native speakers of English.

With globalization and the open economy the necessity of acquiring knowledge in English and the value of learning English Literature were recognized by the authorities responsible for English Education. Then literature was reintroduced to the Sri Lankan ordinary level school curriculum in 1990 as an optional aesthetic subject. The opportunity of learning English Literature was limited only to a selected set of students in a few urban schools. The methods and techniques used to develop skills in aesthetics subjects such as art, music and dancing were different from the methods and techniques that should be used to develop literary skills. Apart from that aesthetics subjects had a large practical component where as Literature was mainly theoretical. On the other hand, the aesthetic subjects were taught in the students' First Language whereas English Literature was taught in the students' Second Language. Not only that, teachers who were especially qualified in aesthetic subjects were recruited to teach the particular subject whereas the teacher who were recruited to teach English as a second language were expected to teach English Literature in the classroom. Majority of the teachers who teach English in school have had no opportunity to learn English Literature as a subject in the school. Therefore listing English Literature along with aesthetic subjects would do injustice to many students who should be given the opportunity to study English Literature.

The previous English Literature syllabus consisted of twenty poems and songs by poets from different parts of the world including Sri Lanka, two dramas which were comedies and five passages of prose and two novels from which the school has the option to select one they liked. This syllabus existed for thirteen years.

A new ordinary level literature curriculum was introduced to schools from 2007 but little attention has been given to overcome the problems that existed in the previous syllabus. The aims of teaching literature as stated by Burke & Brumfit (2000) were to promote the students' literary skills, social skills and encouragement of liberal, ethical and humanitarian attitudes as well as provide information and knowledge about literary

traditions and language. According to Wijerathne (1993) there were no clear statements about the aims of teaching English Literature in Sri Lanka.

1.3 Rationale for the Study

In developed western countries like U.S.A and U.K the study of literature in foreign language classes was reserved for a long time only for a special group identified as ‘truly educated persons’. In 70s and 80s there were very few writings on the teaching of literature, especially in a second or foreign language. During 1980s the attitude towards learning and teaching literature started changing and many articles, books, journals and reviews on literature learning were published in other countries (Carter & Long, 1991). But few studies in this area were done in Sri Lanka.

The statistics of O/L English Literature Sinhala medium (Statistical Pocket Book, 2006) reveal that there is a decline in the percentage of pass rates from 2002 to 2004. Number of ‘A’ passes too has declined from 9.92% in 2002 to 6.87% in 2004. Only a very small percentage of students (less than 07%) have offered English Literature at G.C.E (O/L) in 2006. This indicates reluctance in the students to offer English Literature for G.C.E (O/L) in Sri Lanka. On the other hand, though 258975 Sinhala medium students have offered English for G.C.E (O/L) as the second language the pass rate is only 36%. This shows that there is a gap between the Teaching and learning process and the abilities the students have acquired.

Educationists such as Brumfit & Carter (2000), Littlewood (2000) and Chambers & Gregory (2006) have stated the benefit of using Literature in Language development and have suggested ways to incorporate literature in language learning. Developed countries such as U.K, U.S.A and Singapore have realized the importance of teaching literature in the school curriculum. By integrating literature to our teaching “we give our students excellent opportunities to express themselves in the target culture”. (Whiteson, 1996:vii)

Therefore it is necessary to investigate ways to promote English Literature among students in Sri Lanka. Many studies have been done on the suitability of the O/L English literature curriculum but very few studies have been done in Sri Lanka on the approach to teaching English literature in schools.

A preliminary interview conducted with some examiners who mark O/L English Literature papers revealed that one main reason for the students not obtaining a good grade for English literature was the uniformity of answers they produce at the examination. An informal discussion with some students who had offered English Literature for G.C.E (O/L) confirmed what the examiners said. They had reproduced the notes given to them by their literature teacher or the private tutor as answers to questions. Some students had directly taken notes given in study guides and had mechanically reproduced them as answers. These facts show that the students have not understood the literary texts properly and that they have not acquired the necessary literary competencies expected of them. The study of literature should encourage imagination and creativity. But this does not happen in the present literature learning classroom. Instead there is a lot of dictating of notes and memorization.

Reading a literary text is not only being able to understand the meanings of what is conveyed in the text. The task of the teachers is not to teach everything directly to the students but create conditions for successful learning (Brumfit & Carter, 2000) But many Sri Lankan teachers of literature do not fulfill this role. They aim at examinations. Therefore they tend to follow Teacher's Guides and other supplementary reading material and prepare lengthy notes which they dictate to the learners. Then the students' skills and deeper insight will not develop. "The study of literature allows a variety of emphases and perspectives. Only if we become clear about what literature has to offer and what specific pupils require, can we begin to discuss its role and select appropriate methods and texts." (Littlewood, 2000:183)

The teachers seem to follow the Structural Approach in teaching literature where the students are presented with a series of graded structures. In the past this was used in the language learning classroom. But now many modern techniques and methods are used in

teaching the second language but literature is still taught in the same old manner in Sri Lanka. Most of the literary texts prescribed in the syllabus are unfamiliar to the Sri Lankan learners as well as teachers. The culture specific background knowledge, minute details of language and literary structure make the teachers uneasy. They try to overcome these barriers by providing the students with the literary background to the text, such as the biographical details of the authors, critical movements and the synopses of the texts etc. But the background knowledge is not always necessary in order to respond to a text. “..literature teaching is about abilities, not knowledge and these abilities are totally bound up with the network of conventions which all writers choose to exploit.” (Brumfit, 2000a:189)

There are three channels of response defined by Brumfit & Carter (2000). First channel is the Verbal response where the pupils answer direct text related questions or ask a direct question. Next the Activity response where the learner gets involved in a task verbally or creatively and thirdly the Individual response to a text where the student after the stimuli s/he has received begins to make his/her own value judgment of liking or disliking a certain work. “It is however the creative response channel which seems to be the strongest justification for the teaching of literature.”(Carter & Long, 1991:59)

Enjoyment is an important factor in any learning process. (Short & Candlin, 2000) In order to enjoy literature in another language, the child should be able to read and understand that particular language and also be able to grasp the subtle ideas conveyed by the writer implicitly. When students become capable of stylistic variation, literature becomes a vehicle for learning of differences between language varieties. For example the learner will be able to recognize the conversational style used in dialogues, informative style for narratives and poetic style for dramatic effects.

On the other hand a student who is not exposed to literature may not be familiar with the conventions by which the literary texts are read. S/He may not know how to appreciate a poem. His/Her knowledge of language may help him/her to understand the words, phrases and sentences but s/he may not know the implicit meaning or the other ideas the poet tries

to express. In other words, main aim of teaching Literature should develop the literary competencies of the students.

Curriculum Reforms of 2007 introduced the 5E approach based on the Constructivist theory to Secondary grades in Sri Lanka. The aim of this approach was for the students to learn by engaging in activities and group work was given prominence. The teaching learning process was planned based on competencies. Teachers were given especial training as to how to use this approach in the classroom and Teachers' Instructional Manuals were prepared to guide the teachers on how to develop the relevant competencies of the students. Though this competency based approach was promoted for the subjects in the curriculum English Literature was neglected. Therefore it is important to examine how activities and group work can be applied in teaching English Literature in order to develop the literary competencies of the students.

An Activity based learning environment in the literature classroom will help the students to overcome their language difficulties and learn language with enjoyment. If literature is studied for pleasure and enjoyment, the students would be more actively involved. This has to be done through more activity based student centered approaches. (Carter & Long, 1991)

Long (2000) speaks about comprehensible input in his Interaction Hypothesis where he says that knowledge received by the learner is necessary but not sufficient for acquisition to take place. According to him the child must have opportunity to interact with others for effective acquisition. Language acquisition takes place when the child is provided with opportunity to produce what s/he has acquired. When the learner is faced with a problem, s/he is engaged in a thought process. By attempting the task s/he becomes aware of the gap of knowledge between what they want to say and what they can say. This will help them to recognize what they don't know or what they know partially. The process necessary for comprehension is different from the process necessary for production. The learner who studies literature should be able to "...acquire the ability, which all good readers use as they read to compare constantly." (Brumfit & Carter, 2000:256)

Therefore the learners of Literature must be provided with opportunity to interact with each other as well as with the text and build up their own concepts. This in turn will develop their literary competencies. This can be done successfully by introducing Activity Based learning to the students.

1.4 Definition of Terms

Literary Competence:

There are many definitions given for literary competence. But considering the definition given by Lazer (1993) and Brumfit & Carter (2000) this study will consider literary competence as the ability to understand both implicit and explicit meanings of words in a text, ability to demonstrate knowledge through quotations & summaries, ability to recognize values and attitudes conveyed in the novel, ability to relate the text to an external frame work such as history or society, develop the linguistic ability, creativity and sensitivity of the students ability to recognize the themes of a text, the plot, sub-plots and how the themes in the plot may be reflected by themes in the sub-plot.

Activity Based Learning

As Nunan (1995) has described Activity Based Learning is a range of work plans which have the overall purpose of facilitating language learning from the simple or brief exercise to more complex and lengthy activities.

1.5 Research Questions and Objectives

The two main research questions of this study are;

1. What are the aspects that contribute towards the development of literary competence in Second Language Learners?
2. How can these aspects be used to develop the literary competence in the Sri Lankan Literature learning classroom?

Based on the above two questions following specific objectives were formulated.

1. Examine how Literature is taught to Second Language learners in other countries.
2. Examine the strengths and weaknesses of the existing Learning-teaching system in the Sri Lankan English literature classroom.
3. Assess the literary competence of the students of a selected sample.
4. Suggest activities to develop the literary competence of the students.

1.6 Outline of the Study

Chapter Two of this study has five main sections; Theories used in teaching Literature and activity based learning, research studies conducted on teaching Literature and activity based learning, benefits of learning literature, difficulties in teaching literature, literature learning strategies and teaching literature in Sri Lanka and some other countries. Teaching and Learning Literature in the Second Language in other countries were examined under the above mentioned sections in comparison with teaching and learning English Literature by the second language learners in Sri Lanka.

Chapter Three presents the research methodology which was designed by considering the findings of Chapter Two. The study sample, research design, methods used in the collection and analysis of data in order to achieve the specific objectives of the study and the limitations of the study were discussed in this chapter. Preparation and implementation of the intervention programme also was discussed in detail.

Chapter Four of the study focuses on data analysis and interpretation. Data gathered were analyzed both quantitatively and qualitatively under each objective and interpretations were given to the findings. Data collected from the questionnaire and pre/post tests were presented in tables, charts and graphs and analyzed quantitatively where as data gathered from the interviews, observations and feedback were analyzed and interpreted qualitatively.

Chapter Five presents the conclusions and recommendations based on the above findings. Conclusions and recommendations of the study were given by comparing the findings from the data analysis and interpretation in Chapter Four with the review of Literature which was discussed in Chapter Two.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to many educationists such as Brumfit (2000), Littlewood (2000), Carter and Long (2000) etc. it is difficult to isolate literature from language. There can be different varieties of language in a literary text. Language creates its own context in the Literature classroom. Littlewood says that *the study of literature allows a variety of emphases and perspectives. Only if we become clear about what literature has to offer and what specific pupils require, can we begin to discuss its role and select appropriate methods and texts.* (2000, p.183). Since Literature and Language are inter-related it is possible to use the same strategies that have been used in teaching Language in order to teach Literature as well.

In the same way that language competence is developed in teaching a language, literary competence is the main focus of development in teaching literature. Therefore this chapter focuses on a few theories that have been used in teaching Literature in the classroom and in the development of Literary Competence. It will also discuss the concept of Activity based learning. The research done in the area of teaching Literature and Activity based learning in Sri Lanka as well as in other countries too will be discussed in this chapter. Then suggestions of some educationists on teaching literature effectively in the classroom will be discussed and finally how literature is taught in other countries as well as in Sri Lanka will be stated in this chapter. Sections 2.2 and 2.3 discuss some theories used in teaching literature and theories used in Activity Based Learning.

2.2 Theories and Approaches Used in Teaching Literature

2.2.1 Reception Theory (Watson, 1994)

According to the Reception Theory meaning is made by readers in interaction with the text. Readers make a sense of a text by relating their own personal experience, their cultural knowledge, their experience of reading literature, their present mood and their set of values and beliefs. Each one interprets a text in different ways depending on their experience, cultural and literary knowledge and beliefs. *Reading is not a process of passive reception but one of active production of meaning. (pg. 196)* While reading the reader makes predictions about what lies ahead in the text and retrospectively modifies previous hypotheses. This theory is similar to Constructivism which can be traced as a philosophy of learning in the 18th century where the philosopher Giambattista Vico has said that humans can understand only what they have themselves constructed and knowledge is acquired through interaction with the text and the environment.

2.2.2 Constructivist Approach to Learning

Constructivism is an inter-disciplinary perspective which draws upon psychological, sociological, philosophical and critical educational theories. According to Constructivism the learner interacts with the environment and gains understanding of its features and characteristics. Also the learner constructs his/her own conceptualizations and finds solutions to problems. Learning is affected by the beliefs and attitudes of the learner. The learner is able to perform in a problem solving situation and meaningful learning takes place because the learner has constructed an interpretation of how things work using pre-existing structures. Learners are motivated to establish connections between ideas and to predict, justify and defend their ideas. Teacher is considered as a facilitator of learning who provides opportunities for students to question, exchange personal views and critically evaluate others' views. In constructivism knowledge is acquired through

involvement with content instead of imitation and repetition. (Sharma & Toma, 2005)
This can be connected with the Product based and Process based teaching. Imitation and repetition are prime features in Product based teaching whereas the student is actively involved in learning in Process based teaching.

2.2.3 Product Based and Process Based Teaching

Carter and McRae (1999) have specified two ways of teaching literature. In Product-based teaching the text is focused as holistic or something which is intact. The pedagogies are mainly for the development of skills of reading. The student is required to acquire techniques with the assumption that they are learned by practice. Methods of teaching literature are teacher centered. Teacher takes the text as a body of knowledge that is imparted to the students to store in their memory and recall at the examinations. And students with good memories do well under such a system.

But in Process-based teaching orientation is towards language based, student centered activities which involve the student with the text, to develop their perceptions of the text and help them to explore and express the perceptions. Strategies from the EFL classroom will be adapted and applied if necessary to the teaching of literary texts. Group work and pair work are given prominence in the classroom. Learning is gained by doing activities.

Through carrying out the activity, students discover things for themselves, and are likely to become more motivated to learn than if you require them to respond in the more passive mode of listening, copying or taking notes. Working on problems are tasks leads to greater independence among students in their work and can act as appropriate pre-activity to instruct or input, preparing students to engage with – but at the same time adopt a more critical and analytical attitude towards material you yourself present. (1999, p.75)

2.2.4 Three Models – Carter and Long (1991)

Carter and Long have introduced three models to teach Literature in English for students whose first language is not English.

According to the Language Model, one of the main reasons for the teachers to use literature in teaching language is to introduce the students to more subtle and creative use of language. The argument that is brought in to support this model is; *language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature (1991, p.2).*

The Cultural Model says that by teaching literature students can be brought in touch with universal values and validity over times and in history.

Teaching of Literature within a Cultural Model enables students to understand and appreciate cultures and ideologies different from their own in time and space and to come to perceive tradition of thought, feeling and artistic form within the heritage the literature of such cultures endows. (1991, p.2)

But this method is teacher centered. They say that the background and the experience of the learner too have an influence in learning literature. That is; experience of mother tongue literature, experience of English literature and experience of the world, life and people.

Personal Growth Model speaks about teaching of literature as literature and not for passing examinations. The student will carry out the learning outside the classroom and will enjoy learning it. This will enable the students to appreciate complex cultural artifacts, understand the society and culture, understand about human beings and help them to grow as individuals as well as build up healthy relationship with society around them. But the texts that should be selected may vary from individual to individual or social group to social group according to their culture, social background and interests.

2.2.5 Language Based Approach

Language based approach is an approach suggested by Lazar (1993) for studying literature. A detailed analysis of the language of a literary text will provide the student with the necessary language skills that will enable the student to make meaningful interpretations of it. Their general understanding and awareness of English will improve. Using their language ability they will be able to make competent critical and aesthetic judgments on literary texts.

The advantages of using literary texts for language activities are that they offer a wide range of styles and registers; they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion; and they focus on genuinely interesting and motivating topics to explore in the classroom. (1993, p.27)

2.2.6 Three Channels of Response

Long (2000) speaks about three channels of response in literature learning. Verbal response, which is intellectual and text related is where the students answer direct, text related questions. In Activity response learners are involved in a task which may be verbal or creative or both. Exercises which require learners to predict what follows in a text belong to the creative response channel. Individual response to text is where the students after they have received the stimuli begin to make their own value judgment of liking or disliking a certain work. *It is however the creative response channel which seems to be the strongest justification for the teaching of literature. (2000, p.59)* He also speaks about the group dynamics approach which involves stimulus to learning and a lessening of teacher centeredness.

Since the main focus of the above theories is to develop the Literary Competence of the Learners, it is important to recognize what Literary Competence is.

2.2.7 Literary Competence

Literature encourages students to infer meanings of a text by interacting with the text. The learner of literature will achieve defined capacities of judgment which is identified by Brumfit and Carter (2000) as 'Literary competence'. In order to help the students develop their literary competence, the teacher must have the experience of reading major literature. Literary tradition should be treated as literary not just a national or a linguistic tradition. Awareness of a tradition is necessary to understand literature. The students of literature should be given opportunity to grasp principles of literary form by grading the necessary skills and through discussion of ideas in the texts. Students of literature must be able to relate to the text they study and apply it to their experience. *It is important that teachers and students of literature should recognize that a balance between fact and fiction is necessary in literary texts. Experience which is fictionalized is not necessarily experience which is untrue or unrecognizable. (Carter & Long, 1991, p.16)*

Brumfit (2000, a) quotes Culler (1975) and says that a person who is not familiar with literature and with the conventions by which fictions are read may not know how to appreciate a poem. His knowledge of language may help him to understand the words, phrases or sentences but he will not know the implicit (hidden) meaning or other ideas the poet tries to express. *He would be unable to read it as literature.. because he lacks the complex 'literary competence' (1975, p.114).* He has not internalized the 'grammar of literature' that would help him to perceive literary structures and meanings. And teaching literature should aim at developing literary competence.

A successful literature learner as stated by Pickett (2000) should be able to demonstrate internal knowledge through quotations and summaries. S/He should be able to relate texts to an external frame work such as a period of literature or non-literary reference like history and society. Additionally, s/he should have the ability to write clearly and possess linguistic ability as well as intelligence. Also s/he should have creativity and sensitivity to literature. *There is no doubt that the study of literature encourages imagination and creativity. Many people agree that the ability to be imaginative is more important than the ability to memorize formulae. (Whiteson, 1996, p.vii)*

Lazar (1993) describes literary competence as the ability to recognize themes of a text, how themes in the plot may be reflected by themes in the sub-plot, values and attitudes conveyed and point of view of the narrator. The task of the teacher is to help the students to acquire at least some of these skills which make up literary competence. This can be done by helping the students to guess the meanings of unfamiliar vocabulary, find relationship between characters, by dramatizing a section and by conducting debates.

Hill (1990) has said that the students who learn literature should be able to:

- Infer meanings of unknown words from the context
- Respond emotionally to the text identify with or feel sympathy for the characters
- Understand the characters' motives
- Make critical or moral judgments
- Detect the relationship which exists between author and text and one part of the text to another.
- Visualize mentally what is described in words.

Burke and Brumfit (2000) have presented some aims in teaching literature. They are; promotion of literary skills such as fluency, accuracy, critical analytical ability, social skills and encouragement of attitudes and affective states such as liberal, ethical and humanitarian attitudes through an active engagement with problems of writing and formulating ideas and through response to works of literature. Another important aim of learning literature is for the provision of information. That is; knowledge about literary traditions and knowledge about language.

When students learn literature they learn about the social, religious, ethnic practices of the past and the present. Also they learn how to endure human vices such as avarice, hypocrisy, deceit, passion and pride. They learn about how language can be used as irony, hyperbole, metaphor and rhetoric. They learn about moral criteria.

Literature is a process that invites students to perform two significant acts of self development. First it invites students to work explicitly on the development of basic human capacities such as language, reason, imagination, introspection, moral and ethical deliberation, sociability,

aesthetic responsiveness, physical embodiment and so on; capacities that are fundamental to self understanding in relation to others. Second, a liberal education invites students to avail themselves of the resources of their culture, as embodied in such traditions of research and knowledge as the arts and sciences, in order to gain that perspective on their own lives without which one finds it nearly impossible to leave the home base of ego. (Chambers and Gregory, 2006: pg.18,19)

The aim of this study is to examine ways to develop literary competence by using activities in teaching English Literature for Second Language learners. Therefore, it is important to study some theories on Activity Based Learning.

2.3 Theories on Activity Based Learning

2.3.1 Definitions on Activity Based/Task Based Learning

Activity based learning can be identified as Task based learning as well. Task is an activity where meaning is primary and has some sort of relationship to real world activities. The tasks are assessed in terms of their outcome. Nunan (1995) has quoted many definitions on tasks but most appropriate definition for this study is the definition given by Breen (Nunan, 1995)

..any structured language learning endeavour which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning – from the simple or brief exercise type to more complex and lengthy activities such as group problem solving or simulations and decision making. (1995, p.6)

Nunan (1995) suggests four task components for learner centered approaches to language teaching; the goals, the input, the activities derived from this input and the role of teacher and learner. Goals are the vague intentions behind a learning task. 'Goals' may refer to outcomes or describe teacher or learner behaviour. Goals are not always directly stated but

may be understood by observing a task. ‘The input’ is the data presented for the learner to work on. Input data may be provided by the teachers, learners or materials. ‘Activities’ are the things the learners and teachers will be doing during the lesson.

2.3.2 Task Based Approach

Skehan (1998) has introduced three pedagogical goals for Task Based Approach which can be taken into consideration in the designing of tasks in this research study.

- Accuracy - How well language is produced in relation to the rule system of the target language.
- Complexity - The process which enables the learner to produce progressively more complex language. Willingness and capacity of the learner to recognize their own underlying language system and willingness to try out new hypotheses and then to act upon the feedback which is received from such experimentation.
- Fluency - Learner’s capacity to produce language in real time without undue pausing or hesitation.

2.3.3 Task Based Learning Framework

Willis (2000) introduces three phases as Task Based Learning Framework.

- Pre Task Phase - Introduces the topic and the task to the students activating topic related words and phrases.
- Task Cycle - Learners are given the chance to use the language they know in-order to carry out the task and then to improve that language with the teacher’s help and report it in the written form.

- Language Focus - Students analyze the language and the teacher conducts practice of the new words.

2.3.3.1 Feedback on Task Based Learning

- Students enjoy the challenge of doing tasks.
- They can cope with natural spontaneous speech much more easily and tackle tough reading texts in an appropriate way.
- They become independent learners.
- Learners bring their own experiences to lessons and often come up with interesting and original ideas.
- By the end of the course teachers are often surprised at how much their learners have achieved.

2.3.4 Implementation of Activity Based Learning

By implementation of tasks in the classroom Nunan (1995) has stated that;

- *Small group work prompted students to use a greater range of language functions than whole class activities*
- *There was more negotiation of meaning in activities in which the exchange of information was essential for the successful completion of the activity*
- *Problem solving tasks prompted more interaction than debating tasks*
- *There was more modified interaction in small groups in which the learners are from different language backgrounds and proficiency levels.*

(1995, p.44)

2.4 Application of Theories

Activities in the intervention plan of this study was prepared by using some of the common features that were described in the Reception theory, Constructivist approach and Process Based teaching where the students would interact with the text by relating their

own personal experience, cultural knowledge, values, attitudes and beliefs. Theories on Task Based Learning too were considered in designing the tasks for the students.

Students would work in groups and share their personal views through discussion and argument. They would also get the opportunity to critically evaluate others' views. According to the Three Channels of Response activities were prepared where the students were asked direct text related questions, given opportunity to work in groups and make predictions on the text.

Features of the Product Based and Process Based teaching were listed in the questionnaire to verify the prevalent teaching method in the Sri Lankan English Literature learning classroom. Characteristics specified in the Language model and Language Based approach too was used in the questionnaire to find out the connection between language and literature. The cultural model was used to assess the influence of culture on learning as well as teaching. The role of literature in the personal development of an individual was assessed using the personal growth model.

Some of the elements that would develop literary competence were used in designing the pre test and the post test which was administered to the sample of students from the G.C.E. O/L English literature classroom. The theories discussed above were used in giving recommendations at the end of the research study.

