

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN
LANGUAGES TEACHERS AT PONTIFICIA UNIVERSIDAD JAVERIANA IN
REGARD TO THE USE OF LITERATURE IN THEIR EFL CLASSROOMS**

**Trabajo de grado para optar por el título de
Licenciada en Lenguas Modernas**

Nathalie Schmidt Torres

**PONTIFICIA UNIVERSIDAD JAVERIANA
FACULTAD DE COMUNICACIÓN Y LENGUAJE
LICENCIATURA EN LENGUAS MODERNAS
BOGOTÁ D.C.**

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

ABSTRACT

This investigation originates from the need of the English area of the BA Degree of Modern Languages (BADML) at Pontificia Universidad Javeriana (PUJ) to start informing the practices that the BADML English teachers display regarding the use of literature in their classes.

Taking into account that students from BADML at PUJ need to be acquainted with the target language and the context from where such language comes from. This investigation besides taking a look on what the theory said about the use of literary material in an EFL class, gathers as well practices and perceptions of BADML English teachers at PUJ about the use of literature as a tool in their EFL classes.

This qualitative research explores the topic through, first, a survey conducted with the students of three courses of Low Advanced English of the BADML at the PUJ. Then, interviews were conducted with the English area coordinator, reading program coordinator and BADML English teachers from different levels. Finally, through the use of tables those practices and perceptions were confronted with what the theory said regarding the use of literature in the EFL classroom so that tendencies could be identified.

The gathering of this information, both theory and experiences, showed two sides of a problem. While the surveys conducted with students showed an interest towards the inclusion of literature in the EFL classes, interviews conducted with teachers showed that the majority of them were not able to work on literature during their classes because of time-content matters.

Descriptors: literature in EFL classrooms, reading, multiple intelligences, learning styles and strategies, adolescence vs. young adulthood.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

ACKNOWLEDGMENTS

First of all I would like to thank God for giving me the opportunity to fulfill my dream of being an English teacher. Second, I would like to thank my parents for all the support they have given me throughout the years and for being there when I felt that I couldn't give more.

I would also want to thank all the people that have been supporting me through this process: Mateo Espinel, Mónica Hernández, Luisa Valdiri, Juan Camilo Orjuela, Juanita Navarro, Maria Cecilia Botero, Anamaría Sánchez and Ariadna Bogoya.

Finally, thanks to the people who helped me reviewing and correcting all grammar mistakes since writing in a second language is tough: Alejandro Vélez, Luis Hernán Hincapie, Emily Fedor, Vera Ivakina, Alexia Krispin and Winston Williamson.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

CONTENT TABLE

ILLUSTRATION INDEX.....	7
1. INTRODUCTION.....	8
2. CONTEXT	9
3. PROBLEM.....	12
4. JUSTIFICATION	13
5. QUESTION	14
6. OBJECTIVES.....	14
6.1. MAIN OBJECTIVE	14
6.2. SPECIFIC OBJECTIVES	14
7. PRECEDENTS (Previous Studies)	15
8. THEORETICAL FRAMEWORK	23
8.1. Use of Literature in the EFL Class	23
8.1.1. Teacher’s relation with literature	24
8.1.2. Literature and language.....	24
8.1.3. Engagement with literature in the EFL classroom.....	25
8.1.4. Selection of texts	26
8.1.5. Methodologies for the use of literature inside an EFL class.....	27
8.1.6. Response towards literature	32
8.1.7. The need of historical background when reading literature	32
8.1.8. Literature, communication and understanding of other cultures	33
8.1.9. Reading and the other language skills.....	33
8.1.10. Reading as a highly skillful ability	34
8.2. Multiple Intelligences	34

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

8.3. Learning Styles	39
8.4. Learning Strategies	45
8.5. Age.....	50
9. METHODOLOGICAL FRAMEWORK.....	56
9.1. Type of Investigation	56
9.2. Instruments	57
9.3. Population	58
10. ANALYSIS AND RESULTS.....	60
10.1. Use of Literature in the EFL Class	60
10.1.1. Teachers' relation with literature.....	60
10.1.2. Literature and language.....	61
10.1.3. Engagement with literature in the EFL class	62
10.1.4. Selection of texts	63
10.1.5. Methodologies for the use of literature inside an EFL class	64
10.1.6. Response towards literature.....	65
10.1.7. The need of historical background when reading	66
10.1.8. Literature, communication and understanding of other cultures	67
10.1.9. Reading literature and other language skills.....	68
10.1.10. Reading as highly skillful ability.....	69
10.2. Multiple Intelligences.....	70
10.3. Learning Styles and Strategies	72
10.4. Important Considerations	77
11. CONCLUSIONS	79
12. PEDAGOGICAL IMPLICATIONS	80

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

13.	LIMITATIONS	81
14.	Bibliografía.....	83
15.	APPENDICES	86
15.1.	APPENDIX 1	86
15.2.	APPENDIX 2.....	87
15.3.	APPENDIX 3.....	88
15.4.	APPENDIX 4.....	89
15.5.	APPENDIX 5.....	90
15.6.	APPENDIX 6.....	93

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

ILLUSTRATION INDEX

Tabla 1 Long's model for using literature in an EFL classroom Taken from: Carter & Brumfit, Third impression 1991, page 55.....	29
Tabla 2 Gardner's first seven intelligences.....	37
Tabla 3 Gardner's three subsequent intelligences	38
Tabla 4 Oxford 1994.....	41
Tabla 5 Oxford 2003.....	41
Tabla 6 Oxford 1994 and 2003.....	44
Tabla 7 College student's problems Source: Feldaman (1997) page 471. Original Source: Wechsler, Rohman, &Solomon (1981).....	54
Tabla 8 Language skills used by BADML English teachers	68
Tabla 9 Multiple intelligences findings	71
Tabla 10 Learning Styles findings	73
Tabla 11 Learning strategies findings.....	76

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

1. INTRODUCTION

The purpose of this work is to get acquainted with the practices and perceptions BADML English teachers have towards the use of literature in their classes and to gather information from authors who have worked with the use of literature inside an EFL class such as Bassnett & Grundy (1993), Carter & Brumfit (1991), Gómez (2012) and Stern (1992), to mention a few. Finally, this investigation will contrast both perspectives (theory and practice) to find out if teachers have been using the same strategies and methodologies that the theory proposes, or if they have incorporated in their classes new ideas that seem to work and suit their students' needs.

After collecting all this information, the results will be held to the English Department so that they can inform what is happening inside the classes regarding literature use. This study may help to create a much precise reading program that suits teachers' and students' needs and interests.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

2. CONTEXT

The BA Degree in Modern Languages (BADML) at the Pontificia Universidad Javeriana (PUJ) is a program which offers students formation in languages and pedagogy, being English the main language with a program made up of seven levels.

Recently, more exactly 2013, the BA Degree in Modern Languages started to consider the idea of using literature as part of the material all levels should be able to use as part of the language formation, with no specific number of hours to be dedicated to the it. In the past, however, there had been some experiences to introduce literature, but that was only experienced in the last level of English called Low Advanced English.

In order to collect information for this investigation context, the researcher interviewed the former director of the program, in 2012, to find out how literature has been used in the BA Degree in Modern Languages program throughout the years, particularly in the English classes. In the interview the former director of the program explained that the BADML is focused to meet the needs of a market, and so the BADML program offered a holistic academic training with philosophy, history and literature because the market requested holistic professionals.

Then, as the market changed, it demanded professionals in language teaching for administrative roles. As a consequence, philosophy, history and literature started to become less and less important for the market, and in response to those demands, the PUJ BADML program started to focus more on subjects dealing with administrative and economic fields.

According to the former director of the BADML program, nowadays the market is searching for language teachers who have a high communicative competence and who are experts in standard language. Therefore, the BADML stopped offering

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

subjects dealing with administrative and economic fields, and shifted to a program which attempts to help students improve their communicative competence.

One of the elements that the PUJ BADML English teachers have started to perceive a need to reincorporate literature in the program to reinforce language formation in their English classes, so as to help strengthen BADML students communicative competence.

The reincorporation of literature in the PUJ BADML program led the researcher to a second interview, in 2014 with the person in charge of starting organizing the new literature reading program for the BADML EFL classes.

In the first semester of 2013 new literature reading program for the BADML EFL classes was being introduced at an experimental stage. In the second semester 2013, the English area wanted to see which books were being used at each English level, and also started to make contacts with some editorials to know what they could offer in their stock for the reincorporation of literature in the PUJ BADML program.

Additionally, PUJ BADML English teachers started sharing reading strategies they knew and actually used in their practice when using literature in BADML EFL classes. That exercise showed that some of the teachers were not using literature at all, or were just doing comprehension quizzes.

According to the person in charge of the new literature reading program for the BADML EFL classes, although PUJ BADML English teachers shared strategies and activities, the team has not attempted to convince teachers to embrace one particular point of view in regards to the use of literature in the BADML EFL classes. In fact, teachers are the ones who choose how they will work on the literary books throughout the semester, and the BADML English area just reminds them to do more than comprehension quizzes.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

In that same interview, the researcher learnt that the new literature reading program for the BADML EFL classes mainly aims for the classics of literature, since they are seen as the exponents of a culture so that they are considered “must reads” by the BADML English area teachers. Texts were also selected based on their genre, author, and the period of time in which they were written and published.

With the new effort to introduce literary material as part of what students at PUJ BADML should experience in their English levels, this present investigation would like to contribute with a first attempt to register, describe and characterize the practices, and also the perceptions, that PUJ BADML English teachers have regarding the use of literature in their EFL classes..

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

3. PROBLEM

In the BA Degree of Modern Languages (BADML) at the Pontificia Universidad Javeriana (PUJ) teachers and students have realized that there is a need for a literature component in the BADML English classes.

A preliminary survey, conducted on the second semester of 2013, showed that although 47% of the students in Low Advanced English (last level of English in the BADML) do not like to read, 100% think it is important to have a literary component inside the English classes. This latent need has been acknowledged by the English area and therefore a reading program was created. Although, it has been working since 2013, the English area wants to know what the actual practices of BADML English teachers, in relation to the use of literature, are. The English area wants to know what texts are teachers working on, if literary material is used and most important how the BADML English teachers are managing it. Moreover, they want to know the methodologies and strategies used inside the BADML English classes to teach literature.

Collecting information about BADML English teachers' practices regarding the use of literature includes getting acquainted with the decisions made about the literary material, the methodologies, the strategies, and the activities considered by the BADML English teachers around the literary text and its use in the BADML EFL classes. In short, it means, there is an interest to know how BADML English teachers are managing to use literature in their BADML EFL classes.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

4. JUSTIFICATION

The importance of this investigation lies in the fact that it is a first step towards a formal inform about BADML English teachers' practices in regards to the use of literature in their classes. As well is a contribution to the intention of building a much more profitable reading program for all levels of English.

This present investigation will gather practices from seven BADML English teachers who are working with literature to find out how they are managing literature inside their classes, how the interaction between the literary texts, teachers and students is, what classrooms situations do teachers encounter when working with literature and, which positive or negative perceptions they have about the literary use in an EFL classroom.

Practices of teachers will then be contrasted with what the theory says about the use of literary material. This study has no intention of criticizing practices, but to offer a much broader way to the use of literature in an EFL classroom, since theory may lack from actual experience from literature, as the empirical use of literature may not have the necessary guidelines. This investigation wants practices and theory to dialogue in order to come up with a much effective and profitable way to address the literature used in the BADML English classes.

Finally, this investigation will give the English area and the BADML English teachers an approach to some considerations about different types of students, different strategies to work with literature and an explanation of the context they are working with.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

5. QUESTION

Since the English area has decided to incorporate a literature reading plan in the English classes, and there is the need to collect information about the practices and perceptions that English teachers at BADML have in regard to literature, the following research question has been posed by the researcher for the present investigation.

What practices and perceptions do BADML English teachers at PUJ have towards the use of literature in the BADML English classes?

6. OBJECTIVES

In order to answer the research question posed above the researcher has determined the objectives below.

6.1. MAIN OBJECTIVE

Characterize the practices and perceptions that BADML English teachers at the PUJ hold regarding the use of literature in their BADML EFL classes.

6.2. SPECIFIC OBJECTIVES

- Describe the practices regarding the use of literature that BADML English teachers have inside their BADML EFL classes.
- Describe the perceptions regarding the use of literature that BADML English teachers have inside their BADML EFL classes.
- Compare the practices and perceptions regarding the use of literature that PUJ BADML English teachers have to what the theory has said about the topic.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

7. PRECEDENTS (PREVIOUS STUDIES)

In this chapter the reader will be acquainted with eight different investigations that have lightened this present research with different aspects such as methodologies for the use of literature in an EFL classroom, instruments for the methodological framework, enhance of language skills (speaking, listening, writing and reading) through the use of literature or reading materials, and some other aspects regarding the use of literature in the language teaching which will be discussed forward.

Luis Fernando Gómez (2012)

This author made an investigation titled *Fostering Intercultural Communicative Competence through Reading Authentic Literary Texts in an Advanced Colombian EFL Classroom: A Constructive Perspective*.

The author was concerned about the lack of authentic material inside the EFL classes, and how its introduction would result in fostering the intercultural communicative competence. In order to evidence the benefits of the use of literature, Gómez (2012) proposes the incorporation of authentic literary material in the classes instead of textbooks because the language contained in such textbooks differs from the language students are going to face in real life, and they contain a limited array of cultural information.” Gómez (2012, p. 50)

Gómez (2012) continues his investigation explaining the relevance of using different types of texts because they offer learners the opportunity for the negotiation of meaning and the encounter with cultural representations.”

