

# Integrating Literature in ESL Classroom: A Survey Study

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# **Integrating Literature in ESL Classroom: A Survey Study**

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## **ABSTRACT**

Teachers are perhaps the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a host of other factors, not the least of these being the environment and management structures within which they perform their role. One of the main purposes of learning English is the ability to communicate effectively with other users of the target language. Teaching to communicate in real, everyday situations is very often neglected and students have little chance to practice ordinary language in the class. Many factors can cause the problem of the students' language skills namely the students' interest, the material, and the media among others including the technique in teaching English. There are many ways that can be done by the students to develop their ability in English. Therefore, teachers ought to provide learners with opportunities to improve their communicative skills. Although Pakistan experienced massive growth in enrollment soon after independence, such exponential growth has been accompanied by manifold challenges and dilemmas. The stimulus for the present study derives from the view that, in order to develop the capacity of students in the ESL language class, the teaching of language should be taught using literary pieces and should move away from a teacher-centered approach towards a student-centered one. Having used an activity-based and process-oriented integrated approach as a framework, the present study illustrated the impact of the proposed way of literature teaching in an ESL context. It was designed to encourage students to experience literary texts directly as a part of a process of meaning creation that develops their thought processes, imaginative faculties and interpretative skills and ultimately has a strong impact on their learning ability. Such a systematic approach to literature teaching in developing learners' reading skills, therefore, is likely to enable teachers to have a more student-centered classroom. The present study also

utilizes the devised teaching activities based on prediction initiating personal growth, in an actual teaching learning context in a selected research environment and explores students' responses to the proposed approach. The obtained data of the present study was collected through the administration of questionnaires which were analyzed descriptively. It was designed for the purpose of diagnosing pre-existing the subjects' achievement in communicative skills. Besides, it is necessary to create an interesting and enjoyable atmosphere in the teaching learning process in order to make the students easier in improving their communicative skills. The findings suggested that application of the teaching approach proposed by the study notably changed the classroom dynamics in a positive way.

# **DEDICATED TO**

My affectionate and loving parents

Who taught me to write first letter in my childhood!

And

My Worthy Supervisor: **Sir Safdar Bhatti**

Who encouraged me at each step of life to

Face the challenges bravely!

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## Chapter 1

### INTRODUCTION

#### 1.1 RESEARCH BACKGROUND

Education, the prime ingredient of human resource development, is the basic requirement for the socio-economic transformation and advancement of a country. In the changing global scenario, the study of English plays a vital role in education and it is accepted that everyday English has a far-reaching effect on all areas of everyday life. It has thus become an important vehicle for technical collaboration, industrial development and the formation of international relationships, as Graddol and Meinhof argue: “The increasing use of English arises from complex economic, technological and social processes. It is seen by some as an inevitable consequence of economic globalization, by others as a legacy of colonialism and imperialism - both at an individual level as well as that of nation-states (Graddol and Meinhof, 1999:I).” English is used as a lingua franca for global communication, and English, as an international language, has a worldwide presence. The speed of its spread is unprecedented. According to Hindmarsh (1978), English is so widely used because the world has opted for it to satisfy its needs. English is now represented in every continent, giving it the status of the 'global language'. However the observation made by Graddol regarding the future of global English and in relation to the status of English as a foreign language is interesting: The competitive advantage which English has historically provided its acquirers ((personally, organizationally and nationally) will ebb away as English becomes a near-universal basic skill. The need to maintain the advantage by moving beyond English will be felt more acutely (Graddol,2006:15). As a medium of global communication, English also gives easy access to the ever-expanding knowledge of science and technology, arts and education, innovations and discoveries. In fact, the most important books, papers, etc., are either written in

English or translated into English immediately after publication in other languages. The global demand for proficiency in English becomes even greater with the Internet being available to increasing numbers of users. English, also a major language of the international labor market and business, has an occupational and professional purpose in helping people find employment in other countries. It is often found that potential workers, even with requisite knowledge and experience cannot succeed in the competitive job market because they lack proper communication skills in English. Norton (2000) therefore, introduces the concept of investment instead of the term motivation to describe the socially and historically constructed relationship of learners to the target language, and their desire to learn and practice it, with the expectation or hope to have a good return on that investment. Under the present circumstances, Pakistan, as an independent and developing nation, has to maintain her political, commercial and cultural relations with the rest of the world through the medium of a widely used international language. She also has to deal with many international organizations involved in various developmental programs in the socioeconomic, education, health and communication sectors. Therefore, in Pakistan, it is no longer sufficient for a school teacher to produce a few star pupils in an English class while the remainders are relegated to the ranks of those who have no aptitude for languages. More opportunities for business, travel, studies, jobs, etc., within the country and abroad have made it necessary to shift the emphasis towards teaching communicative abilities, especially conversational skills. Once there was a time when man used to communicate via gesture. He expressed with silent tears, laughing, weeping and screaming. And the last word screaming started to add musicality in man's life. And the further step proved to be a ladder from forming words via sentences towards conversation. Every man arrayed his language according to his environment and civilization. Today this sphere has countless languages in its different areas

according to the civilization of that area. Today this planet looks small and man can travel from one corner to another in few hours. When man started to migrate from track to track again he faced the same problem of communication what he felt at the initial stage of his language. He regressed and tried to regenerate a language in order to convey a message into the other language or to communicate. When a message travels from one language to another with its contextual meaning, called the art of translation. Language started to migrate with man as growing resources watered this act of transition in language. Whenever any nation takes a step forward on the track of success its first step in literature is the act of translation. The process of translation is considered an authentic and reliable vehicle today for the identification of human civilization, temperament, moods and revelation of history/ antiquity. A man who dissimulates on the basis of complexion, language and geographical boundaries and behaves as an alien on the same planet in the absence of language, it's only the translation that fills the gap and engulfs the distances between humanity. Literature is a resource of news and it gives rise to communion and bridges two languages strongly. It is thanks to literature that every man is familiar today with the names of Socrates, Plato, Bo Ali Sina, Ibn e Rashid and Abu Narrabi. Today every field of science has touched the height of success because of transition. In art whether its paintings, poetry or its artist's own will and inspiration that he configures his piece of art. The act of inspiration is only possible when an artist has an exposure of past, that could be achieved via translation. Here the role of literature seems important in order to convey the message with the same contextual meaning into the original text. The background of the study is that it was in human history that literature was useful for avoiding people's boredom and amusing them. It was used in many ways to serve humanity. Kings had jesters and story tellers who amused and entertained them and got reward. Telling stories, anecdotes, parables, fables, allegory, moral

tales, folk tales and incidents were a common practice at home and gathering by the our ancestors. This kind of literature was memorized and saved by learning by heart. This literature developed the language competency among the people keeping the language alive. Later on it was developed in genres such as dramas, novels, tragedies, short stories, poems in the shape of printed books and had divergent names under the umbrella of literature. Now it is also used to develop the second language learning in an interesting way. The basic aim of this study is to investigate how teaching Literature in ESL classrooms can be effective for developing second language or target language. The goal of this study will give a new lens to the researchers to see literature as an aspect of developing a second language with proficiency.

### **1.2 STATEMENT OF THE PROBLEM**

In Pakistani contexts, for many years, traditional ways of teaching literature and also language have included either lecturing students or giving detailed information about the author or the period in which the text was produced. As a consequence, the teaching of English has traditionally been a teacher-centered process, a common variation of which involves the teacher giving instructions, explaining the text and asking a long series of questions where students act as passive recipients, perhaps improving their skills to some extent, in note taking. Furthermore, in the traditional approach, students are assumed to have mastered the skills and abilities for reading literary texts and are expected to respond intuitively as native students would do. The consequence of practicing this approach, as observed by Widdowson (cited in Maley, 1989:11), is a 'pseudo-competence in which students learn to manipulate an ego-vocabulary of critical terms without understanding'. Due to the undesirable effects of the teacher-centered approaches in the Pakistani teaching and learning context, the necessity and urgency of equipping teachers with different teaching methodologies and the importance of having a more student-centered learning atmosphere have been voiced recently more often than ever before. Some studies show

that teaching literature in ESL classrooms is not proficient mean to develop the second language in all aspects but present study claims that teaching literature in ESL classrooms with activities can develop second language competency in ESL learners in all aspects.

### **1.3 OBJECTIVE OF THE STUDY**

Based on the background of the research, the main objectives of the study were:

1. To investigate the worth of literature based activities to enhance learner's competency in learning second language with ease.
2. To examine the teachers' position and students' position as participants in ESL classes.
3. To estimate whether ESL learners are given active roles by the teachers or not.
4. To examine whether teachers are trained for holding literature based activities in ESL classrooms for learning outcomes of language.

### **1.4 RESEARCH QUESTIONS**

The current study answered the following questions:

- RQ1. Why do the teachers not evaluate their students on literature based activities?
- RQ2. What do the students not get competency in second language?
- RQ3. How will literature be effective to get competency in target language?
- RQ4. How can second language proficiency be attained through literature teaching?

### **1.5 SIGNIFICANCE OF THE STUDY**

This study has great significance for the teachers of literature to enhance or develop the teaching competency through activity based teaching of second language. It will also make the student's participation active and create the interest of the students. This study will make both teachers and students active to learn the target language.

### **1.6 DELIMITATIONS OF THE STUDY**

There are many constrains that bound the researcher to limit the research. It is going to be conducted on limited scale. This study was limited to Liaquat Pur. This research study was delimited to the B.A English literature class only. Only Ibsen's "A Doll's House" was used to carry out the current study.

