

Teaching Literature Using New Methods in English Language Teaching in One Grammar School in Rijeka

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FACULTY OF HUMANITIES AND SOCIAL SCIENCES
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M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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TEACHING LITERATURE USING NEW METHODS IN ENGLISH LANGUAGE
TEACHING IN ONE GRAMMAR SCHOOL IN RIJEKA

Submitted in partial fulfilment of the requirements for the M.A. in English Language and
Literature and Computer Science

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1. Introduction

The focus of discussion throughout this paper will be on the idea of teaching literature in the English language in the secondary schools using new methods in combination with the traditional methods of teaching. The new methods include e–education: using the internet and the multimedia for the purpose of teaching and learning literature in English language.

“The 21st Century is an era of internet. Computer devices and internet are bound to play a dominant role in all aspects of modern society including, undoubtedly, education.” (Li, 2011) The recent researches have shown that using technology in teaching and learning has achieved good effect. It is beneficial for the students, because they are more involved in the process of teaching and learning and the teachers improve their class and literature lessons management by evolving from the active participant of the teaching process to the role of the facilitator and a guide. Today’s students are the generation that uses the internet on a daily basis, and the internet is an inexhaustible source of information. In order to reach them, the teacher should be able to identify the students’ needs and use any possible tool to meet these needs.

Teaching literature in The English language is beneficial because of various reasons. The language used in literary texts is authentic, shows language usage different than in the classroom and in the textbooks and often requires collaboration between the students, debates and discussion. A student develops the skills of creative and critical thinking through expressing his own feelings and attitudes towards the text. The teacher should design the tasks for the students to do in the class and after the lesson, or even before the lesson, using the multimedia and browsing the internet to meet the aims of the tasks. The multimedia and webpages, audio and video files can be used as additional material.

I have questioned the position of literature among the students in the secondary schools and the usage of the multimedia and the internet in literature teaching. Since the new methods have recently been introduced to teaching, I have examined the extent of using them in the teaching process in one grammar school in Rijeka. I have expected that both the teachers and the students possess the knowledge of using the technology, and that they both know what the multimedia is and its possible uses and advantages in the teaching and learning process.

Furthermore, the teachers are expected to use the technology, the multimedia and the internet in the teaching process, and the students use the internet only as additional source of information.

In the beginning, I have explained the reasons to use literature in class and the methods and the approaches to teach literature. In the chapter on e-education, I have explained the terms e-education and multimedia, and explain the advantages and disadvantages of the multimedia use in teaching literature.

I have composed one questionnaire for the students and one questionnaire for the teachers, divided into several parts. The students' questionnaire consists of three parts, examining the students' preferences towards literature and reading, their attitudes towards the multimedia and the internet and their usage in the classroom and their opinions on their teachers' literature teaching management. The teachers' questionnaire consists of two parts, examining their opinions on their own literature teaching management and their attitudes towards e-education.

2. Literature

“... What matters may not be where you come from but how people treat you. If they decide that you are literature then it seems you are, irrespective of what you thought you were.”

- Terry Eagleton (2003)

What Eagleton wanted to state with this abstract line is that each of us defines for oneself what literature is. For someone, it is imaginative writing, fiction, something that is not true, a work that is creative and imaginative, in which a person can find oneself and relate to the characters and / or action. In some ways, it is true, but in others it is not, because what one person considers imaginative and creative could represent a total opposite to someone else.

Literature uses a different kind of language that could not be found in course books or scientific works. Today, we see literary works as expressions of author's mind. It carries author's feelings and circumstances, tradition and language, all combined to form a written body, to which other people can relate (Eagleton, 2003).

There have been many attempts to state one clear and a true definition of literature, but that kind of definition still does not exist. Literature can be defined in different ways, each one depending on different factors, like function of literature or its usage (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007).

1. Literature as a subject – the capital L

Literature is the subject of study, which as its core carries usage of language (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). Literature as a subject emphasizes the use and the context for language use, and the student develops the appreciation of different system language organization. (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007)

The capital “L” stands for literariness of a text as a focus of study (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). Its principal aim, according to Abdullah, Zakaria, Ismail, Wan Mansor & Aziz (2007), is the development of the capacity for individual response to language use.

2. *Literature in language teaching – the small l*

Literature is used to teach, which is known as the small “l”. According to Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, (2007), literature is used to promote language learning and it is an interaction between the teacher, the students and the text. Abdullah, Zakaria, Ismail, Wan Mansor & Aziz (2007) concluded that the literary texts are valuable for developing reading skills, indicating different language usages and explaining grammar.

A teacher can employ many interesting activities into teaching literature: brainstorming, role playing, word association, situational scenes and prediction (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). Bringing literature into classroom carries many opportunities for the students to develop different skills and as a person, express opinions, respond and debate (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007).

Abdullah, Zakaria, Ismail, Wan Mansor and Aziz (2007) concluded that language learning through literature may help the students acquire some language skills, as inferring meanings from clues in the text and coping with figurative language use. Students are confronted with hard work and need their teacher’s guidance through the process.

Literature is something that gains value when a reader enjoys it and takes it as art (Clandfield, n.d.). It cannot be objectively defined – it is defined by an individual himself, by the manner in which one reads, not by what is written (Eagleton, 2003). Interpretation of a written text is greatly individual and in many cases mostly depends on the interpreter’s current circumstances and concerns.

2.1. Reasons to use literature in language teaching

Throughout the elementary and/or secondary school, children have learned to see literature as the opposite of something they can and probably will enjoy. The word "literature" is more than often combined with something a student is unwilling to do. The teachers should explain the use of literature to the students in a way they will accept it as something beneficial for them, because the reasons why literature is good and useful for every person are various. According to Clandfield (n.d.), the main reasons literature is useful for the students are:

a) Authenticity

The writer of a certain work brings himself into the piece, his culture, tradition, and language. The language is often authentic, containing metaphors, idioms, collocations, or phrases that cannot be literally translated and need to be further explained and interpreted. Reading these texts and understanding the vocabulary means understanding the manners of forming sentences and the usage of language, and additionally, acquire skills in dealing with difficult and/or unknown language, which is used and could be further used in situations outside the classroom.

b) Interactivity

Knowing and using the idioms, collocations or often used phrases that cannot be literally translated, means understanding a language completely. Literary works contain plenty of figures of speech, and a reader has to deal with metaphorical usage of expressions, or multiple layers of meaning. Each of these can be used as a topic for discussion, sharing opinions and analysis, since each person can interpret it differently.

c) Expansion of language awareness

A student can find "different norms in language use" (Clandfield, n.d.) coping with different or more sophisticated language. Figures of speech can be placed into context, which serves for the better understanding of the language found in the written work. A student can understand the message the author wanted to deliver through examination of the text, which makes the students aware of the different norms in language use (Widdowson, 1975 quoted by Lazar, 1993 as cited in Clandfield, n.d.).

d) Education for the whole person

Discussing quotes, actions, motives and/or frames from the text with the students, the teacher can help the students discover the values in the text, examine them and later

develop attitudes towards them (Clandfield, n.d.). Through discussions or debates, the students learn to accept and respect other students' opinions and comment on them, as well as think critically about a text. Through examining the values in the text, the students learn about the background of the text and the culture the text and the author emerged from.

e) Motivation

Since it has been known that each piece of a literary text reveals a part of the culture it originates from, understanding it completely can make a person feel a sense of achievement. The benefit of acquiring knowledge of one literary text and enjoying it motivates the student to read more, so more knowledge can be absorbed. In conclusion, reading literary texts is more interesting than reading texts in the course books.

Literary texts can be used for different purposes during the process of language teaching. In a literary text, language is set into a context, thus it offers a possibility to examine the language in context through discussion (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). In addition, these texts offer examples of real language use and enhance students' reading skills by offering them numerous combinations of words that can entertain their minds (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007).

Nevertheless, literature as means of teaching and learning a language had received several accusations over time. There exists a concern that literature does not help the students meet their academic goals, nor contributed to learning and acquiring grammar of a language (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). There are some objections, because literature does not only help the students build the linguistic knowledge, aside with the knowledge of how to use language as a cultural, intellectual and psychological medium of expression (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007).

3. Teaching literature in class

Many people have developed an aversion towards books and literary texts and claim that they do not like reading, one of the reasons being that it is time-consuming. Instead, they choose to sit in front of the computer all day, staring at the screen or watch television. Watching television and using the computer does not help one develop in language knowledge and understanding. Literature, on the other hand, helps one enrich the language, vocabulary and a sense of diversity, because it teaches the reader about the background of the text and the author, and expands vocabulary and proficiency in language use.

In schools, attempts have been made to bring literature closer to the students, but they have not shown positive results. Over the years, many types of research have been conducted on how to teach which part of the language and different approaches and models have been proposed and tested in use. “Approaches have evolved from a central focus on literature as a subject matter to making literature as a resource for other subject matter like the teaching of the English language.” (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007)

Among all the known approaches three are worth mentioning, and those are (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007):

1. Language based approach

Language becomes the main focus and the centre of language teaching. The students learn how to interpret and criticize a text. According to Abdullah, Zakaria, Ismail, Wan Mansor & Aziz (2007), literary texts provide a wide range of topics for discussions and are open to multiple interpretations and are used to teach vocabulary or structures or language manipulation (McKay, 1982 as cited in Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). However, due to the approach being overly mechanistic, it can demotivate the pleasure of reading literature.

2. Literature as content

This approach emphasises the background of the text: historical and political circumstances, social movements and the characteristics, so literature itself becomes the content of the course. The text is only a product: what is important is what hides behind the text. It stresses the need of interpretation and close examination of language and the manner in which the text was written.

3. *Literature for personal enrichment*

Lastly, literature taught for personal enrichment stresses the need of students' personal involvement in the reading of the text, where the student becomes an active participant in learning English (Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007). Literature is used as a resource and aims at developing the students' literary and language development, with emphasis on pleasure and personal fulfilment (McKay, 1982 as cited in Abdullah, Zakaria, Ismail, Wan Mansor, Aziz, 2007).

In the 1980s, changes in the teaching models were finally encountered (Bottino, 2009). The year 1980 had brought models that are more or less being used today in EFL classrooms, but to be completely efficient, they must be fused into one method that would cover all aspects of language, but not every teacher manages to do so.

There are three models used, namely:

a) The cultural model

This model is based on facts and information that need to be learned, and it is highly teacher – centred. The teacher is the active giver of the information and the students is the passive recipient.

A literary text is seen as the product and the source of information about the culture it emerged from. It forces the student to learn about a culture other than their own learning facts about the text, rather than enjoying it (Bottino, 2009).

Language is pushed to a margin; it emphasises the need of the inter-cultural communication and language enrichment, for only through conversation can one master the art of conversing. The text is “viewed as a product and used as a means to learn about the target culture.” (Mohammed, 2014)

b) The language model

Through reading, the student can actually see the usage of language and pay more attention to it: really “feel” the language, and try to reach the meanings of the phrases, increase awareness of what language is all about (Bottino, 2009).

It is more learner – centred, following the teacher's lead: teacher chooses the text and the focus (grammar / vocabulary / style) (Bottino, 2009). This model helps the student develop a critical response to a text, teaching the students several language aspects: vocabulary, grammar, style.

There could be many tasks given in order to help the teacher teach and the student learn, but that can likewise be the reason of fast demotivation and diminishing the will to read and enjoy the text in its full glow (Mohammed, 2014).

c) The personal growth model

It is learner-centred model that is all about reader-text interaction, where the reader can actually remember the language structures and vocabulary found in the text. Learner can, thus, “read by selecting themes related to their personal experience.” (Clandfield, n.d.).

Teaching within the framework of this model means that the aim is to maximize student's pleasure in reading the text, helping the student to develop from the passive recipient of information to the active participant, encouraged to express their thoughts (Mohammed, 2014).

3.1. Literature integrated framework

Since the best results are achieved when one combines the three models, a new framework has been proposed that does exactly that; combines the three models into a single framework, to move from concentrating on only one aspect of teaching and learning, to contribute to student's personal development, enhance their cultural awareness and develop their language skills (Savvidou, 2004 as cited in Mohammed, 2014).

There are several problems with teaching literature using this framework. For starters, teaching literature is time-consuming for both, the student and the teacher. It takes time to prepare the literature lesson for the teacher, and it takes time to read the piece for the student. There is the choice of the text, a good text that will be sufficient to cover all targets. It is closely related to having enough time to choose it and to prepare for the lesson, because the teacher must bear in mind the audience the text was intended to, and at the same time the goal that needs to be reached at the end of the lesson and activities. Thinking of all that, the teacher can design the activities that will be interesting enough for the students and expand their knowledge at the same time.

Literature should be taught differently than, for example, grammar. Until now, the students were given facts about a text, like when it was written and what were the circumstances, and the goal was to reproduce those same facts from the student. Without the personal growth component of teaching literature, where a student is encouraged to express their own opinions and feelings about a text, collaborate with the peers and discuss the text, literature classes do not help the students develop a spirit of collaboration and attitude

(Mohammed, 2014), and does not contribute to the students' creativity and critical thinking development.

“Knowledge is a means, creativity is an end, because it keeps mind busy with new challenges to solve problems and expand the dimensions of consciousness.”

- Saaty, 2001, as cited in Mohammed, 2014

As Lazar (1993, as cited in Mohammed, 2014) said, literature develops language acquisition, expands language awareness, offers access to cultural background, reinforces students' interpretative abilities and educates the whole person. Language cannot be used without connection with literature and culture, culture cannot exist without language and literature and literature depends on language and culture. The three is the basis of the mutual paradigm model of teaching literature (Mohamed, 2014). While enjoying the text, a reader collects the information about the message of the text, familiarizes with the language use in the text, and at the same time learns about the culture other than their own. While reading and absorbing all the information about language, literature and culture, given the proper tasks and guidance, a student develops into a critical reader, acquiring new reading strategies as a help to completely understand language: what a text says, what it does and what it means (Mohamed, 2014).

