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Using Literature to Develop Students' English Language
Competence

A case Study of Secondary Schools in Sudan Khartoum Locality

إستخدام الادب لتطوير كفاءة الطلاب اللغوية في اللغة الانجليزية
دراسة حالة بعض المدارس الثانوية بمحلية الخرطوم

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(Applied Linguistics)

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Dedication

This dissertation is dedicated to my family and colleagues, to my parents, to the soul of my father, my family members, my wives my sons and daughters. To everybody who has directly or indirectly participated in making this study possible.

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Abstract

This study aims at focusing on using literature develops students' language competence in English language. It tries to investigate the usage of different literary works and genres of English literature and the roles these genres play in developing students' competence. The researcher used the descriptive analytical method. There have been a pre-test and post-rest in which a sample of twenty-five students were tested. In addition, there has been a questionnaire to collect responses of thirty teachers of English language. After the analysis of the tests and the questionnaire, it has been proved that Literature helps develop students' competence. In addition, students who usually engage in discussions, role-play, speaking, writing notes and comments are expected to be competent in English language. In this manner, it is strongly recommended that all the educational institutions in the Republic of Sudan, should apply using literature with its different genres. If so to speak, the result can't be generalized because it doesn't represent all teachers in Sudan. Therefore, further studies need to consider different localities of Sudan.

Abstract (Arabic version)

مستخلص الدراسة:

تهدف هذه الدراسة إلى التأكيد على أن استخدام الأدب يطور كفاءة الطلاب في اللغة الإنجليزية. يحاول البحث استخدام مختلف الأعمال الأدبية وأنواع الأدب الإنجليزي والأدوار التي تلعبها هذه الأنواع في تطوير كفاءة الطلاب. إستخدم الباحث المنهج الوصفي التحليلي. كان هناك اختبار ما قبل وبعد الراحة حيث تم اختبار عينة من خمسة وعشرين طالبا. بالإضافة إلى ذلك ، كان هناك استبيان لجمع إجابات ثلاثين مدرسًا للغة الإنجليزية. بعد تحليل الاختبارات والاستبيان ، ثبت أن الأدب يساعد على تطوير مهارات القراءة والكتابة لدى الطلاب ، ويوسع أفق الطلاب ، اجتماعيًا وثقافيًا ، ويطور مهارات الاستماع والتحدث لدى الطلاب. بالإضافة إلى ذلك ، من المتوقع أن يكون الطلاب الذين يشاركون عادة في المناقشات ولعب الأدوار والتحدث وكتابة الملاحظات والتعليقات مؤهلين في اللغة الإنجليزية. بهذه الطريقة ، يوصى بشدة أن تطبق جميع المؤسسات التعليمية في جمهورية السودان باستخدام الأدب بمختلف أنواعه. إذا كان الأمر كذلك ، فلن يمكن تعميم النتيجة لأنها لا تمثل جميع المعلمين في السودان. لذلك ، تحتاج دراسات أخرى إلى النظر في أماكن مختلفة من السودان

List of Abbreviations:

Acronym	Definition
ESL	English as a second language.
EFL	English as a foreign language.
CEFR	Common European Framework of Reference
ELRP	English Language Reading Programme.
CRP	Class Reader Programme.
YL	Young Learners.
ELT	English language teaching.
TESL	Teaching English as a second language.
TEFL	Teaching English as a foreign language.
IB	International Baccalaureate.
CALL	Computer Assisted Language Learning.
CLIL	Computer Language Integrated Learning.
CAPT	Computer-assisted pronunciation training.
ASR	automatic speech recognition.
ICT	Information and Communication Technology

CHAPTER ONE

Introduction

1.0 Background

Recently, literature has become a basic component and source of the language curricula rather than an aim of English instruction. Among language educators, there has been a strong debate as to how, when, where, and why literature should be used in an English classroom to improve students' English language competence. - There are four main reasons which lead a language teacher to use literature in the classroom to develop students' competence. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to the four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity, there are some other factors requiring the use of literature as a powerful resource for improving students' performance and hence develop their competence in the classroom context. Literature will help improve students' competence if it is incorporated with language curriculum or used as a source of the language curriculum, in any classroom.

Competence and performance involve “knowing” and “doing”. Many language instructions programs have focused more on the “knowing” (competence) part of learning a language wherein words and sentences are presented and practiced in a way to best help learners internalize the forms. The assumption here is that once the learners have ‘learned’ the information they will be able to use it through reading, writing, listening and speaking. The disadvantage of this approach is that the learners are unable to use

the language in a natural way. Having been trained to learn the language through “knowing”, learners have difficulty reversing this training and actually “doing” something with the language. In brief, it is difficult to assess whether the learners’ insufficient proficiency is due to limitations of competency or a lack of performance.

In the nineteenth century, the Grammar Translation Method predominated ESL/EFL teaching. In that era, translating literary texts from the second/foreign language to the students’ native language was one of the main learning activities. But when this method was replaced by the Structuralism Approach, during the 1960s to the end of 1970s, literature was no longer used. Structuralism Approach was concerned with correctness of grammatical form and not with content, interpretation of the written word or style. In other words, teaching a foreign language was regarded as a matter of linguistics. Then, when the Direct Method, the Audio-lingual Method, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach successively dominated ESL/EFL teaching, literature was not utilized. Later, and with the appearance of the Communicative Approach in the late 70`s and early 80`s, literature was also ignored. The tendency in the EFL classrooms was to teach “usable, practical” contents. Thus, literary works had no place in the curriculum. During this period most EFL courses were mainly aimed to enable the students to communicate orally. Consequently, dialogues dominated the curriculum.

Since the 1980s the situation changed quite radically, and literature is undergoing an extensive reconsideration within the language teaching profession. The inclusion of literary works in ESL/EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL/ESL classes are conducted. This interest in using literature in language teaching lies in three interrelated elements: authenticity, culture and personal growth. First, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing FL/SL language. Since literary texts contain language intended for native speakers, literature stands as a model for language learners to become familiar with different forms and conventions. Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skills. Second, using literature in language teaching has the advantage of providing cultural information about the target language. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt (Collie and Slater, 1991), which fosters learners' ability to interpret discourse in different social and cultural target language contexts (Savvidou, 2004). Finally, since literature enables students to understand and appreciate other cultures, societies and ideologies different from their own, it encourages personal growth and intellectual development.

In line with these ideas, Littlewood (2000: 179) emphasizes the importance of the use of literature in EFL classes by showing the fact that a major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classrooms, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context. The actual situation of the reader becomes immaterial as he or she looks on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation. In short, literary works undoubtedly enable students to understand the language better by providing the students with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions.

Language competence is a broad term which includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific learning outcomes under “Language Competence” deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical application.

Chomsky differentiates competence, an idealized capacity, from performance being the production of actual utterances. According to him, competence is the ideal speaker-hearer's knowledge of his or her language and it is the 'mental reality' which is responsible for all those aspects of language use which can be characterized as 'linguistic'. Chomsky argues that only under an idealized situation whereby the speaker-hearer is unaffected by grammatically irrelevant conditions such as memory limitations and distractions will performance be a direct reflection of competence. A sample of natural speech consisting of numerous false starts and other deviations will not provide such data. Therefore, he claims that a fundamental distinction must be made between the competence and performance.

Chomsky dismissed criticisms of delimiting the study of performance in favor of the study of underlying competence, as unwarranted and completely misdirected. He claims that the descriptivist limitation-in-principle to classification and organization of data, the "extracting patterns" from a corpus of observed speech and the describing "speech habits" etc. are the core factors that preclude the development of a theory of actual performance. One's competence is defined by the grammar, or set of language rules, that is represented mentally and manifested based on his or her understanding of acceptable usage in each linguistic idiom. Therefore, grammatical competence defines an innate knowledge of rules rather than knowledge of items or relations. According to Chomsky, it is regarded to be innate

because one does not have to be trained to develop it and will still be able to apply in an infinite number of unheard examples.

1.1 Statement of the problem.

Secondary school students, in Khartoum locality are very poor in terms of English language competence, because any language is suitably taught side by side with its literature. This study aims at investigating whether English literature develops Secondary School students' English language competence. It is believed that one of the most urgent problems that educators, in the Sudan, must seriously consider is to find out ways of developing students' competence. It is believed that the use of literature as a technique for teaching the four skills is very popular within the field of foreign language teaching nowadays, as we will see this, later, in details in C.J. Brumfit & R.A Carter: Literature and Language Teaching. Therefore, literature plays a major role in developing students' English language competence.

1.2. Objectives of the study

The objective of this study using literature to develop students' competence in secondary schools in Khartoum locality. It tries to:

- a. Use literature as a tool to develop students' English competence.
- b. Find out the English language teachers' idea in using literature to develop secondary school students' competence.
- c. Know if students support using literature.
- d. Suggest incorporating literature in the curriculum

1.3 The Study Questions

For this study to be carried out, certain questions must be raised.

The questions are:

1. To what extent does teaching literature enhance secondary school students' competence in English Language?
2. What is the English Language teachers' view on the influence of English literature on developing Secondary Schools students' English competence?
3. To what extent is including literature in the curriculum important for developing students' competence?

1.4 The Study Hypotheses:

Because some questions have been raised, there must be some hypotheses. These are as follows:

1. Teaching literature enhances secondary school students' English language competence.
2. English Language teachers believe in the importance of English literature in developing Secondary Schools students' competence.
3. Including literature in the curriculum is important for developing students' English competence.

1.5 Significance of the study

The significance of this study is that Using Literature can develop students' competence in English language. In this sense, it helps solve one of the problems that secondary school students face which is the fact that they are not exposed to studying literature because it is not incorporated in the curriculum. However, for better competence to exist, students need to excel in all the skills of English language. That is why this study aims at developing students' competence in English language through literature.

1.6 Methodology

The descriptive analytical research method is used. Students' pretest and posttest and teacher's questionnaire are used as data gathering tools. Pretest is administered as diagnostic test before students are taught the selected literature texts. Posttest is conducted after students are taught the literature text. As far as teachers' questionnaire is concerned, there must be a simple random sampling procedure to select some teachers.

1.7 Limits of the study:

This study is limited to some Sudanese secondary schools in Khartoum locality. This means that this study is not to be generalized since it is about a part of the Sudan. It is believed that teaching English language should involve literature because it is a major component for developing students' English language competence.

Chapter Two
Literature Review

2.0 Overview

In this chapter, certain points will be our main concern. We are going to talk about how literature can be a good tool to develop students' competence. This means that different genres can be referred to as they play an important role in the process of English language teaching. Different approaches to teach literature will also be discussed in detail. As it has been basically influential, technology will be considered since it facilitates the process of teaching. Previous studies will have a pace of focus, too. There are so many definitions regarding the term "literature." However, it is used to describe a written or a spoken material. Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction.

2.1 Conceptual Framework

English literature is the literature written in the English language, including literature composed in English by writers not necessarily from England. In other words, English literature is as diverse as the varieties and dialects of English spoken around the world. Academically, the term literature often labels departments and programmes practicing English studies in secondary and tertiary educational systems. Despite the variety of authors of English literature, the works of William Shakespeare remain paramount throughout the English-speaking world.

Literature, according to Philip's Encyclopedia, is taken from the Latin word "literate". It is the art of written works, and is not bound to publish sources (although, under circumstances unpublished sources can be exempt). The word literature literally means "acquaintance with letters" and "letters" is sometimes used to signify "literature," as in the figures of speech "arts and letters" and "man of letters." The two major classifications of literature are poetry and prose.

Literature is usually differentiated from popular and ephemeral classes of writing, and terms such as "literary fiction" and "literary merit" are used to denote art-literature rather than vernacular writing. Texts based on factual rather than original or imaginative content, such as informative and autobiography, are often denied literary status, but reflective essays or belles-lettres are accepted.

2.1.1 Scope of literature.

The McMillan English Dictionary, however, gives the following definition: stories, poems, and plays, especially those that are considered to have value as art and not just entertainment. Authors, critics and linguists every now and then ask about what literature is. One of the broad explanations of literature is that the literary texts are products that reflect different aspects of society. They are mere cultural documents that render deeper understanding of countries. Literature is said to be a subject that is taught in many secondary schools all over the world. However, until recently it has been given a lot of emphasis in the EFL and ESL classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers.

Literature could be viewed and defined in several different ways. This would depend on different factors such as the function of literature and how it is used. Literature, when defined as a subject of study, is an activity that involves and uses language that focuses on the literariness of a text. Literature is seen as a medium in which students' appreciation of different systems of language organization can be developed. Studying literature, on the whole, is not a reaction but rather it is an interaction between the reader and the writer. The term literature can best be used in any classroom after the question "what does literature mean?" is answered adequately. Other linguists believe that there is no inherent quality to a literary text that makes it a matter of interpretation that the reader offers to the text. This brings us back to the above definition in the sense that literature is only literature if it is considered as art.

2.1.2 The Communicative Competence:

The taxonomic nature of the Common European Framework of Reference for Languages (CEFR) inevitably means trying to handle the great complexity of human language by breaking language competence down into separate components. This confronts us with psychological and pedagogical problems of some depth.

Communication calls upon the whole human being. The competences interact in complex ways with the development of each unique human personality. Users and learners of a language draw upon a few competences developed in the course of their previous experience in order to carry out the tasks and activities required to deal with the communicative situations in which they are involved. In return, participation in communicative events (including, of course, those events specifically designed to promote language learning) results in the further development of the learner's competences, for both immediate and long-term use. In that sense, all human competences contribute in one way or another to the language user's ability to communicate and may be regarded as aspects of communicative competence. Communicative language competences are next defined as those which empower a person to act using specifically linguistic means (Council of Europe, 2001).

The language activity required to perform communicative acts always occur in a context that imposes conditions and

constraints of many different kinds (also called domains of language use: public, personal, educational and occupational). Thus, for communicative intentions, users/learners of a language bring to bear their general capacities with a more specifically language-related communicative competence.

Communicative competence in this narrower sense has the following components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising knowledge and skills and know-how.

a) Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations.

b) Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

c) Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms.

2.1.3 Competence and Performance

"In Noam Chomsky's theory, our linguistic competence is our unconscious knowledge of languages and is similar in some ways to Ferdinand de Saussure's concept of *langue*, the organizing principles of a language. What we actually produce as utterances is similar to Saussure's *parole*, and is called linguistic performance. The difference between linguistic competence and linguistic performance can be illustrated by slips of the tongue, such as 'noble tons of soil' for 'noble sons of toil.' Uttering such a slip doesn't mean that we don't know English but rather that we've simply made a mistake because we were tired, distracted, or whatever. Such 'errors' also aren't evidence that you are (assuming you are a native speaker) a poor English speaker or that you don't know English as well as someone else does. It means that linguistic performance is different from linguistic competence. When we say that someone is a better speaker than someone else (Martin Luther King, Jr., for example, was a terrific orator, much better than you might be), these judgments tell us about performance, not competence. Native speakers of a language, whether they are famous public speakers or not, don't know the language better than any other speaker in terms of linguistic competence."

(Kristin Denham and Anne Lobeck, *Linguistics for Everyone*. Wadsworth 2010). "Two language users may have the same 'program' for carrying out specific tasks of production and recognition but differ in their ability to apply it because of

exogenous differences (such as short-term memory capacity). The two are accordingly equally language-competent but not necessarily equally adept at making use of their competence.

"The linguistic competence of a human being should accordingly be identified with that individual's internalized 'program' for production and recognition. While many linguists would identify the study of this program with the study of performance rather than competence, it should be clear that this identification is mistaken since we have deliberately abstracted away from any consideration of what happens when a language user actually attempts to put the program to use. A major goal of the psychology of language is to construct a viable hypothesis as to the structure of this program"

Reasons for Using Literary Texts in Language Classes

There are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

1. Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts are included

within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life. Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed.

2. For many students studying English language, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner’s understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

3. Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the

richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

4. Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. Students become enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses.

There are some reasons to regard literature as a potent resource in the language classroom:

A. Because we are all human beings, the themes literature deals with are common to all cultures despite their different way of treatment - Death, Love, Separation, Belief, Nature ... the list is familiar. These experiences all happen to human beings.

B. Many of the more familiar forms of language teaching inputs tend to trivialize texts or experience. Literature does not trivialize or talk down. It is about things which mattered to the author when he wrote them. It may offer genuine as well as merely "authentic" inputs.