## Chapter 2

### LITERATURE REVIEW

#### 2.1 WORLDLY IMPORTANCE OF ENGLISH LANGUAGE

Each language has its own structure and its own system and it has its own way of organizing its units. English is worldwide language which has an international significance in every field of life furthermore it has become part and parcel for social and career advancement. It does not only belong to a native people but internationally it is being used by the non-native people throughout the world. It is a language of technology, business, media, international organizations and internet. It is also spread in different culture and become supreme for all. (Crystal 1987) says that English is used as a first and second language in different context by the people of different nationalities on every continent. There are many languages in the world, among these languages English is only the language which is recognized as an international language. As an international language the mainly essential and worldly verbal language is English. It is also the language of cell phones, web-networking and computers etc. Many of the research work almost all fields of life as medicine, technology and education etc. is also carried out by the globalize language of English. By political perspectives, English language is also very important through it we can stumble on the step position that is due to American and Britain's supremacy of politics. It is a language of United Nation Organization (U.N.O). Different dialects were spoken in almost all countries of this cosmos. The English language is very essential for those people who have been learnt non-native verbal communication as Pakistani people do. Devoid of English language knowledge, it seems impossible to pilfer with the innovation and evolution in the cosmos on political basis in addition to up to date scientific world of IT (information technology). Many sources like internet and other transportation and communicative sources

have made the entire globe, a global village. Due to worldly importance, English is not only a spoken language but also the language of public and private sectors and also of HEI (Higher Educational Institutions) in Pakistan. It is used as a standard language even in offices. All present and up to date research and understanding of learning poles of all fields are also being in English language. So, that's why it is obligatory, teach the English as an essential subject in our early educational institutes, either they should be in public or private circles. The reason behind this the students may enhance their truly realistic language background and may step ahead easily to the further higher studies.

### **2.2 THE PLACE OF ENGLISH IN THE NATIONAL CURRICULUM**

English is taught as a compulsory subject for a period of twelve years during school and college education. All universities in the country (both public and private) have introduced the English paper in all degree courses. During this time, both course contents and teaching hours extend from one stage to another. It is also a required subject in the country's Madrasa curriculum from Grade Three and enjoys the same status up to Grade Fourteen. The National and Madrasa curricula are centrally designed and developed and used in all government and private institutions.

#### **2.2.1 Institutions: Government and Private**

In Pakistan educational institutions belong to both government and private sectors. Under the National Education Board, the mainstream government schools prepare students for the SSC (Secondary School Certificate) examination, after ten years of schooling. Many private schools also provide the opportunity of taking the 'O' Level (Ordinary level) examination conducted by The British Council. Making the study of English effective as a foreign language, from classes One to Twelve, requires much input and resources, such as trained teachers, communicative learning materials and financial, infrastructural and management facilities. These resources, however, are not equally available in all the educational institutions of the country. Due to



difficult transportation in the rural areas, many children have to walk great distances to school. Moreover, most government schools lack some, or almost all, necessary resources. Children are encouraged to memorize grammar rules and textbook contents in order to pass the compulsory examination paper in English. Consequently, English as a subject appears unnecessary and burdensome to the majority of learners, who do not obtain much benefit from studying the language for twelve years. The situation is different in cities and towns. Once admitted, students usually attend regularly as transportation is available, and emphasis is placed on attendance. Outside the government funded institutions, there are innumerable English medium schools with their own curriculum. They import and/or adapt books from abroad. Most of the urban elite schools tend to place special emphasis on teaching English in order to equip their learners better for the future. However, these institutions are designed for the children of wealthy families.

Teachers in government schools, in general, tend to follow the practice of utilizing class time more for teacher-centered activities such as informative background lectures, guided questions for the understanding of the text, reading the text (mostly aloud) in class, and writing text related essays. In the classroom, grammatical and structural forms and formulaic expressions are taught mainly through language drills. Later similar questions are set in examination papers and the students are expected to remember the formulae they have learnt during their course and now just to be able to follow the method during the examinations. The teaching/learning, therefore, is targeted at producing answers to essay-type questions which usually do not demand any imaginative use of language, and are designed to meet requirements of examinations and not to meet the requirements of everyday encounters. Thus, the inappropriate ways of teaching English in the government institutions would affect a huge number of learners who would face difficulty in coping with the language at later stages in their study and life. They would not be able to

compete with the high achievers coming from the privately managed English medium stream, as learners coming from these institutions would still stand better chances of getting better jobs and foreign scholarships for higher studies. As a result, as Price (1991) points out, unsuccessful language learners, deprived of upper class facilities, would have lower self-esteem. In real life, their unsuccessful attempts at learning English might cause a threat to self-esteem by depriving them of their normal means of communication, their freedom to make errors, and their ability to behave like others around them (Horwitz, 1988; Horwitz, Horwitz and Cope, 1986).

According to Oxford (1999), people who suffer from communication apprehension are more reluctant to converse or interact with others, ultimately showing a tendency to avoid communication or withdraw from it as soon as possible. Thus, non-proficiency in English would ultimately result in widening the gap between the privileged and underprivileged sections of society in terms of achievement, prosperity and success in life and in conclusion, the policy of giving equal opportunity to everyone in society would not be ensured.

### **2.2.2 Attitudes towards English**

The learner's attitude towards English in Pakistan is a paradox. Students are eager to learn the language but find certain aspects or skills very difficult. As a result, there is both eagerness and fear. A few years ago, I dealt with a group of learners from a secondary school. During the first lesson, when they were asked a simple question like 'What's your name?' most of them hesitated to answer because they suffered from doubt, anxiety and shyness, mainly a result of the lack of environment for practicing the language. Whenever they were asked to produce something in English, they were immediately engulfed by social anxiety which as pointed out by Leary (1983) included, speech anxiety, shyness, stage fright, embarrassment, social evaluative anxiety and communicative apprehension. As a result, in most cases, as Aida (1994) points out, students tend to fail to take the initiative or participate only minimally in conversations. In the classroom, the

tendency is to keep silent, responding only when forced, being passive and, worst of all, avoiding class entirely. Nevertheless, students in general, are not willing to have English, as a subject, removed from the syllabus. They all understand and acknowledge the need for English in the present world and view learning the language as an excellent means of social solidarity, and of educational and professional advancement.

### **2.2.3 Teachers and Students: Deficits and Requirements**

Teachers of English in both rural and urban areas in government schools are non-native speakers of English and have little or no exposure to native English speakers or countries. They have studied English for ten years during their school education where they too have been taught by non-native teachers of English, resulting in a varied attitude towards the subject. Most have no training in ELT (English Language Teaching) and the ones who have face knowledge transfer problems with their qualification. They tend to relapse into the old way of teaching, which is still used and promoted by many of their senior colleagues. They also become reluctant to make proper use of their training because they are scarcely supervised. As a result, they fail to impart effective and enjoyable teaching by arousing students' interest in the subject, and thus turn English into a dull and difficult subject on the curriculum. Most teachers have the requisite level of proficiency in grammar, reading and writing. However, many of them confess that they lack proficiency and fluency in speaking in English. The fault, they maintain, lies in their own educational background because, in postliberation Bangladesh, the decision to make Bengali the only official language affected the general standard of English. Most teachers claim that the lack of proficiency in English on the part of the students requires them to explain English lessons in Bengali. In practice, students do not actually have to understand much in the class. Their need is to memorize essays and paragraphs or answers to textual questions and to regurgitate them for written examinations. The more meticulously they can do it, the higher the marks they are

awarded, determining better results, which is the sole aim of studying. So, why should the students be asked to practice language skills, especially listening and speaking which are not tested in the public examinations? And even if they are asked, why should they waste their time when it does not affect their grades in examinations? The same question pertains to the study of literature in English classes. Students do not have to answer any questions based on the literary texts that they have in their syllabus, so why waste time on studying them at all?

Literature, at present, is not used as a resource and means of learning the language in English lessons. Moreover, when English is used in a class, it is used mostly by the teachers as a language which is confined to the lesson only, and not as a language for ordinary communication. They think that if students understand the textbook contents through translating them into Bengali, they will be able to write answers in the English needed for their examinations. This is how English is being taught in most secondary schools. This improvised method, which can be called the traditional method, is based on grammar translation and teaching by this method, year after year, becomes an easy, less time consuming job for the teachers. The time thus saved is spent on giving private tuition in return for good fees, which again is targeted at only preparing the students for examinations.

The essential objective of teaching and learning in English is thus suppressed due to the lack of initiative and effort. In an unfavorable situation, where the English teacher explains everything in Bengali, the students are deprived of an opportunity of listening to and speaking in English in a natural situation. Moreover, there remains no need for them to read a text and attempt to understand it by them. The use of the mother tongue in English classes, therefore, may not facilitate practice in language skills but may rather result in poor performance in speaking, listening and reading skills and hence hinders learning the language.

### **2.2.4 The Examination System**

Although the aim of evaluation under the existing system is to assess the learner's proficiency in using English in practical life, in reality, the system fails to measure the student's ability to use the language skills. Two skills - listening and speaking - are not tested at all in the primary and secondary levels, leaving the students and teachers de-motivated to practice these. However, when they are tested at the tertiary level, only language structure and grammar is evaluated. If these skills are tested as part of a literature course, then only literary knowledge is assessed. Therefore, both of these methods of assessment encourage the learners to memorize formulaic expressions. Hence, there is no correspondence between the syllabus objectives and the students' performance. The remaining two skills, reading and writing, are also not tested properly. The students merely have to obtain 'marks', which are required for their further study and employment. As previously mentioned, students are expected to memorize textbook contents for the examinations. Thus language practice is being replaced by rote learning, thereby hindering the learners from acquiring language skills for communicative use. Owing to systems of evaluation and grading policies, as Fisher and Terry (1982) observe, many teachers are inclined to place a higher value on written work than on oral work.

