



The use of Literature in English Language Teaching

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Abstract

English is regarded as the first cosmopolitan language all over the world. It is the language of education. Statement of the problem It concentrate to answer the question what the most effective procedures are for its reintegration into classroom. The study aims to Emphasizing the use of literature as a popular technique for teaching both language skills and language area, Explore the problems encounter language teachers within the area of teaching language through literature. The researcher has come out with the following findings : Studying literature develops language skills as a matter of extra reading that help the learners to grasp language intensively, Literature enhance language awareness through poetry, drama and literary fictions. The researcher has come out with the following recommendations: EFL teachers should be well trained and aware of how to teach literature appropriately. Teachers should become aware of difficulties i.e they must identify the differences between literature and explicit texts to analyze them.

1.Introduction

Background: According to Langer (1995,p.5): “Literature plays a critical role in our life, often without our notice. It helps us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be in its best sense, literature is intellectually provocative as well as humanizing, allowing to use various angles of vision to examine thoughts, beliefs, and actions.”

Statement of the problem: It concentrate to answer the question what the most effective procedures are for its reintegration into classroom.

Objectives of the Study: The study aims to:

- 1.Emphasizing the use of literature as a popular technique for teaching both language skills and language area.
- 2.Explore the problems encounter language teachers within the area of teaching language through literature.

Questions of the Study

- 1.What are the reasons for using literary text in language classroom.

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2.How to explore young and adult literature for learning.

Hypotheses of the Study

1.Studying literature develops language skills.

2Literature enhance language awareness through poetry, drama and literary fictions.

Significance of the study: This study is useful to the teachers of English language because it provides them with new and clear ideas about using literary texts and literature that may improve and develop their methods of teaching.

Methodology of the Study: The procedures and methods for this research will be selected efficiently in order to achieve the research aims. The research will adopt the analytical descriptive method to carry out this study. The researcher will use a questionnaire as a tool to collect the data from a sample of fifty EFL teachers at the secondary level. Then it will be analyzed statistically with SPSS (Statistical package for social science).

Limitations of the Study: This study will be limited to " literature in learning and Teaching ESL (English as a second language)" This study will be limited to students at secondary level, Wad Medani, (2018).

2.Literature review

Introduction: In a specific page in the book they are using, teachers asked learners ‘which feelings does it provoke, what does this mean to you, teacher talked about the expressive sentences that learners could take away from a literary work, something that would probably not happen with a magazines, newspaper articles or other books where work would be concern on the content. Thus literary texts and literature relate the focus on feelings observing the linguistic means needed.

Approaches to teaching literature in the EFL classroom

Wellek and Warren (1984).

Wellek and Warren (1984) distinguish between intrinsic and extrinsic approaches to literature. The first focuses specifically on the text while the second seeks to go deeper into the social, political or historical events which constitute the framework of the text. The intrinsic approach organizes texts into the following levels:

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i.The grammatical level: organization of units of expression at both sentential and discursive levels.

ii.The lexical level: denotations and connotations of words also covering register, style, figurative language, etc.

iii. The structural level: narrative, argumentative and symbolic features describing rhyme, rhythm, cohesion and coherence at the discursive level.

As summarized in Figure 2 below, the extrinsic approach deals with readers' contribution to text interpretation while the intrinsic levels are aimed at the written, linguistic side of literary texts.

Maley's (1989).

A general categorization of approaches to teaching literature is provided by Maley (1989) who distinguishes between i) "the study of literature" as a cultural artifact and ii) "the use of literature as a resource for language learning". At the same time, the author subdivides these approaches into i) "the critical literary approach" and ii) "the stylistic approach":

i) The critical literary approach mainly focuses on the literariness of the texts, including such features as motivation, characterization, background, etc. This approach assumes an advanced level of language proficiency and familiarity with the literary conventions.

ii) The stylistic approach is focused on literature, with the text aimed at students' mastering of their ability to describe and analyze the literary language.

