A rose by any other name…:
Exploiting any literary text in the ESL/EFL classroom

Shahzad Ahmad
Department of General Foundation Programme
Al Zahra College for Women
Muscat, Sultanate of Oman

Faiz Sathi Abdullah
Department of English Language & Literature
Al Zahra College for Women
Muscat, Sultanate of Oman

Mohammad Yunus Ibrahim
Department of General Foundation Programme
Al Zahra College for Women
Muscat, Sultanate of Oman

Abstract
The paper argues that literature provides authentic materials for developing reading and related language skills in addition to other real world texts (e.g. advertisements, or multimodal texts downloaded from the Internet). Hence, the paper aims to demonstrate how literary texts can be employed in the English as a Second Language (ESL) or English as a Foreign Language (EFL) classroom to facilitate reading, language acquisition, and related critical skills, particularly at the pre-intermediate stage and above. Text selections from popular novels were analysed using Johns and Davies' (1983) Text as Vehicle of Information (TAVI), and Text as Linguistic Object (TALO), as well as Clandfield's (2005) Text as Springboard for Production (TASP) as a framework to design language learning/use activities. Source texts were selected from Ishiguro's *The Remains of the Day*, Austen's *Pride and Prejudice*, and Martel's *Life of Pi* in view of these novels' current salience in the literary world to address key research questions: 1) What reading skills and sub-skills can the literary texts help develop among ESL/EFL students? 2) What aspects of grammar and vocabulary can be exploited in the texts? 3) How can the texts be used as reflections of social reality to generate discussion of critical issues among students? The fact that these novels have been produced as films, which the learners could also watch in whole or part, is expected to stimulate further critical appreciation. The paper concludes that the value of such informed use of any literary text is that it exploits the literature-language nexus to provide the synergy needed for student learning in the ESL/EFL classroom and beyond.

Keywords: Developing reading skills, ESL/EFL learning, exploiting literary texts, grammar and vocabulary learning, literature-language nexus

1. Introduction

Literature adds to reality; it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become. (C. S. Lewis, n.d.).

1.1 Literature in the ESL/EFL classroom

Teaching language through literature is an effective means of cultivating the language competencies of ESL/EFL students as it provides ample opportunities for contextualized learning. The use of literary texts as authentic learning materials in the language classroom not only enables students to relate to one another meaningfully using the basic skills of reading, writing, listening, and speaking, but also the more creative, as well as critical skills of language use in a range of real life discourse types (Savvidou, 2004). This is because students of literature in English come across an enormous range of idioms, grammatical forms and other nuanced linguistic features that are rarely present in abundance in exclusively language-based texts that are often written for use in the classroom. Indeed, the use of literary texts as part of a wide range of texts to teach literacy to primary school children is known to promote creative teaching and learning (Anderson & Styles, 2000).

Based on previous research and commentary on the issue of literature in the ESL classroom (see e.g. Lazar, 1993; McKay, 1982; Picken, 2007; Savvidou, 2004), Dasklovska and Dimova (2012) list five benefits of using literary texts in that they: 1) provide representational rather than referential materials that enable students to delve into deeper connotative meanings of diverse cultures, 2) promote creative thinking as an omnipresent, everyday phenomenon, 3) are authentic and motivate learners to learn, 4) encourage active learner participation, and 5) inspire learners to read extensively. Lazar (1993) examines similar reasons for using literature in ESL/EFL, and adds that literary text use helps develop students' interpretative abilities in the forming of hypotheses and making inferences on the basis of textual evidence, for example, whether a particular idiom has been used appropriately, or to what extent a grammatical rule can be generalised. Needless to say, then, with the wider and richer contexts of language use that literature affords, including "access to the culture of the people whose language they are studying" (Lazar, 1993, p. 16), students get to engage with an authentic literary text in diverse ways and thus be able to develop their language competence and critical thinking skills besides being motivated to read extensively (cf. Grellet's (1981) virtuous cycle of the good reader).

Once motivated to read widely across both literary and non-literary genres, students tend to choose their own texts based on their own interests (Eskey & Grabe, 1988). Bard (2015) also appears to believe that extensive reading based on readers' instinctive liking is likely to produce better understanding of the language as opposed to an intensive focus on the rigidity of the course books. A further reason for such extensive reading among relatively accomplished readers may be connected with the notion of "intertextuality" (Kristeva, 1980) whereby "all texts contain traces of other texts, and frequently they cannot be readily interpreted - or at least fully appreciated - without reference to other texts." (Wallace 1992, p. 47). Literary text excerpts used in the ESL/EFL classroom can often be exploited for their intra- and intertextual links in various ways by the teacher to "orchestrate and support a kind of classroom discourse that engenders active student talk that leads to second language learning" (Boyd, 2000, p. 163). For example, *The Washington*

Post of September 14, 1997, in an article on the death of Princess Diana, refers to her as "the face that launched a thousand tabloids," quite obviously an allusion to the beauty of Helen of Troy: "Is this the face that launched a thousand ships?" in Marlowe's *Doctor Faustus* (1588) (as cited in Stott, 2001).