The present product-based and teacher-centered approach to teaching strongly encourages students to memorize facts and recapture them in examinations. This normally lessens students' concern about how to use their knowledge to read for them or how to learn to interpret for potential meaning. The outcome is that most students tend to seek 'ancillary literature' (Carter and Long, 1991:43) that provides targeted answers to their examination requirements. The approach, therefore, results in testing students' ability to memorize, rather than their ability to appreciate what they have read and learned. In English examination papers, 'paraphrase and content' questions, 'describe and discuss' questions and 'evaluate' questions are among the most

frequently used types. The problem however lies not with the question types but with the expected answers, which do not demand use of interpretation of the text from diverse perspectives. As a result, despite the considerable amount of time devoted to English teaching, the general proficiency and achievement of the majority of learners graduating from schools remain unsatisfactory and disproportionately low. The condition of students obtaining English education from Madrasa (Islamic schools) is even more pitiable.

### **2.3 CURRENT STATUS OF TEACHING OF ENGLISH IN PAKISTAN**

To have a better understanding of the background situation of teaching English in Pakistan, it is useful to have knowledge of the chronological development of the language in this country.

In the first half of the nineteenth century, the British colonial rulers firmly established English as a compulsory curriculum subject, by introducing English education in the Indian subcontinent.

The purpose behind this was clear from Macaulay's confident statement made in his Minute of 1835 where he stated that introducing the English language was good imperial policy, because it would ultimately 'form a class who may be interpreters between us and the millions whom we govern - a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect' (cited in Khub Chandani, 1983:120).

The well-educated, or even moderately educated, person had to use and communicate in English for official, professional, educational and other purposes in everyday transactions as is reiterated by Alam: "I was then an East Pakistani boy who used to go to a school where English was the medium of instruction and where Bengali was taught extremely inadequately and rather halfheartedly (Alam,2002:123)."

Alam, thus, points out that quite naturally such an education soon made him fluent in English and rather weak in his mother tongue, Bengali. This scenario was accepted by middle class society, who believed that this was as it should be, since the best jobs would go to people who

were the most fluent in English. It was expected and accepted that family members would also speak with each other in a mixture of English and Bengali, providing an environment for one to become quite competent and accustomed to speaking in English. At that time English language classes introduced extracts from modern English prose pieces, while in English literature, students were exposed to Shakespeare, Dickens or Golding and some other canonical figures of the English tradition. The competent users of English were the beneficiaries of the remnants of colonial schooling growing up in independent Pakistan. They included learners from Bengali medium schools who were also adequately efficient in their use of English and were taught through the traditional 'grammar-translation method'. The method worked at a time when people were using English for public correspondence and were reading and speaking English voluntarily and spontaneously without having the benefit of the 'communicative method' of language teaching. During the Pakistan period, English enjoyed the status of official language and was used in the administration, higher education and also as a link language between educated speakers of Bengali and Urdu.

With the rise of linguistic nationalism English was marginalized in public life. It was no longer taught beyond intermediate level, except in the literature departments in the universities, and was rarely spoken in public or used in official correspondence. Bengali, being the official language, now became the language of everyday transaction. As far as formal education was concerned, English was regarded as a foreign language (EFL) in the curriculum. Without the widespread use of English, and with a new generation of teachers coming to schools and colleges who had not read the language at an advanced level, English language teaching suffered and ultimately began to affect the new generation to a great extent. More recently, in changing circumstances, the importance of learning English has regained momentum in the education system of Pakistan.



## 2.4 DEFINITIONS OF 'LITERATURE'

Traditionally, literature (with a large L) is defined as the 'best' writing produced in a given language or society and that which is considered as a literary canon for all times. This normally includes 'classical' writers belonging to the past, and often excludes contemporary writing. However, in the post-modern, deconstructionist age, the definition of literature took on a new shape to include texts such as advertising copy, graffiti and public notices which use literary devices like parallelism, rhyme, rhythm and metaphor (Maley, 2001). These are thought to be appropriate and relevant in the classroom because of their use of literary devices. They are considered to be worth interpretation, and more relevant than the canonical texts which sometimes pose difficulty for the students, because of the nature of language used. Therefore, literature now encompasses popular fiction, advertising and film in order to make the whole teaching/learning process more attractive and interesting. According to Scholes: "What students need from us .. is the kind of knowledge and skill that will enable them to make sense of their worlds, to determine their own interests, ... to see through the manipulations of all sorts of texts in all sorts of media, and to express their own views in some appropriate manner (Scholes 1985:15-16)." However, a definition of 'literature' is not a homogeneous one. There remain problems in defining the term, especially once the socio-historical and cultural factors are considered. As pointed out by Williams, (1976:183): 'Literature' is a difficult word, in part because its conventional contemporary meaning appears, at first sight, so simple.' By the late twentieth century, 'literature' as a concept and as a term, has become problematic, either through ideological symbol of the high culture 'Canon', or, conversely, through demystification by radical critical theory. Therefore, as pointed out by Eagleton (1976: 166), it is now a state when 'Literature must indeed be re-situated within the field of general cultural production; but each mode of such production demands a semiology of its own, which is not conflatable with some

universal "cultural" discourse'. The word 'literature' in itself can be used in a number of ways. As observed by Widdowson (1999), however, in normal usage, a distinction tends to be drawn and signaled by the fact that when reference is made to critical, theoretical or promotional literature, there is a tendency to put the definite article in front of the word, whereas, to refer to 'literary' writings, the use of definite article is left out. Again, 'Literature' with an upper-case 'L' and within inverted commas signifies the idea of that global body of literary writing which has been recognized with Matthew Arnold's famous utterance, as quoted in Widdowson (ibid: 4) - 'the best that has been known and said in the world'. The modern Western concept of literature became securely established at the same time as the appearance of the modern research university that is commonly identified with the founding of the University of Berlin around 1810 (Miller, 2002). The sense of literature was strongly shaped by the university-trained writers so to shape citizens by giving them knowledge of the best that is known and thought in the world. Literature has thus been credited the highest achievement of aesthetic and moral merit, and has acquired the status of a universal resource of form and ethical modes for human kind. There are also collocations of such authors and texts as constituting 'The Classics', 'The (Great) Tradition' 'The Canon', and the standard 'Set authors/Books' on all secondary and tertiary education syllabuses. On the other hand, 'literature' with small 'l' and no inverted commas is used either in a neutral discursive capacity, or to represent the writings which are 'literary' in the sense that they identify themselves quite self-consciously as belonging to the artificial discursive realm of 'creative' or 'imaginative' writing as opposed to the other, more quotidian forms of written communication (Widdowson, 1999). Although, apparently there is not much difficulty in phrases such as 'English literature' or 'contemporary literature', until the question regarding whether all books and writing are 'literature' and what are the criteria set in selecting are raised. Widdowson (1999:8) elaborates the

problematic areas in definitions of 'literature', definitions that have made entries in pioneering encyclopedias and references. For example, the entry on 'literature' in *The New Encyclopedia Britannica: Micropaedia*, reads: 'a body of written works. The name is often applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the excellence of their execution'. The distinction between 'literature' and 'drama' also poses problems, apparently because drama is a form primarily written for spoken performance.

The above definition introduces the notion of 'imagination' as the defining characteristic of 'literary' writing and discriminates in favor of those writings 'distinguished by the intentions of their authors'. The argument does not make it clear how an author's intention 'distinguishes' a work as literature. Widdowson adds that although it may seem natural for one to think that some works may be better than others, the problem is, however, that the 'canonizing process is cognate with the discourse of evaluation: the criteria are imprecise, unexplained, tacitly assumed, and thoroughly naturalized' (ibid.:8). Moreover, the reasons given for the received canon rely, on notions of 'beauty of form', 'emotional effect', 'artistic merit', and on the judgment of those who can 'recognize' these qualities when they see them. Once again, the criterion of identifying a canon is self-selecting, given - whereas, in reality, it is historically constructed on behalf of some powerful and resolute ideological imperatives. The questions regarding who constructed the canon, when and for whom, on what criteria and to what ends, readily destabilize the notions of 'Literature', 'canon', and 'literary value' (ibid: 13). This is supported and as pointed out by Eagleton (1983: 11) that a literary work or tradition cannot be valuable 'in itself because the term 'value' itself is a transitive term equating to whatever is valued by certain people in specific situations, according to particular criteria and in the light of given purposes. It is thus quite possible that, through a transformation of history, in the future there may be the emergence of a

society which will get nothing at all out of Shakespeare. His works, full of styles of thought and feeling may simply seem desperately unfamiliar, limited or irrelevant to that society making him no more valuable than much present-day graffiti. From a historical perspective, as noted by Williams (1976), the term 'literature' came into English from 14th century, in the sense of polite learning through reading. A man of 'literature' equated to a man of wide reading. Literature, corresponded mainly to the modern meaning of literacy meaning both an ability to read and a condition of being well-read. The general sense of 'polite learning', steadily attached to the idea of printed books, was laying the basis for the later specialization. Colet as cited in Williams (ibid), in sixteenth century, distinguished between 'literature' and what he called 'blotterature' - referring to books which were below the standards of polite learning. However, Miller (2002) adds that the word comes from a Latin stem and cannot be detached from its Roman-Christian-European roots. Literature in a modern sense, however, appeared in the European West and began in the late seventeenth century, at the earliest. Even a definition of 'literature' as including memoirs, history, collections of letters, learned treatises, etc., as well as poems, printed plays, and novels, comes after the time of Samuel Johnson's dictionary (1755). The restricted sense of literature as just poems, plays, and novels is even more recent. From eighteenth century, the term 'literary' was extended beyond its equivalence to 'literate': probably first in the general sense of well-read but from mid eighteenth century to refer to the practice and profession of writing: 'literary merit' (Goldsmith in Williams, 1976); 'literary reputation' (Johnson in Williams, 1976). This appears to be closely connected with the heightened self-consciousness of the profession of authorship, in the period of transition from patronage to the bookselling market. Yet 'literature' and 'literary', in these new senses, still referred to the whole body of books and writing; or if distinction was made it was in terms of falling below the level of polite learning rather than of

