



## International Journal of Multidisciplinary Studies and Innovative Research

**Publisher:** Catholic University of Ghana  
**Editor-In-Chief:** Prof. Daniel Obeng-Ofori

ISSN: 2737-7172 (O), ISSN: 2737-7180 (P)  
Volume 10, Number 03, pp. 1622-1635  
DOI: 10.53075/Ijmsirq/354664766

# Perception and Effect of Undergraduate English Language Students have about Studying Literature

**Daniel Tinyogtaa Adama**

*Rural Education Support Trust, Ghana*

*Corresponding author: Daniel Tinyogtaa Adama, E-mail address: [danieltadama@gmail.com](mailto:danieltadama@gmail.com)*

*Date received: November 2, 2022*

*Date published: December 29, 2022*

**Abstract:** The purpose of the study is to examine the Perception and Effect of Undergraduate English Language Students has about Studying Literature. The findings of this study have some implications for ESL students studying literature in the language classroom. The fact that literature has been used to make English language teaching and learning more interesting, even at the lower levels of learning, goes a long way to support the argument that literature should be encouraged in English language teaching and learning in Ghanaian schools. Poetry, drama, and prose have all been employed in the teaching and learning of various components of the English language. However, the critical function of literature in ESL students' language learning cannot be realized without a shift in mindset of the stakeholders. According to the findings of this study, many undergraduate students have a negative attitude toward the study of literature. School authorities must also encourage parents to buy enough literary materials for their children and also to encourage them to read them. This will help the students to develop good reading habits which will in turn improve their attitude towards the study of literature. Creative programmes could also be developing using current technologies which will make students develop good reading habit.

**Keywords:** Undergraduate, Effect, Literature, Language, English language

## 1. INTRODUCTION

Students encounter a variety of issues in literary lessons. First of all, the pupils struggle to grasp the idea of literature. Second, due of difficulties with their language, the pupils have trouble composing literature. Thirdly, some of the terminology used in literature might be challenging for kids to grasp. These issues cause pupils to lose motivation and show reluctance to study literature. (Arvidson & Blanco, 2004). As a result, they develop negative attitudes towards the study of literature (Ghazali, 2016). Given that negative attitudes may be altered, a lot of study has been done on the function of attitude in learning a second language (Siti, 2008). One of the key elements affecting students' performance in language acquisition is their attitude. Their success or failure may be partly explained by how they feel about the speakers of the target language, the learning environment, and their own attitudes (Candlin and Mercer, 2001).

Tei (2019) conducted a study focused on "Attitude of senior high students towards the study of literature in English in the Eastern Region of Ghana. Literature in English is a core component of the

English Language curriculum of the senior high school syllabus and all students are required to study it. As such, the results of this study cannot be extended to undergraduate students of Catholic University who study all the aspects of literature in the English programme. Siti (2008) conducted a study in Malaysia to examine teaching methods used by teachers in literature classes and students' reactions towards these methods. This study only sought to investigate the reaction of students towards teaching methodology but not the attitudes students bring to the literature classrooms. A study by Hogan and Hanson was conducted to assess the attitude of undergraduate students in Akwa Ibom State towards English literature. The study was conducted in Akwa Ibom State using tertiary institutions in the state (University of Uyo, Akwa Ibom State University, Akwa Ibom State Polytechnic, Akwa Ibom State College of Education Afaha Nsit, and Akwa Ibom State College of Science and Technology). The population of the study comprised undergraduate students from the five institutions. It was concluded that there is significant difference in the attitude of male and female undergraduate students in Akwa Ibom State towards English literature. This study only sought to find whether there was a significant difference in the attitude of male and female undergraduate students and did not focus on the effects their attitudes have towards English Language acquisition.

From the foregoing, one would note that most of the previous studies on the attitude of students towards the study of literature have been located outside Ghana and for that matter Catholic University College of Ghana. This study, therefore, considers the factors that contribute to the development of attitudes towards the study of literature in Catholic University of Ghana. Since literature is an important component of the undergraduate English programme, it is important to investigate the role students' attitude play in these literature classrooms since attitudes students' attitude is one of the main factors that determine their success in language learning.

## 2. MATERIALS AND METHODS

### Study setting

The study was conducted in the Catholic University of Ghana in Sunyani, the capital of the Bono Region. Sunyani is one of the cities in the country that is blessed with many tertiary institutions with facilities and adequate staff. The institutions in the city have students from Ghana and several African countries. The city is predominantly made up of Akans with several other ethnic groups including Guans, Dagaaba, Frafra, etc. There are also a host of students from the West African sub-region in the municipality. Owing to this, the students in the region have different cultural and linguistic backgrounds.

