TEXTS, CONTEXTS AND MOTIVATIONAL STRATEGIES IN TEACHING LITERATURE TO SAUDI STUDENTS

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ABSTRACT: *This paper has focused on the three crucial issues of teaching literature among the undergraduate students of Saudi Arabia. First it has explored the selection criteria of the literary texts: which texts are the best at tapping the motivations of the students. This selection is important to create "a highly motivating, amusing and lively lesson" (Hismanoglu, 2005, p. 65). Secondly along with eliciting contexts from the students, the study has reviewed the appropriateness of the major academically established contexts (for example, historical, formal, reader response, postcolonial etc.). It has emphasized that choosing the appropriate context for analysis is vital to avoid Saudi students' alienation with the "methods and styles which are unorthodox and incomprehensible, when compared to their upbringing" (Springsteen, 2014, p. 11). Since the class room activities are often found "different, sometimes challenging, and often marginalizing" (Shaw, 2009, p. 225), the article has identified some relevant and effective motivational strategies that work in consonance with the students.*

KEYWORDS: Language Skills, Literary Contexts, Literature, Motivational Strategies, Teaching Literature

INTRODUCTION

Making the classroom activities more learner-centered and generating a motivating environment for the students to learn literature call for a deep re-introspection to address the multi-faceted aspects of the teaching-learning process. This study has investigated the three crucial factors that empower or impede the motivations of the learners: texts, contexts and motivational strategies. These three factors are interrelated and complementary.

Design of the Study

Since students' prolonged motivation and involvement "is something that cannot be imposed; it must come from the materials and lessons that are implemented in the classroom" (Van, 2009, p. 9), this investigation through the questionnaire is an attempt to explore the nature of the students' desire for the types of the texts, discover their preferred contexts for analyzing the literary texts, and identify the learning strategies that ignite their motivation. This study is explorative in nature. It is hoped that this quest will enrich us with diverse motivational insights that will help us identify, generate and manage students' motivation. It is intended neither to prove or disprove any motivational hypothesis or theory nor to test the applicability or suitability of any list of motivational strategies.

LITERATURE REVIEW

Teachers across the world enjoy teaching motivated students, as it is the motivation that makes the students initiate learning the second language and later works as a driving force behind the long and often tedious learning process (Dornyei, 1998, p. 117). Motivation is generally regarded either intrinsic or extrinsic. Intrinsic motivation is more powerful than extrinsic motivation and the ideal role of the teacher is to generate intrinsic motivation in learners. While the intrinsic motivation is the "drive that comes from within; students do something for the sheer joy of doing it" (Tileson, 2004, p. 3), the extrinsic motivation is "the motivation that comes about because of the promise of a tangible, marketable reward" (Tileson, 2004, p. 4).

Among the prominent research done in the context of ELT in Saudi Arabia, Amal A. Alnatheer's significant study on the area of motivation and motivational strategies is notable. Her focus was to make a comparative study between Saudi students who are studying in Saudi Arabia and those who are studying in Australia "to investigate the effect of motivation, and teaching strategies supporting motivation on communicative competence" (Alnatheer, 2013, p. 16). She opined that "future research is needed to assess how factors both within and outside the classroom affect Saudi student's motivation" (2013, p. 246).

Badriah Nasser Al-Twairish made a study "to measure the effect of the implementation of the communicative approach (CA) on the listening and speaking skills of Saudi students" (Al-Twairish, 2009, p.4). His research "indicated that the communicative approach is as applicable to the Saudi context as it is to other contexts" (Al-Twairish, 2009, p.108). This approach is well- known for developing competent and confident communicators.

While Fatema Ibrahim Elsheikh (2014, p. 42) discovered low intrinsic motivation among the Saudi university female students, Moskovsky and Alrabai's (2009) research "show(s) an unequivocally positive attitude on the part of Saudis to EFL learning" and they emphasized "the need to find effective ways to "translate" learners' positive attitudes into motivation" (p. 6). EidAlhaisoni (2012), at the end of his research, reached the conclusion, that learners should be provided more training in using all language learning strategies by "embedding them in regular classroom activities" for a successful language learning (115). Dr. Muhammad H. Al-Khairy (2013) made a survey among the Saudi students to find out what demotivates them. At the end of the analysis, to re-motivate the learners, he suggested, "teachers should use English language in classes, speak slowly to ensure understanding, avoid using Arabic … ensure that interactive activities are frequently exploited and use modern teaching facilities as much as possible to maximize the involvement of the learners in classroom proceedings for better learning" (p. 365).

The research on how to make a literature lesson motivating and successful in Saudi Arabia has received relatively less attention than the research on the four language skills. The potential of the literature in ELT classroom is immense as it has been a great source of learners' motivation, creates a real sense of achievement and is more interesting than the texts found in the course books (Clandfield and Foord, n.d.&Tomková, 2008, p. 8). Through the teaching of literature, a teacher can introduce the language in use and the culture "relatively natural way" (Zhen, 2012, p. 36). HaldunVural (2013) in a study in Kazakhstan discovered that "the use of literature in ELT classrooms may motivate students better than abridged and simplified reading passages in students' course books…the motivational effects of the use of literature in ELT… as a

positive stimulation to motivate students, and a good means to improve reading and writing skills (p. 22).

However, little research has been done so far to explore and understand what kinds of the literary texts the students are looking for, what their preferred ways of reading literature are and what learning styles they are comfortable with. In the context of teaching literature in Saudi Arabia, it is imperative that a research scholar identify them.

Sugita (2010) defined motivational strategy as "techniques consciously used by EFL teachers as ways to promote language-learning motivation" (p. 24). According to Dornyei "Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those *motivational influences that are consciously exerted to achieve some systematic and enduring positive effect"* (Qtd in Ajideh, 2013, p. 1046). In attempting to develop motivation in language learners, teachers should search for the effective motivational strategies that work best with the learners toward learning a foreign language (He, 2009, p.9).

