

## THE USE OF LITERATURE IN AN EFL CLASSROOM

**Dr. Salwa H. Al-Darwish and Dr. Khaled M. Shuqair**

English Department, College of Basic Education,  
Public Authority for Applied Education and Training, Kuwait

---

**ABSTRACT:** *This research aimed at investigating the students' perceptions of the effectiveness of the literature courses offered by the English Department in the College of Basic Education in Kuwait. The Students' perceptions were examined based on a 5-statement questionnaire which addresses the extent to which students believe the literature courses enhanced their proficiency in the four skills. Overall, the participants viewed the literature courses as effective in improving their English competencies. However, they did not believe that the literature courses helped in improving the oral skills. The results also pointed to some inadequacies which seem to be related the implementation of the literature courses. In order for these inadequacies to be effectively redressed, the researchers recommend that further studies be conducted on other aspects, like the teaching methods and tools used in implementing the courses and the feedback from instructors.*

**KEYWORDS:** Literature, Classroom, Effectiveness, English

---

### INTRODUCTION

One of the major changes in foreign language instruction over the past decades is the shift from teaching the structural properties of the language (the grammar-translation method) to teaching expressions and meanings. This change has called for alternative instructions and methods to replace traditional methods. One of the alternatives which scholars have proposed is the use of literature as a source of meaningful language input and as a tool for motivating the learning of a foreign language in its context.

The experience of learning a second language is distinct and very special. For most of its history, the definition of learning a foreign language has been limited to grammar and vocabulary only. However, nowadays it covers almost all the aspects that one acquires in a mother tongue situation. Littlewood (1983) remarked that "Learning a second language involves a conscious process of internalizing it. According to Littlewood, "Language learning is a neutral response to communicative needs." The approach that needs to be used should not exclusively capitalize on sentence structure and vocabulary but "it must also involve an understanding of how people use these linguistic forms in order to communicate." (Woodhead, Miller and Oshea (1981).

This study, therefore, investigates the use and benefit of Literature in an EFL classroom from the perspective of EFL learners in the Department of English, College of Basic Education in Kuwait. The Department of English offers a four-year program focusing on a set of teaching interests within the language arts and education. The program consists of 130 credit-hours designed to prepare students and develop their instructional abilities to be teachers of English in the primary schools. For this end, courses in education and psychology are integrated in the program, in addition to hours of practical and field training. Students of the Department

Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))

study four literature courses, three of which are mandatory, and one elective selected from a group of three courses, as follows:

Compulsory literature courses: Introduction to Literature, Children's Literature and Modern Literature

The elective course is chosen a group of three courses: Readings in Fiction, Readings in Drama and Readings in Poetry.

This study aims at investigating the students' views on whether these literature courses help them in mastering the skills of the English language and increasing their language proficiency. The significance of the study lies in the idea that there are voices in the Department which every now and then call for purging the program of all literature courses and replace them with language courses, on grounds that literature courses do not really contribute to learning English as a foreign language.

## LITERATURE REVIEW

### Integrating Literature in Foreign Language Teaching

For most of its history, literature has enjoyed a prominent role in teaching a foreign language. Learners are required to know something of the literature of a language to learn the language more effectively. As Quirk and Widdowson (1985) noted, one does not really know a language unless they know its literature. Highlighting the role of literature in learning the language, Chapman (1982) says that the language really used by men is the language of literature.

All the languages in the world possess their own literature. Maley (1989) says that "no known language is without literature (oral and written)." Similarly, Brumfit and Carter (1987) point out that "literature is identifiable as an area of study in its own right." Lefevre (1970) remarks that "Study of literature must be based upon language because literature is written in language: without language, there would be no literature." Brown and Yule (1983) also agree with Lefevre that it is not the literature but "the language which is admired, studied..." In order to enjoy the literature of language, one is required to be competent in the target language.

Donell and Todd (1991) divided literature into two types: Oral and written. While learning a language, learners come across a lot of written literature, and oral literature is not frequently used. That is, second language learners practice very little of oral literature of the target language. According to Widdowson (1985), whether written or oral, literature contributes to the lives of learners in a foreign language situation, in three ways:

- 1) It can increase their skill with language (language enrichment)
- 2) It can expose them to ideas and values (cultural enrichment)
- 3) It can take them to other times and places.