C. Since it deals with ideas, things, sensations and events which either constitutes part of the reader's experience or which they can enter imaginatively, they are able to relate it to their own lives.

D. Literature includes within it all possible varieties of subject matter. It is, in fact, a battery of topics to use in ELT. Within literature, we can find the language of law and of mountaineering, of medicine and of bullfighting, of church sermons and nursery talk.

E. Literature deals with themes and topics which are intrinsically interesting, because part of the human experience, and treats them in ways designed to engage the readers' attention.

F. One of the great strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Since it suggests many ideas with few words, literature is ideal for generating language discussion. Maximum output can often be derived from minimum input.

This proposal aims at emphasizing the use of literature as a technique for teaching both basic language skills namely, reading, writing, listening and speaking as well as language areas such as vocabulary, grammar and pronunciation. Reasons for using literary texts in foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are intended to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts. Moreover, literature and the teaching of language skills, benefits of different genres of literature such as poetry, short stories fiction, drama and novel to language teaching and some problems encountered by language teachers within the area of teaching English through literature

2.1.4 Why study and use literature?

There are many reasons for the study of English Literature. Students who study only English Language, with its emphasis on reading and writing skills, sometimes fail to see the point of studying English literature, especially if they have no plans to study English at university. But English literature can introduce students to a range of aspects, not only of the English language but also of English culture. There are elements of English culture included in the English literature. Of course, this is quite apparent when studying the works of Shakespeare, writers, poets and playwrights of the eighteenth and nineteenth centuries. It is therefore true to say that when studying English literature; students learn the context and meanings of famous quotes and phrases. Studying literature does not confine the students to the traditions of England but includes the possibility of introducing them to traditions which inform English literature and literature in other contexts, such as American.

When studying literature, students are expected to feel the enjoyment and appreciation that exists in it. These in their turn, will give students the ability to develop interest in the text they study as they finish their studies and join their adult life. They will have the confidence to try new forms of books and writings, since they were already exposed to different genres during their school days. What is to be noted is also that the study of literature helps students learn not only language aspects such as new vocabulary words but also, they use language for specific and aesthetic

purposes. Familiarity with the concepts of metre and rhythm can improve their writing skills. Finally, the study of literature can provide students with the ability to be creative.

There should be logical reasons; pedagogical, cultural, educational, etc., as to answer the question "why do people use literature in a classroom." The most outstanding reasons can be listed as follows:

- Literature is authentic material. It is good to expose learners to literature in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.
- Literature encourages interaction. It has multiple layers of meaning and can be effectively mined for discussions and sharing feelings or opinions.
- Literature expands language awareness. Asking learners to examine sophisticated examples of language. This makes them more aware of the norms of language use (Widdowson, 1975 quoted by Lazar 1993).
- Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom (Lazar 1993).
- Literature is motivating as it holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement when understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books (Lazar 1993).

2.1.5 Literary Text Selection

(Slater 1990:6), says that the teacher of English language should consider the needs, motivation, interests, cultural background and language level of his/her students when selecting the literary texts to be used in language classes. A corner stone factor to consider is whether the selected work can display the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic knowledge. The text selected should be full of meaningfulness and amusement. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty must be considered as well.

The more language of the literary work is simple, the more it is expected to facilitate comprehensibility. (Collie and Slater 1990:6-7) also believe that enjoyment and the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art. Moreover, in equal terms, the pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspectives help learners cope with the linguistic obstacles that might be considered too great in less involving material.

2.1.6 Literature and Teaching

Literature plays an important role in teaching the four basic language skills. These are: reading, writing, listening and speaking. However, what is to be noted here is that when using literature in the language classroom, these skills should be taught in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences. (J. McRae & R. Boardman 1984)

The incorporation of the literature component into the English Language syllabus is usually not welcomed by students with low English language proficiency as they do not have the appropriately complex skills needed to read literary texts. Even without the incorporation of the literature component into the syllabus, these students are already struggling learning the language and the incorporation of the literature component is seen as adding another burden. However, students need to be at a reasonable level of competence so that they will be able to comprehend the literary text to be taught to them. In other words, vocabulary being limited and competence being low, students finds it difficult to comprehend any literary text.

The learning objectives of any literary text are expected to include all or some of the following as criteria.

- 1) To instill and inculcate the reading habit among pupils.
- 2) To enrich pupils' vocabulary and language content.
- 3) To enhance pupils' thinking.
- 4) To promote cultural understanding.
- 5) To improve students' English language proficiency.
- 6) To provide lively, enjoyable and high-interest readings.

Although it is not stated in the list above, it is argued that literature is also taught for aesthetic appreciation. This is discernible through a closer look at the learning outcomes stated by any educational institution where the students should be able to discuss about the characters, plot, setting, author's point of view and other literary elements found in the text. Among the aims of incorporating literature in English into the English language programme according to many teachers is "to help students improve their language skills (especially reading) and to experience both education and pleasure when reading literary texts.

2.1.7 Literature and Reading:

A dynamic, student-centered approach can be suitably adopted by the ESL or EFL teachers to ensure a literary work comprehension. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential

level, where they must make speculations and interpretations concerning the characters, setting, and theme; and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it, its characters, its theme and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural and cultural issues and themes. The third level, the personal evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities.

2.1.7.1 Inculcating reading habits

Calia (2009) suggests that parents can develop literary interest in children by reading to them in the initial phases of their lives. She further argues that encouraging them to read daily will expose them to language and reinforce the importance of reading. However, teachers seem to carry this responsibility in Malaysia and in many different countries. With the incorporation of the literature component into English syllabus, the responsibility to develop reading habits through literature lays heavily on teachers. In a historical overview of Literature Programmes in Malaysia, Ganakumaran (2003) reveals that the literature was used in school through English language reading programs since 1976. These programs were primarily aimed at using literary materials to increase learner's exposure to English both inside and outside classroom.

There were two reading programs conducted for secondary schools namely English Language Reading Programme (ELRP) and Class Reader Program (CRP). The latter was developed to replace the former. It has been proved that the incorporation of literature component as a tested part in English language syllabus will help raise the standard of English among students anywhere.

2.1.7.2 Providing lively enjoyment and interest

As a matter of fact, when teaching literature, a teacher is said to feel that there is an interaction between the reader and the literary texts as they provide examples of language resources being used to the full and the reader is placed in an active interactional role in working with and making sense of this language. According to Collie (1987), this interaction can be considered as a source of enjoyment for the students. This can be supported by what Maley (1994) argues that literature can make people respond personally to other people's way of seeing things and can engage both their intellect and their emotion.

2.1.8 Literature and Writing

It is believed that if there is only one powerful and motivating source for writing in ESL or EFL class, it is going to be literature; both as a model and subject matter. Literature as a model however occurs when students writing becomes closely like the original work or clearly imitates its content, theme, organization, and style. However, literature serves as a subject matter when students writing exhibits original thinking like interpretation or analysis

when it emerges from or is creatively stimulated by the reading. Literature houses in immense variety of themes to write in terms of guided, free, controlled and other types of writing. There are three main kinds of writing. These are: controlled writing, guided writing and reproducing the model.

2.1.8.1. Controlled Writing

Controlled model-based exercises, which are used mostly in beginning level writing, typically require rewriting passages in arbitrary ways to practice specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

2.1.8.2. Guided Writing

This activity corresponds to secondary level. ESL/EFL students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description. Guided writing exercises enable students to comprehend the work. Model approach and scenario approach are very beneficial in this respect.

2.1.8.3. Reproducing the Model

This activity comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial writing exercises; because in paraphrasing, for instance, students are

required to use their own words to rephrase what they see or hear. Since paraphrase coincides with the students. It is therefore considered as a strikingly useful tool with poetry. Summary work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like setting and character to guide student writing. Adaptation requires rewriting prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. This activity enables students to be aware of the variations between written and spoken English.

2.1.8.4. Subject Matter for Writing

Finding appropriate material for the students writing classes is sometimes difficult for teachers teaching, since writing has no subject matter of its own. One benefit of having literature as the reading content of a composition course is that the readings become the subject matter for compositions. In a composition course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically. Such training helps them in other courses which require logical reasoning, independent thinking and careful analysis of the text. There are mainly two kinds of writing based on literature as subject matter: writing on literature and writing out of literature. These categories are useful for learners.

2.1.8.5. Writing on Literature

Writing on literature comprises the traditional assignments – written responses to questions, paragraph writing, essays, and take-home compositions in which students analyze the work or speculate on literary devices and style. 'Writing on' can occur before students begin to read a work. The teacher generally discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it. Most writing assignments done during or after the reading are driven from class discussion. They take many forms, such as questions to be answered, assertions to be debated, or topics to be expanded.

2.1.8.6 Writing out of Literature

If a student makes use of a literary work as a benchmark for composition, he/she is said to be writing out of literature. Creative assignments can be developed around plot, characters, setting, theme, and figurative language. There are some forms of writing out of literature, such as adding to the work, changing the work, drama-inspired writing or a letter addressed to another character.

2.1.8.6.1 Adding to the work

This comprises writing imaginary episodes or sequels, or, in the case of drama, “filling in” scenes for off-stage actions that are only referred to in the dialog.

2.1.8.6.2 Changing the Work

When students make up their own endings by comparing the author's ending to their own, they are likely to be dealing with changing the work. Short stories on the other hand can be rewritten in whole or in part from the point of view of a character versus a third person narrator or of a different character.

2.1.8.6.3. Drama-Inspired Writing

It is possible to derive drama-inspired writing activities from plays, short stories, novels, and sometimes poetry. The student steps into the consciousness of a character and writes about that character's attitudes and feelings.

2.1.8.6.4 A Letter Addressed to Another Character

This is when a student writes a letter to one of the characters, in which he / she gives the character personal advice about how to overcome a problem or situation.

2.1.8.6.5 Literature and Speaking and Listening

Although, the study of literature in a language class is mainly associated with reading and writing, it nevertheless plays an equally important role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities may center on a work of literature.

2.1.8.6.6 Oral Reading

Listening comprehension and pronunciation can be interesting and motivating if they depend to a larger extent on language teachers. Having students read literature aloud contributes to developing speaking as well as listening ability. Moreover, it leads to improving pronunciation which may be the focus before, during or after the reading.

2.1.9 Improvisation and Role-Playing

Both improvisation and role-playing may be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e., a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion.

2.1.10 Group Activities

Here, individual students are given certain roles and responsibilities, such as group activities which stimulate total participation. All students are involved, and the participation is multidirectional. When teaching English through literature, some of the group activities used in language classroom is: general class discussion, small-group work, panel discussions, and debates. The group activities mentioned develop students' ability to speak and give importance to pronunciation practice. Teachers, in their turn, indicate pronunciation errors of the students during the act of such activities for the sake of correction.

2.1.11 Short Stories and Language Skills Development

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002: 9) indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues.

Secondary school students also profit from literary texts. What they read gives them the opportunity to come up with their own insights and helps them speak the language in a more imaginative way. They become more creative since they are faced with their own point of view, that/those of the main character(s) of the story and those of their peers. According to Oster (1989: 85), this process leads to critical thinking. He confirms, “Focusing on point of view in literature enlarges students’ vision and fosters critical thinking by dramatizing the various ways a situation can be seen”. This could happen because when students read, they interact with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively.

2.1.12 Writing

Short story can be a powerful and motivating source for writing in ESL/EFL, both as a model and subject matter. Short story as a model occurs when students’ writing becomes closely like

the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. In accordance with this, Oster (1989: 85) affirms that literature helps students to write more creatively.

Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. For example, if teachers bring to class “Bill,” they can assign the following writing activities:

Write a dialogue between Bill and Minna at the evening when he says that he must never kiss her beginning from that night.

1. Paraphrase paragraph seven of the short story.
2. Write a book report or summarize the story in five to seven sentences, including the main character, setting, conflict, climax, and resolution.
3. Write one sentence on the theme of the story.
4. Write a paragraph to explain why Bill chooses the couple instead of the wealthy lady.
5. Write a book review on the story.
6. Write an essay on what makes a great father.

Activities 1 and 2 are suitable for middle intermediate levels; activities 3, 4, for upper intermediate levels; and activities 5, 6, 7 for advanced levels.

2.1.13 Speaking and Listening

Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

The followings are some activities teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way. It is suitable for elementary class.
2. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context. (They certainly should have been given a list of the connectors and discourse markers beforehand.)

3. In an advanced class, the students are grouped into two groups. Using “Bill”, the first group is assigned to prepare arguments that Bill’s decision to find adoptive parents for Minna is correct. Another group should prepare arguments that the decision is not correct.
4. An extending activity useful to develop students’ speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters, i.e. by instructing them the followings:
5. Imagine you are the doctor who diagnoses that Bill has only six more months to live. Tell Bill what he is suffering from. Make sure you are convincing.
6. Suppose you are the editor of the newspaper in which Bill publish his advertisement. Tell Bill what you think of the content of the advertisement

To develop listening skill using a short story, teachers can do the followings:

1. Read the story out loud so students can listen to a native speaker of English (if possible)
2. Play the story if a recording is available.

The activity can be carried out for fun or for students to find answers to questions given and explained to them before the listening activity starts. For students to understand the story when they listen to it for the first time, the questions can be based on literary structures, such as:

1. Who is the main character of “Bill”?
2. Where/when does the story take place?
3. What is the problem (conflict) in the story?
4. How is the conflict resolved?

2.1.14 Drama and teaching

Using drama in a language classroom is a good resource for language teaching. It is using drama that learners become familiar with grammatical structures in contexts and learn about how to use the language to express, control and inform. The use of drama raises the students’ awareness towards the target language and culture. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. Yet, there is one obvious danger: cultural imposition should be severely avoided since it results in the loss of language ego and native language identity in many cases.

To put it differently, language learning should be culture-free but entirely not culture-biased. For this reason, the new language and the context of the drama should fuse into a language learning process with high interest, relevance and enjoyment. Learners should make use of drama to promote their comprehension of life experiences, reflect on circumstances and make sense of their extra linguistic world in a deeper way. The educational benefits of drama, according to (Lenore 1993), are as follows:

- * stimulates the imagination and promotes creative thinking.
- * develops critical thinking skills.
- * promotes language development.

- * heightens effective listening skills.
- * strengthens comprehension and learning retention by involving the senses as an integral part of the learning process.
- * increases students' awareness
- * fosters peer respect and group cooperation.
- * reinforces positive self-concept.
- * provides teachers with a fresh perspective on teaching.

The above are not the only benefits that students are likely to obtain. Some other educational benefits of using drama in a foreign language class can be listed as follows:

- * bringing authenticity into the classroom.
 - * exposing the learners to the target culture as well as the social problems a society may be undergoing.
 - * increasing creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature.
 - * helping learners improve their level of competence with respect to their receptive and productive skills.
 - * providing a solid basis for the learners to bridge the gap between their receptive and productive skills.
 - * offering students, the space and time to develop new ideas and insights in a range of contexts.
 - * enabling students to develop new understandings and forms of knowing not accessible in other more traditional ways of learning.
- In other words, the use of drama is believed to be an effective

technique in today's communication-based lessons and student-centered foreign language teaching. Because poetry is an authentic material, it helps students to promote their comprehension of the verbal and nonverbal aspects of the target language they are trying to master. This is true when teachers make use of drama in their language classes in order to make language learning more colorful, motivating and interesting. Since drama is the reenactments of social events, students improve their personality, code of behavior and hence performance. It is therefore true to say that teachers will be able to achieve more meaningful and realistic teaching from which students can benefit from to a great extent.

Literature serves as a means of increasing ones' competence in the language. Exposure to literature will increase all language skills because literature can extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and exact syntax. Povey (1979: 162) recognizes in literature "a valuable transitional material" from the primary to secondary language skills. He argues that as literature provides examples of the language employed at its most effective transition from the skills of listening and speaking to that of reading and writing. Literature can thus help the foreign learners to overcome his/her presently linguistic achievement in secondary skills. It is this close relationship between literature and language lessons that has prompted Short and Candlin (1986:92) to think of them as "mutually reinforcing." The language program and the literature program can support and each other meaningfully.

