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Integration of Literature in ELT Classes: A Survey of the Attitudes of ELT Students towards the Study of Literature

İngiliz Dili Eğitimi Sınıflarında Edebiyatın Entegrasyonu: İngiliz Dili Eğitimi Öğrencilerinin Edebiyat Çalışmalarına Karşı Tutum Anketi

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Abstract
Since literary texts are viewed as affluent linguistic input in second language teaching, integration of literature in language classes has been discussed in ELT/EFL classes for years. There has been an undeniable revival of interest in literary texts in language learning because educators believe in the contribution of literary studies in language classes. Although there are accepted drawbacks of using literary texts in language teaching due to time constraints, difficulty of comprehension, cultural gaps, and linguistic difficulties, using literature in ELT classes provides learners and teachers with many opportunities. The main aim of this study is to investigate the perceptions of undergraduate university students in ELT classes towards the study of literature in courses.

Keywords: Literature, ELT, linguistic difficulties, perceptions, integration of literature.

Öz
Edebi metinler, dil öğretiminde zengin dilbilimsel katkı olarak görüldüğünden, edebiyatın İngiliz Dili Eğitimi sınıflarında dil öğrenimine dâhil edilmesi yıllardır tartışılmıştır. Dil öğreniminde, edebi eserlere ilgi yadsınamaz bir şekilde yeniden gündeme gelmiştir çünkü eğitimciler, edebiyatın, dil sınıflarına katkı sağladığına inanmaktadırlar. Zaman kısıtlaması, anlamda güçlük, kültürel ayrılıklar ve dilsel zorluklar açısından, edebi metinlerin dil öğretiminde kullanılmasının dezavantajları olduğu kabul edilse de, İngilizce Dil Eğitimi sınıflarında, edebiyat öğrencilere ve öğretmenlere birçok olanak sunmaktadır. Bu çalışmanın esas amacı, İngiliz Dili Eğitimi sınıflarındaki lisans öğrencilerinin, edebiyat çalışmalarına karşı tutumlarını incelemektir.

Anahtar Kelimeler: Edebiyat, İngiliz Dili Eğitimi, dilsel zorluklar, algılar, edebiyatın dâhil edilmesi.

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1. Introduction

The contribution of literature as resource has been the main topic of research since the 19th century after the emergence of new methods and approaches in language teaching. Language educators have been discussing about the advantages and drawbacks of integration of literature studies in language departments curricula.

It cannot be denied that literature and language complement to each other in order to develop language skills: 'no teacher of literature ignores linguistic problems and no language teacher really wants to leave his students' speaking a sterile impoverished version of the language' (Smith, 1972, p. 275). There are many advantages of using literature in language classes, which provide students with opportunities for language proficiency.

The arguments have been stated by the researchers supporting that the study of literature can provide authentic materials to facilitate language competence (McKay, 1982; Widdowson, 1984; Collie & Slater, 1987; Lazar, 1993) and cultural enrichment (McKay, 1982; Akyel & Yalçın, 1990; Parkinson & Thomas, 2000; Ghosn, 2002), develop

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personal involvement (Collie & Slater, 1987), motivate students (Akyel & Yalçın, 1990; Lazar, 1993; Parkinson & Thomas, 2000) and maintain critical thinking (Lazar, 1993; Parkinson & Thomas, 2000; Ghosn, 2002).

To begin with, literature is a valuable authentic resource that increases language competence and awareness. Literary texts provide authentic materials for language students to create new interpretations and inferences as Hişmanoğlu (2005) expresses:

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the student is evident. In this process, he can remove the identity crisis and develop into an extrovert (p. 55).

Secondly, literary texts improve students' language skills, vocabulary knowledge and linguistic competence and students are exposed to linguistic usages within natural contexts (Brumfit & Carter, 1986). Literary texts involve many features of grammatical structures and this variety enhances linguistic competence in narration (Carrell, 1984, p. 103-111). Similarly, McKay (1982) states that ''literature presents language in discourse'' (p. 530), which helps to develop students' language awareness. While studying literature, students in language classes can analyze, discuss, comment on, interpret, synthesize and reach judgments for universal themes.