This search for successful motivational strategies among the Saudi students is important because "motivational strategies are culturally dependent, and there is no universal motivational strategy that can be applied to all EFL classrooms across all cultures" (Wong, 2014, p. 146). The other factors that determine the success and failure of the motivational strategies in the classroom are "the learners' approach to learning, the teachers' teaching methods and ideologies as well as contextual reality of different learning environments" (Cheng and Do¨rnyei, 2007 P. 155). Since "more motivated students used learning strategies of all kinds more often than did less motivated students" (Schmidt, 2001, P. 313), it is important to discover some powerful motivational strategies to engage the less motivated learners actively in literature classes. These motivational strategies should be judiciously used as "differences in students' proficiency levels and motivational intensity levels" (McEown& Takeuchi, 2014, p. 33) at times determine their success.

Recently there has been much research on the teaching of literature but most of it has paid attention to how to use literature to develop the four language skills. This cannot be ignored because teachers "face problem in literature based teaching of English" (Fernandes and Alsaeed, 2014, p. 131). In order to identify and clarify the factors that make the teaching of literature motivating and successful, a survey is made in the present study.

PROCEDURE FOR DATA COLLECTION

For the present study, a questionnaire comprising twenty questions was given to the students who are studying literature courses for their Bachelor's degree at Bisha University to obtain the data for analysis. Respondents are the students of the courses-- Introduction to Literary Forms, Short Story, Novel, Drama, Poetry and Modern Literary Movements. They completed the questionnaire in hardcopy during their regular classes at the university. The number of the students in the survey is 118.

Students' Survey

Each question of the students' survey has five options for the students to choose from. It is

based on the Likert Scale. These options are 1. Strongly Agree, 2. Agree, 3. Not Sure, 4. Disagree and 5. Strongly Disagree. For the convenience of the discussion and analysis, the survey has been divided into three parts: Texts, Contexts and Motivational Strategies.
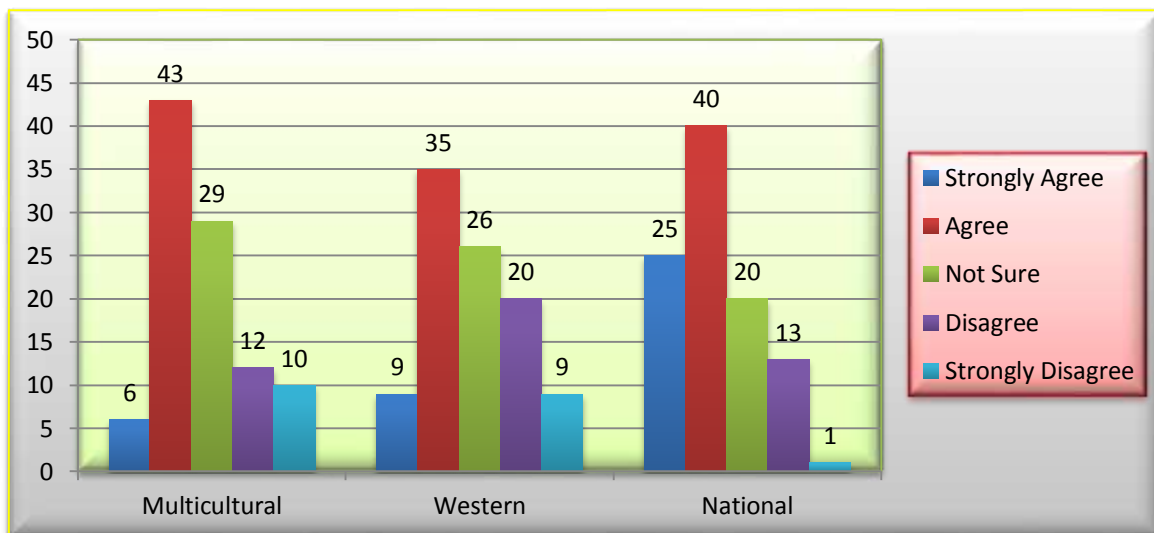
The Survey on Texts

This part of the analysis has sought to explore, through eight specific items, the nature of the literary texts--about which literary texts, on what content, about whose culture, which genre, of which size, and of what language style/structure-that are likely to generate both the intrinsic and extrinsic motivations of the learners.

Content

The main objective of this section is to discover what contents/subject matters of the texts-whose literature-have the potential to ignite the motivations of the students. This has been achieved through the analysis of the data obtained from them through the following three items: (1) I am interested in multicultural literature, (2) I read literature to know about Western culture, and (3) I want to read literature about my culture and country.

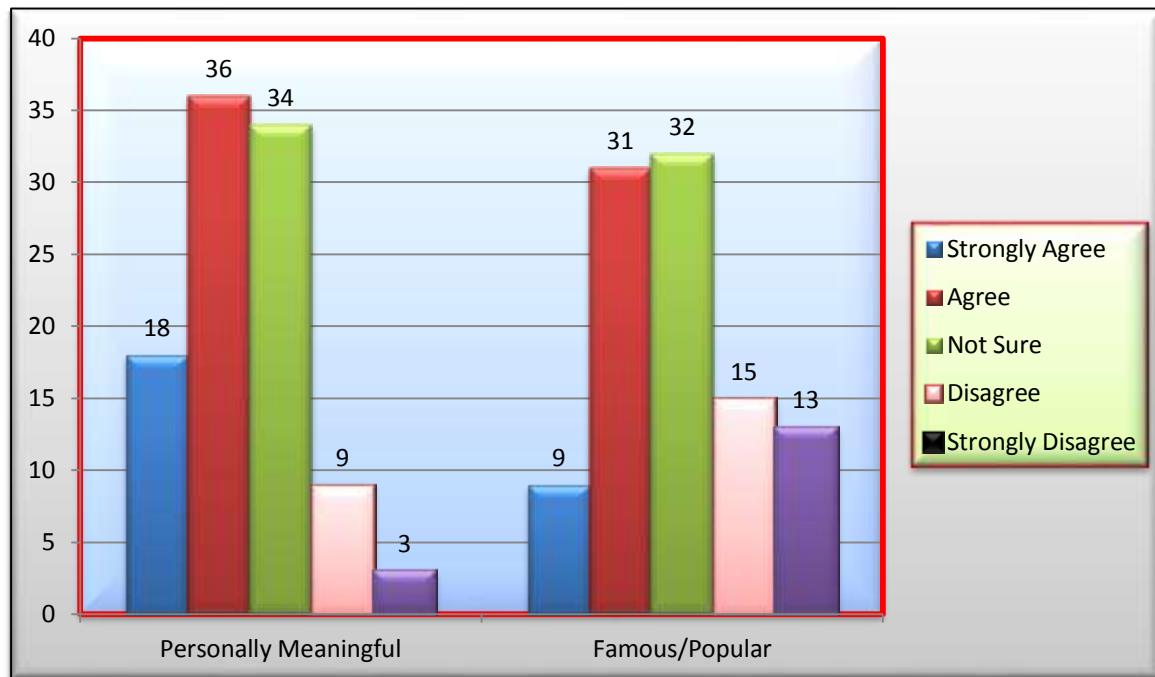**Figure 1: Students' Favorite Literature**

