EXAMINING THE ROLE OF LITERARY TEXT IN DEVELOPING LEARNERS' ENGLISH-SPEAKING SKILLS AT PUBLIC UNIVERSITIES IN PUNJAB

RANA IQTADAR AHMED
ranaoxbridge@gmail.com
GHULAM ALI BURIRO
gaburiro@usindh.edu.pk

Abstract
The fundamental purpose of this paper is to highlight the paramount importance of literature in building and enhancing language facilities and speaking skills of language learners at undergraduate level. The research also examined the role of literary text in developing learners English speaking skills at public Universities of Punjab, Pakistan. The current study explored

that how literary texts play key role in motivating and inspiring the learners to enhance their English-speaking skills at undergraduate level.The present research employed a short story to exhibit and demonstrates various means of explaining and exploiting literary texts to enhance English speaking skills at undergraduate level at public universities in Punjab, Pakistan.Furthermore, an adopted questionnaire provided data about the perception of teachers and learners. The results of present study indicated that the usage of activities in literature class helps in enhancing English speaking skills and proves to be beneficial in boosting their communicative competence.

Key words

Literary texts, English speaking skills, undergraduate learners, short stories.

Introduction

Initially, the teachers used literary texts for imparting aesthetic experiences and culture of the target community. The traditional method of teaching lacked empirical and pragmatic aims and objectives of teaching and learning a language.The intricacy embedded in

literature not only raised deep concerns and reservations of teachers but also learners. Their concerns and reservations were about applying literary texts in enhancing English speaking skills at undergraduate level. They had no idea about the practicality of literary text in improving English speaking skills.

The study strongly underpins the practical use of literary texts in the classroom to enhance English speaking skills of the learners. Literary texts are valuable sources/resources to be utilized to assist and motivate the learners to explore the target language in a captivating and challenging manner.

Another interesting issue to make is that teaching and learning speaking are showing a remarkable improvement Viet Nam thanks to the innovation of the new textbooks. It is considered to be a promising sign for students to develop their communication skills. However, most of the students still lack of the knowledge of intercultural communication, the environment and the social system. Therefore, this research is in its quest for the issues on how to effectively teach communication skills in a literature class. The research is carried out to answer the following questions:

Current innovation of applying literary texts indicates that learners get immense motivation for improving their English-speaking skills. This indication is a positive and motivating step towards inspiring communicative competence. Nevertheless, still there is dire need to draw their attention towards the knowledge of intercultural communication to carry their motivational pace in the same manner.

1.1 Statement of the Problem

Teaching of English literature has faced ample of setbacks at undergraduate level at public universities of Punjab, Pakistan, as far as its practicality is concerned. Traditional method or approach for teaching English literature is a great impediment for enhancing English speaking skills at undergraduate level. The practical use of literature in terms of building up communicative competence lacks among teachers and learners alike. The learners lack motivation with low level of language proficiency in English as teachers-centered approach is common in use. Teachers delivers lecture and students reproduce same material in written form. Within Pakistani education system, teachers –centered approach teaching literature has created ample of huddles in

the process of teaching and learning. Traditional method has made it complicated and time consuming. It is high time that appropriate and best changes be made in the teaching methods of the teachers in accordance with the requirements of modern times so that they can read the literature well and highlight the speaking abilities of the students. It is imperative to introduce new methods of teaching literature to the teachers as per the requirements of modern era. So that the interest is created in the students and they will be able to learn and speak English as a foreign language.

Hypotheses of the Present Study

1) Any literary text in English (e.g. short Story) handled in a suitable way, has the potential to motivate and inspire learners to learn and speak English.

2) A shift of from traditional approach of teaching literature to student-centered approach not only will ameliorate the efficiencyof learners but also the efficiency of language instructors.

3) Establishing personal link with the learners to motivate their creative faculties and to make them think freely

Research Questions

1) How do the lecturers teach literary texts to enhance English speaking skills at undergraduate level?
2) What are the responses of teachers and learners towards the application of literary texts to enhance English speaking skills of the learners with the help of activities?

Literature review

The present section presents information about applying literature to build up English speaking skills in the classroom. This section also explains the definition of literature and its benefits in classroom for improving speaking skills. There is discussion upon various approaches to literature. Furthermore, previous studies related teaching of literary texts for enhancing communication skills are also a part of it.