Over the years, scholars have been in quest of finding alternative ways of teaching English as a foreign language. One of the alternatives which scholars have proposed is the use of

literature as a source of meaningful language input and as a tool for motivating the learning of a foreign language in its context. Throughout history, it is evident that teaching English as a foreign language is one of the main objectives of education. This is important: especially when we consider the fact that English is the primary medium of teaching across the globe. The vast amounts of available literature on this topic are evidence of the extensive research interest on every aspect of teaching, learning, understanding and speaking English. Indeed, by the turn of the millennia, more and more countries are pushed to include English in their respective scholastic curricula, especially with the increasing globalization of English. Such a trend had subsequently forced non-English speaking countries to respond to this need by forging English-speaking environments, which will hopefully make it easy for them to interact in English speaking countries. (Graddol, 2006). Therefore, even as far back as in the late 20<sup>th</sup> century, researchers have already identified several difficulties in teaching English to EFL learners. Evidence shows that the general lack of motivation is at the core of learners' reading difficulties in an EFL classroom. In Korea, Clark (2000) singled-out the lack of motivation as a major challenge in teaching English among Korean learners. Kang (2000), further, found that among 234 9<sup>th</sup>-graders in Korea, English remained a purely academic exercise, where students learn no more than what is needed to pass the subject. This negatively affects their ability to comprehend what they read. It is for this reason that researchers have been on the hunt for the most effective methods of teaching young learners how to read and speak English in an EFL classroom, and the integration of literature in foreign language teaching was proposed as a source of meaningful language input (Chang, 2006).

Over the years, experts have designed teaching strategies to help learners learn in an EFL classroom. An Asian study investigated the use of drama activities in enhancing learning in EFL classrooms. It was further found that using drama helps motivate students and creates a learning environment that is filled with fun and entertainment (Zyoud, 2010). However, among the many teaching strategies created, by far the most popular technique is reading English from all types of literature. Brown (2000) posited that extensive reading helps young learners gain more interest and increase their confidence and fluency in speaking and writing in English. Such a technique cultivates the habit of reading in a foreign (English) language. Cary (1998) proposed the use of "contextualized storytelling" on the use of literature for EFL classrooms. This method is unlike the traditional means of telling stories in that it highlights the verbal or vocal performance of the readers or storytellers. In this case, the author posits that this "multi-sensory" approach encourages learners to listen and learn more about the English language. Later, in 2005, another study highlighted a skills-based approach in the use of literature for EFL classrooms. In his study, the author concluded that phonetic awareness is critical in helping EFL learners learn English (Anderson, 2005). Then in 2006, Hsieh found that combining physical response with storytelling helps in motivating young learners to learn English.

Literature as a study subject has been used in most countries in the world at the tertiary and secondary levels, but it has been recently introduced and given as much attention in the EFL classroom like the latter levels. In the early 1980s some interest was developed among EFL teachers to utilize literature in their classrooms. Before using any method to use literature in the EFL classroom, one must understand what literature is. According to the Macmillan English dictionary, literature is defined as "stories, poems, and plays, especially those that are considered to have value as art and not just entertainment". But a more general definition views literature as products that show and explain the society's different aspects. They are

also products that document cultures and give an in depth comprehension of a society (Akyel & Yalçın, 1993, 176). Other scholars refer to literature as the interpretation of the reader in that it does not have a particular quality or order (Kilickaya, 2004, 4-5).

Several reasons have been put forward as to why literature should be involved in the EFL classroom. Some of these reasons are: Literature material is always authentic in that, when the learners are exposed to unmodified language in the EFL classroom they acquire skills which can be used outside the classroom. Second, interaction is encouraged by literature in that literature has several meanings and can be used to develop discussions in the sharing of opinions and feelings. Third, the awareness of language is expanded by the use of literature as learners deal with language that is not standard, which helps them understand norms associated with language use (Liaw, 2001, 37). Fourth, literature can be really motivating due to the high status it holds in many countries and cultures. Also, last but not least literature is more interesting than the usual course textbooks, thus making it easier for learners in the EFL classroom.