Third, literature increases learners' understanding of the cultural differences and helps them familiarize with the norms of the target culture. This, in return, provides cultural enrichment within textual contents (Brumfit & Carter, 1986, p. 5-15) and cross-cultural relations. Literary texts foster students' cultural awareness (Spack, 1985) and serve as a stimulus in speaking and writing activities. Through literature, students can broaden their horizons, explore the human condition and develop analytical thinking and critical observation skills. Students can easily relate their own experiences to the universal topics presented in the texts. Custodio and Sutton (1998) states that literature allows learners to analyze, question, interpret, explore and connect ideas. Moreover, it also acts as ''a springboard for the development of critical thinking and appreciation'' (Bretz, 1990, p. 335) along with the practices of language skills. Literary resources make learners more conscious, creative and self-regulated. In addition, literature is a motivating factor (Lazar, 1993) for language students in terms of personal improvement and imagination.

For Parkinson and Thomas (2000), literature assists students to assimilate the structures of a language (p. 9-11) while expanding an intense range of vocabulary and reading practices. By reading literary texts, students can develop language skills unconsciously and develop communicative skills. As Hall (2005) puts it, literature involves communicative approach in language teaching due to authenticity, variety and diversity (p. 45-57). Similarly, according to Duff and Maley (1990), literary texts enhance students' ability at interpretations, class discussions and motivation and enthusiasm in speaking activities. Since learners associate the texts with their personal experiences, they are willing to participate in class discussions for language acquisition (Lazar, 1993, p. 11). For Collie and Slater (1987), literature provides universality, variety, motivation and ambiguity in language classes (p. 3).

Despite the mentioned advantages, there are certain drawbacks and disadvantages of the inclusion of literature in language classes. As Robson (1989) states due to the syntactic and lexical difficulties, literature does ''little or nothing to help students to become competent users of the target language'' (p. 25). First, there are not adequate pedagogically-designed materials to be used for linguistic practices. Moreover, the chosen literary texts might be irrelevant to the needs, levels and interests of students (McKay, 1982).

Second problem might be due to the linguistic difficulty and the lack of background cultural knowledge of the target language. For McKay (1982), the structural complexity, linguistic difficulties and various unknown vocabulary might cause problems in the practice of grammatical structures. Third, lack of preparation and experience of the teacher might cause problems in that sense. Furthermore, lack of interest, levels and tastes of students and themes of the texts (Brumfit, 1981; Collie & Slater, 1987; Lazar, 1993) can be listed as other major drawbacks of literary studies in language classes.

To minimize the drawbacks, language teachers, tending to use literary texts in language classes, should consider the levels, age, interest and cultural background of the students. They should choose interesting and enjoyable texts to motivate the students and provide learners with activities to improve their participation in class. The curricula and the design of the course should be efficiently considered by the teacher to create a student-centered interactive approach in language teaching classes. The objectives, expectations, and the goals of using literary texts in class should clearly be explained to the students at the beginning of the courses to sustain students' attention and enthusiasm to internalize the language at a high level.

1.1. Literature review

Over the decades, much research has been conducted to analyze the impacts of the literary studies on language teaching. There have been a lot of research, books (Brumfit and Carter, 1986; Lazar, 1993; Hall, 2005) and articles (McKay, 1982; Spack, 1985; İçöz, 1992) that present the contribution of literature in second language teaching. In most of research, the result clearly shows that literature is an important source to practice language skills while providing cultural information.

Davis, Gorell, Kline and Hsieh (1992) investigated the attitudes of university students in language classes towards the study of literature. The result of the study proves the positive attitudes of students towards literature and the impacts of preferred learning styles on the attitudes of students. In the conclusion of their study, it is indicated that the preferred learning styles (expressing their personal opinions, reading about the experiences of other people and looking for the underlying meaning) and the reading amount are significantly underscored. Therefore, the study concludes that methods used by the teachers are as important as the chosen texts and that literature courses motivate students by providing classroom activities in terms of linguistic practices.