Definition of literature

The word "literature" in a true sense is difficult to elaborate or explain. Different writers have given explanation to the term literature from different points of view.

Each other's definition of word "literature" reflects his or her mind and thinking.

The term/word "Literature" the term derives from Latin literatura/litteratura "learning, writing, grammar," originally "writing formed with letters," from litera/littera "letter". In spite of this, the term has also been applied to spoken or sung texts. There are still doubts about the exact definition of literature. Ha (2002) has the opinion that fiction is not always literature. He states that producing certain reality is literature. According him to be "imaginative" is an attribution attached to literature then what's the status of philosophy and history? Therefore, for the sake of producing literature creative writing and realism are not the genuine concepts.

Some people defined literature as a kind of writing in which the language is different from everyday speech. Some researches and writers define the term "literature" in a way that the language of literature differs from the language used in routine life. Jakobson interprets the term "literature ""A deliberate deformation of ordinary language" and "organized violence committed on ordinary speech" (as cited in Ha, 2002).

Literature as a subject is defined as a set of activities that highlight and motivate the interest of the learners towards language learning. Literature is an effective mode to get learners involved to appreciate various language mechanisms.Literature also enhances interpretative faculties of learners and enables them to foster andimprove their speaking skills.

It is as clear as day that literature provides learners with real-life experiences and facts. Literature is a source of interaction with the target language and the society. For that reason, literature provides assistance to the learners to understand the target language in a better way. It is a fact that literature is significant in the process of language teaching and learning at any level.

Advantages of literary texts in enhancing/improving integrated skills

The researchers have no doubt that literature plays an integral role in imparting language to the learners. They have submitted the ideas in various researches in connection with ESL or EFL. They acknowledge the paramount importance of literature if ESL or EFL classes for the sake of enriching language skills.

A researcher advocated and proposed that

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"the teaching of literature in EFL classes is essential and can be used as a perfect instrument to stimulate and speed up the teaching and learning process." (Carter & Long, 1991, p.126)

The appraisal of literature again started from mid 80s when research considered literature from practical aspect of language teaching and learning. The researchers considered literature from EFL context/ prospect. According to Maley (1989) "Literature is back but wearing different clothes." (p. 59). Cairney (1988) stated that literature was not and should not be considered as a "frill" however it should

act and constitute "the very heart and soul of the language curriculum" (p.14). it would be better for the language teachers to incorporate literary text in language teaching as literary texts provides variety of things related linguistic competence. Undoubtedly, literature is a constant source of developing and enhancing linguistic competence of the language learners. Moody (1971) asserted "the study of literature is fundamentally a study of language in operation" and "literature can fit into virtually any language methodology".

In mid 1980s, the approached of language

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teachers towards literature changed significantly. Practical aim and aspect of literature brought revolutionary changes in the field ESL or EFL classes. McKay (1982maintained and asserted "… literature offers several benefits to ESL classes. It can be useful in developing linguistic knowledge both on a usage and use level. Secondly, to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency."

Brumfit (1986) submitted the similar kind of statement. He considered literature a skill subject. He did not consider literature as a content subject. He emphasized upon the potentiality of literature in increasing the ability of reading skills. (p.277). Literature is an impressive ad effective tool to teach a foreign language. Brumfit and Carter (1986) elucidated and explained "Literary texts provide examples of language resources being used to the full." (p.15). Wilkin (1972) elaborated and highlighted the similar angle in a convincing manner "if one wishes to discover what is finest, what is "most beautiful", what is quite simply "best", it is to the written literature that one looks" (p.5).

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Literary texts enrich with semantic meanings which improve linguistic competence of the learners. A variety of meaningful expressions are present in literary texts to provide exposure to the learners. With the passage of time the learners get familiarity with conventional and unconventional forms and usages of literary texts which enable them to develop and enhance their communicative competence. Linguistic competence and usages make the learners enable to interpret new expressions in a particular aspect or context. Loff (1988) defined literary texts "conceptualized source of language practice".

Literary texts play an important role in increasing vocabulary and pave way for strong basis for syntax to understand formation of sentences as in Povey's research (as cited in McKay, 1982) concluded that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax".

In addition, literary texts help to interpret and infer the meaning from the given text.

It also enhances the ability to debate and discuss the text for enhancing speaking skills. It promotes interactive and interpretative skills that lead towards better speaking skills. It is a permanent source of creating cordial and interactive relationship with the learners.