Gómez’s (2012) investigation shows how literature can be incorporated in an EFL class using four different approaches from the Socio-Constructive pedagogical Model. The Socio-Constructive model sustains that learners are not passive receivers; they build knowledge inside meaningful contexts while they interact.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

The four approaches exhibited by Gómez (2012) are: *Inquiry-based Approach* *which refers to* learners who ask and answer questions in order to share personal views and ideas regarding literary texts, while they negotiate meaning and get involved in critical explorations and in constructions of knowledge.

Dialogic Approach was proposed by Bakhtin in 1984 and consists in building dialogues by working in small groups followed by whole-class discussion where the meaning of some important aspect of the book is discussed (the title, an important event in the narration, cultural aspects, etc.). The main purpose of this approach is to “enrich their personal views as they compared ideas about the literary texts with others’ ideas.” (Gómez, 2012, p.59)

The Transactional Approach conceives the use of literature inside the classroom as: “[...] a communicative interaction between the reader and the text” (Gómez, 2012, Pg. 54) where students could relate what happened in the text with their own experiences

The *Content-based Approach* views language learning divided in two types of knowledge: content and language. Interaction with authentic literary texts could result into interesting classroom situations which teachers can take advantage to improve the language level of students.

These four approaches are relevant to the present investigation since they show how approaches for EFL teaching can be used when working with literary material inside an EFL class.

Ariztizábal and Vargas (2012)

These authors made a research for their master degree on education titled *Aproximación fenomenológica a la tertulia literaria y sus implicaciones didácticas*. Its main objective was to offer a proposal about literature didactics for the literary circle.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

They proposed two different concepts: literature and pedagogical literature. While the first would be considered more objective since it is a part of a discipline, the second will be more subjective since is the teacher the one who is taking intentional decisions towards the learners.

The concept of pedagogical literature that these authors present applies to this present research since BADML English teachers are the ones taking decisions in relation to literary material and activities held in class, as the interviews with the coordinator of the reading program showed.

Finally, Aristizábal and Vargas (2012) critique the use of adaptations because they tend to lose what the author intended in his work.

This investigation shows the importance of using authentic material inside the BADML EFL classes where students are exposed to real language, but further than that they are exposed to the actual intention of a writer.

Silva and Rodríguez (2013)

Wrote a study titled *“El docente como mediador en el proceso transaccional de lectura de textos literarios en la clase de L2: un estudio de caso multicaso en los Colegios Fundación Gimnasio los Portales y Colegio Colombo-Hebreo de Bogotá”*.

The main objective of the research was to characterize the pedagogical practices in which literature is integrated in the L2 classes of two different schools. They researched upon different methods the practices of six teachers, three of them in each school.

The authors interviewed teachers to find out specifically how they were using literature. Also, Silva and Rodríguez (2013) through observation of the classes were able to conclude that literature has a good impact depending on the strategies the teacher uses.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

The authors mentioned the relation there is between literature and strategies, which this investigation explores.

Furthermore, Silva and Rodríguez (2013) concluded that with the use of challenging and experiential activities, students were more motivated to participate in class and to read the book. In addition students were able to explore creative aspects which led them to use their critical thinking.

This investigation is relevant because they were able to see how practices of EFL teachers affect the language learning process; as well they talk about the use of reading strategies in teachers' practices when using literature.

Rodríguez and Silva's (2013) investigation is similar to the present investigation in terms that both have an interest to explore and describe, through interviews conducted with teachers, what happens inside an EFL classroom in regard to literature use. The authors evidenced that the use of interviews was relevant when doing a description of a certain phenomenon, therefore this present investigation will use the same instrument.

Dayana González (2009)

This author did a research titled *“Estrategias de aprendizaje para el desarrollo de la producción oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana”*.

The main objective of the investigation was to verify the use of learning styles and strategies inside the English classes of the BADML. Though this investigation does not work on the use of literature it provides valuable information in terms of learning styles and strategies inside the English BADML classes.

The author employed Oxford's test in order to find out what strategies were students from all eight levels of the BADML English courses using in order to cope with oral skills. After performing the tests, the author presented the results showing each level in terms of learning strategies.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

The study showed that memory strategies were the least used by students while the social skills were higher. Besides, it brings to the table an issue which is not much considered which is the age since most students in the study were teenagers, and she relates the age with the strategies used.

Lastly, the use of tables was present in González's (2009) investigation as a tool to summarize information in a visual way, this strategy will be applied in this present investigation in order to present results in a much clear way.

Nancy Agray (2000)

This author did an investigation titled *Cuentos Cortos suramericanos en la enseñanza de ELE*. The study is based in the relation between language and literature to teach a foreign language, in her case Spanish to non-native speakers living in Colombia, with the three levels of Spanish offered by the "Centro Latinoamericano" for foreigners in the year 2000.

Agray's (2000) work proposes a complementary material for the three levels of Spanish. This material consists on authentic literature, specifically short stories, as a tool to teach a language and to improve the four language skills.

Finally, Agray (2000) evidences that literature is a great tool for language teaching since it benefits the communicative competence. In terms of the use of short stories she argues that they can be systemically used inside a classroom and are a great introduction into reading literature

This investigation is relevant to the present since it provides this actual investigation with a discussion of the importance of using authentic material, which is selected according to the level of students, to improve all four skills (speaking, reading, listening and writing), to know the culture and to enhance the communicative competence.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Murat Hismanoglu (2005)

This author wrote a paper titled *Teaching English through literature* which appeared in the Journal of Language and Linguistic Studies. The author presents literature as a useful tool for language teaching in ESL and EFL classes.

Hismanoglu (2005) presents ten reasons supporting the use of literature inside an EFL class and why it is considered a “potent resource in the language classroom.” Hismanoglu (2005, Pg. 55). The first four reasons were taken by Collie and Slater (1990 cited in Hismanoglu 2005), the other six reasons were taken by Maley (1989 cited in Hismanoglu 2005):

- Valuable authentic Material
- Cultural Enrichment
- Personal Involvement
- Universality
- Non-triviality
- Personal Relevance
- Variety
- Interest
- Economy and suggestive power
- Ambiguity

These reasons are relevant to this present investigation since they provide criteria for the selections of texts. In addition, they are powerful reasons to use literature inside an EFL class because they show that everyone is able to read and relate to literature.

Hismanoglu’s (2005) investigation nurtures this present research with relevant reasons to work with literature inside an EFL class, and in addition gives aspects that should be taken into account when selecting texts. These ideas will help in the analysis to characterize BADML English teachers’ practices.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

After presenting these reasons, the author continues to explain how the material should be selected in order for students to get the best of it. He says that the selection process “should take into account: need, motivation, interests, cultural background and language level” (Hismanoglu 2005, Pg. 57). In relation to the selection of texts, these are criteria that must be taken into account to make an appropriate selection.

Hismanoglu (2005) offers an explanation about how literature can contribute to the other language skills (writing, speaking and listening), as well as a proposal of aspects that each type of literature genre offers to students which can be seen in appendix number 5 and number 6 respectively. Though these explanations are no part of the main objective of this present research, I find them useful for the EFL teacher who reads this investigation and wants to know how the reading of a literary text can enhance other language skills or get acquainted with different literary styles and the benefits they could have for students.

Sonia Rocío Ríos and Ana Milena Valcárcel (2005)

These two authors made an investigation titled *“Reading: A meaningful way to promote learning English in High school. Though this investigation does not deal with literature, it offers useful conceptions of what is reading, selecting texts, and implementing them inside an EFL classroom.”*

The main objective of this investigation is to show how reading strategies motivate students to read are beneficial in the language teaching and learning. These authors define reading as “a gradual process, which includes different skills and depends on readers’ previous knowledge and experiences.” (Ríos and Valcárcel, 2005, Pg. 60) Also, they say that the most important thing learners need in order to read is a reason; learners need to know in an explicit way why they are requested to read. Therefore, the reading process must be based on the students’ needs and likes.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

The authors emphasize that one way of motivating students is to give them material that relates to their personal experiences and reality. "If the reading material is elaborated taking into account the learners' interests, age, likes and level we can guarantee at the least the learners' attention." (2005, Pg. 63)

As Ríos and Valcárcel (2005) mentioned the importance of knowing student's likes, age and interests which shows the importance of describing the population BADML English teachers work with.

Finally, the authors were able to see that other skills were reinforced as well; speaking was promoted by reading aloud, discussing in class or just by the student participation. Listening was practiced when learners had to listen to the teachers or listen to each other, also tapes and videos were used in order to motivate the class. Finally, writing was practiced because the authors proposed reading guides which had writing exercises.

To sum up, the authors concluded that in order to promote any type of reading in a language class the teacher has to be aware of the needs and likes of students. Likewise, learners need to be motivated to read and the best way to do so is to let them know what the specific intention of reading is, what are they expected to do and lastly, relate the reading to their life and context.

This final observation, that refers to the context of students, evidences the relation literature has to have, in the practices of the BADML English teachers, with students. Teachers should know who their students are and what they are going through. In the following chapter of this present investigation there will be a description of the population teachers have in their classes.

8. THEORETICAL FRAMEWORK

8.1. *Use of Literature in the EFL Class*

The principal matter of this investigation is to see how literature is being used by BADML English teachers inside their classes. It has to be kept in mind that right now literature is just being introduced as language reinforcement rather than an actual topic inside the classes. Each teacher has to present the books the English area demands, but they have the possibility to use the literary material in their classes or not, as the reading program coordinator told this study.

Thus, this investigation will present different theorists who have worked around literature inside the EFL classroom for many years. Many of them consider it is one of the resources a student can use to learn a language.

Brumfit (In Brumfit and Carter 1991) talks about the use of literature inside an EFL class. He declares that teachers have to develop the literary awareness of the students, but since working in a foreign language is much more difficult he suggests using approaches of the modern tongue language teaching. Meaning that EFL teachers have to examine how students learned to read in their mother tongue in order to use those strategies to make easier the EFL teaching. The author proposes to use literary material in modern tongue because it “will not only exploit understanding of the language, but will relate to other aesthetic work, art and music for example.” (Brumfit in Brumfit and Carter, Pg. 186)

Bassnett and Grundy (1993) point out that literature is a key point on the language learning and that any person who is learning English moves into it.

Following this brief introduction, some relevant aspects about the use of literature in the EFL class will be exposed.

PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS

8.1.1. Teacher's relation with literature

Brumfit and Carter (1991) assume that teachers dealing with literature in their language classes “will be acquainted or will have had direct experience of practical criticism in relation to the interpretation of literary works” (Brumfit and Carter, 1991, Pg. 2), meaning that teachers should have a relation with literature before teaching it.

As Brumfit and Carter (1991) proposed is important that teachers have information about the contents they are working with. If the content is literature they should have training in using or teaching literature in the EFL class in order for their classes to be more profitable.

8.1.2. Literature and language

There has always been a relation between literature and language as the first one could not exist without the second one. The following is a collection of considerations different authors have about this relation.

Brumfit and Carter (1991) mention that the importance of literature inside an ESL / EFL is that a “literary text is made from language and its primary focus for analysis will be the patterns made by language” (1991, Pg. 2). Thus, more than teaching just how to read, literature can be used to study the language itself.

In regard to the learners and how they deal with literature Brumfit & Carter (1991) mention that a non-native speaker will not approach literature in the same way a native speaker does, therefore teachers should encourage students to increase their command of approaching in different levels. Then, Brumfit and Carter (1991) affirm that analysis and discussion of literary texts inside an EFL classroom will help the learning and understanding of the language.

Littlewood (In Carter and Brumfit 1991) says that “Literature now becomes a vehicle for the learning of differences between language varieties” (Littlewood in

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Brumfit and Carter 1991, Pg 179). Therefore, instead just learning a standard language, literature offers the opportunity to see different varieties of structures. Trengrove (in Brumfit and Carter 1991) continues with the previous idea mentioning that “discussion of the process of interpretative reading requires reference to many features of the English language system” (1991, Pg. 68).

Littlewood (in Carter and Brumfit 1991) explains that literature has no difference with any other ‘linguistic performance’ since it is the result of the use of different linguistic structures in order to create communication. Meaning, that literature is another way to communicate to another person through the use of language. The main purpose of this author is to show that literature is a usage of the language and therefore it should be studied in a language classroom as any other representation of the linguistic aspects of a language.

Finally, Gómez (2012) argues that literature gives the opportunity to explore how language takes place in a context. As well, he explains the relevance of using such materials which is to expose students to language which has not been modified to fulfill teaching needs (adjusting texts to present certain structures, summarizing texts to meet the level of students, etc.), making students acquainted with real language.

8.1.3. Engagement with literature in the EFL classroom

EFL practices that include literature there should be a previous engagement of students with the literary material, so as to motivate and give them the tools to understand the book in a more holistic way. The theorists presented below expose their considerations about engagement with literature.

Brumfitt and Carter (1991) state that students should be engaged with literature but that traditional engagement practices tend to refer to the use of discussions and analysis of literary texts in class; however, the authors criticize the teachers’ practices that “assume that learners will ‘catch’ the ability to read appropriately

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

from the process of discussion and analysis in a fairly random way". (1991, Pg. 22) These authors critique that teachers usually repeat the same things generation after generation, and do not work on getting students achieving a better reading comprehension.

Short and Candlin (in Brumfi and Carter 1991) base the engagement on a need of historical background, as important for students' motivation. They explain that without previous knowledge of the book, students would not be able to make any connections between what they are reading in the literary material and the social, historical or political context, resulting in the missing of information to understand what the author intended.

Gómez (2012) in his investigation reveals that when the teacher applies the Inquiry-based approach by posing questions before students start reading, they read focusing on those questions, and then they feel more confident to participate more actively in class discussions.