### **Approaches to Literature-Based Language Teaching**

For most of its history, language teaching has been concerned with the study of the written language. In the early twentieth century, when the grammar translation model was predominant, literary texts were the very basic of foreign language teaching, representing both models of good writing and depicting the grammatical rules of the language. This method remained in effect for the longest period of time. It was used for the purpose of helping students read and appreciate foreign literature. The ability to speak in the target language was not the goal of the foreign language teaching; rather the student's ability to translate from one language into another was the gauge of success in foreign language learning. Primary skills to be developed were reading and writing with an emphasis placed on grammar.

During the 1950's and 1960's, with the behaviorist views of psychologists such as Skinner and the linguistic theories of structuralists, the formal properties of the language took precedence. Consequently, literature study was seen as a part of the bad "old traditional" method. As Brown and Yule (1983, p 10) point out, "during the structuralist dominance, literature found itself confined and limited." The focus shifted to vocabulary and structure. Later, in the century when the need for communication was realized, the experts felt that preparation for communication outside the class will be inadequate if only these aspects of the language are taught. It also became known that the rules, structure, and vocabulary of a language would not enable a student to use the language (Brown and Yule 1983 pp 10-11).

Towards the end of 1960's, criticisms against the audio-lingual approach gained little strength, as this approach hinges on the idea that the presentation of the language should be in its spoken-form first and then follows the production of the language. Criticizing this approach, River (1996) says that overemphasis is placed on tedious, mechanistic processes in which the student was not given any room to be creative. Students were provided with "useful building blocks" of language material, which is often taken out from some sort of literature, to practice structure in automatic responses in drills without understanding the crucial element about the relationship of the language system. For the first time, scholars focused on perception, thinking, memory, expression, encoded meaning and on the processing of information. During this period, literature was used to provide context which, to some extent, made students create utterances that "confirms the rules they have internalized" (River 1996: 5). It gave a way to speculators, who realize that, students need to be developed in a flexible manner to create new combinations of language. The literature does provide an opportunity for discussions and comparing the two cultures stimulated by dialogues, in situation where the students find themselves in second culture.

However, the language used inside the classroom was not that of the outside, though literature made no deliberate systematic attempt to help the students improve their practical command of the language.

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and was partly based on the theories of the British functional linguists, such as Firth and Halliday, as well as American sociolinguists, such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts. In addition to this quick development in the new theory, there was the realization of teachers and material writers in second language that students need to do more with language, than to "struggle to express their meanings for which they did not possess the linguistic means," and express their own ideas in correct grammatical form (River 1996). According to Brown and Yule (1983), the new functional notional communicative movement ignored literature as the whole focus shifted to pragmatics. Educators and instructors felt that students were not learning realistic language and students in the second language situation were getting the skill but were not able to use it. Learners did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss when it comes to communicating in the culture of the language studied. The language of literature again seemed somewhat irrelevant to use in a daily life.

### **Literature and Teaching the Language Skills**

There was a time when judgments of people's linguistic ability depended on the amount and complexity of language (vocabulary) they owned. The common view is that the size of a person's vocabulary is associated with the level of their intelligence and proficiency in the target language. The vocabulary of a target language has always been considered the most essential element of language learning. According to Wilkinson (1995), literature can contribute to the increase of vocabulary and it can enrich the vocabulary reservoir of an EFL learner. However, he goes on to say that language development does not take place by acquiring "more words" only but also depends on the usage of the word by the learners in different contexts. There is another common belief, which Wilkinson (a 1975) pointed out: "our ability to express ourselves in work is related to the extent of our vocabulary." Literature teaching is one area which familiarizes people both with the word and the amount of ways it can be used (context). Therefore, vocabulary development consists of both knowledge and skills, and these skills of vocabulary development require working out a meaning for word through use of context clues and clues provided by word parts.

Hill (1986) says that "the structures and vocabulary will sub consciously register." However, for a foreign student it is the opposite way; they come across the word usually through the text and look in the dictionary for its meaning. Though, often at a higher level of proficiency in the target language, they can guess the meaning by its context. It was realized very earlier that, through wide reading, development of vocabulary is easier and this gives literature a lot of strength in language teaching. Context plays a major role in vocabulary expansion. By the same token, literature arranges a rich context through which word items are made more memorable and notable. "Language enrichment is one benefit often sought through literature"(Collie and Slater, 1987).