The research conducted Van (2009) indicated that literature offers real life experiences in bulk. Literature provides feasible chances to the learners to improve and enhance their cultural, pragmatic, discoursal, and syntactic cognizance.

Introducing Literary Texts to the Students

Literary text of English is a predominant part of curriculum at primary and undergraduate level in Pakistan (Khattak et al, 2010).

The situation of introducing literary text in Pakistani educational context is not welcoming. Rather the sensation is grim as far as inclusion of literary text is concerned. Coleman and Capstick (2012) carried out research regarding the prevalent scenario of English language in Pakistani education system. They pointed out grey areas and suggested remedies to Pakistani movement to overcome flaws. The application literary texts lack practical aim of gaining language competence. The major emphasis remainsupon rote learning.

The learners remain scared when they study classical English works. According to Dubash and Anwar (2011):

Most of these textbooks are imported or are the works of English writers which are meant to be used for students whose native language is English e.g., Shakespearian tragedies, Dickens novels etc. They are written in the background of English culture. The lack of local/native materials for academic purposes and for the teaching of Functional English has made the teaching and learning of English in Pakistan a bit suspicious (Dubash and Anwar, 2011: 37)

The role of teacher in introducing literary texts is of paramount importance. The learners are supposed to learn the texts and concepts by heart to reproduce in the paper. Neither the teachers bother about their linguistic competence nor do the students have knowledge about language competence. Therefore, it is necessary to the inclusion of literary texts should be in practical form to introduce and motivate English language competence among learners.

Why Short Stories?

There is prevalent and popular concept that the fundamental motive of ESL or EFL learners is to acquire or grasp fluency in the target language by getting command

over linguistic components only. Nevertheless, present tendency and shift of language instructors reflects that they have realized the essentiality of integrating literaturein ESL or EFL context to enhance English speaking skills of learners. As literature has the potential to offer genuine and actual model of language in use. The current scenario of language teaching through literature has changed and shifted from rote learning towards practical use or communicative competence and it offers "a springboard for the development of critical thinking and aesthetic appreciation" (Bretz, 1990: 335-338).

The plan of action for Reading and Schema Theory

Reading plays significant role in language learning. With the help of persistent reading, the reader not only grows emotionally and psychologically but also mentally. Reading broadens the outlook of the reader and makes him see and touch new horizons of knowledge. (McCarthy and Carter, 1994:201) put forwards their thoughts for consideration by stating that the realization of a learner towards language as a discourse entirely converts the landscape into a new novel world. In reading, contextual clues assist to infer the

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meaning of the text. Reading triggers the minds of the learners to infer the text by making use of contextual clues.The process of reading with comprehension comprises of forming and consistently and repeatedly reviewing a mental model of the text in memory (Kintsch & van Dijk, 1978). The produced mental model seems to be similar to a "network, with nodes that depict individual facts and events, and connections that depict meaningful relations between them" (Rapp, van den Broek, McMaster, Kendeou, & Espin, 2007, p. 292). The aforementioned Interconnections are called inferences. Goodman (cited in Ainy, 200 1:425),

introduces the term, 'psycholinguistic guessing game' for the reader who tries to perceive the meaning ofthe text by involving fully in the text.

Methodology
Teaching procedure for Experimental Group
Learners' motivation in acquiring English speaking skills at undergraduate level is of paramount importance. It is motivation that drives the learners to step forward to gasp English speaking skills by engaging themselves in different tasks related to literary text. The present study had three phases to complete the tasks thoroughly.

The teaching process or scheme had three steps before reading (pre-reading), during reading (while reading) and after reading (post-reading). The exited schemata of the learners'play important role in triggering the process of reading.The activities in the present framework were mainly connected with prediction. The chosen and selected text had variety in it to motivate and encourage the learners to acquire and improve their English-speaking skills at undergraduate levelat universities of Punjab, Pakistan.The variety in the activities motivates the learners to deduce the underlying meaning of the text to grasp the motive of the writer in presenting the settings of the story to explain the characters and upcoming incidents.

The Pedagogical Framework

The pedagogical framework of present research design focused and laid stress on introducing motivated sort of activities related to text that captured the attention of the learners to move towards literary text to read, reflect and interpret the text independently and critically. Mainly it focused on learners' autonomy to free them from the chains of rote learning and imitation. It offered ample of chances to the learners to develop and enhance their English-speaking skills at undergraduate level at universities of Punjab, Pakistan.