1.2 Approaches to Reading

Quite obviously, interacting with written texts, "which focus on the way writers and readers interact" (Hoey, 2001, p. 1; see also Widdowson, 1979), lies at the heart of this paper that highlights reading as a critical language skill, which in turn engenders extended productive practice in a range of language use skills in the classroom and beyond. The general goal of research into the ESL/EFL reading process may be stated simply as investigating how student readers make sense of written language. However, Huey's (1908) statement about the goals of the psychology of reading better articulates the essence, and the complexity, of this uniquely human faculty:

> to completely analyse what we do when we read would almost be the acme of a psychologist's dream for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilisation has learned in all its history. (Huey, 1908, p. 8, as cited in Anderson & Pearson, 1984, p. 37).

This unique faculty is alluded to in this paper for its primacy within the context of developing ESL/EFL skills with the use of literary texts.

Early approaches to reading, both in first language and second language learning settings, viewed the skill as a passive, bottom-up decoding process. The reader was seen as reconstructing the writer's intended meaning through recognition of the printed letters and words. In other words, the proficient reader was believed to be able to decode the meaning of a given text from these smallest text-based units at the "bottom" to increasingly larger units at the "top" (phrases, clauses and sentence connectors). Accordingly, problems in reading that were perceived in the L2 reader were construed basically as difficulties in the decoding of print to derive its propositional content (Carrell, 1988, pp. 1-2).

The "bottom-up" perspective of reading is known to have been established within the audio-lingual and structuralist approaches to second/foreign language learning that enjoyed considerable support before 1970. Reading (and writing) was viewed essentially as an adjunct to the oral language skills of listening and speaking. The structuralist tradition in linguistics of Fries (1963) and Lado (1964) emphasised phoneme-grapheme relationships and formalised the sound-symbol decoding approach to the teaching-learning of reading skills in ESL/EFL contexts. Even if there was reference to background knowledge, and sociocultural meaning, and how these reader factors might interact with the linguistic meaning of reading texts, such views about reader-text interaction did not exert any appreciable influence on early theories of reading in a second language as "the methodological and institutional focus remained on decoding, or bottom-up processing." (Carrell, 1988, p. 2). Speaking within the broad context of reading and/or text processing, the mere mention of the "bottom-up" approach is bound to immediately bring to mind competing views about the same process: the "top-down" model and later, the "interactive" model (Stanowich, 1980; 1990).

The origin of views about reading as an active, and *interactive* (i.e. interaction between writer and reader) process is now well-known to researchers in the field. Goodman (1967, 1971) characterised native language reading metaphorically as a "psycholinguistic guessing game" in that "reading is a psycholinguistic process by which the reader (a language user) reconstructs as best as he can, a message which has been encoded by the writer as a graphic display" (Goodman, 1972, p. 22). Smith (1971) defined the "fluent reader" as a person who can make optimal use of the redundancy in a text, and as one who moves from meanings to words rather than from words to meaning (p. 7).

Coady (1979) reinterpreted Goodman's model "to see how such an approach relates to the ESL student" (p. 6), arguing that comprehension is the outcome of the interaction among three factors: process strategies, background knowledge, and higher-level conceptual abilities. Beginning readers tend to focus more on process strategies (e.g. recognising words) while more accomplished ones make use of the more abstract conceptual abilities and their background knowledge, using sampling text to predict and confirm information. More recently, Dubin and Bycina (1991) have argued that proficient ESL readers comprehend a text better by "retaining newly acquired knowledge, accessing recorded and stored knowledge, and attending to the writer's cues as to the meaning intended for the text." (p. 75).

This paper aims to demonstrate how the constructs of TAVI, TALO (Johns & Davies, 1983), and TASP (Clandfield, 2005) can be used together as a text manipulation framework with excerpts from Austen's *Pride and Prejudice* (1813), Martel's *Life of Pi* (2001) and Ishiguro's *The Remains of the Day* (1989) to stimulate ESL/EFL learning. These texts come from novels which many consider literary masterpieces and which have been adapted as movies. The paper addresses the following key research questions:

1) What reading skills and sub-skills can the selected literary texts help develop among ESL/EFL students?
2) What aspects of grammar and vocabulary can students highlight and practise in the texts?
3) How can the texts be used as representations of (alternative) social reality to generate discussion of critical issues among students?