2.1.15 Literature Exemplifies Language Use

Learning the language code is not learning the language. Knowledge about language code could be supplemented by the knowledge about appropriate use to communicate meaning in varying contexts. One of the language learning problems is thus the contextualization or the appropriate use of the language code learnt. It is easy in the early stages to provide context through demonstrations, pictures, and drawings. But at the advanced level, it is literature that brings learners close to the language works in real life. Drama and fiction depict people communicating in common situations. Even the least realistic kind of literature, which is usually in verse, can help the learners recognize the rhythmic patterns of English language. Thus, where the language drills and grammar lessons tend to think in terms of abstractions like phonemes, morphemes, words, clauses, structures, etc., literature shows the emphasis on to context, on to how language is used for communication. That is why Widdowson (1984: 159) suggests that literature could be used "to mediate between structural and communicative orientation to language teaching". Furthermore, literature and literary texts often contain within them several different dialects and registers of English. They can be extremely useful in sensitizing learners to linguistic variations and the values associated with different varieties.

Legitimizing the use of literature in classes, Short and Candling (1986: 91) even point out that the impossibility of making "a linguistic distinction" between literature and the other kinds of

language. Despite a widespread assumption to the contrary, they argue that there is no knowledge of any one linguistic feature which is found in literature but not in other kinds of text. The sort of features traditionally associated with literature and poetry, like rhyme, metre, ambiguity, metaphor, parallelism and linguistic deviation, also appear in abundance in advertising language. Widdowson, Wallek and Warren also accept the basic premise of Short and Candlin's argument that it is possible to represent literary works not as totally different ways of using language. Widdowson (1975: 36) considers literary language as an extension of the way language is used in everyday discourse and attributes the distinctiveness of the literary to its structure and coherence.

Wallek and Warren (1949:13-14) similarly underline the "deliberate" and "systematic" exploitation of resources of the language in literary discourse and point to its difference from the everyday language only as "quantities". Grammatically deviant expressions and emotive features could be located even in scientific and technical English though occurring at random. So, if there is a close relationship between the language of literature and the language of everyday life, there is no prior reason for banishing literature from the language curriculum and that literature could be exemplified in classes as a unique instance of language use.

2.1.16 Literature enlivens the Process of Learning

As enjoyment plays an important factor in any learning process, literature is a potentially useful aid to the language teacher. The actual process of learning both the language code and its use would be stimulated and facilitated if presented through drama, fiction and poems. For this reason, Pattison (1969: 106) finds in literature a unique opportunity to develop and sustain the habit of reading "so important for getting experience of a language". It is this element of enjoyment which is inbuilt in literature, that even the spirited opponents of literature try to incorporate in second language learning when they advocate the use of bridged versions of literary classics, advertisements, dialogues, and short specially constructed tales which carry the appearance of literature.

2.1.17 Reasons for teaching Literature.

The answer for the above question can be positive for a lot of people. There are however several reasons for teaching literature in the classroom have been proffered by a variety of authors. For example, Parkinson and Reid Thomas (2000: 9-11) list, with approval, the following:

1. Cultural enrichment. Reading literature promotes cultural understanding and awareness.
2. Linguistic model. Literature provides examples of "good" writing, linguistic diversity, expressive ranges, and so on.

3. Mental training. Better than any other discipline, literature trains the mind and sensibility.
4. Extension of linguistic competence. Literature stretches the competences of learners who have mastered the linguistic rudiments.
5. Authenticity. Literature is genuine linguistic material, not a linguistically contrived textbook.
6. Because, literature, especially poetry and songs, is memorable, it can be a memorized archive of linguistic usage.
7. Rhythmic resource. Poems assist the learner in assimilating the rhythms of a language.
8. Motivating material. Literature is more likely to engage with and motivate a learner than artificial teaching inputs because it is generated by some genuine impulse on the part of the writer and deals with subjects and themes which may be of interest to the learner.
9. Open to interpretation. Because literature is open to interpretation, it can serve as a basis for “genuine interaction” between learners.
10. Literature is a handy (can photocopied) resource.

Lazar (1993:15-9) suggests that literature in the FL classroom motivates, offers access to cultural background, encourages language acquisition, expands language awareness, develops students’ interpretative abilities and educates the whole person in so far as it enhances our imaginative and affective capacities. On the other hand, literature also promotes literacy and that why

literature is taught in the foreign language classroom. Literature in FL classroom is said to develop critical and analytical ability, social skills and the use of the imagination; encourages liberal, ethical and humanitarian attitudes, respect for the imagination, respect for literacy and cultural tradition; and provides information about literature, literary traditions and language. In short, we do not seem any closer to finding satisfactory reasons for teaching literature as a useful means to the end of acquiring linguistic and cultural competences.

2.1.18 Literature and Language Acquisition

Another reason for teaching literature in the FL class is that, it trains the mind better than any other discipline as well as the fact that it has a ring of literary supremacy about it. Training the mind is the benefit traditionally claimed in classical humanist defenses of any discipline within the arts or humanities. H.G. Widdowson, on his turn, argued that “reading literary discourse can assist students in the development of sense-making procedures of the kind required for the interpretation of or sensitization to language use in any discourse context.

If you're a sensible teacher, you use every resource that comes to hand. The difference between conventional discourse and literature is that in conventional discourse you can anticipate, you can take short cuts, when reading a passage. A teacher often knows something about the topic or passage to deal with, and he/she can use that knowledge while reading naturally in order to find out what's going on in the passage. The amount of information we

normally take out of something we read is minimal because we simply take from the passage what fits the frame of reference we have already established before reading. Now, it is difficult to do that with literature. So, with literary discourse the actual procedures for making sense are much more in evidence. Therefore, a teacher is expected to use and employ interpretative procedures in a way which isn't required of him/her in the normal reading process.

2.1.19 Literature and proficiency

Collie and Slater (1987), Oster (1989) and Lazar (1993) all agree on the notion that literature can be used to enhance students' main language skills especially reading and writing. According to Collie and Slater (1987), by reading a specific text, students are exposed to the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas. All these will expand and deepen students' writing skills. In addition to that, oral work based on literary texts may help improve students' speaking skills. Lazar (1993) further argues that students can develop their listening skills by listening to the recorded literary materials.

2.1.20 Literature and Cultural Competence

Because of multiculturalism, it is unsurprising that perhaps the foremost defense of literature teaching in the FL class is that it fosters awareness of cultural, ethnic, religious, racial etc. diversity and sensitizes the young to contrasting perspectives, concepts and world views, such sensitivity being vital to life in community in the

global village. In practice, the literature used in the English FL class is often English, written by writers from the metro pole, and this has led to the charge of cultural imperialism. The charge can easily be refuted, especially within an education system which promotes learner activity and participation rather than spoon feeding. Some educators value any kind of learning that give language learners a chance to try on the alien culture for size. This does not mean that language learners are expected to forfeit their native identities! This is not at all the same thing as actually “going” native. It is not supposed to be considered as a suspension of their identity. On the contrary, their exploratory participation in the target culture may leave them with strong reservations about it; but at least they will understand it better and will have developed a somewhat more flexible affective competence. This competence will help them improve their chances of getting along with the culture’s representatives, and of themselves being able to act within its parameters. It is these benefits which are the basic goals of most foreign language education programs.

Teaching literature provides learners with a truly cultural competence. It also equips them with culturally apposite pragmatic and socio-psychological components around which to build effective identities. These effective identities will enable the learners to socialize themselves with the target culture and enhance the effectiveness with which they participate in that culture. To use the terminology of social psychologist Erving Goffman (1990), these identities do not replace the learners’ selves, but are the culturally

effective identities which the learners may elect to present before the target culture.

Despite the laudable entry of non-metropolitan literature into the English ESL/EFL class, the culture learners are invited to try out will not perhaps be of much use in the imminent future when the economic and political hegemony looks certain to switch from the West to the East. The time is not far distant when competence in Chinese or Indian or Islamic culture will be far more necessary than in any other. This raises the question of the relationship between language and culture. The first point to be made is that, acculturation need not rely on the synergy of language and culture acting in indivisible fusion. Furthermore, if we are to consider the Sapir-Whorf hypothesis, it is apparently seen as safely buried. According to (Brown 1980 and Schmidt 1983), Culture is not linguistically determined, though it obviously does have, among numerous other means, language to assist its self-expression. Similarly, it is not culturally determined, as well. Indeed, it is perfectly possible for one to be relatively deficient in a target culture's language but, nonetheless, to function pretty well in that culture and the opposite is also true. It is therefore wrong, I think, in the case of English EFL/ESL teaching for teachers to manifest a predilection for, or partiality, to the culture of the target language. It is not necessary for English to be taught solely within one cultural frame.

Recent work on EFL/ESL teaching in early education suggests that literature might yet have a particularly beneficial

contribution to make to EFL/ESL acquisition. There was a research conducted by Kokkola (2002) among nine and ten-year old schoolchildren. She based her study on two theoretical concepts; the first of which was Bruner's (1986) concept of "the narrative mode" of human thought which "leads people, in their search for meaning, to create stories, myths and rituals"). The second is Egan's (e.g. 1988a and 1988b) view of learning as a kind of "mythic thought" whereby Bruner and Egan are alike in arguing that stories or narratives are one of the most effective ways of structuring ideas and information. Egan suggests that mythic thought is a stage in a child's psychological development and that "stories are one of the earliest forms of organizing schemata" and precede other systems, such as hierarchical organization. Thus, because young learners are cognitively adept at narrative, she attempts to test the hypothesis that young language-learners "are likely to get on better with narrative than non-narrative"; because narrative texts are better suited to their cognitive processes.

Kokkola's research shows that children actively construct the texts they read and that the narrative text presents them with fewer learning difficulties. However, as she herself admits, "it has been possible to explain differences in reading performance in terms of linguistic suitability". In addition, she describes this possibility to the choice of text used, and concludes that, if suitable texts are chosen, "only narrative texts should be used in the early stages of EFL reading education". What can be understood is that the idea that young learners find narrative texts easier to understand than

non-narrative runs completely counter to Widdowson's contention that non-narrative texts are easier to understand than narrative because of the former's exploitation of conventional frameworks, assumptions and expectations.

Plastina, (2000) claims that literature is a medium to "transmit the culture of the people who speak the language in which it is written." Therefore, the ideas and values presented in literature are much influenced by the history, culture and circumstances relevant to the individuals who produce them. Langer (1991) on the hand claims that the teaching of literature is often considered "a way to teach students to grasp cultural knowledge, good taste and high culture of the society".

2.1.21 Poetry and Teaching.

Poetry is considered a good tool for teaching students as develop their competence. It is also believed that it paves the way for the learning and teaching of basic language skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. There are a lot of learning benefits that can be derived from studying poetry:

- 6.1. The appreciation of the writer's composition process, which students gain by studying poems by components
- 6.2. Developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability.

6.3. Provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.

6.4. Triggers unmotivated readers owing to being so open to explorations and different interpretations evoke feelings and thoughts in heart and in mind.

6.5. Makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

It is believed that, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey “love and appreciation for the sound and power of language.” Students at earlier age tend to love music; this music can clearly be felt in poetry as it is full of the properties mentioned earlier. At this juncture, it can be stated that students become familiar with the supra-segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry.

Through poetry, students can also study the semiotic elements in the target language. Semiotic elements constitute a cultural training as well. As Hiller (1983:10) states, poems should be seen as hyper-signs of which constituents, “semiotic signifiers”, come together in their common relationship and lead to the “symbolic level” and this level is the one inclined to be signified in a poem. Moreover, special qualities of life are evoked and exalted through the language employed by poetry. This is in fact, suffices

readers with feelings. If it is lyric poetry, it has a lot to do with feelings and another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Thus, through transmitting culture, students will be able to familiarize themselves with the newly learned culture which helps them acquire vocabulary words, terms, new and different poetic diction. As a result, they will find it as a fertile ground to develop their performance. Poems comprise so many cultural elements, for instance, allusions, vocabulary, idioms and tone.

2.1.22 Using Short Stories in Teaching

Both language and life can be reflected through poetry, the true mirror. Characters act out all the real and symbolic acts people carry out in daily lives and do so in a variety of registers and tones. Again, the world of fiction both mirrors and illuminates human lives. Short fiction in the ESL / EFL curriculum offers the following educational benefits:

- * makes the students' reading task easier due to being simple and short when compared with the other literary genres.
- * enlarges the advanced level readers' worldviews about different cultures and different groups of people, provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers.
- * motivates learners to read due to be an authentic material.
- * offers a world of wonders and a world of mystery
- * gives students a chance to use their ability to create
- * promotes critical thinking skills.

- * facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community.
- * makes students feel themselves comfortable and free.
- * helps students coming from various backgrounds communicate with each other because of its universal language.
- * helps students go beyond the surface meaning.
- * acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledges to their own world.

It could be true to say that the use of short stories is a fruitful technique in foreign language classes. As it is short, students' reading task is likely to be easier and so is the teachers' coverage. An important feature of short fiction is its being universal. This is to say that students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage 1987:43).

2.1.22.1 Why Short Stories

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the

length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story which is defined by Poe (in Abrams, 1970: 158) “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work.

This reason, that short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners (YL) to adults) and all classes. Pardede’s (2011) study at Christian University of Indonesia revealed that most English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings denoted that only

0.37% of the responses went into “Disagree” criterion; and 18.4%, “Neutral”. The other 81.5% went into the criteria of “Agree” and “Strongly Agree”.

2.1.23 Novels and Teaching

Helton, C. A, J. Asamani and E.D.Thomas (1998:1-5) think that the use of novels is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. According to them, in a novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives.

Using novel in a foreign language class offers the following educational benefits:

1. develops the advanced level readers’ knowledge about different cultures and different groups of people.
2. increases students’ motivation to read owing to be an authentic material,
3. offers real life and real life-like settings.
4. gives students the opportunity to make use of their creativity.
5. improves critical thinking skills.
6. paves the way for teaching the target languages culture.
7. enables students to go beyond what is written and dive into what is meant.
8. stimulates their imagination.

9. helps students identify the emotions of the characters so that they can learn how others cope with situations and problems like their own experiences.
10. helps them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions.
11. develops oral and written language skills.
12. serves as a springboard for learning and critical thinking activities beginning with basic comprehension and writing.
13. presents a unique way of teaching reading by getting students involved and excited about the reading process.
14. motivates students to become a lifelong reader.

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to the fact that whether the novel has an intriguing story that will be of interest to the entire class. Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. Specific themes and concepts being developed in class should also be incorporated within the novel. When assessing comprehension, teachers may employ novel tests requiring students to develop the sub-skills of written language like spelling, handwriting, grammar, and punctuation. Essay type tests written by teachers help students to gradually improve their skills

in writing and organizing material into paragraphs with acceptable sentence structure.

The tests are made up of not only fact-based questions serving as a basis of evaluating comprehension but also open-ended questions developing critical thinking abilities. The open-ended questions enable students to predict outcomes, make comparisons and contrasts, and draw conclusions. Class discussions of each novel event should comprise the main idea and supporting details, including who, what, when, where, and how. Details of various social issues such as sexual harassment and abortion, which are often an integral part of the plot, can provoke interesting debate. Discussions can also facilitate vocabulary development.

To sum up, it is believed that the use of novels is a very good technique in today's foreign language classes. If selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining. Though many students find reading a novel written in a target language difficult novel is a very effective way of building vocabulary and developing reading comprehension skills. It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical.

Literature plays a major role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically designed appropriate materials that can be used by

language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in TESL / TEFL programs. Third, there is the absence of clear-cut objectives defining the role of literature in ESL / EFL.

2.1.23.1 Literature and English Language Teaching

According to Widdowson (1984), the teaching of English literature in a non-native context goes back to the early years of the nineteenth century, when literature was considered as prestigious in the language study and an access into literary works was assumed part of the purpose of language learning. Short and Candlin (1989) claimed that Classics were used at the time as it was believed that continuous exposure to the best uses of the English language, would in some sense ‘rub off’ on their own performance in the language.

With the help of grammar translation method, learners would translate literary texts to their native language. However, when this method was replaced by methods that emphasized structures and vocabulary, literature was out of the picture. Methods such as Community language learning, The Silent Way, Total Physical Response and the Natural Approach that were popular in the 70’s did not utilize literature either in English as a Second language or English as a Foreign language instruction (Zafeiriadou, 2001).