Before a student is admitted into Catholic University, he/she must have good grades in English Language. Students from other countries where English is not the official language are made to write a language test to prove their ability to study in English Language before they are admitted into any of the university's programmes. So, in terms of the competence of students in the English language, it is fair to say all the students have approximately similar level of competence in the speaking and understanding of English language. Catholic University College of Ghana was selected as the study area because no such studies have been conducted and published in the institution. And since the institution trains students to become teachers of English Language in Senior High Schools, it is important to find out if students of the institution are really acquiring the English Language

### Research Design

The current study used a mixed method approach to evaluate undergraduate students' attitude towards the study of literature. Mixed methods research involves the collection or analysis of quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially and only the data is integrated at one or more stages in the process of the research (Tashakkori & Teddlie, 2003). This design of the study fits under the convergent parallel mixed method category, as defined by Creswell and Clark (2017), in which two distinct techniques are used simultaneously to explore a

phenomenon. Using a mixed method approach generates a wide understanding of the phenomenon and gives a reliable conclusion. Greene et al. (1989) argue that in a given research, both techniques can be employed concurrently or sequentially. The researcher used a convergent parallel mixed method technique in this study, which collected both quantitative and qualitative data at the same time but analysed them independently. The researcher then examines the findings to determine if they support or contradict each other. The most essential aspect in convergent parallel mixed method, according to Greene et al. (1989), is the necessity to integrate both qualitative and quantitative data at any step of the investigation, particularly during data collection, analysis, and interpretation.

Triangulation is a term used by Cohen and Manion (1994) to characterize the study's technique. It refers to the process of performing a study in which data is collected through several methods. Triangulation is important in doing research, according to Flick (2018) and Data and Silverman (2011), since it promotes clarity of meaning by presenting multiple ways in which the researcher analyses the phenomena. According to Bryman (1998), a researcher's use of triangulation can help to reduce mistakes that might occur as a result of incorrect conclusions drawn from data. This, in turn, contributes to the study's increased validity. At the discussion stage, where the results were analysed, this study included quantitative and qualitative data.

### Population

Eisenhardt (1989) posits that the concept of population is fundamental to any research. A population is any set of individuals or objects with one common characteristic, as well as the group of interest in the study and the group to which the researcher would like to generalize the study results (Polit & Beck, 2010). The target population of the study was all English students and language lecturers of the Catholic University of Ghana. The total number of English students for both the regular and weekend school was 100 with 6 language lecturers. The students were to provide data for the quantitative aspect of the study while the lecturers and a selected number of students were to provide data for the qualitative aspect of the study. These people served as the population to which the researcher intended to generalise the finding of the study. However, the researcher could not access all these students to interview and to administer the questionnaire since some the students were in the weekend stream and others in the regular stream were not readily available; hence, an accessible population was sampled for the study. The researcher adopted a purposive sampling approach in selecting the students for the study. In using purposive sampling technique, the researcher selected the participants to serve as the sample size on the basis of their availability and readiness to participate in the study and their knowledge about the issue or the problem (Tongco, 2007). These students were also selected because they were regular students and residential on campus, and that made it convenient for the researcher to collect the data.

### Sample and Sampling Techniques

In statistics, some scholars like Creswell and Clark (2017) explain the sampling plan as a term used in research studies which outlines how research is conducted. They explained further that, it tells what category to be surveyed, what the sample size should be, and how to choose the respondents from the population. A sample of about forty (40) people from the target population was selected for the quantitative study. The sampling was done using random sampling method. That is, the researcher went into each of the classes (i.e. year one, year two, year three and year four) with as many pieces of paper for all students in each class. Ten (10) of the papers had 'yes' written on them, two (2) had 'interview' and the remaining had No written on them. Students who picked YES were made to answer the questionnaire for the study while those who picked the interview were scheduled for an interview after the quantitative data was collected. For the qualitative data collection, two (2) language lecturers were selected based on their availability and willingness to participate in the study. These language lecturers were thus added to the eight (8) students selected in the various levels to make up the sample for the qualitative aspect of the study. The students were then interviewed first before the lecturers.

### Data Collection

The study employed different methods to gather the data; this, according to the argument of Nunan (1992), ensured the validity of the findings of the study. The data for the study were gathered through questionnaire and interview. With regard to the questionnaire, the researcher presented Likert-type questionnaires to the respondents to answer. The questions on the questionnaire measured the factors that influence their attitudes, the perception of the students concerning the learning of literature and the effects of their attitude on their ability to acquire English Language. Data was collected in lecture hall right after lectures. This approach was used because it was difficult to get all students in class at the same time to administer the questionnaire. Data was first gathered from the level 400 group and later to the other levels.