particular kinds of writing. All works within the scope of polite learning came to be described as 'literature' and all such interests and practices as 'literary'. The idea of a 'National litteratur' developed in Germany from the 1770s. The sense of 'a nation' having 'a literature' is a crucial social and cultural, probably also political, development (Williams, 1976:185). As noted by Miller (2002) literature is associated with the gradual rise of almost universal literacy in the West. Literacy, furthermore, is associated with the gradual appearance from the seventeenth century onward of Western-style democracies that allowed citizens more or less free access to printed materials and to the means of printing new ones although, this freedom has never been complete, with its various forms of censorship. However, according to Miller, literature as a Western cultural institution is a special, historically conditioned form of literature in the sense that it is a universal aptitude for words or other signs to be taken as literature. The attempt to trace a class of writing to be specialized as 'literature', however, has proved difficult just because it is incomplete. In relation to the past, 'literature' is still a relatively general word with a steady distinction and separation of other kinds of writing - philosophy, essays, history, and so on - which may or may not possess 'literary merit' or be of 'literary interest'. Although, they may be 'well-written', still may not normally be described as 'literature'.

As pointed out by Williams (1976), teaching of literature usually includes poems, plays and novels; other kinds of 'serious' writing are described as 'general' or 'discursive'. There is also 'literary criticism' - judgment of how a ('creative' or 'imaginative') work is written as distinct, often, from discussion of 'ideas' or 'history' or 'general subject-matter'. However, most poems and plays and novels are not seen as 'literature' as they fall below the old distinctive feature of literature, of 'polite learning'. Therefore, they are not substantial or important enough to be called 'works of literature'. Nevertheless, the major shift represented by the modern complex of

'literature', 'art', 'aesthetic', 'creative' and 'imaginative' is a matter of social and cultural history. 'Literature' itself must be seen as a late medieval and Renaissance isolation of the skills of reading and of the qualities of the book; this was much emphasized by the development of printing. Then 'literature' was specialized towards 'imaginative writing', within the basic assumptions of Romanticism. It is interesting to note that it was, primarily, poetry, defined in 1586 as 'the art of making... to express the very faculty of speaking or writing Poetically' (in Williams, 1976:187). The specialization of 'poetry' to metrical composition is evident from mid seventeenth century, although this specialization of 'poetry' to verse, together with the increasing importance of prose forms such as the novel, made 'literature' the most available general word. It had behind it the Renaissance sense of 'litterae humanae', mainly to distinguish between the secular from religious writing. 'Poetry' had been the high skills of writing and speaking in the special context of high imagination. 'Literature' in its nineteenth century sense, repeated this, though excluding speaking. However, it still remains problematic, not only because of the further specialization to 'imaginative' and 'creative' subject-matter (as distinct from 'imaginative' and 'creative' writing) but also because of the new importance of many forms of writing for speech. For example, books and writings meant for broadcasting which the specialization to books seemed by definition to exclude. However, in recent years the terms 'literature' and 'literary' have been increasingly challenged, on what is conventionally their own ground, by concepts of 'writing' and 'communication'. Moreover, in relation to this reaction, 'literary' has acquired two unfavorable senses, as belonging to the printed book or to past literature rather than to active contemporary writing and speech; or as (unreliable) evidence from books rather than 'factual enquiry'. This latter quality touches the whole difficult complex of the relations between 'literature' (poetry, fiction, imaginative writing) and 'real' or actual experience. The term 'literary'

has also been a term of criticism in discussion of certain other arts, notably painting and music, where the work in its own medium is seen as inadequately autonomous, and as dependent on 'external' meanings of a 'literary' kind. However, in an attempt to 'demystify' literature, McRae (1991:2-3), differentiates between 'referential' language, which communicates on the informative level only, and 'representational' language, which engages the imagination of the reader. He defines a literary text as any imaginative material that stimulates a response in the reader, including songs, cartoons, idioms and proverbs. According to Halliday (1985), the text as an expression of experience can be the closest definition of 'literature', and if readers can identify with events or characters and project themselves into them imaginatively, then a certain truth to experience can be created. Carter and Long (1991) suggest that the imaginative and truthful re-creation of experience is often taken to be a distinguishing characteristic of established literary texts and to –Halliday (1985:98), 'Learning is essentially a process of constructing meaning, involving cognition and interpretation'. Literature, a reflection of reality and of life, could have plural interpretations as individual experiences. Bearing this point in mind, the present study will attempt to assess the reaction of students to a story when they are given a chance to make use of their schemata, imagination and interpretative skills. Traditionally in Europe, and also in Asia, the speech and writing of educated people was and still is furnished with direct quotations from older authors, and with an imitation of their styles. Until recent times the teaching of literature in foreign language classes was an activity whose role was assumed to be obvious. Literature was a fundamental part of English as a subject in the classroom in the 'Classical Humanist' paradigm, considered as presenting high culture and thought, which took precedence over mere competence in using the language. For a long period in many parts of the world including Bangladesh, literature remained integral to the teaching of the language. Within the period of the grammar-



translation method of teaching language, the role of literature was unquestioned. Literature was regarded as the highest form of expression of the target language and did not seem to pose a problem on the learner's part when it came to language learning, especially during the days of pre-liberation Bangladesh (1.2.2). Maley (1989) however, points out that literature had lost favor with those who write 'about' teaching, with the structural/functional syllabus branding literature as elitist, remote, deviant and not authentic. After liberation, the place of literary texts in the language teaching arena seemed to take a new turn in Bangladeshi classrooms, and has tended to have a capital 'L', leading to the neglect of its necessity and usefulness. It was no longer handled properly and students, as pointed out by Widdowson (1975, 1992) and by others, were usually exposed to literary texts with the pre-formed idea that they already knew how to deal with them, often resulting in de-motivation and, at times, in a kind of pseudo-literary competence (1.1). In most cases, the students were being fed ideas and opinions held by others, which they were expected to memorize, without having much chance to develop their own. However, both Collie and Slater (1987) and Carter and Long (1991) warn of the danger of encouraging memorizing, without understanding, and of using de-motivating mechanistic language activities in place of a genuine engagement with the work.

### **2.4.1 Attitudes towards Literature**

A good education is one which gives a strong academic base, self-confidence, a keen sense of responsibility, a polished attitude and behavior, and encouragement to think freely and challenge adversity. Most educators in Bangladesh believe that literature can help develop all these faculties in a student, in addition to developing their overall language competence. In general, it is believed that the teaching of English basically involves the study of literature, and that an English curriculum without poems, short stories and other such creative writings is unthinkable. The study of certain classic pieces of English literature is considered a sine qua non for the truly

educated person. English literature is a main four-year degree course subject in both the government and private universities; however, finding qualified teaching staff for English language and literature departments still remains one of the biggest problems for these universities.

### **2.4.1.1 Teachers' Attitudes to Literature**

In the current English teaching scenario in Pakistan, as pointed out by Alam (2002), on the one hand, ELT experts, trained by The British Council, began to decry the traditional 'grammar-translation method', and simultaneously promote the communicative methods of language learning. On the other, they began to criticize books containing literary extracts. The language experts' promotion of textbooks that would contain 'relevant' and culturally appropriate texts tailor-made for language learning seemingly persuaded the government. In a language classroom, as projected by the experts, literature usually embodies 'a static, convoluted kind of language, far removed from the utterances of daily communication' (Collie and Slater, 1987:2). The notion that literary materials get in the way of 'real' language teaching covers communication with a wide range of functions, grammar with a greater or lesser emphasis on learning the rules, skills development according to needs, vocabulary acquisition and a range of social skills such as turn-taking, politeness strategies and similar forms of interactional awareness (McRae, 1991). These are largely mechanical and measurable areas, which are, of course, necessary foundations for learning a language. But the policy-makers and some teachers tend to forget that all these components could be well taught by proper use of literary texts. As a consequence, the point made by The British Council and local ELT experts was that English literature had no place in language learning strategies, the curriculum, or the textbooks in the Bangladesh context. Nonetheless, the educated section, and teachers in particular, who had been nurtured by literary masterpieces from childhood, could not help thinking how literature had benefited them. Despite the enthusiasm and the logic shown by ELT experts, many educators

remembered the vibrant world of literature that had encouraged them to fall in love with the English language. To them, the argument that literary texts were remote from everyday lives did not appear to be a problem. The problem with traditional literature classes in Bangladesh, however, is that teachers usually teach literature with a capital 'L', and basically think that it cannot be integrated into language teaching. The dedicated followers of the grammar-translation method say, as McRae (1991:23) points out, 'We don't teach literature', or, 'We don't use that kind of thing'. Both of these mentalities, as McRae (ibid:23) adds, however, tend towards 'restrictive schematization of language learning', which is very close to the 'follow the textbook' mentality and goes directly contrary to the proposal made by Bassnett and Grundy (1993:1) which states that 'literature should be part of a complete language learning experience'. The teachers dealing with literature with a capital 'L' see themselves as authorities imparting information about the author, the background to the work, and the literary conventions that have been followed in a particular text. Moreover, in Pakistani contexts, literature sometimes is regarded as 'carrying an undesirable freight of cultural connotations' (Collie and Slater, 1987:2). As pointed out by Dornyei (2001), 'motivation to learn' is already a complex construct, and the picture becomes even more complicated when it comes to learning a second language (L2), because the mastery of an L2 is not merely an educational issue, but is also an event that requires the integration of elements of the L2 culture. As a result, Gardner points out: "...the student's harmony with his own cultural community and his willingness or ability to identify with other cultural communities become important considerations in the process of second language acquisition"(Gardner,1979:193-4). Learning a foreign language, therefore, is different to learning other subjects because the learning of an L2 involves, according to Williams (1994:77), 'an alternation in self-image, the adoption of new social and cultural behaviors and ways of being,

and therefore has a significant impact on the social nature of the learner'. So, in many cases, the teacher would try to avoid using literary texts which have implications of cultural imperialism, and would rather prefer materials that reflect a neutral and more functional kind of English.