Ríos and Valcárcel (2005) proposed that, in order to motivate students and engage students into reading, teachers should give students reading materials to which their own personal experiences and reality could be easily related. The authors mention that, for example, literature can give students the opportunity to relate to certain characters, and therefore, they can get more personally involved with the literary material. As a result, a much meaningful relation between the reader and the literary material can occur.

8.1.4. Selection of texts

The selection of texts is usually one of the hardest things to do when it comes to the use of literature inside an EFL classroom. Many aspects need to take into account and sometimes is difficult to achieve every single one. The authors in this section will give their perceptions about how this process should be done and which aspects are relevant.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Brumfit and Carter (1991) mention that the actual practice does not focus on the actual needs of the learners and those teachers usually select the classics, which the tradition (understood as literary tradition) asks them to use, or they follow their own likes and interests. They also mention that most of the time the selection of texts lacks from proper guidelines of what is needed.

Brumfit (in Carter and Brumfit 1991) to help clarify those guideline gives six criteria in order to select texts¹:

- ❖ Linguistic level of the students.
- ❖ Cultural level
- ❖ Length
- ❖ Pedagogical role (make linkages between previous read books or contemporary events).
- ❖ Genre representation (all different genres should be available inside a classroom)
- ❖ Classic status which refers to the use of classic literature.

In Gómez's (2012) investigation one of the conclusions is that literary materials should be authentic because textbooks offer limited language material, which is fixed in order to fulfil language forms which need to be taught; these textbooks do not create an immersion of students in the actual language.

Finally, Ríos and Valcárcel (2005) say that as well as needs and likes, teachers should consider the capability of students to understand the texts they present. Furthermore they present the age as a criteria to select texts inside the EFL classroom.

8.1.5. Methodologies for the use of literature inside an EFL class

¹ This criteria was taken literally from *Literature and Language Teaching*. Brumfit and Carter, 1991, Pages: 189-90

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

One of the main issues EFL teachers encounter when working with literature inside their classes is the lack of a methodology to work with it. They have to struggle to arrange activities or to find things that suit students' needs. Below some models of methodologies and activities that different authors have created will be exposed.

Long (in Brumfit and Carter 1991) claims that there is not a consistent methodology when teaching literature to non-native speakers. Meaning that teachers do not have guidelines to know how this process should be made, mostly they replicate what they have experienced as literature or language learners.

The following chart shows this methodology in which there is interaction between the teacher and the student (see next title: response towards literature). It is divided into three main parts:

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

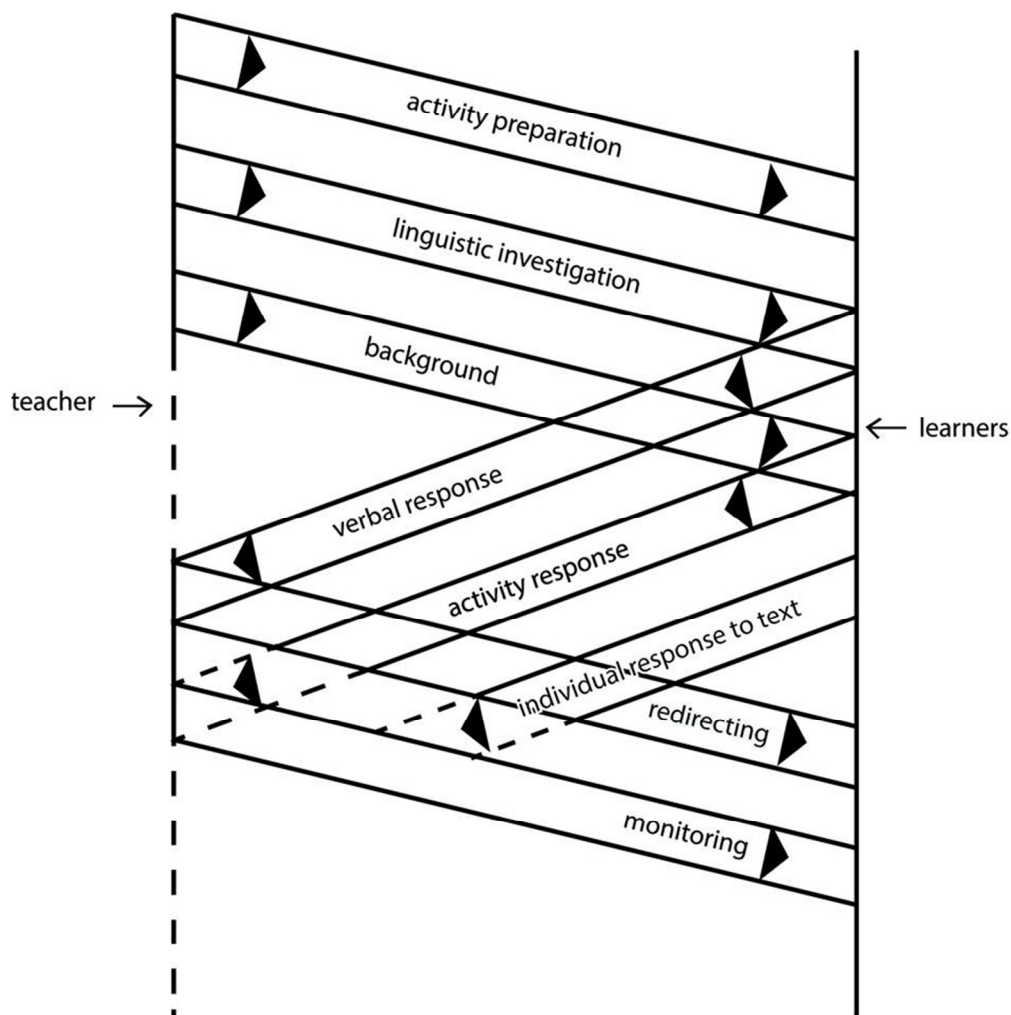


Tabla 1 Long's model for using literature in an EFL classroom Taken from: Carter & Brumfit, Third impression 1991, page 55

1. The teacher initiates by preparing an activity regarding the literary material, followed by a linguistic investigation, which is the actual teaching having always the book as a reference and with the use of it the teacher could ask questions to the students. Finally, the teacher brings the background of the author and the text; this will get the student acquainted with the book, the linguistic aspect and the historical, social, political, etc. background.
2. The student should have a verbal response taking into account the language learning, an activity response towards what the teacher had

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

planned for the class and lastly an individual response to the text depending on their experience.

3. It comes back to teacher which has redirect student to their mistakes in the verbal response to make them aware of them. And monitor the activity response and the individual response to the text.

As well as Long (in Brumfit and Carter 1991), Carter (in Brumfit and Carter 1991) offers a methodology with a series of activities that can be done inside an EFL class. Carter (in Brumfit and Carter 1991) shows that although there is not a strict way to use literature, models can be created and teachers can choose one to make their classes more profitable.

Carter (in Brumfit and Carter 1991) presents another methodology in order to integrate language teaching with literature teaching. The activities are not aimed to teach literature, but to find opportunities to teach language through the work with literary material.

- a. Prediction: what comes next?
 - i. Invite students to predict the title after reading the story
 - ii. Predict what the story is going to be about after reading the first paragraph
 - iii. If the book has an open end students can predict what might happen after
- b. Cloze procedure
 - i. The teacher should delete some words in the story being careful with the amount of which are deleted, this in order to produce two responses in the students:
 1. Reasonable and supportable predictions require students to be alert both to the overall pattern of the story and to the immediate verbal context in which the deleted word occurs. Pg 113

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

2. As with structural prediction, such 'lexical' prediction can lead to the kind of individual and group involvement with the text as well as to the kind of oral language practice which are not usually engendered by exposition from the teacher. Pg 113
- c. Summary: what's it all about
The author here presents some characteristics a good summary should have:
 - i. In order to focus in the overall point or meaning of the story.
 - ii. Imposed word limit, syntactic re-structuring
 - iii. Selection of what it is important.
 - iv. Attention focus on how it is narrated as well on what it is narrated
 - d. Forum: debating opposing viewpoints.
 - i. Small-group based activity. The whole exercise is a stimuli to oral language work through role play and can be prepared for accordingly. Pg 115
 - e. Guided re-writing
 - i. Re-write the first part of texts because there is where most of the information is, and also is where the learner pays more attention and more details are captured.
 - ii. Ask questions that are not automatically answered by the text.

The author states that if teachers use models, they are "useful, finally, in so far as they enable students to generalize across a range of texts and to move beyond an interpretation of a single text [...] and appreciate and use the language associated with different discourse types" Carter (in Brumfit and Carter 1991).

Finally, Bassnett and Grundy (1993) say that nowadays it has been eliminated the conception "that there is 'correct' way to read to understand what the author intended" (Bassnett and Grundy, 1993, Pg. 2). This coincides with what the other

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

authors have said about the lack of a methodology in order to teach literature in an EFL class, in terms that each person learns to read in a different way.

8.1.6. Response towards literature

Long (in Brumfit and Carter 1991) introduces the concept of 'response' which he defines as: "classroom interaction between teacher and learners." (1991, Pg. 43) He says that in every class there should be a response, positive or negative because both will create interesting classroom situations. This means that any experience students have with literature inside an EFL classroom will be valid and will result in the development of interesting activities.

The author mentions as well that traditional practice used to consider a way of teaching literature in which the teacher had all the knowledge and no response was invited from students because it may cause an interruption in the language teaching. Therefore, Long (in Carter and Brumfit 1991) proposes a teaching strategy in which by the input teacher gives, students are able to respond in three different ways, and then the teacher can monitor.

8.1.7. The need of historical background when reading literature

Trengrove (in Carter and Brumfit 1991) sustains that students need to have historical background information to understand the texts. Students will need to know the context of the place where the book was written since colloquial language or social rules of the country might be on the book, and without that information students will not understand many aspects of it.

Short and Candlin (in Carter and Brumfit 1991) say that in most non-native classrooms literature is taught by just giving general information about the background and style of the author, but they affirm that most of the time this is useless because people can continue to read a book with no clue about the author. They also criticize that many times the background cultural knowledge is

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

“overstressed and mistaught”. (Candlin in Carter and Brumfit, 1991, Pg. 90) This happens because most course books present general statements about the culture and they usually tend to create misconceptions and judgments about it.

Short and Candlin in order to overcome this mistaught culture propose two things. The first one is that the participants involved in a classroom (teacher and students) should have knowledge of the particular social situation of the material they are working on. The second one is that the teacher has to present small-scale social facts which refer to traditions, laws, behaviors and certain characteristics of the place where the story is narrated. This will help students to understand better the texts, since many times texts refer to certain aspects of a culture.

8.1.8. Literature, communication and understanding of other cultures

Gómez (2012) says that teachers are aware that language should result in students who are able to communicate with people from different cultures and understand their culture. This happens through fostering the Intercultural Communicative Competence. This author shows how literature gives students the opportunity to see different cultures since it portrays how different people from different cultures behave. Through these behaviors and interactions between characters students are able to find about traditions that take place in the target culture.

8.1.9. Reading and the other language skills

Ríos and Valcárcel (2005) as well as Hismanoglu (2005) agree on the fact that literature helps to potentiate the other abilities through activities proposed in class that gather the literature with any other ability. On one hand Ríos and Valcárcel (2005) propose activities such as reading out loud, sharing thoughts and perceptions and discussing important matters of the book. These activities are proposed so students can relate the book to their personal life while they develop the listening skill listening to others, their reading skill by reading the book, their

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

speaking skill by sharing and their writing skill by working on written material about the book.

On the other hand, Hismanoglu (2005) offers in his study a wide range of activities that can be performed inside an EFL classroom to work with different literary genres while potentiating abilities. These activities can be seen in Appendix number 5.

8.1.10. Reading as a highly skillful ability

Bassnet and Grundy (1993) refer to literature in language learning as “the greatest skill a language user can demonstrate”. (Bassnet and Grundy, 1993, Pg. 7) They say that when teaching literature “we are actually teaching a highly skillful language usage” (1993, Pg. 7)., which demands students to use many processes in order to figure out the intention of the author since reading literature is more than recognizing the words and understanding grammar structures .

Finally, the authors provide an analogy between a writer and a craftsman “when we read literary texts we can study the ways in which a craftsman can shape language and make it richer and more powerful” (1993, Pg. 7). Meaning that when teachers deal with literature they are doing more than just teaching language, they are showing their students how those structures implied in the language as well in literature can do.

8.2. *Multiple Intelligences*

When dealing with a subject such as literature inside an EFL class, traditional practices are not enough. Teachers need to broaden their practices in order to fulfil the needs of students and explore different alternatives to expose contents. Therefore, the theory of Multiple Intelligences gives teachers the option to use different activities to improve their practices in terms of motivation and inclusion.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Another important fact to include the theory of multiple intelligences is that Hoffman et al. (2000) affirm that during early adulthood it is impossible to define just one intelligence, because it depends on the activities each individual makes. Hence, the use of multiple intelligences theory would be beneficial for the practices of BADML English teachers since it considers different ways to approach students, specifically the ones BADML English teachers' practices are addressed to.

The author of this theory is Howard Gardner who based his study on the actual intelligence, which he defines as the ability to perform a certain task or solve a problem in a cultural or determined community. Whereas, in his later study he says that intelligences are psychobiological components of a human being that help him to create cultural solutions or products in a society (Gardner, 1999).

Following this idea Gardner presents a theory in which there is not just one intelligence but seven, which give each individual unique characteristics to participate in a community.

Gardner is not the only scholar who has worked around the issue of intelligence and making a criticism to Piaget. Sir Ken Robinson is a British scholar who has been proposing a reformulation of education. In a conference he gave, titled *How schools kill creativity*, he says that inside the academic environments math and language are always on top, followed by science and in a last place, almost forgotten rest the arts. He assures that the academy only educates the heads of students. Then, he follows this talk by giving three characteristics about intelligence which are the following: intelligence is diverse, dynamic and distinct.