2.1.23.2 Literature and Beliefs

The teaching of literature in ESL/EFL classes is essential and can be used as a perfect instrument to stimulate and speed up the teaching and learning process (Carter and Long, 1991). One of the accusations on literature is that it contributes nothing to help students meet their academic or occupational goals. This is debatable, as literature texts aid in the development of reading proficiency and foster overall increase in reading proficiency. Also, literature may provide effective, attitudinal and experiential factors which will motivate them to read (McKay, 1982). The contents of literary texts are also more emotive and imaginative. In fact, a comparison study conducted by Lao and Krashen (2000) on students who read literary texts and those who read non-literary texts at a university in Hong Kong revealed that students who read literary texts showed improvement in vocabulary and reading skills. This improvement would help students either explicitly or implicitly in achieving their academic or occupational goals.

Some people are skeptical with the inclusion of literature in ESL instruction, as they believe that ESL teachers' main goal should be to teach the grammar of a language and literature does not contribute to that. Povey (1972: 187) however, objected to this and believe that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax." When reading literature, a reader learns the language implicitly. For example, as in the case of grammar, by reading an

enjoyable literary text, all the grammar constructions are internalized and assimilated unconsciously. Based on what has been mentioned above, it could true to say that literature indeed help students to acquire native like competence in English. Students can be able to:

1. express their ideas in good English.
2. learn the features of modern English, linguistic system for communication and how idiomatic expressions are used.
3. speak clearly, precisely and proficiently in English.
4. became creative, critical and analytical learners.

Literature can be used to reinforce the language skills and complement language teaching. As a matter of fact, literature should not and cannot be taught solely for a linguistic purpose. Literature has much to offer than language would normally do, since it has greater freedom and since it acknowledges no linguistic barriers which can refrain learners' ability to use language. It is therefore undeniable that literature helps to improve students' performance and command of English and the ability to use language freely but as a cultural, intellectual, social and psychological medium of expression.

2.1.23.3 Literature in ESL

Literature offers potential benefits in ESL instruction in many ways. Linguistically, it has the potential of serving as the central focus of a unit of study in the classroom where ample activities involving the application of the four basic language skills around the literary work. Culturally, literature provides the exposure to the culture of its speakers and aesthetically, it provides the perspective

insights into a man's existence within the artistic and intellectual boundaries of a literary framework (Stern, 1985). According to Vandrick (1997:7), literature motivates students "to explore their feelings through experiencing those of others." In fact, Sage (1987) put together the rationale of literature in ESL in three different values namely for its cultural value, linguistic importance and educational value.

2.1.24 Approaches Used to Teach Literature

Based on the historical development of the approaches recognized to teach literature, it can be said that the 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. Among the commonly known methodological approaches recommended and successfully used to teach literature in English language teaching are Language Based Approach, Literature as content and Literature for Personal Enrichment.

2.1.24.1 Language Based Approach.

In the language model, the focus is on language as the literary medium. Lazar (1999) stated that a language-based approach to using literature would include techniques and procedures, which are concerned mainly with the study of the literary text itself. Thus, students are equipped with the tools they need to interpret a text and to be able to make competent critical judgments of it. The advantages of using literary text for language activities are that they offer a wide range of styles and registers, they are open to multiple interpretations and hence provide

excellent opportunities for classroom discussion and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Malay, 1990). Literary texts, according to McKay (1982) are exploited for the teaching of vocabulary or structures or language manipulation. The students then will have the opportunity to enrich and develop their language input since literary texts expose them to the varied creative uses of the language. She added that the readers' responses to the literary text, however, are totally neglected as the approach may be too mechanistic and thus de-motivate the pleasure of reading literature.

2.1.24.2 Literature as Content

In literature as content, Lazar (1999) described literature itself is the content of the course, which give attention to areas such as the history and characteristics of literary movements, the social, political and historical background of a text, the literary genres and rhetorical devices and so on. He added that the amount of background information about a text given depend on different factors, such as the time available, to what extent the text refers to specific historical events or characters and the interest of the students in literary characteristics of a text. Literature is important as a medium to preserve the cultural and artistic heritage. Therefore, it has a central place in the study of the humanities in colleges and universities of the western world. As to the teaching practices, the model has been associated with a more teacher-centered, pedagogic mode. The text is seen as a product, a

sacrosanct from and about which students accumulate descriptions of critical schools and literary movement, biographical facts about authors and various synopses (McKay, 1982)

2.1.24.3 Literature for Personal Enrichment

This model stresses the need of the students' personal engagement with the reading of literary text. In other words, the model focuses on the use of literature as a resource and not on the study of literature. It aims to develop language competence and literary competence of the students and is better expressed in terms of the pleasure and personal fulfillment which come out of the reading of literature and the making of a literary text to one's own (McKay, 1982). She also stated that the model also emphasizes on the necessity and pedagogical value of expanding students' critical awareness so that they become critical readers of literary texts. In this way, students are not turned into passive accumulators of whatever is being taught to them.

Lazar (1999) viewed literature as beneficial for encouraging students to draw on their own personal experiences, feelings and opinions. Students will become active participants, both intellectually and emotionally in learning English, hence accelerates acquisition. Apart from that, the model also focuses on the pedagogical role of the teacher as an enabler for the transmission of knowledge. Teachers have the responsibility to choose texts not simply for their stylistic features but to consider

whether the texts reflect the students' interests and allow them to draw on their personal experiences in their interpretation.

2.1.24.4 Thinking Enrichment

Tierney and Pearson (1983) cited by Collins (1993) posit that readers will use their prior knowledge to interpret meanings. The process of linking the prior knowledge to what is read develops higher level thinking skills in students. Collins (1993) further argues that for a learner to achieve the higher level of reading, he/she must be able to relate new information to what is known in order to find answers to cognitive questions. Besides that, the nature of a literary text which could be interpreted in many ways could be used to develop thinking.

2.1.25 Literary Texts Reading Strategies

It is a dominant believe that literature improves students' performance. In this sense, students must be taught the ideal strategy through which they can practice reading. There are various strategies to be used when reading literary texts. The following are descriptions of some of the strategies used.

2.1.25.1 Steps into Literary Text

Langer (1991) listed four major steps in the process of understanding a text. Firstly, he believes that the reader should step into a text. This is where students make initial contacts with genre, content, structure and language of text by using prior knowledge and surface features; he calls this envisioning. Secondly, students are immersed in their understandings, using their prior knowledge and text itself to further their creation of

meaning. Thirdly, they step back and reflect on one's own previous knowledge or understanding. Finally, step out to react to the text, or to the reading experience itself.

Several models of the reading strategies have been developed over the years to explain how a reader derives meaning from a text. A passive, bottom - up process, for example, does not require students to use all the textual clues. The better the reader is able to make correct predictions, the less confirming through the text is necessary (Goodman, 1973).The reader uses syntactic and semantic cues to predict meaning then confirms those predictions by relating them to his or her past experiences and knowledge of the language.

2.1.25.2 Top-Down Process

This process of reading provides relevant background of knowledge to readers. (Carrel 1988) think the immediate goal for EFL/ESL teachers is to minimize reading difficulties and to maximize comprehension by providing culturally relevant information to students before they embark on their reading assignments.

2.1.26 Aesthetic Reading Approach

This approach considers that aesthetic text-approach is achieved through aesthetic and stance. Aesthetic distance implies temporary detachment from the pressure of the world in which a reader lives in order to enter the secondary world mapped out by the literary text. Thus, aesthetic approach to literature has a strong emotional appeal because students are invited to live through what

the speaker, narrator or characters experience in their textual worlds (Delannoy, 1997). The more emotional appeal is strong, the more students' desire to read is increasing as a result of which they pursue information and hence performance is likely to be improved.

Aesthetic approach is interaction-based, which means that the literary text is viewed as a structured stimulus brought alive by the reader. There are some levels of intellectual challenge, the reader is said to undergo. This is more open in focus than other intellectual activities. Moreover, it helps students to make connections between ideas, themes, characters and so forth. Hence, the reading of literary text can be improved while their experience of the world, life and other cultures and people are also enriched. The activities of comparing the content of the text will, simultaneously, develop students' performance and ability to analyze and criticize what they have learnt and already known.

2.1.27 Efferent Reading Approach

It, on the other hand, emphasizes on the knowledge that the text conveyed. In other words, students are mainly involved in the information they are supposed to gain from the text. Efferent reading, however, is not appropriate to the nature of literature teaching, which contains much more than a simple opinion or knowledge.

2.1.27.1 Models of Teaching Literature

According to (Carter), there are models for teaching literature to ESL/ EFL students. The following are some of these models:

2.1.27.2 The Cultural Model

It considers a literary text as a product. This indicates that it can be simply seen as a source of information about certain cultural background. It is a traditional approach, used when teaching some secondary school or university courses on literature. This model usually examines social, political and historical background to a specific text or literary movements and genres. This approach tends to be quite teacher-centred because there is no specific language work done by students on a text.

2.1.27.3 The language models

It aims at being more learner-centred. As learners proceed through a text, they pay attention to the way language is used. They come to grips with the meaning and increase their general awareness of English. Within this model of studying literature, the teacher can choose to focus on general grammar and vocabulary (in the same way that these are presented in course books for example) or use stylistic analysis. Stylistic analysis involves the close study of the linguistic features of the text to enable students to make meaningful interpretations of the text – it aims to help learners read and study literature more competently.

2.1.27.3 The personal growth model

It is another process-based approach which is said to be more learner-centred as well. It encourages learners to draw on their own opinions, feelings and personal experiences. It also aims for interaction between the text and the reader in English as it helps making language more memorable. What is to be noted here is that learners are encouraged to “make the text their own”. The immense power that literature is expected at any time to have, can be reflected through using this model.

2.1.27.4 Using Literature over a longer period

There are very good reasons for encouraging learners to read books. Extensive reading, however, is an excellent way that helps improve English performance; and it can also be very motivating for the students. In addition, many international exams have certain optional questions on them that pertain to set novels each year. One option that is now available to language teachers is the wide range of simplified and inexpensive versions of literary texts; called readers. Setting up a class library of novels and readers, if you have the resources, is an excellent idea. Tim Bowen and Jonathan Marks, in their book *Inside Teaching*, recommend the following ideas for extensive reading of literature:

- Hold brief classroom discussions on what learners have been reading.
- Ask learners to describe a book they like.

- Select a short novel which has been recently made into a film or TV series with which your learners are familiar. In addition, there is a list of general questions about novels or readers attached at the bottom of the page that could be given for students to answer in written form (they are based on questions from the Cambridge First Certificate Exam).

2.1.28 Problems

Teaching literature is not an easy task to be carried out as easy as son many people imagine. Hereafter, some problems are going to discussed.

2.1.28.1 Problem 1: Where do I find material?

Of course, you may have a novel or book of poetry that you have been dying to use with your students for a long time. But where can you get more material? Easy! The internet brings you instant access to many works of literature. Use a search engine. Usually it is enough to key in the name of the author or the book you are looking for. Older books and plays can sometimes be found entirely on-line.

Literature doesn't have to mean "books written by dead white English or American men". Look for literature from other English-speaking countries (there is lots and lots) to give your students a richer variety of work written in the English language. Bookbrowse.com (above) for instance has a whole section on Asian and Indian writers.

2.1.28.2 Problem 2: How are materials chosen

The following factors could be thought of while choosing a piece of literature:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class?
- Does it fit with the rest of your syllabus?
- Is it something that could be relevant to the learners?
- Will it be motivating for them?
- How much cultural or literary background do the learners need to be able to deal with the tasks?
- Is the level of language in the text too difficult?

2.1.28.3 Text Difficulty and Suitability

Obviously, teachers would not want to use a text that is completely beyond their learners. This would ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given careful thought, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of a piece of literature, not just the text).

2.1.29 Literature and Students' performance

A study under the title, "Relationship between the Teaching of Literature-in-English and the English Language in the Students' Performance in the West African Senior Secondary School Certificate Examinations," was conducted in Nigeria by Amuseghan Sunday Adejimola and Adenike Ojuolape Momoh; published by The International Journal of the Humanities, the study examined the relationship between the teaching of Literature in English and the students' performance in the English Language. A total number of three hundred and forty questionnaires were administered to teachers and students. Data were collected using the Likert type of questionnaires - 4-point-scale questionnaires: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D)-. The data collected were analyzed using percentages as well as T-Test. Only hypothesis two was tested at 0.05 level of significance while percentage was used for hypothesis one.

The findings of the study revealed that there was a serious decline in the performance of students in the English language between 2001 and 2003 years of the study. Also, the study indicated that there was significant difference between the performance of students that offered the English Language alone and those that combined Literature in English with English. The study equally revealed that effective teaching of Literature in English improved the students' performance in the English Language in secondary schools.

2.1.30 Drama

Dramatic activities that are based on literature facilitate and accelerate development of the oral skills since they motivate students to achieve a clearer comprehension of plot and a deeper awareness of the characters. There are, however, three main types of drama. These are dramatization, role-playing and improvisation. Dramatization requires classroom performance of scripted materials. Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, learners may guess what the characters would say. Scripts written by students are also probable with plays. Poems comprising one or more personae may also be scripted by students. Students need to attentively read some sections of dialogue in advance to be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words that they cannot pronounce. Students next rehearse the scene with their partners. Although they don't memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene through body language.

2.1.30.1 Using Drama in Teaching

Teaching drama in EFL contexts has not been seriously investigated. Traditionally, literature teachers teach drama through surveying the drama contents, talking about the author, and characteristics of the play, characters, and plot in English

drama classes. The students usually go through discussing plays while interacting in a natural and social environment. Following an experiential approach to literature, teachers may create opportunities for literature students to perform drama in a theatrical mode in the classroom. There is little evidence on how dramatic performances can influence or enhance students' understanding of drama. It seems that teaching literature is only looked at from the perspective of the content that it offers literature students irrespective of how it is presented in classroom. This is perhaps because these courses have content orientation, and instructors show little pedagogical concern over how it should be presented. The concern over how to teach literature is probably as important as the concern over what to teach in such classes. However, unfortunately, this area of pedagogy has rarely attracted the attention of researchers due to the lack of enthusiasm of EFL teachers in running drama courses practically rather than theoretically.

According to Bolton (1968),” there is a wide difference between a play and any other form of literature. A play is not really a piece of literature for reading. It is the literature that walks and talks before our eyes”. He states that the text of the play is meant to be translated into sights, sounds, and actions which occur literally and physically on stage. Robbins (1988) also states that, “dramatic activities help students investigate a subject while finding its relationship to themselves and society. Moreover, they make students counter with performance of social roles they had never experienced before, with the corresponding language and communicative styles”.

There are in fact two approaches to the teaching of drama. The first is “the ‘a’ type analytical” approach to drama/theatre texts in which the language analysis is the matter of consideration. This analytical approach deals with language structures and language items that the teacher or the course designer must consider. Once a literary text illustrating these structures is chosen, the teacher helps learners become aware of and practice them. This is an analytical approach to the use of drama in classroom where drama is the object of instruction. The second approach is “the ‘b’ type experiential approach to drama theatre texts”. In this approach, language is regarded as a tool rather than an object. Learning through the students’ experiences is the major concern, and this is acquired via their comments, responses, and expressions based on the text itself or its theme. The approach focused on the performing of the theme through role playing rather than discussing the language components of the drama.

2.1.31 CALL and students’ language competence

It is very important to put in consideration the positive use of computer in developing students’ language competence. This means that today’s generation is different than the previous generations; in a way they have dominant involvement of technology in everything. If this is true, both teachers and students are to be well trained in how to use computer in FL classroom. As we are going to see later, educators made a lot of studies and researches to show how it is important to use computer in class. However, we have Computer Assisted Learning (CALL) as well as Computer Language Integrated Learning (CLIL).

There is less conclusive evidence of the positive impact of Computer Assisted Learning (CAL) on students' foreign language competence development than with Computer Language Integrated Learning (CLIL). But there is evidence that some of the CALL teaching aids can speed up or increase improvement in specific competences over short periods. In some cases, there are no significant differences in learning outcomes (Knoerr, 2005).

In a meta-review (350 studies) of the effectiveness of CALL uses in foreign language learning and teaching (including classroom-based technologies, individual study tools, network-based social computing, and mobile and portable devices), Golonka et al. (2014) find that in spite of an abundance of publications available on the topic, evidence of their efficacy is limited. They say that CALL research suffers from poor descriptions of the research design; poor choice of variables to be investigated; lack of relevant data about participants; studies based on untrained users of the technology; a nearly exclusive focus on western European languages, especially English; and an overall lack of systematically investigating key factors that may enhance the effectiveness of learning.