Akyel and Yalçın (1990) studied the reactions of high school students to the integration of literary texts in curricula. The results showed that students favored 'novel' as an effective genre to develop their language skills and awareness of culture; 'drama' as assisting them to improve speaking abilities and 'poetry' as the least important genre in language learning. For Akyel and Yalçın (1990), literature broadens horizons of the learners, improves cultural awareness, stimulates creativity and critical thinking of students and develops linguistic skills (p. 175).

Another study about the integration of literature in language classes is by Hirvela and Boyle (1988). In the study, adult learners' attitudes towards literature were investigated to examine the preferred literary genres and the troubles that learners faced with during literature studies. Results showed that students liked fiction while they disfavored poetry most. Moreover, the study indicates that students had difficulty in finding the theme of the texts.

Yılmaz (2011), in his study on the investigation of the perceptions of undergraduate students in the department of English, concludes that students find literature study rewarding because they are meaningful and contributive to the practices of language skills (pp.92-93). Therefore, the study presents the conclusion that literary studies enhance reading abilities of ELT students. Yılmaz also summarizes that: ''it is possible…to introduce novels or short stories in the first instance….On the other hand, we believe that plays and poems can be introduced later'' (p. 93).

Although there have been many studies and research based on the contribution of literature in language classes, further investigation on the perceptions of students towards the integration of literature into their curricula is a necessity. It is worthwhile to investigate the attitudes and perceptions of students towards literary studies in ELT Programs. This research focuses on identifying the attitudes and perceptions of undergraduate students towards literature courses at Başkent University, Turkey.

1.2. Research questions

This study involves the following research questions:

1. What are the attitudes of ELT students towards the integration of literature in language classes?
2. What are the factors that influence the attitudes of ELT students towards the use of literature in language classes?

This study involves three main parts. In the first part, methodological analysis will be presented. Secondly, the results of the study will be explained. In the following part, discussions and conclusions will be given, and suggestions for language teachers will constitute the final part of the study.

2. Method

2.1. Participants

The participants in this study were third and fourth-year students who were studying English Language Teaching Program at Başkent University in Turkey. As part of the curriculum imposed by the department, literature and language teaching courses were the obligatory courses in the second, third and fourth years with three/two-hour credit a week. The participants in those classes were chosen intentionally and purposefully due to certain reasons. First, the participants had already completed courses based on English Literature (English Literature I and II, Short Story Analysis, Poetry Analysis and Drama) in the previous academic years. Within these courses, the main aim was to practice writing, speaking and reading skills via literary texts. The activities and materials were designed to provide students with the opportunities to practice both their language skills and critical thinking skills. Although the materials were well-known literary texts, the main aim was to develop students' linguistic competence. Secondly, they were

familiar with all the genres as poetry, novel, short story and drama and they had read many literary texts. Finally, I, as the researcher, was the instructor for the required literature courses so that I had the chance to observe their attitudes towards literature.

2.2. Data Collection Tool

The instrument used for the research was a 28-item questionnaire (see Appendix A) which was a modified version of the questionnaire developed by Davis, Gorell, Kline and Hiseh (1992). 18 items were designed as a Likert scale response: ranging from 1 (strongly agree) to 5 (strongly disagree); 1 item from 1 (often) to 5 (never); 1 item from (extremely useful) to 5 (not useful at all); and 7 items from 1 (excellent) to 5 (poor). The last item, item 28 involves four options to choose. The internal reliability (Cronbach's alpha) of the scale was .84. The data were analyzed using SPSS (Statistical Package for the Social Sciences).

3. Results

3.1. What are the attitudes of ELT students towards the integration of literature in language classes?

As displayed in Table 1, the analyses of responses to the second item of the questionnaire (**I find studying literature in English personally rewarding)** showed that 30.4% of the respondents (n = 11) indicated strongest agreement, or one, while 21.4% (n = 12) marked the next strongest category, two. The remaining 48.2% of the students (n = 27) responded in the following way: 30.4% (n = 17) marked three; 10.7% (n = 6) marked four; 7.1% (n = 4) indicated strongest disagreement, or five.