Teaching English grammar has dominated the teaching of language for a long period of time. The everyday term for learning a language was "Grammar"; other equivalent terms are "formal knowledge" of a language and "explicit knowledge." Wilkinson (a 1975) describes grammar as "the rules for arranging words and adjusting them." Hill (1986) writes that grammar is "...sounds that express meanings and are arranged according to rules...."

Grammar in general, is mostly defined as the way words are put together to make correct sentences. Later, it was realized that grammar does not only affect how components of language are joined in order to 'look right' or 'sound right' but it also affects the meaning. It was recognized that grammar was merely an instrument for expressing meaning. In order to internalize the grammar and work out the meaning of words from their context, students must have a sufficiently large body of understandable material to work from. Munby (1978) capitalized on the rules, "which gives understanding and production of any and all of the well-formed sentences" of the language.

In this new era, however, the focus is on communicative use of language, which dismissed grammar from the important place it enjoyed for a long time. Competence in grammar by any means entails the ability to communicate appropriately in the language. The focal point in Second language learning research has shifted from the attainment of grammatical competence to the acquisition of communicative competence.

Nowadays, the whole focus of language learning shifted towards its production, or the language "output." There are two kinds of production in language learning: spoken (learning to talk) and written (learning to write) (Swain 1985). The importance of literature teaching is overlooked in this new communicative teaching era, as it is heavily based on giving maximum input. However, as Swain (1985) pointed out, the input alone is not sufficient for acquiring a language; the production of language, while learning it in either form is significant. It is essential for learners to have an opportunity to use the language. Chaudron's (1988) first hypothesis showed, that "learners will develop by producing the target language more frequently and more correctly." This hypothesis follows the rather traditional notion that the acquisition of a skill results from productive practice of the skill. Experts disagree about the extent to which written production facilitates the spoken production. Swain (1985) believed that the relationship between speech and writing is not 'identical' by any mean. Wilkinson (1995), on the other hand, affirms that "writing correct English will help people to speak more effectively."

Speech is logically prior to writing, a view that is widely accepted by linguists and phoneticians. While supporting this view, Brumfit and Carter (1987) argued that as individuals, we all learn to speak before we learn to read and write. However, when it comes to second language learning, we as learners, learn to read and write, mostly through literature, before we learn to speak. Spoken language production is often considered to be one of the most difficult aspects of language learning. Nowadays, the ability to communicate orally is sometimes more important than the need for written communication. Brumfit and Carter (1987) acknowledge that the skills of speaking are much neglected in English literature teaching. However, according to Maley (1989) literature is ideal for generating language to discussion, but this usually happens in first language acquisition, not in second language learning. On the other hand, some believe that the way literature is taught does not facilitate the spoken production of language. The language of literature is very different from the language of daily use, Hill (1986) noted, "Yet, we surely know that literature is in some way 'different' from that of common use." However, Chapman (1982) said "Ordinary speech is a characteristic of literature."

Literature is in a written form. Written literature is material that is, from an author's point of view, the way he/she observes and experiences life. In River's point of view (1984), it is necessary for learners to feel that they have to share something important enough with others in order for communication to take place in a language classroom and this aspect is mostly

absent when learners are required to answer questions relating the text. All of us would agree that language of literature would sound a little unusual in speech. Chapman (1982) says that “literature is generally accepted as a written realization of language.” No doubt, literature arranges a rich context through which lexical and syntactical items are made more notables. By reading a text, learners get acquainted with many features of the written form of target language. According to Collie and Slater (1987) literature teaching helps in the formation and the function of sentences, the variety of possible structures and the different ways of connecting idea skills. This, of course, widens and improves the EFL learners' written language by familiarizing them with a wide range of vocabulary, possible sentence structures, along with the development of other skills. Brumfit and Carter (1987) gave four main aims of literature teaching, one of them was the promotion of the skills of literacy: reading and writing. These are the two areas, mostly developed through literature teaching.