The graph shows the number of students agreeing to study multicultural literature is slightly more than the national or Western literature. However, the overall motivation for the texts on national subject matters is the strongest. 25% students were strongly agreeing to study texts based on their culture and country in relation to Multicultural (6%) and Western (9%). Just 14% percent students were disagreeing (agree and strongly disagree together) to study the national texts in comparison to 26% in Multicultural and 34% in Western literature. 65% of the students showed their interest to study literature based on their society in comparison to multicultural 49% and western 44%.

The analysis has demonstrated that the students are highly motivated to study literary texts based on their own culture and country. Hence, teachers and administrators need to re-orient the learning materials back to their tradition and culture to engage the students more intrinsically in the learning process.

Self-interested versus Classical Texts

This section seeks to examine the attitudes and motivations of the students in selecting the literary texts. Do they want to read what is personally meaningful to them or what is famous or classic? The two questions asked to them are (1) I want to read literature that I can personally relate to, and (2) I am interested in reading famous literary works.

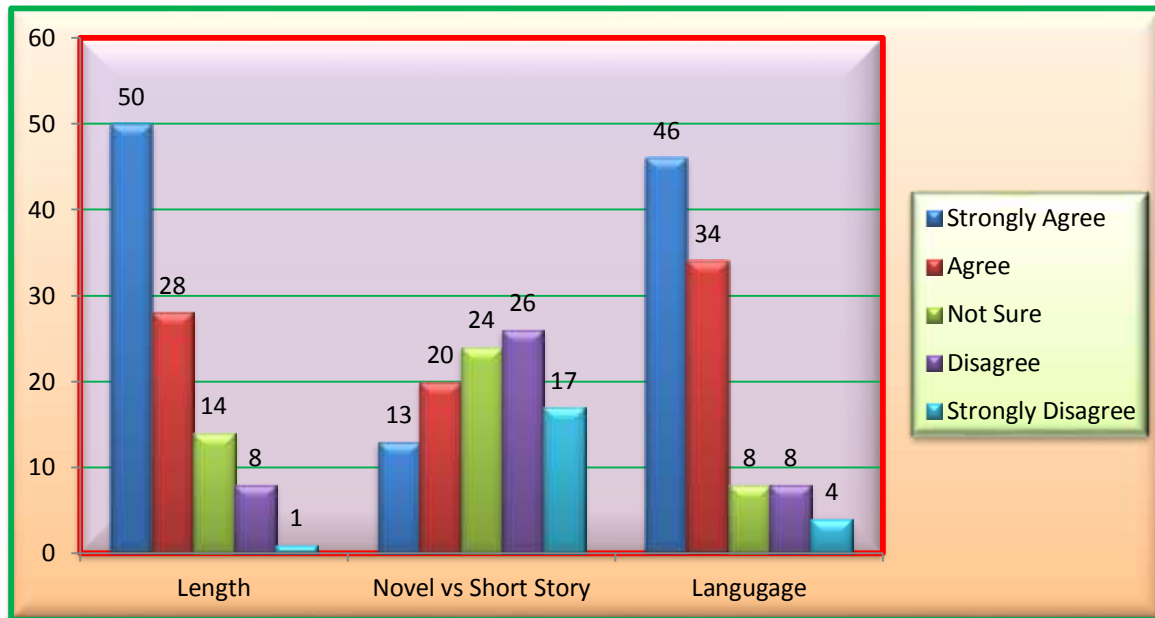**Figure 2: Literary Texts: Self-interested versus Classical**

The graph shows the number of students looking for texts they can personally relate to is much higher than the students looking for the classical texts. For example, 54% students agreed to study texts that they can relate to their life in comparison to 40% students who looked for the popular texts.

This data reinforces students' strong motivation as depicted in figure 1 to read literary texts based on their own life, culture and country. To motivate the students in reading literature, texts that are socially relevant, personally meaningful, emotionally and culturally enriching should be provided to them. The literary texts should be relevant to their interests and real life experiences.

Form and Language

The main intention of this section is to find out the students' preferences regarding the form and language of the texts. Do these aspects of the texts play a key role in creating or impeding the motivations of the students? The statements have been: (1) I want literary texts to be relatively short, (2) I love novels more than short stories, and (3) I like the language of the literary text to be easy and simple.

Figure 3: Form and Language

The most obvious trends in the graph are, first, students strongly prefer the literary texts to be relatively short and, secondly, the language to be easy and simple. More than two-third of the students (adding both the strongly agree and agree groups) are interested in reading short texts. Almost the same number of students opted for easier and simpler texts. Their preference to study Short Story course to Novel course is in consonance with their preferences for the length of the texts and perhaps the complexity of the literary discourse.

The analysis of the data implies that a very lengthy text with too many unfamiliar words and difficult sentence structures is likely to demotivate the students from pursuing their study.