2.5 Research Studies Done on Teaching Literature

2.5.1 A Survey on Research done in the Field of Literature

Paran (2008) has done an evidence-based survey on the role of literature in foreign language learning and teaching. He states that there is little research in the use of literature in language education. Most of the writings in this area have been theoretical. He examines research done by some educationists in the field of education.

2.5.1.1 Observation of Literature students in the University

Kim (Paran, 2008) observed a class of nine (09) students in a university in the United States. She interviewed the students and recorded the process in the classroom. She grouped the data into five categories; literal comprehension, personal connections, cross-cultural themes, interpretation and evaluation.

Observations:

- Literature circles provided opportunities for extended output.
- There is a great deal of interaction and responsiveness in the literature classroom
- Students get emotionally engaged.
- There is authenticity.

2.5.1.2 Teacher Centered and Student Centered Approaches

Yang (Paran, 2008) used a pre/post test design to examine the improvement of two elective classes in which literature was used. The two classes read the same science fiction novels for literature but each class experienced a different approach.

Class 1 – Experienced traditional teacher centered lecturing on literature.

Class 2 – Student centered approach – group work, whole class discussion, short lectures, writing tasks

Results: There was a sharp drop of attendance in the Class 1. Also the post test revealed that there was no improvement in the results of the first group but a statistically significant improvement in the results of the second group

Yang interviewed the learners of the two classes. The students in the class where literature was taught in a more student centered way showed positive attitude to the literature used in the class. They expressed that their language had developed and their critical attitude towards reading developed.

2.5.1.3 Behaviorist and Constructivist Designs

Beatty & Nunan (Paran, 2008) compared a behaviourist and a constructivist design for learners who were working on Mary Shelly's novel 'Frankenstein'.

Hypothesis of the research: Constructivist interface would lead to more collaboration and a more exploration-oriented experience.

Result: Behaviourist interface led to more collaboration.

Conclusion: Greater degree of scaffolding provided by the behaviourist interface gave the learners more confidence to explore the material in greater detail.

2.5.1.4 Using Student Centered Methodology to Teach Literature

Martin and Laurie (Paran, 2008) conducted a survey on students in an Australian university whose main subject was French to find out their views on learning literature. The students believed that studying literature would contribute to their reading skills but did not contribute much in the development of other skills. This was because of the way literature was taught to them. In follow up interviews the researchers found out that many students were not interested in learning literature because of the view of studying literature for enjoyment or personal development. They did not feel competent to deal with it.

Conclusion: More student centered methodology which values the contribution of the learner to the discussion of literature will be useful in the development of the learners.

2.5.1.5 Learner Centered and Text Centered Approaches

Schmidt (Paran, 2008) explored the attitude of the L2 learners in German secondary schools to studying Shakespeare in their lessons.

Finding: Most of the students accepted Shakespeare as an important part of their study. A cluster analysis of the responses of more than 400 learners in 28 different courses revealed a connection between the teaching approach that the learners had been exposed to, and their interest in the subject.

Conclusion: Pupils benefit from a balanced combination of both learner-centered and text-centered approaches. Learners who have been exposed to positive experiences with literature, and given the opportunity to read literature and respond to it benefit linguistically and enjoy the experience.

Durant (Paran, 2008) suggests a major methodological principle for designing tasks for the language and literature classroom. Role of the teacher is to provide the learners with the scaffolding needed to reach an interpretation.

2.5.1.6 Findings of the Survey of Paran (2008)

Paran says that the above research studies bring out the benefit of using literature in learning. There is evidence that using literature motivates the students and engages them in learning. It also brings out the importance of the learning task provided by the teacher for the success of language learning and for the success of literary understanding. The scaffolding provided by the teacher in setting up the task and in the process of learning is important.

But Paran also points out the areas that have not been considered by many researchers such as studies done on what happens in the literature and language classroom. Most of the research is on the undergraduates. According to him there are two most important research areas that have to be considered;

- 1 Survey research that will demonstrate the extent of the use of literature in the second language classroom in primary and secondary school settings.
- 2 Research into the way literature is taught in these settings, how it is perceived by the teachers and received by students, and how successful it is in promoting language proficiency.

Finally he states that these research have given an understanding of how to train teachers *who will be competent and confident in confronting the issues involved in using literature in the language classroom.*(2008:p.490)

2.5.2 Small Group Multi Tasking (Baurain,2007)

Baurain has done a research using Fourth Year English Major students at Dalat University, Vietnam in 2002 to develop a small group framework called ‘multitasking’. The purpose of this study is to enable the students to work cooperatively in a variety of formats. For this he designed task categories which rotate among small groups from lesson to lesson. Students formed permanent small groups. Each group was given a different task at a lesson. The group completes the tasks and presents. Then the tasks are rotated from group to group.

A range of activities were designed under six areas.

1. Study: Groups examine a text for key meanings and themes.
2. Teach: Groups prepares a reading activity to understand a text.
3. Artistic: Groups interacts creatively with a text.
4. Meta: Groups compare and contrast perspectives and issues
5. Respond: Groups give personal responses as part of the interpretive process.
6. Write: Groups discuss a potential exam essay question. Then work individually to write a paragraph or brief essays.

Some of the findings of this research:

- Students were motivated to learn on their own
- Level and quality of students’ learning increased and strengthened.
- Students demonstrated that they have understood there were many ways of exploring a literary text.
- More students participated actively in tasks.

2.5.3 Literature in the Multilingual Environment

A research paper presented by Wijerathne and Walisundara (2006) at the third international conference of the Sri Lanka English Language Teachers’ Association discusses how to develop multicultural understanding in a multilingual classroom

environment. Thirty five Grade 10 students from different ethnic groups & religions (Sinhala Buddhist, Tamil, Muslim) were selected for the study.

The three models of Carter and Long (1991) were used as the theoretical basis for this study. The three models are the Cultural model, the Language model and the Personal Growth model (2.2.4). Three short stories with cultural backgrounds specific to each of the three groups in the sample were selected. Questions were prepared in four levels;

1. Comprehension: Reading and understanding the text
2. Personalization: Empathizing with context, characters and issues
3. Seeing differences: Critical reaction to the text.
4. Seeing oneness: Empathizing and seeing commonality.

Findings:

- Students were able to understand the context and the culture of the texts.
- They tended to empathize more with the situations related to their own culture.
- Students perceived their own group and culture with awareness and understanding. But they are also receptive to the common human condition.

Recommendations:

- Discovering activity based methods for reflection and mind engagement should be done.
- Teachers must make children explain and express themselves.
- Questions or tasks must make them aware of themselves as persons of a distinctive culture while recognizing and tolerating the cultural other.

2.5.4 Teaching Literature in ESL Contexts

Devendra and Medawattegedara, 2006 presented a paper at the third international conference of the Sri Lanka English Language Teachers' Association (Slelta) on some issues related to interpretation in teaching Literature in ESL contexts. Aim of this research is to find out how literature can be used to help young people to able to respect diversity and develop ideas of pluralism. They have looked at the possibilities offered by

the literary texts to enhance students' abilities to be sensitive and to empathize with cultures other than their own.

The problem they have identified was that the students' interpretation of texts was influenced by their own ethnic, religious or cultural identity. Case study method was used in this research and fifty university students were taken as the sample.

Finding:

A combination of the models put forward by Carter and Long(1991) and associated pedagogic practices would be appropriate in the successful teaching learning of literature in the Sri Lankan classroom.

Cultural Model:	To sensitize learners to other cultures and foster multicultural understanding.
Language Model:	To develop linguistic ability
Personal Growth Model:	Learners interact closely with the text and offer their own interpretations.

2.5.5 Task Based Language Teaching

Littlewood (2007), in a plenary paper presented at the International conference of the Korean Association for teachers of English held in Seoul, Korea, in June 2006 discusses how teachers have responded to the challenges involved in the implementation of Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) in primary and secondary schools of East Asia.

He proposes a methodological framework to resolve some of these problems. He has adopted a five category framework;

1. Non-communicative learning (eg. grammar exercises)
2. Pre-communicative language practice (focus is primarily on language but also oriented towards meaning)
3. Communicative language practice (use language to convey information)

4. Structured communication (focus is on the meaning – more complex information exchange activities)
5. Authentic communication (discussion, problem solving)

2.6 Benefits of Learning Literature

2.6.1 Literature and Personal Development

Literature can be considered as an effective medium of inculcating values in learners. According to Brumfit and Carter (2000), Literature education is inculcation in students a sensitivity to Literature which allows discrimination of the ‘good’ from the ‘bad.

Literature for personal enrichment as discussed by Lazar (1993), draws on the own personal experiences, feelings and opinions of the learners. Students become actively involved both intellectually and emotionally in learning English and this aids in acquisition.

Chambers and Gregory (2006) have said that learning literature will take the students through other generations, races, cultures and classes. When the students are able to identify and get emotionally involved with the literary text they will be motivated to learn literature. *..the study of literature is hermeneutic, intertextual, participatory, value-laden, context dependant and relatively indeterminate. (pg.37)* The learners of literature will make appropriate interpretations and judgments by engaging in critical processes. They will be able to better understand themselves, their society and their place in it.

Speaking of Literature as a personal resource Watson (1994) has quoted Thompson (1966) in speaking about Literature-Centered English teaching. According to him *The most deeply affective form of language is literature, which many of us believe should be the core of English teaching at every level of education... Literature is the best route to good ‘communications’ English.. The case for Literature is that it stands for humanity, at a time when the human values are not upheld, as they used to be, by religion and the home... Among these values we must number imagination, as well as the obviously acceptable ones like sympathy, understanding and tolerance. (page 54)*

2.6.2 Language and Literature

In order to gain literary competence the learner of literature needs to have acquired a certain level of language competence. Educationists like Brumfit and Carter (2000), have agreed that a person's language competence will be developed by learning Literature.

Language and Literature are inter-related. According to Littlewood *Literature is not qualitatively different from any other linguistic performance. It is an instance of the productive use of a limited number of linguistic structures in order to achieve communication* (2000, p.178). Literature provides the basis for language structures in use. When students become capable of stylistic variation literature becomes a vehicle for learning of differences between language varieties. For example, conversational style is used for dialogues, informative style is for narratives and poetic style is for dramatic effects. A person who does not have the reading or comprehension fluency may not be able to respond to the literariness of a text. (Brumfit and Carter, 2000) On the other hand Language can be developed through learning Literature. Literature and Language have become two cultures where as they could have been helping one another. Literature is taught in Sri Lanka in the same old manner while new methodology and techniques are used in teaching the second language.

Short and Candlin (2000) have suggested an integrated language and literature curriculum to help the students improve their language skills such as reading and understanding complex texts and their command of language. *Many students enjoy reading literature. As enjoyment plays an important factor in any learning process, literature is a potentially useful aid to the language teacher.* (2000, p.91)

Collie and Slater (2001) who have done research on using literature in the language classroom have said *we have found that role play, improvisation, creative writing, discussions, questionnaires, visuals and many other activities which we use successfully to vary our language classes can serve a similar purpose when we teach literature.* (2001, p.8)

If literature is studied for pleasure and enjoyment, the student would be more actively involved. According to Carter and Long (1991), this has to be done through more activity based student centered approaches. They argue that student centered approach is more effective. But they also say both teacher centered and student centered approaches should be combined at certain occasions, specially in situations where certain cultures and situations are alien to the students. Students must be linguistically prepared for reading literature, specially in reading literature in a second or foreign language.

2.6.3 Mother Tongue and Culture

Literature is one way of giving access to another culture. Brumfit and Carter (2000) have described three situations in schools. Students working in their mother tongue on Literature with a great deal of children's writing behind them; Students working through a foreign or second language coming from a culture with a well developed literary tradition; and students working through a second language whose experience of artistically organized language is primarily oral, and whose culture may indeed have very different assumptions from the literature they study. The students who study English Literature in Sri Lanka may fall into the second category because though their second language is English their first language is either Sinhala or Tamil and these two cultures have a well developed literary tradition.

Littlewood emphasizes on the importance of the familiarity with the cultural background of a literary work in order to appreciate a literary text. *The crucial factor is the extent to which the reader can enter the world as an involved 'on-looker', for which there must be no cultural barriers, and the experience portrayed in the work must make contact with the pupil's experience at some point (2000, p.181).*

Long (2000) says that the literary texts to speakers of other languages should be presented differently from the speakers of native language. It should seek to develop responses from

the non-native speakers. Students can be asked comprehension questions from the literary texts, in-order to allow the students some practice of language structures and to lead the learner to get an insight into the text. Long suggests a plan to introduce a literary text to the learners. The students' mental attitude should be prepared before they start reading the text. This can be done by asking a few informal questions to stimulate response from the learners. The type of questions can vary according to the level of language proficiency of the learners. Next, the students read the text silently and the teacher can give low order questions to get the students involved with the text. Then the students are given the opportunity to work in pairs and in groups. The group discussions are unstructured and unmonitored but should not be too long. Finally the teacher can set a few high order questions.

Certain amount of background knowledge may be important to interpret a literary text. In order to interpret a text from a different cultural background the learner should have certain knowledge of the particular social situation and the particular participants involved. Also small scale social facts such as the attitude to marriage or divorce in a particular culture.

According to Mackay (2000), texts that are difficult in linguistic or cultural level are not suitable for the second language literature learners. Literature is a part of culture and it can be best understood in terms of its culture. And the purpose of literature is meaningful only when the reader has understood it and accepted it. Even if the text is simplified there are serious disadvantages because information may be diluted and may reduce cohesion and readability. She says literature written for young adults is suitable as study texts because the themes are usually about personal growth and development which are universal themes. Also the texts are relatively short with a young adult as the central figure and the story is stylistically less complex. *An interaction with a literary text depends on a reader's familiarity with the cultural assumptions in it. (2000, p.198)*

2.7 Difficulties in Teaching Literature

Long (2000) has pointed out two problems the teachers face in teaching English Literature for the learners whose first language is not English. Most Literary texts were unfamiliar and inaccessible to the non-native speakers of English. On the other hand, modern English is easier for the students to comprehend, but they too present problems of comprehension for they mostly break language rules and writing conventions.

Some literary texts can be read and understood without complexities. But there are some works though the text may not be linguistically and formally difficult needs a subtle interaction with a conceptual frame work in order to understand the meaning conveyed by the writer. And there are some works where the ideas and language may not be difficult to understand but the form and the concept may be complex to the students. Burk and Brumfit say *difficulties may appear which result from ignorance of the language being used, of the ideas being used, or of the form being used* (2000, p.174) Discrete-point teaching, correctness in grammatical form, repetition of a range of graded structures, restricted lexis etc. are considered as unsuitable to teach literature.

According to Vincent (2000), simple texts with rich language are suitable to teach language. But the texts should be linguistically simple. Language marked for the period, region or social class too is difficult for the students to comprehend, specially the language associated with social groups at particular times. Also writer's culture and attitudes may create difficulties.

Lazar (1993) points out the difficulties second language learners face when learning literature in a foreign language. Students may be able to relate to a text written by an author who has a similar background as to them than of an author who is from a different cultural background.

Hill (1990) too has pointed out the same problem faced by the EFL and ESL learners due to slang, idiomatic language and dialect in English literary texts. Students are able to recognize stylistic norms only if they have had experience of reading material of a literary nature. The author may choose words which are appropriate to his/her purpose but it may be understood only from the context. The author may use certain technical terms or

professional jargon that is necessary to make his/her work more realistic. The students should be made familiar with these connotations. The student who is not familiar with the culture in the text they study may have problem in understanding certain culture specific details, such as;

- social conventions and customs
- attitude and values
- social class distinctions
- religious or political ideas
- geographical features and climate
- diet and dress
- historical background. (Hill, 1990, p.26)

Educationists have suggested various strategies to overcome some of these difficulties. A few strategies are discussed below.

2.8 Literature Teaching Strategies

Language teaching strategies suggested by Carter (2000) can be used in teaching Literature as well. He speaks about three strategies; prediction on what comes next, justification of the point of view of the students which can be done through group discussions and producing summaries of the text. He uses a linguistic model developed by William Labov and his associates in 1972. This model consists of six steps; Abstract which gives a short summary of the story. It encapsulates the point of the story; Orientation helps the reader to identify the time, place, persons and their activity or situation; Complicating action has narrative clauses which are temporarily ordered. If this order is changed the meaning of the story changes; Then Evaluation can be categorized as external and internal evaluation. External evaluation is the comments made by the narrator external to the action and addressed directly to the interlocutor. Comment is embedded in the internal evaluation. The evaluative comment occurs to the narrator or character at a specific moment of the action. Comment is addressed to another character; Resolution is the last of the narrative which begins the complicating action; Finally Coda is a sense of

completeness signaling that the story has come to an end bringing the narrator and the reader to the point they entered the narrative.

Brumfit (2000) has presented some codes for reading literary texts. First the students must be able to understand the linguistic structures of the literary text. Then they must be able to recognize the relationship between characters and events, exploit ideas and values and next they must have the ability to generalize it to personal experience.

Boyle (2000) says the literature students must be able to discriminate in reading between facts that are important to the text and the facts that are not essential to understand the meaning of the text. They must be able to appreciate the importance of certain facts. Teacher can give comprehension questions to the students in order to get their attention to the important facts. Similes and Metaphors can be used to improve grammar. Cloze tests can be given to test reading. Dramatization and discussion panels too are good ways to develop critical thinking and speaking abilities.

Language Base Approaches presented by Carter and Long (1991) are more concerned with the process of reading and not the product. Teacher works with the students and enables the students to have direct contact with the text. *Whole range of strategies drawn mainly from the language teaching classroom are applied to the teaching of reading literature in a second or foreign language (1991, p.7)*. Some of the suggested strategies are; cloze texts, predictions, creative writing, re-writing, role play, group work and pair work. According to them beginning with simplified versions may generate interest in the student to read the original text but the simplified version should not affect the original story. Simplified version can promote literary competence by which demands some kind of inference from the reader. They say that *literary and language competence cannot be separated for one will always depend on the other (1991, p.6)*

As Carter and Long (1991) have suggested, the reader of literary texts must be able to share the world writer has created and fit the created world to world he or she knows, that is relate the experience of the text to his/her own experience. Also the reader must be able to interpret what the text might mean by reading between lines to seek for explanations

and meanings. The teacher must set pre reading activities by directing the students' attention to texts and sensitizing them to the ideas and themes embodied in the text. Some literary texts deal with abstract and philosophical issues which students may not have encountered. If the teacher is enthusiastic about the literary text, the students will come to like the text which has been presented.

They have also stated a few questioning strategies. According to them aim of questioning is for greater understanding of the literary texts and nature of literature in general. Low Order questions attempt to retrieve factual information, literal meanings, basic propositions and content of a text. High Order questions involve the learners' own responses, inferences, knowledge and experiences of the world. These questions seldom have a right answer. Open questions direct the learner for exploration of the text and to draw out his/her imagination where as Closed questions expect accurate, information based response.

Stylistics is an approach specially suited to the development of close, accurate readings of all texts in which language is used for creative purposes. *Stylistics is an approach to the study of texts which involves analysis of language use in literary texts .. one outcome of stylistic analysis is to be able to explore the relationship between what is said and how it is said. It is clearly an approach which is suited to both study of literature and advanced students. Carter and Long (1991, p.121)*

Some of the activities suggested by Hill (1990) to improve language ability using literature are cloze texts and comprehension questions. For lengthy sentences with many syllables Hill suggests cloze text as a remedy. In order to help the students overcome the difficulties they face in relating to a foreign culture she suggests widening the knowledge of the students on the differences in historical periods, geographical areas, social classes etc. by giving them pre-reading questions on the main theme, sub-plots and points of character. *A better method is to set some pre-questions which will stimulate the students into reading the chapter themselves. (1990, p.29)* Supplementary activities recommended by Hill (1990) are role play, games, competitions, watching a play or movie that is based

on the text, preparing newspaper reports, articles based on the text and open discussion of a theme in the text.

Carter and McRae (1999) have made two suggestions to formulate tasks. Interrogative form is direct and short and resembles comprehension questions whereas in the Imperative form the tasks are given as instructions rather than questions. The learner must be helped to move from dependency to independency. This can be done through discussion sessions in the class.

Duff and Malay (2001) have recommended four sections on how to teach literature through activities.

Section 1: starting points - a selection of activities which can be used with students at different levels is introduced. Formal knowledge of literature is not required for this. These activities will lead to further discoveries and are designed to;

- a) awaken interest – guessing, speculation, discussion
- b) accustom students to work on short texts
- c) introduce approaches that will later be used with longer texts
- d) provide teacher with material that is easy to prepare, adapt and renew

Section 2: General approaches – The approaches are not text bound. Some approaches can be used with material of one's own choice. Two approaches are given;

- i. Flexibility – Any text can be approached in different ways depending on what the focus is. Eg. Language, theme, depiction of character etc
- ii. Similarity – There are common features in texts. In a general approach the similarities in texts are pointed out. Eg: description of places, people, dialogues etc

Section 3: Developing ideas – Activities to concentrate primarily on discussion of topics. One of the aims of these activities is to give the students opportunity to speak from personal experience.

Section 4: Further ideas – suggestions are given for activities based on literary texts which can be used to improve a specific language skill or practice a particular area of language.

Collie and Slater (2001) have introduced shared activities, helping the students to explore their own responses and using the target language as effective ways of teaching literature in the classroom. They have suggested pair and group work as shared activities to increase the learners' confidence in using a foreign language. A group with various personal and private experiences can share their experiences in understanding and interpreting the world created by the literary work. Also in helping the students to explore their own responses they will become less dependent on received opinion and more interested and more able to assess other perspectives. By using the target language students put themselves imaginatively in the target situation. Some of the students may not possess the adequate vocabulary and structure. They must be helped to express ideas either non-verbally or by making use of a limited linguistic repertoire.

They have given strategies on how to teach a novel in the classroom. Reading the novel should be a combination of class work and private reading. According to them the entire novel need not be read in the classroom. *Working on carefully chosen selections will maintain momentum and a sense of the whole in class, while the learners' complimentary reading at home allows them to form a personal relationship with the text and to feel at the end that they have coped satisfactorily with the challenge of a complete book.* (2001, p. 12)

Also the passages selected to work in the classroom should be interesting, if possible close to the students' own interests and it should be an important part of the book's overall pattern. Also it should provide good potential for a variety of classroom activities. On the other hand, sections that are not read in the class should be assigned to the students as home work by providing them with worksheets to support reading and these sections should be related to the sections done in the classroom.

Nunan (1995) has suggested learning strategies that can be used in the classroom. Some of those strategies are;

- Finding your own way – Helping learners to discover what ways of learning works better for them.
- Organizing information about language – Developing ways for learners to organize what they have learned, through making notes and charts, grouping items and displaying them for easy reference.
- Being creative – Experimenting with different ways of creating and using language.
- Making your own opportunities – Learning language actively by performing tasks in class
- Learning to live with uncertainty – Trying to work things out with the help of resources.
- Using mnemonics – Helping learners find quick ways of recalling what they have learned. Eg. Word associations, particular contexts of occurrence, experiences and personal memories.
- Making errors work – Helping learners to ask for error correction and help and to learn from the errors they will make.
- Letting the context help you – Help the learners to develop their capacity to guess and infer meanings from the surrounding context and from their background knowledge and out of class experience.
- Learning to make intelligent guesses – Developing the learners' capacity to work out meanings. To focus on the main parts of the message and relate these to the overall text and context.

According to Chambers and Gregory (2006) good teaching demands two things; the students should be made aware of the central importance of the process acquiring knowledge and understanding of literature and these processes should be taught explicitly, comprehensively and in ways that are intelligible, engaging and thought provoking. (2006:pg.47)

Personal involvement with the text is a vital element in responding to literature. Watson (1994) believes that *the young learners should not be discouraged from making links between the literary work and their own experience; (Pg.57)* He has suggested a developmental model for teaching literature.