2.0   TAVI, TALO, and TASP Orientations to Literary Text
2.1   A Schematic View of the TAVI/TALO/TASP Approach
The terms "TAVI" and "TALO" were coined by Johns & Davies (1983) in their outline of an approach to the teaching of reading in EFL, particularly in ESP and in the learner's L1. The term "TASP" was added later by Clandfield (2005) to what has come to be approached as a framework for working with a wide variety of texts, including those from literature (Thekes, 2010). Johns and Davies (1983), in outlining the TAVI-TALO as "a framework for classroom interaction in which the students work in small groups to puzzle out the meaning of text" (p. 1), assert that "only at the *end* of the [TAVI] activities should the teacher do what is done *first* with the TALO method, which is to explain whatever residue remains of difficult words and expressions…" (p. 11). Clandfield adds "TASP: Text as a springboard for production… [or] Text as a Stimulus for Production" to

the Johns and Davies' (1983) TAVI-TALO framework: "this means using a text as a springboard for another task - usually a reading or writing task" (Clandfield, 2005).

Figure 2.1 shows an overview of the present proposed English Language Teaching (ELT) orientation to literary texts in the ESL/EFL classroom in terms of pedagogic tasks, exercises, and related activities that are expected to promote effective reading skills and language acquisition. Further details about these activities and their use are found in Section 3.0. The schematic also includes the key research questions of the paper under the column titled "ELT Orientation to Literary Text". A summary of responses to these questions that may be gleaned from the present teaching-learning framework is attempted in the final remarks section of this paper.

2.2 Synopses of the Selected Novels
2.2.1 *Pride and Prejudice* (1813) by Jane Austen
The novel is a story of love and related ramifications among the English upper class of the Georgian era. The narrative revolves around the Bennet family and its five daughters, and particularly the conflict between Elizabeth Bennet's pride of self and prejudice against upper class snobbishness, and the aristocrat Darcy's pride of status/affluence and prejudice against Elizabeth's (lack of) class. The two protagonists finally sort out their differences and unite in love (*Pride and Prejudice-Encyclopaedia Britannica*).

2.2.2 *Life of Pi* (2001) by Yann Martel
Martel's epic recounts the story of the young Pi who is stranded at sea on a solitary life boat with a 450-pound Bengal Tiger after the cargo ship carrying various other animals sinks. As both Pi and the tiger ultimately survive the ordeal at sea, and each other, to go their separate ways, the novel transcends its immediate context of surreal survival against all odds to other almost unreal probabilities.

2.2.3 *Remains of the Day* (1989) by Kazuo Ishiguro
The 2017 Nobel Prize for Literature winner Ishiguro's novel narrates the story of a butler named Stevens who spends his whole life in striving to elevate his job to the highest degree of professionalism. To this end, he sacrifices many aspects of his personal life, as well as his relationship with his father and the woman he loves quietly. His success as a butler, however, appears to be a Pyrrhic victory as people question his dedication to Lord Darlington. Nevertheless, he remains true to his calling in life by rededicating his services to the American Mr. Faraday, the new owner of Darlington Hall.

2.3 Some Methodological Considerations
All three orientations and related teaching-learning activities involve a single text extract from each novel in the conference paper presentation. Therefore, there are three texts from the three novels, respectively. Each literary text extract and EFL/ESL teaching-learning tasks, exercises, and activities are planned to be completed within a single one-hour lesson, and are sequenced as follows (see Appendix A, Table 1: *Schematic of Teaching-Learning Orientations to Literary Text*): A. Pre-Reading Activity; B. TAVI Tasks, C. TALO Tasks, and D. TASP Tasks. It is also noteworthy that the present methodological framework is based on a traditional grammar analysis

of the text extracts in questions for further work, particularly in TALO e.g. identifying elements of syntax in a text before further exploring its meaning potential (Aryusmar, 2010, p. 73).

Pre-reading activities are followed by TAVI-type tasks and exercises in order to ensure primacy of focus on meaning before form. In other words, TALO-type text-based work comprising mainly grammar and vocabulary follows after students have had the opportunity to grasp the meaning of the situations and sociocultural context depicted in the text. General educational principles of teaching-learning processes that guide the presentation, practice, and production sequence of activities may be circumvented to make for meaningful learning in context.

Some essential principles or maxims that apply in the present context of using literary texts to engender reading skills and language acquisition in ESL/EFL may include the following presented as crisp imperatives for the language teacher: a) Ensure learner readiness, b) Use learners' previous knowledge, c) Promote meaningful learning, d) Proceed from simple to complex, e) Proceed from general to specific, f) Proceed from known to unknown, g) Proceed from whole to part, and h) Proceed from particular to general. These maxims serve as "a set of principles in terms of which the content, forms, and methods of teaching and learning are viewed" (see e.g. *Principles of Education and Teaching-learning Process*; *Principles of Teaching, 1980*)

3.0   TAVI-, TALO- and TASP-based ESL Tasks, and Activities

Each text extract from the selected novels is followed by a series of reading, and related teaching-learning activities per TAVI, TALO, and TASP text orientation.