SUMMARY

In summary, the study reveals that the students will be more motivated to study literature if the texts are personally and culturally relevant. The texts should reflect their real life experiences. The result shows that a less number of the students are motivated to read classical texts. It does not become a powerful source of motivation for them. In addition, their preference to read short and easy texts signifies that long and difficult literary texts will frustrate them in the reading process. (The meanings of the terms like easy and difficult are relative). However, in the present context, by easy, it may be understood that the words of the texts are from the most commonly used vocabulary and the sentences are very short and simple).While students' difficulties with vocabulary maybe minimized with training on how to infer meaning from the context, their comparatively low motivation to read Western literature may not get minimized even if, the teacher spends a lot of time on explaining the socio-cultural background of the texts.
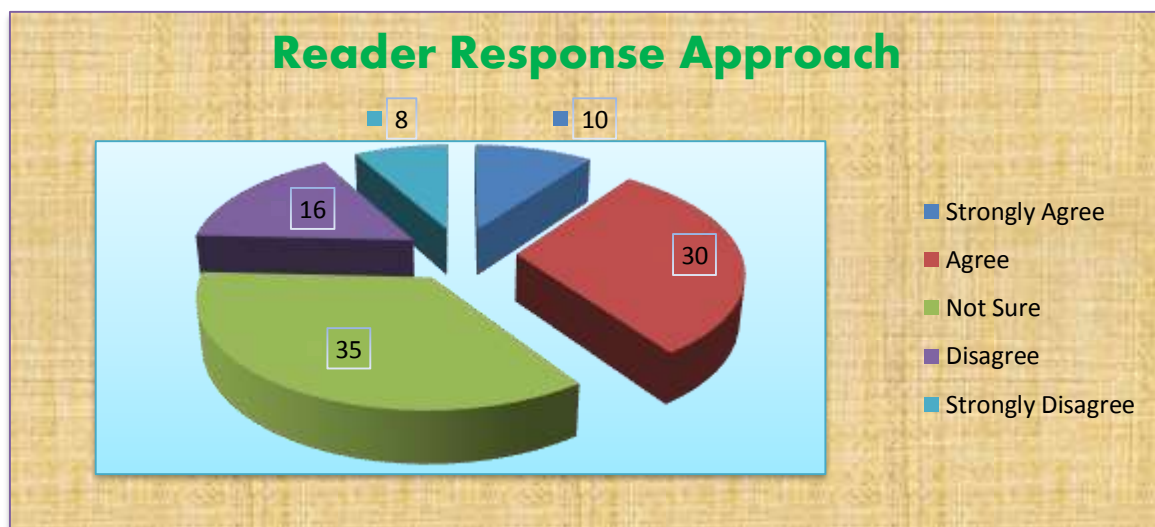
The Survey on Contexts

This part of the study has made an attempt to understand the learners' preferences for the ways of reading literature. It is important to discover which approaches to teaching literature might work best with them to generate and sustain their motivation. There have been five items in the questionnaire based on five different ways of reading. The data from these items have also provided us with fresh insights about what texts might work best for their motivation. Each way of reading has its own implied philosophies, roles and functions of literature, its distinctive teaching techniques and motivational strategies, and the types of probing questions for the students.

Reader Response Approach to Teaching Literature

Reader Response approach to reading literature focuses on the reader. What the reader comments on the meaning and significance of the text is more important as an output of reading than what the author himself intends to say or the text itself tends to communicate. This is one of the best learner-centered approaches to teaching literature. It helps students grow as independent readers. This approach respects each student as unique and distinctive, and values their own feelings, opinions and experiences of the text. This process of reading text based on one's own perspective and experiences makes the students more motivated, confident, curious, and communicative. In this approach, reader's role is considered as "an active agent in the creation of meaning. By applying codes and strategies the reader decodes the text" (Cuddon, 1999, p. 726).I provided the statement "I usually make personally meaningful readings of the literary texts" as an attempt to check the suitability of this approach.

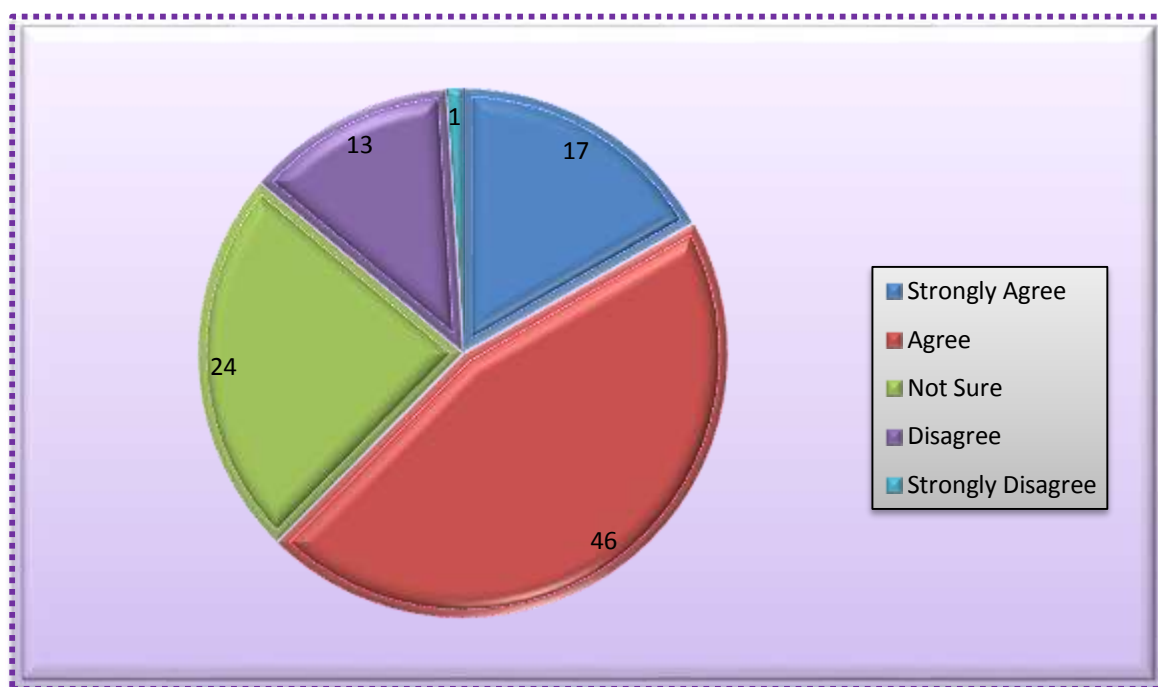**Figure 4: Students' preferences in terms of Reader Response Approach**

The graph shows nearly half of the students are motivated to read text for their personal experience. 10% of the students have strongly agreed when it comes to reading for personal meaning and satisfaction. One fourth of the students disagreed with the idea of reading on one's own. What is surprising is as large as one-third of the students are not sure of their motivation. Lack of proper understanding of the items may be the factor behind such a huge number of undecided students in the survey.