### **2.4.1.2 Students' Attitudes to Literature**

Pakistani students in general are interested in and do read short stories, poems, novels, dramas, etc., enthusiastically, their motivation being:

- Cultural (out of interest, for personal or study reasons)
- Social (elitism, one-upmanship, 'have you read...?')
- Educational (education for life)
- Self-centered (for pleasure, enjoyment, entertainment, etc.)

Moreover, learners also read literary texts in order to become more familiar with the different patterns of social interaction and behavior in the country of origin of the literary piece in the target language. Such keenness towards literature is usually the result of self-motivation, rather than of carefully planned and successful teaching. Self-motivation should not be undervalued in a context such as Pakistan. Practically speaking, many people who can converse in English are able to do so mainly from their own reading and making use of the opportunities available to them.

## **2.5 RELATIONSHIP BETWEEN LANGUAGE AND LITERATURE IN ESL CLASSROOM**

The issue of integration can be looked at from the point of view of either the literature or the language specialist. Each will be considered separately in this section.

### **2.5.1 Literature in the Language Classroom**

Many writers have commented on the changing attitudes to the inclusion of literature in an ESL language context. A convenient summary is offered by Durant (1993:158-160). He distinguishes between three phases. In the first, the 'traditional' phase, the study of literature was seen as the ultimate goal of all language teaching and given a consequently high status. The second phase,

current in the 1960s and 1970s, saw a dramatic change as literature was downgraded, if not entirely excluded, from language courses, which became increasingly functional in their orientation. The third, which he describes as characterized by ‘discourse stylistics approaches’, emerged in the late 1970s and 1980s and was a reaction against the functionalism of the previous phase. There was once again a place for literature in ESL. The approach was, however, now significantly different: literature was studied in conjunction with other kinds of non-literary discourse, and presented in various innovative ways. Durant’s (1993) first two phases have clear parallels to the teaching of English at university level in South Africa. The first phase corresponds to the traditional literature-dominated syllabi, in which the study of language was either completely ignored or, at best, seen as playing a supportive role. The second is reminiscent of the swing towards ‘practical’ English courses necessitated by the growing numbers of ESL students studying at tertiary level, for which the traditional approach no longer seemed appropriate. The third points to the possibility of an integration between language and literature, an approach currently being explored in South Africa, and the subject of this thesis.

Durant’s broad outline is also generally indicative of trends in ESL and other foreign language teaching internationally. This is evident in a survey of publications in scholarly and professional journals over the last forty years. Many publications in the 1960s and 1970s (Durant’s second phase) attest to the complete separation of language and literature teaching.

Topping (1968) rejects the use of literature in the second language classroom on the grounds that it does not improve language proficiency, does not provide students with cultural exposure and is not wanted by them anyway. Arthur (1968:199) mentions the reluctance of language teachers to include literature in the syllabus, while Allen (1976:17) notes the deep division between linguistics and literature. Such attitudes are succinctly and forcefully summed up by Blatchford

(1972:1, 6) who rejects the study of English literature as ‘a luxury that cannot be indulged’, an ‘expensive gew-gaw’. It is far more important, he insists, that students be given every opportunity to develop communication skills. Blatchford does qualify these sweeping statements with an acknowledgement that they might not hold true in all situations, such as where English is taught as a second, rather than foreign, language. His stance, nevertheless, seems to have been representative of a pervasive attitude among writers and practitioners in the field thirty to forty years ago that literature and literary studies were irrelevant to the teaching of English as a second or foreign language. Their position was, ironically enough, as Durant (1993) suggests, in part a reaction against the earlier view that regarded the study of literature as the principal justification for learning a language. Strevens (1977:60), describing the current British ELT practice, makes this clear when he argues that ‘over the past twenty five years the strength of this justification has evaporated; nowadays a much stronger justification for learning English is provided by the evident usefulness of having a practical, communicative command of the language’. Yet, in spite of this general tendency, there were also, even then, voices claiming a place for literature in the language classroom. Holland (1973), referring specifically the teaching of English as a second language in South Africa, argues for the inclusion of literature on psychological and linguistic grounds. Marckwardt (1978:19) argues that there is a ‘justifiable and profitable place for literature’ in ESL, adding that ‘the place and the purpose of a literary component within the English curriculum will differ with the place and the purpose of teaching English’. Povey (1980) is also an advocate, although he argues that literature should be taught for its own sake, with its use as a resource for language exercises and cultural knowledge a by-product only. Whether or not literature has a place in ESL has remained a contentious issue, however. Edmondson (1997), for example, expresses skepticism at the claims made for literature in developing language

competence. His argument is, however, not against the inclusion of literature in language courses per se, but rather against the belief that it is an essential component. Even in more recent years, the third period in Durant's (1993) outline, nearly all writers advocating the use of literature in ESL have prefaced their discussion with an acknowledgement of the widely held belief that literature does not have a place in language pedagogy. They then implicitly defend themselves against anticipated objections by pointing to current changes in thinking (for example, Povey 1980; Tomlinson 1986; Sage 1987;

Gajdusek 1988). As recently as 2000, Bates (2000c:13) feels it necessary to argue that poetry is not, as is often supposed, completely removed from learning or teaching a language: In fact, poetry can handle all kinds of experience connected with EFL and irradiate the experience, providing thought or comic relief, making the experience more real, and perhaps making the language learning more creative.

In the same year, Belcher and Hirvela (2000), writing specifically of the inclusion of literature in English second language courses, show that this is still a matter of fierce debate. Maley (2001:180) confirms that the divide was still evident in the following year, especially at college and university level.

ESL practitioners have, nevertheless, shown an increased interest in literature in the last twenty years. Numerous writers have, at different times, heralded the 'comeback' of literature. Widdowson (1983:34), Hill (1986:7), Maley (1989), McRae (1991a:432), Carter and Long (1991:1), Falvey and Kennedy (1997b:1), Paran (1998:6; 2006b:1) and Prodromou (2000:3), to name only a few in the last two decades, have all pointed to a renewed interest in using literature in the language classroom. Brumfit and Benton (1993) offer a world perspective on the phenomenon, including in their survey countries as diverse as Sweden and Kenya. That



reservations have continued to be felt is evident from the fact that each writer has apparently felt the need to proclaim the 'comeback' anew. Maley (1989:59), however, points out that developments within ESL since the 1960s and 1970s have made it more receptive to what literature has to offer. Innovative techniques developed within the communicative movement were suitable for use with literary texts. Literature was also a perfect vehicle for developing the personal response in language learning considered so important in the humanistic movement. It was also recognized that the aim of incorporating literature into language teaching was not to produce literary critics: rather literature was seen as resource for language teaching. Thus he concludes: 'Literature is back – but wearing different clothes' (ibid.). The point is reiterated in Duff and Maley (1990:3), where the authors provide concrete suggestions for putting the new approach to literature into practice. Literature teaching in the ESL context was certainly sufficiently different for McRae (1991a) to feel the need to provide a glossary and discussion of all the new 'buzzwords' to assist teachers who wanted to investigate this new area.

### **2.5.2 Language and Literary Studies**

My review so far has focused on integration from the perspective of the language classroom. But, in Maley's (1989:59) words, literature has also acquired 'different clothes', the appearance of which has been determined by developments within the field of literary studies and pedagogy. There has been an increased awareness of the reader as an active participant in the construction of meaning from literary texts; stylistics, with its focus on the language of literary texts, has had an effect on language teaching; and the notion of 'literature' has been expanded beyond the traditional literary canon. These developments have, in different ways, affected how teachers of literature view language learning. The new approaches make literature potentially more accessible to language learners, while at the same time raising awareness of language issues among literature teachers. The benefits of combining language and literature can therefore be

seen from a literary perspective as well. For literature teachers, the initiative for integration with language has also had a more pragmatic basis. Durant's (1993) model of three phases was conceived from the point of view of the language teacher, but it is equally valid from the perspective of the development of literary studies. Traditionally, as in the first phase, the study of literature was seen as an end in itself; this position has, however, become increasingly difficult to justify. Even at universities, the privileged status traditionally given to literary texts in the liberal humanist language curriculum has, increasingly, been displaced by a more utilitarian bias that favors language for its instrumental benefits (Durant's second phase). This phenomenon has already been noted in the context of the changing face of English studies in South African universities, but that it is not confined to this country, or even to the teaching of English, is suggested by Bayley's (1994) account of the declining position of literature in the teaching of foreign European languages at British universities. One of the reactions to this 'crisis', she claims, has been to emphasize the practical benefits of literary study for language acquisition, a claim that finds a reassuring echo in the arguments put forward by language teachers in the third phase. Bayley (1994) also cites the broadening of the scope of literature as another strategy employed by foreign language teachers to ensure the continuation of their discipline. Once again there are clear parallels in the teaching of English literature. The effect, whether intended or not, is to make literature more appealing, and more accessible to a non-specialist ESOL audience, even one whose purpose in teaching or learning a language is avowedly utilitarian. The acknowledgement by both language and literature teachers that their disciplines can complement rather than oppose each other leads naturally to the idea of integration, and the educational benefits to be gained from it. In the following section the possibilities and advantages of integration are examined in more detail.