3.2. Problem with teaching methods used today

The English language is considered and proved to be a global language, and it is being taught, if not in all, in most of the schools around the globe. Up until now, the teaching methods used in EFL classrooms were sufficient, but when the language started to be used more often in everyday life, becoming the universal language, emphasis has been added to the interpersonal and intercultural, as well as conversational competencies.

Since the people around the globe are increasingly connected, due to globalization and a constant and rapid technological development, the English language learnt in schools was missing one important aspect: the interaction with natives, or even with each other. Students encounter a great deal of what they are supposed to learn and show their knowledge on school examples. Later in life, they encounter a different language usage and are found in an unknown situation. Successful communication involves much more than rules: “the conversational use of spoken language cannot be properly understood unless paralinguistic elements are taken into account.” (Mohammed, 2014) It is not enough to know the grammar,

the rules and the vocabulary, and fit those three together to form a comprehensible and meaningful sentence: “the communicative competence became the priority” (Boumová, 2008). Each new generation requires more involvement into the process of teaching. The teacher-centred approaches should become learner-centred approaches by putting emphasis on the students and giving them the opportunity to communicate with each other. The interaction and sharing of opinions is crucial to become more proficient in language use. In EFL classrooms the interaction with the native foreign language speakers is often not possible. Given the opportunity to read the text thoroughly, examine it and express the feelings about it, through reading literature in the foreign language, the students can gain a sense of interaction with the native speaker. The student’s language competencies can be expanded through reading and examination, as well as through debates, discussions and various tasks and assignments. The teacher chooses the activities that will guide the students and encourage them to experiment with the language (Boumová, 2008).

A future teacher has to be creative and able to adapt the tradition to the new circumstances. He should involve the students in the process of teaching and evolve from the role of the active giver of the information to the role of the facilitator of the discovering of the same information by his students, especially in teaching literature. Literature lesson should be formed in a fashion that would shape the learners communication strategies, and learn about the culture the work emerged from. The tasks the teacher gives to the students should be aimed at improving the skills instead of testing memory, and the student should be encouraged to speak the language, though with errors (Boumová, 2008). The student-centred methodology involves the students in the lesson and “the teacher’s role is not causing the learning, but helping learning to happen” (Boumová, 2008). Using the multimedia and the technology can help the teacher design creative tasks and present them to the students.

4. E – education

We live in a new era that is exposed to all kinds of changes happening all around us. People got used to the development and constant shifts that they do not notice how greatly things have changed and how important it is to change the aspects of everyday life that were normal until now, and nowadays are considered to be old fashioned. Likewise, everything needs to change on the teaching domain, because new generations need new fashions and new methods and strategies to manage to acquire the new knowledge. Technological development is obvious and little is done to put the technology into good use.

The students are reluctant to accomplish their tasks in literature classes, because literature seems distant to them. It is our job as teachers to bring literature closer to our students. Attempts to do something were brought in front of many challenges, but the plan and programme in schools is greatly concerned with teaching the learners grammatical competencies. There is little or any space for the literature. Thus, literature was gradually marginalized. The modern times require a shift from tradition to modern, which means that the students should become active in classes.

E-education is a type of education that gives the student the opportunity to learn at his own pace, though it does not provide the face-to-face experience (Study.com, n.d.), and allows the teachers to store the teaching materials online on a teaching platform, so the materials are accessible to the students from any place that has internet access. A student can choose the time and place for study (Armstrong, 2013), and is thus more time-efficient (webanywhere.org, 2013). Nevertheless, e-education requires the student's self-discipline and self-control (Armstrong, 2013).

An individual who uses online learning learns by himself, so the human interaction is missing. The only interaction provided is via forums, where a student can engage in the group discussions, but the platform may not support many users online at the same time. Therefore, e-education should be used only as extension of classroom teaching and learning (Armstrong, 2013), because in the classroom, a teacher could incorporate e-education elements into teaching to improve it, as implementing the multimedia.

4.1. Multimedia

The time we live in is the era of internet and computers. The majority of the students is online even in school, thanks to the smartphones and access to the internet from every corner of the world. Using this possibility for the purposes of teaching would ease the job for the teacher in delivering the materials needed for the lessons and it would make the students pay more attention to what they are being taught because they would be more involved in the process of teaching and learning. Having a computer means doing things visually and auditorily, and being connected to the internet means having access to visual and audio material, or in one word, the multimedia: content that uses a combination of different content forms: text, audio, still images, animation, video, or interactive content forms.

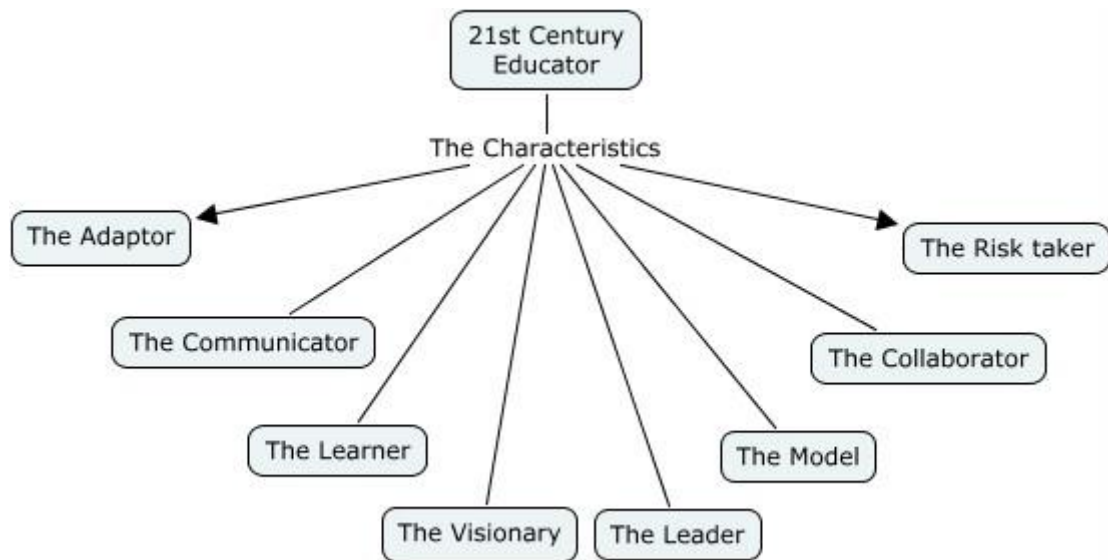
A modern teacher must learn new things and be updated on technological development. He takes advantage of the uses of the multimedia and the internet, and tries the advantages of the e-learning. The multimedia is a term that signifies the many communication channels for data. Its contents are combinations of various different content forms: text, audio, images, animations, video or interactivity content forms (Barabash, Kylo, n.d.). We can access it by using computer devices.

E-learning labels a type of learning, today more and more used in education, a type where a learner uses electronic media, education technology and ICT¹ to improve learning and acquiring information. It includes the usage of multimedia and internet, as well as using the option of teleconferences, included in the so-called e-learning academy, online education and various online courses. E-learning satisfies the need of the in time and fast education, as well as widespread and easily accessible. It can be referred to as distance learning because it is learning through the internet and a learner can access the education platform without physically being in the same room with the educator. For sharing the materials through the internet, it requires a web page that serves as a learning platform, on which a teacher can upload the materials, and a student can access it anytime. It is faster than distributing copies of materials in class; it is more economic and not so time consuming.

“We know that [the 21st-century learners] are collaborative, adaptive, information, media and technology savvy, communicators, immediate and instant, require instant gratification, creators and adaptors.” (21st century teacher, n.d.). Taken the learner’s characteristics, it is obvious that the teachers must live the shift from tradition to new. A

¹ ICT = Information and communication technology

teacher should be an indeed flexible person, able to adapt the curriculum and teach it in a creative and imaginative way.



The 21st-century teacher, retrieved from <http://edorigami.wikispaces.com/21st+Century+Teacher>

As much as the learners learn from the teacher, a teacher should know how to learn from his students, absorbing experience and knowledge, trying to be up to date with new fashions. It is important to communicate with the students face to face and outside the classroom, using the tools and technology to be available to the students at any time. The teacher, thus, adapts to new technological circumstances, as well as gives his best to change the manners and teach in imaginative ways. In collaboration with the students, a teacher must build a network of knowledge, giving and sharing information and guidance, and getting feedback from the students in return.

Starting working as a teacher, he must have a vision that he will pursue and, using imagination, use every possible tool and manipulate it to serve to his needs. A visionary teacher “looks at other ideas and envisages how they would use these in their class” (21st century teacher, n.d.). Having a vision and using the technology to achieve it means taking a risk. Even if the technology fails, the lecture still must be continued, and involving the students more into the teaching process could mean that they have the opportunity to learn from each other, but the problem might be that the process will not advance in the wanted direction and the whole idea will fail.

Lastly, a teacher still serves as a model and the leader, even though times change. A teacher behaves the way he expects his students to behave: he models tolerance and acceptance, he is not afraid to teach beyond the boundaries of the plan and programme, and as a result, he

reflects the behaviours of his students, as well as his students reflect the behaviours of their teacher (21st century teacher, n.d.).

4.1.1. Incorporating multimedia

The rapid evolution of the new technologies has helped the new ideas to creep in every aspect of the human life. Teaching is not the exception. Many have already experienced the advantages of using technology in teaching. One has the opportunity to bring in images, sounds and videos and revive the lectures. A teacher could show the materials up close using the projector or teaching in a classroom where each student had his own computer (Sonowski, 2013)

The first step towards incorporating the multimedia into the classroom process is educating the teachers, telling and showing them what are its multiple possibilities they can use. Talking about the traditional methods, "students show little interest to the course and the course is gradually marginalized" (Li, 2011). Multimedia can help us make teaching literature more interesting and rewarding for the learners. After educating the teachers, there are no limits on what could be done in this field: from creative assignments for the students to individual or group research.

A teacher can explain and give factual information to the students, but it does not mean that the student will develop him or herself as individual, develop attitudes and abilities to express them or be given an opportunity to give their own opinions. Literature should give the possibility to the individual express his state of mind. The teacher should combine traditional teaching methods with the usage of newly developed technology and the opportunities it provides. A successful literature lesson design should be a combination of teaching and learning. The basic idea is to let the learners "do the job" on their own, and the teachers should be just a guide, explaining the terms to them, or just provide some factual information that can be used as grounds for further research. People are best at learning when they learn from their own experience: it represents the mother and father of all the knowledge a person can possess and remember at all times; not by being told what, how and when something had happened. "Thus, the students should be left to make their own inferences, discoveries and conclusions. And the teachers should play the role of an observer, an assessor and director" (Li, 2011).

The internet is full of usable content that a teacher could use in the teaching process. Speaking from my own experience and remembering the words from my IT trainee mentor, it is important to include an image or a video file into the lesson, because the students lose

concentration after a while, and it breaks the monotony of listening to a large amount of information. According to Sonowski (2013), using images and words combined increases retention by diminishing the “overwhelming nature of text”. Prior knowledge can be activated and used, and the new knowledge is easily being built, since remembering of images is easier and faster than remembering words. Diagrams and graphics can help explain the more difficult parts of the lesson, and the motivation increases by the students seeing the relevance of skills.

Although the advantages are numerous, it is difficult to retain control over the classroom, because the teacher is not an active figure anymore, the teacher became only a facilitator. Also, students may differ in their knowledge about technology or internet skills. Using multimedia requires using proper equipment. If a lesson requires the usage of technology and the circumstances do not allow it, all the trouble is ineffectual.

E-education and incorporation of the new do not mean one should abandon tradition completely and use only the new. Traditional methods have been adopted and used for so long because they have proven to be right and efficient. For the new requirements, the best is the combination of tradition and modern. Teaching and learning activities are still divided into in-class and after-class teaching and learning activities.

4.1.2. In-class teaching and learning activities

The traditional methods gave us only the teacher’s performance in front of the class, providing the students with all the necessary information. The students are taught how to analyse specific sentences of the text, and learn the meanings of the words and phrases.

New methods dictate the usage of the multimedia. It can help “arouse students’ initiative” (Li, 2011), as it does represent a shift from listening to only teacher’s to looking at pictures and illustrations, listening to various sounds, watching related video recordings, if existent. The multimedia removes the monotony of the literature lesson and helps the students in learning using the multiple intelligences. To escape the long lasting information giving, the e-education allows the teacher to share the materials and distribute them easily, so there is more time to engage in practical work. The materials could include in-text links to online pages, videos, audio files, images or animations (Multimedia Applications for the Classroom, n.d.), which contain more information or explain the information in the text.

There are the so called “talking books”, where a book is being read by a third party aloud, and the recording can be played for the students to hear. Along with reading, there can be a while-reading activity planned (Multimedia Applications for the Classroom, n.d.).

A teacher can find online images that show important aspects of the written work, and showing them to the students, start a discussion to lead them to the wanted conclusion. Video files could be used to present an aspect of the meaning of the text that may be different than the students' or to depict what the teacher thinks is an important aspect of the work.

Another possible multimedia incorporating activity is engaging the students into teaching process by giving them the task to make a presentation about a written work they have read. Then, the students would have to search as much information as possible, using internet or school page in search of relevant information, choose the important points and finally make their own conclusions. Not only does the internet and websites serve to collect information to form an individual presentation, but they can also be used to collect information to prepare for debates and group discussions. The search could be conducted in class or previously, as a homework assignment. The students could be divided into groups, each of which can search for different items online and discuss the findings, reach a joint conclusion and then present it to the class.

