

## The Significance of Using Literature in FL/SL Classrooms

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### Abstract

This study is an attempt to investigate and highlight the significance of using appropriate carefully selected literary materials in FL/SL Classrooms. The study comprises several various aims, among which: Concreting EFL learners' educational background and personal experiences based on the subject matter of the literary work. In addition to that, assisting EFL learners to comprehend the semantic signification that the authors attempt to convey in order to enhance learners' reading abilities. Moreover, the study strikes at enhancing EFL learners' critical thinking and judgmental abilities. In addition to the above, the paper aims at promoting EFL learners' writing abilities through essay-writing and comments related to the theme of the literary work. This study is intended to be a contribution to EFL teaching and learning processes, thus it attempts to compensate the lack of classroom practices as well as materials that do not appear to provide EFL learners with adequate communicative performance needed for more target-like realizations. As a result, this study attempts to explore the want of rich and contextually appropriate input in the classroom and suggests that in the absence of opportunities for communication and feedback outside instructional settings, thus, utilizing interesting literary materials is required to help the learners through their teachers to promote communicative performance in English language.

*Keywords:* literature, EFL/ESL learners and classrooms, context, Cultural Model, Language Model, Personal Growth Model.

## 1. Introduction

For so many years literature has been the Cinderella of the teaching materials. It is impractical to design a syllabus excluding literature, simply because it imparts an effective and healthy language learning atmosphere to the classroom, so it should be a main part of the armory of any designed syllabus. Using literature in the classroom augments the learners' language performance and enables them to improve their communication skills. Recently there is an ongoing significant increase of controversies about the de-motivation and the ennui inside the classrooms but in the researcher's viewpoint teaching literature will effectively pose a landmark and render EFL learners the service of better communicative abilities, plus, upgrading their underachievement. Due to the lack of interest in language learning, EFL learners brought up some slogans such as: 'if pass will do, so why the credit?' or 'if fifty will do, so why fifty one?'

The focus of literature teaching is not only to assist EFL learners to comprehend the semantic patterns that the author attempts to express, but also to enhance learners' thinking as well as language abilities and study skills. EFL learners have to learn vocabulary, discover questions, evaluate evidence individually and in group discussions, form a coherent argument in support of a particular position. The study of literature has always played an important role in the acquisition of a foreign language, but increasingly students are reluctant to choose literature modules, particularly those dealing with pre-twentieth century texts. In order to make the literature of foreign places and from past ages more immediately relevant to the interests and the experiences of the students, new courses, aimed at reawakening the students' interest in literature, have been designed according to thematic rather than chronological criteria.

Although the students read and write in FLL/SLL settings, seldom do they understand how their world is affected by their reading and writing, and in turn how their reading and writing affect their world. The overall significance of this point is the multi-meanings of utterances. EFL learners should be familiarized to go beyond the general denotations of utterances in order to reach their deep connotations. In addition to that, learners should be acquainted with the practical, social, and linguistic dimensions of utterances. This is reminiscent of a complaint voiced by Candlin (c.f. Widdowson, 1975):

For too long materials have remained at the surface patterns of linguistic text and have not drawn learners towards an understanding of the layers of meaning which can be peeled off from utterances; learners have seen sentences only as illustrations of grammatical patterns and have not asked pragmatic and sociolinguistic questions of what communicative value they have in given settings. P. vii

## 2. Why do we Teach Literature?

Literature is a suitable and precious means through which EFL learners can achieve significant purposes. McCloskey and Stack (1996) state: "literature is an appropriate, valuable and valid medium to assist English for Speakers of Other Languages (ESOL) students in accomplishing important goals." P.VI

Literature motivates learners because it explores themes that are interrelated to their outside world. Moreover, literature provides learners with the variety of language that is used by native speakers of that language. In addition, literature can broaden the horizons and mental scope of the learners by developing their imaginative capabilities. Furthermore, literature enables learners to communicate and interact because it addresses issues that are interesting and

stimulating to them. Then they add (ibid) "literature provides students with motivation to learn and models of high-quality language while it enhances students' imagination, interaction, and collaboration:

### **1. Motivation**

Literature motivates students by touching on themes they care about, such as: love, fear, communication, character, and hopes for a peaceful world in the future. Good literature is about the human experience; it is meaningful to students from different linguistic and cultural backgrounds.