With regards to the qualitative data, the sample was interviewed after the quantitative data was collected. The respondents were interviewed about their attitudes towards learning of literature. The guided interview sessions between the researcher and the research participants were made possible through the use of open-ended questions. The qualitative study sought to answer the research questions through the analysis of the recorded interviews of the research participants. The interviews were based on a short open-ended questionnaire which invited students and lecturers to voice their feelings about students' attitudes towards the study of literature. The interviews were conducted in a non-restrictive manner, allowing participants to share their opinions freely. As the study aimed at discussing how students feel about the learning of literature, as reflected in the attitudes for it, the researcher's consideration of qualitative phenomenological approach aided in understanding the phenomenon from different perspectives. The researcher interviewed the lecturers after interviewing the students. The questions were open-ended and un-restrictive allowing more detailed explanations to questions asked. The responses were recorded and clarity sought to confirm the responses that were given.

### Data Analysis

Data obtained qualitatively is often non-numeric and less organized than data gathered statistically. This is because the data is generally created in an unstructured, flexible, and inductive manner. The qualitative data for this study was gathered through semi-structured interviews. Semi-structured interviews are different from structured interviews in that they are more open, allowing for debate diversion and the addition of new ideas as the conversation progresses. The researcher employed thematic analysis to organize the data by classifying the responses of the participants into themes that guided the interview sessions. The researcher then went over the transcribed material again, highlighting key elements that related to the research questions. The researcher organized and analysed the participants' responses to each question thematically and by relevance to the study issue. The qualitative data analysis method required the researcher to categorize the replies of the research participants into themes that represented the study's goals. The responses were then incorporated in the study.

The quantitative data collected in the field was first cross-checked to ensure that it was error-free. The data from the completed questionnaires was then coded and entered into the Statistical Package for the Social Sciences (SPSS) 26 for analysis. Descriptive statistics was used to compare means of the items on the questions. The means of the items that sought to identify the factors that contributed to students' attitudes towards the study of literature were added to know the factor that contributed the most to the development of students' attitude towards the study of literature. The results were presented using tables.

## 3. RESULTS

### Gender of Students

Data was collected on students' gender to find out the number of males and females involved in the study. This information is represented in Table 1

**Table 1: Gender of Students (N=40)**

Level	Frequency	Percent
Level 100	10	25
Level 200	10	25
Level 300	10	25
Level 400	10	25
<b>Total</b>	<b>40</b>	<b>100</b>

Table 1 depicts that a total of sixteen (16) males representing (40 %) participated in the study while (24) females representing (60%) took part in the study. More female English students participated in the study. This is a credible reflection of the general dominance of females in the language classrooms of tertiary institutions in Ghana.

### Age Range of Students (N=40)

The researcher collected data on the age range of participants who were selected for the study. Information on participants' age range is provided in Table 2.

**Table 2: Age Range of Respondents (N=40)**

Gender	Frequency	Percent
Male	16	40
Female	24	60
<b>Total</b>	<b>40</b>	<b>100</b>

From Table 2, the range of 21-25 years formed the dominant group making up 50%. This was followed by 26-30 years which had 25%. The least percentage age groups were 17-20 and 30 plus years that were 5%. Thus, majority of the respondents of this study were between the ages of 21 and 25.

**Table 3: Perception of students towards literature**

	Mean	Std. Deviation
I like Literature as a subject	2.475	1.219
I see Literature as a difficult subject/course	3.825	1.009
I enjoy my lessons in Literature	2.475	1.037
Literature is one of my best subjects	2.525	1.086
I find questions in Literature to be straightforward	2.275	0.960
I see the workload in Literature too stressful	3.725	1.037
I like the literary texts selected for our study	2.825	0.844
I read other literary texts apart from those we use in class	2.425	1.217
I read literary texts only for tests and examinations	3.05	0.959

From Table 11, the statement "I see literature as a difficult subject/course" had the highest mean of 3.825 followed by "I see the workload in literature too stressful" with a mean of 3.725. "I read literary text only for texts and examinations" had a mean of 3.05 followed by "I like the literary texts selected for

our study” with a mean of 2.825. “Literature is one of my best subjects” followed with a mean of 2.525 followed by “I like Literature as a subject” and “I enjoy my lessons in Literature” with a similar mean of 2.475. The statement “I read other literary texts apart from those we use in class” had a mean of 2.425 and followed by “I find questions in Literature to be straightforward” with the least mean of 2.275.

**Table 4: Effects of students’ attitude towards literature on their learning of English Language**

Item	Mean	Std. Deviation
My attitude towards literature negatively affects my creativity in writing English essays	3.675	0.91
My attitude towards literature negatively affects my English-speaking skills	3.67	1.16
My attitude towards literature negatively affects my analytical skills in English	3.65	1.12
My attitude towards literature negatively affects my English writing skills	3.55	1.08
My dislike of literature makes me want to stay away from class	3.45	0.81
My attitude towards literature negatively affects my overall accuracy in English	3.42	1.32
Total mean		

From Table 12, the statements “My attitude towards literature negatively affects my creativity in writing English essays” and “My attitude towards literature negatively affects my English-speaking skills” had the highest mean of 3.675 followed by “My attitude towards literature negatively affects my analytical skills in English” with a mean of 3.65. The statement “Literature does not help me in developing my vocabulary skills” had a mean of 3.6 followed closely by the statement “My attitude towards literature negatively affects my English writing skills” with a mean of 3.55. The statement “My dislike of literature makes me want to stay away from class” had a mean of 3.45 with the statement “My attitude towards literature negatively affects my overall accuracy in English” having a mean of 3.425.