For interactive reading the already devised reading model of McRae (1991) stages in teaching literature was adopted to develop and enhance English speaking skills of the learners at undergraduate level.

Maley (1989:12) has given certain grounds and justifications for enlisting literature as an influential source for language teaching context for instance:

1. Universality
 2. Non-triviality
3. Personal Relevance
 4. Diversity
5. Attentiveness
6. Economy and Suggestive Power
 7. Ambiguity

Population and Sample of the Study

The Male and femalestudents' public universities in Punjab were the population of the present research design. 25 male and 25 female students were included for Experimental and controlled groups as sample of the population. The students for the present research design were from The Islamia University of Bahawal Pur, Punjab, Pakistan.Overall, 200 students from public universities in Punjab were included in the research for distribution of questionnaires. Population was made randomly.
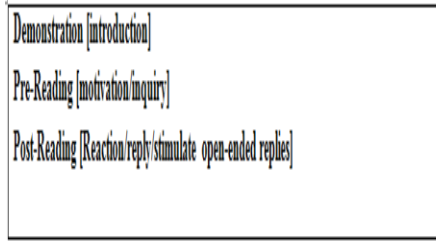
Research Tools

The researcher used a close ended

questionnaire for ESL students. The scale "level of agreement" was used to check the teachers' and student's opinion about the importance of speaking skills.

Data Analysis

The factual data for the current research was collected by devising and distributing through pre-test and post-test questionnaires. The research frame employed audio-recorded interviews before and after the pre-tests. The researcher also made use of observation sheets in both groups. The evaluation and interpretation of the gathered data helped to explain that there was visible linkage between learners' level of motivation and the plans of actions applied by the researcher. Both qualitative and quantitative research paradigms were the part of the current study. The facts and statistic helped to determine that now teachers should follow international notion of learners-centered approach instead of traditional approach. Novelty in methodology assisted and helped to drive and stimulate the learners towards polished and enhanced execution of English language in general and speaking/communication skills in particular.

Demonstration [introduction]

Pre-Reading [motivation/inquiry]

Post-Reading [Reaction/reply/stimulate open-ended replies]

Stages in teaching literature (adapted from McRae, 1991:95)

The motive of introducing literary text in the form of short story is to make the learners ready for adaptation of the text according to their needs, demands and requirements. Present research frame comprised of such particular activities which motivated the learners to make use of their schemata to predict about the text to develop their interpretive, imaginative anEnglish-speaking skills at undergraduate level.

Presentation or Demonstration Stage/introductory stage

This stage of the study paves way for upcoming topic of the study. The inception of this stage is normally with a warmer to give wake up call to the learners and draw their attention towards the main topic.

Pre-reading Stage

It was an important stage to precede the matter pertaining to teaching of literary text to develop English speaking skills of the learners. It was an interactive reading process to get the learners familiar with the

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text so that they could move towards their target of developing English speaking skills. It drew the attention of the learners towards forthcoming text. It also provided explicit idea that what would they come across in forthcoming text.

While-reading Stage

It was the most important stage of the research design. It directly led the language learners towards the target literary text. That literary text was a short story "The Man Who Lived in a shell" by Anton Chekhov a renowned Russian writer. The students had ample of chances to make rehearsal and practices of English-speaking skills by taking part in prediction activities

related to the short story. These ample of opportunities assisted the learners to deal with syntax, vocabulary in the text and complicated impact and notionsunderlying in the text.

After-reading Stage

This particular stage offered the learners to reflect over the literary text or short sort recently they covered to infer and make use of their schemata for developing their English-speaking skills. After or post-reading strategy enabled and allowed the learners to express the features of the literary text succinctly. For the sake of brining clarity, the role of asking question is integral part of the study.