I.   Extract from *Pride and Prejudice* (pp. 194-195)

If Elizabeth, when Mr. Darcy gave her the letter, did not expect it to contain a renewal of his offers, she had formed no expectation at all of its contents. But such as they were, it may be well supposed how eagerly she went through them, and what a contrariety of emotion they excited. Her feelings as she read were scarcely to be defined. With amazement did she first understand that he believed any apology to be in his power; and steadfastly was she persuaded that he could have no explanation to give, which a just sense of shame would not conceal. With a strong prejudice against everything he might say, she began his account of what had happened at Netherfield. She read, with an eagerness which hardly left her power of comprehension, and from impatience of knowing what the next sentence might bring, was incapable of attending to the sense of the one before her eyes. His belief of her sister's insensibility, she instantly resolved to be false, and his account of the real, the worst objections to the match, made her too angry to have any wish of doing him justice. He expressed no regret for what he had done which satisfied her; his style was not penitent, but haughty. It was all pride and insolence.

But when this subject was succeeded by his account of Mr. Wickham, when she read with somewhat clearer attention, a relation of events, which, if true, must overthrow every cherished opinion of his worth, and which bore so alarming an affinity to his own history of himself, her feelings were yet more acutely painful and more difficult of definition. Astonishment, apprehension, and even horror, oppressed her. She wished to discredit it entirely, repeatedly exclaiming, "This must be false! This cannot be! This must be the grossest falsehood!"—and when

she had gone through the whole letter, though scarcely knowing anything of the last page or two, put it hastily away, protesting that she would not regard it, that she would never look at it again.

A. Pre-reading Activity
Talk about different ways of making a judgement about a person. Which is the best way to do it?

B. TAVI Text Orientation
Activity 1 (Cloze passage). Complete the following extract from Jane Austen's *Pride and Prejudice* (1813) (pp. 89-90). First read through the whole passage to get a general understanding of the text. Then fill in each blank space with a suitable word from the box below the text to complete each sentence.

If Elizabeth, when Mr. Darcy gave her the letter, did not expect it to contain a renewal of his offers, she had formed no expectation at all of its contents. But such as they were, it _____ be well supposed how eagerly she _____through them, and what a contrariety _____emotion they excited. Her feelings as _____read were scarcely to be defined. _____amazement did she first understand that _____believed any apology to be in _____ power; and steadfastly was she persuaded _____he could have no explanation to _____, which a just sense of shame _____ not conceal.

went	of		he		would	she		in		give		may
	his	that										

With a strong prejudice _____ everything he might say, she began _____ account of what had happened at Netherfield. _____ read, with an eagerness which hardly _____ her power of comprehension, and from _____of knowing what the next sentence _____bring, was incapable of attending to _____sense of the one before her _____.
His belief of her sister's insensibility, _____instantly resolved to be false, and _____account of the real, the worst objections to the match, made her too angry to have any wish of doing him justice. He expressed no regret for what he had done which satisfied her; his style was not penitent, but haughty. It was all pride and insolence.

against	left		she		impatience		his	the		eyes
	his		might		she					

Activity 2: Comprehension Questions
1) What kinds of emotions did Elizabeth experience as she went through the content of the letter?
2) What was the part of the letter that she simply refused to accept?
3) Can you guess why this letter was written?
4) Predict how Elizabeth would react when she meets Darcy for the first time after having read the letter?

C. TALO Text Orientation
a) Match words from the extract with the given meanings.

1. Eagerly   A) To start again
2. Renewal   B) Doing the opposite
3. Contrariety   C) Resolutely
4. Steadfastly   D) Rudeness
5. Prejudice   E) Showing discrimination
6. Resolved   F) Treated cruelly
7. Penitent   G) With keenness
8. Insolence   H) Ashamed
9. Alarming   I) Settled
10.   Oppressed   J) Shocking

b) Write down <u>ten nouns</u> from the text.

D. TASP Text Orientation
1) Do you think pride is a positive virtue? Do you know a person from your family and friends who shows a lot of pride in his/her dealings? Do people like his/her behaviour?
2) Can you think of some other novels by Jane Austen in which she talks about making wrong judgements about a person? What lessons can be drawn by the readers in the context of making the right judgement?
3) How can you enact certain portions of "Pride and Prejudice" so that different emotions of characters are placed in the context of the existing social realities of modern times?