4.1.3. After-class teaching and learning activities

After class, the student becomes the dominant party, only consulting the teacher, who is a guide and help. Taking the fact that an online course page does indeed exist, the teacher is at all times available to the student for a quick question, help in research or any kind of assistance the task requires.

Having the course page enables the students to access the required information at any time and from any place because today internet is available to any user at any time from any place. Setting up a forum on the course web page enables the students to express their own opinions about the text and start a discussion or a debate, as a supplement to the discussion in class. The task is to move away from learning from course books and approach learning by research. While the internet is available at all times, the classroom becomes an expanded in time and space version of itself, and if managed correctly, it could be put to good use for both, the teachers and the students.

4.2. Textbooks and e – learning

Textbooks are limited and provide little access to texts that could be put to good use in the domain of finding out first-hand how the language is used and they provide little space for vocabulary expansion. Fortunately, with the wide use of the internet, a teacher can take full use of the today's e-learning environment. E-learning is a fast, efficient and convenient form of learning; not to say it has greatly eased the communication between subjects. Nevertheless, as much as it has its advantages, it also suffers from some disadvantages that should be taken into consideration.

- a) Not every educational institution has its own web page, and even if it had one, only a few give the possibility of designing a course page, where a teacher can add the learners for easier access to the materials and easier communication.
- b) Supposing the first problem is non-existent, there is the fact that not all the teachers are friends with the technology, especially the new one and not all the teachers have the ability, strength and will to adopt new knowledge.
- c) Most teachers are used to being the active giver of the information, and do not know how to change the manner of teaching from traditional manner to the new: being an instructor, a guide, a director and a partner in the process of learning.
- d) Not being instructed on how to do it, students lack the self-discipline. They cannot be easily monitored online and if they do not have the will or the discipline to put in some effort, all the effort put in by teacher to make the course and learning more interesting is in vain.
- e) In the end, I would like to mention the wide range of information offered on the internet. As much as the teachers need extra education, the students need to learn how to distinguish useful from useless or bad information.

Each of the disadvantage mentioned here has a solution, but we can all agree on one thing: nothing can move forward if the education and re-education do not exist. What needs to be said is that the teacher can greatly ease his or her job by incorporating e – methods into teaching, if there exist some factual information and a clear-enough instruction what to do with it. A teacher, from being the only active person in class, moves towards being equally, if not the least active person in class and the students can activate themselves and their brains and over time become more interested in what they should learn. Eventually, they can develop an autonomous learning competence, with incorporating a lot of self – control, motivation and interest. Blending learning, a combination of the traditional classroom teaching and the

modern e-learning is a more effective and practical way for English Literature teaching and learning.

5. Research

5.1. Introduction

I have decided to find out what the students think about IT being introduced into literature classes and to what extent have the teachers accepted the new methods of teaching. Since my fields of studies are IT and English language, I have connected the two fields and in my M.A. thesis. In order to support my thesis, I have conducted a classroom research in one secondary school in Rijeka, in two grammar classes and with two teachers.

What I wanted to see is whether the students like to read in general and in the English language, what they like to read and whether they think reading is necessary for language skills development. Also, I wanted to find out how often they choose browsing the Internet instead of reading and whether their teachers know and warn them about misleading webpages. I have expected that at least half of the students like reading and literature, since they are all grammar school students, and that just a small part of them would consider Internet consultation instead of reading. My assumption was that they have recognized the benefits of reading for language skills and vocabulary development and the benefits of using the multimedia and the Internet for better understanding aside with reading.

I have asked the teachers to grade their own literature class management and their overall knowledge in e-education. My assumptions were that they are aware of the needs of the class and that they successfully provide tasks challenging enough for the needs of the students. Also, I was expecting that the e-education part of the questionnaire would be graded with the highest points.

The purpose of the research was to diagnose and represent the information on literature teaching and learning and e – education, analyse and reflect on them and, when possible, compare the students' and the teachers' answers.

5.2. Methods

For the purpose of this research, for the teachers' questionnaire, I have consulted the Teachers' Self-Efficacy Beliefs Questionnaire: Literature, from the selected works of Nicole A. Mills, and adapted it for the purposes of my own research. To design the statements for the students' questionnaire I have consulted the literature I used to support my thesis on the topic of literature, and designed the statements.

In line with the assumptions and purpose of the study, I have conducted a classroom research in one grammar school in Rijeka. Throughout two weeks, I have presented the questionnaires to two classes, second-grade grammar students and third-grade grammar students, and their two teachers. Both classes have completed the questionnaires in twenty minutes, and the teachers were with us completing the questionnaires for teachers.

Before I distributed the questionnaires, I explained who I am and why this is important to me and I have told the students to ask me any question they wanted concerning the questionnaires: unknown vocabulary, what are they supposed to do and similar. After completing the questionnaire, I have collected all of them and thanked them and the teachers for participation.

The questionnaire for the students consists of three parts:

- General views about literature
- Teacher's literature class management
- E – learning

The first part consists of twenty two questions which are supposed to be answered using the Likert scale:

- 1 – strongly disagree
- 2 – disagree
- 3 – neither disagree nor agree
- 4 – agree
- 5 – strongly agree.

The second part consists of sixteen questions, which are to be answered in the same manner, using the Likert scale, and the third part consists of nineteen questions, with the same Likert scale answers.

The teachers' questionnaire consists of two parts:

- Managing the teaching of literature (in form of questions)
- E – education (in form of statements)

The first part consists of sixteen questions, taken and adapted from Teachers' Self-Efficacy Beliefs Questionnaire: Literature. The first part was supposed to be answered using the Likert scale:

- 1 – nothing
- 2 – very little
- 3 – some influence
- 4 – quite a bit
- 5 – a great deal

The second part of the questionnaire consists of twelve statements which I designed. The statements are to be answered using the Likert scale:

- 1 – strongly disagree
- 2 – disagree
- 3 – neither disagree nor agree
- 4 – agree
- 5 – strongly agree

The author of the questionnaire's first part wrote the questions to be answered also using Likert scale, but with more answers (one to nine). I have adapted the answers because I believe that five answers were enough to estimate the attitude towards the topic of the question.

Both questionnaires do not involve the name, age or grade component. Both are completely anonymous, and the only obligation of the participants was to answer all the questions. The "Why?" questions in the students' questionnaire was not obligatory: I have told them to write an answer only if they want to and they think their answer would be crucial for the research or would additionally explain the previous answer.

I have decided to do so because, when the students have arrived to that part of the questionnaire, they have asked if that part was obligatory, because they did not know what to write, and the only answer they could have come up with was "Because." Since I did not want forty eight questionnaires with the same comment, I've told them that that part of the questionnaire was not obligatory.

5.3. Participants

The initial goal of this research was to obtain answers from students in a secondary school that teaches literature in the English language. Originally, since I come from Labin, my plan was to carry the research out in my hometown, which has two main elementary schools, several local elementary schools and one secondary school. Other counties around Labin also have schools and that adds up to having more than ten schools. The only secondary school in Labin does not teach literature in the English language classes. I was hoping that the manner of the English teaching had changed since I have finished secondary school, and that literature was included into the plan and programme.²

Other schools that teach literature in the English language have been hard to find, thus I contacted my traineeship mentor and asked her to participate in my study with her class and if she could recommend her colleague who teaches literature in the English language class. She asked one teacher in the same school, who was willing to participate. Therefore, this research has been carried out with forty eight students in two language classes in the same grammar school in Rijeka and their two teachers.

In the first language class, twenty three students answered the questionnaires, while in the second, twenty five students participated. One class were the second grade grammar students, and the other class were the third grade grammar students.

I chose the second and third-graders because I wanted to see how their opinions differ concerning the literature and literature teaching in a foreign language. The second- and third-graders are still not under pressure due to matriculation and the choice of the universities, thus their teachers have the opportunity to incorporate literature in teaching and learning English language. Additionally, the second and third-graders are not fresh from elementary school and have more experience with the teachers and their manners and classroom management, so they can provide more reliable answers.

² When I was in grammar school, the only connection of English language class and literature teaching was one short story of four pages, which we had to read in the fourth grade of the secondary school. The test was strictly written, only reading comprehension and we did not analyse the story at all.

5.4. Setting

The questionnaires were distributed in the first class and the teacher, who teaches English language to that class, in the third week of May 2015, while in the second class it was conducted in the last week of May 2015.

The teachers have been chosen because they are not the teachers who have just started their careers, and they have already made their own routines and ways to manage lessons. The students were chosen on the basis of teacher's choice of class, the only requirement being that the class is not the first or the fourth year class, and the teacher is free and able to incorporate literature into the English language teaching.

5.5. The researcher's role

My role as a researcher was elemental but essential. My duty was to copy and distribute the students' and teachers' questionnaires, and then collect the answered questionnaires. When I defined the topic of the paper and the research, I have started sending e – mails to various schools and teachers in those schools, asking them to participate in my study. In the same time, I was composing the questionnaires. In a period of two weeks, just a small part of the teachers had answered my e – mail and those who did answer, said that they had little time and little space in the plan to incorporate literature into lectures. The only positive answer came from my traineeship mentor, so I have arranged to contact her when the questionnaires were finished. When the questionnaires were almost finished, I have sent an e – mail to my mentor and we arranged the dates and times I could visit the school and conduct the research in both classes.

When I arrived, I introduced myself, told the students that the questionnaire was set in order to write my M.A. thesis and asked them to answer the questionnaires. I told them that the questionnaire was in English and it was completely anonymous. I have warned them that if they had any questions about the questionnaire, I am available to answer.

I then distributed the questionnaires and remained silent while both the students and the teachers answered the questionnaires. After they were finished, I collected the questionnaires, thanked them for the participation, greeted them and left.

5.6. Ethical considerations

I have tried to remain very neutral during the research, so my presence would not affect any of the participants' answers. After I distributed the questionnaires, both teachers just warned their students that the research is not for fun and asked them politely to be as sincere as possible in their answers. The only questions that I had to answer were the whether it is obligatory to write the comments after statements number seven and eight of the part A of the students' questionnaire, number nineteen of the part C and the additional comments section. The students understood what the statements asked and answered the questionnaires in silence.

I did not get the impression that anyone of the participants was intimidated by my presence or the research. Since the teachers have completed the questionnaire before the students, I had the chance to talk to them in silence, but it had no influence on the students.

5.7. Findings and discussion

The research yielded interesting results, but primarily it presented the position of reading literary texts in English language in English language classrooms in this secondary school in Rijeka and the level of multimedia introduction into learning and teaching in that school. The goal of discussion is to introduce the answers the students and the teachers gave, convey the results and if necessary, state and comment on the differences. After discussion of a part of the questionnaire, there is a table showing the detailed results of the research.

5.7.1. Students' answers

5.7.1.1. Part A: general views about literature

In the first part of the questionnaire, I wanted to find out whether the students like to read in general, whether they like to read in the English language, and what and do they understand the importance of reading while learning a foreign language.

In the first four statements of the first part of the questionnaire, i.e. *I like reading literature in general*, *I like reading literature in foreign language*, *I like reading literature in English* and *I think literary texts are enjoyable*, the majority of the students either agree or strongly agree with the statement. The rest of the students mostly neither disagree nor agree, and those who disagree or strongly disagree with the statements present about 6% or less of the answers.

The fifth and sixth statements asked the students to answer which genres and forms of literature they prefer reading.

In the fifth statement, of all the answers offered, *Adventure*, as it seems, is the preferred one, since the majority of the participants answered agree (37.5%) or strongly agree (37.5%), which adds up to 75%. Next genre is *Fantasy*, with about 48% of students that strongly agree. The genre that carries the most “strongly disagree” answers is *Horror* (25%), which was surprising for me, because I thought they would mostly agree they like to read horrors. *Classics* and *Fairy tales* are in the middle, with most of the students answering they neither disagree nor agree with the statement. Two students wrote that they like to read something else, namely young adult literature and history. The student that wrote he / she likes to read young adult literature explained that “these books are fun to read because they can relate to them”, and the one that likes to read history said that those books are very interesting.

In the sixth statement, 54% of the students agree they like to read short stories, which was not surprising and I have expected this result. I was expecting that most of them would disagree with reading poetry, because the interpretation of poetry is often complex.

The next two statements asked the students to answer which of the genres and forms of literature they would like their teacher to choose more from.

Since the students prefer reading adventure and fantasy, it was not surprising that most of them strongly agree with the statement that their teacher should choose more literature from those genres (56% and 42%). The least preferable were horror and romance, both with 25% of the participants who strongly disagree.

For both, the fifth and the seventh statements, I was surprised that *Classics* were in the middle, with students neither disagreeing nor agreeing to read them, since from experience I have found that most of the secondary school students do not like to read classics and have an opinion that they do not need to read them and find them rather boring. Finding out that the classic literature is not the least preferable genre of literature was a positively surprising fact.

Forms of literature, as the genres, follow the sixth statement: they prefer reading short stories and they would like their teachers to choose more short stories as reading assignments (about 36% of the participants agree with the statement), with novels following them, carrying the same percentage. As expected, the least wanted form of literature was poetry, with about 66% of the participants strongly disagreeing or disagreeing with the statement.

My research has shown that the students in this secondary school in Rijeka recognize the importance of reading in English. In the following three statements, i.e. *I think that it is necessary to read literary texts and learn about literature in English*, *I think that through reading in English, I can improve my proficiency in the English language* and *I think that reading in a foreign language helps me learn more about the culture the text originated from*,

the majority of the participants agree or strongly agree with the statements, while the percentage of the ones that disagree or strongly disagree is minimal or non-existent. The students mostly strongly disagree with the statement *I read only the titles I have to* (27%), and think that reading only the texts given in the textbook would not be enough to develop their language skills (41% of the participants disagree with the statement *I think that reading only the texts given in the course books would be enough for me to develop my language skills*).