TEACHING OF LTERATURE IN

PAKISANI ESL SETTINGS/PERSPECTIVES

COHESIVE/CONSOLIDATEDMETHOD

Tasks/schemes:

• use of flexible questions to initiate prediction

• starting point of innate capability/instinct

• Learners-centered and various language building strategies, connected and combined with learner autonomy and personal growth model

Phases of Demonstration

Pre- Demonstration, Before-reading, During-reading, After-reading

Anticipated Results

to enhance learners' creative and elucidative capabilities

- o to enhance learners' ability to interpret and express ideas
- o to comprehend and infer meanings from the given literary text
- o To elucidate characters and give explanation about interconnection in the story.
- o To identify and debate problems of life as portrayed by writer in literary piece of work.
- o To connect and associate the story to make it personalize.
- o to apply and interlink the happenings and incidents of the literary text in real- life situations
- o thus

• presenting/displaying stuff of great worth/precious and feasible for practical world

- o to enhance learners' trust on their competence

• To attain particular learning outcomes, for instance enhanced speaking/oral proficiency /talent.

Pedagogical Practice

Level I dealt with "what" questions to motivate and initiate the responses from undergraduate students to develop their English-speaking skills. The role of knowing particular phrases from the short story is significant as it assisted and motivated the learners to make prediction about the text. It aroused the curiosity of the learners to ponder what will happen next?

• Level 2 comprised of 'what next' and 'why' questions, answers. This level needed and required from the undergraduate learners to ponder and predict from originality of thought or inventiveness. The learners required and needed Sentence level competence to think critically and give explanations related to the characters of the literary text or story. This level needed higher level of thinking and narrative skills. This level required to create linkage withliterary text or short story text for giving explanation that 'what happened next'.

Level 3 focused upon 'how', 'why', and 'how well' questions. At this level the learners at undergraduate level necessitated and required to develop argumentative and interpretative abilities to demonstrate and present their thoughts and ideas in validated manners. At discourse level

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themes of the story were be linked to give opinion about the characters.

At this level the learners were supposed to develop their ability to infer the hidden meanings from literary text/short story.The devised activities were from simple to difficult according to the demand and need of the proposed framework.

Before- and After-treatment Questionnaires: The learners

Pre and post treatment questionnaire was distributed among both groups. The questionnaire had open ended and close ended questions to know about their view point about current teaching methodologies for teaching literature to develop English speaking skills at undergraduate level. Forty minutes time was allocated for the purpose.

Before- and After-Treatment Interviews: The learners

Before- and After-Treatment Interviews with the learners were conducted to know their views. The selective learners from experimental and controlled group were called for interview. The interviews were semi-structured. It was based on current research frame to know the views of the learners. The basic motive of those interviewswas to know the overall impression of the learners after attending sessions related to learning literature to

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develop English speaking skills.

Data Reduction

Data Reduction is the first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman (1994) describe this first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

https://www.nsf.gov/pubs/1997/nsf97153/chap_4.htm

Data Display

Data display is another significant stream of analysis activity. It is basically an organized way of assembling information in compressed form. It helps to draw conclusion from the collected data (Miles and Huberman, 1994).These displays of

data assist in understanding the integral events and happenings in the concerned research. It provides the bases of the analysis. These analytic activities form the procedure to organize the data for the sake of designing display.

Drawing Conclusion and validation/ Verification of Data

The third stage of analytic procedure is drawing conclusion and validation/ verification of collected Data related to research design. It is the duty of the researcher to point out and identify the important patterns, explanations, drawbacks and possible configurations in terms of data analysis activity. Miles and Huberman (1994) considered drawing conclusions and validation and verification of collected Data as Gemini configuration. They have the opinion that validation or verification of data may be 'as brief as a fleeting second's thought crossing the analyst's mind during writing, with a short excursion back to field notes, or it may be thorough and elaborate'

(ibid: 11).

Reliability and Validity

There are certain significant elements or components in the process of testing which play key role in determining the meanings and results from the collected data in connection with concerned research.

During the process of analysis activity, the reliability of the testing depends upon its plausibility, conformability, and sturdiness. It is necessary to judge and examine collect data to verify its reliability and validity from every aspect. Reliability is the most important factor in carrying or research. It is the extent to which a test or process gives almost similar results under persistent situations or conditions on all occasions.

There are various factors which play major role in getting outcomes or results that are interlinked at deeper level to form a procedure to verify the collected data and explain it. This procedure is named or called triangulation (Denzin, 1970). It is also called the principle of convergence (Labov cited in van Lier, 1984: 120). It assists and helps the researchers to enhance and improve the credibility and reliability of the research frame.

According to Denzin (1970), there are four forms or types of triangulations:

• Data triangulation makes use of various ways and means to collect data (teachers, students, researchers etc.). That collected Data makes great contribution to the investigation related to concerned study.