Table 2.1: Response to Literature: a developmental model

Process Stages (kinds of satisfaction)	Process Strategies
1. Unreflective interest in action	i. Rudimentary mental images (strategies from films and TV) ii. Predicting what might happen next in the short term
2. Empathizing	iii. Mental images of affect iv. Expectations about characters
3. Analogizing	v. Drawing on the repertoire of personal experiences, making connections between characters and one's own life
4. Reflecting on the significance of events (theme) and behaviour (distanced evaluation of characters)	vi. Generating expectations about alternative possible long-term outcomes. vii. Interrogating the text, filling gaps. viii. Formulating puzzles, enigmas, accepting hermeneutic challenges.
5. Reviewing the whole book as the author's creation.	ix. Drawing on the literary and cultural responses. x. Interrogating the text to match the author's representation with one's own. xi. Recognition of implied author
6. Consciously considered relationship with the	xii. Recognition of implied modes in the text, and the relationship between implied author and implied reader.

author, recognition of textual ideology, and understanding of self (identity theme) and one's own reading processes	xiii. Reflective ness leading to an understanding of textual ideology, personal identity, and one's own reading process.
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Watson (1994:pg218)

2.9 Teaching Literature in Other Countries

Aim of the Common Core Recommendations for the Examination of English Literature at Advanced Level in Britain, as stated by Vincent (2000) is to encourage an enjoyment and appreciation of English Literature based on an informed personal response and to extend this appreciation where it has already being acquired. Skills tested are; knowledge of content and historical and personal background that led to write the text; understanding surface meaning and a broader conception of the nature of text; ability to recognize and describe literary effects and use of language by analyzing the text; ability to judge the value of the text; ability to place the text in the context it is written and relate it to present day; ability to write organized essays on the texts.

Speaking about Literature Teaching in Tanzania, Brumfit (2000b) has discussed three things that Education must aim to develop. They are; an inquiring mind where the learner has the ability to learn from what others do by rejecting or adapting what he or she needs; basic confidence in his own position as a free and equal member of the society who values others and who is valued by them for what he does, not what he obtains; develop the skill of criticism; rely on cooperative approach; develop ability to recognize sarcasm and humour He says that teachers must be given adequate background knowledge in culture represented in the literature.

According to Pettit (2000), Literature in East Africa is a form of recreation. Students must be able to assemble a collection of received ideas, facts, and apparent facts with as much knowledgeable connection as possible and instead of synthesizing several disciplines; he would be producing a mode of thought acceptable in none. A teacher with an interest in a

discipline like Psychology or Sociology may present with ideas and thoughts of these disciplines and use them as schematic terms of reference for the works they are studying.

Indian Educational system has given a major place to teaching literature in schools. Students do not acquire vocabulary by classroom teaching but by extensive reading. Language-learning materials in schools have been sourced from literature: prose, fiction, and poetry. Major aim of language study is to use language to develop imagination. Also Literature in English is offered in school as an optional subject. (National Curriculum Frame work, 2005)

2.10 Literature in the Sri Lankan Classroom

Examining the teaching of Literature in the Sri Lankan classroom, Kamala Wijerathne (Brumfit and Benton, 1993) has said that there are no clear statements about the objectives of teaching English Literature. But considering the youth rebellion, ethnic conflict and various other issues there is a need to introduce a more cooperative approach in education. Already an important place is given in the mother-tongue curriculum to increase humanistic input through literature. But in the second language teaching importance has to be given to content taught as well as to the process. *Developing the four skills will remain paramount but literature could be harnessed in developing these as well as further and higher language skills.*(1993:page 58) She has stated three clear objectives in teaching literature in the secondary schools in Sri Lanka. They are:

1. Linguistic: To create a bigger language input in the form of reading materials and activities related to them.
2. Cognitive: To make learners aware of a world full of diversity to which they had to adjust themselves.
3. Humanistic: To sensitize them to the liberal humanistic tradition which was the essence of English (Western) culture.

Wijerathne (1993, page 58)

The chief aim of teaching English literature was to *support the qualitative development of language and inculcate wholesome values in the young learners. Other aims related to developing the reading habit and expanding the world of the reader, sharpening their critical sense.* (page 60)

2.11 Summary

The above mentioned theories and research findings were taken into consideration when the intervention plan was designed for this study. The intervention plan aimed at providing a scaffold for the teachers who teach Literature in English in the Sri Lankan secondary school to develop the literary competence of the students.

A questionnaire for teachers was prepared considering the above theoretical and research findings. The difficulties mentioned in 3.5 above in teaching literature too was considered when the questionnaire was prepared in order to find out whether the same difficulties prevailed in Sri Lanka as well. Techniques and methods used in other countries to teach Literature in the Second Language classroom were examined to decide on the possibility of using them in the Sri Lankan English Literature learning classroom.

A pre-test and post-test was prepared based on the aspects of the literary competence in order to assess the existing literary competence of the students and their development after administering the activities in the classroom.

Activities were designed according to ‘Task Based approach’ (Nunan 1995), Three-phrase approach to researching task conditions (Skehan, 2000), Developmental model by Watson (1994), Three Channels of Response (Long, 2000) and suggestions and theories recommended above by many educationists. These will be discussed in detail in the next chapter.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Overall purpose of this study is to examine ways to develop the literary competence of learners who study English Literature in the state schools in Sri Lanka where English is taught as a second language. Research methodology, selection of the participants of this study, methods used in the collection and analysis of data and the limitations of this study are discussed in detail in this chapter.

3.2 Research Questions and Objectives

3.2.1 Research Questions

1. What are the aspects that contribute towards the development of literary competence in second language learners?
2. How can these aspects be used to develop the literary competence in the Sri Lankan Literature learning classroom?

3.2.2 Objectives of the Study

This study focussed on the following specific objectives in order to achieve the above questions.

1. Examine how Literature is taught for the second language learners in other countries.
2. Examine the strengths and weaknesses of the existing learning- teaching system in the Sri Lankan Literature classroom.
3. Assess the literary competence of the students of a selected sample.
4. Suggest activities to develop the literary competence of the students.

3.3 Research Design

This study was an action research. It is the most suitable approach to understand what specific pupils require and select appropriate methods to teach (Littlewood, 2000). It is because action research is usually conducted in the natural classroom setting and the behaviour and the response of the students can be closely observed. As indicated in the following diagram, an action research has four basic steps; plan, act, collect and reflect. These steps are repeated in cycles as the research progresses.

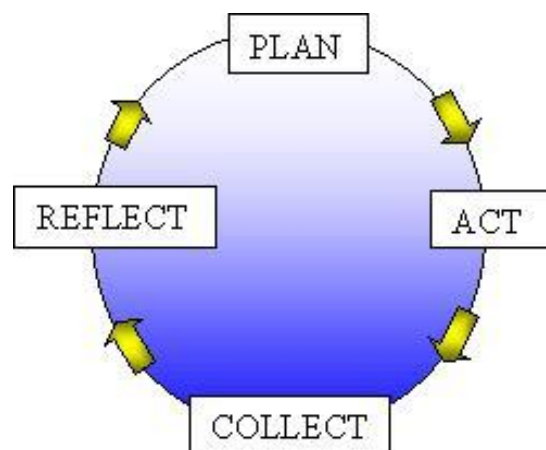


Figure 3.1: Cycle of Action Research

Adapted from; Bailey, K et al. (2001), *Pursuing Professional Development*

One cycle of the action research was completed in this study and the study began by reflecting on the reasons that hindered students from developing their literary competencies. Many students who learn English as a second language in the G.C.E. (O/L) class in Sri Lanka do not offer English Literature at the G.C.E. (O/L) examination and majority of the students who have sat for the examination have not developed the required literary competencies. This problem was reflected on by examining the data collected from the formal interviews with fifteen teachers of English, ten teachers of English Literature and fifteen students who have offered English Literature at the G.C.E. (O/L) examination. Theories and research on teaching and learning Literature in other countries as well as in Sri Lanka and the problems and attitude of the teachers too were reflected on.

Then the strengths and weaknesses in the existing teaching learning system in the Sri Lankan classroom were identified.

As the second step of the study, an intervention programme was planned based on the above findings. The aim of this intervention programme was to suggest a scaffold for teachers with the view of getting the teachers to help students develop their literary competence. Each activity in the intervention programme was based on a literary competence that was expected to be developed in the students. The students were selected from three schools to represent both genders and the three teachers from the three respective schools became the key informants in this study.

The planned intervention programme was implemented as the third step of the study, on the sample of students who learn English Literature in the G.C.E (O/L) classroom. Literary competences of the students were assessed by administering a pre-test which was repeated on the same sample at the end of the intervention programme. The informants were interviewed at the end of the intervention programme to find out the success of the intervention plan.

Finally, reflecting on the results of the study recommendations to develop literary competence of the students and suggestions for the second cycle were made. Process if this study is depicted in the following diagram.

Process of the Study

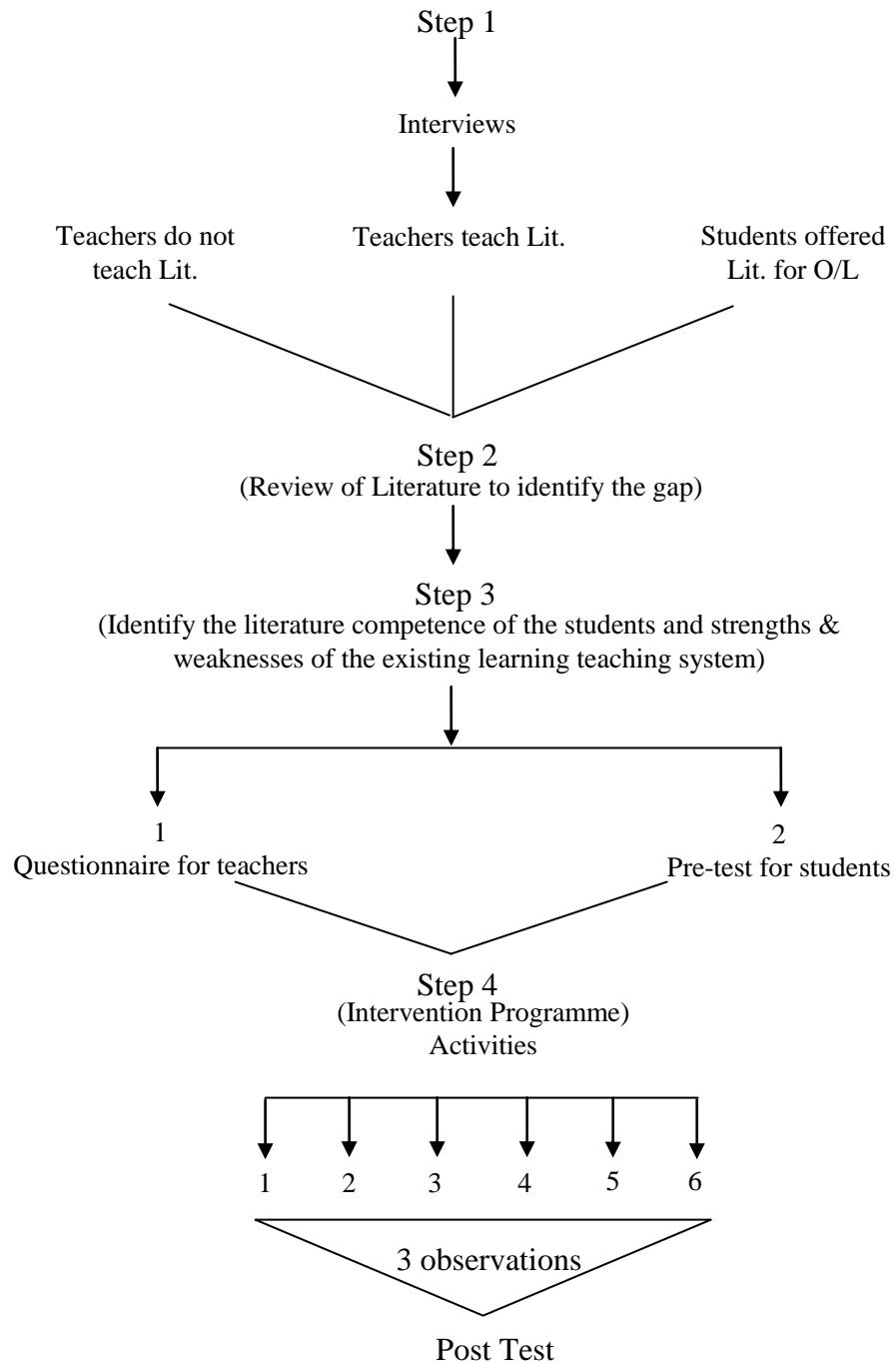


Figure 3.2: Process of the Study

3.4 Study Sample

The participants of this study were selected from three schools in Gampaha District that offer English Literature for students in the G.C.E O/L classroom. One girls' school, one boys' school and one mixed school were selected to represent both genders in order to study how each sex responds to literature and develop literary competencies. The main participants in this study were the Grade 10 students who learn English Literature in the above mentioned schools. Three teachers who teach English Literature for these classes were the informants in this study and they assisted in the implementation of the intervention programme. Study sample is indicated in the following table.

Table 3.1: Study Sample

School	Student Sample			Teacher Sample		
	M	FM	Total	M	FM	Total
School 1 - GSB		13	13		01	01
School 2 – SA	09		09		01	01
School 3 – SP	10	23	33	01		01
Total	19	36	55	01	02	03

In addition sixty two teachers who teach English as a second language in the system of school in Sri Lanka were given a questionnaire in order to identify the strengths and weaknesses in the existing learning teaching system in the Sri Lankan English Literature classroom.

Apart from this, face to face formal interviews were conducted as a preliminary survey with fifteen teachers who do not teach English Literature at school, ten teachers who teach English Literature at school and fifteen students who have offered English Literature at G.C.E (O/L) Examination in order to identify the problems in the learning teaching system in the Sri Lankan Literature classroom.

3.5 Data Collection

The main data collection methods used in this study were documents on teaching and learning literature in other countries (as discussed in Chapter two), pre/post tests, designed activities, classroom observation and questionnaires. Interviews with teachers of English and English Literature and interviews with students who have studied English Literature were secondary modes of data collection.

3.5.1 Questionnaire

The main purpose of the questionnaire was to identify the perspective of teachers of English as a second language in Sri Lanka to teaching and learning English Literature in the state schools in order to get an overall understanding of strengths and weaknesses of the existing learning teaching system in the English Literature classroom.

The questionnaire consisted of four sections (Appendix Four).

- Section 1: Personal details of the teachers of English – such details as the school they teach, Age, subject/s they teach, type of appointment, number of years served as a teacher and teacher category that may have an impact on their teaching.
- Section 2: Educational and professional qualifications of the teachers who teach English in relation to English and English Literature which may contribute towards their teaching.
- Section 3: This section was specially for the teachers who teach English Literature for O/L students in school. This section enables the researcher to compare the teachers who teach English Literature and teachers who do not teach English Literature in relation to Sections 1 and 2 and examine whether there is a connection between the personal details, educational and

professional qualifications mentioned above and teaching of English Literature in school.

This section also provides vital information on the problems of teachers and their attitude to teaching Literature as well as methods and techniques used by them in teaching. Statements in 3.3 and 3.4 in this section were formulated mainly by considering the following aspects in the Chapter Two of this study;

- Literary Competence (2.2.7)
- Product Based and Process Based Teaching (2.2.3)
- Research survey done in the field of Literature teaching by Paran, 2008 (2.5.1)
- Research on small group multitasking by Baurain, 2007 (2.5.2)
- Research on multicultural understanding by Wijerathne & Walisundara, 2006 (2.5.3)
- Benefits of learning Literature (2.6)
- Difficulties in teaching Literature (2.7)

Section 4: This section consists of three open ended questions to obtain views, ideas and suggestions of teachers in teaching English Literature in the system of school.

3.5.2 Observation

Observation (Appendix Five) was one of the main data collecting tools in this study. Main purposes of observation were to examine the strengths and weaknesses of the existing learning teaching process in the classroom environment and to examine the contribution of the intervention programme in developing the literary competence of English Literature learners. The focus of the observation therefore was on such aspects as (1)Teacher Personality (2) Presentation of the Lesson (3) Strategies Used (4) Activities (5) Student Participation (6) Classroom Management (7) Values and Attitudes (8) Use of Learning Teaching Material (9) Evaluation and (10) Achievement of Lesson Objectives.

Classroom observation instrument was drawn up by adopting some of the criteria for the above aspects from the standard classroom observation instrument used at the Faculty of Education, University of Colombo, Sri Lanka to evaluate the teaching process of the trainee post graduate teachers, but most of the criteria was based on the aspects that contribute towards the development of Literary Competence, aspects of Task Based Learning and Literature teaching strategies discussed in the Chapter Two of this study.

Literature teaching learning process of the three selected classrooms was observed at three levels and data was recorded using the classroom observation instrument.

Level 1 – 1st Observation - Before administering the pre-test and before introducing the intervention programme.

Level 2 – 2nd Observation - While the activities were being implemented in the classroom.

Level 3 – 3rd Observation - At the end of the intervention programme before the post test was administered.

3.5.3 Pre/Post Tests and Activities

3.5.3.1 Preparation of Pre/Post Tests

Pre-test and Post test (Appendix Six) are the measuring instruments used to evaluate the contribution of the activities in developing the literary competence of the participants in this study. The test was designed to assess six literary competencies discussed in the chapter two (2.2.7) of this study and it was administered on the student sample before the intervention programme and the same test was repeated at the end of the intervention programme. Each question in the test was based on one literary competence.

1. Literary Competence: Understand both implicit and explicit meanings of words in a text.
 - (i) a) What was the name of the book Jane Eyre was reading at the opening of the novel?
 - b) What does the book contain?
 - c) How significant is the pictures of the books to Jane's life?

- (ii) Describe the appearance of Mr. Brocklehurst as Jane sees him at their first meeting at Gateshead Hall, and the impression the reader gets of him at this description.
- 2. Literary Competence: Ability to demonstrate knowledge through quotations and summaries.
 - (i) Explain briefly the life of Jane from the opening of the novel to the point she leaves Gateshead Hall and goes to school.
 - (ii) Give two quotations from Jane's life in Gateshead to show that she led a life of loneliness and isolation.
- 3. Literary Competence: Ability to relate text to an external framework.
 - (i) Give a historical factor that can be recognized in the novel.
 - (ii) State a social factor that is presented in the novel.
- 4. Literary Competence: Ability to recognize the themes of a text and how themes in the plot are reflected by themes in the sub-plot.
 - (i) Identify one theme of the novel that is brought out in the first chapter of the novel.
 - (ii) How is this theme established in the development of the plot in the novel?
- 5. Literary Competence: Values, attitudes conveyed in the novel and point of view of the narrator.
 - (i) List two values writer tries to promote in the novel.
 - (ii) What is the attitude of the writer towards religion? Explain briefly with examples.
- 6. Literary Competence: Linguistic ability, creativity and sensitivity of the students. Analyze how Jane's childhood experiences at Gateshead form her character.

3.5.3.2 Designing Activities

As discussed in section 2.4, six activities were planned and designed for the intervention programme in order to develop the literary competencies mentioned above. These activities were designed according to the learner centred approaches of Nunan, 1995 discussed in Chapter Two (2.3.1). The four task components; the goals, the input, the activities derived from the input and the role of teacher and learner were taken into consideration in the designing of activities.

Goals are the outcomes expected of the task and the input is the activity presented for the learner to work on. Activities are what the learner and teacher will be doing during the lesson and the role of the teacher is to give instructions for the tasks and facilitate learning. The role of the learner is to learn by doing the activities.

The three pedagogical goals introduced by Skehan, 1998 (2.3.2) in the Task Based Approach was taken into consideration in the observation of the intervention programme in the classroom. The pedagogical goals are; 1) accuracy of language used by students and the teachers in doing the activities, 2) complexity; that is the capacity of the learner to progressively produce more complex language, 3) fluency; that is the capacity of the learner to produce language without undue pausing or hesitation.

How the activities were designed is discussed below. Each activity was based on the following format:

1. Literary Competence
2. Theory on which the activity is based
3. The activity and how it is conducted in the classroom

Activity One (Appendix Seven)

Literary competence: Understand both implicit and explicit meanings of words in a text.

Theories:

- Process Based Teaching by Carter & McRae, 1999 (2.2.3)
Learning is oriented towards language based student centered activities which involves the student with the text. Group work given. Learning is gained by doing activities.

- Language Based Approach by Lazar, 1991 (2.2.5)
- A detailed analysis of the language of a literary text will provide the student with the necessary language skills to make meaningful interpretations of a text. Their general understanding and awareness of English will improve.
- Task Based Learning Framework by Willis ,2000 (2.3.3)
- Students were made familiar with different words in the text at the pre-task phase and the students in groups find out the meanings of the words according to the context in the Task cycle phase. Then students analyze the language and make sentences at the Language focus phase and teacher acts as a facilitator.

Activity:

The class was put into four groups. Each group is given a task sheet with a list of words from the text that was different from the other groups. A common word list with possible synonyms too was given to all the groups. Groups had to pick up appropriate synonyms for the words and find the word class and fill in the grid within the given time. Grammar exercises were given. Focus was primarily on language but also oriented towards meaning. Students used language to construct sentences and there by conveyed information. Students exchanged task sheets as information exchange activities and authentic communication took place as the students discussed in their group to complete the task sheet.

Then each group constructed three sentences using any three synonyms from their list and prepared a similar grid to pass it to another group. The group that completed the highest number of Task sheets within the given time was the winner.

Activity Two (Appendix Eight)

Literary Competencies: Understand both explicit and implicit meanings of words in a text.

Ability to demonstrate knowledge through quotations

Recognize some of the values and attitudes conveyed in the novel

Theories:

- Language model in the Three Models of Carter & Long, 1991 (2.2.4)
This introduces the students to more subtle and creative use of language.
- Constructivist Approach to Learning by Sharma & Toma, 2005 (2.2.2)
Learner constructs interpretations of how things work using pre-existing structures. Learners are motivated to justify and defend their ideas and knowledge is acquired through involvement with the content.

Activity:

Students were given a list of quotations from the text Jane Eyre and three statements for each quotation to pick up the most suitable meaning for the given quotation. As an extended activity students were asked to give reasons for selecting the particular meaning.

Activity Three (Appendix Nine)

Literary Competencies: Ability to demonstrate knowledge through quotations and summaries.
Ability to relate the text to an external framework
Recognize some of the values and attitudes conveyed in the novel and the point of view of the narrator.

Theories:

Three models by Carter & Long, 1991 (2.2.4)

Language model: Students analyze the quotations and display linguistic ability by filling in the worksheet precise information.

Cultural model: By closely analyzing the quotations students will understand and appreciate other cultures.

Personal growth model: Since this activity is in the form of a competition, the students will enjoy it. They will understand and appreciate other societies, cultures and human beings.

Language Based Approach by Lazar, 1993 (2.2.5)

A detailed analysis of the quotations of the literary text will provide the students with necessary language skills to make meaningful interpretations.

Activity:

Class was divided into groups of six students. Each group was given a set of quotations and a worksheet. Each group was given a different set of quotations. The group that completed most number of entries in the worksheet in five minutes was the winner. After completing the worksheet each group prepared similar quotations and rotated it among other groups. This activity helped the students to understand the linguistic structure and recognize the relationship between characters and events. They exploited ideas and values.

Activity Four (Appendix Ten)

Literary Competencies: Ability to demonstrate knowledge through summaries
 Develops the linguistic ability of the students

Theories:

Process Based Teaching by Carter & McRae, 1999 (2.2.3)

Literature Teaching Strategies: (2.8)

Carter, 2000 suggests three strategies and one of the strategies is the point of view of the students which can be done through group discussion and producing summaries of the text.

Boyle, 2000 says that the students must be able to discriminate between facts that are important to the text and facts that are not essential to understand the meaning of the text.

Activity:

Students in pairs completed a diagram on the important points of Jane Eyre – Chapter 1. The activity was language based and student centred which involved the student with the text. This type of activity can be used in both language learning and literature learning

classrooms. Students worked in pairs and they learned to write a summary by doing the activity.

Activity Five (Appendix Eleven)

Literary Competencies: Ability to relate the text to an external framework.

Developing the Linguistic ability, creativity and sensitivity of students

Theories:

Reception Theory by Watson, 1994 (2.2.1):

Learners make meaning by interacting with the text and each one interprets the text in different ways depending on their personal experience, their cultural knowledge, their values and beliefs.

- Three Models by Carter & Long, 1991 (2.2.4):

Language Model: Students get the opportunity for subtle and creative use of language.

Cultural Model: Enables students to understand and appreciate cultures and ideologies different from their own.

Personal Growth Model: Enables the students to understand the society and culture and understand about human beings.

- Literature Teaching Strategies (2.8):

- Developmental Model by Watson, 1994:

Students' mental images are activated by drawing on the repertoire of their personal experiences and making connections between the character of Jane and their own life.

- Carter & Long, 1991:

Student shares the world writer has created and fits the created world to the world he or she knows.