To motivate these 40% students who have demonstrated their eagerness to personally make the meaning out of the reading of literature, the teacher is expected to customize his teaching strategies and tasks to tap their motivation. Explorative questions like—Are you satisfied or frustrated with the story? Why? Why not? Do you like the story? Which event/ character/ aspects/ of the text is/are closer to your life? -- are some of the helpful probing questions in fostering students' motivation. The teacher lets the students decide which characters are good or bad? Why? Why not? Which character(s) do the students like/dislike most? Why? Why not? Such personal responses will help develop both the language skills and the interpretative and analytical skills of the students. However, in teaching through this approach, the teachers need to minimize the cultural gaps and address the problems in reading a difficult text if there is any.

Formalist Approach

This school of critics believes that the meaning of a piece of literature is contained in the text itself. There is no need to generate contexts of interpretations from the historical, social, cultural, intellectual and literary backgrounds of the text. When interpreting a literary text, a reader is expected to be influenced neither by the author's intentions nor by his personal reactions. Meanings are to be generated by studying the elements, forms and structures of the text, for instance, setting, character, narrative techniques etc. M. H. Abrams (2005) cogently illustrates the central spirit of the movement. To quote: "American New Criticism, although it developed independently, is sometimes called "formalist" because, like European formalism, it stresses the analysis of the literary work as a self-sufficient verbal entity, constituted by internal relations and independent of reference either to the state of mind of the author or to the actualities of the "external" world" (P. 128). To test if this approach to teaching literature has the potential to draw students' motivation, I gave the statement: I focus on the literary text itself for the meanings and understanding

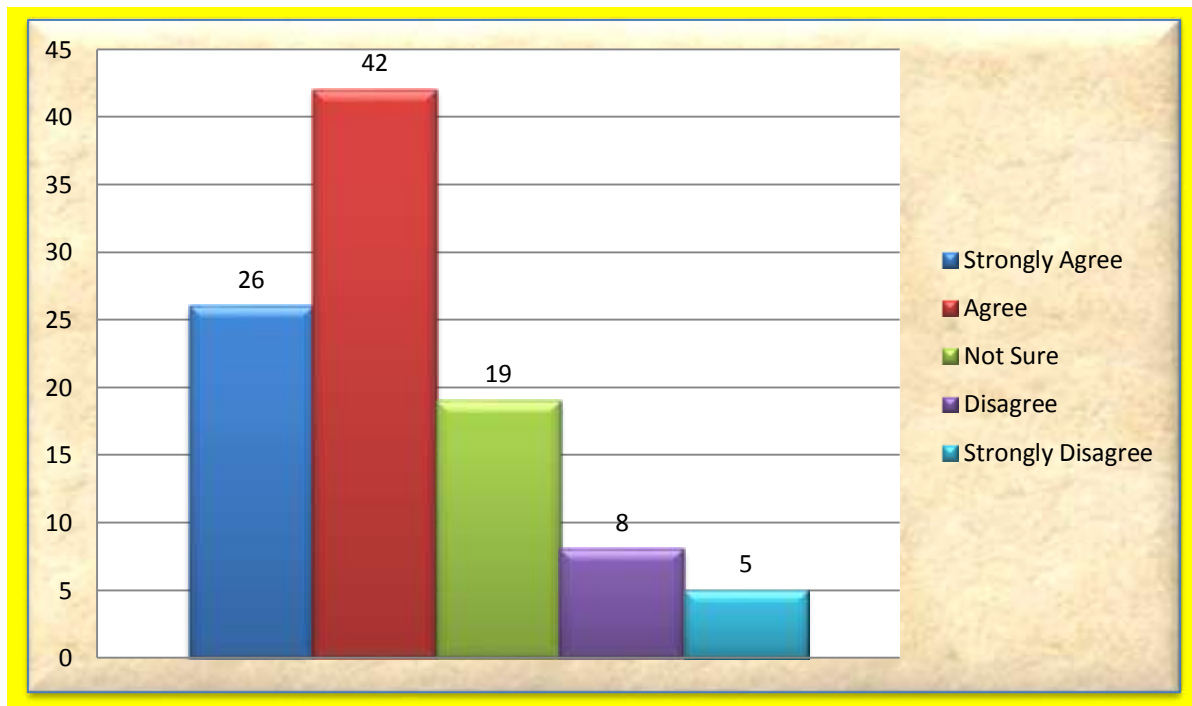**Figure 5: Students' preferences in terms of Formalist Approach**

The graph shows almost two thirds of the students are motivated by this approach. Since only 14% students expressed their demotivation towards the approach, teachers can adopt this approach in teaching literature.

To make the literature classroom motivating and successful to these students, the teacher needs to focus on the plot, character, setting, narrative techniques, irony, imagery, symbols, metaphors and the other figures of speeches. However, one needs to be cautious in giving too much emphasis on them, as it might alienate those students who rather prefer to see the philosophical and ideological aspects of the texts. To make the Formalist approach successful, a quick revision of the basic literary terms is needed.

Comparative Approach

Comparative approach to teaching literature has great potential to generate students' motivation as it provides ways to connect one's own experiences, culture and tradition. J ACuddon (1999) defines it as "[t]he examination and analysis of the relationships and similarities of the literatures of different peoples and nations" (P.164).The essential difference between the Reader Response Approach and the Comparative Approach is that in Reader Response, the students interpret the literary texts from their own perspectives and share their own experiences of reading the text, but in Comparative approach students get the freedom to remain detached in their comparisons between the two cultures and literatures.The main intention behind the item "I enjoy relating literature to my own culture and religion" in the questionnaire is to test if the comparative approach to teaching literature has the potential for generating students' motivation and engaging them more intrinsically in the learning process. Can this approach successfully ignite the students' motivation especially when they have a strong leaning towards their own tradition and culture?