For item 3 (**Undergraduate majors and minors in the Department of English should be strongly encouraged to take literature courses in the department),** 19.6% (n = 11) of students indicated strong agreement, while 28.6% (n = 16) marked the second strongest agreement category. 52.8% (n = 28), 28.6% (n = 16) marked three, 14.3% (n = 8) marked four, and 7.1% (n = 4) indicated strongest disagreement with five (1.8% (n=1) Missing).

Table 1
The attitudes of ELT students towards the integration of literature in language classes

i2

Variables			Mean	Standard Deviation
Finds Study of Literature in English Personally Rewarding			2,4286	1,23373
		Frequency	Percentage	
Valid	Strongly Agree (1)	17	30,4	
	2,00	12	21,4	
	3,00	17	30,4	
	4,00	6	10,7	
	Strongly Disagree (5)	4	7,1	
	Total	56	100,0	

i3

Variables			Mean	Standard Deviation
Feels Majors and Minors Should Be Encouraged to Take Literature Courses in the English Department			2,60	1,18008
		Frequency	Percentage	
Valid	Strongly Agree (1)	11	19,6	
	2,00	16	28,6	
	3,00	16	28,6	
	4,00	8	14,3	
	Strongly Disagree (5)	4	7,1	
	Total	55	98,2	
	Missing System	1	1,8	
	Total	56	100,0	

3.2. What are the factors that influence the attitudes of ELT students towards the use of literature in language classes?

Table 2
What are the factors that influence the attitudes of ELT students towards the use of literature in language classes?

i15

Variables				Mean	Standard Deviation
I like to read literary works				2,5179	,95329
		Frequency	Percentage		
Valid	Strongly Agree (1)	9	16,1		
	2,00	17	30,4		
	3,00	23	41,1		
	4,00	6	10,7		
	Strongly Disagree (5)	1	1,8		
	Total	56	100,0		

i16

Variables				Mean	Standard Deviation
I like to read novels				2,0179	1,01786
		Frequency	Percentage		
Valid	Strongly Agree (1)	21	37,5		
	2,00	19	33,9		
	3,00	11	19,6		
	4,00	4	7,1		
	Strongly Disagree (5)	1	1,8		
	Total	56	100,0		

i17

Variables				Mean	Standard Deviation
I like to read short stories				1,8750	1,09648
		Frequency	Percentage		
Valid	Strongly Agree (1)	28	50,0		
	2,00	14	25,0		
	3,00	9	16,1		
	4,00	3	5,4		
	Strongly Disagree (5)	2	3,6		
	Total	56	100,0		

i18

Variables				Mean	Standard Deviation
I like to read plays				2,2500	1,06600
		Frequency	Percentage		
Valid	Strongly Agree (1)	18	32,1		
	2,00	13	23,2		
	3,00	19	33,9		
	4,00	5	8,9		
	Strongly Disagree (5)	1	1,8		
	Total	56	100,0		

i19

Variables				Mean	Standard Deviation
I like to read poems				2,6964	1,26376
		Frequency	Percentage		
Valid	Strongly Agree (1)	12	21,4		
	2,00	13	23,2		
	3,00	17	30,4		
	4,00	8	14,3		
	Strongly Disagree (5)	6	10,7		
	Total	56	100,0		

i20

Variables				Mean	Standard Deviation
I like to be introduced to more literary works				2,5179	1,06158
		Frequency	Percentage		
Valid	Strongly Agree (1)	11	19,6		
	2,00	16	28,6		
	3,00	20	35,7		
	4,00	7	12,5		
	Strongly Disagree (5)	2	3,6		
	Total	56	100,0		

As shown in the above table, students in language classes prefer short stories (%50) and novels (%37,5) more when compared to poems (%21,4) and plays (%32,1) and they like to be introduced more literary works (%19,6).

Item 14: How valuable have you found the approaches to teaching literature?