Activity:

Students in groups drew a page from *Bewick's History of British Birds* as described in Chapter 1 of *Jane Eyre*. Then teacher was instructed to ask each student to close their eyes and imagine him/her as Jane in order to create a mental picture of the place where Jane lived. Teacher had to guide them to share the feelings of Jane. (Instructions were given to the teacher) After that the students were requested to list down all feelings and thoughts that came into their mind. Teacher helped with language where necessary.

Activity Six (Appendix Twelve)

Literary Competence: Ability to recognize the themes of a text and how themes in the plot are reflected by themes in the sub plot.

Theories:

- Constructivist Approach to Learning by Sharma & Toma, 2005 (2.2.2)
The learner is able to perform in a problem solving situation and meaningful learning takes place because the learner has constructed an interpretation of how things work using pre-existing structures. Learner is motivated to establish connections between ideas. Knowledge is acquired through involvement with the content of the text.
- Process Based Teaching by Carter & McRae, 1999 (2.2.3)
Activity is student centred which involves the student with the text to develop their perception of the text and help them to explore and express the perceptions. Group work is given prominence.

Activity:

Students in small groups of 3 or 4 find examples from the text to justify the given themes. Activity was designed to direct the students' attention to the text and sensitize them to the ideas and themes embodied in the text.

How the activities were designed in relation to each competence is presented in the Table 3.2.

Table 3.2: Activities in relation to the Literary Competence

Literary Competence	Activities
Understand both implicit and explicit meanings of words in a text	Activity One Activity Two
Ability to demonstrate knowledge through quotations and summaries	Activity Two Activity Three Activity Four
Ability to relate text to an external framework	Activity Three Activity Five
Ability to recognize the themes of a text and how themes in the plot are reflected in the themes in the sub plot	Activity Six
Values and attitudes conveyed in the novel and point of view of the narrator	Activity Two Activity Three
Linguistic ability, creativity and sensitivity of the students	Activity Five

3.5.4 Interviews

Face to face formal interviews were conducted with open ended interview schedule at the preliminary survey and at the end of the intervention programme as a secondary source of data collecting instrument.

At the preliminary survey, fifteen teachers of English who do not teach English Literature at school (Appendix One), ten teachers of English who teach English Literature for Ordinary Level students at school (Appendix Two) and fifteen students who have offered English Literature for G.C.E. (O/L) Examination (Appendix Three) were interviewed. Purpose of these interviews was to find out the reason for the lack of literary competence in the Literature learners.

At the end of the intervention programme, the three teachers who volunteered to be the informants of the programme and carried out the activities in the classroom were interviewed to get a feedback on the intervention programme (Appendix Thirteen).

3.6 Data Analysis

Data analysis is based on the specific objectives of the study. Following table indicates how the data was analyzed for each objective.

Table 3.3: Data Analysis according to the Objectives

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
<p>This objective was achieved in the review of Literature in the Chapter 2 of this study on:</p> <ul style="list-style-type: none"> • Theories • Research • Benefits • Difficulties • Strategies <p>used in learning & teaching Literature and Activity Based Learning in the second language classroom</p>	<ul style="list-style-type: none"> • Data gathered through the preliminary survey. • Data collected from the questionnaire administered to teachers of English • Classroom observations 	<ul style="list-style-type: none"> • Test scores obtained by the participants of the study at the pre test and the post test. 	<ul style="list-style-type: none"> • Six activities discussed above.

3.7 Limitations of the Study

Only a few schools in Sri Lanka offer Literature for second language learners and only a small percentage of students in these schools opt to learn English Literature because it is listed along with aesthetic subjects such as Art, Music and Dancing which are taught in their mother tongue. Therefore the sample had to be selected from the schools that offer Literature.

Also two texts have been prescribed for G.C.E O/L syllabus and the teachers have the freedom to teach the book of their choice. Majority of teachers have selected Village by the Sea instead of Jane Eyre. Therefore the sample had to be selected from the schools where teachers agreed to teach Jane Eyre.

Since the students had not read the text even by the end of the year activities had to be based only on the first chapter. And due to time restrictions only six competencies were selected and only six activities were designed.

3.8 Summary

This chapter focussed on presenting the methodology used in conducting this study. The method used to complete one cycle of this action research was discussed in detail by explaining how the problem was identified using interview schedules and how an intervention programme was planned by selecting the participants for the intervention programme, and collecting data using questionnaires to identify strengths and weaknesses in the existing learning teaching system in the Sri Lankan Literature classroom, also how the pre/post tests and activities were designed and how the intervention programme was implemented in the classroom using observation instruments to collect data, interview schedules and finally, how the data would be analysed to achieve the objectives and the limitations of this study were presented in this chapter. And how the data was analyzed would be discussed in detail in Chapter Four.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Methodology used in the preparation of data collecting instruments and the methods used in the collection of data were discussed in detail in the previous chapter. This chapter focuses on analyzing and interpretation of data gathered in this study. Analysis of data was guided by the objectives of the study, according to a criteria identified in Chapter Three. Analysis and interpretation of data in relation to each objective is discussed below in detail.

4.2 Methods and Strategies Used to Teach Literature in Other Countries

4.2.1 Theories & Methodologies in Developing Literary Competencies

Methodologies used in teaching literature in other countries have been mainly based on theories discussed in Chapter Two of this study and these theories have been successful in developing the literary competencies of the learners of literature. Table (4.1) presents how some of these theories promote methods of teaching and learning in the literature classroom in order to develop the literary competencies of the students.

As the table 4.1 below indicates, both student centered and teacher centered methods have been used in the development of literary competencies. But active participation of students where students learn by doing activities has been mostly successful in the development of competencies. Teacher has a major role in the classroom where drilling and practice is necessary in learning the text and when the culture presented in the text is not familiar to the students. But in order to develop higher skills such as creativity, critical analysis, inference and high linguistic abilities it is important for the student to take responsibility for learning and actively be involved in activities where teacher acts as a facilitator.

Table 4.1: Theories and Methods of Teaching to Develop Literary Competencies

Theory	Method of Teaching/Learning	Literary Competencies
<ul style="list-style-type: none"> ○ Reception Theory ○ Constructivism 	<ul style="list-style-type: none"> - Interaction with the text, student & the environment - Learns by active participation - Student constructs his/her own interpretations and the teacher facilitates 	<ul style="list-style-type: none"> - Infer meanings of unknown words of a text by interacting with the text.
<ul style="list-style-type: none"> ○ Product Based 	<ul style="list-style-type: none"> - Learn by practice - Teacher centered - Memorization 	<ul style="list-style-type: none"> - Demonstrate internal knowledge through quotations and practice
<ul style="list-style-type: none"> ○ Process Based 	<ul style="list-style-type: none"> - Student centered - Activity Based Learning - Group & Pair work 	<ul style="list-style-type: none"> - Recognize explicit & implicit meaning of a text - Make critical or moral judgment
<ul style="list-style-type: none"> ○ Language Model 	<ul style="list-style-type: none"> - Use Literature to develop language 	<ul style="list-style-type: none"> - Ability to write clearly - Develops linguistic ability
<ul style="list-style-type: none"> ○ The Cultural Model 	<ul style="list-style-type: none"> - Teacher centred - Learning is based on the background and experience of the learner 	<ul style="list-style-type: none"> - Relates text to an external framework such as a period of literature or history & society
<ul style="list-style-type: none"> ○ Personal Growth Model 	<ul style="list-style-type: none"> - Learning takes place outside the classroom as well. - Student learns for enjoyment - Texts prescribed for study are varied from individual to individual or social group to social group 	<ul style="list-style-type: none"> - Ability to relate to the text and apply to own experience. - Creativity & Sensitivity to Literature & imagination

4.2.2 Strategies Used in Other Countries to Teach Literature for Non-Native Speakers of English

Review of Literature on teaching Literature in other countries revealed many problems that were identified in teaching English Literature for learners whose first language is not English. Also a few strategies that could be used to teach English Literature for second language learners were recognized. These problems and strategies were discussed in detail in Chapter Two, sections 2.7 and 2.8 of this study. The table given below indicates the problems and some of the strategies that were useful in the identification and implementation of a remedial programme in the Sri Lankan Literature learning classroom.

Table 4.2: Difficulties in Teaching Literature and Strategies Used

Difficulty	Strategy/Strategies
<ul style="list-style-type: none"> ○ Unfamiliar and inaccessible literary texts.(Slang, idiomatic language & dialect) 	<ul style="list-style-type: none"> ○ Exploit ideas & values, generalize it to personal experience. Brumfit (2000) ○ Use simplified version of the text to generate interest & promote inference. Carter & Long (1991) ○ Develop learner’s capacity to make intelligent guesses & work out meanings. Nunan (1995)
<ul style="list-style-type: none"> ○ Breaking of language rules and writing conventions in modern literary texts. 	<ul style="list-style-type: none"> ○ Use similes & metaphors to improve grammar. Boyle (2000) ○ Cloze texts. Hill (1990) ○ Work on selected passages important to the overall meaning of the novel. Collie & Slater (2001) ○ Develop learner’s capacity to guess & infer meanings from the context, background knowledge & experience. Nunan (1995)
<ul style="list-style-type: none"> ○ Difficulty of interacting with the conceptual frame work of a text to understand the subtle meaning. 	<ul style="list-style-type: none"> ○ Six strategies identified by Carter (2000), ○ Dramatization & discussion panels to develop critical thinking. Boyle, (2000) ○ Pre-reading questions on the main theme, sub-plots, points of character. Role play, competitions, games, watching a video clip, discussion of a theme, tasks in the imperative form. Hill (1990) ○ Help learner to discover what ways of learning works better for them. Organize information by making notes, charts, grouping items. Nunan (1995)
<ul style="list-style-type: none"> ○ Unfamiliar social conventions, customs, religious rituals and beliefs, political ideas, geographical features, climate, dress etc. 	<ul style="list-style-type: none"> ○ Set pre-reading activities related to students’ own experience. Carter & Long (1991) ○ Shared activities – pair/group work. Collie & Slater (2001)
<ul style="list-style-type: none"> ○ Difficulty in comprehending language marked for the period, region or social class 	<ul style="list-style-type: none"> ○ Give comprehension questions to get the students’ attention to important facts, give cloze texts to help reading. Boyle (2000) ○ Experiment with different creative ways of using language. Learn language by performing tasks. Nunan (1995)
<ul style="list-style-type: none"> ○ Difficulty in understanding writer’s culture, attitudes and values. 	<ul style="list-style-type: none"> ○ Give low order questions to retrieve factual information, literal meaning & content of a text. Carter & Long (1991)

As Table 4.2 reveals most of the difficulties non-native English Literature learners face in the literature classroom are due to lack of literary competencies such as;

- interacting with the text and applying it to their own experience
- relating the text to an external framework such as history and society
- linguistic ability to recognize writing conventions and subtle meanings
- comprehending the historical, social, cultural, political, geographical and religious aspects presented in the text

Various strategies have been used to overcome the above difficulties using tasks and activities. Both written and oral activities have been used as strategies. Some of these activities such as answering questions, exploring ideas, relating the text to personal experience and making notes and charts can be assigned to students as individual or group tasks. But pair or group work is essential for activities like dramatization, discussion panels, role play, competitions and games.

4.3 Strengths and Weaknesses of the Existing Learning –Teaching System in the Sri Lankan Literature Classroom

As discussed in Chapter Three (section 3.5), preliminary survey (Appendixes One, Two and Three), questionnaire (Appendix Four) and observation (Appendix Five) were used to gather data to identify the strengths and weaknesses in the Sri Lankan English Literature classroom. Analysis and the interpretation of the above data are discussed below.

4.3.1 Preliminary Interviews

Preliminary interviews were conducted with the following categories in order to get an overall view on the strengths and weaknesses of the existing learning – teaching system in the Sri Lankan Literature classroom;

- Teachers of English who do not teach English Literature in the school
- Teachers of English who teach English Literature in the school
- Students who have offered English Literature as a subject at G.C.E (O/L) Examination

Strengths and weaknesses were identified under the following aspects.

- Teacher
- Curriculum
- Guidance and Support
- Student

4.3.1.1 Teacher

Strengths:

Teachers are willing to develop their own knowledge and skills in the field of English Literature and they have a positive Attitude towards introducing and promoting English Literature in the Sri Lankan Schools. Also they have identified English Literature as a subject with social and economical value.

Weaknesses:

Most of the teachers are not confident about their knowledge of English Literature and they are not confident in teaching English Literature. They complain that they do not have opportunities to develop their literary knowledge. On the other hand, teachers who do not teach English Literature in the classroom are not familiar with the new G.C.E. (OL) English Literature syllabus. Majority of the teachers have a negative attitude towards students' English language proficiency, skills and abilities to learn Literature. Teachers who teach English Literature complain that the present G.C.E (O/L) syllabus is too advanced for the students. It is significant that most of the teachers have not developed extensive reading habits. They have read only the simplified version of the novel prescribed for the syllabus.

4.3.1.2 Curriculum

Strength:

Combination of different genres such as poetry, prose and drama give an overall understanding of literature.

Weaknesses:

Time allocated for English Literature is not sufficient. Also, English Language and literature are considered as two separate components where as in the First language both language and literature are taught together. English Literature is an optional subject listed under the aesthetic subjects. If students select English Literature they miss the opportunity to learn an aesthetic subject. But the skills developed in learning Literature are not similar to the skills developed through aesthetic subjects like Art, Music, Dancing and Drama.

Not only that, Literature is taught in English which is the Second Language of the students where as the other aesthetic subjects are taught in the students' first language. Students whose first language is not English are at a disadvantage in learning Literature in the classroom and offering it at the exam when compared with the aesthetic subjects. In order to maintain a good record of G.C.E (O/L) results, the school authorities give opportunity only to a limited number of selected students who have a good English Language proficiency. Also, Literature is taught as a theoretical subject and only the writing ability is tested at the exam where as the other aesthetic subject have a major practical component.

4.3.1.3 Guidance and Support

Strengths:

Some teachers of English Literature have got the opportunity to attend English Literature seminars, workshops and training programmes. And the Teachers' Instruction Manual (TIM) for poetry, short stories and drama was available for some schools.

Weaknesses:

Educational authorities are not properly guided as to how to facilitate in the English Literature teaching and learning. Due to the lack of expertise in the field of English Literature in Sri Lanka teachers do not know whom to turn for help. Teachers are reluctant to teach English Literature because they do not get proper guidance and support. Apart from that, English Literature text books and manuals have not reached some schools and teachers who teach English Literature in these schools are unable to carry on with their teaching of Literature. On the other hand many teachers of English do not get the opportunity to teach Literature because English Literature is offered only in a few schools in Sri Lanka.

4.3.1.4 Student**Strengths:**

Many students have identified English Literature as a language development tool and they say that they enjoy learning literature.

Weaknesses:

Many students regret selecting English Literature for the examination because they are not aware of the subject value in learning literature. They are dissatisfied with the English Literature teaching methods and are disappointed with the evaluation system which led to discouragement in learning literature. Also, the students who have studied English Literature are unable to approach a literary text on their own outside what they have learnt.

Strengths and weaknesses in teaching and learning English Literature listed above which were obtained from a sample of teachers and students indicate a remarkable emphasis on weaknesses than the strengths. This reveals a drawback in the teaching learning process in the English Literature classroom in Sri Lanka.

It is evident that these weaknesses are due to lack of inter-relationships between teachers, students and educational authorities as well as lack of literary competencies in both students as well as teachers.

Due to the lack of inter relationship, the educational authorities are not aware of the problems of the teachers as well as students. Also there is a contradiction between the opinions of teachers and students. For example, majority of the teachers think students do not have adequate language proficiency to learn literature and think language as a barrier to learning literature. But the students claim that learning literature helped in their language development and they are not happy with the methods teachers used in teaching literature.

On the other hand, teachers who teach literature have no clear understanding of their role. They want to develop their knowledge and skills and also say that English Literature should be taught in all the schools but most of them are reluctant to teach Literature. This may be due to lack of literary competence in the teachers. Also, the students' inability to approach a literary text other than what they have studied is due to lack of literary competencies in the students.

4.3.2 Questionnaire

4.3.2.1 Personal, Educational and Professional Details of English Teachers

Section 1 and Section 2 of this questionnaire focus on identifying the strengths and weaknesses of the English Language and English Literature teachers in relation to their personal, educational and professional aspects.

As explained in Chapter Three of this study (section 3.4), data was obtained from 62 teachers who teach English in the Sri Lankan schools. Aim of Question No. 1.3 of the questionnaire was to identify the teachers who teach English Literature. Figure 4.1 indicates the percentage of teachers who teach English Literature from the achieved sample.

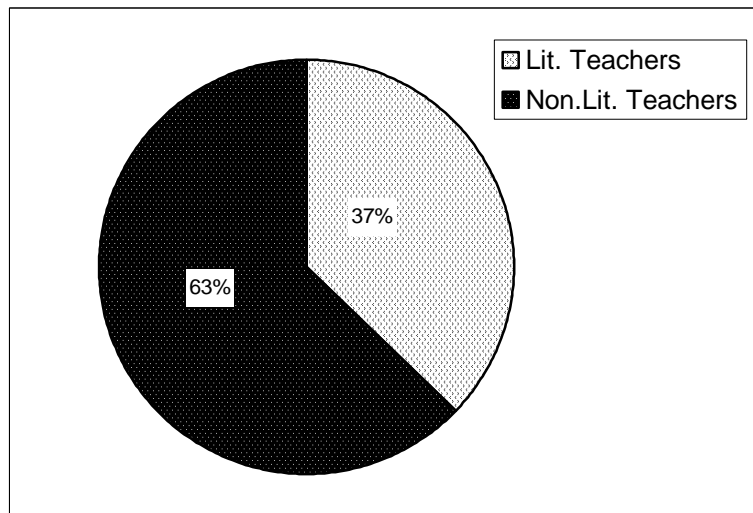


Figure 4.1: Literature and Non Literature English Teachers

4.5.2.5 Summary

As the above chart indicates only 37% of the English Teachers teach English Literature in the school. And it can be interpreted as teaching Literature is not compulsory for all the English teachers or they do not have opportunity to teach Literature.

Types of appointment of the teachers who teach English Literature and the teachers who do not teach English Literature are presented in table 4.3. Also how the type of appointment has influenced in teaching Literature in the school is comparatively analyzed.

Table 4.3: Type of Appointment and contribution to teach English literature

Type of Appointment	Literature Teachers		Non Literature Teachers		Total No.
	No.	%	No.	%	
DELIC	05	08	15	24.2	20
Direct	04	6.5	18	29	22
Diploma (NCOE)	05	08	06	9.7	11
Graduate	09	14.6	00	00	09
Other	00	00	00	00	00
Total	23	37.1	39	62.9	62

Only 09 teachers (14.6%) out of 62 were Graduates when they were given the appointment but all of them teach English Literature at school. 17.7% had obtained diplomas at the National College of Education but only 8% teach English Literature.

English Language qualifications of the teachers in the sample are given in the figure 4.2. As this graph indicates, highest qualification of majority of the English teachers (37%) for English is G.C.E (O/L). Twenty three teachers out of sixty two (37%) are University graduates. At the time of the appointment there were only 14.6% graduates. But it has increased to 37%. Six teachers have obtained post degrees as well. This indicates a positive attitude in teachers towards their continuous educational development.

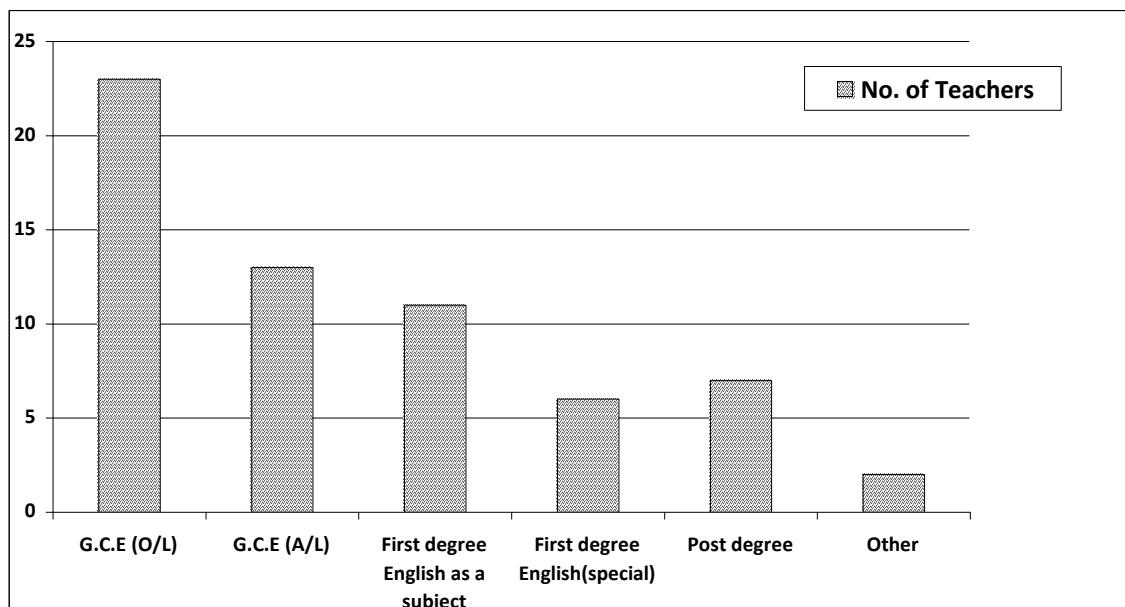


Figure 4.2: English Language Qualifications of the Teachers

Figure 4.3 compares the highest English Language qualification of the teachers in the sample who teach English Literature with the teachers who do not teach English Literature.

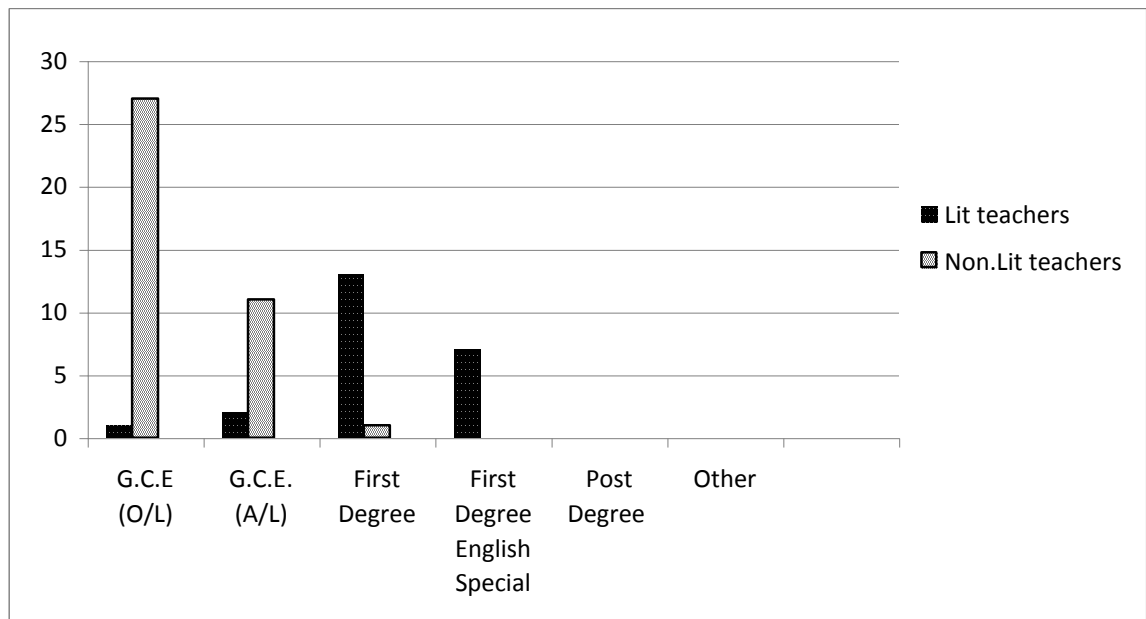


Figure 4.3: Comparison of English Language Qualification of Literature and Non-Literature Teachers

As the above graph indicates, there is a significant difference between the highest English Language qualification of teachers who teach Literature and teachers who do not teach Literature. Out of the twenty three teachers in the sample who teach Literature twenty teachers (87%) have obtained at least the first degree with English as a subject. There is only one teacher who teaches Literature only with G.C.E (O/L). The highest English Language qualification of all the other teachers who do not teach literature except for one is either G.C.E (O/L) or G.C.E (A/L). Out of thirty nine teachers who do not teach Literature, the highest qualification of twenty seven teachers (69%) is only G.C.E (O/L).