## **METHODOLOGY**

### **Population and Sample**

This research was conducted towards the end of the academic year 2014/2015. The population of the study is 300 students which is the number of students expected to graduate that year after finishing the requirements of the English program and be awarded a BA degree in English education. The population was meant to be the graduating students in order to make sure that they have studied all the literature courses offered by the English program, and, hence, they will be in a better position to evaluate the effectiveness of these courses in improving their language skills. The sample of the study consisted of 120 students, chosen randomly from the body of graduating students. Every care was taken to make sure that the students chosen are in their graduating semester by checking with the registration office in CBE.

### **Instrument & Procedure**

Once the students were chosen, the researchers explained the purpose of the study and the questionnaire to the participants. The participants were asked to respond to a five-statement questionnaire which was designed to obtain information about the extent to which the literature courses offered by the program help them in improving their language skills as EFL learners. The statements of the questionnaire targeted the skills of the English language as follows:

1. Students' perceptions of their improvement in the reading skill
2. Students' perceptions of their improvement in vocabulary
3. Students' perceptions of their improvement in structure
4. Students' perceptions of their improvement in the writing skill
5. Students' perceptions of their improvement in the speaking skill

## RESULTS

In the analysis of the results, a scale of (disagree, don't know, agree) was used. During count of response occurrences, 10 cases were excluded as the respondents did not answer the questions. Of the 130 respondents, the total number of valid responses was 120, from which the frequency and percentage were calculated. The results obtained from the questionnaire with regard to the five statements are shown in the table below:

Statement	Disagree		Don't Know		Agree	
	Frequency	Percent	Frequency	percent	Frequency	Percent
1. Improvement of the reading skills	20	16.66	6	5	94	78.33
2. Improvement of vocabulary	27	22.50	16	.13.33	77	64.16
3. Improvement of structure	32	26.66	21	17.50	67	55.83
4. Improvement in the writing skills	42	35	15	12.50	63	52.50
5. Improvement of speaking	49	40.83	35	29.16	36	30

The majority of the participants (%78.33) believed that the literature courses improved their reading skill, as opposed to %16.66 who disagreed and only %5 who expressed no opinion on this issue. As for the vocabulary, again the majority of the participants (%64.16) expressed the opinion that the literature is very effective in increasing their vocabulary reservoir, while %22.50 disagreed with the statement and %13.33 expressed no opinion. Understandably, literature is a means to vocabulary enrichment and students takes English literature classes to be proficient in the language vocabulary. There is no doubt that literature improves vocabulary and it may even make words unforgettable at times. Though with less percentage scored for the reading skill and vocabulary, most of the participants (%55.83) agreed that the literature courses offered by the Department improved their sentence structure proficiency and enhanced their abilities of using correct English structure. Obviously, literature can provide students with models of correct and sound English structures, and students are given ample opportunities to emulate these structures.

The last two statements were more focused on the productive skills (writing and speaking). Approximately half the participants (%52.50) believed that the literature courses can develop their command of written language. Obviously, the literature courses provided the students with the opportunities to practice writing in and outside the classroom and familiarize them with models of written English. However, only %30 of the participants were of the opinion that the literature courses enhanced their proficiency in speaking, while a higher percentage of students (%40.83) disagreed with the statement, believing that the literature courses did not improve the speaking skills.

## DISCUSSION

This research aimed at investigating the students' perceptions of the effectiveness of the literature courses offered by the English Department in the College of Basic Education in Kuwait. The EFL students' perceptions were examined based on a 5-statement questionnaire which addresses the extent to which students believed that the literature courses enhanced their proficiency in the four skills. Overall, the participants viewed the literature courses as effective in improving their English competencies, particularly the receptive skills. The higher percentage of students agreed that the literature courses offered by the Department helped them in improving their reading skills. It goes without saying that literary texts acquire meaning through reading, and, in order to understand a literary text, one has to possess reading skills and strategies of the highest caliber. That is because literary texts easily lend themselves to the practice of reading strategies, from skimming and scanning to reading between the lines, decoding the language and inferring the meaning. By their very nature, literary texts are subject to different, but limited interpretation. This feature enables the students to move from summarizing and paraphrasing the text to probing it in order to elicit deeper meanings. As such literary texts can provide the EFL teacher with ample opportunities to help his/her students in enhancing their reading proficiency.