Carter & Long (1991): Carter and Long (1991) defend three main models for literature teaching which they especially design so as to make literature fit in the EFL programs: i) the cultural model, ii) the language model and the iii) personal growth model. That is to say, they develop Maley's classification and add a third perspective to the system initially proposed:

i) The Cultural Approach considers literature as an ideal vehicle to transmit cultural notions such as history, literary theories, genres, biography of the different authors, etc. (Carter & Long, 1991). Language is treated as a cultural artifact, requiring learners to approach literary texts from social, political, literary and historical perspectives.



ii) The Language Approach goes quite in the Light of Maley's Stylistic Approach. This model considers literature to be aimed at language development and awareness. Literary texts are seen as a wide source of contextualized linguistic features that can be systematically implemented through a wide range of activities. No attention is given to the literary quality of the texts.

iii) The Personal Growth Approach gives priority to personal experience as a means to engage students in the reading process (Carter, & Long, 1991). Learners' interaction with literary texts is intended to enhance their personal development and language awareness. (Carter & Long, 1991)

According to Savvidou (2004), the Cultural Approach has fallen out in disuse due to its teacher-centered nature. The Language Approach is also highly criticized by the scholar as it does not allow exploring the possibilities literary texts offer to the reader. She argues for an integrated model that would include the components of all three approaches.

Van (2009): Together with the theories on the issue of literature teaching in the EFL classroom analyzed already, Van's classification goes more in consonance with the approaches to the analysis of literary fiction itself (2009). The six approaches described by the author include the following: i) New Criticism, ii) Structuralism, iii) The Stylistic Approach, iv) The Reader Response Approach, v) The Language Based Approach, and vi) The Critical Literacy Approach.

i) New Criticism appeared in the United States after the World War I and defended that meaning is contained solely in the text so that external elements are not to be taken into consideration

ii) Structuralism gained importance in the 1950s and did not treat literary texts as individual entities; instead, this trend tried to make them fit into a more global framework that could be applied to general literature **Towards an Integrative approach to literature teaching**

Most scholars indicate that none of the approaches to literature teaching in the EFL classroom of the ones mentioned above is complete enough to be implemented independently. Maley (1989) looks for a balance and defends the combination of the Critical Literary Approach with the Stylistic advocates for the fusion of Intuitive and Syntactic analysis to guarantee learners' motivation. Van's proposal (2009) includes key elements of four different approaches: Stylistics, Reader-Response, Language-based and Critical Literacy. Not surprisingly, the last decade

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development of the EFL methodology in the area of literature teaching tries to combine different approaches to enhance the use of literature as an effective tool in language acquisition.

3.Methodology of The Study

Introduction: This chapter includes the sample, the tools of data collection and instruments used for data collection.

Sample of the study: The researcher used a questionnaire as a tool to collect the data from a sample of fifty EFL teachers at the secondary level. Then it will be analyzed manually.

Tools of collecting Data: The researcher has used one tool for collecting Data, a questionnaire.

4.Data Analysis, Presentation, And Discussion

Introduction: In this chapter the researcher will present the results of the data which have been collected by means of teachers' questionnaire in tables. Also the obtained results will be discussed in relation to the hypotheses of the study.

Results of Teachers' Questionnaire

The results of the questionnaire were analysed by calculating the percentage of the options that the (23) respondents have chosen. Each statement will be treated separately and will be followed by tables .

Table (4.1) : Question (1) Teaching English through literature and literary texts improves students' performance.

Responses	Frequency	Percent
Agree	48	96%
Disagree	0	0%
To some extent	2	4%
Total	50	100%

This table illustrates that the majority of the respondents (96%) agreed that teaching English through literature and literary texts improves students' performance, while (4%) chose the option (to some extent), and none of them disagreed.



Table (4.2) Question (2) Teaching literature is useful because it provides new and clear idea.

Responses	Frequency	Percent
Agree	42	84%
Disagree	0	0%
To some extent	8	16%
Total	50	100%

This table shows that (84%) of the respondents agreed that teaching literature is useful because it provides new and clear idea, while (16%) chose (to some extent), and none of them disagreed.

Table (4.3):Question (3) Students develop their language skills when they study literature.

Responses	Frequency	Percent
Agree	42	84%
Disagree	2	4%
To some extent	6	12%
Total	50	100%

This table illustrates that (84%) of the respondents agreed that students develop their language skills when they study literature, (4%) disagreed, and (12%) chose the option (to some extent).

Table (4.4) : Question (4) Students need to integrate the new material with their background knowledge.

Responses	Frequency	Percent
Agree	43	86%
Disagree	2	4%
To some extent	5	10%
Total	50	100%

This table shows that(86%) of the respondents agreed that students need to integrate the new material with their background knowledge, whereas (4%) disagreed, and (10%) chose the option (to some extent).

Table (4.5):Question (5) Students show great interaction with literary texts and literature in classroom.

Responses	Frequency	Percent
Agree	47	94%



Disagree	1	2%
To some extent	2	4%
Total	50	100%

This table shows that (94%) of the respondents agreed that students show great interaction with literary texts and literature in classroom, while (4%) chose the option (to some extent), and (2%) of them disagreed.