Most of the students are indecisive or agree with the statement *I like reading the titles I have to and the titles I choose on my own* (total of 45%), although I think that the percentage of those who are not sure is rather high (21%) considering the fact that they like to read. One comment about that question was that they have little time to do everything they want to, because the requirements for school are numerous and time-consuming, so they put aside reading and enjoying the books. Nevertheless, 77% of them strongly agree that the students should have the opportunity to choose literary texts they like, which was not surprising at all, and they mostly agree or are indecisive whether they like to read texts that use simple English language. In the same time, 37% of the participants do not have any difficulty coping with more complex English language. Here, I would say, their love for reading and books is at odds with the lack of time, so they keep the reading activity at a minimum, but as they grow older, they choose to read more complex texts and through time and with help of the teacher, they expand the vocabulary and learn how to easily understand what has been written and connect the new with what they already know. 44% of them agree that they read interesting texts in their English language class and 35% of them enjoy reading the texts their teacher chooses for them.

About 64% of the participants agree or strongly agree with the statement *I believe that reading texts outside the frames of the course book and talking about the text in class helps me develop the skill of critical thinking about the text*, and 50% of them strongly agree that it helps them develop the skill of creative thinking. That speaks in favour of recognizing the importance of literature, not only for building language proficiency, but also for personal growth. Also, the participants mostly disagree with the last two statements in the part A of their questionnaire, *I have difficulty in understanding literary texts* and *I often feel like I am confused about a text*.

The answers of the two classes are very similar. The difference lies in their interests in literary genres, where one class prefers reading drama, in addition to short stories and novels, what is mutual to both classes. Both classes agree that they do not like poetry. That is an individual choice and taste, although they share similar interests, since they are of similar age.

The differences could be matched to the classes having different teachers, each of them employing their own methods in teaching, and each of them stressing different aspects of the reading.

Table 1: Part A: general views about literature

		<i>Teacher #1</i>	<i>Teacher #2</i>	<i>All together</i>
1.	I like reading literature texts in general.	1 – 2 (8%) 2 – / (0%) 3 – 9 (36%) 4 – 8 (32%) 5 – 6 (24%)	1 – 1 (4%) 2 – 1 (4%) 3 – 3 (13%) 4 – 11(48%) 5 – 7 (30%)	1 – 3 (6%) 2 – 1 (2%) 3 – 12 (25%) 4 – 9 (40%) 5 – 13 (27%)
2.	I like reading literature texts in foreign language.	1 – 2 (8%) 2 – 2 (8%) 3 – 4 (16%) 4 – 4 (16%) 5 – 13 (52%)	1 – / (0%) 2 – / (0%) 3 – 11(48%) 4 – 11(48%) 5 – 1 (4%)	1 – 2 (4%) 2 – 2 (4%) 3 – 15 (31%) 4 – 15 (31%) 5 – 14 (30%)
3.	I like reading literature texts in English.	1 – 2 (8%) 2 – / (0%) 3 – 7 (28%) 4 – 2 (8%) 5 – 14 (56%)	1 – / (0%) 2 – 1 (4%) 3 – 4 (17%) 4 – 14(61%) 5 – 4 (17%)	1 – 2 (4%) 2 – 1 (2%) 3 – 11 (23%) 4 – 16 (33%) 5 – 18 (38%)
4.	I think literary texts are enjoyable.	1 – 2 (8%) 2 – 1 (4%) 3 – 7 (28%) 4 – 10 (40%) 5 – 5 (20%)	1 – / (0%) 2 – 1 (4%) 3 – 5 (22%) 4 – 13(57%) 5 – 4 (17%)	1 – 2 (4%) 2 – 2 (4%) 3 – 12 (25%) 4 – 23 (48%) 5 – 9 (19%)
5.	I like to read:			
	a) Classics	1 – 6 (24%) 2 – 5 (20%) 3 – 8 (32%) 4 – 4 (16%) 5 – 2 (8%)	1 – 2 (9%) 2 – 5 (22%) 3 – 8 (35%) 4 – 6 (26%) 5 – 2 (9%)	1 – 8 (17%) 2 – 10 (21%) 3 – 16 (33%) 4 – 10 (21%) 5 – 4 (8%)

	b) Adventure	1 – / (0%)	1 – / (0%)	1 – / (0%)
		2 – 2 (8%)	2 – 1 (4%)	2 – 3 (6%)
		3 – 6 (24%)	3 – 3 (13%)	3 – 9 (19%)
		4 – 9 (36%)	4 – 9 (39%)	4 – 18 (38%)
		5 – 8 (32%)	5 – 10(44%)	5 – 18 (38%)
	c) Detective	1 – 2 (8%)	1 – 2 (9%)	1 – 4 (8%)
		2 – 2 (8%)	2 – 3 (13%)	2 – 5 (10%)
		3 – 8 (32%)	3 – 1 (4%)	3 – 9 (19%)
		4 – 7 (28%)	4 – 7 (30%)	4 – 14 (29%)
		5 – 6 (24%)	5 – 10(43%)	5 – 16 (33%)
	d) Thriller	1 – 4 (16%)	1 – 3 (13%)	1 – 7 (15%)
		2 – 3 (12%)	2 – 4 (17%)	2 – 7 (15%)
		3 – 6 (24%)	3 – 3 (13%)	3 – 9 (19%)
		4 – 6 (24%)	4 – 8 (35%)	4 – 14 (29%)
		5 – 6 (24%)	5 – 5 (22%)	5 – 11 (23%)
	e) Horror	1 – 5 (20%)	1 – 7 (30%)	1 – 12 (25%)
		2 – 5 (20%)	2 – 1 (4%)	2 – 6 (12, 5%)
		3 – 5 (20%)	3 – 1 (4%)	3 – 6 (12, 5%)
		4 – 7 (28%)	4 – 11 (48%)	4 – 18 (37, 5%)
		5 – 3 (12%)	5 – 3 (13%)	5– 6 (12, 5%)
	f) Fantasy	1 – 4 (16%)	1 – 2 (9%)	1 – 6 (12, 5%)
2 – 2 (8%)		2 – 5 (22%)	2 – 7 (15%)	
3 – 3 (12%)		3 – 2 (9%)	3 – 5 (10%)	
4 – 3 (12%)		4 – 4 (17%)	4 – 7 (15%)	
5 – 13 (52%)		5 – 10 (43%)	5 – 23 (48%)	
g) Romance	1 – 2 (8%)	1 – 3 (13%)	1 – 5 (10%)	
	2 – 5 (20%)	2 – 4 (17%)	2 – 7 (15%)	
	3 – 6 (24%)	3 – 2 (9%)	3 – 8 (17%)	
	4 – 7 (28%)	4 – 4 (17%)	4 – 11 (23%)	
	5 – 5 (20%)	5 – 10 (43%)	5 – 15 (31%)	

	h) Fairy tale	1 – 5 (20%) 2 – 4 (16%) 3 – 8 (32%) 4 – 4 (16%) 5 – 4 (16%)	1 – 6 (26%) 2 – 5 (22%) 3 – 4 (17%) 4 – 3 (13%) 5 – 5 (22%)	1 – 11 (23%) 2 – 9 (19%) 3 – 12 (25%) 4 – 7 (15%) 5 – 9 (19%)
	i) Other: _____	Young adult	History	
6.	I like to read:			
	a) Poetry	1 – 4 (16%) 2 – 10 (40%) 3 – 4 (16%) 4 – 6 (24%) 5 – 1 (4%)	1 – 7 (30%) 2 – 6 (26%) 3 – 6 (26%) 4 – 3 (13%) 5 – 1 (4%)	1 – 11 (23%) 2 – 16 (33%) 3 – 9 (19%) 4 – 9 (19%) 5 – 2 (4%)
	b) Short stories	1 – 1 (4%) 2 – 3 (12%) 3 – 5 (20%) 4 – 12 (48%) 5 – 4 (16%)	1 – / (0%) 2 – 2 (9%) 3 – 5 (22%) 4 – 14 (61%) 5 – 2 (9%)	1 – 1 (2%) 2 – 5 (10%) 3 – 10 (21%) 4 – 26 (54%) 5 – 3 (6%)
	c) Novels	1 – 1 (4%) 2 – 1 (4%) 3 – 6 (24%) 4 – 8 (32%) 5 – 9 (36%)	1 – 1 (4%) 2 – / (0%) 3 – 2 (9%) 4 – 10 (43%) 5 – 10 (43%)	1 – 2 (4%) 2 – 1 (2%) 3 – 8 (17%) 4 – 13 (27%) 5 – 16 % (33%)
	d) Drama	1 – 4 (16%) 2 – 1 (4%) 3 – 8 (32%) 4 – 9 (36%) 5 – 3 (12%)	1 – 2 (9%) 2 – 8 (35%) 3 – 4 (17%) 4 – 7 (30%) 5 – 2 (9%)	1 – 6 (12, 5%) 2 – 9 (19%) 3 – 12 (25%) 4 – 16 (33%) 5 – 5 (10, 5%)

I would like my teacher to choose more literature texts from:				
7.	a) Classics	1 – 6 (24%)	1 – 4 (17%)	1 – 10 (21%)
		2 – 5 (20%)	2 – 5 (22%)	2 – 10 (21%)
		3 – 7 (28%)	3 – 8 (35%)	3 – 15 (31%)
		4 – 3 (12%)	4 – 2 (9%)	4 – 5 (10%)
		5 – 4 (16%)	5 – 4 (17%)	5 – 8 (17%)
	b) Adventure	1 – 1 (4%)	1 – 1 (4%)	1 – 2 (4%)
		2 – 1 (4%)	2 – / (0%)	2 – 1 (2%)
		3 – 7 (28%)	3 – 2 (9%)	3 – 9 (19%)
		4 – 2 (8%)	4 – 7 (30%)	4 – 9 (19%)
		5 – 14 (56%)	5 – 13 (57%)	5 – 27 (56%)
	c) Detective	1 – 2 (8%)	1 – 5 (22%)	1 – 7 (15%)
		2 – 5 (20%)	2 – 1 (4%)	2 – 6 (12, 5%)
		3 – 6 (24%)	3 – 1 (4%)	3 – 7 (15%)
		4 – 4 (16%)	4 – 6 (26%)	4 – 10 (21%)
		5 – 8 (32%)	5 – 10 (43%)	5 – 18 (37, 5%)
	d) Thriller	1 – 5 (20%)	1 – 4 (17%)	1 – 9 (19%)
		2 – 3 (12%)	2 – 1 (4%)	2 – 4 (8%)
		3 – 9 (36%)	3 – 6 (26%)	3 – 15 (31%)
		4 – 3 (12%)	4 – 5 (22%)	4 – 8 (17%)
		5 – 5 (20%)	5 – 7 (30%)	5 – 12 (25%)
	e) Horror	1 – 5 (20%)	1 – 7 (30%)	1 – 12 (25%)
		2 – 4 (16%)	2 – 2 (9%)	2 – 6 (12, 5%)
		3 – 6 (24%)	3 – 5 (22%)	3 – 11 (23%)
		4 – 4 (16%)	4 – 4 (17%)	4 – 8 (16, 5%)
5 – 6 (24%)		5 – 5 (22%)	5 – 11 (23%)	
f) Fantasy	1 – 5 (20%)	1 – 2 (9%)	1 – 7 (15%)	
	2 – 4 (16%)	2 – 4 (17%)	2 – 8 (17%)	
	3 – 3 (12%)	3 – 4 (17%)	3 – 7 (15%)	
	4 – 4 (16%)	4 – 2 (9%)	4 – 6 (12, 5%)	
	5 – 9 (36%)	5 – 11 (48%)	5 – 20 (41, 5%)	

	g) Romance	1 – 6 (24%) 2 – 7 (28%) 3 – 4 (16%) 4 – 5 (20%) 5 – 3 (12%)	1 – 6 (26%) 2 – 3 (13%) 3 – 1 (4%) 4 – 3 (13%) 5 – 10 (43%)	1 – 12 (25%) 2 – 10 (21%) 3 – 5 (10%) 4 – 8 (17%) 5 – 13 (27%)
	h) Fairy tale	1 – 4 (16%) 2 – 4 (16%) 3 – 7 (28%) 4 – 7 (28%) 5 – 3 (12%)	1 – 4 (17%) 2 – 7 (30%) 3 – 2 (9%) 4 – 5 (22%) 5 – 5 (22%)	1 – 8 (17%) 2 – 11 (23%) 3 – 9 (19%) 4 – 12 (25%) 5 – 8 (16%)
	i) Other: _____	/	/	
8.	I would like my teacher to choose more:			
	a) Poetry	1 – 5 (20%) 2 – 12 (48%) 3 – 2 (8%) 4 – 3 (12%) 5 – 3 (12%)	1 – 8 (35%) 2 – 7 (30%) 3 – 6 (26%) 4 – 1 (4%) 5 – 1 (4%)	1 – 13 (27%) 2 – 19 (40%) 3 – 8 (17%) 4 – 4 (8%) 5 – 4 (8%)
	b) Short stories	1 – 1 (4%) 2 – 4 (16%) 3 – 8 (32%) 4 – 9 (36%) 5 – 3 (12%)	1 – / (0%) 2 – 1 (4%) 3 – 5 (22%) 4 – 8 (35%) 5 – 9 (39%)	1 – 1 (2%) 2 – 5 (10, 5%) 3 – 13 (27%) 4 – 17 (35, 5%) 5 – 12 (25%)
	c) Novels	1 – 1 (4%) 2 – 1 (4%) 3 – 7 (28%) 4 – 8 (32%) 5 – 8 (32%)	1 – 1 (4%) 2 – 1 (4%) 3 – 5 (22%) 4 – 9 (39%) 5 – 7 (30%)	1 – 2 (4%) 2 – 2 (4%) 3 – 12 (25%) 4 – 17 (35%) 5 – 15 (31%)