Overall, they conclude that there is moderate evidence that through intelligent tutor systems, learners demonstrate pre-test and post-test gains in speaking, reading comprehension, vocabulary, grammar, and fluency.

They find that intelligent tutor feedback is more effective than traditional feedback. Intelligent tutor programs simulate a tutor by providing direct, customized instruction and/or feedback to a learner. Such a system is generally comprised of four components: an interface (platform), an expert model (domain of knowledge the student is intended to acquire), a student model (current state of student's knowledge), and a tutor model (which provides appropriate feedback and instruction by using the identified gaps between the student and the expert models).

Computer-assisted pronunciation training (CAPT) automatic speech recognition (ASR) can facilitate the improvement of pronunciation and can provide feedback effectively, and even more effectively than a teacher does. This can help students develop competence because they can practice individually and avoid the anxiety of pronouncing and practice in front of peers and teachers (Casado and García, 2000).

There is also some evidence that: Digital game-based learning (DGBL) improves competences. Game-based learning has increased in the foreign language learning context by making language education entertaining and providing learning environments that contextualize knowledge (Dourda et al., 2013). Games-based learning develops problem solving and critical thinking skills through engagement and iterative feedback that are crucial to the learning process and are generally effective for achieving learning outcomes (Yi-hui et al. 2012). Yi-hui et al's meta-analysis of studies suggests that meaningful and engaging games

allow for more learning to occur because learners have opportunities to interact and negotiate meaning, and then expected to develop language competence. In drill and practice games, learners simply modify actions until their scores improve. Dourda et al. (2013) found benefits for enhanced reading skills, the retention of vocabulary, motivation and collaboration. All these have to do with the development of language competence.

Chat (synchronous computer-mediated communication, either text-based or including audio) increases the amount of learners' language use and its complexity (Golonka et al., 2014). There is moderate evidence that chat enhances speaking proficiency, and can promote noticing (by attempting to produce output, learners are forced into noticing what they do not know or what they know only partially) and 'focus-on-form' (a language learning concept that refers to a concern for the structural/syntactic dimensions of language to complement work on language comprehension and production through communicative interaction) (Skehan, 2003)

Text-based computer-mediated communication (CMC) fosters attention to linguistic form in ways that may promote attention to language expression and encourage collaborative work on language errors during writing tasks (Alwi et al., 2012) and the retention of words (Baturay et al. 2009). It can also prepare students for subsequent oral communication in the classroom. Mendelson (2009) found that the successful use of forums to prepare students for oral communication shows that asynchronous as well as synchronous CMC can be beneficial for developing the ability to

speak foreign languages. We can then say that, it helps developing students' language competence.

There is moderate evidence that with electronic dictionaries, learners' complete tasks faster than without technology, and the frequency of dictionary lookups increases (Golonka et al., 2014). However, increased frequency of lookups may not make a significant difference in competences although it speeds up understanding. Duquette and St-Jacques (2005) describe the online French reading tutorial DIDALECT, an adaptive tutorial for reading acquisition. They argue that helping learners to have access to a variety of authentic materials for reading comprehension enables the development of language skills in the real world.

The advantage of online audio and visual multimedia resources is that they can be accessed by students outside the classroom which extends learning time and provides opportunities for practice (Green 2005). For example, individual online listening to podcasts at one's own pace and at a time convenient to the learner prompts and motivates learners to improve the skills of listening without being intimidated by possible failure (Kavaliauskienė, 2009).

However, CALL may not always bring better results than other pedagogical approaches. Knoerr and Weinberg (cited in Raby (2008)) compared a group of 61 students, learning French as a second language with the participants randomly assigned to

different groups. The first group learnt phonetic and pronunciation using a traditional audiocassette module that comes as a standard component of a textbook. The second group worked with the multimedia version of the same module. A third group did not receive any explicit instruction in phonetics and pronunciation. The authors found that the receptive skills of secondary level learners of French as a second language were influenced by the explicit teaching of phonetic and pronunciation. However, there was no difference related to the delivery mode; both audiocassettes and multimedia were equally effective.

2.1.32 Motivation and confidence

We must use technology to teach literature; intentionally to develop students' language competence because its use is inevitable, nowadays; and, because it is entertaining. Many studies confirm that learners enjoy using technology in foreign language learning and that they prefer using technology over more traditional methods and materials (Golonka et al., 2014). Because of technology, learners tend to be more engaged in the process of learning and have a more positive attitude towards learning. Students perceive the use of computers as an innovative and attractive learning method (Casado and García, 2000). Their adaptation is often quicker than their teachers is.

Because some students are always shy to play roles especially in literature, CALL can reduce learner anxiety by providing a non-judgmental, independent learning environment

(Kongrith and Maddux, 2005). Dat and Spanghero-Gaillard (2005) report on research on the integration of CALL into foreign language education in a high school. They find that this form of teaching has a positive effect on student motivation, particularly as anonymity is preserved, students feel less pressured and they enjoy the learning experience.

Online audio and visual multimedia resources can promote interest and motivation in foreign languages. For example, video clips (YouTube is an inexhaustible source of video clips) that combine text, image, and music are a teaching material that can stimulate students' emotional and cognitive areas in the process of learning (Berkec, 2012). This develops student's language competence. Learning with video clips enables a different approach to the target language that is fun and spontaneous, because it provides the student with the ability and incentive to express his/her emotions, imagination, experience, and knowledge.

2.1.33 Evidence from several studies

Zollinger-Trier (2001) analysed the impact of using multimedia resources to teach a second language. This study assessed the impact of 'Mobiclic', an interactive multimedia CD-ROM, where students can take part in different activities designed to help them acquire proficiency in the target language. The study found that students appreciated this method of teaching, were more motivated and improved their knowledge and skills.

Hamers et al. 2001 (cited in Knoerr, 2005) evaluated the use of CALL for teaching French and English in a Montreal secondary school. They found that during the first three years, students who received a CALL and project-based language course expressed higher motivation and attitudes towards learning both languages than students of other classes who were either taught via projects only; or ICT tools only or had none of these.

2.1.34 Cultural awareness and language competences

One of the challenges of CLIL teaching and learning is increasing all students' opportunities to write and speak in the foreign language they are learning beyond the time they do so in class. Therefore, it helps developing students' language competence. In a secondary school in Austria, teachers have developed the Hello Little World (HLW) Skype Platform. It originated from using Skype with a school in Texas to develop students' English speaking and writing skills which successfully led to collaborative learning by the teachers, e-pals among the students and discussions organized by the students not the teachers with an all-round improvement in students' confidence and competence in English as well as teachers' competence in CALL and letting students" develop the conversations.

Raby (2008) reports that providing CALL options in language learning helps those students who have strong technical or IT skills to succeed in their language courses, which may not have been possible if traditional teaching approaches were the only option available.

Reciprocal role peer tutoring where language students are paired with students overseas who speak the target language as a first language, and who, via technology, interact in ways that facilitate tutoring in the language has some impact on enhancing the language learning experiences of younger school-aged students. Research by East et al. (2012) involved beginners' level Year 7 students of Spanish in New Zealand who worked with reciprocal Spanish first language speaking partners of the same age in Colombia, who were studying English. The experimental group consisted of 28 students (12 male and 16 female), and the control group consisted of 29 (14 male and 15 female). In Colombia, two groups of fifteen Year 5 (11-year old) students participated in the project (no control group). They found that reciprocal role peer tutoring works well because it is not dependent solely on a teacher-led pedagogy. By way or another, we consistently say that using computer in teaching a foreign language can help develop students' language competence.

CALL promotes student-centred learning, allowing for self-paced learning styles, and increased risk-taking (Casado and García, 2000). It can provide learners with autonomy and the choice of when, where, and how to study (Kongrith and Maddux, 2005). E-mail and other computer writing tasks encourage self-monitoring because of the ability to proofread before producing a final draft. Learners may feel more comfortable writing than they do speaking a second language (Kongrith and Maddux, 2005).

2.1.35 What needs to be in place to implement CALL

A teacher cannot be taken into class to teach using computer and technology unless he is exposed to training in how to use technology. The effective use of CALL depends on teachers' ability to understand and integrate the use of the applications in their curricula. Many teachers lack the competence to use them in the classroom and the knowledge about CALL teaching aids.

The expansion of CALL on a large scale also depends on the availability of schools and homes with access to software and systems although this is not considered to be a barrier in some countries.

2.1.35.1 Teacher training and support

The use of CALL depends on the ways in which teachers adopt and integrate it into their teaching (Buabeng-Andoh, 2012). Factors that influence teachers' use of CALL include personal knowledge and attitudes, teacher training and professional development, and perceptions of its effectiveness. Instructors must possess online knowledge and skills as well as the ability to choose how, when, and to whom to apply CALL (Kongrith and Maddux, 2005).

2.2 Review of Previous Studies

According to Harter (1981), it is believed to be easier for learners to engage in a lesson through drama than through instructions or explanations. It is expected to be of great advantage for them. Even if a learner has a mute role, he may listen attentively while silently playing the part of a tree or a river. He also points out that intrinsic motivation, which refers to motivation to engage in an activity for its own sake, declines as elementary students grow older. In this case, dramatic activities can be considered as inducement to make students more involved in the learning process.

Berliner (2000), on the other hand, notifies the effect of dramatic performances on teaching culture by considering story-making, rehearsal, and performance as inducements to make students think consecutively, to show inner life of characters, to compare and contrast aspects of their own culture with those of the second one, and to interact with classmates, and through all this, they use their second language.

Matsuzaki-Carreira (2005) argues that by playing roles in a dramatic performance, the students may experience a deeper sense of sympathy toward each other that rarely develops from mere passive viewing and surveying the text. According to the researchers' experiences, drama II is frequently taught through reading and surveying the textual components at the university level in Iranian contexts. The EFL students majoring in Literature are mainly required to study the selected dramas and focus on their

plot, theme and the characters. They also participate in class discussion and drama reviewing processes. Textual analysis and close reading are the main concerns in such classrooms (i.e., each play is read sentence by sentence in the classroom and their meanings are clarified). Another approach to teaching drama in Iran is that the students spend no time on reading drama in the classroom; instead, they read, for example, an act or two decided by the teacher outside of class and then discuss the plot, characters, and other related elements of the play in the literature classroom. In classrooms as such, the teacher notifies some critics' ideas and then analyzes the play accordingly while students may also take part in discussions. Drama classrooms in situations like this are usually teacher-centered in the sense that students are rarely involved in the textual meaning of drama scripts. This study is primarily fruitful for literature teachers because performing plays in drama classes leads to students' better understanding of drama. The findings of this study may help drama teachers encourage students to perform the plays in the classroom to the extent that they arrive at the comprehensible input within the context rather than mere understanding of textual components (Krashen, 1981). An important aspect of successful literature learning in an EFL context is the absence of stress. In an L1 environment, learning literature takes place in a stress-free situation, whereas second language learning often causes anxiety (Krashen, 1981). By focusing on meaning through action, rather than on meaning through transition, the learner is said to have been liberated from

a stressful condition and, thus, fully engaged in learning. Psychologically, active involvement in drama performance gave learners a good opportunity to use language in realistic, if not real, situations as drama performance seems to satisfy the needs of drama comprehension and learning. The satisfaction is achieved through techniques that are engaging and interesting, and this stimulates literature learners to read more literary texts. Engagement in drama performance acts as reinforcement in the learning process since it increases the possibility of re-reading and eventually re-learning.

The teaching style in the drama classroom, where learners are assigned roles to perform, makes classroom activities an enjoyable experience, as revealed in student's responses, focusing more on the dramatic performance rather than on the text itself. Learning literature in this approach is basically an active process inducing students to produce necessary content in action instead of mere memorization, (Krashen, 1981).

As learners of English as a Foreign Language (EFL) begin English studies at increasingly younger ages, tertiary level EFL instructors can expect to encounter students with greater levels of English competence in lecture halls. How best to confront this issue and the resulting debate is nothing new (Ajideh, 2006; Benesch, 1993; Gieve, 1998; Kramsch & Nolden, 1994). The role that literature plays within this context has also received attention.

Evidence (Ajideh, 2006; Paran, 2008) has suggested that this is no longer a trend but has become the norm. However, as Paran (2008) noted, although much research has identified how best to utilize literature in the EFL classroom, little research exists on how learners react to classroom literature teaching practices. As Paran puts it, “findings in this area are still quite rare, and it is extremely difficult to make any generalizations” (Paran, 2008, p. 477), a view shared by Green (1993) and Altan (2006). Instead, the majority of research has focused on how much a learner’s language skills have improved from a test-driven, quantitative perspective (i.e., have learner skills improved because of methodology X, and if so, to what degree), and has largely ignored a more qualitative perspective on student perceptions of classroom activities.

As Coxhead (2006) and Ajideh (2006) have argued, learners preparing to enroll in tertiary level studies in English speaking countries require support. However, how best to structure this support remains open to debate, as is the influence students have in determining the methodology instructors use in the classroom. This study finds its central focus in the latter, analyzing how students react to various forms of literature instruction. It examines the reaction of Japanese learners preparing to study overseas to three different approaches to integrating literature into a syllabus: (a) a “hands off” approach, used as a control, where neither scaffolding nor schema activating activities are used, and students are asked to explore a text with no support from the instructor; (b) a stylistics approach; and (c) an approach that

combines stylistics with reader-response theory that is prefaced by a teacher-centered lecture on literary theory designed to promote meta-cognitive awareness.

Data collected were qualitative and obtained from questionnaires as well as one-on-one interviews with the instructor. Some of the questions guiding this research included the following: How beneficial is scaffolding from a student's perspective? What are learner perspectives on being made aware of the theory behind the teaching methodology? How would students react to being placed in this position of meta-cognitive awareness? What is their attitude regarding how literature is discussed or analyzed in the classroom? This study examines the answers to these questions and helps close the gap between learner and instructor perspectives on classroom methodology. This paper concludes with suggestions for EFL teachers and for further research in this area.

Hall (2005) noted the increasing tendency of introducing literature to facilitate language teaching and develop competency since the latter part of the past century. Evidence (Ajideh, 2006; Paran, 2008) has since suggested that this is no longer a trend but has become the norm. However, as Paran (2008) duly noted, although much research has identified how best to utilize literature in the EFL classroom, little research exists on how learners react to classroom literature teaching practices. As Paran puts it, "findings in this area [learner perspectives on the methodology of literature instruction] are still quite rare, and it is extremely

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In summary, a review of the current literature suggests the following: • student beliefs and instructor beliefs about learning still vary greatly (specifically with regard to student-centered and teacher-centered methodologies); • positive responses to integrated teaching methods, stylistics and reader-response approaches, have all, to some degree, had positive feedback from students who thought their language skills were improving from these methods; but • this feedback is too orientated toward L2 performance; it is far from conclusive regarding student views on methodology and fails to allow both theorists and practitioners to draw conclusions about student perspectives on approaches to teaching.

2.3 Summary of the Chapter:

To sum up, the usage of literature in ESL/EFL classroom is urgently important. If it comes to the development of students' competence, it likely to be even inevitable. Because, writing development, development of reading skill, as well as listening and speaking can all be through literature. Since it improves the four skills, it therefore true to say that literature develops language competence. All the previous studies tackled earlier agree that using literature is important as it helps developing the four skills and hence, language competence.

Chapter Three
Methodology

3.0 Introduction

This study is set to test whether using literature helps to develop students' competence. In this manner, the researcher wants to find out whether there is a need for teaching literature to develop student's competence in English language or not. There are no questionnaires distributed on students or researches in this field. Third, using literature encourages students to get involved in the language activities in classroom rather than textbooks do. Finally, this study may help in taking a decision to add literature to the Sudanese curriculum.

3.1. Population

The pretest and the posttest were given to grade 11, secondary school students in Khartoum. The pre and posttests included multiple choice questions, subjective questions as well as comprehension questions. The tests are intended measure the difference in average between the two tests. On the other hand, respondents of the questionnaire were the secondary school teachers from the Ministry of Education, Sudan, Khartoum State. They were given a fifteen-question questionnaire with scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) The thirty teachers were randomly chosen from different schools.