Table (4.6) : Question (6) Studying literature develops art spirit in student.

Responses	Frequency	Percent
Agree	39	78%
Disagree	2	4%
To some extent	9	18%
Total	50	100%

This table illustrates that (78%) of the respondents agreed that studying literature develops art spirit in student, while (18%) chose the option (to some extent), and (4%) of them disagreed.

Table (4.7): Question (7) Literature reinforce confidence and strong personality.

Responses	Frequency	Percent
Agree	38	76%
Disagree	0	0%
To some extent	12	24%
Total	50	100%

This table shows that (76%) of the respondents agreed that Literature reinforce confidence and strong personality, whereas (24%) chose the option (to some extent) and none of them disagreed.

Table (4.8) : Question (8) High degree of awareness about poetry, drama and fictions can be enhanced through teaching literature.

Responses	Frequency	Percent
Agree	40	80%
Disagree	1	2%
To some extent	9	18%
Total	50	100%

This table shows that (80%) of the respondents agreed that high degree of awareness about poetry, drama and fictions can be enhanced through teaching



literature, while (18%) chose the option (to some extent), and (2%) of them disagreed.

Table (4.9): Question (9) Teaching literary texts and literature faces many obstacles and difficulties.

Responses	Frequency	Percent
Agree	23	46%
Disagree	8	16%
To some extent	19	38%
Total	50	100%

This table illustrates that the majority of the respondents (46%) agreed that Teaching literary texts and literature faces many obstacles and difficulties, (38%) chose the option (to some extent), (16%) of them disagreed.

Table (4.10): Question (10) Students and teachers enjoy literature classes.

Responses	Frequency	Percent
Agree	44	88%
Disagree	2	4%
To some extent	4	8%
Total	50	100%

This table illustrates that the majority of the respondents (88%) agreed that students and teachers enjoy literature classes, (8%) chose the option (to some extent), and(4%) of them chose the option (disagree).

Table (4.11): Question (11) Students need clear objectives defining the role of literature in classroom.

Responses	Frequency	Percent
Agree	39	78%
Disagree	0	0%
To some extent	11	22%
Total	50	100%

This table illustrates that the majority of the respondents (78%) agreed that students need clear objectives defining the role of literature in classroom, (22%) of them chose the option (to some extent) and none of them disagreed.



Table (4.12): Question (12) Teachers agree on the need to reintegrate literature and literary texts in L2 curriculum.

Responses	Frequency	Percent
Agree	34	68%
Disagree	1	2%
To some extent	15	30%
Total	50	100%

This table illustrates that the majority of the respondents (68%) agreed that teachers agree on the need to reintegrate literature and literary texts in L2 curriculum, whereas (30%) chose the option (to some extent), and (2%) of them disagreed.

Table (4.13): Question (13) Teachers face serious problems when they try to incorporate literature in classroom

Responses	Frequency	Percent
Agree	18	36%
Disagree	12	24%
To some extent	20	4%
Total	50	100%

This table illustrates that the majority of the respondents (36%) agreed that teachers face serious problems when they try to incorporate literature in classroom, while (4%) chose the option (to some extent), and (24%) of them disagreed.

Table (4.14): Question (14) Literature and literary texts help students to acquire English.

Responses	Frequency	Percent
Agree	48	96%
Disagree	0	0%
To some extent	2	4%
Total	50	100%

This table illustrates that the majority of the respondents (96%) agreed that literature and literary texts help students to acquire English, whereas (4%) chose the option (to some extent), and none of them disagreed.



Table (4.15): Question (15) Teaching vocabulary through literature is easy to understand.

Responses	Frequency	Percent
Agree	43	86%
Disagree	1`	2%
To some extent	6	12%
Total	50	100%

This table illustrates that the majority of the respondents (86%) agreed that teaching vocabulary through literature is easy to understand., while (12%) chose the option (to some extent), and(2%) of them disagreed.

Table (4.16): Question (16) Literary texts help the students to learn English language deeply and accurately.

Responses	Frequency	Percent
Agree	41	82%
Disagree	1	2%
To some extent	8	16%
Total	50	100%

This table illustrates that the majority of the respondents (82%) agreed that Literary texts help the students to learn English language deeply and accurately, while (16%) chose the option (to some extent), and(2%) of them disagreed.

Table (4.17): Question (17) Studying literature and literary texts enhance critical thinking for the students.