### **2. Models**

Carefully chosen literature provides models of high-quality language with sophistication and complexity appropriate to students' age levels. Literature offers new vocabulary in context and serves as a source for learning about the mechanics of language in authentic contexts, as they are used by masters of that language.

### **3. Imagination**

Imagination is one of the abilities that make us fully human. Literature can give students the means to imagine and think creatively. Literature demands that the reader step into the author's world: good literature demands thought from the reader. Students who are learning a new language need and deserve the challenges to their imagination that appropriate literature provides.

### **4. Interaction and collaboration**

Language is learned best in a setting in which it is put to use. Literature provides a common text from which students can negotiate meaning. Well-selected literature addresses issues that are vital to young readers and stimulate lively discussion among students. Using literature in combination with collaborative activities helps students understand the literature better, relate it to their own ideas and experiences, and go beyond the literature to produce their own literature-related products.

### **3. Arguments over Using Literature in FL/SL Classrooms**

It is argued that including literature in language courses has a disorderly effect on the well-organized and carefully controlled courses. The inclusion of literature was "a potentially disruptive influence in the well-ordered world of the carefully controlled language courses," Widdowson (1984, P. 161).

However, during the 1980s there was a strong reawakening of interest in literature and language teaching. Linguists and ELT scholars, Widdowson, (1984); Brumfit, (1985); Long, (1986), Long and Carter, (1991) among others, argued not only for the value of teaching literature in the language classroom but for the necessity as well of re-inventing a different pedagogical approach for non-native speakers of English. The pedagogical interface of literature and language teaching should become the students' responses to the text for the reason that: "...the teaching of literature is an arid business unless there is a response, and even negative responses can create an interesting classroom situation," (Long, 1986, P. 42).

The reawakening of interest in the teaching of literature to non-native students was a major motive for the design and publication of several books. Among others from the 1980s and the early 1990s *Language for Literature* (1983) by R. Walker, *Reading between the lines* (1984) by J. Mc Ray and R. Boardman, *A Course in English Language and Literature* (1986) by B. Lott, *The Web of Words*, (1987) by R. Carter and M. Long, *Past into Present* (1990) by R. Gower and *Making Headway Literature* (1992) by J. and L. Soars attempt to 'bridge the gap between language and literature studies' or 'to introduce [the students] to some of the finest literature in

English' making use of the texts as a basis for language practice and 'to improve and develop students' *understanding and use of the language* through the reading and discussion of literary texts.'

Using literature in EFL classes has been argued which in turn discouraged learners to be interested and respond enthusiastically to literary texts. Long (1986) states:

The place and the role of literature in the language classroom was questioned furthermore by the ELT approaches during the period 1960-1980, which did not encourage students to develop a 'feeling for language, of response to texts. P. 42-45

In addition, it is also argued that literature does not play an effective role in enhancing the communicative and practical purposes of language during the seventies and early eighties. Widdowson (1984) argues:

On the other hand, the Communicative approach to language teaching during the 1970's and early 1980's emphasized the study of the language for practical purposes and since literature has no obvious practical uses it contributed nothing to the utilitarian objectives of language teaching, thus, it had no place in the language classroom. P. 161

The extra exercises help in appreciating the texts by clarifying the various stylistic features and language interrelated connections which form the whole text. Gower.R. (1990: Introduction) states: "the accompanying exercises are designed to further appreciation of the texts by showing how the different features of style and language work together to create the whole."

English literature was chosen as an educational subject, not only including poetry and fiction, rather, history, biography, scientific and expository writing as well, during the 18<sup>th</sup> century up to the mid of the 19<sup>th</sup> century. Bagherkazemi, M. and Alemi, M. (2010) argue:

From the 18th century to the mid 19th century, 'English literature' was designated a much broader scope as an educational subject, including not only poetry and fiction, but also history, biography, scientific, didactic and expository writing. P. 1

Literature was not treated as a distinct subject; rather its study was woven into the teaching of classical rhetoric which was then aimed at enhancing in learners the skills of discovery and communication. Bagherkazemi, M. and Alemi, M. (ibid) state: "in the 18th century, the field of English studies placed a premium on aligning the ability to produce oral and written discourse with an appreciation for literature."

Bagherkazemi, M. and Alemi, M. (2010), add: "what this auspicious historical point bears is that current beliefs as to the potential of literature for fostering 'communicative competence' in language learners have a long history to them. However, it needs to be admitted that not all aspects of 'communication' as conceptualized today were attended to at that time. P. 1.