II.   Extract from *Life of Pi* (pp. 81-82)
He was a Sufi, a Muslim mystic. He sought fana, union with God, and his relationship with God was personal and loving. "If you take two steps towards God," he used to tell me, "God runs to you!"

He was a very plain-featured man, with nothing in his looks or in his dress that made memory cry hark. I'm not surprised I didn't see him the first time we met. Even when I knew him very well, encounter after encounter, I had difficulty recognizing him. His name was Satish Kumar. These are common names in Tamil Nadu, so the coincidence is not so remarkable. Still, it pleased me that this pious baker, as plain as a shadow and of solid health, and the Communist biology teacher and science devotee, the walking mountain on stilts, sadly afflicted with polio in his childhood, carried the same name. Mr. and Mr. Kumar taught me biology and Islam. Mr. and Mr. Kumar led me to study zoology and religious studies at the University of Toronto. Mr. and Mr. Kumar were the prophets of my Indian youth.

We prayed together and we practised dhikr, the recitation of the ninety-nine revealed names of God. He was a hafiz, one who knows the Qur'an by heart, and he sang it in a slow, simple chant. My Arabic was never very good, but I loved its sound. The guttural eruptions and long flowing vowels rolled just beneath my comprehension like a beautiful brook. I gazed into this brook for long spells of time. It was not wide, just one man's voice, but it was as deep as the universe.

Text-based EFL/ESL Teaching-Learning Activities

A. Pre-reading Activity: Students discuss different ways of handling crises in their lives. What in their opinion is the best way of overcoming them?

B. TAVI Text Orientation

Comprehension check: Discuss the following questions/activities.

1. Think of a suitable title for the content of this extract.
2. Why do you think the word "mister" is repeated so many times?
3. Students in groups take one sentence each from the text and put them on their chests. Then they interact with each other and put them back in order.
4. Why did the writer probably enjoy the recitation of the Holy Quran, although he did not understand Arabic?

C. TALO Text Orientation

   a) Try to guess the meaning of the following words in context:

      1) sought
      2) plain-featured
      3) encountered
      4) coincidence
      5) remarkable
      6) afflicted
      7) revealed
      8) chant
      9) eruption
      10) brook

   b) Write down 10 action verbs from the extract.

   c) Rational cloze: Using "parts of speech" (grammar) and content words in context.

He had ordinary features. His _____ (appear) as well as dress were quite unattractive. It was hard to _____ (recognize) him even after several meetings. He had a _____ (familiar) Tamil Nadu name. It must also be admitted that this baker _____ (be) very religious. On top of that, he was simple and healthy too. What's more, he _____ (teach) biology and was _____ (devote) to science. He used to _____ (walk) on stilts that made him look quite tall. Sadly, he _____ (contract) polio when he was a child. I _____ (learn) so many things from him. He gave me information about biology, Islam, zoology and religious studies. They were a great10) _____ (influence) on the days of my youth. We prayed together and also _____ (recite) the names of God.

D. TASP Text Orientation

1) Discuss different ways that can help you get closer to God?
2) Do you remember God only when you are in a crisis?
3) Can you think of any other text by Yann Martel or any other author where he/she mentions a similar religious encounter?

III.   Extract from *The Remains of the Day* (pp. 243-244)

"Lord Darlington wasn't a bad man. He wasn't a bad man at all and at least he had the privilege of being able to say at the end of his life that he made his own mistakes. His lordship was a courageous man, he chose a certain path, in life it proved to be a misguided one, but there he chose it, he can say at least. As for myself, I cannot even claim that. You see I *trusted*, I trusted in his lordship's wisdom. All those years, I served him, I trusted I was doing something worthwhile I can't even say I made my own mistakes. Really – one has to ask oneself, what dignity is there in that?"

"Now look mate, I'm not sure I follow everything you're saying, But if you ask me, your attitude's all wrong, see? Don't keep looking back all the time, you're bound to get depressed. And all right, you can't do your job as well as you used to. But it's the same for all of us, see? We've all got to put our feet up at some point. Look at me. Been happy as a lark since the day I retired. All right, so neither of us are exactly in our first flush of youth, but you've got to keep looking forward. And I believe it was then he said: you've got to enjoy yourself. The evening's the best part of the day. You've done your day's work. Now, you can put your feet up and enjoy it. That's how, I look at it. Ask anybody, they'll all tell you. The evening's the best part of day."

"I'm sure you are quite correct", I said, "I'm so sorry, this is so unseemly, I suspect I'm over tired, I've been travelling rather a lot, you see."