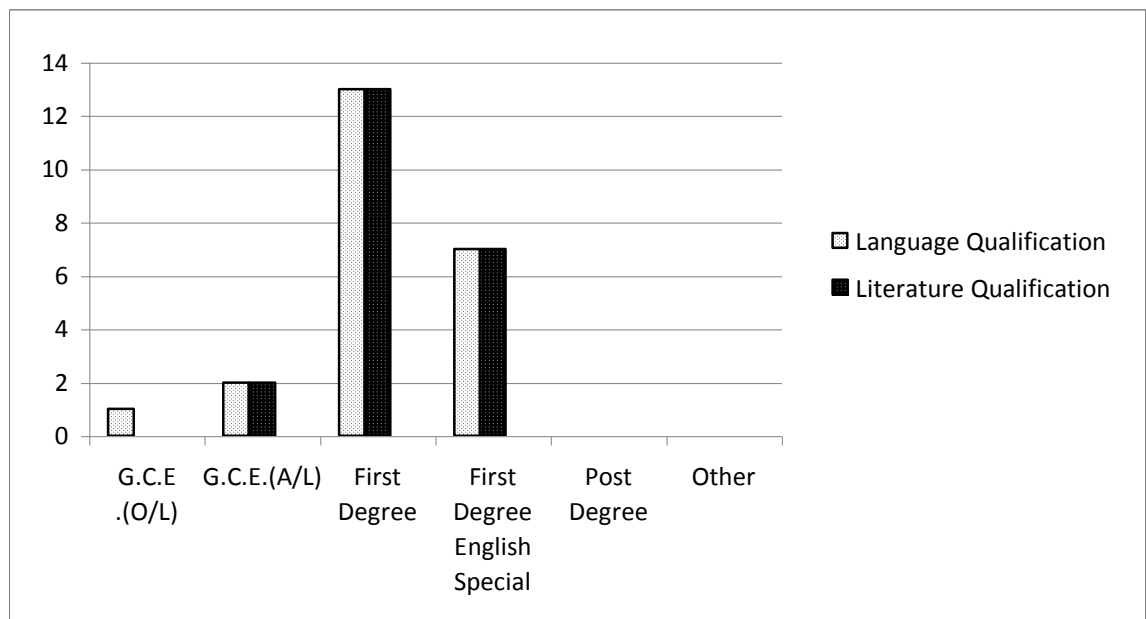


Figure 4.4: Comparison of Highest Language Qualification and Highest Literature Qualification of the Literature Teachers

The bar graph above clearly illustrates that the Language qualification and the Literature qualification of the teachers are the same. Teacher with only G.C.E (O/L) has not mentioned the highest Literature qualification.

4.3.2.1.1 Summary

Summary of the strengths and weaknesses of the existing learning-teaching system in the Sri Lankan Literature classroom, in relation to the teachers' personal, educational and professional details is given below.

Strengths

- All the teachers in the sample who have got appointments as graduate teachers teach English Literature in school
- Many teachers have developed their educational and professional qualifications while in service
- 87% of teachers who teach English Literature have obtained a degree in English
- Teachers have acquired their language and literature knowledge simultaneously not as separate components.

Weaknesses

- Only 37% teachers in the sample teach English Literature
- Highest qualification for English of 69% teachers is only G.C.E (O/L)
- Teachers who have not studied English as a subject for A/L or for the degree have no opportunity to learn Literature.

4.3.2.2 Strengths and Weaknesses in English Literature Teaching

Aim of section 3 of the questionnaire is to identify the strengths and weaknesses in the areas of support and guidance to teach the subject, knowledge and skills of the teacher regarding different genres of Literature and attitudes of the teacher in teaching Literature. The purpose of this section is to obtain responses only from the teachers who teach English Literature in the school.

4.3.2.2.1 Factors that Affect the Teaching of English Literature

3.1 of the questionnaire focus on various factors that help the teachers to teach English Literature in the classroom. Each aspect is listed below with the relevant response.

Table 4.4: Factors that Help in Teaching English Literature

FACTORS	TEACHER'S RESPONSE	
	No.	%
i. Your previous knowledge of Literature	23	100
ii. Your senior teachers	09	39
iii. In Service Advisor (ISA) for English	02	8.7
iv. National Institute of Education (NIE)	04	17
v. Teachers' Instruction Manual (TIM)	09	39
vi. Supplementary material available for purchase	20	87
vii. Workshops and Seminars conducted on O/L Literature	13	56.5
viii. Internet	22	96
ix. Any other	05	22

As seen in the above table, the highest number of responses are for the aspects i, viii and vi respectively. These three aspects are related to the teachers' own individual effort and this reveals that the strength of teaching English Literature in majority of the teachers is their own strength.

The least support the teachers have received is from the In Service Advisors (ISAs). Only 8.7% teachers in the sample have received support from the ISAs to teach English Literature. Though ISAs, NIE and TIMs are expected to be main sources of the development of English Literature teachers, the support the teachers have received is very poor.

Apart from the above stated aspects, five teachers (22% from the sample) have received support to teach English Literature from other sources. They are Post Graduate Diploma in Education, Teaching of English as a Second Language Course, discussions with friends and Regional Support Centre.

4.3.2.2.2 Teachers' Perspective on Different Components of the Literature Syllabus

Main purpose of the Sub section 3.2 of the questionnaire is to identify the area in the syllabus that is most difficult to teach for the Literature teachers. The responses were given by the teachers according to the order of difficulty starting from the most difficult area (i.e. 1 for the most difficult and 4 for the least difficult). Table 4.5 and Figure 4.5 depict the responses given by the Literature teachers in the sample for different areas.

Table 4.5: Teachers' Perspective on the Difficulty of Genres

AREA	SCALE								TOTAL
	1		2		3		4		
	NO.	%	NO.	%	NO.	%	NO.	%	
i. Poetry	04	17.4	04	17.4	09	39.1	06	26.1	23
ii. Novels	13	56.5	07	30.4	03	13	00	00	23
iii. Short Stories	00	00	02	8.7	05	21.7	16	69.6	23
iv. Drama	08	34.8	09	39.1	05	21.7	01	4.3	23

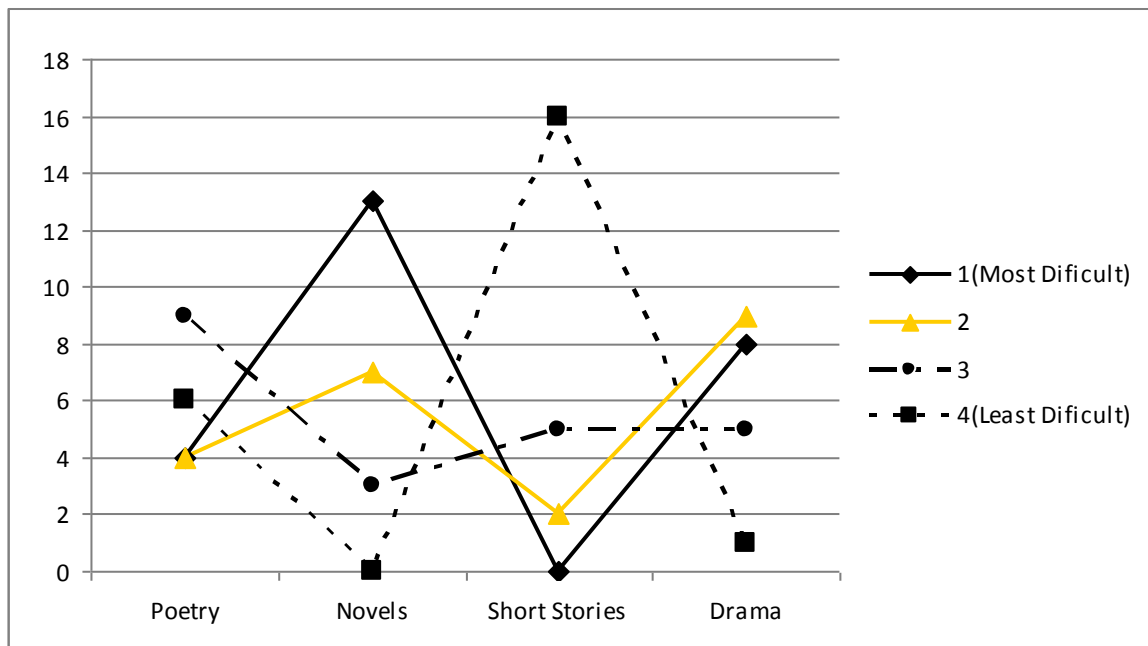


Figure 4.5: Teachers' Perspective on the Difficulty of Genres

According to Table 4.5 and Figure 4.5, majority of the teachers (56.5%) think that novel is the most difficult genre to teach. On the other hand nearly 70% teachers in the sample think short story is the least difficult genre to teach. Novel consists of many literary techniques where as short story is less complex. A short story usually has only one theme, a simple plot and a few characters. In order to teach the novel, the teachers themselves should be thorough with the content and should have the skill and ability to identify literary artifacts.

4.3.2.2.3 Summary

A summary on the strengths and weaknesses in the existing learning teaching system in the Sri Lankan Literature classroom in relation to teaching English Literature in school is listed below.

Strength:

- Teachers try to update their knowledge of Literature by using the Internet and supplementary material.

Weaknesses:

- All the teachers in the sample depend on their previous learning to teach Literature
- Educational authorities and other sources available to support Literature teachers have not been successful.
- Majority of the teachers in the sample lack confidence to teach the novel.

4.3.2.3 Teachers' Attitudes on Teaching and Learning and the Evaluation Processes of Literature

Section 3.3 mainly focuses on recognizing the attitudes of the teachers towards different aspects which are involved in teaching Literature in the classroom. The aspects of this attitude scale were formulated under four categories. The categories were; guidance and resources in teaching English Literature, teachers' own knowledge and skills in teaching Literature, students' participation in learning Literature and students' performance at the examination and the standard of the evaluation procedures. Responses obtained from the teachers in the sample are analyzed under each of the above categories.

Statements 1 to 9 in the attitude scale were formulated to measure the attitudes of teachers towards guidance and resources in teaching English Literature. Statements in this category are listed below.

1. Workshops conducted on the new O/L Literature syllabus
2. Seminars conducted on the new O/L Literature syllabus
3. Support received from the ISA for teaching Literature
4. Assistance from the school administration
5. Guidance from the Educational Institutions & Authorities
6. Availability of text books for the new syllabus
7. Availability of TIMs for O/L English Literature
8. Availability of multimedia
9. Allocation of time for Literature in the Time Table

Table 4.6 presents the responses obtained for the above statements under five scales.

Table 4.6: Attitude of the Teachers towards Guidance and Resources

Statement No.	Teachers' Response										Total
	Very Good		Good		Satisfactory		Not Satisfactory		Not Relevant		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	2	8.7	2	8.7	2	8.7	16	69.6	1	4.3	23
2	2	8.7	2	8.7	2	8.7	14	60.9	3	13	23
3	0	0	1	4.3	5	21.8	12	52.2	5	21.8	23
4	4	17.4	2	8.7	8	34.8	7	30.4	2	8.7	23
5	1	4.3	2	8.7	6	26.1	12	52.2	2	8.7	23
6	3	13	7	30.4	6	26.1	7	30.4	0	0	23
7	0	0	2	8.7	6	26.1	14	60.9	1	4.3	23
8	2	8.7	0	0	4	17.4	11	47.8	6	26.1	23
9	2	8.7	4	17.4	6	26.1	11	47.8	0	0	23
Total	16	7.7	22	10.6	45	21.7	104	50.2	20	9.7	207

As can be seeing in the table 4.6, the highest number of responses comes under 'Not Satisfactory' scale. And the number of responses given for the nine statements under the 'Not Satisfactory' scale is closely related. More than 50% of the total responses come under 'Not Satisfactory' scale. This reveals that majority of the teachers in the sample are unhappy with the guidance they receive to teach literature and the resources available.

More than 60% of teachers are dissatisfied with the workshops and seminars conducted for G.C.E (O/L) English Literature (statements no. 1, 2) and with the availability of the Teachers' Instruction Manual for English Literature (statement no. 7). Also, 52.2% teachers have stated that the support given by the In-service Advisors (ISAs) is not satisfactory, where as 21.8% have stated that the support of the ISAs is not relevant.

Positive responses towards guidance and resources are less than 20% of the total responses. As a whole, the guidance and resources given to teachers who teach English Literature seems to be inadequate.

Statement Numbers 10 to 12 measure the attitude of teachers towards their own knowledge and skills in teaching English Literature. The statements are listed below.

- 10. Your familiarity with the contents of the new syllabus
- 11. Skills you are equipped with to teach the new syllabus
- 12. Your enthusiasm in teaching literature

Distribution of the responses given by the twenty three teachers in the sample under five scales is shown in Figure 4.6.

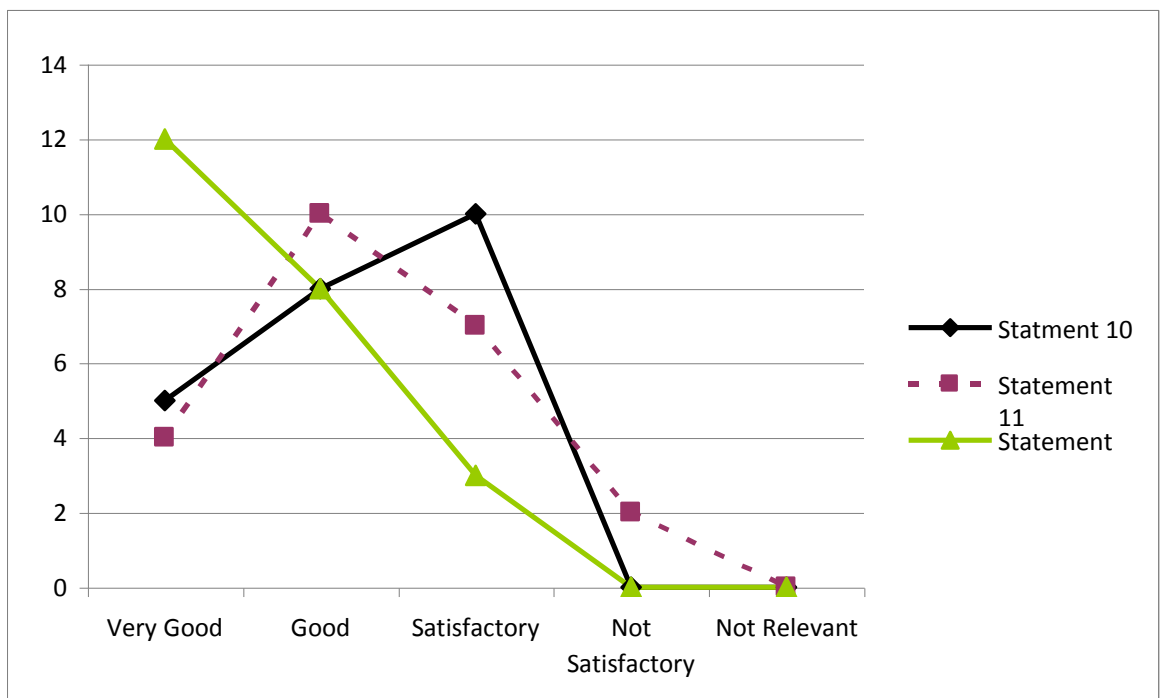


Figure 4.6: Teachers' Attitude towards their own knowledge and skills

On comparing the three statements above, the highest number of positive responses was given to the statement 12 which indicates the enthusiasm of the teacher in teaching English Literature. Out of 23 teachers in the sample, 20 teachers (87%) have a high motivation to teach Literature.

A significant number of teachers in the sample (43%) are not confident of their familiarity with the contents of the new Literature syllabus, while 39% of teachers are doubtful of their skills in teaching English Literature.

Twenty three teachers in the sample have given 69 responses for the above three statements, under the 5 scale. Majority of responses (68%) fall under the scales; 'very good' and 'good'. This reveals that teachers have a positive attitude towards their own knowledge and skills.

Statements 13 to 25 in the attitude scale were formulated to measure the teachers' attitudes on students' participation in learning Literature. Statements in this category are listed below.

13. Response of the students to learning English Literature
14. Language ability of the students who learn Literature
15. Willingness of the students to read & understand a text on their own
16. Ability of the students to give their own ideas & views
17. Ability of the students to critically evaluate others' views
18. Active participation of the students by asking questions
19. Students' willingness to work in groups
20. Willingness of the students to work independently without the teacher's help
21. Students' ability to understand & relate to the culture presented in the text
22. Students' ability to make critical & moral judgments
23. Willingness of the students to make their own notes
24. Students' interest in reading novels other than what is prescribed for the syllabus

25. Students' enjoyment in learning English Literature

Table 4.7: Attitudes of the Teachers towards Students' Participation in Learning Literature.

Statement No.	Teachers' Responses										Total
	Very Good		Good		Satisfactory		Not Satisfactory		Not Relevant		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
13	06	26.1	05	21.7	06	26.1	06	26.1	00	00	23
14	02	8.7	04	17.4	07	30.4	10	43.5	00	00	23
15	02	8.7	02	8.7	08	34.8	11	47.8	00	00	23
16	01	4.3	03	13.1	09	39.1	10	43.5	00	00	23
17	01	4.3	02	8.7	06	26.1	14	60.9	00	00	23
18	03	13.1	03	13.1	07	30.4	10	43.5	00	00	23
19	04	17.4	05	21.7	11	47.8	03	13.1	00	00	23
20	01	4.3	01	4.3	07	30.4	14	60.9	00	00	23
21	02	8.7	02	8.7	07	30.4	12	52.2	00	00	23
22	02	8.7	03	13.1	05	21.7	13	56.5	00	00	23
23	01	4.3	03	13.1	06	26.1	12	52.2	01	4.3	23
24	02	8.7	01	4.3	08	34.8	12	52.2	00	00	23
25	05	21.7	03	13.1	08	34.8	07	30.4	00	00	23
Total	32	10.7	37	12.4	95	31.8	134	44.8	01	0.3	299

As Table 4.7 reveals only 23% responses of the teachers in the sample are positive towards students' participation in learning literature. Highest positive response of 48% is on the response of students to learning English Literature. Teachers believe that the students are interested in learning literature but they are not happy with the participation of students in learning literature. The reason for this could be that the teachers may not be using appropriate techniques to get the students involved in learning.

Attitudes of the teachers towards the ability of the students to critically evaluate others' views, willingness of the students to work independently, students' ability to understand and relate to the culture presented in the text, students' ability to make critical & moral judgments, willingness of the students to make their own notes and students' interest in reading novels other than what is prescribed for the syllabus are significantly negative.

Statements 26 to 30 in the attitude scale were formulated to measure the teachers' attitudes towards performance of the students and evaluation process at the examination. Statements in this category are listed below.

26. Performance of the students at the examinations
27. Ability of the students to respond to different types of questions
28. Achievement level of English Literature compared with the other subjects
29. Representation of cognitive, affective and psychomotor domains in the G.C.E O/L question paper
30. Students' ability to produce answers with creativity & originality

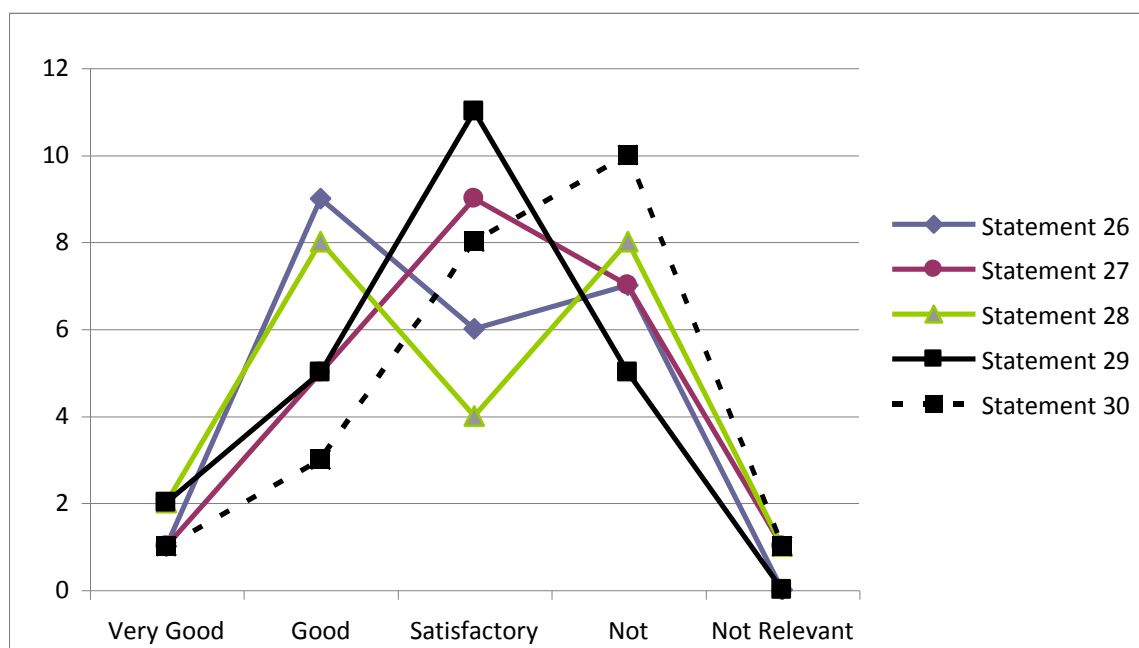


Figure 4.7: Teachers' attitudes towards performance of the students and evaluation process at the examination

As illustrated in Figure 4.7, the attitude of the Literature teachers in the sample towards the performance of the students at the examination (Statement 26) is 43% positive and 57% negative. But their attitude towards Statement 30 (students' ability to produce answers with creativity and originality) is highly negative. Only 17% responses of the teachers fall under the scales 'Very Good' and 'Good'. Tendency of attitudes of the teachers towards the ability of students to respond to different types of questions (Statement 27) is mostly negative. Distribution of the responses for this Statement is; Very Good – 4.3%, Good – 22%, Satisfactory – 39% and Not Satisfactory – 30%. Responses of the teachers towards the representation of three domains in the G.C.E (O/L) question paper are not very positive. Teachers appeared to be dissatisfied with the evaluation process and the performance of the students at the examination.

4.3.2.3.1 Summary

Strengths and weaknesses identified in the attitudes of the teachers towards teaching, learning and evaluation processes of English Literature in school are listed below.

Strengths:

- Majority of the teachers have shown a high motivation to teach Literature
- Many teachers have a positive attitude towards their knowledge of English Literature

- They also have a positive attitude towards students' response to learning Literature

Weaknesses:

- Many teachers have indicated dissatisfaction towards the guidance and support given by the relevant educational authorities. and they are not pleased with the support given by the ISAs to teach English Literature.
- Many teachers lack confidence of their familiarity with the contents of the new G.C.E (O/L) syllabus and they are doubtful of their skills to teach Literature.
- Majority of the teachers have a negative attitude towards the ability of the students for critical thinking and moral judgment. They think the students are unable to work without teacher's help. Most of them think students have difficulty in relating to the culture presented in the text and they have a negative attitude towards students' interest in reading novels.
- Also they are unhappy with the students' performance at the examination. They have a highly negative attitude towards the students' ability to produce creative answers. Many of them think students are unable to respond to different types of questions.

4.3.2.4 Methods and Techniques Used in Teaching English Literature

Aim of Section 3.4 of the questionnaire is to find out the methods and techniques teachers adopt in the classroom to teach English literature. The teachers were given the opportunity to select the most applicable scale out of five scales to express their response to each method or technique. Table 4.8 represents the responses given by the Literature teachers in the sample for each method/technique. The methods and techniques are listed below.

1. Read and explain the text to the students
2. Explain the text to the students and give questions
3. Give questions on the text without explaining the text and get the students to find answers.
4. Assign tasks to the students to work on their own

5. Provide opportunity for students to ask questions
6. Assign task for the students and help and guide them to present ideas.
7. Motivate the students to get a thorough knowledge of the contents of the text
8. Give opportunity for group and pair work and help them in their activities
9. Give opportunity for group and pair work but you do not get involved. Students work alone.
10. You give a comprehensive note to the students.
11. You don't give a note but the students prepare their own note
12. You use Literature to help the students develop their language

From the techniques and methods listed above, 1, 2 and 10 are mostly teacher centred and the rest can be taken as student centred (activity based) techniques and methods.