Figure 6: Students' Motivation Towards Comparative Approach to Literature
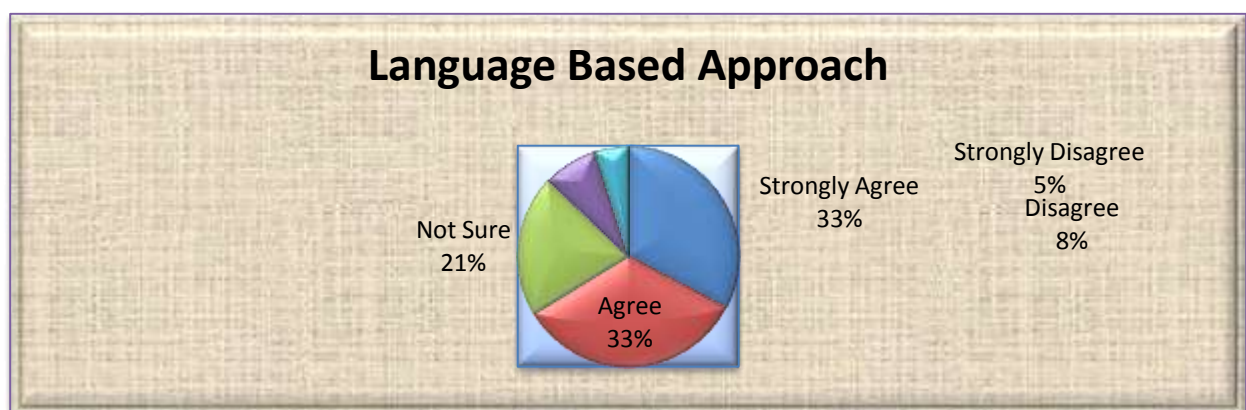
The graph shows more than two thirds of the students have expressed their deep interest in using the techniques of this approach. It seems it is one of the most stimulating approaches to reading literature for Saudi students. The potential of comparing/connecting a text of literature with the life, experience, literature, religion and culture of the learners is immense. A successful comparative study lesson will make a learner active, participative and motivated. In this approach, students get a powerful and exciting context to study literature and feel enthusiastic about it particularly when they see the relevance of their life and culture to the education system. If the native literature and culture is not taught and connected with the Western literature in the form of comparative study, there remains a potential pitfall of getting the students demotivated and alienated, and making them suffer from self-denigration and self-abasement.

In teaching literature through a comparative method, teachers may compare two poems, two short stories etc taking each from the native language and English and then discuss the similarities or differences in the language, themes, figures of speech, attitudes, points of view etc. Which one is comparatively easy or difficult? Why? Why not? Two nature poems or patriotic poems taken from the learners' own country and the British or American literature may be compared. At present, many universities across the world teach the native/indigenous literature in translation and provide opportunities for comparative studies. For instance, the syllabus of B. A. (English) of the University of Delhi (http://www.du.ac.in/du/uploads/old-ug-courses/14711_BA_H_ENGLISH.pdf) has extensively used translation in its attempt to nationalize the curriculum.

Language Based Approach

This approach to teaching literature aims at developing the language skills of the students. They primarily focus on how to develop students' listening, speaking, reading and writing skills through the exposure of literary texts. Literature here works as a stimulus to generate students' motivation in the study of language. To quote Truong Thi My Van, a teaching faculty at the University of Dalat, Vietnam, "the Language-Based approach is motivating because it fulfills students' needs in learning about literature and language. It helps students handle a text, enhances their enjoyment and interest in literature, develops their autonomy, and improves their learning of English" (Van, 2009, p. 7). The intention behind providing the statement, "I want to develop my language skills through literature" is to test how far this approach can be used as a means to tap the students' motivation.

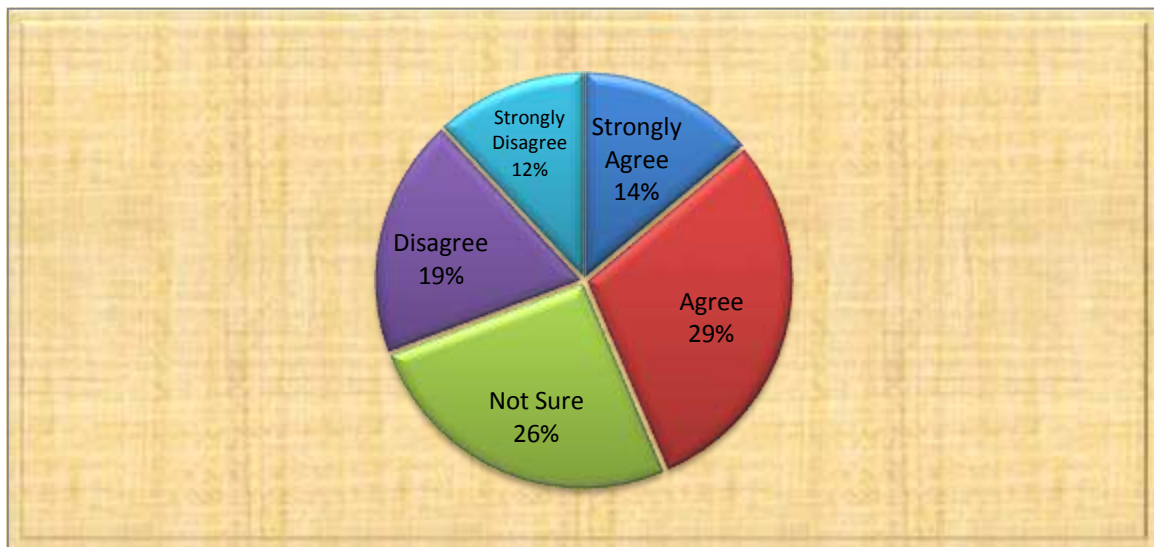**Figure7: Students' Preferences in Terms of Language Based Approach**

The graph shows two out of three students are enthusiastic about using literature in developing their language skills. Since literature provides a great source of excitement and enthusiasm, gives an exposure to authentic English, creates contexts for debate and discussions, relates language to life and experiences, enhances reading habits and communication skills, teachers can focus on developing language skills in the literature class. It is more learner- centered in nature as each individual student can come up with his/her own opinions and feelings about the text. Teachers can focus on the vocabulary and grammar of the text, create contexts for debate and discussions, develop reading and writing skills by asking them to analyze the plot, character and points of view etc of the text.