However, the swinging of the pendulum which has always characterized the field of language teaching did not leave attitudes toward using literature in L1/EFL/ESL untouched. In parallel with the 19th century's surge of concern with comprehension rather than production in English and literature's studies, which were then indistinguishable, communication gave way to formal correctness as a prime goal to be achieved in the field of rhetoric, Bagherkazemi, M. and Alemi, M. (ibid.). Induced by both socioeconomic and pedagogical concerns, this shift of emphasis to grammatical instruction and error correction was probably the first ominous sign to

herald the controversial position of literature in language teaching. It led literary scholars to avoid dancing attendance to rhetoricians and to run their own reader-centered literary criticism courses, giving literature its deserved scope as poetry, drama and fiction.

This way the once indistinguishable fields of literature and language studies were dissociated and the role of literature in language teaching with its emphasis on form and correctness at the time was put under a question mark for a number of reasons which were to sojourn the mysterious land of ELT for a matter of a century.

Real. W. (2003), mentions three arguments over novel successive reading: (1) The students are no experienced readers in the foreign language. Therefore they are unable to read a comprehensive narrative text all by themselves. (2) If the students read the text successively, their distance towards the text is rather small, which might lead to a better active cooperation in class. (3) As long as the students do not know the outcome, they are willing to advance reasonable hypotheses concerning their expectations. This means that the potential for discussion is higher.

“No argument over successive reading of the novel is convincing.” Real. W. (2003). As to the first argument, it must be looked upon as a dangerous *self-fulfilling prophecy*: if the teacher gives hints as to this conviction, the pupils will not hesitate to confirm this. Education should be just the opposite: it is for the teacher to withdraw where pupils or children can become active. Whoever is too much afraid of putting demands on his students will soon not teach them anything because such an educator will not be taken seriously any longer. Therefore no teacher should argue that pre-reading is not practicable. In a recent article it has been shown that even a comprehensive and complex novel like Margaret Atwood's *The Handmaid's Tale* may be pre-read by the pupils at home.

As to the second argument, successive reading also has got disadvantages since the novel is split up into many small elements; successive reading of the novel bears the risk of its being fragmented, which may detract from the pleasure of the reading process. Besides, it may contain the risk of slowing down the work in class too much and therefore may keep motivated pupils from going on reading. Moreover, if some of them have knowledge of different parts of the text than others, this will lead to communication problems in class. Moreover, building up critical distance towards the novel is a valuable teaching aim rather than an undesirable state of affairs.

The third argument possesses little weight since it cannot mean that after reading the whole text, there is no potential for discussion anymore. Many modern texts have an open ending, so follow-up tasks may still be discussed in class. In addition, there are always gaps in the text to be filled in, imaginative extensions and creative tasks are not rendered impossible by a sound textual knowledge of the whole novel.

#### **4. Resolving Opposition to the Use of Literature in FLL/SLL**

Given that the current focus in FLL/SLL is on meeting the specific academic and occupational needs of the students, it is normal to discount the efficacy of using literature in language teaching. It is therefore necessary to review the arguments against using literature in language teaching and resolve them (McKay, c.f. Brumfit and Carter, 1986, P. 191-194). There are three arguments over using literature in foreign and second language learning which are:

1. Literature fails to make a significant contribution to the goal of teaching the grammar of the language since literature uses language in a complex and unique way.
2. The study of literature will not adequately help students fulfill their academic or occupational goals.

3. The presence of a particular cultural perspective in literature could create difficulties for the students at a conceptual level.

Sivasubramaniam. S. (2006), states:

First, literature fails to make a significant contribution to the goal of teaching the grammar of the language since literature uses language in a complex and unique way. Second, the study of literature will not adequately help students fulfill their academic or occupational goals. Third, the presence of a particular cultural perspective in literature could create difficulties for the students at a conceptual level. P. 267

Sivasubramaniam. S. (2006), c.f. Povey (1972, P. 187) argues that literature increases all language skills because it extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. Though literature has always been associated with the teaching of language usage, we cannot disregard the advantage of using literature to teach language use, since it presents language in discourse in which the parameter of the setting and role relationship are well defined. In the light of this observation, we can confidently state that literature could contribute to knowledge of language use. P. 268

Sivasubramaniam. S. (2006) reports: there are more recent attacks on the use of literature in FLL/SLL by Edmondson (1997, P. 53) who argues that:

1. A special and specific function for literary texts in the business of language teaching and more importantly, language learning seems not to obtain.
2. Claims for a specific role for literature serve to provide a weak justification for learning modern languages.
3. It would be beneficial to subject such extraneous goals and traditions to critical scrutiny and reject them consequently.