• Theory triangulation introduces and brings into action a large number of theories that were applied to the research.

• Researcher triangulation is basically defining the contribution of more than one researcher pertaining to the investigation and research.

• Methods triangulation mixes or uses more than one method to collect data (test scores,diaries, questionnaires, classroom observation, etc.).

Pre-treatment Questionnaire for Students

The research used an adapted questionnaire for the students to know their outlook about literary texts, teaching methodologies/strategies in their classes. They were also asked about the role of literary texts in developing their English-speaking skills. The fundamental motive of the questionnaire was to know the general outlook and opinion of the learners towards English language and literary texts and their impact on developing English speaking skills of the learners at undergraduate level at Public universities in Punjab, Pakistan.

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Table.Q.I. which model of language do you prefer for instructions?

	Experimental Group	Controlled Group
Model of American English	8(32%)	5(20%)
Model of British English	8(32%)	10(40%)
Model of Pakistani English	5(20%)	5(20%)
Model of Indian English	2(8%)	-
I have no Idea	2(8%)	5(20%)

The response of the participants revealed that most of the learners had mixed sort of thoughts for English models. They had not visible sort of preferences in terms of selecting or opting English models for instructions.

Table: Q.2. How literary texts are normally dealt in your classes?

	Experimental Group	Controlled Group
Your lecturer asks you different question related to literary text, its plot, characters, settings and incidents and explains it.	23 (92%)	17 (68%)
Lecturers keep all the learners busy in discussion	(0%)	(0%)
They put you in pairs to discuss in English	2 (8%)	1 (4%)
Encourage the learners to communicate your feelings and explain with linguistic evidence in the text	2 (8%)	2(8%)
Lecturers direct you to undertake projects	2(8%)	0%
You are directed to write essays	10 (40%)	8(32%)
You are assigned to give presentations	9 (36%)	5 (20%)
They make you ready for the exam	16 (64%)	13 (52%)

The results indicated that 23 (92%) learners from experimental group and 17

(68%) from controlled group had almost similar sort of opinion regarding the involvement of the teachers and students in terms of discussing literary texts in general and particularly short stories with their characters, settings and plot construction. They learners responded that there were no activities involving all learners in the discussion. Pair work lacks 2(10%) in both experimental and controlled groups. There werealmost similar results for encouraging learners to explain literary text linguistically. Project work also indicated 2(8%) in experimental group and 0% in controlled group. To some extent 9(36%) results indicated in EG and 5(20%) in

CGrelated to presentation.16(64%) EG and 13(52%) results depicted that in both experimental and controlled groups that teachers directed to prepare for exam.

Table: 5.39 Q.3. You like to attend literature lectures because:

	Experimental Group	Controlled Group
In general you have interest in literature	23(92%)	18(72%)
You like the way literary texts are taught	1(4%)	1(4%)
The content of the literary texts is in connection with your life experience	6(24%)	7(28%)

The responses of the participants indicated that majority of them like and have interest

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in literature. Only 1(4%) from each experimental and controlled group favoured the teaching style of teachers in terms of teaching literature at undergraduate level. The responses of the participants related to content and its connection with practical life were 6(24%) from EG and &(35%) from CG which was not welcoming and indicated the problem somewhere with demonstration and explanation in the class from teachers side.

Table Q.4. What methods or strategies do the lecturers apply in dealing with literary texts?

	Experimental Group	Controlled Group
The lecturers usually deliver lectures and you make notes	21(84%)	24(96%)
They translate the literary texts	7(28%)	7(28%)
The lecturers paraphrase the text	11(44%)	10(40%)
They apply various methods and strategies to make you analyse the text and develop English speaking skills	1(4%)	1(4%)
Other (specify)	-	-

According to the responses from EG replied 21(84%) lecturers apply teacher-centered approach and from CG 24(96%)

replied that lectures deliver lectures and they note them down. Answers related to translating the literary texts were same from both groups and results were 7(28%) and 7(28%) respectively. Paraphrasing is also common as EG responded 11(44%) and Controlled Group (CG) replied 10(40%). The replies about applying various methodologies in literary classes indicated that teacher-centered approached remained in use as from both of the group's reply was 1(4%) and 1(4%) respectively.

