

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

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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

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