The students were asked to rate the techniques to teaching literature (small group work, lecture, whole-class discussion and student-led) introduced by the instructor in the literature class (see Table 3).

Table 3
Techniques to teaching Literature

i14a

Variables				Mean	Standard Deviation
Small Group Work				2,3818	1,13024
		Frequency	Percentage		
Valid	EXTREMELY USEFUL (1)	15	26,8		
	2,00	15	26,8		
	3,00	16	28,6		
	4,00	7	12,5		
	NOT USEFUL AT ALL (5)	2	3,6		
	Total	55	98,2		
	Missing System	1	1,8		
	Total	56	100,0		

i14b

Variables				Mean	Standard Deviation
Lecture				2,3273	1,101934
		Frequency	Percentage		
Valid	EXTREMELY USEFUL (1)	15	26,8		
	2,00	13	23,2		
	3,00	22	39,3		
	4,00	4	7,1		
	NOT USEFUL AT ALL (5)	1	1,8		
	Total	55	98,2		
	Missing System	1	1,8		
	Total	56	100,0		

i14c

Variables				Mean	Standard Deviation
Whole-Class Discussion				2,2364	1,23174
		Frequency	Percentage		
Valid	EXTREMELY USEFUL (1)	19	33,9		
	2,00	17	30,4		
	3,00	10	17,9		
	4,00	5	8,9		
	NOT USEFUL AT ALL (5)	4	7,1		
	Total	55	98,2		
	Missing System	1	1,8		
	Total	56	100,0		

I14d

Variables				Mean	Standard Deviation
Student-Led				2,7321	1,01786
		Frequency	Percentage		
Valid	EXTREMELY USEFUL (1)	6	10,7		
	2,00	15	26,8		
	3,00	28	50,0		
	4,00	2	3,6		
	NOT USEFUL AT ALL (5)	5	8,9		
	Total	56	100,0		

The study indicated that students favor whole-class discussions (%33,9) more than the other techniques for class activities. They, on the other hand, disfavored student-led activities (%10,7). Lecture (%26,8) and Small Group Work (% 26,8) had the same impact on the students in language classes. Therefore, teachers who tend to use literary resources in their classes should include debates and class discussions in their curricula.

4. Discussion

The statistics of the research demonstrated the positive attitudes of ELT students towards the study of literature in language courses. When the studies of Davis, Gorell, Kline and Hsieh (1992) and Yilmaz (2011) are considered, this study presents a consistency with the previous studies. It would not be wrong to conclude that literature contributes to language teaching and learning because it enhances linguistic competence, motivates students and provides an insight of different perspectives. As the study indicated, %30.4 of the students believed that studying literature was personally rewarding. When students are encouraged to take literature courses, they can maintain language competence with well-organized and well-designed in-class activities.

As the study indicated, students in language classes preferred short stories and novels more than poetry, which imposes similar tendency with the previous studies mentioned before. In the shade of these results, it can be recommended that language teachers in ELT programs can use literary texts to create more interactive integrated

lessons centered with analytical thinkers. Furthermore, the application of class discussions, debates, or demonstrations would also help to improve students' linguistic proficiency while creating a positive atmosphere in class.

Like the study of Yilmaz (2011), in this study, it is evident that students in ELT programs find studying literature as rewarding and contributive to language competence. Therefore, it would not be wrong to conclude that literary texts are not only motivating for the language students, but also beneficial to create a positive atmosphere both for the teacher and the learners.

5. Conclusion

In conclusion, investigating the contribution of literature in language classes is essential. This study focused on the attitudes and perceptions of ELT students towards literature; however, more studies are needed for future developments. Since it would be wrong to separate literature from language, language teachers should be encouraged to use literary texts in their language classes.

The results of this study present the effectiveness of literature studies in language classes. There are certain aspects of the results of the study. First, preferred learning strategies play a crucial role in language learning process. Thus, it can be stated that the selection of literary texts is a significant criterion which increases the effectiveness of application of literature in language classes. Secondly, as the study indicated, language students feel more motivated when introduced with short stories and novels more than poems. While designing the courses of literature studies, language teachers should focus on the age, levels and interests of students and the content, the length, availability and linguistic appropriateness of the text itself for a more integrated and efficient course.