Q.5.How does literary text making connection with English speaking skills?

	Experimental Group	Controlled Group
Linguistic competence	24(96%)	16(64%)
Understanding about life	10(40%)	11(44%)
English speaking skills	4(16%)	6(24%)

The thought of students from experimental and controlled groups were as from EG 24(96%) and 16(64%) from CG. They thought literary texts would develop their linguistic competence for developing English speaking skills. 21 students out of 50 had the opinion that they would enhance their knowledge about life through literary texts.

10 out of 50 learners opined that they would develop English speaking skills by

observing characters in the text.

Q. 6. Why do you think thatno English-speaking skills are being introduced/taught or examined at present at your University?

	Experimental Group	Controlled Group
Not needed in practical life	4(16%)	3(12%)
Not checked in exams	16(64%)	10(40%)
Teachers are not well trained	7(28%)	4(16%)
Both higher authorities and lecturers ignore it	6(24%)	5(20%)
English speaking skills is easy to acquire as compared to writing	3(15%)	3(12%)
There is no allocation of time for English speaking skills	5(20%)	5(20%)
Lecturers lack English speaking proficiency	2(8%)	1(4%)
It is not easy task to test English speaking skills	2(8%	2(8%)

The results indicated that 4(16%) from EG and 3(12%) respondents responded the reason is not the same in terms of need of English in practical life.

It was found that as it was not a part of exam to check it as responses depicted 16(64%) from EG and then 10(40%) from CG. Teachers training is also having question mark as results indicated From EG 7(35%) and 4(16%) from CG that training is necessary for staff. Both higher authorities and lecturers also ignore it, it was noted in responses from EG 6(24%) and 5(20%) from CG.

5(20%) was the response from each group to indicate the easiness found in both English-speaking skills and writing skills. Allocation of time for speaking skills lack at this level results also indicated the same

thing as 5(20%) was the similar sort of response from each group. 2(10%) is the response from both groups regarding the proficiency of lecturers at undergraduate level. They are not dubious about it in terms of English-speaking proficiency. Learners opined perhaps testing of English-speaking skills is not easy thing to deal with at this level.

Q.7 which one is your favorite genre or you like the most?

	Experimental Group (EG)	Controlled Group (CG)
Drama	7(28%)	7(28%)
Novel	6(24%)	6(24%)
Short stories	24(96%)	14(56%)
comics	2(8%)	2(8%)
poems	8(32%)	7(28%)
Science fiction	1(4%)	1(4%)
Detective stories	3(12%)	2(8%)

According to the results related to genres, overall 32 students out of 40 showed their inclination towards short stories which the highest as compared to rest of the results related to genres. Overall 24(96%) students from EG and 14(56%) students from CG

showed their interest in short stories.

Q.8.Literary texts in your syllabus can develop and improve your English speaking skills.

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
Experimental Group			5(20%)	15(60%)
Controlled Group			6(24%)	14(56%)

20% students from EG and 6(24%) students from CG believed and agreed to the notion that literary texts can play vital role in developing and improving English speaking skills.15(60%) from EG and 14(56%) students strongly agree with the given statement.

A brief account of learners' responses

According to Before-treatment questionnaire the students depicted that they had clarity about the definition and importance of literary texts. They had concerns about allocation of time for developing and enhancing English speaking skills at undergraduate level. They had concerns about the training of the teachers pertaining to carry out practice in literature classes to encourage English speaking skills.

After-treatment questionnaire and Quantitative results

All forty students from experimental group and controlled group were supposed to fill the questionnaire form to give their opinion and feedback after attending the lesson. Each group consisted of 20 students. One was taught the short story "The man who lived in a shell by AntonChekhov with activities and other group was taught same short story with traditional approach. They study compared and contrasted both of the groups and their outlook regarding application of activities and approaches to develop English speaking skills with the help of short story.

Teaching procedure and responses of the learners

Q. the procedure of teaching was

	Experimental Group	Controlled Group
Not different from other teachers	-	25(100%)
Well-organized	25(100%)	
disorderly	-	-

According to the results, the students of experimental group found the teaching process interesting, well –organized and orderly whereas the students of controlled group found method of teaching same without any change. Controlled group did not feel any change as they were taught

with traditional approach. The teacher of experimental group taught them differently by introducing various activities related to teaching of literary text and developing English speaking skills of the learners.