Table 4.8: Methods and Techniques used in teaching Literature in the classroom

Methods/ Techniques	Teachers' Responses										Total
	Always		Usually		Sometimes		Very Rarely		Never		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	03	13	09	39.1	08	34.8	03	13	00	00	23
2	04	17.4	06	26.1	10	43.5	02	8.7	01	4.3	23
3	03	13	05	21.8	11	47.8	03	13	01	4.3	23
4	03	13	09	39.1	08	34.8	03	13	00	00	23
5	12	52.2	09	39.1	01	4.3	01	4.3	00	00	23
6	09	39.1	09	39.1	04	17.4	01	4.3	00	00	23
7	14	60.9	07	30.4	01	4.3	01	4.3	00	00	23

8	10	43.5	09	39.1	03	13	01	4.3	00	00	23
9	01	4.3	04	17.4	07	30.4	08	34.8	01	4.3	23
10	01	4.3	05	21.8	08	34.8	06	26.1	03	13	23
11	02	8.7	06	26.1	06	26.1	09	39.1	00	00	23
12	12	52.2	05	21.8	05	21.8	01	4.3	00	00	23

Considering the responses given to the statements 1 and 2, a significant number of teachers in the sample (52.1% & 43.5%) tend to adopt teacher centered techniques in teaching English Literature. Majority of the teachers in the sample; that is 74% are not in favour of giving a comprehensive note to the students and 15 teachers in the sample (65%) do not seem to get the students to make a note on their own.

According to the responses given by the teachers in the sample following methods and techniques are used in the classroom by majority of the teachers in the classroom either 'always' or 'usually'. These methods and techniques seem to be popular among majority of the teachers in the sample. The methods and techniques are listed below according to the order of popularity.

5. Provide opportunity for students to ask questions (91.3%)
7. Motivate the students to get a thorough knowledge of the contents of the text (91.3%)
8. Give opportunity for group and pair work and help them in their activities (82.6%)
6. Assign task for the students and help and guide them to present ideas. (78.2%)
12. You use Literature to help the students develop their language (73.9%)

4.3.2.4.1 Summary

A summary on the strengths and weaknesses of the methods and techniques used by teachers in teaching English Literature is given below;

Strengths:

Many teachers provide opportunity for the students to ask questions and majority of the teachers motivate the students to get a thorough knowledge of the content of the text. Most of them give opportunity in the classroom for group and pair work by assigning tasks to the students and help and guide them to present ideas. Many teachers use Literature to develop the language ability of the students.

Weaknesses:

Many teachers adopt teacher centered techniques to teach Literature. And majority of the teachers do not pay attention to students' having a written note. Also, many of them rarely give questions from the text to the students.

4.3.2.5 Suggestions and Comments of the Teachers of English.

Aim of the Section 4 of the questionnaire was to obtain the suggestions and comments from the Teachers of the total study sample (62) on teaching literature in schools. Suggestions and Comments were stated by teachers under three aspects which are the difficulties they faced in teaching literature, their suggestions to overcome those difficulties and their suggestions on actions that can be taken to develop teaching English literature in the school. Though the 62 teachers in the sample were expected to answer this section, 18 teachers have not responded to any of the aspects in this section.

4.3.2.5.1 Difficulties Teachers face in teaching English Literature

All the difficulties given by the teachers in the sample are sorted under five categories. Difficulties in relation to each category are presented in the table 4.9.

Table 4.9: Difficulties in teaching Literature in school

Category	Aspects	Response	
		Freq.	%
1. Guidance and Support	1.1 Insufficient awareness programmes on Literature teaching	09	14.5

	1.2 Support from the Educational Authorities is unsatisfactory	05	8.1
	1.3 Lack of support from the school Administration	07	11.3
	1.4 Inadequate physical resources	15	24.2
Total		36	58.1
2. Learner	2.1 Poor language ability	33	53.2
	2.2 Lack of interest in the subject	09	14.5
	2.3 Dependant on the teacher	07	11.3
	2.4 Lack of creativity and critical thinking	08	12.9
Total		57	91.9
3. Teacher	3.1 Poor knowledge on the subject	02	3.2
	3.2 No opportunity to teach Literature	02	3.2
	3.3 Lack of opportunity to develop knowledge on Literature	06	9.7
Total		10	16.1
4. Curriculum	4.1 Insufficient time allocation for Literature	04	6.5
	4.2 Cultural barriers represented in the text	03	4.8
Total		07	11.3
5. Evaluation	5.1 Strict evaluation procedure at the exam	08	12.9
	5.2 Evaluation of only the written ability	02	3.2
Total		10	16.1

According to the above difficulties stated by the teachers, a significant number of teachers (91.9%) have difficulties in teaching Literature due to the problems of the learner. A significant number of teachers (58.1%) have faced difficulties due to lack of guidance and support.

4.3.2.5.2 Suggestions to Overcome Difficulties

Table 4.10 indicates the suggestions made by the teachers in the sample to overcome difficulties they face in teaching literature in the school.

Table 4.10: Suggestions to Overcome Difficulties

Suggestion	Frequency	%
More time allocation for teaching English Literature in school	02	3.2
Proper guidance for the teachers to teach Literature	09	14.5
Conduct programmes to develop language competency of students	11	17.7
Conduct workshops and training programmes on Literature for teachers	17	27.4
Conduct Literature awareness programmes to motivate students	07	11.3
Conduct Literature awareness programmes for Educational Authorities	02	3.2
Provide sufficient resources for students	08	12.9
Create an environment to share knowledge with other teachers of Literature	02	3.2
Design workbook/supplementary material for students & teachers	08	12.9
Encourage students for extra reading	03	4.8
Start teaching Literature from Grade 6	01	1.6
Introduce texts that are culturally familiar to students	01	1.6

4.3.2.5.3 Suggestions to Develop Teaching English Literature in School

Teachers in the sample have given the following suggestions to develop teaching English Literature in school. Suggestions and the relevant number of responses for each suggestion are listed below.

- Train teachers specially to teach English Literature - 15
- Conduct programmes to develop the knowledge of Literature teachers -05
- Encourage and motivate students to learn Literature (Festivals, competitions, dramatization of texts, literary circles) - 12
- Introduce Literature to all the students from Junior Secondary level - 09
- Introduce simplified Literature texts from the Primary level - 06
- Make Literature a compulsory subject in the school curriculum - 05
- Include Literary texts in the language syllabus - 04

- Introduce Literature to all the schools in Sri Lanka - 02
- Provide necessary facilities to teach Literature (reading material) - 05
- Conduct awareness programmes on the importance of Literature - 04
- Assign resource personnel to guide teachers who teach Literature - 02
- Use qualified teachers in the system to teach Literature - 01

4.3.2.5.4 Summary

Suggestions and comments given by the teachers to overcome the weaknesses in the teaching and learning process in the Literature classroom were analyzed above.

4.3.3 Observation

Three lessons each of three teachers were observed at three levels within a period of 9 months as discussed in Chapter Three, p.p. 7 & 8. Data obtained from these observations is analyzed qualitatively in relation to the three teachers under each aspect mentioned in the Classroom Observation Instrument (Appendix Five).

4.3.3.1 Observations on Teacher Personality

Teacher 1: At the first observation the teacher was reluctant to let the researcher observe the lesson. Though he appeared to have less confidence to teach, compared with the other two teachers he had more confidence. He was willing to be observed at the second and the third observations. Also, he displayed an enthusiasm to teach Literature at the second and third observations. He was friendly with the students and maintained a positive interaction with the students in his teaching.

Teacher 2: She was reluctant to be observed by the researcher at the first observation. She displayed nervousness in teaching which may be due to lack of confidence. She agreed to teach only after observing a model lesson by the researcher. She did not display an enthusiasm to teach Literature at the first

and second observations but at the third observation she was fairly enthusiastic. She tried to interact with the students and at the same time maintained a distance from the students who were males.

Teacher 3: She appeared to be confident but did not show an enthusiasm to teach Literature in all three observations. She did not attempt to build up a friendly interaction with the students who were girls. She did not follow the instructions and guidance given by the researcher at the second and third levels.

4.3.3.2 Observation on Presentation of the Lesson

Teacher 1: Teacher had a good command of English language. He was able to use appropriate language to convey meaning. He did not resort to mother tongue unless necessary. He used simple language to give instructions and rephrased when necessary. He did not have a written lesson plan with him at the three observations. At the first observation, he had not organized or planned his lesson well. He had no clear objectives for what he was teaching. Though he was thorough with the prescribed text for teaching (Jane Eyre), he did not use appropriate methodology to develop the literary competencies of the students. He was just explaining the story to the students. At the first level, students were not motivated to learn but at the second and third levels students were motivated. At the second and third levels he had used the activities given by the researcher to organize his lesson and he gave clear instructions and guidance to the students to achieve the desired objectives. Students were motivated to be engaged in the activities.

Teacher 2: She did not have a very good command of English. She had read only the simplified version of the prescribed text Jane Eyre. She did not have a written lesson plan at the three observations and at the first observation she was very confused and uncertain of what she was teaching. She did not cater

to the development of students' literary competencies. But she had planned her lessons well with clear objectives at the second and third levels using the activities given to her by the researcher. She gave clear instructions to students and motivated them to engage in activities. But she tends to use mother tongue frequently.

Teacher 3: She had good command of English but ignored the needs of the students at all three levels. She did not attempt to find out whether the students have understood the lesson. She too had read only the simplified version of Jane Eyre. Though she had a written lesson plan with her at all three levels, she was not following the lesson plan. She did not have clear objectives for her lessons. Her lesson did not help in the development of the students' literary competencies. At the second and third levels she used the activities given by the researcher but had not planned on how to implement the activities. She did not give clear instructions to the students on what is expected of them. But the lesson at the third level was better organized than the first level. Students appeared to be interested in doing the activities.

4.3.3.3 Observation on Strategies Used

Teacher 1: At the three observations, teacher started the lesson by recapitulating the previous learning through a friendly discussion. The method teacher used at the first level was similar to the lecture mode where the teacher dominated the lesson by explaining the text and students were just passive listeners. Students were not given activities except for asking a few 'yes/no' questions. But at the second and the third levels students mostly worked in groups or pairs and got involved in activities and discussions. Only some groups got the opportunity to present their work but they did not get feedback from the teacher and the teacher did not summarize the lesson at all three levels.

Teacher 2: Teacher did not ask any questions from the students at the first observation. She explained the main events in the first chapter of the text and assigned a few questions to the students towards the end of the lesson. Students wrote

answers individually. At the second and third observations teacher started the lessons by asking a few questions to recapitulate previous learning. She had a discussion with the students based on the text and then assigned activities for the students to work in groups. All the groups got the opportunity to present their work but teacher did not give clear feedback. And she did not summarize the lessons at all three levels.

Teacher 3: Teacher started the lessons by recapitulating previous knowledge. At the first observation she got the students to read parts of the text aloud in turn and then asked questions based on what they have read. At the second and third observations she grouped the students and assigned the activities given by the researcher. She instructed them to read the text and do the activities. She helped them when necessary but the students did not complete the activities at the end of the session on both observations therefore the teacher did not give feed back or summarize the lesson.

4.3.3.4 Observation on Activities

Teacher 1: At the first observation he did not give any pair or group activities. Teacher asked a few question during the lesson and only a few students responded to the questions. On many occasions teacher had to ask the same questions several times to get the students to respond. At the second and third observations the teacher gave Activity 2 and Activity 3 given by the researcher. He knew the capabilities of the students and assigned them the activity to complete it with the given time. He gave clear instructions to the students. Since both activities were group activities, the students were highly motivated and all were involved in the activity. The students displayed a high enthusiasm in doing the Activity 3 which was a competition.

Teacher 2: No activity was assigned to the students at the first level. Teacher seemed to have no organized plan in doing the lesson and some of the students were distracted. The class was teacher dominated and students were passive

listeners. But at the second and third levels, the teacher gave Activity 2 and Activity 4 given by the researcher. Teacher did not interfere with the students' work and students displayed a high motivation in doing the activities. Since the number of students in the class was small there were only two groups and students took their own time to do the activities. Students were able to complete the activity at the second observation (Activity 2) and the teacher gave opportunity to present. But they were unable to complete the activity (Activity 4) at the third observation.

Teacher 3: At the first observation, teacher got the students to read a part of the text and assigned a few questions from that part. But the students could not finish answering the questions at the end of the session (80 mts). At the second level, teacher gave Activity 1 given by the researcher but had not planned as to how to get the students engaged in the activity. Since there were only 8 students in the class teacher grouped them into two but the activity was not successful. Students were engaged in the activity through out the session but did not have time to exchange or present answers. But all the students were actively engaged in the task. At level 3, the students were given the Activity 3 given by the researcher. Teacher explained the activity to the students and since it was a competition the students were highly motivated.

4.3.3.5 Observation on Student Participation

Teacher 1: At the first observation, though the teacher gave opportunity for the students to ask questions none of the students asked any questions. They were mostly passive listeners except for a few students who answered the questions teacher directed to them. Only four students were responding continually to the questions the teacher directed to them. Students were not given the

opportunity to interact with peers. The teacher tried to get the students to contribute with their ideas and views but was not successful. There was good peer interaction at the second and third observations. Students discussed the activities in groups and they asked questions from the teacher and the other groups to clarify their doubts. Their focus was on completing the activity and they frequently used mother tongue among themselves while engaged in the activity. They gave their ideas and views in both English and their mother tongue as they argued to agree on the statements given in Activity 2.

Teacher 2: Students neither asked nor answered questions at the first observation except for responding with either 'yes' or 'no' for any question the teacher asked. There was no opportunity to share their ideas or views or student interaction. But there was good peer interaction in the second and third observations. Students asked questions from the teacher as well as the researcher to clarify doubts but they frequently used mother tongue among themselves in their discussions. They shared their ideas and views in doing the activities.

Teacher 3: Students did not ask or answer questions at the first observation. But at the second and third observations they had peer interaction in groups. But some of the students preferred to work alone even though they were assigned with group activities. A few students dominated the discussion and the others were mostly silent. Therefore sharing of ideas and views was not prominent in group discussions.

4.3.3.6 Observation on Classroom Management

Teacher 1: Teacher dominated the class at the first observation. The students appeared to be paying attention but only four students gave answers to the questions the teacher asked. Students' individual learning needs were not identified. At the second and third observations, a major part of the lesson was student

centred and the students were given a lot of opportunity for group work. The teacher directed and facilitated the group activities.

Teacher 2: Teacher dominated the classroom at the first observation and majority of the students appeared to be distracted from the lesson towards the latter part of it. The teacher did not make an attempt to get the attention of the distracted students. Students were actively engaged in group activities at the second and third observations and the teacher did not interfere unless the students sought her assistance.

Teacher 3: Teacher dominated the class and the students were passive listeners at the first observation. Teacher did not use any technique to find out whether the students were attentive. At the second and third observations, the students had opportunity for group work but teacher did not make an effort to get all the students actively involved in group activities.

4.3.3.7 Observation on Values and Attitudes Promoted in the Classroom

Teacher 1: Teacher displayed a certain amount of concern about the students' needs at all three observations. He rephrased his questions when the students did not respond and he tried to get them involved in the lesson by using humour as well as the students' mother tongue. He promoted values that could be seen in the text such as empathy and sensitivity towards the others and caring for the helpless. He criticized certain attitudes such as oppressing the weak and the helpless. He encouraged the students to work in groups and share their feelings and emotions.

Teacher 2: Teacher tried to promote certain values from the text. She emphasized on the cruelty of mistreating orphans. And she criticized the behavior and attitudes of some of the characters who harassed the weak and the innocent. She encouraged the students to share their ideas with the peers and to help each other in their language difficulties.

Teacher 3: The teacher promoted values such as caring for the lonely and criticized the characters in the text who bullied the weak and the lonely. She attempted to make the students aware of the cruelty and wickedness of some characters in the text.

4.3.3.8 Observation on the Use of Learning Teaching Material

Teacher 1, Teacher 2 and Teacher 3 used only the text book prescribed for study (Jane Eyre) at the first observation but at the second and third observations they used the activities given by the researcher apart from Jane Eyre.

4.3.3.9 Observation on the Evaluation of Classroom Learning

Teacher 1: Teacher directed a few questions to the whole class but only three or four students responded. He did not check the learning of the other students. But when the students who responded struggled to give the answer he tactfully helped them with necessary vocabulary and encouraged them to answer. When the students were engaged in activities at the second and third observations teacher facilitated them whenever necessary but did not give individual attention to every student.

Teacher 2: She did not check the learning of students at the first observation. But when the students were engaged in activities she helped them when necessary and encouraged them to present their answers. She ignored the errors made by the students and did not correct them at any point during the lessons.

Teacher 3: Teacher assigned a few questions based on the text to check students' learning but did not give them feedback. When the students were engaged in the activities she helped those who sought her assistance by providing them with necessary language structures and vocabulary but did not make an attempt to check the learning of all the students.

4.3.3.10 Observation on the Achievement of Lesson Objectives

Teacher 1, Teacher 2 or Teacher 3 did not have a written lesson plan at any observations and the objective of the three teachers on first lesson observed appeared to be to help the students identified specific areas in the content of the novel. The students' learning could not be observed. But at the second and third observation the teachers used the activities given by the researcher to develop the lesson and objectives of the three teachers were achieved to a certain level. A certain amount of learning could be seen in students as well by observing their involvement in group activities and the presentation of their work. At the second and third levels, the students displayed literary competencies such as;

- Infer meaning of the text by interacting with the text
- Demonstrate internal knowledge through quotations and summaries
- Recognize values and attitudes conveyed in the text
- Infer meanings of unfamiliar vocabulary from the context
- Respond emotionally to the text

4.3.3.11 Summary

A summary of the strengths and weaknesses of the existing learning-teaching system in the Sri Lankan Literature classroom, identified by the classroom observation of three teachers is given below.

Table 4.11: Strengths and weaknesses-Classroom Teaching Learning Process

Level	Strengths	Weaknesses
Level 1	<ul style="list-style-type: none">- Teachers had a fair knowledge of the subject matter- They were willing to change their teaching styles- Their language proficiency level	<ul style="list-style-type: none">- Lack of confidence to teach- Teachers were highly restricted to the text book- Teachers were not pre-prepared to teach the lesson

	was satisfactory	<ul style="list-style-type: none"> - Highly teacher centred classroom - Lack of enthusiasm for teaching - No direction or objectives for teaching - Less student participation - No opportunity to develop students' literary competencies - Students' learning was not evaluated
Level 2	<ul style="list-style-type: none"> - Students were actively involved - Teachers had planned the lesson - Students were highly motivated - Teachers had direction and objectives for the lesson - Students displayed some of the literary competencies. - Good interaction among the students. 	<ul style="list-style-type: none"> - Poor time management - Lack of attention to the students needs. - Poor teacher-student interaction.
Level 3	<ul style="list-style-type: none"> - Teachers had a fair understanding of the text - They displayed an enthusiasm to teach - They were confident to teach - They had organized the lesson well - They encouraged student participation - Students were highly motivated to the activities - Students displayed some of the literary competencies - Objectives of the lesson was achieved 	<ul style="list-style-type: none"> - Feedback for the activities was not given - Individual learning was not assessed - Students were not directed for further learning

4.4 Literary Competencies of the Students

Literary competencies of the students in the sample were assessed by analyzing the marks they obtained for the pre-test and post test. Marks were allocated to both the tests according to the same criteria (Appendix Fourteen)

Summary of the students' performance for each literary competence at the pre and post tests (Appendix Six) is presented below.

4.4.1 Assessment of Pre-Test and Post-Test Marks

Table 4.12: Summary of the Marks obtained by the students for the pre and post tests

Sch.	Comp.	Mean		Median		SD		Min		Max	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
School-1 SP	1	5.2	14.8	6	16	1.75	1.82	2	11	9	18
	2	3.6	11.5	3	12	3.46	4.30	0	4	10	16
	3	0.5	7.9	0	6	1.32	6.79	0	0	4	16
	4	1.6	4.6	2	2	1.20	5.04	0	0	4	12
	5	1.3	0.4	0	0	2.13	1.43	0	0	8	7
	6	1	0	1	0	0.61	0	0	0	4	0
School-2 SA	1	6.5	15	8	16	3.47	2.10	0	10	10	18
	2	3	10.1	2	10	3.41	4.55	0	4	10	16
	3	0	11	0	14	0	5.27	0	0	0	17
	4	1.7	6.9	2	10	2.61	5.61	0	0	9	12
	5	0	0.2	0	0	0	0.40	0	0	0	1
	6	2.1	0.4	2	0	2.07	0.81	0	0	6	2
School-3 GS	1	2.4	11.1	2.5	12	1.62	3.29	0	6	5	15
	2	3.8	8.2	4.5	10	2.42	4.55	0	2	7	16
	3	0.1	4.8	0	2.5	0.29	4.77	0	0	1	13
	4	0	2.8	0	1	0	3.61	0	0	0	9
	5	0.9	0	0	0	2.11	0	0	0	7	0
	6	0.6	0	0	0	0.90	0	0	0	2	0

Table 4.12 presents a summary of the statistical indicators obtained from the detailed database (Appendix Fifteen) on pre and post test marks of the three schools in the student sample. Figures above represent the students' performances under each competence. Total marks allocated for each competence is 20. On comparing the pre-test and post test figures of the above indicators, there is a considerable increase in the figures of the post

tests compared with the pre-test in the three schools. The students' achievement in relation to each competence has been at a very low level at the pre-test in all three schools. Standard deviations of the marks reveal that the performance of the students has been at a similar level at the pre test. Also when the mean values of the pre test marks are considered, it is significant that the marks obtained for each competence by the students at all three schools is below the accepted pass mark which is 35%. The performance of the students in the three schools are analyzed and interpreted under each competence using graphs and tables which are presented below.

4.4.1.1 Competency wise Analysis

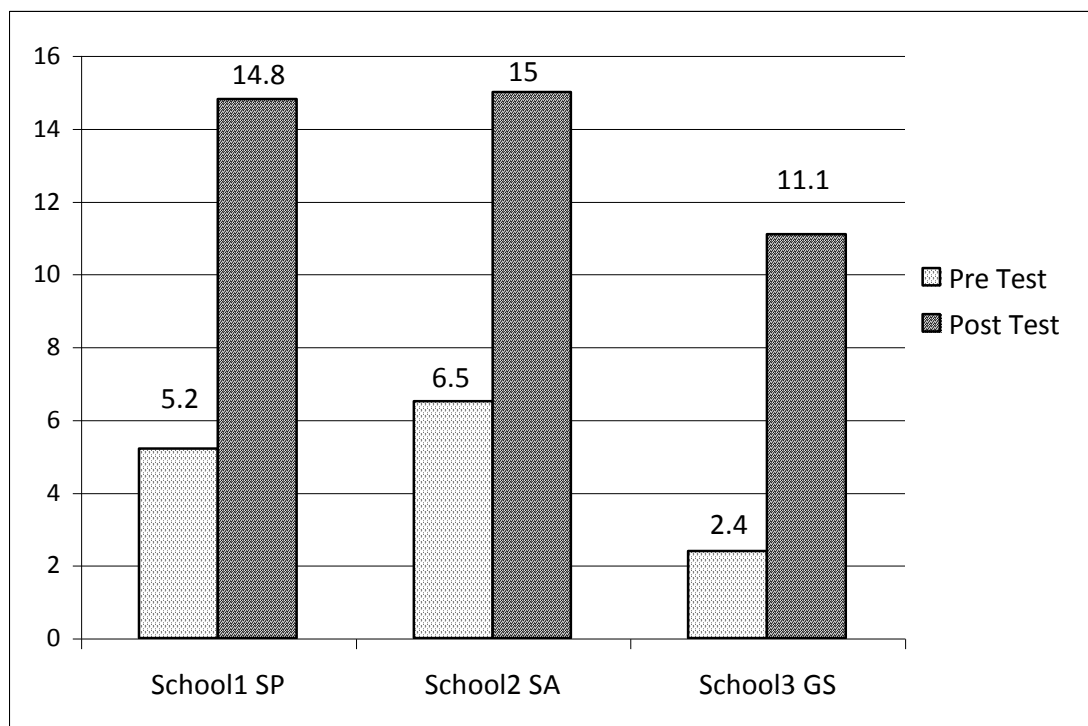


Figure 4.8: Comparison of Mean Values – Competence 1

The above graph shows a significant increase in the mean value of the post test for competence 1 (Understand both implicit and explicit meanings of words in a text), compared with the pre test for the same competence. None of the schools has reached the pass mark (35%) for competence 1 at the pre-test. But at the post test, the mean value for this competence has increased from 26% to 74% in school 1, from 33% to 75% in school 2 and from 12% to 56% in school 3. Though there appears to be a difference in the mean

value of the pre test of the three schools, the mean value of the marks of competence 1 at the post test has increased by the same figure (9) in all three schools.