## 2.6 INTEGRATING LANGUAGE AND LITERATURE IN ESL CLASS

The possibilities for the integration of language and literature studies are captured succinctly by Carter (1985:9) and Tomlinson (1985:9) in two articles in the EFL Gazette, under the shared heading of ‘Language through literature and literature through language’.

The phrase suggests two contrasting pedagogical foci (‘language’ and ‘literature’) and the vehicle through which they might be presented to the learner (‘literature’ and ‘language’). The symmetrical reversal of the elements on either side of the conjunction neatly encapsulates the mutual benefits of integration. Their catch-phrase has been taken up in numerous subsequent studies (for example, Bassnett & Grundy 1993; Simpson 1997; Butler 2002a) and will also be used as a means of categorization in this study.

Tomlinson (1985:9) argues in favor of using literature as a resource in the teaching of language (‘language through literature’). He suggests a number of advantages to be found in this approach: Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students. Carter (1985:9), on the other hand, presents the case for a stylistic approach to literature (‘literature through language’). Referring specifically to the context of ‘the teaching of literature to non-native speaking undergraduate students of English’, he claims that stylistics ‘is an approach to texts which allows ideas, intuitions and initial interpretations to be explored by linguistically principled analysis of the functions of grammar, lexis, phonology and discourse in the creation of meaning’. He concludes confidently that it is ‘undoubtedly the case that students’ response to literature varies in proportion to their sensitivity to language use’.

These two broad approaches have been elaborated by various writers in the field. ‘Language through literature’ has included using literary texts as resources for grammar teaching and raising

language awareness. 'Literature through language' has included the use of 'pre-literary activities' such as cloze, multiple-choice and jig-saw reading and practical stylistics. The general consensus is that the integration of language and literature has a positive effect on the teaching and learning of both components (Carter and Long 1991:101; Stern 1991:330 and McRae 1991b:120.)

Various specific claims have been made about the benefits of integrating language and literature, whether the focus is on language or on literature. The fourteen statements listed below represent my attempt to identify common ground in the literature in the field. The categories represented by each statement are, however, not mutually exclusive: one particular activity may (most likely, will) have several benefits simultaneously. Following the lead by Tomlinson (1985) and Carter (1985), the researcher has divided them into two groups, Language through literature and Literature through language.

### **2.6.1 Language through Literature**

- 1 Literature provides a resource or authentic context for the teaching of grammar and vocabulary.
- 2 Because of its appeal to the learners' imagination and emotions, literature provides motivation for language learning.
- 3 The themes and plots of literary works provide stimuli for meaningful debates, discussions and other language tasks which develop the learners' linguistic and communicative competence.
- 4 Literature provides learners with authentic models for the norms of language use.
- 5 Literature assists learners in developing their overall language awareness and knowledge about language.
- 6 The study of literature helps develop the learners' interpretive and analytical skills (for example, skills of inference) which can be applied to other language-related activities.

7 Literature represents language ‘at its best’ and thus provides an ideal model for language learning.

8 Literature provides learners with insights into the norms and cultural values embodied in the language.

9 The study of literature educates the ‘whole person’ in a way that more functional approaches to language teaching do not.

### **2.6.2 Literature through Language**

10 Comparing literary and ‘non-literary’ texts allow the learners to move from the known to the unknown: in this way literature is made more accessible to them.

11 Linking the study of literary texts to creative language activities (such as rewriting endings to stories, role playing, rewriting a narrative from a different point of view or in a different genre) makes the text more accessible to the learners and removes some of the intimidating mystique that often surrounds literature.

12 Applying basic ESL/EFL techniques (such as cloze, multiple choice and jigsaw reading) to the study of literature develop language skills and promote engagement with the text.

13 Learners cannot develop literary competence without an adequate competence in language. Integration of language and literature helps compensate for any inadequacies in the learners’ linguistic competence.

14 Developing the learners’ sensitivity to how language is used in a literary text (for example, through elementary stylistic analysis) provides them with a ‘way in’ to the text, a starting point for the process of comprehension and appreciation.

#### **➤ Statements 1 – 9: Language through Literature**

The first nine statements fall under the broad category of ‘language through literature’: the focus is on the teaching of language, with literature as the means by which this can be achieved.

'Language' learning is understood by writers advocating this approach in a number of ways: for some it is the mastery and application of the structures and forms of a pedagogical grammar and the acquisition of vocabulary; for others it is the development of communicative competence; still others are concerned with a more reflective knowledge about language or language awareness. Some approaches will encompass all these elements of language learning; others will concentrate on one or some of them.

For most writers, a literature-based approach to language teaching also involves a Re-conceptualization of both the term 'literature' and the motivation for teaching it. In this way they attempt to counter the arguments usually put forward for not including literary works in an ESL context. The definition of 'literature' is extended beyond the traditional canon of 'great works' (Heath 1996:776; Martin 2000:11; Hanauer 2001:297) and is presented, often somewhat controversially (for example, Povey 1979:163), as a resource to be exploited, rather than as a something to be studied in its own right and for its own sake. Their often explicitly expressed aim is to remove the intimidating mystique that sometimes surrounds literature in the classroom: it becomes, in the memorable title of McRae's (1991b) book, 'literature with a small "l"', taken down from its pedestal. Thus Widdowson (1983:31), while arguing in favour of the value of literature in language teaching, adds that this does not necessarily mean 'good literature'; similarly Pereira (1976:35), speaking in the context of Afrikaans-medium high schools in South African, suggests that appealing to the readers' own interests is more important than teaching the 'great classics'. Similar views are expressed by Ronquist and Sell (1994) in their discussion of books suitable for teenagers: they stress the importance of selecting texts that engage and are relevant to their readers, rather than canonical or abridged canonical texts. In Anglophone countries, the desire for relevance frequently takes the form of calls for increased use of local

literatures (French 1979; Kachru 1980; Lillis 1986; Brock 1990; Vethamani 1996; Choh 2002). Suitability is also conceived in terms of genre: short stories are frequently presented as ideally accessible forms of literature for ESL learners (Murdoch 1992, 2002; Lucas & Keaney 1989; Collie & Slater 1993; Mrozowska 1998; Van Wyk 1998; Hess 2006).

In some works advocating the integration of language and literature in ESL, the definition of 'literature' is often extended even further into genres traditionally thought of as 'popular', 'sub-literary' or even 'non-literary'. The term 'story' has in fact been used to cover a wide range of narrative texts: Wright's (2003a:7) definition lists 'traditional myths and legends, personal stories, anecdotes, modern stories or legends and the reporting of real events'. It is argued that their accessibility makes them ideal vehicles for language teaching.

Traditional folktales (Baynham 1986; Helfrich 1993; Taylor 2000; Kennedy 2000; Paran & Watts 2003; Malgwi 2003) allow students to draw on their own cultural and linguistic experiences. The same is true of narratives and stories generally (Morgan & Rinvolcri 1983; Karant 1994; Wright 2000, 2003a, 2003b; Cullen & Burke 2002; Wajnryb 2003; British Council/BBC 2005). Literature understood in these terms means that, increasingly, the boundaries between literary and non-literary are being blurred, making the idea of integration between language and literature even more feasible. 'Literariness' is found in a wide variety of texts, all of them potential resources for language teaching: comic strips (Davis 1997; Butler 2000a), song lyrics (Moi 1997; Saricoban & Metin 2000), advertisements (Cook 1990; Brodie 1991; Picken 1999, 2000), among others. Drama, too, when presented as an aid to language learning, includes both literary texts and dramatic activities such as role playing, play writing and reading, mime and the dramatization of non-dramatic texts (Via 1987; Wessels 1987, 1991; Heath 1993; Ainy 2000; Elgar 2002; Almond 2005).

➤ **Statements 10 – 14: Literature through Language**

Statements 10 to 14 present the case for ‘literature through language’. This is frequently presented as an approach especially appropriate to the needs of ESL students and can range from the use of language-based activities commonly associated with ESL methodology to more sophisticated stylistic analyses of literary texts.

## **2.7 THE FEMINIST CONCEPT**

Wallak & Warren (1977) are of the view that literature is a true representation of life. At the same time it represents the social conditions and traits of the era. This is a source of the information that represents the social mindset and family life. Even this is not ended here rather the approach of literature goes beyond it and it describes the faults, drawbacks and the good features of pillars of society. So it may be asserted that the literature has a mindset that represents the mentality of men and the women. In the same way Wiyatimi (2012) is of the view that literature represents all that happens in the society and at times it represents the social and economic tumult that creates an environment of distrust among the human beings of the time where a chaos is created and some members of society may have upper hand and some of them are deprived. This deprivation is a great problem that creates a social distrust among the individuals of the society. One of the problems of the society is that to represent the position of women in society. In this regard the study agrees with this view and claims that there is a deprivation to the women and they are exploited in almost all the spheres of life. Similarly Abram (1971) is of the view that drama is the representation of human history that represents the odds and evens of human life. In this context *A Doll's House* and *Hedda Gabler* are dramas that have a theme of those women who are craving for their rights. In society, women have the lower position than men. When women have marriage, they will have role as wife and mother. They will be hoped well for sex, having babies, cooking, and nothing else. Besides, women are



discriminated against in pay, education and job. And also the women's financial depends on the men or their husband. Women do not have freedom and equality. They cannot get professions that they want. In this regard this is the aim of the present research to indicate that there is a depiction of social inequality that has been represented in above mentioned dramas of Ibsen.