### **5. Benefits of Using Literature in FL/SL Classrooms**

A number of reasons for or benefits of, teaching literature in the FL classroom have been preferred by a variety of authors. For example, Parkinson and Reid Thomas (2000, P. 9-11) list, with more or less 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.

Gajdusek (1988, P. 2) states that literature is both literally and figuratively decontextualized. However, instead of viewing it as a drawback which devalues literary texts among other language learning materials, he asserts that the context-reduced nature of literature entails two other features which make it a perfect means for developing communicative competence in learners:

1. Internal coherence: Each line interrelates with other lines to create an internally coherent meaning. It is exactly this self-sufficiency of a literary text which engages the reader in interpretation, meaning negotiation and the generation of coherent discourse-based meaning, hence literature’s highly interactive demands on learners.

2. Conscious patterning: The language of a literary text is fashioned into recurring patterns of sounds, meanings, and structures, connecting intellectual, emotional, and physical experiences. Discovering, exploring and appreciating these patterns would create a lot of reader-text interaction which is an essential feature of communicative and interactional competence.

Gajdusek (1988, P. 3) adds some other advantages of using literature in the language classroom:

1. It serves as a stimulus for composition.
2. It is a perfect means for constituting content for content-based classes.
3. It encourages talking.
4. It helps generate purposeful referential questions.

Van (2009, P. 3) believes studying literature in the EFL classroom is advantageous for a number of reasons:

1. It provides meaningful contexts
2. It involves a profound range of vocabulary, dialogues and prose
3. It appeals to imagination and enhances creativity
4. It develops cultural awareness
5. It encourages critical thinking

Zoreda and Vivaldo-Lima (2008, P. 22) state: “the significance of connecting culture to the language learning process, “literature modules would be a great way to incorporate U.S. and British cultural elements while strengthening English reading abilities.” They bring up some reasons to justify the use of literature in the language classroom:

1. It helps language teachers foster their own cultural, linguistic and interpretive skills.
2. It involves students overcome negative attitudes, if any, toward the target culture.
3. It introduces variety into the language classroom.

Schoepp. K. (2001:3) c.f. Eken (1996, P. 46) states that songs can develop the four skill areas of reading, writing, listening, and speaking. Thus, songs can be used to:

1. present a topic, a language point, lexis, etc
2. practice a language point, lexis, etc
3. focus on common learner errors in a more direct way
4. encourage extensive and intensive listening

Erkaya. R. O. (2003, P. 3) c.f. Murdoch, (2002, P. 9) states: if instructors bring to class “The Wisdom of Solomon,” they can assign the following writing activities:

- a. Write a dialogue between King Solomon and the guard holding the sword after the mother and the son, and the other woman left the palace.
- b. Paraphrase the first four sentences of the paragraph, “And in this way they argued . . .whose child it was” (fourth paragraph from the bottom) see appendix (3).
- c. Summarize the story in three sentences, including the main character, setting, conflict, climax, and resolution.
- d. Write one sentence on the theme of the story.
- e. Write a paragraph on what causes people to lie.
- f. Write a classification essay on different kinds of lies.

## 6. Language Learning Dimensions

Literature develops language acquisition, because most of EFL/ESL learners read and write to understand the ideas and obtain the intended knowledge in the target language. Reading and understanding written materials is a significant instructional aim that requires learners to

comprehend, infer, and read between the lines of the target language. Sivasubramaniam. S. (2006) states:

The use of literature promotes language acquisition. In most second language classrooms, students read and write in order to decipher the input in the target language. The need to decipher written input in English becomes an important instructional objective demanding that students process and interpret the target language. P. 261-262

Literature provides learners with interesting situations to produce contributions, discuss meanings, and increases stimulation, i.e. literature is the effective medium for acquiring the target language. In addition, since literature comprises hidden connotations, thus, it can develop classroom activities which require exchanging sentiments, emotions, as well as viewpoints and attitudes. In other words, literature makes language-learning is a process of exchanging responses by exploring situations and subject matters that learners take pleasure in, then seeking hidden meanings. Sivasubramaniam. S. (2006) adds:

In such situations, by providing interesting contexts for students to generate input, negotiate meaning, and develop motivation, literature can become an efficient vehicle for language acquisition. As literary texts contain multiple layers of meaning, they can promote classroom activities that call for exchange of feelings and opinions. Such activities trigger the response potential in students. So learning a foreign language becomes a process of response. The students find the activities and the context in which they engage with these activities so absorbing that they enjoy taking risks in their search for meanings. P. 262

Developing and increasing stimulation and impetus via touching on the sentimental and exciting areas inside the learners. "The use of literature promotes motivation in the classroom, i.e. by strengthening the affective and emotional domains of students; literature develops a sense of involvement in them," Sivasubramaniam. S. (2006), (c.f. Carter and Long, 1991; Collie and Slater, 1987; Lazar, 1993).

Non-literary materials or ordinary textbooks do not offer any sentimental involvement between learners and the target language because they concentrate on the emotionless automatic features of language learning. Nevertheless, the rigid form of course books, makes learners anxious, stressed, lack motivation, monotonous and even bored. Sivasubramaniam. S. (2006) states:

Course books do not provide for any emotional and reflective engagement with the target language. This is because course books, for want of interesting and engaging content, focus the learners' attention on the mechanical aspects of language learning. The form-focused practice that most course books demand, subjects the learners to a lot of anxiety, stress, demotivation in addition to monotony and boredom. P. 262

The dry and barren nature of course books, fail to capture learners' engagement with the text. "As a result, the arid and trivial content of the course books fails to bring about a sense of involvement," Sivasubramaniam. S. (ibid) (c.f. Wajnryb, 1996). Course books prevent learners from being engaged with the text of the target language, and as a result take away the enjoyment of learners to use the target language inventively and thoughtfully. "The failure to instill a sense of involvement in the learners prevents them from an emotional engagement with the target

language and denies them the pleasures of using the language imaginatively and reflectively,” Sivasubramaniam. S. (2006) (c.f. McRae, 1991).

In the light of this discussion, motivation becomes synonymous with a process of engagement through which the learners begin to feel a sense of involvement with the target language. In this regard, literary texts can offer a beneficial alternative to the rule-based language learning promoted by course books. Furthermore, it should be noted that the points raised above reinforce the concerns with reference to students' personal sense of involvement in reading and writing as a basis for promoting literacy in society. Exploring literary materials, with the process of time, readers start to live in the atmosphere of the text through surprise and suspense elements. The following view, expressed by Sivasubramaniam. S. (2006) (c.f. Collie and Slater (1987, P. 5-6), locates teachers' understanding of motivation as an outcome of engagement with literary texts:

Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to inhabit the text. He or she is drawn into the book. Pinpointing individual words or phrases may make them less important than pursuing the development of the story. P. 262

Literature promotes learners' cultural awareness, since it includes numerous samples of experiences, outlooks, and values of people across the various cultures of the globe. However, the international widespread of particular examples of culture can cause problems in terms of the idea of culture in the target language, which in turn can jeopardize the use of literature in FL/SL classrooms.

Sivasubramaniam. S. (2006), (c.f. Brumfit and Carter, 1986, P. 140-149; Lazar, 1993) reports:

The use of literature develops cultural awareness in students. Literary texts contain copious examples of practices, attitudes, and beliefs of people across the cultures of the world. While these examples serve to promote a comprehensive view of culture, they can also raise problems regarding the notion of culture in the target language. This is because English is used across the world as a first and second language and a stereotypical view of the target culture can endanger the use of literature in FL/SL classrooms. P. 263

The use of literature develops language awareness in students. The interesting contexts provided by literary texts serve to illustrate the noticeability of lexical and syntactical features. Prolonged exposure to literary texts not only familiarizes students with the numerous interesting features of the written language but also develops the response potential in them. As students respond to literary texts, they begin to realize how meaning as an outcome of response can open up contexts for imaginative use of language, Sivasubramaniam. S. (2006, P. 264) (c.f. (Collie and Slater, 1987; Gibbs, 1994). The scope provided by literary texts for using imaginative/figurative meanings alerts them to “the richness and variety of the language they are trying to master” Sivasubramaniam. S. (2006), (Collie and Slater, 1987:5), and to the need to develop it through their interpretative experiences with literature. It is argued that the human mind is naturally inclined to use language figuratively rather than literally, given that the notion of literal meaning is a problematic one, Sivasubramaniam. S. (ibid) (c.f. Gibbs, 1994).