According to the standard deviation of the marks obtained for competence1 (Appendix Fifteen), the gap of the marks obtained by the students of School 1 and School 3 has remained at a close range. But the gap of the marks obtained by the students of School 2 is remarkable. On comparing the standard deviation of the pre test and post test of the three schools, School 1 has been able to maintain a similar deviation where as School 2 has reduced the gap between the marks at a considerable level at the post test than the pre test. But the gap between pre test and post test marks of School 3 has increased significantly.

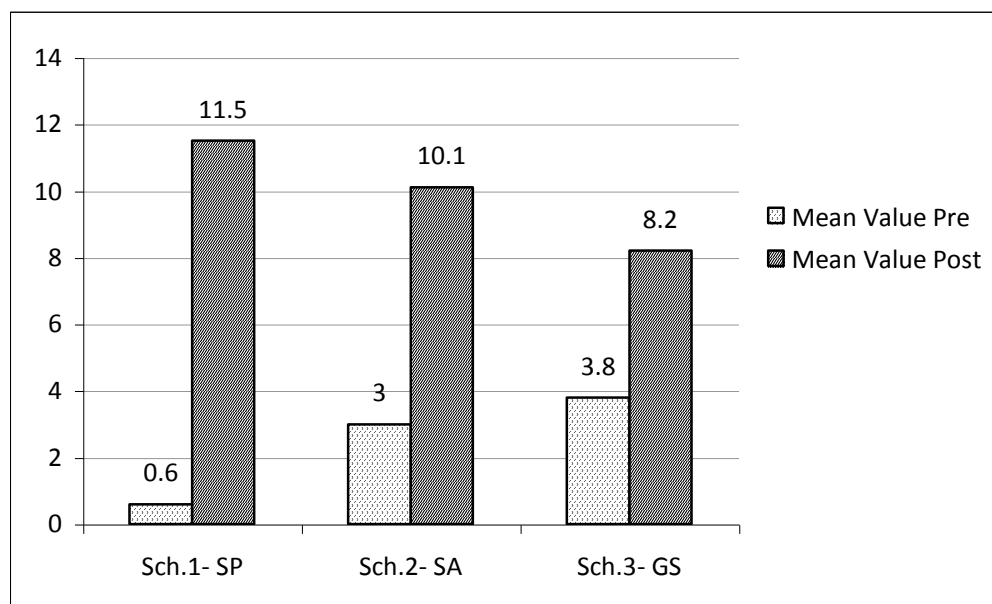


Figure 4.9: Comparison of Mean Values – Competence 2

As the above figure indicates, the highest mean value for Competence 2 (Ability to demonstrate knowledge through quotations and summaries) which was obtained by School 3 is only 19%. Though the performance of the students in the three schools was poor for competence 2 at the pre test, there was a remarkable improvement of this competence at the post test. The most significant factor is that the School 1 which obtained the lowest mean value of 3% at the pre test has obtained the highest mean value of 58% at the post test. School 1 and School2 have obtained more than 50% mean value at the post test. But

School 3 which obtained the highest mean value at the pre test has obtained the lowest mean value of 41% at the post test.

On Comparing the standard deviation of the pre test and post test marks of Competence 2 (Annex), there is a significant increase in the gap of the marks of the students at the post test. School 3 indicates the highest increase of the deviation of the students' marks between pre-test and post test. On the other hand the deviation of the marks of the three schools has been almost similar.

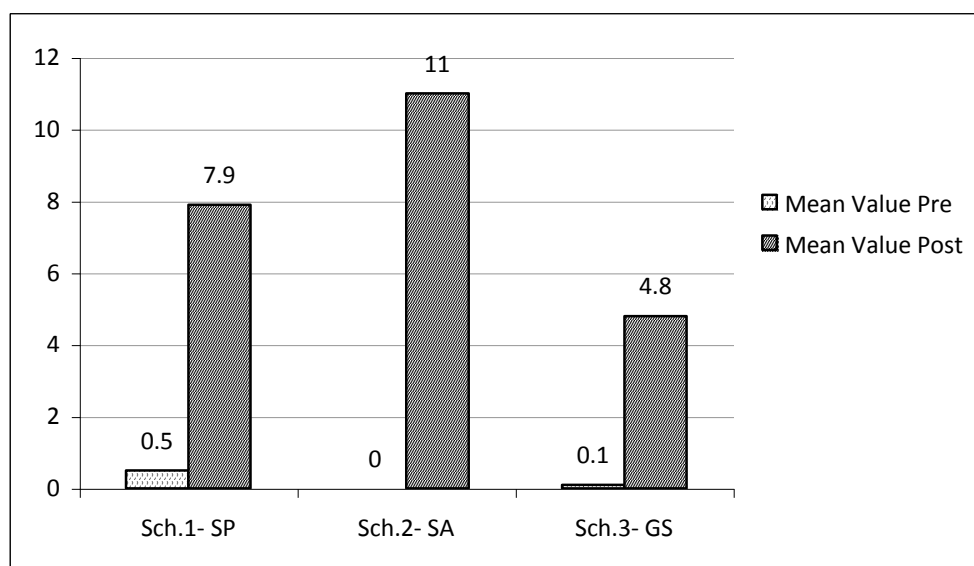


Figure 4.10: Comparison of Mean Values – Competence 3

Above bar graph indicates the mean values of the achievement level on Competence 3 (Ability to relate text to an external framework) at the pre and post tests. Overall mean value of the pre test in all three schools is very insignificant. But students have shown remarkable performance at the post test on this competence. Mean value of School 1 has increased from 3% to 40%, School 2 from 0 to 55% and school 3 from 1% to 24%. Two schools have obtained an average of 35% marks.

Though there is a close deviation between the marks obtained by the students in each school at the pre-test this has become wide at the post test (Appendix Fifteen). In spite of the students indicating an upward performance in the mean value at the post test, there seems to be a variation in the achievement level of the students at the post test.

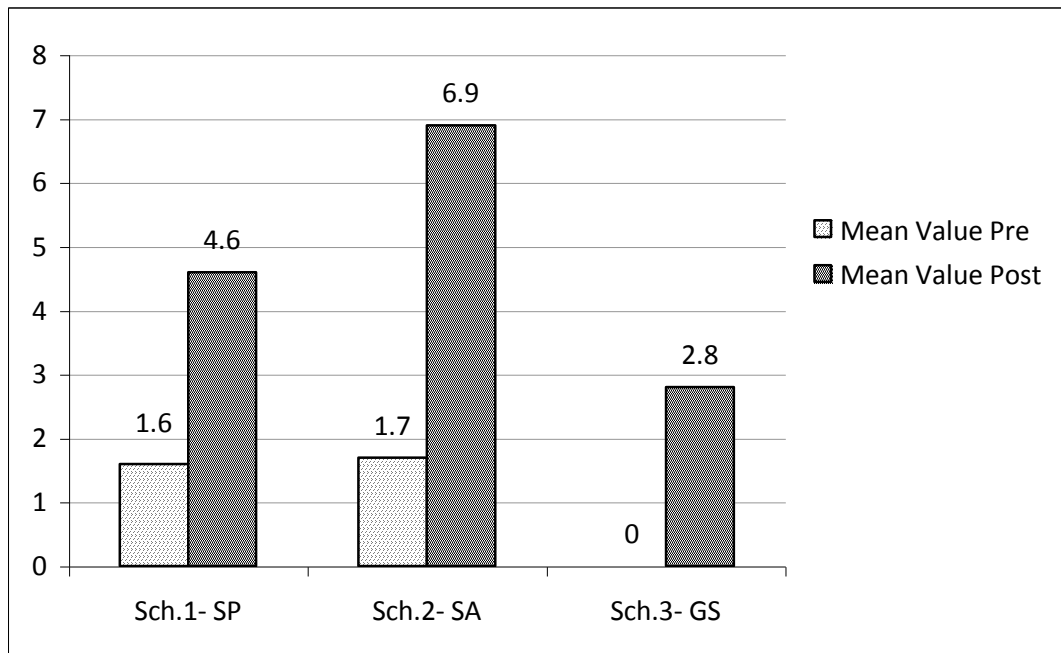


Figure 4.11: Comparison of Mean Values – Competence 4

According to the above graph, School 1 and School 2 have shown a similar mean value around 8% at the pre test for Competence 4 (Ability to recognize the themes of a text and how themes in the plot are reflected by themes in the sub-plot). The mean value of School 3 on Competence 4 was nil. Comparatively, all three schools have shown some progress on this competence at the post test but only school 2 has reached the minimum required pass rate of 35%. The other two schools have scored below that.

There is less deviation in the marks obtained at the pre test compared with the post test in all three schools (Appendix Fifteen). Compared with the pre test marks, some students have obtained marks at the post test which has resulted in a wider deviation.

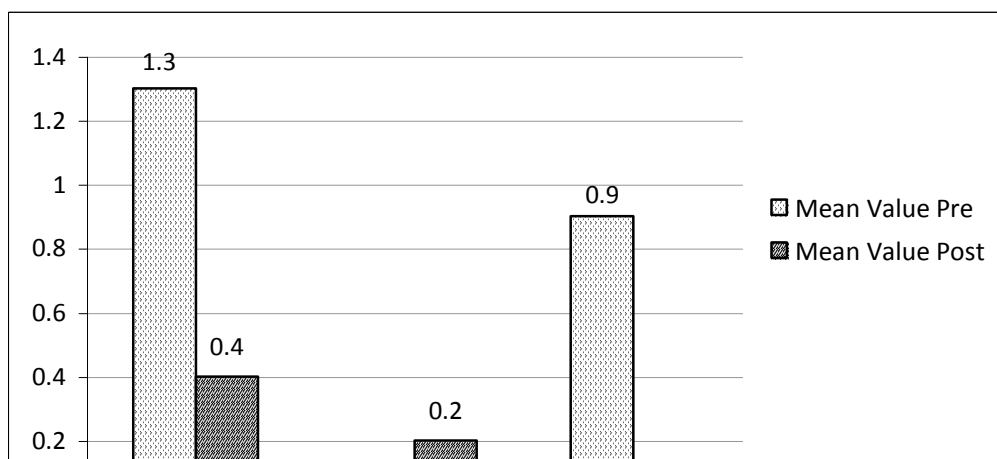


Figure 4.12: Comparison of Mean Values – Competence 5

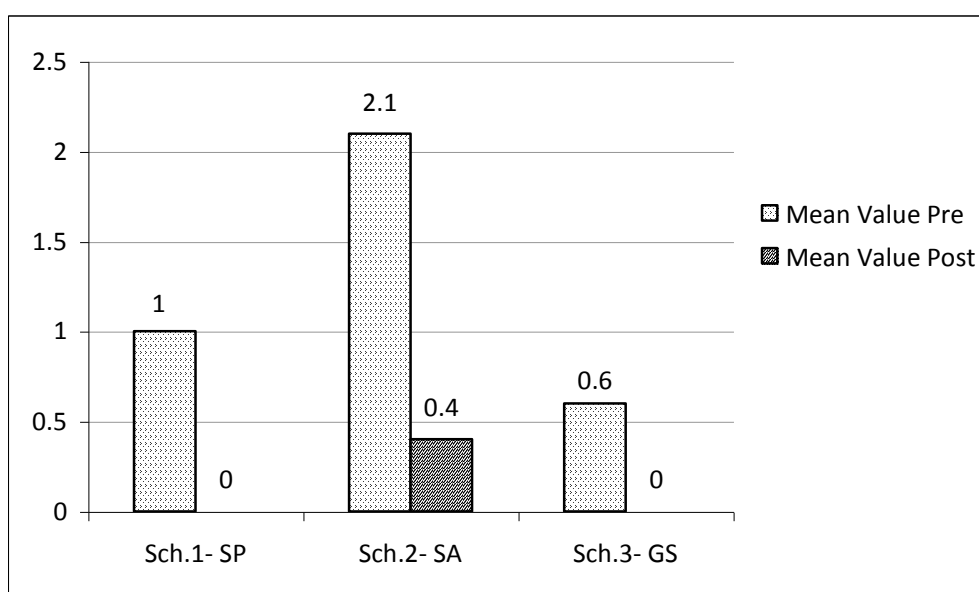


Figure 4.13: Comparison of Mean Values – Competence 6

Figure 4.12 and Figure 4.13 indicate the mean values of Competence 5 (Values, attitudes conveyed in the novel and the point of view of the narrator) and Competence 6 (Linguistic ability, creativity and sensitivity of the students). As a whole the mean value of these two competencies remains around 1 at the pre test but even lower at the post test. Students' achievement on these competencies has been very poor.

4.4.2 Summary

The Literary competencies of the students have been at a very low level at the pre test but they have developed some competencies during the period between the pre test and post test. Though students have comparatively shown a remarkable progress in the first four

competencies, no progress is seen in the 5th and 6th competencies. This was mainly due to the way they implemented activities related to these competencies. This is further discussed when the observations on the implementation of activities are discussed. It is significant to note that all the three schools have shown a similar progress though School 3 lags behind a little. This is also due to the way the activities were implemented in the classroom. On the other hand though the students have shown a similar achievement level at the pre-test a variation can be seen in the achievement level among the students at the post test. This may be due to the individual differences in students in responding to activities.

4.5 Implementation of Activities

Action plan for the activities which were implemented in the classroom (discussed in Chapter Three of this study) is given below.

Table 4.13: Action Plan for implementation of activities in the three schools

Activity	Time Period											
	Expected Period			Period of Completion								
	Sep	Oct.	Nov.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
1	X			X								
2	X			X								
3		X						X				
4		X								X		
5			X									X
6			X									X

According to the above table, Activity 1 and Activity 2 were expected to be completed in September and they were completed as expected. But Activity 3 onwards a significant delay is indicated in completing the activities. Researcher had to allocate six additional months in order to complete the activities. This was due to various events in schools that hindered the teachers from taking up the class for English Literature and the pressurization of the year end examination where teachers were expected to cover a certain part from all

four genres. The teachers were reluctant to spend the time allocated for Literature on activities based only on the novel.

4.5.1 Contribution of the Activities towards the Students' Performance

Overall performance of students in relation to the six competencies assessed was at a very low level in the three schools before the implementation of activities. After the activities were introduced there was a remarkable progress in relation to the first four competencies as presented in the Figures 4.8 to 4.11. Trend of progress in relation to these four competencies is shown in the following line chart.

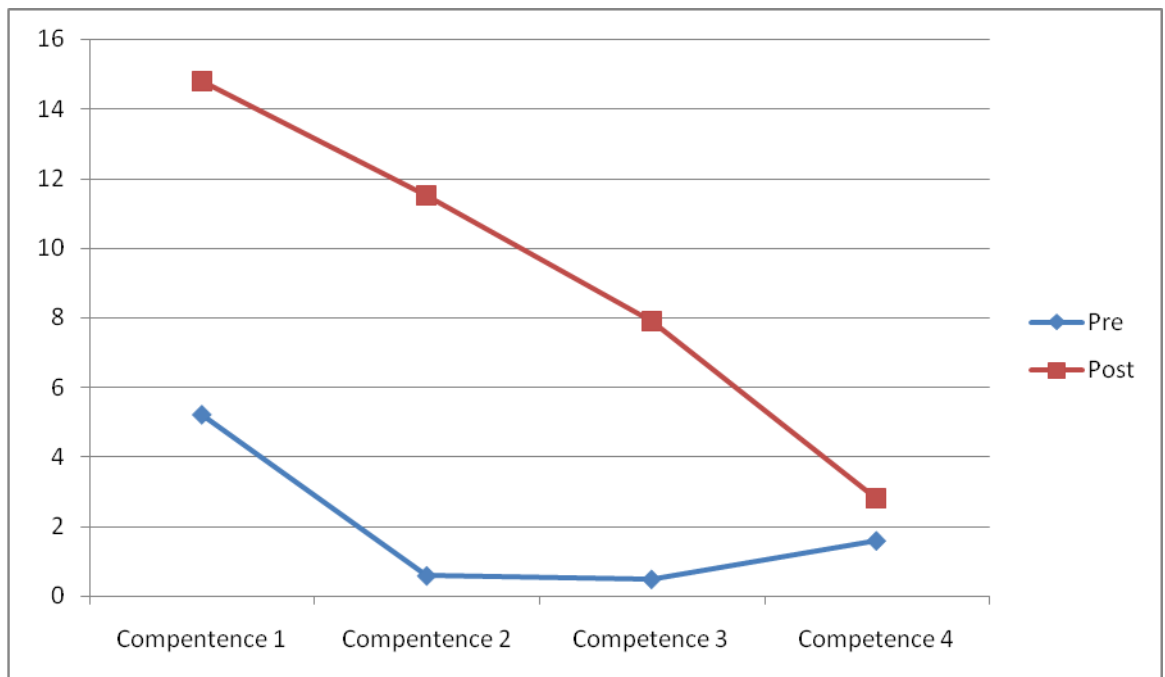


Figure 4.14: Trend of progress under each competence – School 1 - SP

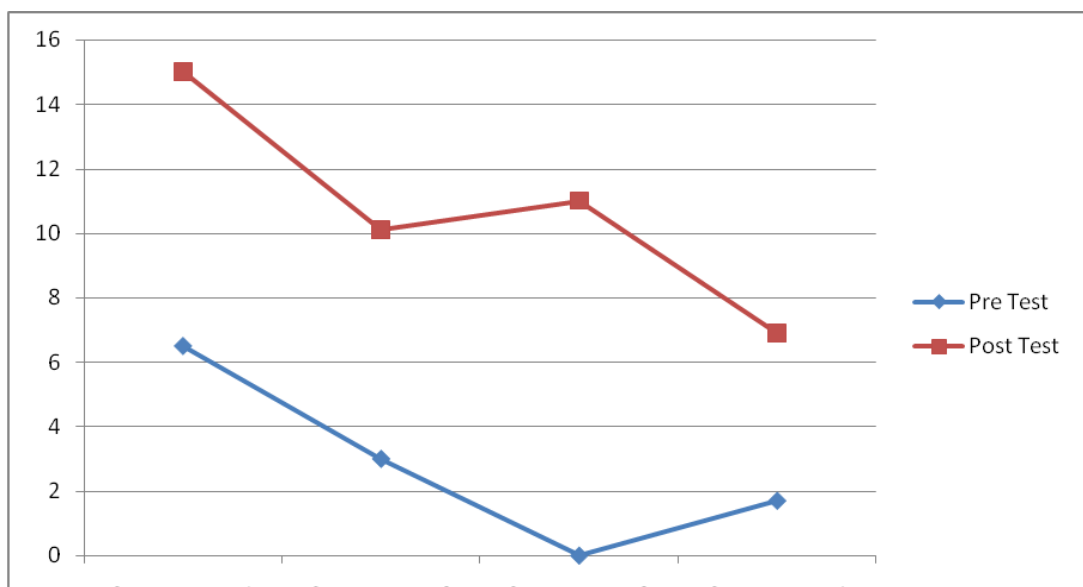


Figure 4.15: Trend of progress under each competence – School 2 – SA

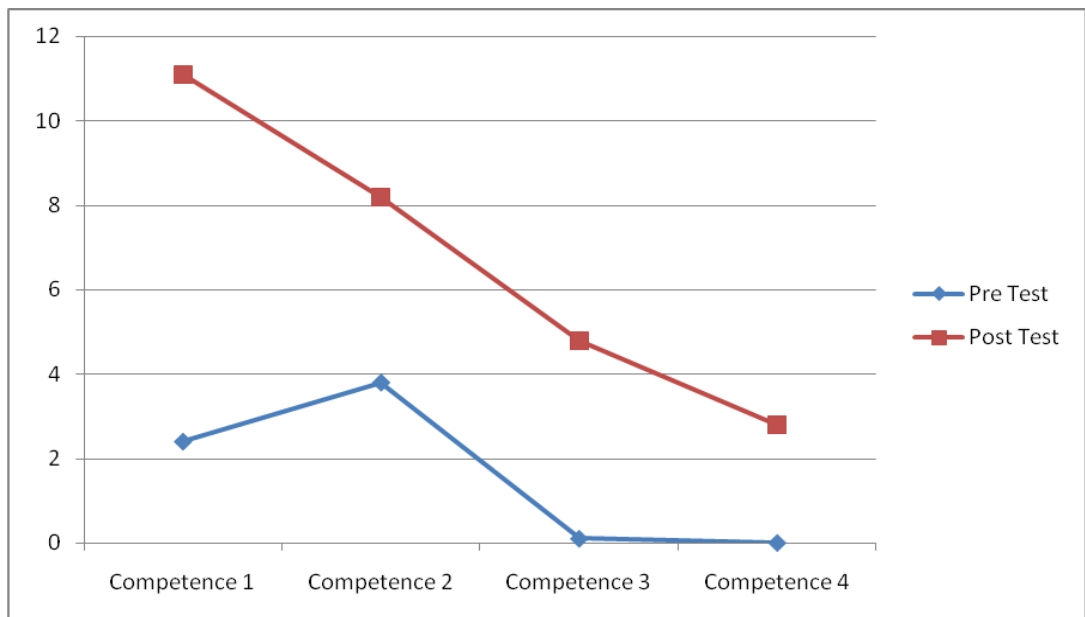


Figure 4.16: Trend of progress under each competence – School 3 - GS

As the above line charts indicate, the overall progress of students in all three schools have increased by 50% or more in relation to the first four competencies. This is more evident in School 1 and School 2 than School 3. This reveals that the activities prepared for these competencies have contributed towards positive progress. But there is no progress in the Competencies 5 and 6. These two competencies require the students to possess a good linguistic ability, writing skills and creativity. Students may not have developed the adequate language competence to respond to these literary competencies.

4.5.2 Informants' Feedback on the Intervention Programme

4.5.2.1 Previous Practice

The three informants from the three schools in the sample said that they did not use a proper lesson plan to teach English Literature. Though two of them claimed that they had used activities in the classroom, they admitted that they obtained these activities from the supplementary material for Literature available for sale in the market. And when they were asked whether the activities they were using in the classroom were based on any particular literary competence their answer was, “I did not have any idea about literary competencies. I thought that the activities should be prepared based on text. I got to know about it only when I started doing the activities given by you”. One informant said that he taught Literature through classroom discussion based on the text books. None of the informants had any idea about literary competencies before the intervention programme.

The informants were not happy with the student participation. They said that the students lacked necessary language skills to respond to Literature. One said; “Students should have a good command of English to learn Literature. But most of these students can’t express their ideas” and the other ideas that came out were that the students had no ability for critical thinking and they had no creativity.

4.5.2.2 Response of the Informants to the Activities

All three informants said that the activities were very useful and they contributed positively to change their previous practice of teaching literature. They said that the activities; gave them direction to teach, helped students’ active participation, guidance to prepare various activities, improved students’ performance, made learning interesting and directed students for self learning. One informant said, “Activities helped me understand what I should focus on teaching Literature. Not only the students, but they helped me also in developing my literary competencies. I learned a lot of interesting ways of teaching Literature”. One informant said that she had shared the activities with another colleague who teaches English Literature and her colleague too had claimed that her teaching had been successful because of the activities. Another informant requested permission to share the activities with her colleagues who teach Literature.

4.5.2.3 Problems Encountered in the Implementation of Activities

All three informants said that they could not give the students the maximum benefit of all the six activities due to lack of time and other commitments. They agreed that they spent quite a lot of time on the first three activities and the students were immensely benefited by the first three activities. But all three informants had rushed through the fourth, fifth and sixth activities due to lack of time and other demands. One said “Though we like it we can’t be doing only the novel because we have to give them questions at the exam on the other texts as well”. And another said, “The students can do the first four activities even without the teacher. But the teacher’s assistance is essential for the fifth and sixth activities. It is difficult to find time to engage them in these activities during the Literature period”. All three teachers admitted that they did not encourage the students to attempt the second part of Activity 5 because they did not quite understand how to do it.

The informants said that the students had not performed well in the last two competencies because the time allocated to do the test was not enough and students could not answer all the questions before time. But according to the above details, it is evident that the students have not mastered the competencies related to these activities because the teachers have not given them proper guidance and directions for these activities.