Gardner and Sir Ken Robinson critique the idea that there is only one type of intelligence which can be either deductive reasoning and a knowledge of the classics. In the second one we find the traditional practices to consider intelligent students who are acquainted with classic literature. However, as these theorists propose tradition is not what matters when working with literature.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Gardner (1993) builds a theory aside from the traditional perspectives and proposes seven intelligences which he says people are born with because they are a biological disposition which has to be potentiated since the first years.

The intelligences that Gardner (1993) proposed are described in the following chart²:

Intelligence	Description
<i>Musical</i>	Though this intelligence is not located in a specific area of the brain, most of its connections happen on the right hemisphere. The ability to sing, play musical instruments, and compose music. (Pg. 35)
<i>Bodily-Kinesthetic</i>	It is located on the motor cortex and each side of the brain is responsible for controlling the parts of the body on the opposite side. Is the ability to solve problems using the body or parts from it. However, equations cannot be solved by using the body, emotions can be expressed through dance or you can create new products/inventions with it. Dancers and artisans show a total developed intelligence. (Pg. 36 - 37)
<i>Logical - Mathematical</i>	Refers to solving mathematic and logic problems, as well as to the scientific ability. People with a high level of this intelligence are able to solve problems in a quicker way than others. This intelligence has a nonverbal nature in which the solution of a problem is often built before it is articulated. This intelligence is the one that appears on the IQ tests and Jean Piaget is one of the biggest researchers of this intelligence. (Pg. 37 - 38)

² Author's note: definitions were taken from *Inteligencias Múltiples: La teoría desde la práctica* and the translation from Spanish to English was made by the author of this present investigation and are presented in the same order as in Gardner's book.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

<i>Linguistic</i>	The linguistic intelligence has its own place in the brain which is called the Brocca area which is responsible of producing grammar sentences. It is best exposed by poets. And refers to the ability to use language and interact with it. (Pg. 38)
<i>Spatial</i>	It is commonly applied to navigation and the use of maps, to see an object from a different angle or in visual arts. Ability to create a mind model from a spatial world, and being able to work based on that model. People such as engineers, sculptors and painters are the ones who exhibit this intelligence the best. Usually people who suffer from brain damage in their back part of their right hemisphere have problems getting oriented. (Pg. 39)
<i>Interpersonal</i>	Capability to understand others, their motivations, how they work and how to work with them. This intelligence does not rely on language. Most of the investigations suggest that the frontal lobes are the ones responsible for this intelligence. This intelligence is developed due to the social interaction among humans Politicians, teachers and religious leaders have a very developed interpersonal intelligence. (Pg. 40 – 41)
<i>Intrapersonal</i>	Is to understand who you really are and create a model of yourself who is truth to the reality that can help you to get along in life. Since this is a very private intelligence it needs language or music to be expressed. (Pg. 41 - 43)

Tabla 2 Gardner's first seven intelligences

These are the first seven intelligences Gardner (1993) proposes. However, in the author's subsequent works he expands his proposal by introducing three more

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

intelligences (see Table 3), and broadening the concept of intelligence as mentioned before.

Intelligence	Description
<i>Naturalistic</i>	People with this intelligence are able to recognize fauna and flora from his/her environment. They do not rely just on the vision; they use other senses to recognize different species. People also feel comfortable inside their environment and are able to take care, domesticate or interact with other species.
<i>Spiritual</i>	A person who has this intelligence looks for cosmic entities or to have non-material experiences. As well this type of intelligence looks towards understanding where do we come from. In some cultures the spirituality depends in having “spiritual” experiences, to be able to go into a trance or experience psiquic phenomena. This type of intelligence allows the person to get to spirituality through a traditional or non-traditional path.
<i>Existential</i>	Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. (In a further study Gardner relates both: spiritual and existential).

Tabla 3 Gardner's three subsequent intelligences

Gardner proposes this theory in order for teachers to realize that each student in their classrooms is different. Each student will react different with various stimuli. Therefore, when using literature inside an EFL classroom, teachers should create different ways in order to attain each student they have. It is not matter of using different materials inside one class, but giving students the opportunity to relate to literature through different ways. Further in this investigation teachers will be acquainted with different ways to present literary texts.

8.3. Learning Styles

Researchers as Ríos and Valcárcel (2005) mentioned that strategies are important in the practices of EFL teachers when dealing with reading, and other such as Trengrove (in Brumfit and Carter 1991), and Brumfit (in Brumfit and Carter 1991) mentioned that strategies help teachers to use literature inside an EFL classroom. Therefore, it is important to bring to the table the theory of learning styles and strategies since it is a theory created specifically for an EFL / ESL context which encompasses the four skills of language learning.

Rebecca Oxford is a scholar who has deeply investigated about how does language learning occur, she has devoted several studies into discovering what are the specific characteristics and elements learners use to learn the target language they are studying. The author was the first to build a theory regarding learning styles and strategies in which she establishes a difference among them. Styles refer to “the general approaches [...] that students use in acquiring a new language or in learning any other subject” (Oxford R. , Language learning styles and strategies: an overview, 2003), while strategies are, in general terms, specific actions each person takes in order to retain information.

Oxford clarifies in her work: *‘Language Learning Styles and Strategies: an Overview’* (2003) that styles and strategies apply to students who are learning either a second language or a foreign language.

“Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted.” (Oxford R. , Language learning styles and strategies: an overview, 2003)

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

As the purpose of this investigation is to get acquainted with what is being done inside the English classes of the BA Degree in Modern Languages at the Pontificia Universidad Javeriana; the theory of Oxford is relevant in regard to what is being done with literature inside an English EFL classroom, and witness whether the teacher is taking into account the different personalities of his/her students to motivate them into literature.

Table 4 offers a general view of what Oxford 1994 proposed, Table 5 offers what her following studies (2003) contributed to her previous theory, and finally Table 6 is the classification of learning styles that Oxford (2003, 1994) proposes. It must be taken into account that these styles usually work together and there are no dichotomies when dealing with them.

PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL CLASSROOMS

Oxford (1994)

Physical senses for study and work	Visual
	Auditory
	Kinesthetic
Dealing with other people	Extraverted
	Introverted
Handling possibilities	Intuitive Random
	Concrete Sequential
Approaching tasks	Closure-oriented
	Open learning
Dealing with ideas	Global
	Analytic

Tabla 4 Oxford 1994

Oxford (2003)

Sensory preferences	Visual
	Auditory
	Kinesthetic (Movement-oriented)
	Tactile (Touch-oriented)
Personality types	Extraverted vs. Introverted
	Intuitive random vs. Sensing sequential
	Thinking vs. Feeling
	Closure-oriented/judging vs. Open/perceiving
	Global or Holistic
Desired degree of generality	Analytic
Biological Differences	Biorhythms
	Sustenance
	Location

Tabla 5 Oxford 2003

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Sensory Preferences	
Visual	Learners who learn through visual means as books, video or graphics.
Auditory	Learners who learn through listening and speaking activities as debates.
Kinesthetic (movement oriented)	Learners who learn by doing actual things as building models or moving around the room. They prefer classes in which they can move.
Tactile (touch oriented)	
Personality Types	
Extraverted vs. Introverted	Extraverted learners feel more comfortable working in groups, having debates, playing games or having simulations inside the classroom. They tend to build a lot of relationships, few are deep but mostly they are not. While introverted learners prefer to have more independent and autonomous learning; they feel more comfortable working in groups if they know well the people with whom they are working with. The relations they build are few but deep.
Intuitive random vs. Sensing sequential	Intuitive random learners are more likely to predict the future and create hypothesis therefore the abstract thinking is enjoyed. Sensing sequential learners focus on the now, they are oriented to the present and prefer to know where the learning is going to.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Thinking vs. Feeling	Thinking learners usually want to be perceived as competent but they do not praise easily. Also, they are very straightforward even if they hurt people's feelings. Feeling learners value their classmates; they tend to be very respectful with others and like to be respected as well. Also They show empathy through words.
Closure-oriented/judging vs. Open/perceiving	Closure oriented learners prefer working with deadlines and plan ahead of doing, they also like specific tasks. They are constantly looking for clarity as soon as possible. Open/perceiving learners do not like deadlines and enjoy discovery learning which is " <i>picking information in an unstructured way.</i> " (Oxford R. L., 1994) They view their learning process as an enjoyable activity rather than just tasks.
Desired degree of generality	
Global or holistic	Learners who like to find the main idea, predicting what will happen and avoid breaking ideas into parts. They like to interact.
Analytic	Learners who prefer details and logical analysis, and tend to break big concepts into units. They like to work on grammar and avoid

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

	communicative activities.
Biological differences	
Biorhythms	Refer to the times of a day when a student feel more comfortable to study.
Sustenance	Refers to the need of food and drink a student might experience while studying.
Location	Refers to the actual place where a learner studies. <i>“Involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs.”</i> (Oxford R. , Language learning styles and strategies: an overview, 2003, Pg. 7)

Tabla 6 Oxford 1994 and 2003

Learning styles present a different perspective to standardized education, where the teacher is able to identify the different personalities there are inside a classroom. As they get to know their students better, they can present in a much effective way a demanding topic as literature is. Learning styles provide the opportunity to create new material that will suit the needs of different students.

Working with learning styles is not a matter of doing in one class material for all the different learning styles, but throughout the semester to be able to face literature with different activities that involve all students, instead of just presenting the literature as something that will be just read and evaluated.

Following this perspective of proposing different activities that will suit the different personalities inside a classroom, Oxford proposes what she calls Learning strategies. In the following section the reader of this investigation will be provided

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

with different literature activities that can be done with respect to the strategies Oxford (2003) proposes.

8.4. Learning Strategies

As mentioned before, strategies are important matters when teachers are dealing with literature inside an EFL class. Most of the time they make easier the teachers' practices since they offer different ways to approach EFL content, such as literature.

Oxford (1990) proposes a set of strategies which are the specific actions each student takes to learn better the language. She divides them in two groups. Direct ones which "*directly involve the target language [and] require mental processing of the language*" (Oxford R., 1990, pg. 37) and indirect ones that "*support and manage language learning without directly involving the target language.*" (Oxford R., 1990, pg. 135)

The following is the list of direct strategies Oxford presents in her works. Only direct strategies are presented since they are more conscious actions than indirect strategies. Some activities to foster strategies while using literature in the EFL class are explained below. The examples of activities given were proposed by the author of this investigation, though the names of each strategy were taken literally from Oxford's works.

Direct Strategies

- Memory Strategies
 - Creating Mental Linkages
 - *Grouping*: "classify language material into meaningful units" Oxford, (1990 pg. 40) making it easy to remember. For example a learner can create a group of words according to the topic (when reading urban novels, all words referring to different building in the city), this can be made by using different colors to differentiate them.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

- *Associating/elaborating*: relating new knowledge to content that is already in the memory. “Associations can be between two things, such as bread and butter.” (Oxford, 1990, pg. 41)
- *Placing new words into a context*: refers to the use of these new words in a conversation or a written text.
- Applying Images and Sounds
 - *Using imagery*: relating language information to a visual context, either in the mind or an actual drawing. When teaching literature, teachers can use paintings of the same period of time and country to show how this two were related. In example when reading Wuthering Heights, teacher can show students the painting Wanderer above the Sea of Fog and make students relate what they are reading with the image.
 - *Semantic mapping using keywords*: This refers mainly to learners who are more visual since the main purpose of this strategy is to arrange words with lines or arrows.
 - *Representing sounds in memory*: this strategy can be best developed with auditory students because the idea is to remember the word and its meaning by the sound it makes. When reading literature, reading out loud would be very useful to promote this strategy.
- Reviewing Well
 - *Structured Reviewing*: This strategy refers to a type of reviewing known as “spiraling” as the student goes back to what he has learned. It is divided in periods of reviewing: “10 minutes after the initial learning, then 20 minutes later, an hour or two later, a day later, 2 days later, a week later and so on.
- Employing Action
 - *Using physical response or sensation*: this mainly refers to “physically acting out a new expression”. (Oxford, 1990, Pg. 43)

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

- *Using mechanical techniques:* This strategy makes the process of learning tangible, with techniques such as using cards with the words students are learning which are organized in one stack as “new knowledge”, but then when learners already know the information they put those cards in a new stack, making visual the learning process.
- Cognitive Strategies
 - Practicing
 - *Repeating:* when using literature specifically poems or plays this a great strategy to use with auditory students.
 - *Formally practicing with sounds and writing systems:* as the above strategy this would be a useful tool with auditory students, as well as with linguistic students who will enjoy writing the new words.
 - *Recognizing and using formulas and patterns:* this is mainly a grammar strategy which refers to the tenses formulas (I eat, I ate, I am eating, etc.)
 - *Recombining:* this strategy refers to the creation of sentences from phrases.
 - *Practicing naturalistically:* This strategy would be mainly use a literature class, in which learners will be practicing what they have already learned from the language in an authentic way. In the case of literature books will be the tool they use.
 - Receiving and Sending Messages
 - *Getting the idea quickly:* This, as well as other strategies, is well applied in a literature class because it refers to can or skim a text in order to get the main idea quickly.
 - *Using resources for receiving and sending messages:* “using print or nonprint resources to understand incoming messages or produce outgoing messages”. (Oxford, 1990, Pg. 45)

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

- Analyzing and Reasoning
 - *Reasoning deductively*: top-down strategy, from general to specific.
 - *Analyzing expressions*: determining the meaning of new expressions in target language. Using morals of fables, learners can guess what they mean.
 - *Analyzing contrastively (across languages)*: “comparing elements such as sounds, vocabulary and grammar [...] to determine similarities and differences.” (Oxford, 1990, Pg. 46)
 - *Translating*: this is a strategy that in a literature class can be used to compare how different editions, from different countries, have changed the words, and see if maybe the meaning has been changed. Also, it will help learners when they are working with ancient literature to have the opportunity to see in their own language what they are reading.
 - *Transferring*: “directly applying knowledge of words, concepts, or structures from one language to another.” (Oxford, 1990, Pg. 47)
- Creating Structure for Input and Output
 - *Taking notes*
 - *Summarizing*: see for further information on strategies to make summaries Ronald Carter – Linguistic Models, Language and Literariness: Study strategies in the teaching of literature to foreign students.
 - *Highlighting*
- Compensation Strategies
 - Guessing intelligently
 - *Using linguistic clues*: learners use their native language in order to understand the meaning of an expression. Oxford gives an example between English and French, but for the purpose of this investigation in which the native language is Spanish, I will adapt the example from

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

French to Spanish. In the expression *association sans but lucrative* the learner is able to identify the words (association and lucrative) both in English and Spanish. The word *sans* is similar to *sin*, and the final word *but* can be taken through context, since we use almost the same expression in Spanish: *asociación sin ánimo de lucro*.