3.1.1 Sample

There has been pre and posttests which are used to evaluate and assess students on whether literature helps develop students' competence in English language. However, there are twenty-five students from an idealized government school. They were given a pretest after teaching them "Cry the beloved country" by Alan Paton, a famous South African novelist. The twenty-five students were given the same test (posttest) in which they show some improvement. A questionnaire of fifteen questions had been designed based on Deckard's (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) scale. The thirty teachers participated in this survey were all in-service English language teachers at secondary schools, Khartoum locality, Sudan.

3.2 Data Collection:

To collect data for this research "Using Literature to develop students' competence in English language," a pre and posttests - to assess students' level before the study - and a questionnaire were adopted as tools for data collection. Of course, these are common practice for data collection to evaluate different educational processes. Questionnaires can also be used to collect data from respondents about behavioural questions (Dornyei 2003, p. 135).

3.3 Tests and a questionnaire as tools

This study was conducted to show the impact of using literature on developing language competence. The data of this study have been based on collecting and analyzing information on a pre-test. A posttest is a source of data to check whether students show improvement after they study for three months. Finally, the same test was given after the study was completed to show the attitude of students of the experimental group.

The questionnaire, on the other hand, is one of the tools that are used to collect data and information. However, some people believe questionnaire is alternative. Moreover, it is believed that it is used to collect information in a short time. It is also believed that if a questionnaire is designed properly, the data collected may be processed efficiently and relatively straightforwardly, especially with the help of modern computers and sophisticated word processing software. Questionnaire is also said to be anonymously conducted. This led to elicitation Questions of more candid answers from the respondents. It seems that the construction of the questionnaire is easy, in a way. This reality let some people underestimate the difficulty involving the practice of questionnaire design and probably insufficient reliability and validity of the collected data. Another problem is that the validity that is sustainable when taken as a tool to probing into an issue with satisfactory profoundness if the wording of the questions is kept as simple and straightforward as possible for respondents to understand. The survey is not intended to evaluate teachers'

performances, but rather to provide useful information. It may also serve as an awareness raising tool for participant teachers since its completion required them to think and reflect on various experiences and aspects of their professional learning.

3.3.1 Reliability of the Tools

The pre and posttests have proven that the students showed some improvement. In the pretest, the average was 41%. In the posttest, it was 56%. Anyway, the tests and the questionnaire of this study were intended to constitute the relevant domain of content, such as using literature to develop students' competence in English language, teachers' views on how literature develops students' competence... etc. The survey was distributed to thirty English language teachers in the General Directorate of Education, Khartoum locality in January 2017. The respondents required to respond to the questionnaire when they were free, with no time frame to accomplish the task.

3.4 Summary of the Chapter

The test is composed of twenty questions, ranging from multiple choice to subjective questions and essay type questions. The questionnaire, on the other hand, composed of fifteen questions with five responses (*Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree*). Its validity and reliability were confirmed through consulting those interested in the field. Another validity and reliability confirmation were when the statistical measurement of Pearson's Test/Retest correlation had been made. After all, the questionnaire was distributed to the sample targeted.

Chapter Four

Data Analysis, Results and Discussion

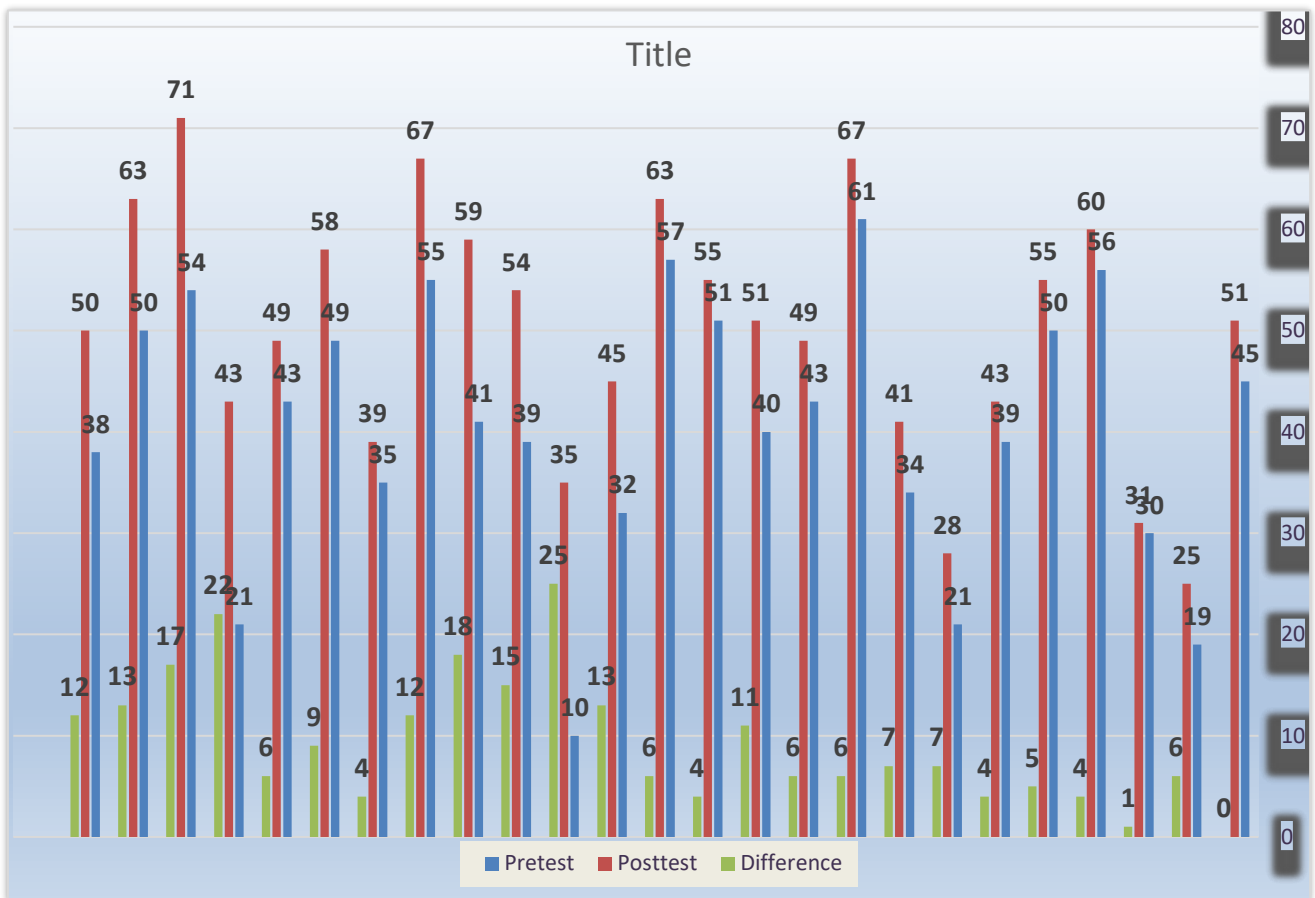
4.0 Introduction

The objectives of this study are to find out whether teaching literature can help improve students' competence in English language. Also, it investigates the views of some teachers on literature as a tool for developing students' reading and speaking skills. Therefore, this chapter provides and analyses the two tests (pretest and posttest) given to students; in addition, it analyses the responses of different teachers (respondents) towards the fifteen questions raised as tentative answers to the problem of the study, and the average proportion of each hypothesis in accordance with the respondents' responses.

4.1 Pretest and Posttest

No	Students	Pretest	Posttest	Difference
1	Student 1	45	51	6
2	Student 2	19	25	6
3	Student 3	30	31	1
4	Student 4	56	60	4
5	Student 5	50	55	5
6	Student 6	39	43	4
7	Student 7	21	28	3
8	Student 8	34	41	7
9	Student 9	61	67	6
10	Student 10	43	49	6
11	Student 11	40	51	11
12	Student 12	51	55	4
13	Student 13	57	63	4
14	Student 14	32	45	13
15	Student 15	10	35	25
16	Student 16	39	54	15
17	Student 17	41	59	18
18	Student 18	55	67	12
19	Student 19	35	39	4
20	Student 20	49	58	9
21	Student 21	43	49	6
22	Student 22	21	43	22
23	Student 23	54	71	17
24	Student 24	50	63	13
25	Student 25	38	50	12
	Average	41%	56%	9%

4.2 Tests Analysis



A group of twenty-five students were given a pretest. The test was been marked out of eighty. Only forty-one percent passed the test. The same group were given a posttest after they have been taught for twelve weeks. Fifty-six passed of them passed the test and the average was fifty-six percent. The percentage difference between the two tests has been 9%.

4.3. Questionnaire Analysis

Experience

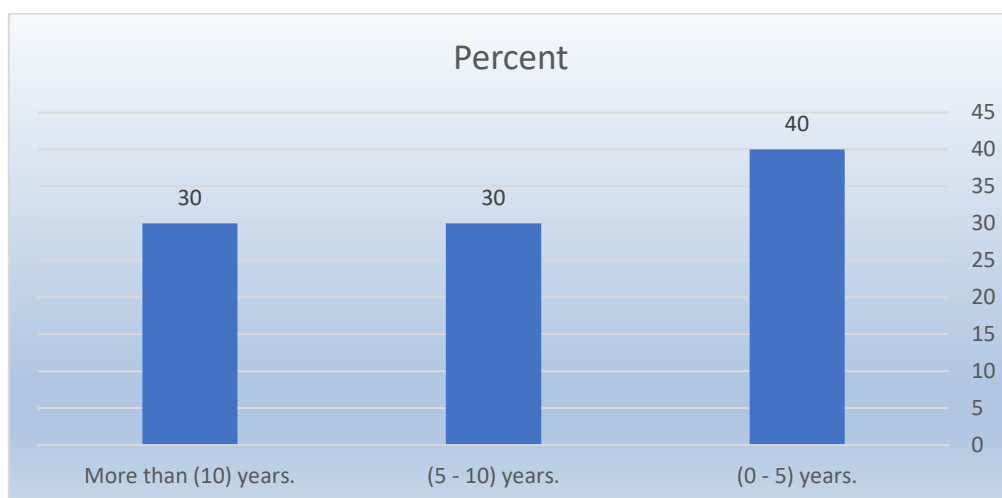
Experience	Number	Percent	C. Percent
(0 - 5) years.	12	40	40
(5 - 10) years.	9	30	70
More than (10) years.	9	30	100
Total	30	100	

On the above table, twelve teachers equivalent to forty percent are of experience from less than five years. There are nine teachers; equivalent to thirty percent are from five to ten years' experience; and similarly, nine teachers equivalent to thirty percent are of more than ten years' experience.

N	Valid	30
	Missing	0

Statistics for all variables valid (30) Missing (0)

Variables, tables and graphs:

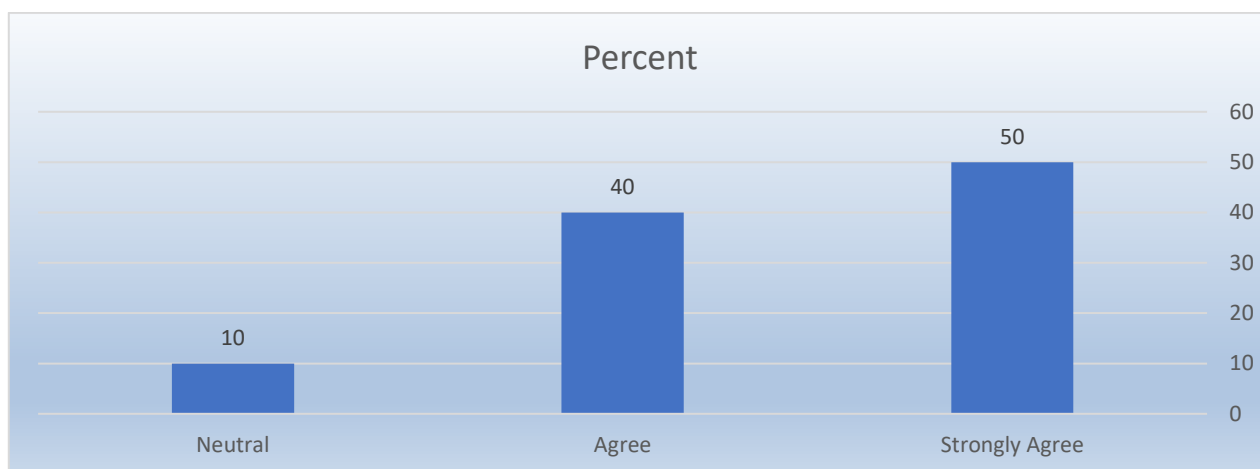


4.2.1. Teaching literature enhances secondary school students' English language competence.

1. Teaching literature enhances student's competence in English language.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	15	50	50
	Agree	12	40	90
	Neutral	3	10	100
	Total	30	100	

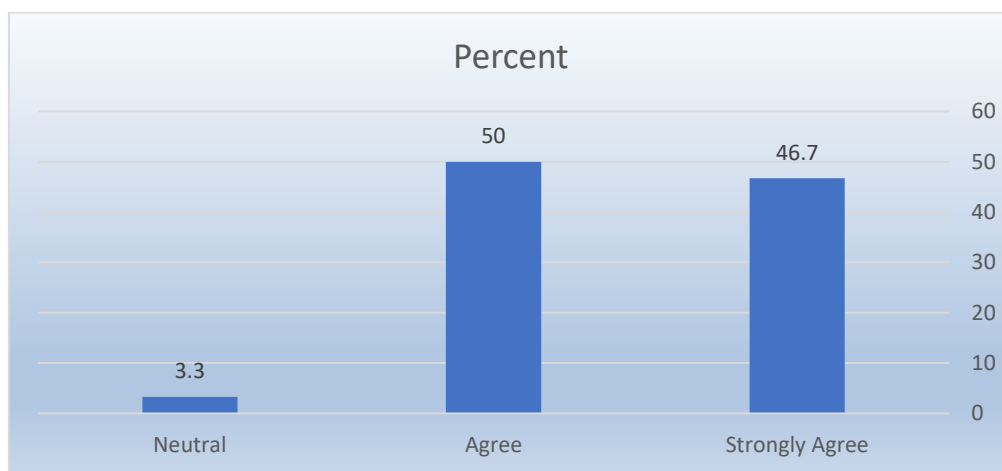
Teachers respond to the above hypothesis as it is stated hereinafter: Thirty-one teachers, equivalent to 50 percent, have chosen Strongly Agree. On the other hand, twenty-seven, equivalent to 40 percent, have chosen Agree, whereas, three, equivalent to 10 have chosen Neutral. The cumulative percent is 96.9.



2. Literature is a suitable tool for developing students' competence.

	Alternative	Frequency	Percent	C. Percent
Valid	Strongly Agree	14	46.7	46.7
	Agree	15	50	96.7
	Neutral	1	3.3	100
	Total	30	10	

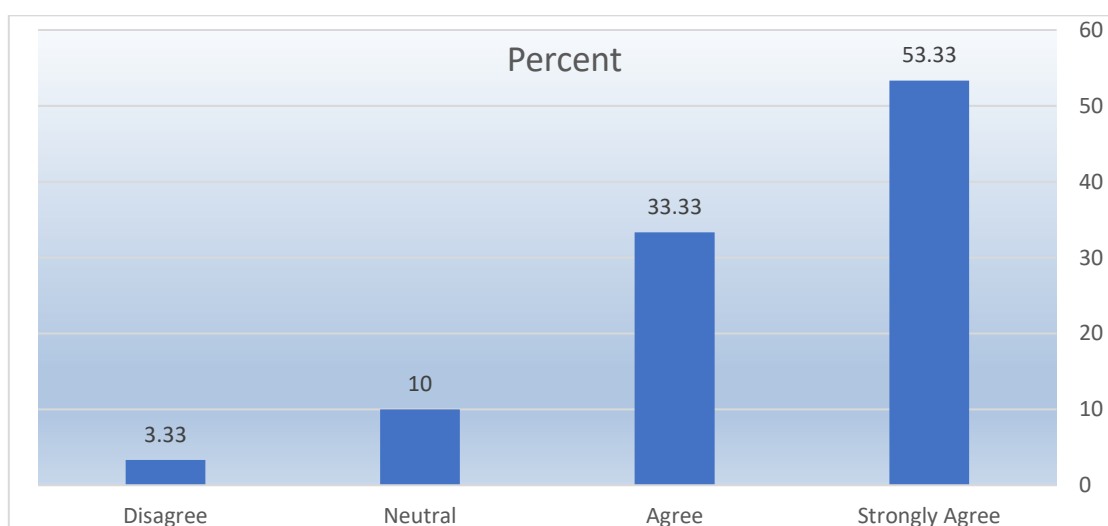
Teachers respond to the above hypothesis as it is stated hereinafter: fourteen teachers, equivalent to 46.7 percent, have chosen Strongly Agree. On the other hand, fifteen equivalents to 50 percent, have chosen Agree, whereas, a teacher, equivalent to 3.33 has chosen Neutral. The cumulative percent is 93.3.