## **2.8 PSYCHOLOGICAL PARAMETERS**

The term patriarchy is often misused loosely to stand for "male domination", while the greater rigorous definition lies with the literal interpretation: "the rule of the daddy". Ibsen relationship to feminism is referring specifically to his new century women's movement of feminism as an ideology has been a problematical one. Ibsen as a feminist can be seen to lie along a gamut of attitude with both quasi-socialist and humanist. But Ibsen's "A Doll's House" published in 1886 in a Bloombury drawing room in which all the participants were associated with feminist cause shows that it achieved prominence in the British socialist movement specially with his characters such as Nora, Helmer, Mrs.Linde and Krogstad. According to a new work of leading and pioneer in women's studies, The Creation of Patriarchy is a radical re-conceptualization of western civilization that makes gender central to its analysis. The author of this work, Gerda Lerner argues that there is male dominance over women either in natural or in biological state but its history began in the second millennium B.C. near East in the ancient. This system of patriarchy, organizing society, has a history of past. She says that it will be ended with the historical process because there is visible contradiction between women' central role in creating society and their marginality. Women could not exclude themselves from historical process of patriarchy. It took them more than 3500 years of subordination history to come to consciousness. By using historical, artistic, archaeological and literary evidence, one can observe the developments of these ideas, metaphors and symbols with their western civilization patriarchal gender aspects. In the 19th century woman started fighting against the patriarchal people as people started fighting

against fascist state. Today woman are working at a good status but still they are low paid and in the care of house work, they are not paid. Before their awareness of rights in 1920, women are less conscious about the woman special problem of child rearing and bearing or the strain women who had to combine both housework and child work outside the home. Perhaps the younger women will feel in the other prospects in their early emotional age but when they cope with the situation after getting marriage when they find themselves with a family, housework, and a job. Then they need feminism to suit their own experience.

Almost every human society is patriarchal. Patriarchal is a system in which men have families to rule over them. Patriarchal history has a connection with religion, the political system and culture. An individual is very much impressed by the dominant male group values in patriarchy. In this society a boy is encouraged as an aggressive figure while a girl is repressed and not to be allowed as an aggressive. These traits including activeness or passiveness belong to biological trait. In a patriarchal society sex enjoyment is not allowed for women. It is up to men to enjoy the sex pleasure. Women are bond to have virginity. In this society rape is strictly punished. If a woman is not willing for sex, she must prove her previous virginity or her lack of sexual interest. Man's sexuality is regarded as his personal enjoyment while woman sexuality is regarded as property of society. An untold and forceful objection to women is that she would not have the right of abortion. It is because it gives them final control over reproduction. So patriarchy never gives a chance to woman to control over anything. In a Patriarchal society a man is encouraged to have male children than to female children. It is because patriarchy gives more value to male children than female children. That's why a woman has more children against her desire to have male children. It is obvious that under a patriarchy system, woman has to pay a lot against sexuality or bear responsibility of undesired pregnancy. So woman desire to have equal with men

in politics, education and life is mere an inaccessible desire. But it is possible if women have the important position by competing men in various fields. Patriarchal is a society in which threat of rape of women by men is constantly persist. Men control women's bodies and lives. There is no fruit or output of women labor in a patriarchal society. Harassment of women by men is present in this society in its magnitude. Women are given authority over women due to bodies, mind and behavioral characteristics. Men have power, competition and benefits than women. Patriarchal system is complicated in which women are resisted. It is a male dominant culture with its effects. Patriarchal beliefs, training, habits and culture are inside as well as around us. Patriarchy is many folds. It is around us in various shapes either we are noticing or not. Patriarchy has alternative if one lives in its resistance. One can see resistance to patriarchy with its full range in the form of unjust cultural, male centrism, male dominance, hierarchy, authority, capitalism, racism, heedless, exploitation of environment. Engels and Bebel say that there is economic and sexual oppression of women in the family system. It is on the basis of biological normality. Monogamous family considers the legitimate heirs for men in a capitalistic society. Marxism manifests other forms of social oppression in which women are exploited. There are other factors which are absent in Marxist Feminism such as the analysis of the sexual, psychological and ideological dimensions of the oppression.

### **2.9 MODELS FOR TEACHING LITERATURE TO ESL STUDENTS**

Different models have been put forward for teaching literature to ESL students (Carter & Long, 1991): the cultural model, the language model and the personal growth model. The cultural model is the most traditional approach used to teach literature. Within this model, the literary text is used to study the literary movements and genres as well as their historical and social contexts. This model is nowadays rejected for teaching language since it is teacher-centered and

does not offer much opportunity for language work. The language model, or “language-based approach” as Carter and Long (1991) refer to it, is more learner-centered.

The text can be used to focus on grammar or vocabulary in the way these activities are presented in course books or in stylistic analysis.

Carter and McRae (1996) state that this model follows a “reductive” approach to literature, since the linguistic activities, completely disconnected from the literary aspect of the passage, can be used with any text. Finally, the personal growth model marks an intermediate point between the cultural model and the language model since the text is used both to study the language and also to explore the cultural context. Students are encouraged to express their own opinions, feelings and personal experiences so that an interaction between the text and the reader takes place (Goodman, 1970).

This model relies on the influence that literature can have to move people and sets out to make the most of that potential in the classroom.

The model I put forward mainly draws on a combination of the language model and the personal growth model approaches whilst also trying to make literature accessible to the students and as a means of improving their linguistic skills.

### **2.10 STAGES TO BE FOLLOWED WHEN EXPLORING LITERATURE**

It is generally accepted that, as in listening comprehension practice, three stages are usually recommended to make reading more realistic and interesting: pre-reading, while-reading and post-reading. Other authors (Long, 1986) speak about preparation, linguistic investigation and background. The pre-reading activities help to prepare the learners for what they are going to read. It can be presented in the form of a lecture. The while-reading activities help the learners understand the text in an environment where more teaching than lecturing is involved. They might first do an easy scanning or skimming task followed by a task requiring more thorough

comprehension. The post-reading activities are to enable the learners to connect what they have read with their own ideas and experiences, just as we do in real life, and to perhaps move more smoothly from reading to another classroom activity. It is at this stage where the «creative response to the text» can be found.

### **2.10.1 Pre-Reading Activities**

This section is designed to stimulate the students' interest and generate vocabulary relevant to the passage. My main purpose in this set of activities is to create interest in the story and to make students familiar with the environment, characters and vocabulary they are likely to find in the text under study (Long, 1986). According to Harmer (1998: 70), the most interesting text can be undermined by asking boring and inappropriate questions, and the most commonplace passage can be made really exciting with imaginative and challenging tasks.

The pre-reading preparation before each reading helps activate students' background knowledge of the topic and encourages them to think about the ideas, facts and vocabulary that will be presented. For this stage I suggest two to three warm up activities chosen from the following (Sánchez, 2009):

1. Make some predictions about the theme of the novel by its title and the date.
2. Brainstorm some words related to the most relevant topic.
3. Look at a picture related to the novel, poem or play we are dealing with (the front cover of the novel, illustration of the poem) and describe it.
4. Make some predictions about the topic of the book after reading the first sentence of the novel, play or a line of the poem.
5. Read some sentences taken from the novel, play, or poem and guess something else about the text by considering the information you have about its author.

6. Present some words (the most common words, the verbs in the text, the personal pronouns, etc.) and say something else about the novel, poem or play.

7. Present the students with a video recording of the passage to be studied.

Many of the activities I propose for this first stage to boost students' interest in the story are prediction exercises, the objective of which is to make intelligent guesses about what a textbook, chapter or section contains using only a small sample of the text (Glendinning & Holmström, 1992; Collie & Slater, 1987:18-20).

Harmer (1998) suggests that by giving students "hints" so they can predict what is coming next, they will become better and more engaged readers. The moment we are given this hint –the first sentence in the book– the cognitive process is activated. Consequently, expectations are set in place and the active process of reading is ready to begin. The responses we receive may be more original than those elicited by formal questioning.

The presentation of a video recording increases learners' motivation. The use of a professional standard can be an important stimulus as well as an aid to improve comprehension.

The activities I suggest for this stage can be used to develop linguistic or literary skills depending on how the teacher deals with them. For example, if we are studying the text of *Pride and Prejudice*, the first activity is to guess the topic of the book after reading the first sentence of the novel: «It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a wife». I can solely focus on students' linguistic ability to present their opinions or direct the discussion for them: to connect this guessing activity with the information I have given them about Jane Austen. I would expect them to take the view that Jane Austen recreates the micro-world of the quiet environment of prosperous families in her novels.

The first activity in the exploration of Hamlet is «What does the first sentence of Hamlet's soliloquy "To be or not to be, that is the question" suggest to you?», «What is Hamlet talking about?». I would expect comments based on the information they have received about the play and what Hamlet represents.

In the same way, the first activity I propose for the study of Beowulf is to listen to a recording of the poem and comment on the impression it leaves on them. I would expect the discussion to direct itself towards reflections on the violence in the poem, the reference to war made by the author through the use of language and the musicality it creates.

### **2.10.2 While-Reading Activities**

The previous section of activities is aimed at acquainting the students with the story, the characters and the environment in general. This section is designed to extract the most from the text: understanding the plot, characters, vocabulary, language and style.

The exercises and activities that follow the reading passage are intended to develop and improve vital skills, including identifying the main ideas and supporting details, overall reading proficiency, learning vocabulary from context, using the dictionary appropriately, identifying functions of the language and critical thinking. These activities give students the opportunity to master useful vocabulary encountered in the articles through discussion and group work and lead the students through general comprehension of the main ideas and specific information (Smith & Nici Mare, 1997). As the students interact with the text, they will improve their skills and develop confidence in their ability to understand new material. Again, I have used a wide variety of activities for this stage, including the following (Sánchez, 2009):

1. Matching the terms.
2. Exploring functions of the language.
3. Providing some terms and dictionary entries for the students to decide which ones best fit the context.