	d) Drama	1 – 4 (16%) 2 – 4 (16%) 3 – 6 (24%) 4 – 7 (28%) 5 – 4 (16%)	1 – 2 (9%) 2 – 7 (30%) 3 – 6 (26%) 4 – 5 (22%) 5 – 3 (13%)	1 – 6 (12, 5%) 2 – 11 (23%) 3 – 12 (25%) 4 – 13 (28%) 5 – 7 (14, 5%)
9.	I think that it is necessary to read literary texts and learn about literature in English.	1 – / (0%) 2 – 2 (8%) 3 – 3 (12%) 4 – 9 (36%) 5 – 11 (44%)	1 – / (0%) 2 – 1 (4%) 3 – 3 (13%) 4 – 13 (57%) 5 – 6 (26%)	1 – / (0%) 2 – 3 (6%) 3 – 6 (12, 5%) 4 – 22 (46%) 5 – 17 (35, 5%)
10	I think that through reading in English, I can improve my proficiency in the English language.	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 – 3 (12%) 5 – 22 (88%)	1 – / (0%) 2 – / (0%) 3 – 1 (4%) 4 – 6 (26%) 5 – 16 (70%)	1 – / (0%) 2 – / (0%) 3 – 1 (2%) 4 – 9 (19%) 5 – 38 (79%)
11.	I think that reading in a foreign language helps me learn more about the culture the text originated from.	1 – 1 (4%) 2 – 1 (4%) 3 – 3 (12%) 4 – 10 (40%) 5 – 10 (40%)	1 – / (0%) 2 – 2 (9%) 3 – 3 (13%) 4 – 9 (39%) 5 – 9 (39%)	1 – 1 (2%) 2 – 3 (6%) 3 – 6 (12%) 4 – 19 (40%) 5 – 19 (40%)
12.	I read only the titles I have to.	1 – 8 (32%) 2 – 4 (16%) 3 – 7 (28%) 4 – 1 (4%) 5 – 5 (20%)	1 – 5 (22%) 2 – 8 (35%) 3 – 6 (26%) 4 – 3 (13%) 5 – 1 (4%)	1 – 13 (27%) 2 – 12 (25%) 3 – 13 (27%) 4 – 4 (8, 5%) 5 – 6 (12, 5%)
13.	I like reading the titles I have to and the titles I choose to read on my own.	1 – 1 (4%) 2 – 5 (20%) 3 – 6 (24%) 4 – 8 (32%) 5 – 5 (20%)	1 – / (0%) 2 – 5 (22%) 3 – 4 (17%) 4 – 11 (48%) 5 – 3 (13%)	1 – 1 (2%) 2 – 10 (21%) 3 – 10 (21%) 4 – 12 (25%) 5 – 8 (16%)

14.	I think a student should have the opportunity to choose literary texts they like.	1 – / (0%) 2 – / (0%) 3 – 4 (16%) 4 – 3 (12%) 5 – 18 (72%)	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 – 4 (17%) 5 – 19 (83%)	1 – / (0%) 2 – / (0%) 3 – 4 (8%) 4 – 7 (15%) 5 – 37 (77%)
15.	I like reading the texts that use simple English language.	1 – 1 (4%) 2 – 4 (16%) 3 – 10 (40%) 4 – 5 (20%) 5 – 5 (20%)	1 – / (0%) 2 – 3 (13%) 3 – 4 (17%) 4 – 9 (39%) 5 – 7 (30%)	1 – 1 (2%) 2 – 7 (15%) 3 – 14 (29%) 4 – 14 (29%) 5 – 12 (25%)
16.	I have no difficulties coping with the texts that use a more complex English language.	1 – / (0%) 2 – 1 (4%) 3 – 6 (24%) 4 – 8 (32%) 5 – 10 (40%)	1 – / (0%) 2 – 4 (17%) 3 – 5 (22%) 4 – 10 (43%) 5 – 4 (17%)	1 – / (0%) 2 – 5 (10, 5%) 3 – 11 (23%) 4 – 18 (37, 5%) 5 – 14 (29%)
17.	I think that the texts I was given to read in my English class were interesting.	1 – / (0%) 2 – 1 (4%) 3 – 5 (20%) 4 – 11 (44%) 5 – 8 (32%)	1 – 1 (4%) 2 – 3 (13%) 3 – 4 (17%) 4 – 10 (43%) 5 – 5 (22%)	1 – 1 (2%) 2 – 4 (8%) 3 – 9 (19%) 4 – 21 (44%) 5 – 13 (27%)
18.	I enjoy reading the literary texts my teacher chooses for me because they are interesting.	1 – / (0%) 2 – 3 (12%) 3 – 4 (16%) 4 – 11 (44%) 5 – 7 (28%)	1 – / (0%) 2 – 3 (13%) 3 – 9 (39%) 4 – 6 (26%) 5 – 5 (22%)	1 – / (0%) 2 – 6 (12, 5%) 3 – 13 (27%) 4 – 17 (35%) 5 – 12 (25%)
19.	I think that reading only the texts given in the course books would be enough for me to develop my language skills.	1 – 3 (12%) 2 – 10 (40%) 3 – 9 (36%) 4 – 1 (4%) 5 – 2 (8%)	1 – 4 (17%) 2 – 10 (43%) 3 – 7 (30%) 4 – 1 (4%) 5 – 1 (4%)	1 – 7 (15%) 2 – 20 (42%) 3 – 16 (33%) 4 – 2 (4%) 5 – 3 (6%)

	I believe that reading texts outside the frames of the course book and talking about the text in class helps me:			
20.	a) Develop the skill of critical thinking about the text.	1 – / (0%) 2 – / (0%) 3 – 9 (36%) 4 – 8 (32%) 5 – 8 (32%)	1 – / (0%) 2 – / (0%) 3 – 8 (35%) 4 – 6 (26%) 5 – 9 (39%)	1 – 0 (0%) 2 – 0 (0%) 3 – 17 (35, 5%) 4 – 14 (29%) 5 – 17 (35, 5%)
	b) Develop the skill of creative thinking.	1 – / (0%) 2 – / (0%) 3 – 7 (28%) 4 – 6 (24%) 5 – 12 (48%)	1 – / (0%) 2 – 1 (4%) 3 – 4 (17%) 4 – 6 (26%) 5 – 12 (52%)	1 – / (0%) 2 – 1 (2%) 3 – 11 (23%) 4 – 12 (25%) 5 – 24 (50%)
21.	I have difficulty in understanding literary texts.	1 – 8 (32%) 2 – 7 (28%) 3 – 4 (16%) 4 – 5 (20%) 5 – 1 (4%)	1 – 5 (22%) 2 – 7 (30%) 3 – 7 (30%) 4 – 4 (17%) 5 – / (0%)	1 – 13 (27%) 2 – 14 (29%) 3 – 11 (23%) 4 – 9 (19%) 5 – 1 (2%)
22.	I often feel like I am confused about a text.	1 – 9 (36%) 2 – 11 (44%) 3 – 3 (12%) 4 – 2 (8%) 5 – / (0%)	1 – 6 (26%) 2 – 10 (43%) 3 – 4 (17%) 4 – 1 (4%) 5 – 2 (9%)	1 – 15 (31%) 2 – 21 (44%) 3 – 7 (15%) 4 – 3 (6%) 5 – 2 (4%)

5.7.1.2. Part B: teacher's literature class management

In the second part of the students' questionnaire, the students were asked to grade their teacher's literature class management, to see how good the teachers manage their classes in the eyes of their students.

What could be concluded from the students' answers is that their teachers could serve as role models for other teachers and those who are yet to become teachers. The teachers' literature class management of these two teachers who teach the English language to these two grammar school classes are graded mostly with the highest grades by their students, which I expected.

The students mostly agree or strongly agree (54%) that their teachers are successful in teaching literature and are aware of the purpose of the texts their teachers give them to read. Majority of the students strongly agreed that their teachers help them understand the texts through teaching literature and discussion about the read text, and a total of 65% of them stated that they understand everything their teacher explains in literature class. Since the majority agree on those two statements, it is inferable that the majority would agree on the statement *My teacher adjusts the lesson according to the level of understanding of the students in the class*. It is understandable, at least in my opinion, that if the majority of the students understand what has been taught, then the teachers try to adjust the lesson to the students, because it is in teachers' interests to achieve the best results with the students in class.

In the statement *My teacher provides alternative explanations and / or examples when a student is confused about a text*, 81% of the participants agree or strongly agree with the statement. Although I was expecting high percentages, I was amazed with this particular statement, because, speaking from my own experience, until now, I was convinced that the teachers in the secondary school, especially in the grammar school, have little time and space in the curriculum to insert literature in the English language, and to make the content understandable to a great majority of the students in class. I believe that with the attitude these two teachers, who participated in my research, have towards their jobs, they give their students the confidence and will to try harder in understanding what the teacher is trying to teach them and what the teacher requires from them.

In the statement *My teacher often divides us into groups for discussions*, 52.5% of students agree or strongly agree with the statement. Here, I would like to pinpoint one difference between the two classes. In the first class, 60% of the students strongly agree with the statement, while in the second, 35% of them disagree. The difference between the two

classes is obvious: one teacher sees the benefits in discussion among the peers, maybe so they could learn from each other, and the other teacher thinks that a large-group discussion would be better to arrive to one single conclusion and it is not as time consuming as division into groups for discussion.

The majority of the participants stated that the teachers try to include the whole class into discussion about a text, but 45% of them agree or strongly agree that they like small-group discussions better because, as 57.5% of them think, in a small-group discussion, they voice their opinion easier than in a large group discussion. A smaller percentage of 29% of them disagree or strongly disagree with small-group discussions and 19% of them disagree or strongly disagree that they can voice their opinions easier in a small-group discussions. The reasons could be various, but I would like to state one that I think is crucial, and that is that without the teacher's guidance in discussions, which lacks in small-group discussions, the opinion of only one student could come forward, while the others could voice them, but they fear that they would not be accepted.

What is interesting in the next statement, *I would like to express my feelings and views about a text, but I often feel ashamed to do so*, the majority of the participants are indecisive (25%). In the first teacher's class, 44% of the students strongly disagree or disagree, and 44% of the students agree or strongly agree. In the second teacher's class, 26% of the students strongly disagree or disagree, and 35% of the students agree or strongly agree. What I can conclude is that they have their opinions about a text, but they choose not to voice it, the reason being known only to them.

In the thirteenth statement, *During discussion, the teacher leaves us discuss the text and he / she only leads the discussion in the wanted direction asking questions that lead us to the wanted conclusion*, 56% of students in the first class, and 43% in the second agree or strongly agree with the statement. Although, as the numbers show, they are pushed to conclude the discussions by themselves, 48% of the participants agree or strongly agree with the statement *I like better when the teacher explains the content of the text*.

The statement that was left unclear was statement number fifteen, *I think that the literature classes my teacher comes up with are challenging enough even for the best students in my class*, because the participants have answered that they disagree, neither disagree nor agree and agree with the same percentage, 27%. Although, in total, 41% of them agree or strongly agree with the statement, I was not expecting this outcome, because I was thinking that they could estimate the difficulty and the challenge of the tasks their teacher provides them with. However, even though the percentages for that statement were slightly unclear, the

following and the last statement of this part of the questionnaire, *My teacher adjusts the tasks according to the student's ability and proficiency in the English language*, yielded clear results: 46% of the students agree with the statement. According to this data, they can easily comprehend the tasks they ought to do and solve them.