#### 4. DISCUSSION

The research finds out if the students had a positive or negative perception towards literature. Respondents disagreed with the statement “I like literature as a subject” with a mean of 2.475. Similarly, they disagreed with the statement I enjoy my lessons in literature with a mean of 2.475. They equally disagreed with the statement “literature is one of my best subjects” with a mean of 2.525. Respondents also disagreed with the statement “I find question in literature to be straightforward” with a mean of 2.275. They also disagreed with the statement “I read other literary texts apart from those we use in class” with a mean of 2.425. Respondents were undecided on two of the statements “I like literary texts selected for our study” and “I read literary texts only for tests and examinations” with a mean of 2.825 and 3.05 respectively. However, respondents agreed with the statement “I see literature as a difficult subject” with a mean of 3.825. They also agreed with the statement “I see the workload of literature to be stressful” with a mean of 3.725.

The respondents disagreed with the statement I like literature as a subject meaning they do not like literature as compared to other subjects.

A level 100 male student responding to why she did not like literature as a subject:

*Literature is not really one of my best subjects because its too complicated. You can read something thinking you understand it only to be told your interpretation is not correct. I think it is for the sharp minds.*

Similarly, a student in level 300 remarked as follows:



*I have good grades in literature but it is not really one of my best subjects because I do not like the way it is taught. I prefer grammar and the other parts of English to literature. For grammar, it's a rule. If you follow the rule, you will have no problem but literature is very complicated.*

In contrast, a female level 400 student said:

*I like literature because it's a reading subject and I prefer reading to calculations. Literature exposes us to a lot of things and there are many lessons you learn from reading literature books. I will choose literature over any other subject any day.*

Similarly, when the students were asked if they enjoyed their lessons in literature, they disagreed. This goes to emphasize the fact that they do not like literature as a subject and as such do not enjoy the lessons.

In response to why he did not enjoy his literature class, a level 300 male student had this to say:

*I attend the class because I have to attend and write exams in the course not because I enjoy the class. Mostly, it's just about finding themes of a text or book and trying to see things from the author's view.*

Respondents also disagreed with the statement I read other literary texts apart from those we use in class. Majority of them did not read any other literary materials apart from those selected by the lecturer for their reading.

A level 300 student said:

*There is usually no time to read more books apart from those we are asked to read. The last time, we were asked to read about four books for a particular semester meanwhile I had five other courses I had to do for the semester. If you concentrate too much on one course, you will have problems in the others.*

Another student in level 200 commented as follows:

*The books we are given to read for our literature courses are huge and finishing them is a challenge not to talk of adding more books to it. So, I usually focus on finishing the books and not reading other books.*

Respondents also disagreed with the statement "I find questions in literature to be straightforward. Respondents thought that questions in literature were not straightforward and in order to answer them, one needs to make some critical analysis before they can answer them.

A level 200 student commented as follows:

*Literature questions are difficult to answer. You cannot easily answer them if you have not read the texts and examined the contents well. Even when you have read the text and made your own interpretation, it sometimes ends up not correct.*

A level 400 student had this to say:

*Literature questions are not straightforward. Most times understanding the question is even a problem. And you need to read the books very well before you can answer the questions.*

The response of students to this statement reveals why students do not like literature as a subject because they perceive it to be difficult.

Participants of the study agreed with the statement "I see literature as a difficult subject". The results confirm the perception of many of the students who stated as follows;

*Literature is a difficult subject. It is not one of the subjects that you can easily pass without putting much effort. You have to read books upon books and find summaries of books and other texts before you can understand it.*

Another student remarked as follows;

*Literature is difficult because it does not follow any formula or has rules as compared to grammar where if you understand the rule, you can easily understand a concept. I think that is why most of us do not like it.*

A lecturer also remarked as follows;

*Until I became a lecturer, I also had the perception that literature was difficult until I understood that literature is about things around us and the ability to use words in a creative manner. Many of the students think it is a difficult subject but it is because they do not want to put in more effort at learning it.*

The remarks of the students and lecturer above means that students see literature as a difficult subject and as such will develop negative attitudes towards it. Similarly, from the results, respondents agreed with the statement “I see the workload of literature to be too stressful”. Many of them thought that the workload in literature was too stressful.