Historical Approach

Historical approach teaches the historical period--its social, economic, cultural, intellectual and political conditions with a view to understanding a text from the appropriate perspectives. It "sees a literary work chiefly, if not exclusively, as a reflection of its author's life and times or the life and times of the characters in the work" (Wijaya, 2012). If one does not know the historical context in which the poet has written the poem, one may not be able to grasp the actual meaning and significance of the poem. To check how far students are motivated to know the historical background of the literary texts, I put before them the statement, "I am interested in the historical background of the literary texts".

Figure 8: Students' Preferences towards Historical Approach
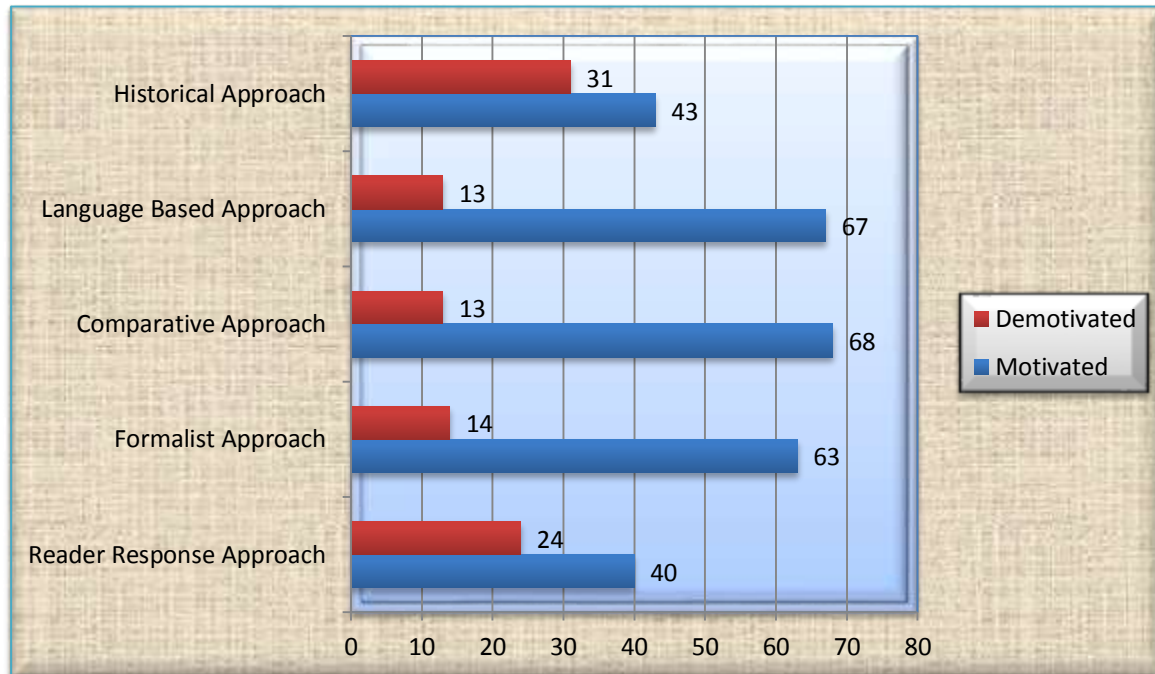

The graph shows that 43% of the students are interested in the approach and hence if it is used appropriately, students may be engaged in the class room discussions. The graph, if compared with the Language based approach, shows students are less motivated towards this approach and larger number of the students are demotivated to study literature through historical approach.

Summary

The following graph shows the overall motivation and demotivation of the students towards the five contexts to teaching literature. Motivated students are those who agreed and strongly agreed with the approach and demotivated students are those who disagreed and strongly

disagreed with the item in the survey. Students who opted for Not Sure for any reasons are not represented in this graph.

Figure 9: Students' Preferences Towards the Five Approaches

Discussion and Recommendations

The graph shows approximately two thirds of the students are motivated when Comparative, Formalist and Language Based Approaches are used to studying literature. The data shown in these three groups, the least number of the students have expressed their demotivation as well. On the contrary, in Reader Response and Historical Approaches, much less than fifty percent of the students are interested. In addition, the number of students who expressed their reluctance to the techniques of the approaches is much higher in comparison to the Comparative, Formalist and Language Based Approaches to studying literature

The study has identified that students will be more motivated to study if the teacher adopts Comparative, Formalist or Language Based Approaches to teaching literature.

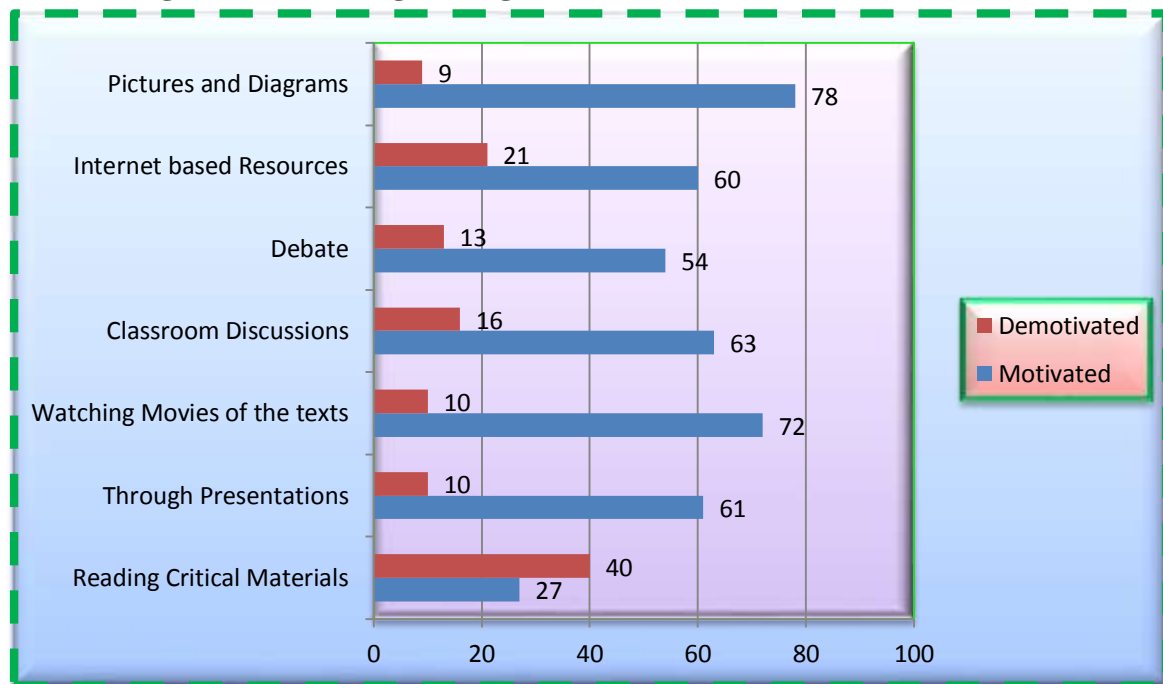## The Survey on the Motivational Strategies