It is now some twenty minutes since the man left, but I have remained here in this bench to await the event that has just taken place-namely the switching on of the pier lights. As I say, the happiness with which the pleasure seekers gathering on this pier greeted this small event would tend to vouch for the correctness of my companion's words; for a great many people the evening is the most enjoyable part of the day. Perhaps, then, there is something to his advice that I should cease looking back. So much that I should adopt a more positive outlook and try to make the best of what remains of my day. After all, what can we ever gain in forever looking back, and blaming ourselves if our lives have not turned out quite as we might have wished? The hard reality is surely that for the likes of you and I there is little choice other than to leave our fate, ultimately in the hands of those great gentlemen at the hub of this world who employ our services. What is the point in worrying oneself about what one could or could not have done to control the course one's life took? Surely, it is enough that the likes of you and I at least try to make our small contribution count for something, true and worthy. And if some of us are prepared to sacrifice much in life in order to pursue such aspirations surely that is in itself whatever the outcome, cause for pride and contentment.

Text-based EFL/ESL Teaching-Learning Activities

A. Pre-reading Activity: Students discuss some anecdotes from their life in which they made some sacrifices to do some duty.

B. TAVI Text Orientation

1) Summarize the passage.
2) Give a suitable title to this passage.
3) Predict How Stevens will react after this kind of reflection.

C. TALO Text Orientation
1) Choose the most suitable form of the verb in brackets to complete the missing information.

Lord Darlington was a good person as he _____ (accept) his mistakes at the end. He was also a brave man who _____ (choose) his own path in life. Although it did not _____ (yield) the intended results but at least he remained committed to a goal. I cannot say the same for myself. I _____ (have) faith in the wisdom of Lord Darlington and I believed that by _____ (serve) him I was doing a noble job. The important questions that one _____ (need) to ask at the end is whether we have done our tasks with honour.

2) Identify 10 adjectives from the extract given above.

D. TASP Text Orientation
1) Do you agree that evening is the best part of life? Talk about both the literal and symbolic meanings.
2) Give an example from another novel of Ishiguro that you have read that involves the main character in a similar state of reflection?
3) How would you dramatize this excerpt in the class? (Students exchange dialogues with each other with the same intensity of emotions.)
4) Do you think Ishiguro deserved to be awarded the Nobel Prize for literature in 2017? Give reasons for your answers.

4.0   Conclusion
This paper presents an approach to using literary texts in the ESL/EFL classroom to help learners develop their reading, other basic language skills, as well as their creative and critical thinking skills in the language. In relation to the key research questions that were posed in the introduction to the paper, a summary of responses, albeit by no means exhaustive, is presented below:

1) ESL/EFL reading skills and sub-skills that the literary texts help develop:
- Comprehending overall text meaning
- Locating key character information
- Predicting content before/after situation depicted
- Suggesting implied meanings in a text
- Skimming for main ideas
- Scanning for specific bits of information
- Producing a gist of textual extract
- Making inferences in context
- Analysing the plot and locating specific scenes from extract

2) Aspects of grammar and vocabulary highlighted in the literary texts:
- Matching words with meanings
- Identifying parts of speech in a given text
- Locating clauses as examples of basic word patterns. E.g. S-V-O; S-LV-SC, etc.

- Parts of extract presented as rational cloze texts to teach grammar and vocabulary
- Scanning text to locate content words, and function words
- Rational cloze (correct tense forms)

3) ESL/EFL use activities to generate creative/critical discussion of representations of social reality in the literary texts
- Discussion about key character attributes
- Dramatization/improvisation of text situation
- Students source extracts of texts from author's other novels/works
- Students co-construct a written dialogue for dramatization and/or improvisation
- Student references to other texts where main characters show similar behaviour traits
- Critical views and comments about Kazuo Ishiguro's winning of Nobel Prize in Literature and/or other authors in the present text selection
- Oral accounts by students to relate similar life experiences and comments by other students

The benefits of using literary texts to teach reading, and other higher order language skills in tandem with grammar and vocabulary in ESL/EFL cannot be over stressed. As representations of social reality from diverse cultures, a variety of literary texts afford ESL/EFL learners the opportunity to use language in the classroom and beyond in ways that are meaningful to their own lived realities. The novels sampled in this paper have been produced as films that the learners could also watch in whole or part to further heighten their critical appreciation.