A student in level 300 remarked:

*The workload is really stressful in our literature class because we have about two courses related to literature this semester and the assignments, class work and group presentations make it stressful. Even you still have some books or text to complete before you can write the exams well.*

The view of the student that the workload in literature will logically create in him a negative attitude towards the study of literature. Respondents were however undecided on two of the statements “I like literary texts selected for our study” and “I read literary texts only for tests and examinations. This means that the respondents were not sure if they read literary text only for examinations. However, their response to another statement I read other literary text apart from those in we use in class is a clear indication that they only read literary text for test and examination purposes. Also, because they did not like literature, they were undecided on the statement I like the literary texts selected for our study. If the students like literature, then they should be able to decide whether the like the text they study in class or not. It is important to note that some of the students either agreed or disagreed with the neutral statements but majority we undecided.

From the findings, the perception of the students towards the study of literature is negative and their responses to the statements or items are a clear indication of their attitude towards literature. This finding are supported by Khatib et al. (2011), who found that students have a negative attitude toward literature, especially in second language classrooms. The findings are also against the findings of Tehan et al. (2015) who investigated Turkish students' perceptions and views about the use of literature in second-language courses. The study found that students have a positive attitude toward literature.

The researcher wanted to know the impact students' attitudes towards the study of literature has on their English language learning. Respondents agreed to the statement “my attitude towards literature negatively affects my creativity in writing English essays” with a mean of 3.675.

One of the students in level 400 explaining how his attitude towards literature affected his creativity in writing English essays had this to say:

*You usually need a wide range of vocabulary to be able to write an essay that will be interesting. Also, the use of idiomatic expressions can make essays interesting. I think because I don't like literature, I am not able to use the vocabulary the way I want. Sometimes, I have to refer to them in a book to see if I have used it correctly.*

Another student in level 300 intimated that:

*I think my attitude towards literature affect my creativity. Sometime even in other subjects when I am asked to explain a concept or idea, I struggle to explain it clearly as I would have wish even though I know the concept.*



The respondents also agreed with the statement “my attitude towards literature negatively affects my English-speaking skills”. Here, the response to the questions was slightly different from what the finding of the data gave. Some student did not think literature affected their English -speaking skill though they admit it could make their speaking skills better. Some of the student had this to say:

*I did not do literature in my SHS but I speak good English. I am not sure my attitude towards literature has affected my English-speaking skills in anyway. I know others who like literature but I speak good English than them.*

Another had this to say:

*I know literature can improve my English but I do not think my attitude towards it is affecting my speaking skills. I am able to communicate with people in English without any difficulty. So, I do not see how my dislike for literature has affected my speaking of English.*

A lecturer also had this to say:

*If you compare a student who likes literature with another who does not, you will mostly find that those who like literature speak better English than those who do not like literature. It is all because reading more books expose you to some forms of expressions in English which will make you speak better than the person who does not read or like literature.*

Similarly, the respondents agreed with the statement “my attitude towards literature negatively affects my analytical skills in English”. A student agreed with the finding by stating that:

*Because of my attitude toward the subject, when I see a text, I usually do not know how to analyse it. Sometimes, the way I see the text may be different from other interpretation. You know in literature you do a lot of analysis and that helps you to analyse things properly. So I agree that if a person does not like literature, it will affect the person analytical skills.*

A student in level 400 also remarked as follows:

*We do a lot of analysis in literature and that helps us to develop our analytical skills so if a person does not like literature or has a bad attitude towards it, then the person may not be able to develop their analytical skills well.*

The statements from the students confirm the findings that the students’ attitudes towards the literature affect their analytical skills. This is consistent with Adeagbo (2005), who found that reading increases students' capacity to observe, evaluate, compare, synthesize and evaluate, and create conclusions and generalizations. It helps pupils to improve their capacity to assess individuals, situations, and circumstances by allowing them to experience and defend their own personal opinions.

Similarly, they agreed with the statement “my attitude towards literature negatively affects my English writing skills”. A lecturer confirming the findings on this item had this to say:

*It is obvious that reading more literary text exposes one to different writing styles. So if a student does not like literature, how would that student be exposed to these writing styles. Sometimes you read a book and you find a style used by the author to be interesting then you adopt that style in some of your writing. It will therefore be difficult for a person who does not like to have better writing skills.*

The findings are consistent with Kateregga (2014), who stated among other advantages that, literature can be used as a basis to acquire and enhance the written and spoken language.

Respondents also agreed with the statement “My dislike of literature makes me want to stay away from class”. Due to their dislike for literature, students harboured the intention of staying away from literature classes. A student in level 200 had this to say:

*Sometime I do not feel like attending literature classes because I do not like it but if you don't attend, you will be marked absent by the rep and that might cause you problems depending on the lecturer.*

Another student disagreed by saying:

*I have never thought of deliberating avoiding literature classes because I don't like the subject. I feel that I have to put more effort in it since I have challenges with it. So, staying away from class is not an option for me.*

Even with this disagreement, most of the students agreed that their dislike for literature makes them want to stay away from class. This can be a crucial factor that affects students learning as attendance to class for instruction is an important part of the teaching learning process.