- *Using other clues*: this other clues refer to non-linguistic clues that learners use in order to guess the meaning of written or auditory material. They might come from different sources such as “knowledge of the context, situation, text structure, personal relationships, topic, or ‘general knowledge’.” (Oxford, 1990, Pg. 49 - 50)
- Overcoming limitations in speaking and writing
 - *Switching to the mother tongue*: using the mother tongue when learners do not know the word. For example: I am feliz. Or “adding word ending from the new language onto words from the mother tongue”. (Oxford, 1990, Pg. 50)
 - *Getting help*: asking for help by hesitating or by asking directly.
 - *Using mime or gesture*
 - *Avoiding communication partially or totally*
 - *Selecting the topic*: learners select the topic of a conversation in order to feel comfortable with it.
 - *Adjusting or approximating the message*: “saying something slightly different that means almost the same thing.” (Oxford, 1990, Pg. 50)
 - *Coining words*: “making up new words” (Oxford, 1990, Pg. 50)
 - *Using a circumlocution or synonym*: “for example, ‘what you use to wash dishes with’ as a description for dishrag”. (Oxford, 1990, Pg. 51) This is an example of circumlocution.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

8.5. Age

The last section of this theoretical framework has to do with one of the topics mentioned by the authors which is the age. Though many times it is not considered, when selecting texts is important to know the student's likes and interests, as well as their age. In the following section it will be exposed how the age directly affects the likes, the perceptions of the world and the interest of the individuals. Adolescence and early adulthood will be exposed since a survey conducted in the last three levels of Low Advanced English showed that the population's age varies between 17 and 26 years old. It is important to know the population because BADML English teachers' practices are addressed to it.

Adolescence

The adolescence is a period considered to take place between 12 years until 19 or 20 years. According to Piaget (1994), in this stage humans develop formal thought which is a thought that presents a major difficulty than the concrete thought, presented throughout childhood. It is seen as a thought of second order; this was explained by Piaget (1994) as the ability to think beyond the things that a person can see. In other words, this means to abstract think or think in hypothesis rather than the actual propositions of language; to think in ideas, rather than things.

Following the previous idea, Piaget (1994) describes also the affective development of adolescents, in which they use this 'hypothetic – deductive' thought to make a living plan. This explains why adolescents think the most in changing the world. Most of them are uncomfortable with the actual society hence they create discussion groups in which they share their ideas with peers (Feldman, 1997), and so, very often, adolescents look for spots of time to share with their friends and classmates which is the most important part of their affective development.

In terms of schooling, as adolescents get to this new thought in which they have to deal with more sophisticated material, their grades seem to decrease. But there is

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

not a clear reason for this as indicated by Feldman (1997). He suggests, on the contrary, that this decline might be due to the way in which teachers grade students, as they grade older students more stringently, though students remain in the same stage of cognitive development as the younger ones.

Following the previous concepts of schooling, Philip Rice (2000) proposes that during adolescence teachers should allow students to participate in discussion groups and to have a social exchange with their classmates. He also suggests that for potentiating the formal thought students should have the opportunity to have discussions to solve problems or science experiments. Teachers should be willing to give feedback and to help and motivate students in their learning.

Although adolescents tend to share their ideas and time with their peers, Elkind (cited by Feldman, 1997) and Piaget 1994 introduce the concept of *adolescent egocentrism* in which adolescents view the world from their own point of view, meaning that all the ideas they create have as a main character themselves. This leads, then, to what Feldman (1997) described as personal fables, in which some adolescents believe that what they experience is unique and no other person shares what they have been through, also this gives them the idea that they are immune to everything.

Philip Rice (2000) in contrast with the previous authors, who study separately the thought and the behaviors, studies how the adolescent thought affects their personality. The first aspect he mentions is the *idealism*. In which adolescents evaluate all information given to them with their developing reflexive thought, giving them the ability to have a moral reasoning. Since this moment they are able to differentiate what is possible from what it is not, and as mentioned before they start thinking in new “real” hypothesis to change the adult world, attributing to themselves characteristics of saviors of the world. This also leads them into daydreaming very often and many times having vivid images, this leads to a better development of their visual imagination.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Hoffman et al. (1996) propose that the adolescence is the period where all the abilities coordinate themselves and this allows as mentioned before by other theorists to think about the future and create hypothesis.

Early adulthood

The early adulthood takes place between 19 or 20 years until 40 years. This stage was first suggested by Gisela Labouvie-Vief in 1990, who continued Piaget's study about development stages by considering a new cognitive stage which is called the postformal thought defined as follows

“(A) thinking that employs metaphors, confronts society’s paradoxes, and involves a more subjective understanding [...] Such thinking is more flexible; it allows for interpretative processes and reflects the fact that reasons behind events in the real world are subtle, painted in shades of gray rather than in black-and-white.” (Feldman, 1997, pg. 457)

This means that early adults are not just thinking about themselves, and are not criticizing the society they live in just for the sake of criticizing it. They have already found their place in the world, and know that everything has two or more sides. In contrast with adolescents, young adults already know who they are and are willing to take advantage of that for their living plans. That is why Feldman (1997) proposes that at this time, young adults are enjoying the best of their physical, emotional and intellectual abilities.

Kramer (cited by Hoffman et al., 2000) explains that the post-formal thought is easier to evidence after a person is 30 years old, and the author considers three main characteristics: relativism, in which people realizes there is not one absolute truth; contradiction, which is a basic aspect of reality as most things have more than one side that can make it appear contradictory. For example a person can be loving but cold, or strong and weak at the same time. The last characteristic is tha

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

ability to synthesize contradictory feelings, experiences and/or thoughts, being able to integrate them in one context to have the whole picture of the situation.

Labouvie-Vief (cited by Hoffman et al., 2000) proposes that the post-formal thought allows adults to compare and evaluate different point of view and to consider both sides of a story.

Mednick (cited by Feldman, 1997) proposes that the early adulthood is the time when the most creativity is experienced because people are either at the university or starting their professional life which brings them new challenges for which they have to come up with innovative solutions. That is why this period is known as the *achieving stage* “in which intelligence is applied to specific situations involving the attainment of long-term goals regarding careers, family, and societal contributions. [...] The focus of knowledge is the *here and now* instead of the future use of it.” (Schaie cited by Feldman, 1997, pg. 457)

Although, new challenges make life more enjoyable, they also might cause *stress* in young adults’ lives, since some of them might just have started university, others might be trying to adjust to a new city, others might have started a new job, just to mention some situations young adults might go through. In order to have the whole picture of what early adults might face, Feldman (1997) proposes the following chart, which refers to American young adults, but might have a connection with Colombian:

PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS

COLLEGE STUDENTS' PROBLEMS	
<i>Among the most prevalent problems of college students are the following:</i>	
<i>For male students:</i>	<i>For Female Students:</i>
Grades	What to do with their lives
School life	Developing sexual and emotional relationships
Vocational options	Strain from too much work
The future	Grades
Sexual relationships	Adjustment
Peer pressures	Gaining independence
Adjusting to a new environment	Identity
Leaving family for the first time	Pressure from parents
Competition	Peer pressures
Depression	Morals

Tabla 7 College student's problems Source: Feldman (1997) page 471. Original Source: Wechsler, Rohman, & Solomon (1981)

According to Feldman (1997), early adults, in spite of having their abilities at its peak, may not be able to cope with everything they have to deal with, as a result of the circumstances mentioned above.

In terms of schooling, while adolescents get a downfall in their grades, during the early adulthood what happens is that people drop out of college for many reasons. The first one is financial problems as colleges are expensive and many students do not find the resources to continue studying. The second one is some major change that happened such as their marriage, the birth of their child or the death of a relative (Feldman, 1997). The author also mentions that sometimes young adults have problems adjusting to the academic life, which is really demanding and they drop out because they cannot cope with such demands. Whereas dropping college might seem a bad decision, those who ought to do it are then capable to think twice about their goals; and since they might start working they are likely to get a

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

real-life work experience which students in college may have to postpone until they graduate.

Hoffman et al. (2000) explain that the reason for not describing a particular intelligence in the early adulthood is due to the different activities each person does. When individuals are children or even adolescents they are going through an academic environment in which they are getting almost the same information, but in the adulthood each person follows their likes and their passions, while a person might be fixing a car, another might be teaching, therefore describing a specific type of intelligence is difficult.

The description of both adolescence and early adulthood gives a general perspective of what BADML English teachers at the PUJ might encounter in their classrooms. Also, this provides teachers with knowledge to understand what their students may be going through outside the academic environment but most important how students perceive the world and which things they are most interested in each stage.

9. METHODOLOGICAL FRAMEWORK

9.1. *Type of Investigation*

This work follows the second investigation line considered at the BADML at PUJ: “Lenguajes, aprendizajes y enseñanzas, tiene como objetivo investigar las relaciones entre lenguajes, aprendizajes y enseñanzas. Propone como ejes temáticos las apropiaciones de la cultura a través de la enseñanza y el aprendizaje; el bilingüismo, las mediaciones y el diseño de materiales”.³

Qualitative research has been understood by theorists as something in which “Su propósito consiste en “reconstruir” la realidad, tal y como la observan los actores de un sistema social previamente definido.” (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2003). Other theorists have said that “qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices [...] turn the world into a series of representations, including field notes, interviews, conversations, photographs and memos to self.” (Denzin and Lincoln, 2005, pg. 3) Lastly, another definition of qualitative research is that “is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” (Creswell, 2014, pg. 4)

The present work is a qualitative research since through interviews it addresses what the world of BADML English classes is like in regard to literature. This study gathers the practices and perceptions of BADML English teachers have towards literature in order to represent them and understand what is happening in this context.

³ This information was taken from: Pontificia Universidad Javeriana. (s.f.). Líneas de Investigación. Obtenido de sitio web de Departamento de Lenguas: http://puj-portal.javeriana.edu.co/portal/page/portal/Facultad%20de%20Comunicacion/plt_dept_lenguas/L%EDneas%20de%20Investigaci%F3n

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Therefore, this investigation following the qualitative research characteristics gives a description and a *limited exploration* which Stebbins (2001) defines as: “stands out for the explorer’s interest in searching systematically for something in particular. Here, because the explorer knows what to look for, innovation and broad discovery, if important at all, are decidedly secondary goals.” (Stebbins, 2001, Pg. 3).

9.2. Instruments

Since this qualitative research describes what the practices of BADML English teachers are, two different instruments were used. A preliminary survey was conducted to both teachers and students at Low advanced English in order to get a much clearer view about teachers’ perspectives towards the use of literary material to reinforce the language, and what students thought about literature inside their classes. (See Appendices 2 and 3).

This survey was used in order to have some quantitative results in terms of the average age of students, the interest in reading and whether teachers and students find relevant the use of literature in the BADML English classes. This survey justifies the importance of using literature and proceeding with a further study of its proper use in an EFL class. This type of instrument helps “to have a confidence that the sample is not a biased one and to estimate and to estimate how precise the data are likely to be”. (Fowler, Jr., 1984, pg. 11)

Then, this present investigation delves what the English area of the BADML at PUJ is working on in terms of literature. Hence, interviews with the English area coordinator and the reading plan coordinator were conducted (see appendix 3) to find out more information about the reading program being implemented.

Interviews were used as instruments because they offer the opportunity to evidence what individuals think about a phenomenon. “An interview is literally an *inter view*, an inter-change of views between two persons conversing about a

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

theme of mutual interest". (Kvale, 1996, pg. 14) Following this idea, Seidman (1998) points out the importance of using interviews in order to understand the practices inside an educational system. "At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience". (1998, Pg. 3)

Moreover, Rubin and Rubin (2012) characterize the different types of interviews there are. This present investigation works under the Semistructured and Unstructured interviews category, being semistructured interview its main subcategory since "the researcher has a specific topic to learn about, prepares a limited numbers of questions in advance, and plans to ask follow-up questions [...] it encourage(s) the interviewee to answer at length and in vivid detail. (Rubin and Rubin, 2012, pg. 31).

After collecting this information, this investigation went further in finding what teachers at the BA Degree were doing inside their EFL classes with the literary material; therefore open interviews (see Appendix 4) were conducted with them. They talked about their perspectives towards the benefits and problems of literary material inside their EFL classes, the response from students, strategies they had to motivate students into reading and different activities they did to evaluate students.

Finally, the answers from BADML English teachers were compared with the perspectives of different authors regarding literature use in EFL classes. This was done to discover similarities and differences between what theory says and what the practice usually demands from teachers.

9.3. Population

The population addressed in this investigation is 7 English teachers from the BADML at PUJ. Though, this investigation was intended to have all 18 teachers

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

from the program, many issues made that task impossible. This seven teachers represent almost 40% of the whole population.