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APPENDIX A
Literature Questionnaire

The purpose of this questionnaire is to contribute to improving the instruction of literature in EFL classes. The aim is not to EVALUATE instructional professors and teaching assistants. You don't have to sign your name. All answers will be anonymous. Thank you for taking the time to answer the following questions thoughtfully.
Place a check (√) after the number or the word that almost closely agrees with your opinion.

1. I find studying literature in my own language personally rewarding.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
2. I find studying literature in English personally rewarding.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
3. Undergraduate majors and minors in the Department of English should be strongly encouraged to take literature courses in the Department.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
4. I do unassigned reading (of ANY type) in English.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   OFTEN NEVER
5. I enjoy reading literature in my own language, if I will be expressing my personal opinion about it.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
6. I enjoy reading literature in English, if I will be expressing my personal opinion about it in English.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
7. I enjoy reading literature in my own language if I will be looking for its underlying meaning.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
8. I enjoy reading literature in English if I will be looking for its underlying meaning.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
9. I enjoy reading literature in my own language if I can choose what I want to read.
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   Strongly agree Strongly disagree
10. I enjoy reading literature in English if I can choose what I want to read.
    1 _____ 2 _____ 3 _____ 4 _____ 5_____
    Strongly agree Strongly disagree
11. I enjoy reading literature about people and experiences similar to my own.
    1 _____ 2 _____ 3 _____ 4 _____ 5_____
    Strongly agree Strongly disagree
12. I enjoy reading literature about people and experiences unlike my own.
    1 _____ 2 _____ 3 _____ 4 _____ 5_____
    Strongly agree Strongly disagree
13. I can use the literary activities introduced in this course for my future English teaching.
    1 _____ 2 _____ 3 _____ 4 _____ 5_____
    Strongly agree Strongly disagree
14. How valuable have you found these approaches to teaching literature?

a) Small Group Work (Discussion within a group of students. One person from the group may report what was said to the entire class)
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   EXTREMELY USEFUL NOT USEFUL AT ALL
b) Lecture (Extended talking by the professor with occasional student questions)
   1 _____ 2 _____ 3 _____ 4 _____ 5_____
   EXTREMELY USEFUL NOT USEFUL AT ALL

c) Whole-Class Discussion (Teacher-to-student talking, with little or no student-student interaction)
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXTREMELY USEFUL NOT USEFUL AT ALL
d) Student-Led (Students do oral reports, followed by discussion – Seminar format)
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXTREMELY USEFUL NOT USEFUL AT ALL
15. I like to read literary works.
1 _____ 2 _____ 3 _____ 4 _____ 5_____
Strongly agree Strongly disagree
16. I like to read novels.
1 _____ 2 _____ 3 _____ 4 _____ 5_____
Strongly agree Strongly disagree
17. I like to read to read short stories.
1 _____ 2 _____ 3 _____ 4 _____ 5_____
Strongly agree Strongly disagree
18. I like to read plays.
1 _____ 2 _____ 3 _____ 4 _____ 5_____
Strongly agree Strongly disagree
19. I like to read poems.
1 _____ 2 _____ 3 _____ 4 _____ 5_____
Strongly agree Strongly disagree
20. I like to be introduced to more literary works.
1 _____ 2 _____ 3 _____ 4 _____ 5_____
Strongly agree Strongly disagree

Rate your knowledge of English.

21. My knowledge of English Grammar is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR
22. My ability to write papers in English is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR
23. My ability to read in English is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR
24. My vocabulary knowledge in English is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR

25. My ability to speak English is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR
26. My listening comprehension in English is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR
27. My knowledge of the culture of the countries where English is spoken is
1 _____ 2 _____ 3 _____ 4 _____ 5_____
EXCELLENT POOR
28. What language skill (s) does studying literature help improve specifically?
a) Speaking
b) Listening
c) Reading
d) Writing