In the same way, respondents agreed with the statement “My attitude towards literature negatively affects my overall accuracy in English”. A lecturer confirming had this to say concerning the overall accuracy of students in English:

*Those who read literary materials regularly or have a positive attitude towards it will most like be accurate than those who do not. This is because those who read are exposed to a lot of vocabulary, writing styles and structures which help them to be more accurate in writing and speaking of English.*

A level 400 student also had this to say:

*When you see those who like literature or read literature materials regularly speak or write, you will see that they are very good at what they do. Such people are quick to make reference to texts or authors even in their daily conversation and makes people marvel at them. I think frequent reading adds something to the level of accuracy of a reader.*

The findings on this item confirms the fact that students' attitude towards literature affects their overall accuracy in English. The findings on all the items discussed under the effects of students' attitude towards the study of literature show that most of the student agree that their attitudes towards literature affects their English Language learning as their writing, speaking, critical thinking amongst others are all affected by their attitudes.

The findings back up Kara (2009)'s assertion that a positive mindset causes learners to exhibit observable positive behaviour toward the material they are studying, which increases their enthusiasm for the course. In another study, Abidin et al. (2012) found that learners' attitudes are just as important as other characteristics like intellectual aptitude in determining their performance in the subject.

The findings of this study have some implications for ESL students studying literature in the language classroom. The fact that literature has been used to make English language teaching and learning more interesting, even at the lower levels of learning, goes a long way to support the argument that literature should be encouraged in English language teaching and learning in Ghanaian schools. Poetry, drama, and prose have all been employed in the teaching and learning of various components of the English language. However, the critical function of literature in ESL students' language learning cannot be realized without a shift in mind-set of the stakeholders. According to the findings of this study, many undergraduate students have a negative attitude toward the study of literature. Considering the importance of literature in English language learning, it is critical that students are assisted in changing their attitudes toward the study of literature. Teachers, for their part, may assist by altering their own attitudes and employing new ones regarding the way they teach students in literature classrooms. They need to use more creative approaches to make their teachings more engaging for the students so as to get the best of their students in these literature classes.

Having investigated the attitudes of undergraduate English Language students' attitude towards the study of literature and its consequent effect on English Language learning, it is important to suggest some implications this study may have on literature as a course and English Language in general. Educational administrators and curriculum designers at Catholic University College of Ghana, as well as in Ghana as a whole, should make sure that the literary textbooks or texts chosen for students are those that students would like. This study has shown that students like African Literature. They should

also find a means to consciously encourage students in their schools to read. To guarantee that students are genuinely driven to learn literature, books and texts chosen for teaching and learning in classrooms should be turned to video or students made to act them, which will increase their desire to read after seeing the video.

Regular language professional development seminars for English as Second Language instructors should be held. Regular workshops like this will provide opportunity for literature instructors to meet, talk, and practice with colleagues, as well as assist them acquire training and knowledge needed to make personal opinions in helping students progress in their classrooms. Those who are hired to teach literature should be thoroughly taught by experienced individuals so that the skills and information that must be imparted are easily absorbed. This will allow instructors who are in charge of the subject to stay up to date so that they may use the most up-to-date approaches to encourage pupils to enjoy learning the subject.

## 5. CONCLUSION

The findings suggest that the majority of students have a bad reading culture in their households, which is a contributing factor in their attitude toward literature studies. Many of the students' parents were found to neither create a reading atmosphere nor support reading in their households. Some of the pupils also expressed dissatisfaction with the lecturers' tactics and attitudes. In order to build greater interest in their pupils, the researcher suggests that teachers aim to be dynamic and employ current and new ways in their class delivery. In terms of textbooks, it is suggested that the instructional materials or text chosen for students be culturally relevant in order to affect the learners' attitudes, since research has shown that most students are more interested in texts with local content. The foreign novels chosen should be intriguing enough for pupils to grasp the ideas. The study was to find the perception of students toward the study of literature. The finding on this research question revealed that students had a negative perception towards the study of literature. The results show that students thought that literature was a difficult subject compared to other aspects of English. It must be stated, however, that some of the students had positive perceptions about literature but cumulatively most of the students had a negative perception towards the study of literature. The study was to find out whether the attitude of the students affects their ability to acquire English Language. The findings show that students agree that their negative attitude towards literature affects the ability to acquire English Language.