4.5.2.4 Suggestions for Further Development of Activities

All the informants said that they would be very happy if similar activities could be given not only for the novel but for other genres such as poetry and drama as well. They also said that a prior training on how to do the activities is given to them it would be very beneficial for both the teachers and the students. Two informants said to the researcher “It would have been very useful if you had demonstrated to us on how to do an activity like Activity 5”. One informant said, “If you had many activities to develop one competence rather than trying to develop many competencies it would have been more effective. Just one activity is not enough to develop some competencies”

4.5.2.5 Summary

Above information reveal that the activities introduced to schools to teach English had been mostly successful except for a few drawbacks. These drawbacks were mainly due to time and exam pressure. Teachers have spent a lot of time on the first three activities and the results of these activities have been successful. But the other three activities, specially activity 5 have been neglected which in turn had reflected on their achievement on these competencies. Suggestions and recommendations based on the findings of the above data analysis will be discussed in the next chapter.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was based on two main assumptions;

- There are vital aspects that contribute towards the development of Literary Competencies in Second Language learners.
- These aspects can be used to develop the Literary Competencies in the Sri Lankan Literature learning classroom

Based on these assumptions two main research questions were examined.

1. What are the aspects that contribute towards the development of literary competence in second language learners?
2. How can these aspects be used to develop the literary competence in the Sri Lankan Literature learning classroom?

The objectives of this study were formulated based on the above research questions. Data was collected based on these objectives and analysis and interpretation of these data was discussed in the previous chapter. Based on the analysis and interpretation of data under each objective, conclusions and recommendations will be given in this chapter.

5.2 Conclusions

5.2.1 Teaching Literature in Other Countries for Second Language Learners

As discussed in the Chapter 4 (4.2) of this study, both teacher centred methods and student centred methods have been used in many countries to develop the literary competencies of the second language learners. Interviews (4.3.1.4) and classroom observations (4.3.3) revealed that the teachers have not clearly identified the objectives that can be achieved

through the above two methods and do not have an understanding as to how to select the most appropriate method for each lesson (4.3.3.2).

According to the data collected from the questionnaire (4.3.2.4) many teachers were aware of the techniques they should use in teaching English Literature. They claimed that they use many student centered techniques such as; giving opportunity for the students to ask questions, assign pair and group tasks and giving opportunity for the students to discuss and present their ideas.

But the above characteristics were not seen in the actual teaching and learning process in the Sri Lankan Literature learning classroom. Classroom observations (4.3.3.3) revealed that the only technique that was evident was the teachers requesting the students to ask questions. But this was not successful because they did not create an environment in the classroom for the students to ask questions and actually get involved in the lesson.

The questionnaire (4.3.2.4) of this study revealed that teachers set questions from the text with the purpose of motivating the students to get a thorough knowledge of the content of the text (Table 4.8). But the preliminary interviews (4.3.1.4) and classroom observations (4.3.4.5) revealed that the purpose of asking questions has not contributed towards the development of expected literary competencies.

Above findings confirm that both teacher centered and student centered methods were not successful in the Sri Lankan Literature learning classroom. Though teachers were aware of the techniques they should use in teaching English Literature they did not know how to use these techniques to get the maximum participation of students and develop literary competencies.

The difficulties faced by the non-native English Literature learners in other countries and the Sri Lankan learners of Literature are the same. These difficulties were solely due to lack of literary competencies. (4.2.2) But most of the strategies used in other countries to overcome these difficulties were not adopted in Sri Lanka to teach Literature.

The only strategies used in the Sri Lankan Literature learning classroom were; using simplified version of the text, using cloze texts, giving pre-reading questions, low order questions and comprehension questions. But the purpose of using these strategies was not utilized in the Sri Lankan Literature learning classroom. The purpose of using simplified version in other countries was to promote inference but in Sri Lanka, the only objective of teachers in teaching the text was to get the students well acquainted with the content of the text (4.3.3.3).

Compared with the purpose of using strategies to teach Literature in other countries (Table 4.2), strategies used in Sri Lanka by the teachers of English Literature were only to get the students to gain surface knowledge of the text.

5.2.2 Strengths and Weaknesses of the Existing Learning – Teaching System in the Sri Lankan Literature Classroom

Preliminary interviews, questionnaire and classroom observations revealed that the weaknesses highly outnumbered the strengths in the existing learning teaching system in the Sri Lankan Literature Classroom.

As discussed in Chapter Two of this study (2.2.7) Brumfit and Carter (2000) have stated that in order to help the students develop their literary competence the teacher must have the experience of teaching major literature. But this study revealed that most of the teachers have read only the simplified version of the text that is prescribed for study (4.3.1.1). Also they are not confident of their familiarity with the content of the new English G.C.E (O/L) syllabus (Section 4.3.1.1 & Fig. 4.6)

The task of the teacher as discussed in Chapter Two (2.2.7) of this study, is to help the students develop at least some of the literary competencies (Lazer, 1993). But most of the English teachers in Sri Lanka are not confident about their own knowledge and skills to teach English Literature (4.3.1.1, 4.3.2.2.2, 4.3.3.1). For example, on comparing the teaching of the four genres; short story, poetry, drama and novel the teachers are more confident in teaching the short story because it is less complex with usually one theme,

clear plot and only a few characters. On the other hand they find the novel the most difficult genre for teaching because of its complexity (4.3.2.2.2).

According to the above findings, it can be concluded that the teachers who teach Literature in Sri Lanka have not taken an effort to develop their knowledge and skills in order to teach English Literature. Teachers who teach English Literature in Sri Lanka are not adequately equipped to guide the students to achieve necessary literary competencies. As Pickett (2000) has pointed out (2.2.7), the learners of Literature should possess good linguistic ability to learn English Literature and to achieve the expected levels of competencies. According to data gathered from the questionnaire (4.3.2.5.1, Table 4.7) and preliminary interviews (4.3.1.1), the teachers claim that the Poor English Language proficiency of the students has become a major barrier in Sri Lanka to develop their literary competencies.

On the other hand, according to the data gathered from the preliminary interviews, students have identified Literature as a language development tool (4.3.1.4). About 72% teachers use Literature to develop the language ability of the students (4.3.2.4.1). As discussed in Chapter Two of this study (2.2.5 & 2.6.2), Literature provides the basis for language structures in use and language of a literary text provides the students with necessary language skills that will enable the student to make meaningful analysis of the text (Lazar, 1993, Littlewood, 2000, Chambers & Gregory, 2006). A survey conducted by Paran (2008) on research studies carried out on using Literature in Language learning has confirmed that using Literature motivates the students and engages them in learning (2.5.1.6).

Above findings reveal that language competence is necessary to learn Literature but Literature can be used as a powerful tool to develop the language of the students.

As discussed in Chapter Four (4.3.2.3.1) of this study, Majority of the teachers (83%) have a negative attitude towards the students' ability to produce creative answers and the ability of students for critical thinking. On the other hand the students are dissatisfied with the teaching methods used in the Literature classroom (4.3.1.4). Classroom observations

confirmed that the teachers did not use appropriate methods to help students develop their competencies (4.3.3.3).

According to the Language Model of Carter & Long (1991) which was discussed in Chapter Two (2.2.4), Literature will introduce the students to more subtle and creative use of language. Pickett (2000) too has stated that Literature encourages imagination and creativity (2.2.7). But the above findings reveal that the students have not got opportunity to develop their literary competencies such as creativity due to poor teaching methods used in the Literature classroom.

Therefore it can be said that if appropriate teaching methods are used in teaching Literature it can contribute towards developing higher skills of the students such as imagination and creativity.

As discussed in Chapter Four (4.3.2.2.1) of this study, all the teachers depend on their previous knowledge to teach English Literature and the only sources of knowledge for them had been what they had learned for their first degree, post degree or the internet. There had not been opportunity for these teachers to update their knowledge on Literature. Classroom observations (4.3.3.1, 4.3.3.3) revealed that, the teachers are not confident in teaching Literature and they are not aware of techniques on how to motivate the students to learn Literature.

On the other hand, preliminary interviews (4.3.1.1) and the questionnaire (4.3.2.1.2) revealed many teachers have a desire to develop their knowledge and skills in teaching English Literature. They have a positive attitude towards professional development but they claim that they have no opportunity to update their knowledge and skills (4.3.1.1, 4.3.2.2., 4.3.2.2.3, 4.3.2.3.1). 87% have a high motivation to teach English Literature but they are disappointed with the guidance and support they receive from the In Service Advisers and Educational Authorities (4.3.1.3, 4.3.2.2.3, 4.3.2.3.1). Since teachers are not recruited by the Ministry of Education especially to teach English Literature, teachers who have got appointment as English Teachers are expected to teach Literature as well but a proper system is not developed to support these teachers.

According to the above findings it can be said that though the teachers have a positive attitude towards teaching English Literature and are willing to update their knowledge they have not got adequate support from the Educational authorities appointed for this task. Therefore these teachers need guidance and training as to how to use methods and techniques to develop the literary competencies of the students.

As the preliminary interviews (4.3.1.2) and the questionnaire (4.3.2.5.1, 4.3.2.5.2) reveal though the English Literature syllabus covers a wide area such as poetry, prose and drama, the time allocated for O/L English Literature in the Sri Lankan classroom is not sufficient. Therefore, the students do not get the opportunity to reach the expected level of literary competency and only surface learning takes place as a result. This is because English Literature is listed along with aesthetic subjects. The aesthetic subjects are introduced to students in Sri Lanka from Grade 6 where as English Literature is introduced only from Grade 10.

On the other hand, Literature is identified by the teachers of English in Sri Lanka as a subject with social and economic value (4.3.1.1). Also, as discussed in Chapter Two of this study (2.6) Educationists such as Lazar (1993), Brumfit & Carter (2000), Chambers & Greogory (2006) etc. have identified the benefit of learning Literature towards personal, social and cultural enrichment.

Above findings reveal that though the benefit of learning Literature should be made available to all the individuals in a country, the opportunity of learning English Literature is given in Sri Lanka only to a limited number of students. Also the students who learn Literature too do not get the above specified benefits (2.6) by learning Literature due to the drawbacks in the teaching methods and the curriculum.

5.2.3 Assessing the Literary Competencies of the Students

Teachers have a negative attitude towards the achievement of the students at the G.C.E (O/L) examination especially of the students' ability to produce answers with creativity and originality (Fig. 4.7). According to Educationists such as Brumfit and Carter (2000),

Pickett (2000), Chambers & Greogory (2006) etc. the aim of teaching Literature is to develop Literary Competencies as discussed in Chapter Two 2.2.7 of this study. But according to the feedback of the informants of this study (4.5.2.1) teachers themselves did not have a clear idea as to what the literary competencies are.

Students were assessed on some selected literary competencies (3.4.3) prior to the intervention programme. The results of the pre-test revealed that the development of literary competencies of the students of English Literature had been at a very low level (4.4.1). No student has reached the accepted pass mark for G.C.E (O/L) in Sri Lanka which is 35%.The results of the pre test also revealed that, all the students were at a similar competency level in English Literature.

Above findings reveal that though some students in Sri Lanka have got the opportunity to learn English Literature, they have not achieved the expected aims of learning Literature. Also this confirms the drawbacks of the teachers on using methods and techniques to teach English Literature in order to develop the literary competencies of the students.

After introducing activities as a scaffold to learn Literature, a remarkable progress was seen in the development of literary competencies of the students. The post test confirmed the above progress (4.4.1).

Overall students' performance had significantly increased on competencies one, two and three (Fig. 4.8, 4.9, 4.10) where as there was only a slight progress on competence four (4.11). Compared with school 1 and school 2, the performance of students in school 3 had lagged behind. On the other hand performance on competencies five and six have not developed in any of the schools.

Interviews with the informants on the intervention programme (4.5.2.3), classroom observations (4.3.3) and the informal discussions with the students revealed that;

- the time allocated to students to engage in last three activities which contribute towards the development of the competencies four, five and six have been insufficient.

- The teachers lacked the knowledge and ability to guide the students on achieving higher skills in competencies five and six.
- Time allocated for post test was inadequate.
- Lack of commitment to implementing activities especially Teacher 3.

Above evidence confirm that the intervention programme had been successful in developing most of the competencies except competencies five and six. This also reveals that in order to develop literary competencies of the students teacher too has vital role to play. It can also be concluded that if the above aspects have been fulfilled the performance of students could have been better.

5.2.4 Contribution of Activities towards the Development of Literary Competence

As discussed in Chapter Two (2.2.3) of this study, Carter & MacRae (1999) have said, by engaging in activities *students discover things for themselves, and are likely to become more motivated to learn than if you require them to respond in the more passive mode of listening, copying or taking notes*. Constructivist Approach by Sharma & Toma (2005), Task Based Learning by Willis (2000) confirmed this idea (2.2.2 & 2.3.3). Also research findings of Baurain (2007) on Small Group Multi Tasking (2.5.2) proved that the activities motivated the students to learn on their own and the level and quality of students' learning increased and strengthened. Also the students participated actively in tasks. The data collected through classroom observations (4.3.3), pre and post test marks (4.4.1) and formal interviews with the informants in this study (4.5.2) confirmed the above findings.

Activity One was based on literary competence; understand both implicit and explicit meanings of words in a text. This activity also contributes towards the development of language competence of students where students find synonyms for words and construct sentences. On comparing the pre-test marks with the post test marks, students in all three schools have obtained above 50% for this particular competence and school 1 and 2 have scored above 70% (Fig. 4.8).

Similarly activity two which contributed towards the development of the literary competencies; understand both explicit and implicit meanings of words in a text and ability to demonstrate knowledge through quotations has been quite successful. All the three schools have scored above 40% at the post test on their ability to demonstrate knowledge through quotations and two schools have scored above 50% on this competence (Fig. 4.9).

These activities have been successful in this study due to following factors:

- Teachers have taken an interest to implement these activities in the classroom according to the action plan assigned by the researcher (4.19)
- Both these activities contributed towards the development of language competence which was a major barrier for the students to learn literature. (3.4.3.2)
- Teachers had a clear idea as to how to engage the students in activities and facilitated them when necessary (4.3.3.4)
- Student centered, activity based methods motivated the students to learn. Students took the responsibility of learning. Group discussions encouraged learning (4.3.3.5).

Activity Three and Activity Four which were designed to develop the literary competencies; ability to relate the text to an external framework and ability to develop knowledge through summaries have been quite successful. Two schools have scored above 40 marks for the competence related to Activity Three (Fig.4.10) and Activity Four contributes towards the development of the same competence (Fig. 4.9) as in Activity Two which is discussed above.

The aims of Activity Five was to develop the literary competencies; ability to relate text to an external framework (Competence 3) and develop linguistic ability, creativity and sensitivity of the students (competence 6). Though the students showed progress in the competence 3, no progress was seen in the competence 6. Activity Five was the only activity which was designed to develop this particular competence (Table 3.2).

Activity Six was the only activity designed to develop the literary competence; ability to recognize the themes of a text and how themes in the plot are reflected in the themes in the sub plot (competence 4). Students have shown some progress in this competence as well (Fig.4.11).

According to the above findings it can be said that the activities have contributed positively towards the development of the literary competencies of the students. But some competencies were not developed due to following reasons;

- Teachers did not follow the action plan given by the researcher for the activities three, four, five and six (Table 4.19).
- Teachers were more concerned about examination pressures and covering the syllabus more than developing the literary competencies of the students (4.5.2.3)
- Though the classroom observations revealed that the teachers took an effort to make the students aware of the values and attitudes conveyed in the novel (4.3.3.7) students have not developed this competence due to language barrier. Students often used mother tongue in the classroom to share their ideas and views (4.3.3.5).
- Development of literary competencies of students in School 3 was below the other students because the teacher did not follow the instructions given by the researcher or motivated the students to actively get involved in activities (4.3.3.1, 4.3.3.2, 4.3.3.5, 4.3.3.6).
- Students have not developed the literary competence on creativity and sensitivity because the teachers have not guided the students appropriately on the activity related to this competence (4.5.2.3).

Overall the activities have contributed positively towards teaching and learning literature. Teachers who did not have a clear idea or objective for teaching Literature got direction and guidance through the activities (4.3.3.10, 4.5.2.2). The negative attitudes they had towards students' performance changed. Activities were a scaffold to them to prepare further activities and helped them to develop their own literary competencies as well (4.5.2.2). Students got opportunity to be actively involved in learning and they were motivated to learn Literature (4.3.3.5)

5.3 Recommendations

Teachers who teach English Literature in Sri Lanka should be given proper guidance and training on how to use both the teacher centered and student centered method successfully in teaching English Literature in order to develop the literary competencies of the students. The Activities designed for the intervention programme of this study (Chapter 3, section 3.4.3.2) can be recommended to give guidance to teachers on how to use these two methods successfully in the classroom. The activities were designed, based on theories on teacher centered method such as Product Based Approach and student centered method such as Process Based Approach (2.2.3). Feedback obtained from the informants of the intervention programme confirmed that the activities gave them direction to teach Literature (4.5.2.2). Classroom observations revealed that the teachers had direction on the objectives they should achieve from the lesson (4.3.3.10).

As discussed in Chapter Two (2.5.1.2, 2.5.1.4) of this study research done by Yang (2002) and Martin & Laurie (1993) have revealed that the student centered method is successful in teaching Literature where as teacher centered method is not successful. However the findings of the present study revealed that in Sri Lanka where many students have not yet developed second language competencies need both these methods to develop their literary competencies. The importance of Teacher's role in preparing the student to learn literature is confirmed by the pre & post test marks of the three schools in this study (Table 4.12). Classroom observations revealed that the commitment of Teacher 3 was poor in contrast with Teacher 1 and Teacher 2 (4.3.3.2, 4.3.3.4)

Teachers should be encouraged to adapt the strategies used in other countries to develop the literary competencies of the learners. Activities used in this study can be recommended as material for teachers to get an idea on how to use some of the strategies in teaching English Literature in Sri Lanka. As discussed in Chapter Two of this study, Duff & Malay (2001) have stated that activities provide teachers with material that is easy

to prepare, adapt and renew (2.8). Activities and the strategies used for each activity are given below. These strategies are discussed in detail in Chapter Two (2.8) of this study.

- Activity One
 - By recognizing synonyms and word class of given words and constructing sentences the students recognize the linguistic structure of sentences (Brumfit 2000).
 - Awaken interest of the students through guessing, speculation and discussion Duff & Malay (2001)
 - Since this is a shared activity it increases the learner's confidence in using a foreign language (Collie & Slater, 2001).

- Activity Two
 - By giving reasons for selecting the meaning of statements the students justify their point of view (Carter 2000)
 - Teacher gets the opportunity to practice the Stylistic Approach discussed by Carter & Long (1991)

- Activity Three
 - Similes, metaphors and other literary techniques are used to improve grammar. (Boyle, 2000)
 - Since this is a competition it rouses the interest of the students. (Hill, 1990)
 - Orientation as discussed by Carter (2000) helps the student time, place, person and their activity in a text.

- Activity Four
 - Students make an abstract which gives a short summary of the story (Carter 2000)
 - They discriminate between facts that are important to the text and facts that are not essential to understand the meaning of the text (Boyle, 2000)
 - They organize the information for easy reference (Nunan, 1995)

- Activity Five
 - Students predict on what comes next (Carter 2000)
 - Group discussions develop critical thinking and speaking ability (Boyle, 2000)
 - Students predict and infer on what is not given in the text (Carter & Long, 1991)
 - Activity is given in the imperative form as instructions to help the learner move from dependency to independency. (Carter & McRae, 1999)
 - Students are directed towards rudimentary mental images, mental images of affect, drawing on the repertoire of personal experiences and making connections between characters and one's own life. (Watson, 1994)

- Activity Six
 - Students justify their own point of view through discussions (Carter, 2000)
 - Direct students attention to the text and sensitize them to the ideas and themes embodied in the text (Carter & Long, 1991)
 - Student is focused on the main parts of the message and relate these to the overall context by making intelligent guesses (Nunan, 1995)

Teachers used some of the above strategies successfully in the classroom but they need to be given more guidance and training on using the strategies in Activity Five and Six. This can be done through demonstration lessons and more practical experience to the teacher on these strategies.

Teachers who teach English Literature in Sri Lanka should be encouraged to develop their knowledge and skills in teaching English Literature. They should be given adequate guidance and training on how to use appropriate teaching methodology and techniques in order to develop the literary competencies of the students. Expertise in the field of English Literature must design a course where the teachers of English are given opportunity to develop their literary competencies. An organized guidance and support system should be established for English Literature in order to assist the Educational authorities, teachers and learners. Experts who are qualified and capable to help the teachers in the field of Literature should be employed.

Opportunity should also be provided for teachers to update their knowledge continuously and they should be given training on teaching Literature. As discussed in Chapter Two (2.2.7) students of Literature must be given opportunity to understand principles of literary form through discussion of ideas in the text. Activities suggested in the intervention programme give opportunity for students to discuss and share their ideas. Collie & Slater (2001) have conducted research on language classrooms and have stated that activities used in language class can be used in teaching Literature as well (2.6.2).

Teachers should be given appropriate guidance and support as to how to develop higher skills of students such as creativity and imagination. Creative Response Channel of Long (2000) suggests exercises which require learners to predict and make their own value judgments (2.2.6). According to Cooray (2005), students should be encouraged to relate things they learn to their own experience. Then they are able to respond to text creatively (2.10). Activity Five in the intervention programme of this study can be recommended as a model activity to develop creativity and imagination of students.

Literature should be used as a tool to develop language competence of the students. As discussed in Chapter Two (2.6.2) of this study, a person's language competence will be developed by learning Literature (Brumfit & Carter, 2000). Short and Candlin (2000) too have suggested an integrated language and Literature curriculum to help the students to improve their language skills. Activities in this study contributed towards the development of Language competence of the students as well, especially Activity One which contributed towards recognition of synonyms and word classes as well as sentence construction.

Like in the First Language in Sri Lanka, English Literature too should be incorporated with English Language as a compulsory subject and should be made available for all the students in Sri Lanka. Wijerathne (1993) has pointed out the importance of teaching Literature to young learners for the qualitative development of their language and to inculcate wholesome values. She has said that Literature will develop reading habits and sharpen the critical sense of the learner (2.10).

Literary competencies of students should be developed using activity based learning. As discussed in Chapter Four (4.4.1) of this study students have shown a remarkable progress in some of the competencies after introducing the activities in the intervention programme. Classroom observations (4.3.3.10) revealed that some of the aims presented by Burk & Brumfit (2000) for teaching English Literature such as; knowledge about language, critical analytical ability and encouragement of ethical and humanitarian attitudes (2.2.7) were achieved by the students after introducing the intervention programme. As discussed in Chapter 4 (4.5.2.2) of this study, the informants of the intervention programme confirmed that the activities helped them to change their previous practice of teaching literature and gave them direction to teach. Therefore, activities in the intervention programme can be recommended to develop some of the literary competencies of the students and to achieve the aims of teaching Literature.

Teachers should be given clear instructions and training on how to implement the activities in the classroom. They should also be given training on how to adapt activities to suit the need of the students in the English Literature classroom. As discussed in Chapter Two (2.3.1) Nunan (1995) has stated that the teachers and learners must know their role in doing a task. Teachers should be given a training to design their own tasks according to the four task components of Nunan (1995). According to the Feedback given by the Informants on the intervention programme (4.5.2), activities gave them guidance to prepare various other activities. Therefore the activities in the intervention programme can be recommended as a scaffold for the teachers to prepare their own activities.

Learners should be guided and motivated to construct their own concepts and find solutions to problems. This suggestion is in keeping with the Constructivist Approach (2.2.2) and the recommendation of Wijerathne & Walisundara (2006) on using activity based methods for reflection and mind engagement (2.5.3). Classroom observations (4.3.3.4, 4.3.3.5) and the feedback of the Informants of this study revealed that the students got actively involved in learning and became independent learners. Therefore activities can be suggested to encourage and direct the students for self learning.

5.4 Limitations of the Study

This study has the following limitations due to the time restriction.

- Only one cycle of the action research was done. It would have been more effective if a second intervention programme was implemented on the same sample with revised activities for the competencies that did not show development. There is a variation in the development of competencies of students at the post test. Therefore there is a necessity for a revised intervention programme to suit different competency levels of students.
- The results of the study would have been more successful if more time was allocated for Activities Five and Six.
- Questionnaire was given only to the teachers and the problem was analyzed from their point of view. It would have been better if students' needs and attitudes also were taken into consideration.
- Informants could not be given training on how to design or implement activities. Only instructions were given to them.

5.5 Future Research

The findings of this study clearly indicated the need for more research on following areas;

- Suitability of a revised intervention programme based on this study to develop the higher skills of students such as creativity and imagination.
- A study on the needs and attitude of students to learning English Literature
- Suitability of Using literary texts in the Sri Lankan Second Language learning classroom in order to develop the second language of the students.
- Feasibility of integrating English language and literature as one component in the school curriculum in Sri Lanka.
- Validity and suitability of the existing curriculum material in developing the literary competencies of the students.

Adequacy and quality of the existing resources and opportunities that is available for the development of teachers who teach English Literature.