Closely connected to the reading skills is the vocabulary competency, since one of the most important reading strategies students learn is how to increase their vocabulary reservoir and infer meaning of words from the context. That is why the majority of the participants in the study (%64.16) were of the opinion that literary texts helped in enhancing their vocabulary competency. One of the virtues of literary texts, when it comes to vocabulary, is that they provide students with words in contexts, and hence it becomes easier for them to understand the meaning, retain the words and use them later. As we have seen in the literature review of this study, some scholars contended that literary texts use words that are of no use for the EFL students and the type of language used is not every day language. Consequently, these scholars call for purging EFL programs of literature. Though this might hold true of some literary texts, especially those written in the early modern period and earlier, most of the literary texts use vocabulary and language that can be applicable to everyday use. In fact, the literary texts written in the twentieth century onwards break away from far-fetched diction and use everyday language and dialogs. Employing such texts in an EFL classroom enables students to experience first-hand the use of words and language in their cultural contexts. The teachers can utilize these texts to enrich the vocabulary competency of their students.

The same also holds true of the students' perceptions of their improvement in acquiring sentence structure or grammar. %55.83 believed that the literature courses offered by the Department helped them in improving their grammar competency. Though the percentage here is less than the percentages scored for reading and vocabulary, it is still an indication that the literature courses play a significant role in the students' acquisition of grammar. Of course, this result is in harmony with the results obtained about reading and vocabulary. That is, a good reader of the literary texts needs to scrutinize the language of the texts and understand the various grammatical structures and the contexts they are used in. As such, literary texts, utilized properly by an experienced teacher, may yield their fruits when it comes to teaching English to EFL learners.

However, the story is different with regard to the productive skills. While about half the participants (%52.50) expressed the opinion that the literature courses helped them in improving their writing skills, only %30 believed that the literature courses helped them in

enhancing their speaking skills and about fifty percent (49%) did not believe that the literature courses helped in improving the speaking skills. These results indicate that the participants benefited from the literature courses in enhancing their writing competency, but more work needs to be done on the part of the teacher in the classroom in order to use the literary texts more effectively. Since the scope of this research is limited only to the students' perception, we can only conjecture about the teaching experience and methods used. But we think that the instructor can use literary texts in various ways in order to improve the writing experience for his/her students. One such way is to ask them to keep journals on summary of the plot, character analysis and personal responses to situations and themes presented in the texts. Another way is to move from the texts to similar situation outside the text in their life. A third way is to ask the students to write essays and term papers on themes presented in the text. We believe that all of these strategies used in an EFL classroom are bound to bring a more favorable learning experience for the students and help them in enhancing their writing abilities.

As for the speaking skills, the results unequivocally indicate that the literature courses are of no value in enhancing their speaking abilities. In fact, most of the participants believed that the literature courses did not help them, as opposed to only 30% who believed they did. These results are consistent with the views of some who believe that the way literature is taught does not facilitate the spoken production of language. Again, due to the limited scope of the research, we can only speculate about the failure of the literature courses in this regard. Most probably the instructors do not focus on discussions in the classroom and ignore the importance of establishing dialogs related to issues and themes presented in the literary texts, and hence the learning experience becomes very poor. Moreover, it seems that the participants did not feel that the literature courses added to their presentation skill as one of the speaking skills to be acquired. Overall, these results point to some inadequacies which seem to be related to the teaching methods and the way literature courses are handled in the EFL classroom. In order for these inadequacies to be effectively redressed, further studies should be conducted on other aspects, like the teaching methods and tools used in implementing the literature courses and the feedback from instructors.

## CONCLUSION

This paper aimed at examining the EFL students' perceptions of the use and effectiveness of literature courses offered by the English Department in the College of Basic Education in Kuwait. Overall, the participants of the study were of the opinion that the literature courses were effective in improving their receptive skills, namely reading, vocabulary and grammatical structures. As for the productive skills, however, while participants believed that to some extent the literature courses helped them in enhancing their writing competency, most of the participants believed otherwise regarding the speaking competency. That is, the results unequivocally indicated that the participants did not benefit from the literature courses in improving their oral skills. These results seem to indicate that there are inadequacies related to the methods used in teaching literature in the classroom, a topic which goes beyond the scope of the present study. In light of these results, the researchers recommend the following:

1. It is essential that the literature courses in the English Department be integrated so they build on one another. Integration of the literature courses in the English program

taught at the Department can help in using of literature as a source of meaningful language input and as a tool for motivating the learning of a foreign language in its cultural context.