Responses	Frequency	Percent
Agree	42	84%
Disagree	1	2%
To some extent	7	14%
Total	50	100%

This table illustrates that the majority of the respondents (84%) agreed that studying literature and literary texts enhance critical thinking for the students, while (14%) chose the option (to some extent), and (2%) of them disagreed.

Table (4.18): Question (18) Literary texts improve the students' language with enrichment of vocabulary and understanding of figurative expressions.

Responses	Frequency	Percent
Agree	44	88%



Disagree	1	2%
To some extent	5	10%
Total	50	100%

This table illustrates that the majority of the respondents (88%) agreed that literary texts improve the students' language with enrichment of vocabulary and understanding of figurative expressions, while (10%) chose the option (to some extent), and (2%) of them disagreed.

Table (4.19): Question (19) Providing different techniques in teaching literature helps students to grasp the language comprehensively.

Responses	Frequency	Percent
Agree	42	84%
Disagree	1	2%
To some extent	7	14%
Total	50	100%

This table illustrates that the majority of the respondents (84%) agreed that providing different techniques in teaching literature helps students to grasp the language comprehensively, while (14%) chose the option (to some extent), and (2%) of them disagreed.

Table (4.20): Question (20) Regular training courses for teachers including the techniques of teaching literature help both teachers and students to achieve English.

Responses	Frequency	Percent
Agree	47	94%
Disagree	2	4%
To some extent	1	2%
Total	50	100%

This table illustrates that the majority of the respondents (94%) agreed that regular training courses for teachers including the techniques of teaching literature help both teachers and students to achieve English, while (2%) chose the option (to some extent), and (4%) of them disagreed.

Table (4.21): Question (21) Providing intensive lessons of literature and literary texts in the syllabuses can improve students language.

Responses	Frequency	Percent
Agree	43	86%
Disagree	3	6%
To some extent	4	8%
Total	50	100%

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This table illustrates that the majority of the respondents (86%) agreed that providing intensive lessons of literature and literary texts in the syllabuses can improve students language, while (8%) chose the option (to some extent), and (6%) of them disagreed.

Table (4.22): Question (22) Learners who read extra texts in literature enhance their abilities in writing and can be creative writers.

Responses	Frequency	Percent
Agree	48	96%
Disagree	0	0%
To some extent	2	4%
Total	50	100%

This table illustrates that the majority of the respondents (96%) agreed that learners who read extra texts in literature enhance their abilities in writing and can be creative writers, while (4%) chose the option (to some extent), and none of them disagreed.

Table (4.23): Question (23) Learners who Practise literature permanently may result in developing fluency and accuracy.

Responses	Frequency	Percent
Agree	49	98%
Disagree	0	0%
To some extent	1	2%
Total	50	100%

This table illustrates that the majority of the respondents (98%) agreed that learners who practice literature permanently may result in developing fluency and accuracy, while (2%) chose the option (to some extent), and (2%) of them disagreed.

Discussion of Results in Relation to Hypotheses: In this section, the results of the questionnaire are discussed in relation to the hypotheses of the study.

Hypotheses (1) : Studying literature develops language skills. Responses to the questionnaire indicate that (86%) agreed that providing intensive lessons of literature and literary texts in the syllabuses can improve students language in all sides. This result indicate that the hypothesis is highly proved.

Hypotheses (2) : Literature enhance language awareness through poetry, drama and literary fictions. Responses to the questionnaire indicate that (80%) agreed that



high degree of awareness about poetry, drama and fictions can be enhanced through teaching literature. This result indicates that the hypothesis is highly proved.

5.Summary, findings, and Recommendations

Introduction : This chapter presents summary, findings, and recommendations, in addition to suggestions for further studies.

Summary : This study is an investigation of The " Literature in learning and Teaching ESL (English as a second language)". One tool as method of data collection was used. This tool was a questionnaire , it was intended to elicit the data required for carrying out the study. The questionnaire was distributed to (50) teachers who teach English language at secondary schools in Greater Medani locality, Gezira state. The teachers were selected purposively according to their experiences. The data were analyzed manually and the results obtained provide the following findings.

Findings

The researcher has come out with the following findings :

1. Studying literature develops language skills as a matter of extra reading that help the learners to grasp language intensively.
2. Literature enhance language awareness through poetry, drama and literary fictions.

Recommendations

The researcher has come out with the following recommendations:

1. EFL teachers should be well trained and aware of how to teach literature appropriately.
2. Teachers should become aware of difficulties i.e they must identify the differences between literature and explicit texts to analyze them.

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