## 6. REFERENCES

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2), 119.
- Adam, A. A. S., & Babiker, Y. O. (2015). The role of literature in enhancing creative writing from teachers' perspectives. *English Language and Literature Studies*, 5(1), 109.
- Adegoke, L. A. (2005). Perception of prescribed prose literature text and reading comprehension performance of public junior secondary school students in Oyo State, Nigeria. *An Unpublished Ph. D. Thesis*.
- Baba, W. K. (2008). *An investigation into teachers' and students' attitudes towards literature and its use in ESL classrooms: A case study at a Matriculation Centre in Malaysia*. University of Leicester.
- Babae, R., & Yahya, W. R. B. W. (2014). Significance of Literature in Foreign Language Teaching. *International Education Studies*, 7(4), 80–85.
- Bagherkazemi, M., & Alemi, M. (2010). Literature in the EFL/ESL classroom: Consensus and controversy. *LiBRI. Linguistic and Literary Broad Research and Innovation*, 1(1), 30–48.
- Brumfit, C., & Carter, R. (1986). *Literature and language teaching* (Vol. 1). Oxford university press Oxford.
- Carroll, J., & others. (2005). Human nature and literary meaning: A theoretical model illustrated with a critique of *Pride and Prejudice*. *The Literary Animal: Evolution and the Nature of Narrative*, 76–106.
- Chacko, J. (2007). *ESL Learners' Perception Towards the Learning of Literature in English*. Universiti Putra

Malaysia.

- Creswell, J. W. (1999). Mixed-method research: Introduction and application. In *Handbook of educational policy* (pp. 455–472). Elsevier.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469–512.
- Cruz, J. H. R. (2010). The role of literature and culture in English language teaching. *Linguistica Aplicada*, 17, 1–16.
- Crystal, D., & others. (2003). *English as a global language*. Cambridge university press.
- Data, I. Q., & Silverman, D. (2011). *A guide to the principles of qualitative research*. Sage Publications, London.
- Diab, R. L. (2006). University students' beliefs about learning English and French in Lebanon. *System*, 34(1), 80–96.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt brace Jovanovich college publishers.
- Ebersöhn, L., & Eloff, I. (2004). *Keys to educational psychology*. Juta and Company Ltd.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532–550.
- Emodi, L. N. (2017). *Literature and the Development of Language Skills among Users of English as a Second Language in Secondary Schools in Ihiala Local Government Area of Anambra State*.
- Ezenandu, P. E. (2011). Effects of literature circles and scaffolding strategies on senior secondary school students' attitude to and achievement in prose literature in English. *Post-Field Seminar Paper Presented at the Joint Staff/Higher Degree Students' Seminar Series. Department of Teacher Education, University of Ibadan, Ibadan*.
- Fernandes, L., & Alsaeed, N. H. Q. (2014). Using English literature for the teaching of English. *International Journal of English Language and Literature Studies*, 3(2), 126–133.
- Graddol, D. (2010). The ET column. Will Chinese take over from English as the world's most important language? *English Today*, 26(4), 3–4.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255–274.
- Hussein, G., Demirok, M. S., & Uzunboylu, H. (2009). Undergraduate student's attitudes towards English language. *Procedia-Social and Behavioral Sciences*, 1(1), 431–433.
- Hwang, D., & Embi, M. A. (2007). Approaches employed by secondary school teachers to teaching the literature component in English. *Malaysian Journal of Educators and Education*, 22, 1–23.
- Isa, N. H., & Mahmud, C. T. (2012). Literary texts for Malaysian secondary schools: Needs versus policy. *International Journal of Humanities and Social Science*, 2(7), 76–86.
- Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157–181.
- Johnson, D.M. (1992). Approaches to research in second language learning. New York: Longman.
- Kara, A. (2009). The effect of 'learning theories' unit on students' attitudes toward learning. *Australian Journal of Teacher Education*, 34(3), 100–113.
- Kammelu, N. C. 2005. *A Phonology of Esan*. An M. Phil. Dissertation. University of Ibadan.
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Çankaya University Journal of Arts and Sciences*, 1(7), 73–87.
- Karakaya, E., & Kahraman, A. (2013). Students' Attitudes Towards Literature Use and. *International Journal of Applied Linguistics and English Literature*, 2(5), 155–166.
- Keshta, A. S. (2000). *Alternative approaches for teaching English literature to undergraduate students in Gaza Strip*. University of Houston.
- Khan, M. S. R., & Alasmari, A. M. (2018). Literary texts in the EFL classrooms: applications, benefits and approaches. *International Journal of Applied Linguistics and English Literature*, 7(5), 167–179.
- Khatib, M., Rezaei, S., & Derakhshan, A. (2011). Literature in EFL/ESL Classroom. *English Language*