## 7. Educational and Social Outcomes

Literature instructs and teaches people how to feel and appreciate things through providing readers with the opportunity to discharge and let go their sentiments. "Literature educates human emotions. It does this by channeling our emotional energies and providing an emotional release," Sivasubramaniam. S. (2006, P. 265).

literature makes people travel so far distances through their imagination, thus, it provides them with the chance to experience things that are not possible in their real lives. Moreover, literature readers are exposed to a number of life aspects such as exciting actions, aggression, victory, liking, detestation, etc, which in turn sharpen and deepen their real life experiences. Sivasubramaniam. S. (2006) adds:

An engagement with literature exercises peoples' senses are more actively than they can otherwise achieve. Through literature, people enjoy the beauty and splendor of nature as they travel to far-away lands. People go through experiences that will not be possible in their real lives. As readers read literature filled with images of action, adventure, love, hatred, violence, triumph, and defeat, they create an outlet for their emotions. As a result, the perceptions of real life experiences become sharper and deeper. P. 265

"The imaginary situations we participate in through literature enable us to identify with others and their experiences. The topic regards this ability as a valuable human attribute which only literature can nurture in us," Sivasubramaniam. S. (2006), (c.f. Rosenblatt, 1995). According to this view that literature is the one and only vehicle through which peoples' ability to picture and imagine things is cultivated.

The ability to imagine things via literature helps learners to widen their knowledge about the outside world. Furthermore, literature provides learners with the opportunity to read and know about the experiences of others, which in turn makes them understand the multidimensional nature of the human being. Sivasubramaniam. S. (2006), (c.f. Rosenblatt, 1995) reports:

It is argued that this ability underlies fluency in reading and writing. Literature helps our students enlarge their knowledge of the world. By reading about the experiences of others, our students come to understand the multidimensional nature of the human being. The interactions with the literary text provide 'a living through not simply knowledge about' the world and the experiences of human beings in it. P. 38

Literature plays an effective role at the social level through exploring the need for social changes, i.e. exposing learners to repeated contact with the various types of characters, manners, and lifestyles teaches them to imaginatively put themselves into their places and act like them. Then, learners can issue judgments about the acceptable and deniable social behavior, which in turn can result in flourishing social changes in their everyday contact with others. Sivasubramaniam. S. (2006) (c.f. Rosenblatt, 1995) mentions:

Literature contributes to social sensitivity by illustrating the need for social adjustments. A prolonged engagement with literature puts students in frequent contact with the personalities of different types of people. Thus, they learn to imaginatively put themselves into the places of others. As a result, they are able to understand how their actions affect others. A sense of plausible deniability dictates their judgment of what is acceptable or

unacceptable social conduct. This can result in successful social adjustments in their daily dealings with others. P. 38

Possible dangers are expected due to the nonexistence of social changes, since learners live in a contesting and practical world, so they might not care about the feelings and needs of others, however, literature can act against the anti-social inclinations by developing a sense of social sympathy in the learners. Nevertheless, learners' own cultures exert their impacts on them through their families and societies, which in turn develop a parochial outlook and narrow-mindedness in them, however literature exposes them to the different lifestyles together with their new ideas.

### 8. Findings of the Study

1. Literature when selected carefully can be a valuable resource for integrative EFL learning.
2. Utilizing literature enhances learners' reading and writing skills, together with their sub-skills such as (skimming, scanning, outlining, handwriting, spelling, etc).
3. Teaching literature through multi-media devices, promote learners aural-oral skills.
4. Literature broadens learners' horizons and widens their imagination.
5. Literature improves learners' communicative skills.
6. Literature promotes learners' critical thinking.

### 9. Recommendations of the Study

1. Literature is better, useful and beneficial to be included in the high schools level as a supplementary material,
2. Making literature books accessible and available at the university libraries.
3. At the national as well as the international level, university lecturers and professors should be delegated to attend: workshops, training courses, conferences, debates, language competitions, and most importantly get scholarships abroad.

### 10. Conclusion

To conclude this study, it could be said that literature is a fit subject for the purpose of language teaching. It may be exploited both for content teaching and skills promotion. However, adequate attention should be paid to proper text selection. If the text is beyond the level of comprehension of the learners, then the purpose of language teaching will also get defeated. Therefore, the text should be simple and interesting in keeping with the level of proficiency of the learners.

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