Most of the teachers interviewed are Colombian, only one of them is foreigner. Finally, the levels in which they teach are the following: elemental, pre-intermediate, low intermediate, intermediate, high intermediate and low advanced. In order to find out in each level what was being done.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

10. ANALYSIS AND RESULTS

In this chapter the findings collected through the interviews with teachers will be analyzed and discussed in the light of theory. All practices and perceptions were taken from interviews with each of the teachers; as well some information was taken from interviews with the English area coordinator, and the reading program coordinator.

10.1. Use of Literature in the EFL Class

In this following section the findings from the interviews regarding the use of literature inside an EFL classroom will be presented. The use of literature inside an EFL class is the core topic of this present investigation since the main objective is to characterize the BADML English teachers' practices in relation to the use of literature.

The authors cited in the theoretical framework provide certain aspects to be taken into account when dealing with literary material. These aspects were contrasted with the BADML English teachers' practices, and the results of such contrast are presented below.

10.1.1. Teachers' relation with literature

Interviews with BADML English teachers showed that most of them do not have a training regarding the use of literature inside the EFL class. Brumfit and Carter (1991) say that a teacher using literature in an EFL class in order to have good practices "will be acquainted or will have had direct experience of practical criticism in relation to the interpretation of literary works" (Brumfit and Carter, 1991, Pg. 2).

Though BADML English teachers do not have training in the use of literature inside an EFL class, many of them took literature classes at their schools and at their undergraduate studies in which they were able to explore literary criticism.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

BADML English teachers do not teach literature in their EFL classes, so having a preparation in the use of literature does not affect their practices right now. Never the less, considering the English Area wants to improve its reading program, it is imperative that at some point teachers start to train in the use of this element so that their students obtain a much more profitable teaching experience.

10.1.2. Literature and language

The interviews held with the BADML English teachers evidenced that they perceive literature as a tool inside the language classroom, which offers students the opportunity to experience the different linguistic structures of the English language and their interaction within a written text. This is similar to what Littlewood (in Carter and Brumfit 1991) and Trengrove (in Carter and Brumfit 1991) say about the importance of using literary material as it encompasses different varieties of the target language and also different features of English.

As well, BADML English teachers concluded that literature both expands the vocabulary of the reader and also exposes him to the different grammatical styles and uses of the language. This perception is similar to what Brumfit and Carter (1991) say in relation to literature, that since it is a fundamental component of a language it should be the main focus of analysis inside an EFL class. In addition, Littlewood (in Carter and Brumfit 1991) says that literature is not different from any other linguistic performance and that it is a construction of different language structures that communicate something, therefore it should be a content in and EFL class.

T6 and T7 say that literature should go beyond the purpose of teaching a language, they agree it has benefits for the language learning, but propose that through literature students can develop their thinking skills. T4 argued that inside a language class it is important to teach the context of the target language, which can be identified through literature. T4 says that without that context there is not an

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

actual language teaching, because that process goes beyond structures to the point of understanding what the author intended.

Regarding the relationship between literature and language, both theorists and BADML English teachers have the same perception, both parties concur that literature should be a main element within the contents studied in an EFL class, being a main expression of language, it is extremely useful as a teaching tool.

10.1.3. Engagement with literature in the EFL class

Findings of the interviews with BADML English teachers suggest that there was no actual engagement with the books worked in class, many times teachers just presented the titles and told students when the reading comprehension quizzes would be held. To some extent this is similar to Brumfit and Carter's critique since teachers seem to be leaving learners to: "catch the ability to read [...] in fairly random way". (Brumfit and Carter, 1991, pg. 22)

T3 before reading the book showed students the movie adaptation for example. Though Vargas and Aristizabal (2012) debate that adaptations of books through movies lose what the author intended, in this case a comparison between the book and the movie could create interesting classroom situations to discuss similarities and differences between them. T4 uses other strategies such as relating the book to students' context and reality comparing some aspects of the book with the actual situation of Colombia. Ríos and Valcárcel (2005) follow this tendency as well, these authors emphasize the point that motivation and involvement begin when connections between the book and the immediate context are created, as T4 mentioned.

T6 uses mainly two strategies to engage students with literature. The first one deals with integrating literature with other contents of the subject such as grammar, so that students have tools to read the book and when discussing they feel more comfortable. This relates to what Gómez (2012) found in his research where

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

students felt more comfortable discussing about the book when they had previous exposure to the material. The second strategy T6 uses is to make students reflect upon the content of the book in order to develop the “affective aspect”. In this regard, T4 and T5 express that when reading literature affective relations with the characters are developed, since personal experiences can be related to the characters’, and new points of view about the world can be presented and discussed. T4, T5 and T6’s practices seem to coincide with what Ríos and Valcárcel (2005) say about the relation that could arise between readers and characters. Following this idea T6 explains that though written monologues from the character’s perspective students can develop affective relations with the book.

In terms of engagement, results suggest that there is a lack of getting students interested through the first moments of contact with a book. BADML English teachers do not have time to present in a much broader way the author and the social and historical aspects of the book and the time when it was written. However, some of them are able to make their students build relations and get engaged with the books through activities performed during the semester.

10.1.4. Selection of texts

According to the interview held with the literature reading program coordinator, the main literary components of the program are classics which seems to oppose Brumfit (in Carter and Brumfit 1991) thesis, which points out that texts should be selected according to students’ needs, instead of tradition or teachers’ interests. In addition, some of the literary material used by BADML English teachers is mainly an adaptation from the original versions. That choice seems to contradict what Gómez (2012) says in relation to the use of authentic material as a mean to enhance the intercultural communicative competence and to give students the opportunity to immerse in the real life language. As well, it opposes what Aristizábal and Vargas (2012) proposed in terms that adaptations lose the intention of the author.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

From the interviews conducted with the BADML English teachers, some of them selected the books according to a semantic field of their own choice. In that regard, Brumfit (in Carter and Brumfit 1991) affirms that texts should not be selected according to teachers' interests, to which Ríos and Valcárcel (2005) add that reading materials should be selected taking into account students' likes, needs, interests and age.

Some other BADML English teachers from the BADML program said that texts should be selected according to students' language level and age, coinciding with Ríos and Valcárcel (2005). However, those teachers ended up selecting five books by one same author, giving students the chance of choosing one out of those five books proposed.

Finally, T6 and T7 had practices that relate more to what the previous authors have said. They did not follow tradition, instead they selected contemporary books mainly for two reasons: the first one was that they thought that books were related to student's context and, the second because students asked to read contemporary materials because they were tired of the classics.

While some BADML English teachers in their practices are starting to consider different criteria for the selection of texts such as students' interests and likes, as well as authenticity; it seems that the English area is still making a selection based on tradition.

10.1.5. Methodologies for the use of literature inside an EFL class

The interview conducted with the literature reading program coordinator at BADML concluded that there were no specific guidelines that teachers should follow when using literary material in their classes. BADML English teachers in the interviews agreed as well that they do not follow any guidelines either from the English area, or from any author. Long (in Carter and Brumfit 1991) also says that the teaching or use of literature inside an EFL class lacks a methodology and that mostly they

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

replicate what they have experienced, as it is happening with BADML English teachers.

Regarding the situation presented in the previous paragraph, interviews with BADML English teachers showed that they had to create their own activities and material: to introduce the book, to check the students reading, to evaluate the reading, etc. guidelines in reference to activities so that they could present the books, check if students read and evaluate the reading process. Carter (in Brumfit and Carter 1991) says that since there is a lack of a consistent methodology, teachers have to build their own activities when they work with literature in their classes.

In terms of methodologies from theory and practices it can be evidenced that there are not specific guidelines to use literature inside an EFL classroom. The authors presented some examples of methodologies teachers can follow in order to have profitable classes in terms of reading literature, but it is the teachers' choice as mentioned by the coordinator of the department.

10.1.6. Response towards literature

Long (in Carter and Brumfit 1991) as mentioned in the theoretical framework introduces the term response which is mainly the interaction between the teacher and the student towards the literary text. He says that there should be a response, positive or negative, in order to create interesting classrooms situations.

In terms of response BADML English teachers said that most of it was positive. That it depended on factors such as the period of time when it was written because students tend to prefer contemporary literature instead of classics. Also, T3 and T4 agree that having a purpose to read results in a better response since students get motivated to fulfil a certain task. Finally, T7 (2014) said that the student's response was better when there was authentic material instead of adaptations.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

The response from students tends to be good, but teachers still need to motivate them more in order to get a much wider response from them. Many of them are not working the books during the semester, the responses they talked about were of the first impressions they got from students. On the other hand, teachers who are working with literature throughout the semester were able to give a much more truthful answer regarding their classes' response.

10.1.7. The need of historical background when reading

Interviews showed that there are two sorts of BADML English teachers, on one hand some of them give general information about the author and the books; they make brief presentations with relevant features at the beginning of the semester. Short and Candlin (in Brumfit and Carter 1991) critique the practices where generalized information is taught because it tends to mistaught and overstress culture by creating misconceptions and stereotypes.

On the other hand some BADML English teachers, mostly those using contemporary books, did not present a cultural background arguing that the context was closer to the reality of students than theirs. In terms of contemporary materials the time does not matter, what matters as Trengrove (in Carter and Brumfit 1991) explains is the colloquial language implied in the book which can be understood when there is knowledge of the historical background. In this particular case, BADML English teachers referred to The Harry Potter series. Without historical knowledge about the school system in England, students could not be able to understand the implications there are when Harry Potter characters were divided in houses.

T3 in an effort to approximate students to the context made them investigate about the semantic area the book was about, and also about the author. In terms of the author Short and Candlin (in Carter and Brumfit 1991) propose that information about the author is useless since many times the book can be read without any information about the author.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

T4 usually when presenting a book starts by giving general information about it and its context and then goes deeper into particular social situations so students take a glimpse of the whole picture. Short and Candlin (in Brumfit 1991) agree that an exposition of small scale social facts referring to traditions and behaviors before reading a book is necessary in order to have a better understanding of the book.

In terms of historical background, findings suggest that despite some teachers present the book along with its cultural and historical background, and make students aware of the target culture; many others do not relate the book with what it may represent in terms of culture and history.

10.1.8. Literature, communication and understanding of other cultures

BADML English teachers agree that literature offers a contextualization of cultures and periods of time. T4 said that literature refers to culture, history and people which provide students with different points of view of the world. T5 agrees on the same idea and adds that besides seeing the world from another's eyes, literature offers the opportunity to see the cultural aspects which are always part of stories. T6 says that literature is a door that allows you to enter into other cultures and learn from the world, as well as it teaches cultural, social and political aspects. Finally, T7 says that literature besides giving a general contextualization, offers characteristics of specific historical moments of the country where the book and the author were from.

All these perceptions BADML English teachers have towards literature agree with what Gómez (2012) said in relation to this topic. He points out that literature portrays how different people from different cultures interact and behave; this gives clues about the culture they live in.

Most of the BADML English teachers seem to understand the relationship there is between literature and culture, and in their perceptions they seem to ratify the

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

relation. As well, in their practices they try to make students aware of these characteristics, which every book exposes.

10.1.9. Reading literature and other language skills

This section is intended to inform about the BADML English teachers practices regarding literature use inside their EFL classes to improve the four language skills (reading, listening, speaking and writing). Ríos and Valcárcel (2005) as well as Hismanoglu (2005) give a set of strategies and activities which can be performed inside an EFL class using literature.

The authors above give a light in terms of which activities can enhance the other language skills when literature is being used inside an EFL class. This investigation wants to inform which practices are being used by BADML English teachers. Below you can find a table which illustrates the skills that each teacher enhances in his or her class with the use of literature.

	Reading	Listening	Speaking	Writing
T1	X		X	
T2	X	X	X	X
T3	X	X	X	
T4	X			X
T5	X			X
T6	X	X	X	X
T7	X		X	

Tabla 8 Language skills used by BADML English teachers

The table above evidences that the skill which is mostly worked, besides reading, is speaking since they tend to evaluate students orally in order to make them produce content from what they have read, for example express their feelings about a specific scene or give precise information about a character or an event that took place in the book. Writing is worked when teachers ask students to work

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

on alternative endings, to work on personal responses to the book and in formal quizzes where they are asked to do summaries of the chapters read or answer open questions teacher asks. Finally, listening is the skill least worked on, since only three teachers do round tables, dramatizations, and other activities which demand students to listen to others.

To sum up, although several language skills are promoted by using literature, all skills are not worked in all classes, and teachers tend to use always the same skills such as reading and speaking.

10.1.10. Reading as highly skillful ability

Bassnet and Grundy (1993) say that literature is a highly skilful language usage which demands students to use different cognitive processes. In this section this investigation wants to inform about the perceptions BADML English teachers had towards this asseveration.

First, BADML English teachers were asked which language skills they considered to be the most difficult to teach and second, if they considered teaching reading literature a demanding aspect to be taught. For the first question the answers varied; writing and listening were placed as the toughest ones, followed by reading and speaking at the end. This shows that BADML English teachers do not find it very demanding to teach reading, which may evidence why they prefer to work on the other abilities since they regard them as more challenging.

For the second question there were mainly two points of view, teachers who regard literature as a fun activity, which students like and enjoy and answered that any person is able to read. The other point of view, presents literature as a domain that requires high thinking skills since it entails student's interpretation as it is not explicit. T4 and T7 said that when reading literature, students need to read between the lines in order to get the meaning; students have to place themselves in the shoes of another person who can be either the author or a character, and

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

they need to start making relations in order to understand the world that the literary material presents.

To summarize, BADML English teachers do not see the process of teaching reading as something that is too demanding for them or for students, which may be the reason why they do not work with literature inside their classes. However, in terms of the use of literature, opinions were divided between what literature is and its purpose.