2. Instructors need to take every care in their choice of the literary texts taught in their classes. These texts chosen should represent daily language and diction, so that students could learn and benefit from them in improving their language competencies.
3. As literature lends itself easily to the practice of writing, instructors should give more writing practice in their literature courses, like journaling, character analysis and term papers on thematic issues presented in the literary texts taught in the EFL classroom.
4. To utilize the literature courses in enhancing the oral skills of EFL learners, instructors need to capitalize on establishing discussions and dialogs related to the ideas and themes presented in the literary texts. They might also allocate periods for presentations, which might help in improving the students' presentation skills.
5. The results pointed to some inadequacies which seem to be related the teaching methods and the way literature courses are handled in the EFL classroom. In order for these inadequacies to be effectively redressed, further studies should be conducted on other aspects, like the teaching methods and tools used in implementing the literature courses and the feedback from instructors

## REFERENCES

- Akyel, A., & Yalçın, E. (1990). Literature in the EFL class: A study of goal-achievement incongruence. *ELT Journal*, 44(3), 174-180.
- Anderson, Stephen R (2005). *Aspects of the Theory of Clitics*. Oxford: Oxford University Press.
- Brown, Ray (2000). Cultural continuity and ELT teacher training. *ELT journal* 54.3, 227-234.
- Brown, G. and G. Yule(1983). *Teaching the spoken language*. Cambridge University Press.
- Brumfit, C. and C. Carter(1987). *Problems and Principles in English Language Teachings*. Peragman Press Inc.
- Cary, Stephen (2000). *Working with second language learners: Answers to teachers' top ten questions*. Vol. 10. Heinemann.
- Chang, A. "CS., & Read, J.(2006). The effects of listening support on the listening performance of EFL learners." *TESOL Quarterly* 40.2: 375-397.
- Chapman, R. (1982). *The Language of Literature*. Edward Arnold Publishers Ltd.
- Chaudron, G. C. (1988). *Second Language Classrooms*. Cambridge University Press.
- Clark, Jonathan Charles Douglas (2000). *English society, 1660-1832: religion, ideology and politics during the ancien regime*. Cambridge: Cambridge University Press.
- Collie, J. and S. Slaters(1987). *Literature in a language classroom*. Cambridge University Press.
- Donell, R. W. and L. Todd(1991). *Variety in contemporary English*. London Unwin Hyman Limited.
- Graddol, David (2006). *English next*. Vol. 62. London: British Council.

- Hill, J.(1986). *Using Literature and Language Teaching*. Macmillan Publications Ltd.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, 10(7): 1-6.
- Lefevre, A. C.(1970). *Linguistic[s], English and the Language Arts*. Allyn & Bacon Inc.
- Liaw, M. L. (2001). Exploring literary responses in an EFL classroom. *Foreign Language Annals*, 34(1), 35-44.
- Littlewood, W. T.(1983). *Communicative approach to language teaching methodology* (CLCS Occasional Paper No. 7). Dublin: Dublin University. Trinity College, Center for Language and Communication Studies. (EDRS No. ED 235 690.
- Maley, A.(1989). *Literature and the Learner Modern English Publications & The British Council*.
- Munby, J. D.(1978). *Communicator Syllabus design*. Cambridge University Press.
- Quirk, R. and G. Widdowson.(1985). *Standard, codification and social linguistic realism*.
- River, W. M.(1996). *Communicating naturally in a second language*. Cambridge University Press.
- River, W. M.(1984). *Interactive Language teaching*. Cambridge Language Library. Cambridge University Press.
- Widdowson, G. H.(1984). *Explorations in Applied Linguistics*. Oxford University Press.
- Wilkinson, A. C.(1975). *Language And Education*. Oxford University Press.
- Wilkinson, J.(1995). *Introducing Standard English*. Penguin Books Ltd.
- Woodhead, C., A. Miller and P. O Shea(1981). *Writing and Responding*. Oxford University Press.
- Zyoud, Munther (2010). Using drama activities and techniques to foster teaching English as a foreign language: A theoretical perspective. Retrieved January 30, 2015 from <http://www.qou.edu/english/conferences/firstNationalConference>