Table 5.64 Q.2 The teacher made use of prediction activities in histeaching, the activities were

	Experimental Group	Controlled Group
Not capturing or interesting	-	24(96%)
Amazing and encouraging	25(100%)	1(4%)
Motivating for learners to start discussion	25(100%)	-

The results indicated that the learners of experimental group found prediction activities encouraging and motivating which grasped their attention. Those activities allowed them to take part in discussions for the sake of developing and enhancing their English-speaking skills. On the other hand 24(96%) students did not find or feel anything capturing or interesting. Only 1(4%) from CG found it encouraging.

Students' Overall Evaluation of the Delivery of the Materials and the Teaching Approach Employed in the Class

After treatment questionnaire asked the learners to evaluate the teaching material and the way it delivered in both of the

groups experimental and controlled at the same time. The questionnaire asked about the teaching approaches which were used in the class.

	Experimental Group	Controlled Group
Explained in a detailed manner	2(8%)	24(96%)
Instructions of the teacher was clear	24(96%)	-
Most of the time teacher spoke and he did not give us chance to take part	-	25(100%)
It was creative in nature	25(100%)	-
It was effective	25(100%)	-
It was motivating	25(100%)	-
The selected literary text was	25(100%)	25(100%)
interesting		
I remained busy in writing down the main points of the lecture and could not focus upon anything.	-	25(100%)
Clues based on literary text help to increase the level of prediction and imagination; I can easily express my feelings in English with fluency.	25(100%)	-
I hope, it will enhance my thinking abilities that will assist me to develop better English speaking skills.	25(100%)	-

The results indicated that EG 2(8%) participants considered detailed discussion

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of the teacher in the class. 24(96%) from controlled group considered long and detailed lecture of the teachers as they were already in habit of listening lectures. Experimental group did not face lecture method. That's why their answer was 0% and controlled group answer was 25(100%) in response to teacher-centered approach. The responses related to effectiveness of lesson, creativity, capturing and motivation in lesson was 25(100%) according to EG. CG answered opposite to it. The learners from experimental group appreciated and liked clue-based prediction and developing of English speaking skills. Controlled group did not have the facility of prediction

and imagination activities. Experimental group was hopeful that inclusion of activities related to thinking skills would help to develop and enhance their English-speaking skills at undergraduate level.

Q.3 what was your overall impression about delivered lessons in the class.

	Experimental Group	Controlled Group
Lessons were creative, motivating, and interesting	24(96%)	2(8%)
Traditional, and teacher-centered	2(8%)	24(96%)

24(96%) students of experimental group found their lessons motivating, creative, and interesting whereas 24(96%) students

of controlled group found their lesson teacher-centered and traditional.

Findings of the present study

With the aim of validating the findings of the present research design, the researcher used adapted before-treatment and after-treatment questionnaires. Then collected data was analysed and results were taken.The analysis of the gathered data revealed that there was considerable and meaningful connection with literary texts and learners English speaking skills at undergraduate level. The new employed teaching methodologies and activities created tangible difference between experimental and controlled groups in terms of studying short story and developing English speaking skills at undergraduate level. They learners of Experimental group were motivated and took active part in prediction and other activities for the sake of developing their English-speaking skills whereas controlled group could not develop it because their teacher applied teacher-centered approach. The findings proved that learner-centered approach and activities played vital role in developing their English-speaking skills.

Recommendations

- The university administration should motivate lecturers to apply learner-centered approach instead

of teacher-centered approach.

- There should teacher training workshops to introduce them new approaches and techniques for teaching literary texts.
- Inclusion of activities for developing English speaking skills of the learners should be ensured by university authorities and concerned department.
- The lecturers at university should be motivated to plan their lessons to develop English speaking skills of the learners.
- There should be language labs todevelop, enhance, and test the English-speaking skills of the learners.
- The lecturers dealing with literary texts should be introduced the practical usage or application of Applied Linguistic.
- During lessons students should be involved in various activities to let them express their feelings, ideas and thoughts in the target language.

Conclusion

Time constrains also remain major issue while conducting experimental research. The study found and concluded that students take interest in literary texts when teacher include capturing and motivating

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activities in their lessons. It also indicated that literary texts play significant role in developing learners English speaking skills of the students at undergraduate level. The role of three phases approach was also effective in motivating the learners to develop and enhance their English speaking skills.

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