Empirical research with the actual use of these texts with/without related movie clips may be expected to validate the TAVI-TALO-TASP framework presented here, perhaps using Halliday's transitivity analysis (Halliday & Matthiessen, 2013) for TALO work in particular (see e.g. Simpson, 2003). The paper concludes that despite the historic (Savvidou, 2004), but rather arbitrary, separation between literature and language study, the informed use of *any* literary text harnesses the literature-language nexus to provide the synergy needed for ESL/EFL student learning:

What's in a name? that which we call a rose
By any other name would smell as sweet;… (Romeo and Juliet Act II, Scene II)

About the Authors:
Shahzad Ahmad holds master's degrees in English Literature and Business Administration. As an English language lecturer at Al Zahra College for Women, his main teaching interests are English Literature, grammar and Technical Writing. His research primarily focuses on exploiting literature to teach language.ORCID ID: https://orcid.org/0000-0002-7404-2743

Faiz Sathi Abdullah, PhD, is Associate Professor (applied linguistics) in the Department of English Language and Literature at Al Zahra College for Women where he teaches various undergraduate courses. His areas of research interest are discourse studies, English for Academic

Purposes, focusing on genre analysis and academic reading/writing. ORCID ID: https://orcid.org/0000-0003-0933-8078

Mohammad Yunus Ibrahim (M.A in English) has taught at the Ministry of Education for 10 years. He has been working at Al Zahra College for Women as an English Lecturer since 2010. His teaching interest is English language skills. His research primarily focuses on exploiting literature to teach language. ORCID ID: https://orcid.org/0000-0003-3863-6509

References

Anderson, H., & Styles, M. (2000). (Eds.). *Teaching through texts: Promoting literacy through popular and literary texts in the primary classroom*. London: Routledge.

Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic reading processes in reading comprehension. In P. L. Carrell, J. Devine and D. E. Eskey (Eds.), *Interactive Approaches to Second Language Reading* (pp. 37-55). Cambridge: Cambridge University Press.

Aryusmar, A. (2010). Knowledge of syntax versus reading skill in ESP. *Humaniora*, *1*(1), 70-80.

Bard, R. (2015). Looking at extensive reading through TALO and TAVI lenses. Retrieved from https://rosebardeltdiary.wordpress.com/2015/01/15/looking-at-extensive-reading-through-talo-and-tavi-lenses/

Boyd, M. (2000). Student-proposed intertextual links to facilitate students. In Hall, J. K., & Verplaetse, L. S. (Eds.), *Second and foreign language learning through classroom interaction* (pp. 163-182). London: Routledge.

Carrell, P. L. (1988). Introduction. In P. L. Carrell, J. Devine and D. E. Eskey (Eds.), *Interactive approaches to second language reading* (pp. 1-7). Cambridge: Cambridge University Press.

Clandfield, L. (2005). Text in language classrooms: TALO, TAVI and TASP. Retrieved from https://www.teachingenglish.org.uk/article/text-language-classrooms-talo-tavi-tasp

Coady, J. (1979). A psycholinguistic model of the ESL reader. *Reading in a Second Language 5*, 5-12.

Daskalovska, N. & Dimova, V. (2012). Why should literature be used in the language classroom? *Procedia. Social and Behavioural Sciences*, 46(2012), 1182-1186.

Dubin, F., & Bycina, D. (1991). Academic reading and the ESL/EFL teacher. *Teaching English as a Second or Foreign Language, 2*, 195-215.

Eskey, D. E., & Grabe, W. (1988). 15 Interactive models for second language reading: Perspectives on instruction. In P. L. Carrell, J. Devine and D. E. Eskey (Eds.), *Interactive approaches to second language reading* (pp. 223-36). Cambridge: Cambridge University Press.

Fries, C. C. (1963). *Linguistics and reading*. New York: Holt, Rinehart, and Winston.

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Literacy Research and Instruction*, *6*(4), 126-135.

Goodman, K. S. (1975). The reading process. In P. L. Carrell, J. Devine and D. E. Eskey (Eds.), *Interactive approaches to second language reading* (pp. 11-21). Cambridge: Cambridge University Press.

Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. London: Cambridge University Press.

Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. London: Routledge.

Hoey, M. (2001). *Textual interaction: An introduction to written discourse analysis*. New York: Routledge.

Johns, T., & Davies, F. (1983). Text as a vehicle for information: The classroom use of written texts in teaching reading in a foreign language. *Reading in a foreign language*, *1*(1), 1-19.

Kristeva, J. (1980). *Desire in language: A semiotic approach to literature and art*. New York: Columbia University Press.

Lado, R. (1964). *Language teaching: A scientific approach*. New York: McGraw Hill.

Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge: Cambridge University Press.

Lewis, C.S. (n.d.). *Quotable quotes.* Retrieved from https://www.goodreads.com/quotes/796057-literature-adds-to-reality-it-does-not-simply-describe-it.

McKay, S. (1982). Literature in the ESL classroom, *TESOL Quarterly*, *16*(4), 529-536.

Picken, J. D. (2007). *Literature, metaphor, and the foreign language learner*. New York: Palgrave Macmillan.

Pride and Prejudice-Encyclopaedia Britannica. Retrieved from https://www.britannica.com/topic /Pride-and-Prejudice.