- Teaching*, 4(1), 201–208.
- Krashen, S. (1982). *Principles and practice in second language acquisition*.
- Krishnasamy, J. (2015). An Investigation of Teachers Approaches Employed In Teaching The English Literature. *Asian Journal of Education and E-Learning*, 3(2).
- Kurihara, A., Yanagi, H., Okuno, J., & Tomura, S. (2006). Attitudes toward treatment in hemodialysis patients: Assessment of behavioral patterns and its effects on self-management. *Nihon Toseki Igakkai Zasshi*, 39(1), 51–55.
- Lakshmi, J., & Jayachandran, J. (2012). Literature: an effective tool in language learning. *Language in India*, 12(2), 319–326.
- Langer, S. (2004). A linguistic test battery for support verb constructions. *Linguisticae Investigationes*, 27(2), 171–184.
- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 73–85.
- Ogunsiji, A. (2003). Developing L2 Learners' Communicative Competence through Literature in English in Oyeleye, L. & Olateju, Ed. *Reading in Language & Literature*.
- Oliver, P. (2010). *The student's guide to research ethics*. McGraw-Hill Education (UK).
- Olopoenia, S. F. (2006). *Influence of comprehension in English Language, age, home and school environment on students' achievement on students' achievement in secondary school Economics in Ibadan; a Ph. D. Thesis of the University of Ibadan*.
- Olson, M. A., & Kendrick, R. V. (2012). *Attitude formation*.
- Ophrah, C. A. (2007). Attitude of secondary school students' recreational reading as a tool for communicative competence. A comparative study of a public and private secondary school. *An Unpublished Ph. D. Thesis*.
- Oppenheim, A. N. (2000). *Questionnaire design, interviewing and attitude measurement*. Bloomsbury Publishing.
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994–1000.
- Owoeye, O. O. (2004). Emerging Trends in Technological Advancement in Languages, Literature and Culture. *Journal of School Languages*, 4, 10–16.
- Paesani, K. (2011). Research in language-literature instruction: Meeting the call for change? *Annual Review of Applied Linguistics*, 31, 161–181.
- Parkinson, B., & Thomas, H. R. (2022). Teaching literature in a second language. In *Teaching Literature in a Second Language*. Edinburgh University Press.
- Petrides, J. R. (2006). Attitudes and motivation and their impact on the performance of young English as a foreign language learners. *Journal of Language and Learning*, 5(1), 1–20.
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, 47(11), 1451–1458.
- Popham, W. J. (1999). *Classroom assessment: What teachers need to know*. ERIC.
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting & Management*.
- Sadighi, F., & Zarafshan, M. (2006). Effects of attitude and motivation on the use of language learning strategies by Iranian EFL university students.[Online] Available: [http://www.sid.ir/en/VEWSSID.J\\_pdf/103120064607.Pdf](http://www.sid.ir/en/VEWSSID.J_pdf/103120064607.Pdf).
- Sánchez Calvo, A., & others. (2007). *A learner-centred approach to the teaching of English as an L2*.
- Sanoto, D. V. (2017). *Teaching literature in to English second language learners in Botswana primary schools: exploring in-service education and training teachers' classroom practices*. Stellenbosch: Stellenbosch University.
- Stockwell, P. (2007). „On Teaching Literature Itself” in Watson, G. and Zyngier, S (eds) *Literature and Stylistics for Language Learners: Theory and Practice*. Basingstoke (pp. 15–26). Palgrave Macmillan.
- Swanson, R. A., & Chermack, T. J. (2013). *Theory building in applied disciplines*. Berrett-Koehler Publishers.
- Tehan, P., Yuksel, D., & Inan, B. (2015). The place of literature in an English language teaching



- program: What do students think about it. *The Reading Matrix: An International Online Journal*, 15(2), 45–52.
- Tei, A. T. (2019). *Attitude of senior high students towards the study of literature in English: the case of some selected senior high schools in the Eastern Region* (Doctoral dissertation, University of Education, Winneba).
- Tellis, W. (1997). Application of a case study methodology. *The Qualitative Report*, 3(3), 1–19.
- Thurstone, L. L. (1931). The measurement of change in social attitude. *The Journal of Social Psychology*, 2(2), 230–235.
- Thurstone, L. L. (1946). Note on a reanalysis of Davis' reading tests. *Psychometrika*, 11(3), 185–188.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd.
- Tongco, M. D. C. (2007). *Purposive sampling as a tool for informant selection*.
- Türker, F. (1991). *Using Literature in Language Teaching*. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 6, 299–305.
- Tutacs, N. (2006). Critical thinking through literature. *Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Dergisi*, 46(1), 93–110.
- Vasudevan, H. (2010). *The influence of teachers' creativity, attitude and commitment on students' proficiency of the English language*. Jabatan Dasar dan Strategi Perniagaan, Fakulti Perniagaan dan Perakaunan~....
- Vethamani, M. E. (2004). *Developments in teaching of literature in English*. Universiti Putra Malaysia Press.