3. Students can be competent in English language when studying literature.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	16	53.33	53.33
	Agree	10	33.33	86.6
	Neutral	3	10	96.66
	Disagree	1	3.33	100
	Total	30		

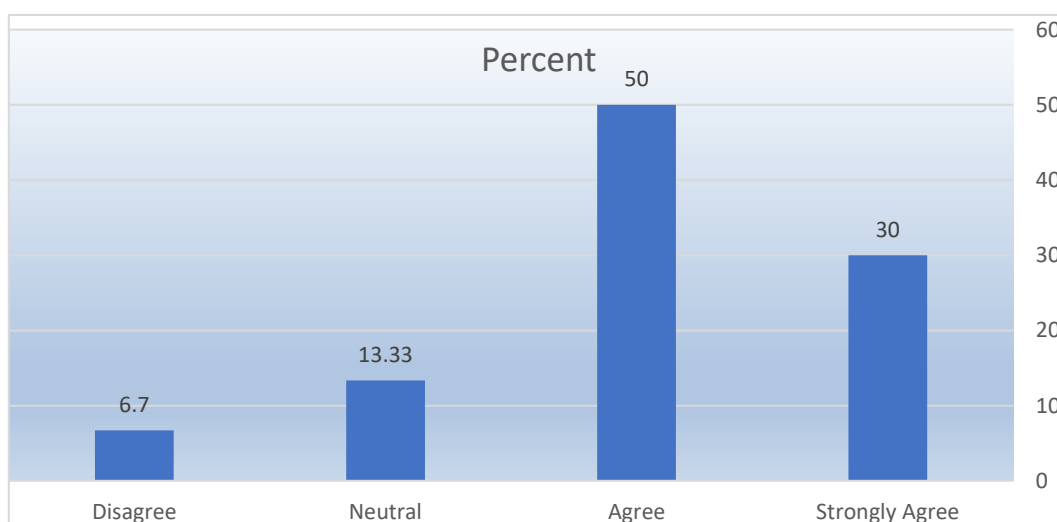
This frequency table shows the following: sixteen teachers, equivalent to 53.33 percent, strongly agreed. Ten teachers equivalent to 33.33 percent, agreed. On the other hand, three teachers, equivalent to 10 percent were neutral. The cumulative percent is 93.3.



4. Teachers can help developing student’s competence effectively through teaching literature.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	9	30	30
	Agree	15	50	80
	Neutral	4	13.33	93.33
	Disagree	2	6.7	100.00
	Total	30		

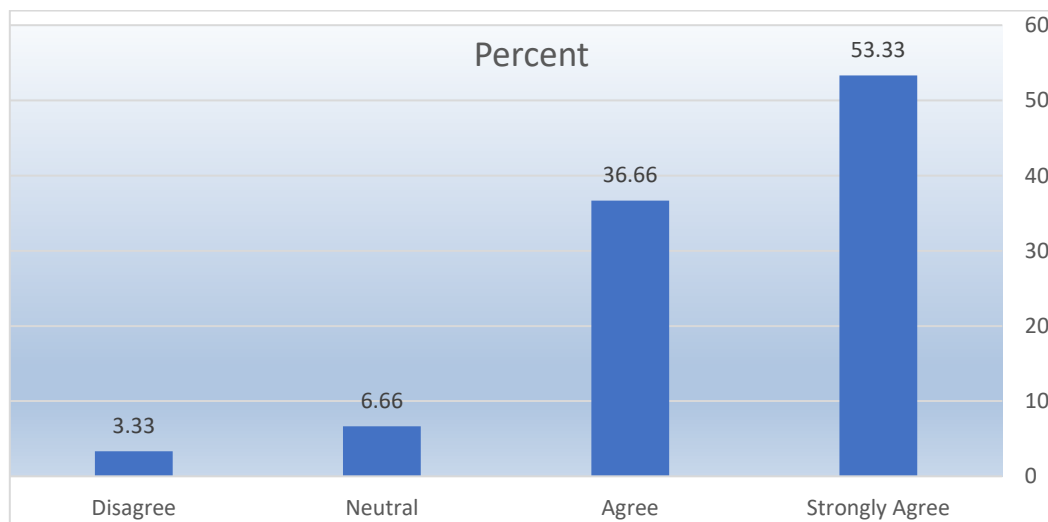
This frequency table shows the following: Twenty-five teachers, equivalent to 41.7 percent, strongly agreed and twenty-eight, equivalent to 46.7 percent, agreed. On the other hand, five teachers, equivalent to 8.3 were neutral and two teachers, equivalent to 3.3 disagreed.



5. Students' language competence is developed through literature.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	16	53.33	53.33
	Agree	11	36.66	90.00
	Neutral	2	6.66	96.66
	Disagree	1	3.33	100.00
	Total	30		

Thirty-two teachers, equivalent to 53.3 percent, strongly agreed and twenty-two, equivalent to 36.7 percent, agreed. In the contrary, four teachers, equivalent to 6.7 were neutral and two teachers, equivalent to 3.3 disagreed.

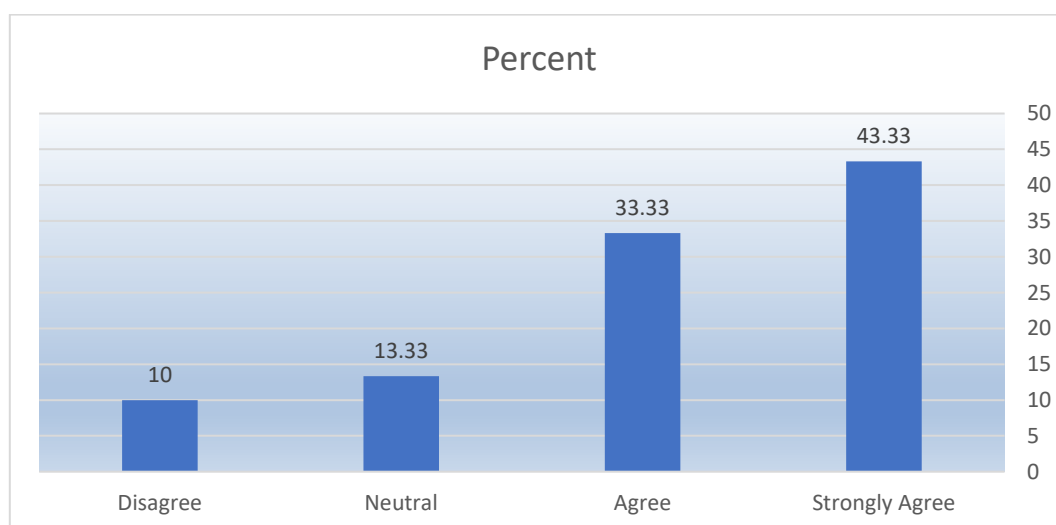


4.2.2 English Language teachers believe in the importance of English literature in developing Secondary Schools students' competence.

6. Literature can help develop student's fluency.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	13	43.33	43.33
	Agree	10	33.33	77.6
	Neutral	4	13.33	90.00
	Disagree	3	10	100.00
	Total	30	100	

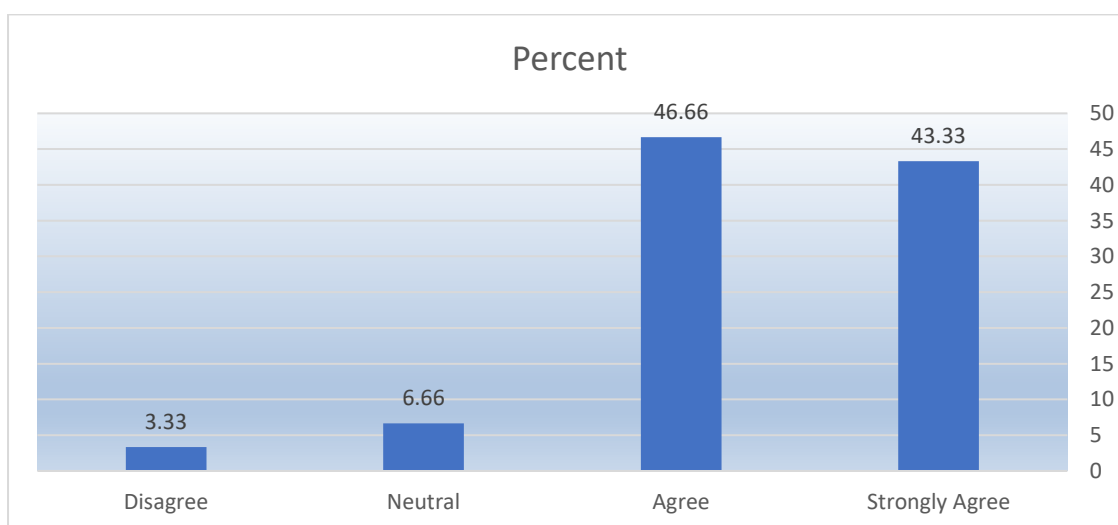
On the above frequency table, thirteen teachers, equivalent to 43.33 percent, strongly agreed whereas, only ten teachers, equivalent to 33.33 percent, agreed. On the other hand, four teachers, equivalent to 13.33 were neutral and three teachers, equivalent to 10 disagreed.



7. Using literature in ESL/EFL helps improve students' writing skill.

	Alternative	Frequency	Percent	C. Percent
Valid		1		
	S. Agree	13	43.33	43.33
	Agree	14	46.66	90.00
	Neutral	2	6.66	96.66
	Disagree	1	3.33	100.00
	Total	30	100	

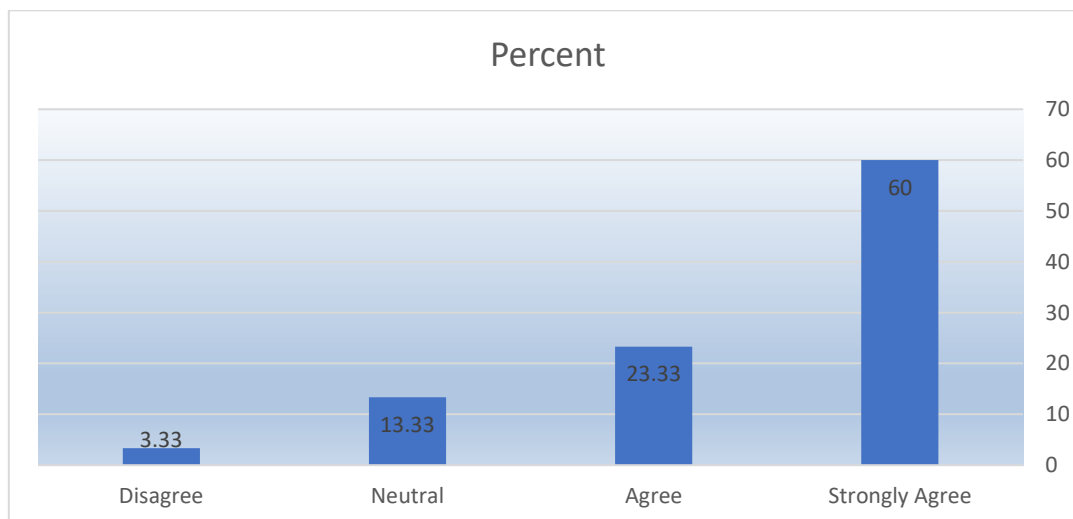
On the above frequency table, thirteen teachers, equivalent to 43.33 percent, strongly agreed and fourteen teachers, equivalent to 46.66 percent, agreed. two teachers, equivalent to 6.66 percent, became neutral and only one teacher, equivalent to 3.33 percent disagreed.



8. Literature can prepare the students to be fluent speakers.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	18	60	60
	Agree	7	23.33	83.33
	Neutral	4	13.33	96.66
	Disagree	1	3.33	100.00
	Total	30		

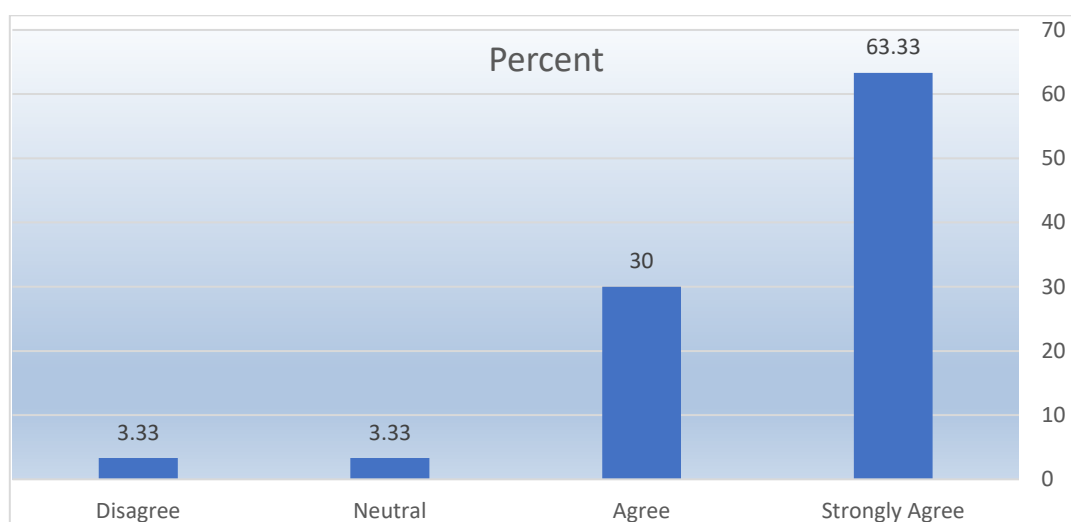
On the above frequency table, eighteen teachers, equivalent to 60 percent strongly agreed and seven teachers, equivalent to 23.33 percent agreed; but four teachers, equivalent to 13.33 percent became neutral and a teacher equivalent to 3.33 disagreed.



9. Literature introduces students to different cultures and therefore widens their scope.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	19	63.33	63.33
	Agree	9	30	93.33
	Neutral	1	3.33	96.66
	Disagree	1	3.33	100.00
	Total	30	100	

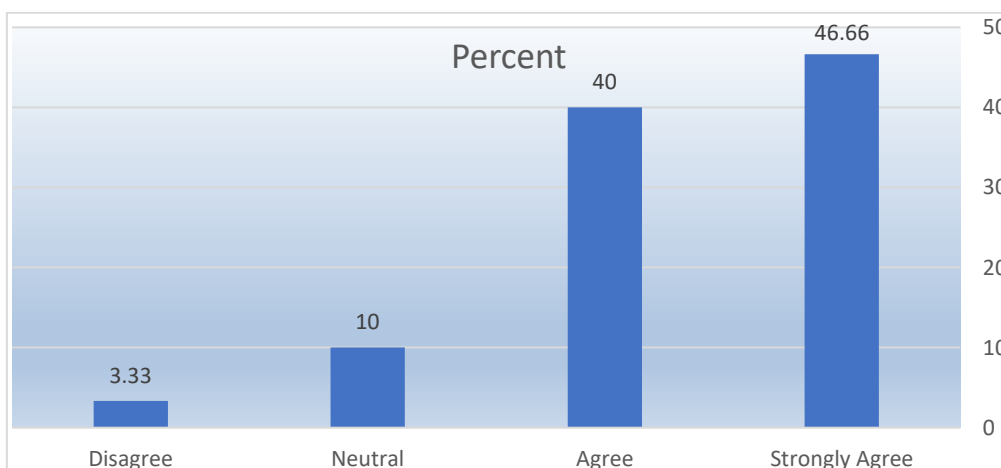
The above frequency table shows that, nineteen teachers, equivalent to 63.33 percent strongly agreed and nine teachers, equivalent to 30 percent, agreed. There was one teacher equivalent to 3.33 percent became neutral and similarly, a teacher equivalent to 3.33 disagreed.