Principles of Education and Teaching-learning Process Retrieved from https://www.slideshare.net /drjayeshpatidar/principles-of-education-and-teaching-learning-process

Principles of Teaching. (1980). *Soviet Education, 22*(9-10), 83-99. doi:10.2753/RES1060-939322091083.

Savvidou, C. (2004). An integrated approach to teaching literature in the EFL classroom. *The Internet TESL Journal*, *10*(12), 1-6.

Simpson, P. (2003). *Language, ideology and point of view*. London: Routledge.

Smith, F. (1971). *Understanding reading*. New York: Holt, Rinehart & Winston.

Stanovich, K. E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, *17*, 157-59.

Stott, N. (2001). Helping ESL students become better readers: Schema theory applications and limitations. *The Internet TESL Journal*, *7*(11), 1-10.

Thekes, I. J. (2010). TAVI, TALO and TASP through the prism of Virginia Woolf. Retrieved from http://eslarticle.com/pub/teaching-english-as-a-foreign-language-tefl/9274-tavi-talo-and-tasp-through-the-prism-of-virginia-woolf.html

Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.

Widdowson, H. G. (1979). *Explorations in applied linguistics*. London: Oxford University Press.

APPENDIX A

Table 1: *Schematic of Teaching-Learning Orientations to Literary Text*

ELT Orientation to Literary Text	Pedagogic Tasks/Exercises Summary of task/exercise types in accordance with orientation		
	Text Extract 1 *Pride and Prejudice* **(1813)**	**Text Extract 2** *Life of Pi* **(2001)**	**Text Extract 3** *The Remains of the Day* **(1989)**

A. Pre-Reading Activity	Set induction/Lesson preparation questions; e.g. Initiate speaking discussion about the different ways of judging a person?	Set induction/Lesson preparation questions; e.g. brief class discussion about surviving particularly difficult life experiences.	Set induction/Lesson preparation questions; e.g. Question and answers about discharging assigned duties to the best of one's ability and making sacrifices along the way.
B. TAVI (Text as Vehicle of Information) Research Question (1)	1. Fixed-deletion cloze text (every 7th word) to assess students' overall comprehension of text. 2. Questions and answers to target specific information. 3. Students predict content before and after that presented in text.	1. Comprehension questions to assess students' ability to predict content, and suggest implied meanings. 2. Students skim the passage and produce a gist. 3. Making inferences in context 4. Unscrambling the text: students in small groups select a sentence/text segment each and reorder the sentences/parts as per the text. 5. Scanning the text for specific information.	1. Prediction of title and ending. 2. The teacher will ask students to form groups and read the passage to find underlying meaning. This will help them to predict accurately. 3. Plot analysis and locating scene or text content within plot. 4. Teacher divides class into groups. Students read the passage to produce a group summary of the main ideas. Group summaries are compared.

Table 1: (Continued)

C. TALO: (Text as Linguistic Object) Research Question (2)	1. Matching words with meanings. 2. Identifying parts of speech from a given text. 3. Locating clauses as examples of basic word patterns. E.g. S-V-O; S-LV-SC, etc.	1. Parts of extract presented as rational cloze texts to teach grammar and vocabulary.	1. Rational cloze (tense). 2. Identification of adjectives, nouns, verb forms, and adverbs. 3. Identification of function words in the

		2. Scanning text to locate content words, and function words.	text; e.g. students underline a specified number of words and state their "part of speech" (preposition, conjunction, article and sub-categories, if possible)
D. TASP (Text as Springboard to Production) Research Question (3)	1. Discussion about pride as a character attribute, the ability to judge a person correctly and relating them to experiences in real life situations. 2. Dramatization/improvisation of text situation as representation of contemporary social reality. 3. Students bring extracts of texts from Austen's other novels for comparative analyses.	1. Class discussion: different ways in which God helps man. 2. Follow-up lesson: Students to source other literary works that may be available online or in print from libraries. 3. Students work in small groups to co-construct a written dialogue based on the excerpt content. 4. Each group dramatizes its dialogue or enacts a scene with improvisation.	1. Speaking discussion related to references to other texts by the same author in which the character shows the same behaviour traits, 2. Inviting students to express views about Kazuo Ishiguro's winning of Nobel Prize in Literature (2017). 3. Students bring extracts of texts from Ishiguro's other novels for critical appreciation/comments in class (handouts of texts and key questions distributed). 4. Oral accounts by students to reflect on personal setbacks and missed opportunities. 5. Students work in small groups to co-construct a written dialogue based on the excerpt content. 6. Each group dramatizes its dialogue.

Arab World English Journal   139
www.awej.org
ISSN: 2229-9327