This part of the paper analyses students' favored learning strategies in the literature classrooms. The seven diverse items were set to identify the viable teaching strategies by reflecting on their preferences. The following graph shows the preferences of the students for the seven teaching strategies. The seven statements that I provided in the questionnaire to spot their preferences are as follows:

1. I like reading critical materials about literature.

2. I want to present my own opinions on the text I am studying

3. I prefer watching the film version of the text I am studying

   4. I enjoy classroom discussion as a way of studying Literature

   5. I participate in classroom debates on the literature class.

   6. I use internet-based resources to have a better understanding of literature

   7. I find pictures and diagrams very helpful in studying literature.

Students, grouped as motivated, are those who agreed and strongly agreed on the item as a source of their motivation and those demotivated are the ones who opted to disagree and strongly disagree in filling out the questionnaire. The Not Sure group has been ignored in the graph.

Figure 10: Teaching Strategies: What Motivates the Students most?

This graph clearly shows almost four out of five students are motivated to use pictures and diagrams to learn their literary texts. Using pictures and diagram is the best way of motivating the students. It has been preferred by the highest number of students (78%). The second highest sought-after learning strategy is watching the film versions of the texts (72%). This has proved that most of the students are highly visual in nature. Students preferred pictures and diagrams, watching movies of the texts, classroom discussions and presentations more than debates and reading critical materials. Almost the same numbers of students have preferred studying internet based resources and classroom presentations as their favorite way of learning. The least motivated strategy to learn is reading the critical materials on the literary texts (40%).

CONCLUSIONS AND RECOMMENDATIONS

This study has explored that students are strongly motivated to study literary texts based on their own life, experience and tradition. The statistics clearly shows that a longer text with complex discourses in it will be demotivating for the students. The findings indicate that the administrators and instructors need to re-orient the texts to the culture and traditions of the

students' community avoiding the long and complex texts. This can be achieved by collecting texts from the Arabian Writings in English, and also by translating some of the best texts from Arabic literature into English.

The survey has established that students will be more motivated to study if the teacher adopts Comparative, Formalist or Language Based Approaches to teaching literature. The data has also demonstrated that very few students will be demotivated in these approaches to study a literary text.

A comprehensive analysis of the data obtained from the students has proved that most students are highly visual in nature. Pictures, diagrams, watching movies based on the texts, classroom discussions and presentations are some of the most effective motivational strategies for the students. Asking the students to read critical materials on the literary text will be the most frustrating way of teaching literature.

Limitations of the Study

The present study is an attempt to explore the factors that have the potential to empower or impede students' motivation in the undergraduate students of Saudi Arabia. In spite of the sincere approach in the survey, I have found the following limitations in my study. These limitations will not question the validity of the research but limits the comprehensiveness of the study.

1. Data do not represent the female students of the university. So it cannot be regarded as the representative study of the Saudi students.

2. The questionnaire was the main source of the data collection. It is possible that few students did not understand the subtle differences in the wording of the questionnaire and it has perhaps affected the degree of their preferences.

3. Every research survey has some limitations. In this survey, it is found that a large number of students opted for NOT SURE. It is not clear if it is because students did not understand the questions or did not want to express their views or is it really because they have ambivalence in their views.

4. The selection of the items in the questionnaire is my own and there may be other more motivating items which are missing in the list for the students to opt for. For instance, if I had provided an option in selecting the text, "I like to read Arabic literature in translation", perhaps it would have been one of the most powerful sources of the students' motivation

Suggestions for Further Research

The paper has brought to light a number of areas related to the texts, contexts and motivational strategies. While the initial findings are promising, further research is necessary in all the three areas. For instance, it may be investigated how far a translated text is effective in rejuvenating students' motivation. In the area of contexts, someone may try with a different context (for instance stylistic approach) to test the motivational potential of the approach. Regarding the motivational strategies, along with trying new motivational strategies, an action research may be done to verify the effectiveness of the promising strategies, just to find out if there is any variation between the data obtained from them and their actual classroom behavior.

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Appendix: Questionnaire

Texts, Contexts and Motivational Strategies in Teaching Literature to Saudi Students

Researcher-Made Questionnaire on Factors affecting motivations

Name of the Student_____

Level_____ **Course**_____

Direction: Please check (✓) which reflects your feelings at the best.

Items	Strongly agree	Agree	Not Sure	Disagree	Strongly disagree
1. I am interested in multicultural literature					
2. I read literature to know about Western culture					
3. I want literary texts to be relatively short.					
4. I love novels more than Short Stories					
5. I like the language of the literary text to be easy and simple					
6. I am interested in reading famous literary works					
7. I want to read literature that I can personally relate to					
8. I want to read literature about my culture and country					
9. I usually make personally meaningful readings of the literary texts.					
10. I focus on the literary text itself for the meanings and understanding					
11. I enjoy relating literature to my own culture and religion					
12. I want to develop my language skills through literature					
13. I am interested in the historical background of the literary texts.					
14. I like reading critical materials on literature					
15. I want to present my own opinions on the text I am studying					
16. I prefer watching movies of the text I am studying					
17. I enjoy class room discussion as a way of studying Literature					
18. I participate in classroom debates on the literature class.					
19. I use internet-based resources to have a better understanding of literature					
20. I find pictures and diagrams very helpful in studying literature.					