Table 2: Part B: teacher's literature class management

		Teacher #1	Teacher #2	All together
1.	I think my teacher is successful in teaching literature.	1 – / (0%) 2 – 1 (4%) 3 – 1 (4%) 4 – 4 (16%) 5 – 5 (20%)	1 – 1 (4%) 2 – / (0%) 3 – 5 (22%) 4 – 8 (35%) 5 – 9 (39%)	1 – 1 (2%) 2 – 1 (2%) 3 – 6 (12, 5%) 4 – 12 (25%) 5 – 14 (29, 5%)
2.	I am aware of the purpose of the texts my teacher gives us to read.	1 – / (0%) 2 – 2 (8%) 3 – 4 (16%) 4 – 10 (40%) 5 – 10 (40%)	1 – / (0%) 2 – 1 (4%) 3 – 6 (26%) 4 – 12 (52%) 5 – 4 (17%)	1 – / (0%) 2 – 3 (6%) 3 – 10 (20%) 4 – 12 (25%) 5 – 14 (29%)
3.	I think the texts I have to read outside the course book are interesting.	1 – 1 (4%) 2 – / (0%) 3 – 3 (12%) 4 – 12 (48%) 5 – 9 (36%)	1 – / (0%) 2 – 1 (4%) 3 – 10 (43%) 4 – 8 (34%) 5 – 4 (17%)	1 – 1 (2%) 2 – 1 (2%) 3 – 13 (27%) 4 – 20 (42%) 5 – 13 (27%)
4.	My teacher helps me understand the literary texts through teaching literature and discussion about the read text.	1 – 1 (4%) 2 – / (0%) 3 – 2 (8%) 4 – 7 (28%) 5 – 15 (60%)	1 – / (0%) 2 – 1 (4%) 3 – 4 (17%) 4 – 7 (30%) 5 – 11 (48%)	1 – 1 (2%) 2 – 1 (2%) 3 – 6 (13%) 4 – 14 (30%) 5 – 26 (54%)
5.	I understand everything my teacher explains to me in the literature class.	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 – 9 (36%) 5 – 16 (64%)	1 – / (0%) 2 – 1 (4%) 3 – 2 (9%) 4 – 5 (22%) 5 – 15 (65%)	1 – / (0%) 2 – 1 (2%) 3 – 2 (4%) 4 – 14 (29%) 5 – 31 (65%)

6.	My teacher adjusts the lesson according to the level of understanding of the students in the class.	1 – / (0%) 2 – / (0%) 3 – 5 (20%) 4 – 8 (32%) 5 – 12 (48%)	1 – 1 (4%) 2 – 1 (4%) 3 – 2 (9%) 4 – 9 (39%) 5 – 10 (43%)	1 – 1 (2%) 2 – 1 (2%) 3 – 7 (15%) 4 – 17 (35%) 5 – 22 (46%)
7.	My teacher tries to include the whole class into discussion about literary texts.	1 – / (0%) 2 – 1 (4%) 3 – 4 (16%) 4 – 6 (24%) 5 – 14 (56%)	1 – 1 (4%) 2 – / (0%) 3 – 7 (30%) 4 – 9 (39%) 5 – 6 (26%)	1 – 1 (2%) 2 – 1 (2%) 3 – 11 (23%) 4 – 15 (31%) 5 – 20 (42%)
8.	My teacher provides alternative explanations and / or examples when a student is confused about a text.	1 – / (0%) 2 – 1 (4%) 3 – 6 (24%) 4 – 7 (28%) 5 – 11 (44%)	1 – / (0%) 2 – / (0%) 3 – 2 (9%) 4 – 9 (39%) 5 – 12 (52%)	1 – / (0%) 2 – 1 (2%) 3 – 8 (16%) 4 – 16 (33%) 5 – 23 (48%)
9.	My teacher often divides us into groups for discussions.	1 – / (0%) 2 – 1 (4%) 3 – / (0%) 4 – 9 (36%) 5 – 15 (60%)	1 – 3 (13%) 2 – 8 (35%) 3 – 6 (26%) 4 – 3 (13%) 5 – 3 (13%)	1 – 3 (6%) 2 – 9 (19%) 3 – 6 (12, 5%) 4 – 12 (25%) 5 – 18 (37, 5%)
10.	I like small group discussions better than large group / whole class discussions.	1 – 2 (8%) 2 – 3 (12%) 3 – 10 (40%) 4 – 3 (12%) 5 – 7 (28%)	1 – 7 (30%) 2 – 2 (9%) 3 – 2 (9%) 4 – 3 (13%) 5 – 9 (39%)	1 – 9 (19%) 2 – 5 (10, 5%) 3 – 12 (25%) 4 – 6 (12, 5%) 5 – 16 (33%)
11.	In a small group discussion, I voice my opinion easier than in a large group discussion.	1 – 1 (4%) 2 – 4 (16%) 3 – 5 (20%) 4 – 7 (28%) 5 – 8 (32%)	1 – 4 (17%) 2 – / (0%) 3 – 6 (26%) 4 – 3 (13%) 5 – 10 (43%)	1 – 5 (10, 5%) 2 – 4 (8%) 3 – 11 (23%) 4 – 10 (21%) 5 – 18 (37, 5%)

12.	I would like to express my feelings and views about a text, but I often feel ashamed to do so.	1 – 3 (12%) 2 – 8 (32%) 3 – 3 (12%) 4 – 4 (16%) 5 – 7 (28%)	1 – 5 (22%) 2 – 1 (4%) 3 – 9 (39%) 4 – 4 (17%) 5 – 4 (17%)	1 – 8 (16%) 2 – 9 (19%) 3 – 12 (25%) 4 – 8 (16%) 5 – 11 (23%)
13.	During discussion, the teacher leaves us discuss the text and he / she only leads the discussion in the wanted direction asking questions that lead us to the wanted conclusion.	1 – 3 (12%) 2 – 1 (4%) 3 – 7 (28%) 4 – 9 (36%) 5 – 5 (20%)	1 – 1 (4%) 2 – 4 (17%) 3 – 8 (35%) 4 – 7 (30%) 5 – 3 (13%)	1 – 4 (8%) 2 – 5 (10, 5%) 3 – 15 (31%) 4 – 16 (33, 5%) 5 – 8 (16%)
14.	I like better when the teacher explains the content of the text.	1 – 1 (4%) 2 – 3 (12%) 3 – 11 (44%) 4 – 5 (20%) 5 – 5 (20%)	1 – / (0%) 2 – 4 (17%) 3 – 6 (26%) 4 – 9 (39%) 5 – 4 (17%)	1 – 1 (2%) 2 – 7 (15%) 3 – 17 (35%) 4 – 14 (29%) 5 – 9 (19%)
15.	I think that the literature classes my teacher comes up with are challenging enough even for the best students in my class.	1 – / (0%) 2 – 7 (28%) 3 – 6 (24%) 4 – 6 (24%) 5 – 6 (24%)	1 – 2 (9%) 2 – 6 (26%) 3 – 7 (30%) 4 – 7 (30%) 5 – 1 (4%)	1 – 2 (4%) 2 – 13 (27%) 3 – 13 (27%) 4 – 13 (27%) 5 – 7 (15%)
16.	My teacher adjusts the tasks according to the student's ability and proficiency in the English language.	1 – 1 (4%) 2 – / (0%) 3 – 6 (24%) 4 – 12 (48%) 5 – 6 (24%)	1 – / (0%) 2 – 2 (9%) 3 – 6 (26%) 4 – 10 (43%) 5 – 5 (22%)	1 – 1 (2%) 2 – 2 (4%) 3 – 12 (25%) 4 – 22 (46%) 5 – 11 (23%)

5.7.1.3. Part C: e – learning

In the last part of the students' questionnaire, I wanted to see how much the students know about using the computers and how much do they use them as help with the literature texts. In the first few statements I asked them to grade their own knowledge about computer software usable for class purposes, their knowledge about the multimedia and their opinions about using the multimedia in the literature classes. In the end, they were supposed to estimate their teacher's knowledge and usage of the multimedia and the technology in literature class and their own usage of the Internet and online sources. I expected that they possess a lot of knowledge in technology and that they are up to date with the technological development.

The results were not surprising. In the first statement they were ought to estimate their knowledge in Microsoft Word, Microsoft PowerPoint and browsing the internet. While some of them think they do not possess knowledge in managing Microsoft Word or Microsoft PowerPoint (8% and 10% disagree or neither disagree nor agree), the majority agree or strongly agree with the statement (92% in managing Microsoft Word and 90% in managing Microsoft PowerPoint), and 100% of the participants agree or strongly agree that they possess the knowledge in successfully browsing the internet. While 98% of the students are familiar with multimedia, 87% of them agree or strongly agree with the statement *I am familiar with all the elements that are grouped under the label "multimedia"*, and the majority strongly agree that they are able to find usable and reliable information online.

The students in general think that using multimedia and technology in literature class would help improve the classes and make the explaining easier (52% strongly agree with the statement *I believe that using the multimedia in literature class can help the teacher explain and the students understand the parts of the lesson that needs a thorough explaining*, and 71% agree or strongly agree with the statement *I believe that it is easier to comprehend the notions of a literary text using the elements of multimedia*). In addition, 50% of them strongly agree and 21% agree that the literature lesson is much more interesting when using multimedia.

Both classes agree that their teachers use the multimedia in class, and 54% of them strongly agree that the teacher successfully incorporates audio files in teaching, 40% agree for images and 52% strongly agree for video. Almost 50% of them think that using multimedia and internet can be beneficial in learning for all the students, especially the students that have difficulties learning and understanding literary texts. One of the explanations one student gave is that those students that have difficulties in learning could find simpler explanations online and use them in class. 77% of the participants admitted that they use the internet while

searching for usable information and 96% agree that they can easily find and use information on the internet.

What I have personally found a bit disturbing and rather disappointing is that, knowing that the students are browsing the internet, the teachers did not provide them with the web pages they could use to find the information they need or warned them about the web pages that can be misleading (47% disagree or strongly disagree with the statement *My teacher provided me with web pages that I can use to find information that I need*, and 41% disagree or strongly disagree with the statement *My teacher warned me about the web pages that can be misleading*).

Since they are a new generation, it is not surprising that they are familiar with the notion of online teaching and learning and that they are using online learning as addition to classroom and individual learning (44% agree or strongly agree with this statement, while 75% of them are familiar with online learning). With social networks in the way, in addition to misleading web pages and advertisements, the fact that 48% of the participants agree that they are easily distracted while browsing the internet in search for usable information is not surprising either.

In the last statement, i.e. *I use the internet to find short summaries of the texts I have to read*, I have expected that more students would admit that they search for short summaries online, but only 65% of them agree or strongly agree with the statement. This result was surprising, because while the research has shown that these students like to read, the majority browses the internet to find out the plot. One of the comments from a student that agreed with the statement was that the short summaries, especially the ones with explanations, can help them understand the plot and the actions of the characters better.

Table 3: Part C: e – learning

		Teacher #1	Teacher #2	All together
1.	I possess knowledge in:			
	a) Managing Microsoft Word.	1 – / (0%)	1 – / (0%)	1 – / (0%)
		2 – 1 (4%)	2 – / (0%)	2 – 1 (2%)
		3 – 3 (12%)	3 – / (0%)	3 – 3 (6%)
		4 – 6 (24%)	4 – 4 (17%)	4 – 10 (21%)
		5 – 15 (60%)	5 – 19 (83%)	5 – 34 (71%)

	b) Managing Microsoft PowerPoint.	1 – / (0%) 2 – 1 (4%) 3 – 4 (16%) 4 –7 (24%) 5 – 13 (52%)	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 –3 (13%) 5 – 20 (87%)	1 – / (0%) 2 – 1 (2%) 3 – 4 (8%) 4 –10 (21%) 5 – 33 (69%)
	c) Successfully browsing the internet.	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 –3 (12%) 5 – 22 (88%)	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 –1 (4%) 5 – 22 (96%)	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 –4 (8%) 5 – 44 (92%)
2.	I am familiar with multimedia.	1 – / (0%) 2 – / (0%) 3 – 1 (4%) 4 –7 (28%) 5 – 17 (68%)	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 –4 (17%) 5 – 19 (83%)	1 – / (0%) 2 – / (0%) 3 – 1 (2%) 4 –11 (23%) 5 – 36 (75%)
3.	I am familiar with all the elements that are grouped under the label “multimedia” (combination of text, audio, still images, animation, video and interactive material (texts containing “links” to some other online content(s)).	1 – / (0%) 2 – / (0%) 3 – 5 (20%) 4 –11 (44%) 5 – 9 (36%)	1 – / (0%) 2 – / (0%) 3 – 1 (4%) 4 –7 (30%) 5 – 5 (65%)	1 – / (0%) 2 – / (0%) 3 – 6 (12, 5%) 4 –18 (37, 5%) 5 – 24 (50%)
4.	I am able to find reliable information online that can help me improve my knowledge.	1 – / (0%) 2 – / (0%) 3 – 2 (8%) 4 –10 (40%) 5 – 13 (52%)	1 – / (0%) 2 – 1 (4%) 3 – / (0%) 4 –5 (22%) 5 – 17 (74%)	1 – / (0%) 2 – 1 (2%) 3 – 2 (4%) 4 –15 (31%) 5 – 30 (63%)
5.	I believe that using multimedia in literature class can help the teacher explain and the students understand the parts of the lesson that needs a thorough explaining.	1 – / (0%) 2 – / (0%) 3 – 3 (12%) 4 –6 (24%) 5 – 16 (64%)	1 – / (0%) 2 – 1 (4%) 3 – 7 (30%) 4 –6 (26%) 5 – 9 (39%)	1 – / (0%) 2 – / (2%) 3 – 10 (21%) 4 –12 (25%) 5 – 25 (52%)

6.	I believe that it is easier to comprehend the notions of a literary text using the elements of multimedia.	1 – / (0%) 2 – / (0%) 3 – 6 (24%) 4 –12 (52%) 5 – 7 (28%)	1 – / (0%) 2 – 1 (4%) 3 – 7 (30%) 4 –7 (30%) 5 – 8 (36%)	1 – / (0%) 2 – 1 (2%) 3 – 13 (27%) 4 –19 (40%) 5 – 15 (31%)
7.	My teacher uses multimedia in class.	1 – / (0%) 2 – / (0%) 3 – 4 (16%) 4 –10 (40%) 5 – 11 (44%)	1 – 1 (4%) 2 – 1 (4%) 3 – 5 (22%) 4 –10 (43%) 5 – 6 (26%)	1 – 1 (2%) 2 – 1 (2%) 3 – 9 (19%) 4 –20 (42%) 5 – 17 (35%)
8.	I think that the literature lesson is much more interesting when using multimedia.	1 – / (0%) 2 – / (0%) 3 – 7 (28%) 4 –6 (24%) 5 – 12 (48%)	1 – / (0%) 2 – 2 (9%) 3 – 5 (22%) 4 –4 (17%) 5 – 12 (52%)	1 – / (0%) 2 – 2 (4%) 3 – 12 (25%) 4 –10 (21%) 5 – 24 (50%)
My teacher successfully includes multimedia in teaching:				
9.	a) Audio files	1 – / (0%) 2 – 1 (4%) 3 – 3 (12%) 4 –11 (44%) 5 – 10 (40%)	1 – / (0%) 2 – / (0%) 3 – 2 (9%) 4 –5 (22%) 5 – 16 (70%)	1 – / (0%) 2 – 1 (2%) 3 – 5 (10, 5%) 4 –16 (33, 5%) 5 – 26 (54%)
	b) Images	1 – / (0%) 2 – 2 (8%) 3 – 5 (20%) 4 –11 (44%) 5 – 7 (28%)	1 – 2 (9%) 2 – 1 (4%) 3 – 6 (26%) 4 –8 (35%) 5 – 6 (26%)	1 – 2 (4%) 2 – 3 (6%) 3 – 11 (23%) 4 –19 (40%) 5 – 13 (27%)
	c) Video	1 – / (0%) 2 – / (0%) 3 – 3 (12%) 4 –5 (20%) 5 – 17 (68%)	1 – 1 (4%) 2 – 2 (9%) 3 – 3 (13%) 4 –9 (39%) 5 – 8 (35%)	1 – 1 (2%) 2 – 2 (4%) 3 – 6 (13%) 4 –14 (29%) 5 – 25 (52%)