10.2. Multiple Intelligences

Though there was no evidence that teachers were using Gardner's (1993, 1999) theory about Multiple Intelligences purposely, and though formal evaluations are still used in order to see if students read or not, the data gathered showed that 6 out of 8 teachers are doing different activities to evaluate the process of reading literature.

Multiple Intelligences bring to the table a different perspective of what students are, and about intelligence itself. This theory proposes that each individual has his/her own strengths when learning. This theory gives the opportunity to see reading literature as something that can be exploited in other ways than just reading.

The following table shows what intelligences are being used by each BADML English teachers through the activities held in their classes, it is important to clarify once again that there was no evidence that teachers were doing these activities with the purpose to work on the theory of Multiple Intelligences:

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

	T1	T2	T3	T4	T5	T6	T7
Musical				X			
Bodily Kinesthetic		X	X	X		X	
Linguistic	X	X	X	X	X	X	X
Spatial				X			
Interpersonal		X	X	X			

Tabla 9 Multiple intelligences findings

Since the BADML is a context in which language is mainly used, most of the teachers explore the linguistic intelligence as they make their students receive or produce language.

The interviews showed that only half of the teachers have introduced in their classes activities that vary from formal tests and require the use of different intelligences. T2, T3, T4 and T6 use in their classes group work to do activities regarding the literary material; the activities they use are listed below:

- Round tables were students share their opinions about the book, and were they were asked some reading comprehension questions.
- Dramatizations of scenes or chapters of the book which students really like.
- Dramatizations of interviews with the characters or the author.
- Photographs were students showed the scene of the book they liked the most, portraying the clothes, the decoration and facial expressions of the characters that were on that scene.
- Using material about teaching literature in order to build a micro-teaching experience where students had the opportunity to teach a part of the book to another group of the same English Level.

Finally, T3 and T4 explore the Bodily-Kinesthetic intelligence through the use of dramatizations were students are able to move around the classroom. Although there is evidence that different intelligences are being used inside the classroom,

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

as mentioned before there are not facts that show that teachers are using these activities with the purpose of working on this intelligences.

The only teacher who used a different type of intelligence (musical and spatial) was T4. In terms of musical intelligence T4 affirmed that students need different stimulus when reading literature and that if there was a relation between the book and a song it would definitely bring into the classroom; in terms of spatial intelligence when students were asked to portray a scene of the book through the use of photography they needed to use their spatial intelligence to incorporate all the elements requested to portray the scene.

Finally, although teachers are not purposely working on the intelligences the different activities they incorporate in their classes tend to involve different intelligences. Linguistic intelligence and Bodily Kinesthetic were the ones used the most, but teachers were able to introduce activities which involved half of the intelligences Gardner (1993 and 1999) proposes.

10.3. Learning Styles and Strategies

The second aspect of this investigation deals with learning styles and strategies. Despite, findings showed that teachers are not looking to potentiate learning styles and strategies, they tend to advice students on which styles and strategies are suitable for them when reading literature. Most of BADML English teachers talked about their own experience when using some of the styles or strategies.

Learning Styles

First, we will deal with learning styles taking into account the activities BADML English teachers use in their classes. Those activities will be characterized in one of the different styles that Oxford (1994, 2003) proposes.

Styles are important because they consider each individual that participates inside a class. They provide teachers with a different perspective about the students they

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

have and allow them to create activities which will involve the different styles that can be found inside their language classes.

The table below shows which of these styles are being used by each of the teachers.

	T1	T2	T3	T4	T5	T6	T7
Visual	X	X	X	X	X	X	X
Auditory	X	X	X	X	X	X	X
Kinesthetic – Tactile		X	X	X		X	
Extraverted		X	X	X		X	
Introverted	X		X	X			
Feeling				X		X	
Closure Oriented	X	X	X	X			
Open Perceiving						X	X
Biorythms						X	X
Location							X

Tabla 10 Learning Styles findings

The results were taken from the activities teachers make to introduce the book, to work on the book during the semester and finally to evaluate students. There were not specific questions about what styles do they privilege, but teachers told about most of the activities they did in relation to the book.

All teachers coincide at visual and auditory styles, since the literary material is written and many of them ask students to look for specific vocabulary or specific aspects in order to perform the activities. The auditory style relates more to the introduction of the books in the classroom, most teachers did presentations or talked about the book, the author and the context before students started reading. Also, auditory refers to teachers who engage their students into dramatizations or group works in which they had to perform something in front of the classroom,

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

since students who are not in front of the class are listening to input provided by their classmates.

T2, T3, T4, and T7 explored the kinesthetic and tactile styles through dramatizations since students were able to move around the classroom as well as they acted out the expressions and movements of the characters they were impersonating.

As well, they work on the extraverted style by making group work with activities such as dramatizations, round tables, etc., where students need to cooperate and interact with their classmates in order to develop a communicative product. T1, T3 and T4 asked their students to perform certain tasks alone, characterizing some vocabulary according to the semantic area where they belonged (finding words in a book and doing a list of them), research about the author or about the book. These types of activities suit better the introverted students who find it easier to perform tasks by themselves than working on a group or having to perform something in front of everyone.

T4 and T6 in regard to the feeling style worked on relating students with the characters of the stories or novels they were reading, T4 during discussions tries to put students into the shoes of the characters and to reflect upon the things that happened to them. T6 encourages students into searching for the main characters of each chapter and then chose the one they most liked and write a monologue about the character's experiences and feelings throughout the chapter.

Most teachers worked with strict deadlines and give the objectives of the activities and their expectations since the beginning, this works better with closure oriented students. While T6 though having a final due date, during the semester was not pushing their students to read and let students read at their own pace, without being punitive if they did not read. This final strategy suits better Open-Perceiving students which work better without deadlines.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

In regard to the biorhythm style T6 told students to read in the mornings because they will be more awake, this teacher clarifies that this advice does not come from theory but from personal experience. T7 recommends students to find the time of the day that suits better for their reading purposes, and also explores the location style that besides finding the right hour they need to find the right place to read literature.

Most of the styles collected, as mentioned before, come from activities teachers do in class, but also many of them said that when using literature they try to incorporate what has worked for them. Although the results show that many styles were used, still there is a vast majority of teachers that continues to use traditional practices when using literature inside a classroom.

Learning strategies

The next topic has to do with learning strategies proposed by Oxford (2003). As mentioned in the theoretical framework strategies are personal. Despite being personal, BADML English teachers were asked what strategies they personally used when reading and which ones they recommended their students to work on.

Strategies give students certain practices that will help them to get along more easily with the tasks they have to fulfill in their classes. The strategies that were collected were the ones used when reading in foreign language that may benefit students.

As mentioned in the theoretical framework strategies are divided between direct and indirect. Indirect strategies refer to the unconscious actions which a learner does in order to learn a language. As they are not conscious, neither students nor teachers are aware of them, therefore I will work only with direct strategies which can be identified more easily.

The following is the list of direct strategies that teachers usually advice their students to use when reading literature.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

	T1	T2	T3	T4	T5	T6	T7
Scan	X						
Skim	X						
Predict the content	X						
Making relations	X		X				
Highlight	X		X				X
Taking notes				X			X
Get meaning from context						X	
Underline							X
Asking questions to others							X

Tabla 11 Learning strategies findings

As mentioned before strategies are personal, each person through their life discovers what suits better for him or her, that is why results in this section are very heterogeneous. Each teacher transmits what his/her own experience has demonstrated to work. While most of them use at least one strategy, two teachers who by chance are the ones who read literature constantly, did not use any strategy, they said that they just read for pleasure and they told students to do so.

The strategy they use the most when reading literature is highlighting main ideas or sentences which they liked the most. Other teachers prefer to scan the first pages to get an idea and then predict what might happen, or predict what the story is about. Finally taking notes is also used to write what they think about the book or reflect upon what they feel about.

Is relevant to mention once again that strategies are personal choices, and though they can be taught and encouraged inside a classroom, each student works with the ones he / she prefers.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

10.4. Important Considerations

In order to conclude the analysis discussion, this section will deal with two issues that teachers commonly have to face. The first is in terms of the age and the second of time.

The age issue is not that visible, but as shown in the first part of the theoretical framework, though the last part of adolescence and early adulthood are not that different they present several differences. Teachers at BADML have to deal with that transition which may not always seem that it exists. Actually, when teachers were asked if they thought that age affects the reading process almost all of them said that it does not. Even some teachers said that the gap at university is not that big. This last comment is true, the gap between ages is not big at all, but their mental and affective development is.

T6 said that using literature inside the class was not a problem unless students' ages were mixed. T7 mentioned an experience that happened in one of the courses, which was that the course was very young and they were not able to make any connections between the book and their context, that was because they did not read news, but then with a different course which was a bit older they brought up some concerns about the world.

Piaget (1994), Mednick, Schaie, etc. (cited in Feldaman 1997), mentioned that during adolescence people are more likely to be interested in making social relations and being with peers than any other matter, while young adults are able to start thinking in what they need in order to have stability, which might lead them to get interested in the world.

The second aspect has to do with time issues and the use of literature; many of them agree that they do not have time to use literature inside their classrooms since the program requires them to work on many different things; in order for them to use it they would have to take something out of the program. This makes

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

literature to be a second hand activity that is not worked along the semester, but just in some specific activities. However, this is not the complete face of the problem, because there are other teachers who claimed that they use of literature as much as they can to relate content and to work on different activities.

Since teachers are able to choose whether to use literature inside their classes or just leave it for students to do it by themselves, they do what they feel more comfortable doing. Unfortunately, the ones who chose not to use it in their classes are losing an important material which could help them with all the other tasks they are asked to perform as all this document has shown.

Finally, some teachers in their responses mentioned that reading literature is difficult because students have many flaws in their target language that are transported to the target language. Also, T1 mentioned that Colombian students do not read, so they do not have the habit of reading and when exposed to literature in a foreign language they are not able to cope with it.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

11. CONCLUSIONS

After conducting an analysis with the practices and perceptions that BADML English teachers had towards the use of literature in their language classes, some important aspects could be identified.

Through these interviews it was shown that teachers since they do not have formal training in the use of literature to teach a second language they bring to their classes activities that they experienced as learners and which worked for them.

Literature is a tool to teach language inside an EFL classroom but teachers since have many things to do during the semester are no able to work appropriately on literature, therefore they suggest that there should be a language class and a literature class in order to do both things right.

Many times because of time matters it is not possible to make and accurate presentation about the book, therefore the first engagement with the book is lost. However, the teachers who are able to find time to engage students with the book go further to the point of making students build a relation with it.

A positive aspect was that all teachers are using literature through the semester, and that many of them have decided to use authentic material instead of the adaptations proposed by the department. I say it is positive because they are giving students the opportunity to face real language. Nevertheless, the selection the English area is doing most of the time does not meet the the likes and needs of students because it is biased by tradition.

Although, teachers seem to identify literature as a tool in the language classes that brings different aspects of culture and that can be 'exploited' in different ways, they are not using literature as much as they could since they have many things to work on during the semester.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Another important fact is that most of them regard literature and reading as something that has no connection with the other abilities. They tend to use literature with a reading and sometimes a cultural purpose but they do not go further on viewing literature as something which can potentiate the language learning in different aspects.

In terms of multiple intelligences and learning styles and strategies when using literature, there was not a clear intention into working on those, but the activities proposed by some of them helped students to explore their personal likes by doing dramatizations, round tables and even photography.

Students in order to have a much more pleasurable time when reading and to take the most of it should be acquainted with the historical background of the book as well as the author, they have to be related with the small-scale social facts that happened and make the book come to life. They need this type of information to relate with the book and its characters, and results showed that teachers are not giving their students a rich engagement; teachers are not leading the process of reading, because as mentioned before reading has become a second hand activity.

Finally, another positive aspect is that many times reading and literature are considered very challenging so they are left behind, but teachers at BADML evidenced that there are other skills which are more demanding, so reading would be an activity much more easier to introduce and to teach.

12. PEDAGOGICAL IMPLICATIONS

First it is important that teachers have some relation with literature, either as learners of it or to have had formal training in teaching literature inside language classes.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Second, the texts in the reading program which the English area presented should be selected according to the level, needs, authenticity and if possible interests of the students instead of following tradition or selecting adaptations from the classics.

Third, BADML English teachers need to see the language learning as a whole, not separated by abilities, in this way they could build up more activities in order to improve all four skills and take advantage of all the material that literature could offer to their EFL classes.

Four, in terms of multiple intelligences, learning styles and strategies, BADML English teachers should be able to see that each student is a different universe; each student has their own strengths and weaknesses, and the activities they propose should engage all of them.

Finally, it would be profitable for the BADML if further investigations could collect all practices and perceptions from BADML English teachers as well as if they could observe how the use of literature is dealt with inside the EFL classes at BADML.

13. LIMITATIONS

This investigation had two main limitations. The first one was that this investigation was planned to gather the practices and perceptions from all the teachers that are currently teaching English at the BADML. However, due to the lack of knowledge about the proper way to obtain the permission, there was a delay to obtain the information.

It would have been important if in the previous courses of investigation the correct procedure to ask for permissions was presented. This in order that in the moment of doing the actual research things as not doing the correct procedure to get permissions does not delay the process of obtaining results.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Due to the problems mentioned above it was not possible to collect all interviews from BADML English teachers hence I worked only with seven BADML English teachers whose practices and perceptions are used in this work. As there was a delay to obtain these interviews the decision to contact teachers who teach 'Inglés de servicios' at PUJ was made. I conducted four interviews with them and one with the director of 'inglés de servicios', but literature was not part of their program and they did not use it.

The second is that it would have been interesting to observe what teachers were actually doing inside their classes, but because of time issues and since they do these activities sporadically it was not possible.

PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS

14. BIBLIOGRAFÍA

- Agray, N. (2000). Cuentos cortos suramericanos en la enseñanza de ELE.
- Ariztizábal Ceballos, D., & Figueroa Vargas, J. (2012). Aproximación fenomenológica a la tertulia literaria y sus implicaciones didácticas.
- Bassnett, S., & Grundy, P. (1993). *Language through literature*. England: Longman.
- Carter, R. A., & Brumfit, C. J. (Third impression 1991). *Literature and language teaching*. Hong Kong: Oxford University Press.
- Coordinator, R. P. (2013). About the reading program. (N. Schmidt, Interviewer)
- Erikson, E. (1968). *Identidad, juventud y crisis*. Buenos Aires: Ediciones Hormé.
- Erikson, E. (1970). *Childhood and Society*. England: Penguin Books.
- Feldman, R. S. (1997). *Development across the life span*. New Jersey: Prentice Hall.
- Gardner, H. (1993). *Inteligencias múltiples: La teoría en la práctica*. Barcelona: Ediciones Paidós.
- Gardner, H. (1999). *La inteligencia reformulada: Las inteligencias del siglo XXI*. Barcelona: Editorial Paidós.
- Gómez, L. F. (2012). Fostering intercultural communicative competence through reading authentic literary texts in an advanced colombian EFL classroom: A constructivist perspective. *Profile*, 49 - 66.
- González Muñoz, D. (2009). *Estrategias de aprendizaje para el desarrollo de la producción oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana*.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2003). *Metodología de la Investigación*. México D.F.: McGraw-Hill.
- Hismanoglu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies Vol. 1 No. 1*, 53 - 66.
- Hoffman, L., Paris, S., & Hall, E. (1996). *Psicología del desarrollo hoy. Volúmen 2*. Madrid: McGraw Hill.
- Oxford, R. (1990). *Language Learning Strategies: What ever teacher should know*. United States of America: Heinle & Heinle Publishers.
- Oxford, R. (2003). *Language learning styles and strategies: an overview*. GALA.
- Oxford, R. L. (1994). *Style Analysis Survey*. Retrieved from University of Alabama.
- Philip Rice, F. (2000). *Adolescencia: desarrollo, relaciones y cultura*. Madrid: Prentice Hall.
- Piaget, J. (1994). *Seis estudios de psicología*. Editorial Labor.
- Pontificia Universidad Javeriana. (n.d.). *Facultad de Comunicación y Lenguaje*. Retrieved from Licenciatura en Lenguas Modernas: http://puj-portal.javeriana.edu.co/portal/page/portal/Facultad%20de%20Comunicacion/plt_lice_lenguas/Presentaci%F3n
- Redondo, J. (2012, Noviembre 20). Currículo de Lenguas. (N. Schmidt, Interviewer)
- Ríos, S. R., & Valcárcel, A. M. (2005). Reading: A meaningful way to promote learning English in high school. *Profile*, 59 - 72.
- Rodríguez, L., & Silva, J. (2013). El docente como mediador en el proceso transaccional de lectura de textos literarios de L2: Un estudio de estudio

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

multicaso en los colegios Fundación los Portales y Colegio Colombo - Hebreo de Bogotá.

Seidman, I. (1998). *Interviewing as Qualitative Research: a guide for researchers in Education and the Social Sciences*. New York: Teachers College Press.

Stebbins, R. A. (2001). *Exploratory research in the social sciences*. California: Sage Publications.

T4. (2014, 04 28). Interview 4. (N. Schmidt, Interviewer)

T6. (2014, 04 28). Interview 6. (N. Schmidt, Interviewer)

T7. (2014, 04 30). Interview 7. (N. Schmidt, Interviewer)

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

15. APPENDICES

15.1. APPENDIX 1

Survey conducted with students from Low Advanced English in 2013

1. Edad: _____
2. Sexo: M F
3. Semestre: _____
4. Carrera: _____
5. ¿Cuál considera es su nivel de inglés?
B1 B2 C1 o C2
6. ¿Le gusta leer?
SI o No
7. ¿Cuántos libros lee al semestre?

8. ¿En sus clases de inglés tiene que leer?

9. Mencione algunos textos (libros, cuentos, poemas, teatro, etc.) o autores que haya leído en sus clases de inglés

10. ¿Considera relevante el papel de la literatura en las clases de segunda lengua, en este caso inglés?
SI o No
¿Por qué?

11. ¿Considera que mediante la literatura se puede hacer un mejor acercamiento a la cultura de otros países?
SI o No
¿Por qué?

12. ¿Qué tipo de texto prefiere leer y por qué?
Novela ¿Por qué? _____
Cuento ¿Por qué? _____
Poema ¿Por qué? _____
Teatro ¿Por qué? _____
Otro: ¿Cuál? _____
¿Por qué? _____

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

15.2. APPENDIX 2

Survey conducted with the three teachers of Low Advanced English of the BADML at PUJ in 2013

1. Sexo: M F
 2. Niveles en los que dicta:

 3. ¿Le gusta leer?
SI o No
 4. ¿Cuántos libros lee al semestre?

 5. ¿En sus clases de inglés hace que sus estudiantes lean?

 6. Mencione algunos textos (libros, cuentos, poemas, teatro, etc.) o autores que haya trabajado en sus clases de inglés (avanzado bajo).

 7. ¿Considera relevante el papel de la literatura en las clases de segunda lengua, en este caso inglés?
SI o No
¿Por qué?

 8. ¿Considera que mediante la literatura se puede hacer un mejor acercamiento a la cultura de otros países?
SI o No
¿Por qué?

 9. ¿Qué tipo de texto prefiere trabajar con sus estudiantes y por qué?
Novela ¿Por qué? _____
Cuento ¿Por qué? _____
Poema ¿Por qué? _____
Teatro ¿Por qué? _____
Otro: ¿Cuál? _____
- ¿Por qué? _____

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

15.3. APPENDIX 3

Interview done to the coordinator of the English area and reading program of the BADML at PUJ.

SOBRE EL PLAN LECTOR

1. ¿Desde cuándo se creó este plan lector?
2. ¿Por qué surgió la creación de un plan lector?
3. ¿Por qué no se había trabajado desde antes?
4. ¿Quiénes trabajaron, solo desde lenguas o ahondaron por preguntarle a profesores de literatura?
5. ¿Cuáles fueron los criterios para la selección de textos?
6. ¿Qué tipos de textos literarios están incluidos en esta selección?
7. ¿Por qué estos tipos de texto y no otros? (esto depende de si solo me dice que se está trabajando novelas o algún tipo en específico de texto literario)
8. ¿Los textos van a ser modificados o van a ser auténticos?
9. ¿Se va a aplicar en todos los niveles?

SOBRE LAS CLASES

1. ¿Hay algunas guidelines de actividades para hacer con los estudiantes y los textos?
2. ¿Por qué solo esto y no más actividades dentro del salón de clase?
3. ¿Por qué entonces no utilizar otro tipo de literatura como cuentos cortos o poemas?

SOBRE LOS PROFESORES

1. ¿Los profesores están capacitados para dar una clase de literatura desde las lenguas, porque podrían caer simplemente en dar una clase de literatura o una clase de lengua, pero no ambas?

OBJECIONES

1. ¿Cuántos libros se van a leer durante el semestre?
2. ¿Por qué tantos y por qué no entonces focalizar sobre un solo libro, pero leerlo bien?

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

15.4. APPENDIX 4

Interview conducted with teachers of English from BADML at PUJ and 'Inglés de Servicios' at PUJ

1. What skill in the language teaching do you find is the most difficult to teach and to learn? Why?
2. Do you use literature in your classes?
3. What is literature for you?
4. Did you have any relationship with literature before using it in your language classes?
5. Do you consider that reading literature is a highly skillful ability? Why?
6. Do you consider literature a relevant tool in the EFL classroom?
7. Do you consider there is a specific way to read literature in order to find out what the author intended?
 - a. What strategies do you personally use when you read literature?
 - b. What strategies do you consider relevant for your students when reading literature?
8. Do you follow any methodology to teach literature in your language classes?
9. Do you think students' age affects the use of literature inside your EFL classes at the BA Degree? (keeping in mind teenagers and young adults)
10. Do you teach literature through language or language through literature?
11. In relation to the previous question what is better in your opinion?
12. How do you engage students with literature? Which types of activities do you do?
13. What type of response do you get from your students?
14. How do you introduce a literature book to your class?
15. Do you give any type of information about the book to your students? (If they answer cultural ask: what type do they give, if they give general aspects or they give the information of the particular social situation.)
16. How do you evaluate reading literature?
 - a. What aspects do you take into account?
 - b. What type of activities do you do?

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

15.5. APPENDIX 5

Contribution of literature to the other language abilities (writing, speaking and listening).

Literature and Writing

Hismanoglu (2005) states that there are two main ways to relate literature with writing: as a model and as a subject matter. In the first one, learners will try to imitate the original work; while in the second one, learners will write about a topic the text talks about in a more creative way.

The author offers three ways to work with literature as a model:

1. “Controlled Writing”: these exercises are mainly used in a beginners level since its general characteristic is to rewrite extracts from the text. For example when the learner is required to do a live newscast or change a third person extract into first person.
2. “Guided Writing”: These exercises are best for intermediate levels in which learners will answer some questions or use words in context from a word bank to retell the story.
3. “Reproducing the model”: the author proposes three main activities for different types of texts. For poetry he suggests to paraphrase since learners will have to interpret the metaphors inside the text.

For writing literature as a subject matter, the author proposes two main ways to do so:

1. “Writing ‘On or About’ Literature”: This is the traditional way in which learners will have to answer questions or write compositions or essays

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

about the texts. These compositions can be written before even reading the text since they can be about the theme or an important issue that the teacher brings to class in order to engage students.

2. "Writing 'Out of' Literature": the author defines it as "making use of a literary work as a springboard for composition." (2005, Pg. 55) And proposes four main ways to enhance learners' into this type of writing.
 - a. "Adding to the work": learners will create "imaginary episodes or sequels".
 - b. "Changing the work": when working with novels learners create alternate endings to them. When working with short stories those can be rewritten taking into account a character's point of view.
 - c. "Drama-Inspired Writing": learners will write about the feelings of a character
 - d. "A letter addressed to another character": learners will write this letter as if they were one of the characters giving advice to another to solve a problem.

Literature, Speaking, and Listening

Though most teachers see the actual link between reading and writing, when it comes to speaking and listening is a little hard to find suitable activities, the author proposes different activities that can be done and he separates them into two main groups:

1. Oral Reading: Reading aloud contributes to the learner's pronunciation as well as it strengthens learners listening ability.
2. Drama: this type of activity will help the oral skills to get better "since they motivate students to achieve a clearer comprehension of a work's plot and a

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

deeper comprehension and awareness of its character”(2005, Pg.60). The author propose three ways in which through drama this can be achieved:

- a. Dramatization: learners will turn texts into scripts, in order to change the literary speech into communicative speech. They will adapt novels or short stories and act them out as a play. Although they do not need to memorize the scripts at the end they will have to perform in front of the class.
 - b. Improvisation: can be developed “around the characters, plot and themes of a literary work” (2005, Pg. 60) but students will not have a script though they would need to build a beginning, middle and, an end.
 - c. Role playing: is similar to dramatization, but in this case the theatrical performance is not what is expected, instead they will have to do activities such as “an interview or a panel of discussion.” (2005, Pg. 60)
3. Group activities: these are the traditional activities done in a language class which include discussion, debates and round tables. In these activities each student can contribute with their ideas about the literary piece.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

15.6. APPENDIX 6

Opinion Hismanoglu (2005) offers about different types of literary texts. These opinion were taken literally from Hismanoglu's (2005, Pages: 61 - 64) investigation.

Poetry

- Develops sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability.
- Provides readers with a different viewpoint towards language use.
- Triggers unmotivated readers to explore and come up with different interpretations.
- Evokes feelings and thoughts in heart and in mind.
- Makes students familiar with figures of speech.
- Is a rewarding and enjoyable experience.
- Students become familiar language aspects such as stress, pitch, juncture and intonation.
- Students can study the semiotic elements in the target language.

Short stories

- Characters act out all the real and symbolic acts people carry out in daily lives.
- Makes the students' reading task easier
- Enlarges the advanced level readers' worldviews about different cultures
- Motivates learners to read authentic material
- Promotes critical thinking skills
- Facilitates teaching a foreign culture as it serves as a valuable instrument in attaining cultural knowledge
- They are universal (previously explained)
- Students all over the world have experienced stories and can relate to them.

**PRACTICES AND PERCEPTIONS FROM BA DEGREE OF MODERN LANGUAGES TEACHERS AT
PONTIFICIA UNIVERSIDAD JAVERIANA IN REGARD TO THE USE OF LITERATURE IN THEIR EFL
CLASSROOMS**

Drama

- Students can learn about how to use the language to express, control and inform.
- Raises the students' awareness towards the target language and culture.
- Heightens effective listening skills
- Strengthens comprehension and learning retention by involving the senses as an integral part of the learning process.
- Increases empathy and awareness of others.
- Fosters peer respect and cooperation.
- Exposes the learners to the target culture as well as the social problems a society may be undergoing.
- Increases creativity, originality, sensitivity, fluency, flexibility, cooperation
- Develops communication skills and appreciation of literature
- Improves the level of competence with respect to the receptive and productive skills.

Novel

- Characters reflect what people really perform in daily lives.
- Develops the advanced level readers' knowledge about different cultures
- Offers real life / real life like settings
- Enables students to go beyond what is written
- Helps students to identify emotions of the characters so that they can learn how others cope with situations and problems similar to their own experience.
- Motivates students to become a lifelong reader.