10. Studying different genres, enhances students' understanding of literature.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	2		
	Agree	14	46.66	46.66
	Neutral	12	40	86.66
	Disagree	3	10	96.66
	Total	1	3.33	100.00
	Total	30	100	

On the above frequency table, fourteen teachers, equivalent to 46.66 percent strongly agreed and twelve teachers, equivalent to 40 percent, agreed. On the other hand, three teachers, equivalent to 10 percent were neutral and a teacher equivalent to 3.33 disagreed.

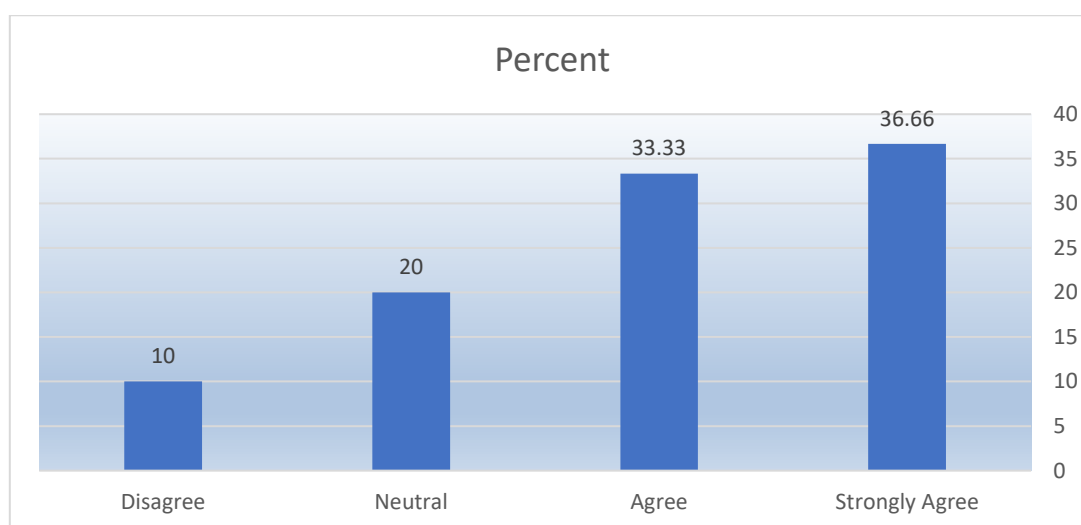


4.2.3. Incorporation of literature in the curriculum is important for developing students' English competence.

11. Teaching literature can improve students' listening skill.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	11	36.66	36.66
	Agree	10	33.33	70.00
	Neutral	6	20	90.00
	Disagree	3	10	100.00
	Total	30	100	

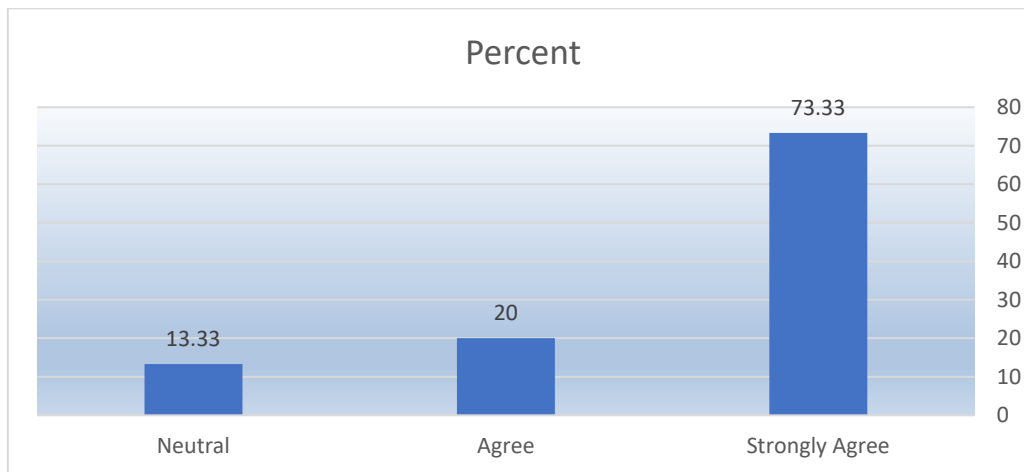
On the above frequency table, eleven teachers equivalent to 36.66 percent, ten teachers equivalent to 33.33 percent, six teachers equivalent to 20 percent and three teachers equivalent to 10 percent strongly agreed, agreed, were neutral and disagreed respectively.



12. Exposing students to discussions while studying literature can develop their speaking skill.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	22	73.33	73.33
	Agree	6	20	93.33
	Neutral	4	13.33	96.66
	Total	30	100	100.00

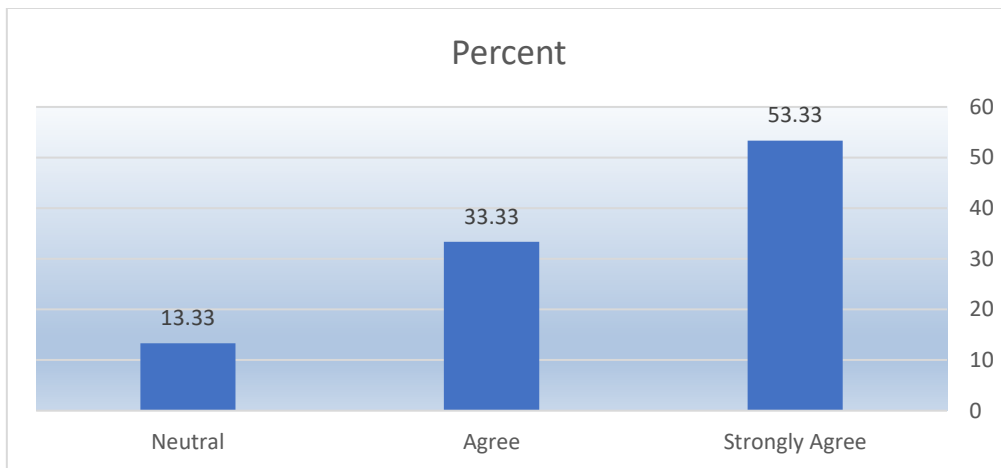
On the above frequency table, twenty-two teachers, equivalent to 73.33 percent strongly agreed and six teachers, equivalent to 20 percent, agreed. There are only four teachers equivalent to 13.33 percent were neutral.



13. Teaching literature positively improves students' reading skill.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	16	53.33	53.33
	Agree	10	33.33	86.66
	Neutral	4	13.33	100.00
	Total	30	100	

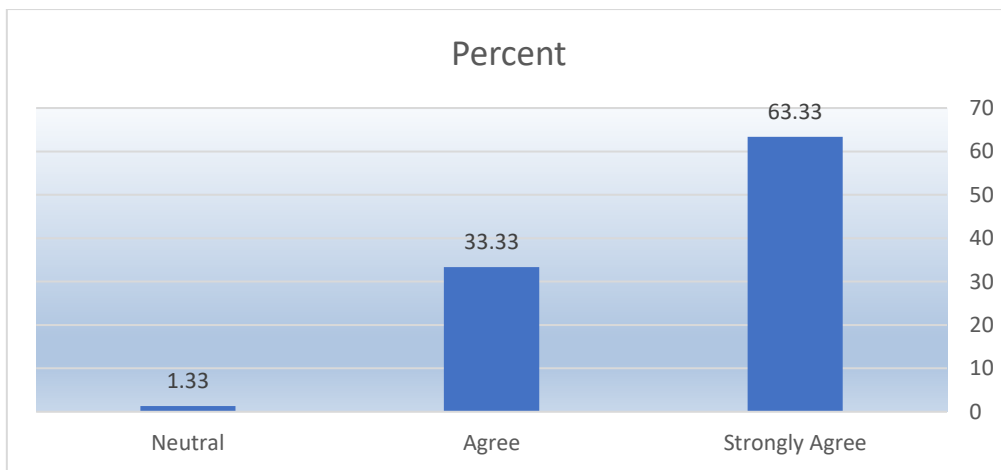
The above frequency table states that sixteen teachers, equivalent to 53.33 percent showed strong agreement and ten teachers, equivalent to 33.33 percent showed agreement only. On the other hand, four were seven teachers equivalent to 13.33 percent were neutral.



14. Literature can play a major role in improving students' writing skill.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	19	63.33	63.33
	Agree	10	33.33	97.66
	Neutral	1	1.33	100.00
	Total	30	100	

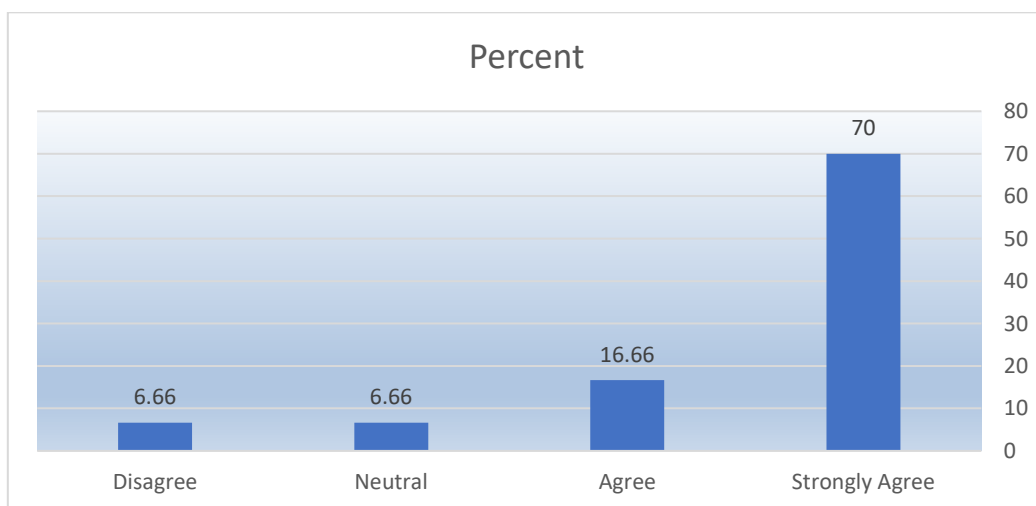
The above frequency table shows that, nineteen teachers, equivalent to 63.33 percent, strongly agreed and ten teachers, equivalent to 33.33 percent, agreed. There was one teacher equivalent to 1.33 percent was neutral.



15. Students studying literature are expected to be more competent than those who don't.

	Alternative	Frequency	Percent	C. Percent
Valid	S. Agree	21	70	70
	Agree	5	16.66	86.66
	Neutral	2	6.66	93.33
	Disagree	2	6.66	100.00
	Total	30	100	

In the frequency table above, twenty-one teachers, in percentage 70 strongly agreed upon the hypothesis and five teachers, in percentage, 16.66 agreed upon it, two teachers, 6.66 percent became neutral and similarly, two teachers, 6.66 percent disagreed.



4.4 Summary of the Chapter:

In this chapter, two tests are given to twenty-five students as pretest and posttest. In addition, a survey has been responded to by a number thirty English language teachers. By analyzing the data, it has been proved that literature helps developing students' competence in English language.

4.5 Verification of the Study Hypotheses

It can be confidently said that the study hypothesis raised earlier in chapter one, are confirmed. These hypotheses are:

1. Teaching literature enhances secondary school students' English language competence. It is through literature that the students will practice the four skills (reading, writhing, listening and speaking). As such, they will develop competence.
2. English Language teachers believe in the importance of English literature in developing Secondary Schools students' competence.
3. Including literature in the curriculum is important for developing students' English competence. Students will be exposed to different cultures, different students with different nationalities. In addition, they write their own judgements on the characters as they feel with and/or against.

Chapter Five

5.0 Introduction

This research has a pretest, posttest and a questionnaire. Twenty-five students were given two tests – pretest and posttest. On the other hand, thirty teachers of English responded to a survey on using literature to develop students' competence in English language.

5.1 Findings

Based on the analysis stated in chapter four, the following findings are to be considered as they have been reached:

1. Literature develops students' competence in English language, if used in a classroom situation.
2. Literature helps develop students reading and writing skills.
3. Literature widens students' scope, socially and culturally.
4. Literature develops students' listening and speaking skills.
5. Students who study literature are likely to be better than those study English only.
6. Students who usually engage in discussions, role-play, speaking, writing notes and comments are expected to be competent in English language.

Based on the above findings, literature is likely to be vital in curriculum. For any curriculum to be suitable in terms of language improvement and competence development, literature should be incorporated in that curriculum.

5.2 Summary of the Study

Twenty-five students were selected for being exposed to a pre-test on “Cry the Beloved Country,” by Alan Paton. The reason is to see if literature helps developing students’ competence in English language. The test was checked and revised. Then the same students had been taught for three months and given the same test. Again, the test is checked and revised. The two results were compared, and analysis was made. The results showed a clear improvement of the students - with pretty good level of improvement (10%). On the other hand, thirty English language teachers were required to respond to an interview of fifteen statements with (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). After analyzing the two tests and the survey, the result was that: Literature develops students’ speaking and listening skills, reading and writing skills. Developing these skills, inevitably means developing students’ competence.

5.3 Recommendations

Following the findings of this study, as far as using literature in ESL classes, it is strongly recommended that:

1. all the educational institutions in the Republic of Sudan, should apply using literature with its different genres.
2. It has been proved that using literature in ESL/EFL develops students' competence.
3. Teaching literature properly, should take place through qualified teachers. Teachers should be graduates of colleges of education or at least they have so far studied educational courses
4. Teachers of literature should therefore be trained to master the four skills. Not only that, but also they should have been familiar with the elements of literature (fiction, drama, poetry, scientific fiction, folklore,)
5. In addition, there must be fixed criteria and specifications through which English language teacher are to be chosen. Teachers of literature should be exposed to a test whose results infer that the candidates are capable of teaching literature successfully and adequately.

5.4 Suggestions and Implications:

In these kinds of researches, it is always difficult to generalize the findings. This is because all studies are open to other studies later. However, there are some suggestions as well as implications:

- 1.** The research reflects that using literature develops students' English language competence.
- 2.** Based on the pretest and posttest; twenty-five students have undergone as well as the views of some English language teachers in Khartoum locality, Sudan, literature is a good tool to develop students' competence
- 3.** Different genres such as, drama, fiction, short story, poetry, and so forth, are to be used as to help developing students' competence.
- 4.** Since the respondents were thirty teachers plus the twenty-five students who responded to the pretest and posttest, there should logically be some limitations. The results are not general as they don't represent all students and teachers of English in the Republic of the Sudan. As such, further studies need to consider different localities of Sudan for generalization.

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Appendix 1

Using Literature to Develop Students' Competence in English Language

- The purpose of the questionnaire is to gather information about the research titled above.
- The information you are going to provide will be confidentially used for the intended purpose.
- Your cooperation is highly appreciated.
- Your reading and choice of the statements will help me accomplish my study.

Experience:

- | | | |
|------------------|-------------------|-------------------------|
| 1. (0 – 5) years | 2. (5 - 10) years | 3. More than (10) years |
|------------------|-------------------|-------------------------|

- **Kindly, read each item carefully and choose your response by ticking it (✓)**

1. Literature enhances student's competence in English language.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. Literature is a tool for developing students' competence.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Students studying literature can be competent in language.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. Teachers can help developing student's competence effectively through teaching literature.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. Students' language competence is developed through literature.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. Literature can help develop student's fluency.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. Using literature in ESL/EFL helps improve students' writing skill.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. Literature can prepare the students to be fluent speakers.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. Literature introduces students to different cultures and therefore widens their scope.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. Studying different genres, enhances students' understanding of literature.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. Teaching literature can improve students' listening skill.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. Exposing students to discussions while studying literature can develop their speaking skill.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. Teaching literature positively improves students' reading skill.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. Literature plays a major role in improving writing skill.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. Students studying literature are expected to be more competent than those who don't.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Appendix (2)

List of Referees

Some PhD holders and lecturers revised the background checking questionnaire, examining it carefully. The following are the names of those who positively contributed in revision and edition.

Name	Qualification	Position	Institution
Ahmed Saeed	PhD	Associate Professor	Al-Baha Un.
Ahmed Benio	PhD	Professor	Al-Kharj Un.
Pier Suhail	PhD	Lecturer	KAU