10.	Using multimedia and internet can be beneficial in learning for all the students, especially the students that have difficulties learning and understanding a literary text.	1 – / (0%) 2 – / (0%) 3 – 3 (12%) 4 –10 (40%) 5 – 12 (48%)	1 – / (0%) 2 – 1 (4%) 3 – 3 (13%) 4 –8 (35%) 5 – 11 (48%)	1 – / (0%) 2 – 1 (2%) 3 – 6 (12, 5%) 4 –18 (37, 5%) 5 – 23 (48%)
11.	I use the internet while searching for usable information about a text.	1 – / (0%) 2 – / (0%) 3 – 6 (24%) 4 –9 (36%) 5 – 9 (36%)	1 – 1 (4%) 2 – 2 (9%) 3 – 1 (4%) 4 –10 (43%) 5 – 9 (39%)	1 – 1 (2%) 2 – 3 (6%) 3 – 7 (15%) 4 –19 (40%) 5 – 18 (37%)
12.	I can easily find and use information on the internet.	1 – / (0%) 2 – / (0%) 3 – / (0%) 4 –12 (48%) 5 – 13 (52%)	1 – 1 (4%) 2 – / (0%) 3 – 1 (4%) 4 –4 (17%) 5 – 17 (74%)	1 – 1 (2%) 2 – / (0%) 3 – / (2%) 4 –16 (33%) 5 – 30 (63%)
13.	The literary text home assignments include browsing the internet.	1 – 1 (4%) 2 – 3 (12%) 3 – 12 (48%) 4 –9 (36%) 5 – / (0%)	1 – 1 (4%) 2 – 4 (17%) 3 – 3 (13%) 4 –6 (26%) 5 – 9 (39%)	1 – 2 (4%) 2 – 7 (15%) 3 – 15 (31%) 4 –15 (31%) 5 – 9 (19%)
14.	My teacher provided me with web pages that I can use to find information that I need.	1 – 3 (12%) 2 – 7 (28%) 3 – 9 (36%) 4 –5 (20%) 5 – 1 (4%)	1 – 5 (22%) 2 – 8 (35%) 3 – 5 (22%) 4 –3 (13%) 5 – 2 (9%)	1 – 8 (16%) 2 – 15 (31, 5%) 3 – 14 (29%) 4 –8 (16%) 5 – 3 (6, 5%)
15.	My teacher warned me about the web pages that can be misleading.	1 – 4 (16%) 2 – 5 (20%) 3 – 7 (28%) 4 –6 (24%) 5 – 3 (12%)	1 – 4 (17%) 2 – 7 (30%) 3 – 5 (22%) 4 –5 (22%) 5 – 2 (9%)	1 – 8 (16, 5%) 2 – 12 (25%) 3 – 12 (25%) 4 –11 (23%) 5 – 5 (10, 5%)

16.	I am familiar with the notion of online teaching and learning.	1 – / (0%) 2 – 2 (8%) 3 – 4 (16%) 4 –9 (36%) 5 – 10 (40%)	1 – / (0%) 2 – 2 (9%) 3 – 4 (17%) 4 –9 (39%) 5 – 8 (35%)	1 – / (0%) 2 – 4 (8%) 3 – 8 (16%) 4 –18 (37, 5%) 5 – 18 (37, 5%)
17.	I am using online learning as addition to classroom and individual learning.	1 – 4 (16%) 2 – 7 (28%) 3 – 3 (12%) 4 –3 (12%) 5 – 8 (32%)	1 – 2 (9%) 2 – 4 (17%) 3 – 7 (30%) 4 –6 (26%) 5 – 4 (17%)	1 – 6 (12, 5%) 2 – 11 (23%) 3 – 10 (21%) 4 –9 (19%) 5 – 12 (25%)
18.	I am easily distracted while I am browsing the internet in search for usable information.	1 – 1 (4%) 2 – 3 (12%) 3 – 10 (40%) 4 –5 (20%) 5 – 6 (24%)	1 – 1 (4%) 2 – 6 (26%) 3 – 4 (17%) 4 –7 (30%) 5 – 5 (22%)	1 – 2 (4%) 2 – 9 (19%) 3 – 14 (29%) 4 –12 (25%) 5 – 11 (23%)
19.	I use the internet to find short summaries of the texts I have to read.	1 – 3 (12%) 2 – 4 (16%) 3 – 3 (12%) 4 –8 (32%) 5 – 7 (28%)	1 – 1 (4%) 2 – / (0%) 3 – 6 (30%) 4 –11 (48%) 5 – 5 (22%)	1 – 4 (8%) 2 – 4 (8%) 3 – 9 (16%) 4 –19 (40%) 5 – 12 (25%)

5.7.2. Teachers' answers

In the first part of the teachers' questionnaire, I have asked them to estimate their performance in the literature class. In the second part, I wanted to find out how much they know about the computers and the multimedia and their incorporation in the literature class. I came to conclusion that one of the teachers was more critical of herself than the other teacher. Although their answers are similar, they differ in certain aspects. The difference could be due to the age difference between the two teachers and their preferences to use technology.

5.7.2.1. Part A: managing the teaching of literature

On the first three questions both teachers gave the same answers: for the first question, i.e. *In teaching literature, how much can you do to get through to the students that have a great amount of difficulty in understanding literary texts?*, very little, and the second and the third, i.e. *How much can you do to help your students think critically about a literary text?*, *How much can you do to lead an effective and fruitful discussion about a literary text?*, some influence. The teachers also believe that they can do very little, or have some influence to motivate the students who show low interest in engaging in the text.

While one teacher thinks she can do quite a bit to get the students to believe they can do well in a literature class, the other one thinks she can have only some influence. The same continues for the next question, concerning helping the students value learning from literature, but both teachers believe they can do quite a bit in testing what the students have learnt in literature class.

In question eight, *To what extent can you craft good questions about a text for your students: a) to make them think thoroughly about the text, and b) to help them develop a skill of critical thinking*, one teacher estimated she can do a great deal, and for the *c) to help them conclude what they have to learn on their own*, she estimated she can do quite a bit. The other teacher answered all three questions with some influence.

Both teachers believe they cannot do much if a student does not understand the nuances of a text, but they both think that they can do much to control a student who is dominating a literary discussion. They answered the same (quite a bit) on the question twelve, concerning coordination of a small group discussion in contrast with a large group discussion or a whole class discussion. They both also think that they have some influence in adjusting the lesson to the proper level of individual students. One teacher thinks she can quite well provide appropriate challenges for very capable students, while the other believes she has just some influence.

One teacher thinks she can do a great deal to provide alternative explanations or examples when students are confused about a text, and the other one, again, thinks she has some influence. Both teachers agree that they can implement alternative or innovative strategies in teaching literature quite well.

I am not sure why one of the teachers was critical of herself. It could be because she did not know what to expect of the research, or who is going to see the results, even though I clearly stated that the study is completely anonymous and that the results would be provided only for the purpose of my M.A. thesis. One of the reasons could also be that the teacher is not content with the routine she is using in teaching, taking into account that the learning and teaching methods are following the rapid technological development. She is aware that the new generations are more modernized than the previous and that they seek new ways to be taught and new ways to learn. Although the students have recognized her as a good teacher, according to her answers concerning the literature classes, I feel she would like to do more and improve her teaching. From the answers of the first teacher, it is seen that she is more willing to accept the new methods and that she is more certain about her classroom management.

Table 4: managing the teaching of literature

		Teacher #1	Teacher #2
1.	In teaching literature, how much can you do to get through to the students that have a great amount of difficulty in understanding literary texts?	2	2
2.	How much can you do to help your students think critically about a literary text?	3	3
3.	How much can you do to lead an effective and fruitful discussion about a literary text?	3	3
4.	How much can you do to motivate students who show low interest in engaging in the text(s)?	3	2
5.	How much can you do to get students to believe they can do well in a literature class?	3	4
6.	How much can you do to help your students value learning from literature?	3	4
7.	How much can you gauge student comprehension of what you have taught?	4	4
8.	To what extent can you craft good questions about a text for your students:		
	a) to make them think thoroughly about the text?	3	5
	b) to help them develop a skill of critical thinking?	3	5

	c) to help them conclude what they have to learn on their own?	3	4
9.	How much can you do to foster student's creativity and analytical skills when teaching literature?	3	4
10.	How much can you do to improve the understanding of a student who cannot understand the nuances of a text?	2	3
11.	How much can you do to control a student who is dominating a literary discussion?	4	5
	How well can you coordinate:		
12.	a) a small group discussion of a literary text?	4	4
	b) a large group / whole class discussion of a literary text?	4	4
13.	How successful are you in adjusting your literature lessons to the proper level for individual students?	3	3
14.	To what extent can you provide an alternative explanation or example when students are confused about a text?	3	5
15.	How well can you implement alternative or innovative strategies in teaching literature?	4	4
16.	How well can you provide appropriate challenges for very capable students while teaching literature?	3	4

5.7.2.2. Part B: e – education

The second part of the teachers' questionnaire consists of twelve statements concerning the e – education. Both teachers strongly agree that they possess knowledge in managing Microsoft Word, Microsoft PowerPoint and successfully browsing the internet, and that they are able to successfully plan and hold a teaching lesson using the computer. Both teachers are also familiar with the multimedia. While one teacher strongly agrees, the other neither disagrees nor agrees that they are familiar with possible uses of multimedia elements. This data shows that it is possible that the second teacher is not familiar with all the elements that are grouped under the label "multimedia". I did not include that question in the teachers' questionnaire because I thought the teachers were cognizant of the multimedia and its constituent parts.

The first teacher agrees that she can provide the students with useful online materials and web pages, which they can access from their homes, while the other teacher neither disagrees nor agrees. That shows that this teacher, as much as she is willing to accept all that the new technology has to offer, she is not really keen on using online materials as applicable and usable source of information, although she agrees, as the first teacher, that the students can benefit from online materials used as additional material, if properly guided.

Surprisingly, both teachers neither disagree nor agree that using the multimedia can help them explain difficult parts of the lesson to the students with difficulties in understanding literary texts. The multimedia includes images and links, audio and video files. A visual or auditory representation of the parts of lesson could be very beneficial to the students, and can be used to provide additional assignments, or additional explanations for the difficult parts of the lesson. They both agree that the teachers can benefit from using the internet and multimedia.

In the tenth statement, *I think that the idea of online learning and teaching is very useful*, they differ in answers: the first teacher agrees and the second neither disagrees nor agrees, but they agree that online learning and teaching, as addition to the classroom and individual teaching and learning, can lead to better results.

In the last statement, *Including new methods and strategies using the internet, multimedia and e-learning can help students develop as a person, strengthening skills as critical thinking, sharing opinion and creativity*, they both neither disagree nor agree. The first teacher added a comment to this statement, saying “time will tell”, explaining that the new methods are new and have not been that much tested in secondary schools, so only time will tell us if they are good or bad for the overall development, of both teaching and learning.

In conclusion, the second teacher is not reluctant to try the new, but at the same time stays with how she is habituated to manage the lessons. It is evident from her answers that she had learnt to manage a computer, but she was not taught every beneficial use of the computer in class. The computer could be used as help with teaching, having made a PowerPoint presentation, which puts the blackboard aside; it could be used as a source of additional material, like video files or audio files, if it is connected to the internet.

From the students’ answers it can be concluded that the students like their teachers and the manners in which they teach and manage the lessons, and from the answers of the teachers, we can see that they are not completely satisfied with their methods. I believe that with the proper teachers’ education, the new methods can be successfully incorporated into teaching and managing literature lessons.

Table 5: e-education

		Teacher #1	Teacher #2
1.	I possess knowledge in:		
	a) managing Microsoft Word.	5	5
	b) managing Microsoft PowerPoint.	5	5
	c) successfully browsing the internet.	5	5
2.	I am able to successfully plan and hold a teaching lesson using the computer.	5	5
3.	I am familiar with multimedia.	4	5
4.	I am familiar with possible uses of all the multimedia elements.	3	5
5.	I can provide my students with useful online materials and web pages, which they can access from their homes.	3	4
6.	I believe my students can benefit from online materials used as additional material, if properly guided.	4	4
7.	I believe that using multimedia in teaching can help me explain difficult parts of my lesson to the students with difficulties in understanding literary texts.	3	3
8.	Using multimedia can be helpful in providing alternative explanations or examples.	3	4
9.	I believe that the teachers too can benefit from using the internet and multimedia.	4	4
10.	I think that the idea of online learning and teaching is very useful.	3	4
11.	If properly led, online learning and teaching, as an addition to classroom and individual teaching and learning, can lead to better results.	4	4
12.	Including new methods and strategies using internet, multimedia and e-learning can help students develop as a person, strengthening skills as critical thinking, sharing opinion and creativity.	3	3

6. Conclusion

In this paper I have examined the use of the new methods in teaching, using the multimedia and the internet in the literature teaching in the English language in one grammar school in Rijeka. Due to a rapid technological development, it is important that the new methods are introduced and used in the literature teaching. The aim of the thesis was to examine the position of literature in the English language teaching and the English language curriculum and show the manners in which it is being taught.

In the first part of the research, the aim was to show the students' attitudes towards reading literary texts and the management of the literature class introducing new methods into teaching. The second part shows the teachers' attitude towards the e-education and teaching literature in the English language class.

The results presented the position of the literature teaching in secondary schools and the extent to which the multimedia and the internet are being used in teaching. Even though the teachers share high ambitions in improving the English language teaching, there still exists the need of further teacher education in order to improve the teaching of the literature, with the usage of the multimedia and the internet. The students show interest in being involved in the process of teaching, but they can be involved just to a certain extent, because the teachers do not leave much space for their participation. It is a circular process, because one cannot exist without the other, i.e. the teachers' education precedes the students' involvement into the teaching.

The multimedia has a lot of advantages that can be used in literature teaching, from presenting the main ideas of the literary text, through designing the tasks, to formulating the topics for the students' research. Unfortunately, all the advantages have not yet been met and there is still a lot of work left to do before the e-education idea takes over the known educational system.

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8. Appendix

8.1. Appendix 1: Questionnaire for secondary school students

Student's view on learning literature

This questionnaire was designed for the purposes of my M.A. thesis at the Faculty of Humanities and Social Sciences at the University of Rijeka, in which I am analysing the manner of teaching literature in schools, using new strategies and methods, applying new ways of teaching. I would appreciate if you could complete the questionnaire: it is completely anonymous, there are no right or wrong answers and the results will be used only for the thesis purposes. Your answers will be kept confidential.

The questionnaire consists of three parts: *part A*, concerning your general opinions and views about literature; *part B*, concerning your opinion about the ways your teacher manages the literature classes; and *part C*, concerning your views about learning with the help of the internet and multimedia.

In the end, there is space provided for your comments, if you have any, or something you would like to add, but was not mentioned in the questionnaire.

The questionnaire is a Likert scale questionnaire, consisting of statements, to be answered choosing an answer from one to five. Answering the questionnaire should not take more than fifteen minutes of your time.

Thank you for your time and cooperation.

Part A: general views about literature

For each question, circle an answer that most closely matches your opinion:

1 – strongly disagree 2 – disagree 3 – neither disagree nor agree

4 – agree 5 – strongly agree

1.	I like reading literature in general.	1 2 3 4 5
2.	I like reading literature in foreign language.	1 2 3 4 5
3.	I like reading literature in English.	1 2 3 4 5
4.	I think literary texts are enjoyable.	1 2 3 4 5
5.	I like to read:	
	j) Classics	1 2 3 4 5
	k) Adventure	1 2 3 4 5
	l) Detective	1 2 3 4 5
	m) Thriller	1 2 3 4 5
	n) Horror	1 2 3 4 5
	o) Fantasy	1 2 3 4 5
	p) Romance	1 2 3 4 5
q) Fairy tale	1 2 3 4 5	
r) Other: _____		
6.	I like to read:	
	e) Poetry	1 2 3 4 5
	f) Short stories	1 2 3 4 5
	g) Novels	1 2 3 4 5
	h) Drama	1 2 3 4 5
7.	I would like my teacher to choose more literature from:	
	a) Classics	1 2 3 4 5
	b) Adventure	1 2 3 4 5
	c) Detective	1 2 3 4 5
	d) Thriller	1 2 3 4 5
	e) Horror	1 2 3 4 5
	f) Fantasy	1 2 3 4 5
g) Romance	1 2 3 4 5	

	h) Fairy tale	1 2 3 4 5
	i) Other: _____	
Why?		

	I would like my teacher to choose more:	
	e) Poetry	1 2 3 4 5
8.	f) Short stories	1 2 3 4 5
	g) Novels	1 2 3 4 5
	h) Drama	1 2 3 4 5
Why?		

9.	I think that it is necessary to read literary texts and learn about literature in English.	1 2 3 4 5
10	I think that through reading in English, I can improve my proficiency in the English language.	1 2 3 4 5
11.	I think that reading in a foreign language helps me learn more about the culture the text originated from.	1 2 3 4 5
12.	I read only the titles I have to.	1 2 3 4 5
13.	I like reading the titles I have to and the titles I choose to read on my own.	1 2 3 4 5
14.	I think a student should have the opportunity to choose literary texts they like.	1 2 3 4 5
15.	I like reading the texts that use simple English language.	1 2 3 4 5
16.	I have no difficulties coping with the texts that use a more complex English language.	1 2 3 4 5
17.	I think that the texts I was given to read in my English class were interesting.	1 2 3 4 5
18.	I enjoy reading the literary texts my teacher chooses for me because	1 2 3 4 5

	they are interesting.	
19.	I think that reading only the texts given in the course books would be enough for me to develop my language skills.	1 2 3 4 5
20.	I believe that reading texts outside the frames of the course book and talking about the text in class helps me:	
	c) Develop the skill of critical thinking about the text.	1 2 3 4 5
	d) Develop the skill of creative thinking.	1 2 3 4 5
21.	I have difficulty in understanding literary texts.	1 2 3 4 5
22.	I often feel like I am confused about a text.	1 2 3 4 5

Part B: teacher's literature class management

For each question, circle an answer that most closely matches your opinion:

1 – strongly disagree 2 – disagree 3 – neither disagree nor agree

4 – agree 5 – strongly agree

1.	I think my teacher is successful in teaching literature.	1 2 3 4 5
2.	I am aware of the purpose of the texts my teacher gives us to read.	1 2 3 4 5
3.	I think the texts I have to read outside the course book are interesting.	1 2 3 4 5
4.	My teacher helps me understand the literary texts through teaching literature and discussion about the read text.	1 2 3 4 5
5.	I understand everything my teacher explains to me in the literature class.	1 2 3 4 5
6.	My teacher adjusts the lesson according to the level of understanding of the students in the class.	1 2 3 4 5
7.	My teacher tries to include the whole class into discussion about literary texts.	1 2 3 4 5
8.	My teacher provides alternative explanations and / or examples when a student is confused about a text.	1 2 3 4 5
9.	My teacher often divides us into groups for discussions.	1 2 3 4 5
10.	I like small group discussions better than large group / whole class discussions.	1 2 3 4 5
11.	In a small group discussion, I voice my opinion easier than in a large group discussion.	1 2 3 4 5

12.	I would like to express my feelings and views about a text, but I often feel ashamed to do so.	1 2 3 4 5
13.	During discussion, the teacher leaves us discuss the text and he / she only leads the discussion in the wanted direction asking questions that lead us to the wanted conclusion.	1 2 3 4 5
14.	I like better when the teacher explains the content of the text.	1 2 3 4 5
15.	I think that the literature classes my teacher comes up with are challenging enough even for the best students in my class.	1 2 3 4 5
16.	My teacher adjusts the tasks according to the student's ability and proficiency in the English language.	1 2 3 4 5

Part C: e – learning

For each question, circle an answer that most closely matches your opinion:

1 – strongly disagree 2 – disagree 3 – neither disagree nor agree

4 – agree 5 – strongly agree

1.	I possess knowledge in:	
	d) Managing Microsoft Word.	1 2 3 4 5
	e) Managing Microsoft PowerPoint.	1 2 3 4 5
	f) Successfully browsing the internet.	1 2 3 4 5
2.	I am familiar with multimedia.	1 2 3 4 5
3.	I am familiar with all the elements that are grouped under the label “multimedia” (combination of text, audio, still images, animation, video and interactive material (texts containing “links” to some other online content(s)).	1 2 3 4 5
4.	I am able to find reliable information online that can help me improve my knowledge.	1 2 3 4 5
5.	I believe that using multimedia in literature class can help the teacher explain and the students understand the parts of the lesson that needs a thorough explaining.	1 2 3 4 5
6.	I believe that it is easier to comprehend the notions of a literary text using the elements of multimedia.	1 2 3 4 5
7.	My teacher uses multimedia in class.	1 2 3 4 5

8.	I think that the literature lesson is much more interesting when using multimedia.	1	2	3	4	5
9.	My teacher successfully includes multimedia in teaching:					
	d) Audio files	1	2	3	4	5
	e) Images	1	2	3	4	5
	f) Video	1	2	3	4	5
10.	Using multimedia and internet can be beneficial in learning for all the students, especially the students that have difficulties learning and understanding a literary text.	1	2	3	4	5
11.	I use the internet while searching for usable information about a text.	1	2	3	4	5
12.	I can easily find and use information on the internet.	1	2	3	4	5
13.	The literary text home assignments include browsing the internet.	1	2	3	4	5
14.	My teacher provided me with web pages that I can use to find information that I need.	1	2	3	4	5
15.	My teacher warned me about the web pages that can be misleading.	1	2	3	4	5
16.	I am familiar with the notion of online teaching and learning.	1	2	3	4	5
17.	I am using online learning as addition to classroom and individual learning.	1	2	3	4	5
18.	I am easily distracted while I am browsing the internet in search for usable information.	1	2	3	4	5
19.	I use the internet to find short summaries of the texts I have to read.	1	2	3	4	5
Why?						
<hr/>						
<hr/>						
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<hr/>						

If you have any additional comment or opinion, please write it here.

Thank you for your time and cooperation.

8.2. Appendix 2: Questionnaire for teachers

Teacher's views on teaching literature

This questionnaire was designed for the purposes of my M.A. thesis at the Faculty of Humanities and Social Sciences at the University of Rijeka, in which I am analysing the manner of teaching literature in schools, using new strategies and methods, applying new ways of teaching. I would appreciate if you could complete the questionnaire: it is completely anonymous, there are no right or wrong answers and the results will be used only for the thesis purposes. Your answers will be kept confidential.

The questionnaire consists of two parts: *part A*, concerning the way you manage the classroom situation in literature class; and *part B*, concerning your opinion about new methods and strategies in the e – education era.

In the end, there is space provided for your comments, if you have any, or something you would like to add, but was not mentioned in the questionnaire.

The questionnaire is a Likert scale questionnaire, consisting of questions (part A) and statements (part B), to be answered choosing an answer from one to five. Answering the questionnaire should not take more than fifteen minutes of your time.

Thank you for your time and cooperation.

Part A: managing the teaching of literature

For each question, circle an answer that most closely matches your opinion:

1 – nothing 2 – very little 3 – some influence 4 – quite a bit 5 – a great deal

1.	In teaching literature, how much can you do to get through to the students that have a great amount of difficulty in understanding literary texts?	1 2 3 4 5
2.	How much can you do to help your students think critically about a literary text?	1 2 3 4 5
3.	How much can you do to lead an effective and fruitful discussion about a literary text?	1 2 3 4 5
4.	How much can you do to motivate students who show low interest in engaging in the text(s)?	1 2 3 4 5
5.	How much can you do to get students to believe they can do well in a literature class?	1 2 3 4 5
6.	How much can you do to help your students value learning from literature?	1 2 3 4 5
7.	How much can you gauge student comprehension of what you have taught?	1 2 3 4 5
8.	To what extent can you craft good questions about a text for your students:	
	d) to make them think thoroughly about the text?	1 2 3 4 5
	e) to help them develop a skill of critical thinking?	1 2 3 4 5
	f) to help them conclude what they have to learn on their own?	1 2 3 4 5
9.	How much can you do to foster student's creativity and analytical skills when teaching literature?	1 2 3 4 5
10.	How much can you do to improve the understanding of a student who cannot understand the nuances of a text?	1 2 3 4 5
11.	How much can you do to control a student who is dominating a literary discussion?	1 2 3 4 5
12.	How well can you coordinate:	
	c) a small group discussion of a literary text?	1 2 3 4 5
	d) a large group / whole class discussion of a literary text?	1 2 3 4 5
13.	How successful are you in adjusting your literature lessons to the	1 2 3 4 5

	proper level for individual students?	
14.	To what extent can you provide an alternative explanation or example when students are confused about a text?	1 2 3 4 5
15.	How well can you implement alternative or innovative strategies in teaching literature?	1 2 3 4 5
16.	How well can you provide appropriate challenges for very capable students while teaching literature?	1 2 3 4 5

Part B: e - education

For each question, circle an answer that most closely matches your opinion:

1 – strongly disagree 2 – disagree 3 – neither disagree nor agree

4 – agree 5 – strongly agree

1.	I possess knowledge in: d) managing Microsoft Word. e) managing Microsoft PowerPoint. f) successfully browsing the internet.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
2.	I am able to successfully plan and hold a teaching lesson using the computer.	1 2 3 4 5
3.	I am familiar with multimedia.	1 2 3 4 5
4.	I am familiar with possible uses of all the multimedia elements.	1 2 3 4 5
5.	I can provide my students with useful online materials and web pages, which they can access from their homes.	1 2 3 4 5
6.	I believe my students can benefit from online materials used as additional material, if properly guided.	1 2 3 4 5
7.	I believe that using multimedia in teaching can help me explain difficult parts of my lesson to the students with difficulties in understanding literary texts.	1 2 3 4 5
8.	Using multimedia can be helpful in providing alternative explanations or examples.	1 2 3 4 5
9.	I believe that the teachers too can benefit from using the internet and multimedia.	1 2 3 4 5
10.	I think that the idea of online learning and teaching is very useful.	1 2 3 4 5
11.	If properly led, online learning and teaching, as an addition to	1 2 3 4 5

	classroom and individual teaching and learning, can lead to better results.	
12.	Including new methods and strategies using internet, multimedia and e-learning can help students develop as a person, strengthening skills as critical thinking, sharing opinion and creativity.	1 2 3 4 5

If you have any comments, opinions you would like to add or mention something that was not mentioned in the questionnaire, please, feel free to write it here.

Thank you for your time and cooperation.