4. Underlining the terms belonging to the same lexical field.
5. Choosing synonyms for some words, proposing a title for each paragraph or stanza.
6. Completing a table.
7. Completing sentences.
8. Correctly ordering jumbled sentences taken from the text.
9. Asking which characters are the most active, passive, and intelligent.
10. Noting down any lexical areas which might take on a symbolic meaning in the story.
11. Searching the text for some characteristic traits of the author or the period in which the work belongs.

Research has proven the value of multiple readings (Davies & Pearse, 2000: 93), especially where each reading serves a specific purpose.

To carry out the activities I propose, the students will read each passage several times. As the students read the passage for the first time, for example, they should be encouraged to identify unfamiliar vocabulary. During the second reading, they will focus on language and style, and so on. I assume that vocabulary is essential to the understanding of the text and is therefore the first point to be taken into account. Vocabulary is of enormous importance in communication but is sometimes neglected in English language courses. Davies and Pearse (2000: 69) suggest that to understand a text it is generally necessary to know the meaning of words. However, it is usually best not to present meaning through translation first. I think it is better to present meaning through definition, a technique that involves the learners to a greater extent and helps them remember. However, presentation and initial practice of new vocabulary items is not enough. They need to be continually used by learners. Research in L1 reading indicates that direct vocabulary instruction cannot account for a significant proportion of the words acquired by learners and the main way in which vocabulary knowledge is increased is by learning through context (Nagy, Herman & Anderson, 1985; Nation & Coady, 1988). Although aural language experience is important, written language normally contains a higher proportion of difficult or



low-frequency (unfamiliar) words, which means reading is normally the major vehicle for continued vocabulary acquisition in literate L1 learners (Sima Paribakht & Wesche, 1997) and also in L2 students. In addition to the exercises to match terms and replace some of them with their synonyms presented with every text, one activity I have designed for this stage of understanding the text is scanning for sentences where a specific function of the language is performed. In this exercise students are asked to read the passage again and pull out the sentences in the text where the language is used with a specific function. In my opinion this exercise provides the students with more effective opportunities to identify grammar structures previously learnt in the classroom. In the case of the text for *Pride and Prejudice*, I ask them to scan for the sentences where the language function of «expressing, enquiring and denying intention to do something» is performed. It is important to study texts for the way they use language, to learn new vocabulary and to focus on the functions of language. But the meaning – the message of the text– is equally as important, particularly if we use it to teach literature. We must give the students a chance to respond to its message in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language (Harmer, 1998: 70).

To help students understand the plot, they will practice, for example, a sentence completion activity. They are given the first part of a sentence about the story they are to complete.

This is a way of helping them understand the “cause-effect” relationship within the story. To benefit from this activity, students should refer back to parts of the text, think about the implications of the information or comments that are contained, and consider the author’s purpose and tone. The goal of this exercise is to allow the students to form their own ideas and opinions on aspects of the topic discussed. The students can work on these questions individually

or discuss them as a small group. In this activity, students are encouraged to practice the vocabulary they have learnt. In the aforementioned case of *Pride and Prejudice*, some of the sentences presented are the following:

1. Elizabeth will not accept Mr Collins' marriage proposal because...
2. Mr Bennet will not support his wife on this matter because...

Other activities such as completing a table to decide which adjectives best fit the main characters is a literature-focused activity which will help students appreciate the text to a greater extent.

Some of the activities I suggest for this stage are designed to test understanding of the text.

However, others require a deeper knowledge of the author and the literary movement. For example, one of the questions asked after reading the text of Marlowe's *Doctor Faustus* is: "Faustus is said to be a typical product of the Renaissance. Do you know why?"

I usually ask some questions after students have read each text, some aimed at checking understanding of the text and others designed to explore the literary aspect of the text, for example, asking the students to discuss two mock-heroic elements in *The Rape of the Lock*.

Through most of the exercises I suggest, learners are shown how to interact with the text in a logical, systematic manner and how to vary their reading approach to suit their reading purpose, and the content and text density demands of the reading. They are guided in how to relate their prior knowledge and experience to the text. Finally, they learn that systematic rereading is as important to reading as systematic rewriting is to writing (Smith & Nici Mare, 1997).

Although I have suggested four to five activities in the while-reading activities stage, more activities can be included. It depends on the teacher's goals. However, I think that to ensure overall comprehension of a text, four to five activities are enough, provided that the selection of the activities is accurate.

### 2.10.3 Post-Reading Activities

According to Harmer (1998: 68), any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense just to get students to read it and then discard it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks and using the language for study and later activation.

This part of the text is where the creative response to the text takes place.

There are a lot of activities suggested (Davies & Pearse, 2000: 93) for this last stage, including:

1. Discussing what was interesting or new in the text.
2. Debating the topic of the text if it is controversial.
3. Doing tasks on the language or structure of the text.
4. Summarizing the text, either orally or in writing.

In addition, I suggest further activities, such as (Sánchez, 2009):

5. Writing the previous or next scene of the text explored.
6. Rewriting the poem as a narrative text.
7. Explaining what you think will happen next.

Within these activities I think that summarizing the text orally and producing written homework could be a good way of activating the language used during the lecture. By asking them to summarize the text orally, I can be sure that the text has been fully understood. By asking them to produce a piece of written homework I am giving them the opportunity to respond to the text in a personal way, considering the distinctive features of the text. Undertaking writing exercises in an English language class may be handled in different ways for different purposes. The aim of the most common type of writing practice is to consolidate the learning of functional or grammatical items. Students write about what they read. In the approach I present, students explore the world the author recreates in the passage and respond to it; they can also explore

their own ideas and feelings about each selection through writing. The writing assignment corresponding to the text of *Pride and Prejudice* is to “Produce a piece of written homework explaining what you think will happen next, taking into consideration the personality of the characters and how ironic the situation is”. With this task I have the opportunity to check their progress in the proficiency of the language and to see what they have learnt about the novel, the author and the literary period. In the same way, the writing assignment corresponding to the passage of the Rape of the Lock is to write a mock-heroic poem on something trivial, imitating Pope’s style.

## Chapter 3

# RESEARCH METHODOLOGY

### INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

### 3.1 RESEARCH DESIGN AND PROCEDURE

The current study was descriptive in nature. It was conducted in Sir Syed Post Graduate College Liaquat Pur. The researcher applied quantitative approach. For that the researcher gauged the level of students in the form of close-ended questionnaires. The quantitative approach helped the researcher to assess the success of different activity tools and teaching techniques to the class. For this questionnaires were distributed among the teachers of Sir Syed Post Graduate College LiaquatPur. Questioners were carried out in order to gather opinions based on teachers' experience about the problems.

### 3.2 RESEARCH TOOLS

For conducting the study and data analysis, there are a number of data collection tools like interview, questionnaire, observation, checklist etc. and each of the research tool has its own significance and is used under specific conditions and for specific type of study.

Questionnaire is an efficient research instrument as it requires less time, is less expensive and permits collection of data from a much larger sample (Best and Khan, 1992). It is quite suitable instrument for the collection of reliable and quantifiable information from all members of a sample. It is easy to fill out, keep respondents on subject, is relatively objective and fairly easy to be tabulated and analyzed.(Dalen,1973)

In this study, questionnaire was taken as the instrument of data collection as it is easy to collect data through questionnaire and the results of the study are usually unbiased. There is no chance of dual answering so the results are more significant.

1: Questionnaire for the teachers.

2: Questionnaire for ESL learners.

### **3.2.1 Questionnaire for Teachers (Annex A)**

Questionnaire was used as a tool in this research for the teachers, working at college level to assess teacher's opinions and estimates towards teaching English literature. It consisted of 10 questions. All the questions were objective type questions. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

### **3.2.2 Questionnaire for ESL Learners (Annex-B)**

A questionnaire which included 10 questions was also distributed among the ESL learners of Liaquat pur. The questionnaire was designed to gather their opinions and experiences regarding learning literature.

## **3.3 POPULATION OF THE STUDY**

Population of the study was the teachers and the students of B.A. literature at Sir Syed Post Graduate College Liaquat Pur.

## **3.4 SAMPLE OF THE STUDY**

For this study, 50 teachers and 50 students of B.A English literature in the session 2019 from Sir Syed Post Graduate College Liaquat Pur participated.

## Chapter 4

### DATA COLLECTION AND DATA ANALYSIS

This chapter shows detailed overview of the results of researcher's investigation regarding current study. Following is the graphic representation of the data along with its explanations. It was a descriptive research and quantitative research methodology was adopted for analysis of data. The responses of all the participants were tabulated, graphed, analyzed and interpreted in the light of interpretation of data.

#### 4.1 ANALYSIS OF THE QUESTIONNAIRE FOR TEACHERS

Questionnaire was distributed among teachers and data were collected and presented on the behalf of their valuable responses. In the end, data were also interpreted briefly. Each question is analyzed in the following manner:

##### 1. Conventional method of teaching literature irritates the students.

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	5	10.0	10.0	10.0
<b>Disagree</b>	5	10.0	10.0	20.0
<b>Neutral</b>	10	20.0	20.0	40.0
<b>Agree</b>	15	30.0	30.0	70.0
<b>Strongly Agree</b>	15	30.0	30.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 1 represents answers related to question; conventional method of teaching literature irritates the students. Here in table the data represents frequency percent and cumulative percentage of the given values which is showing comprehensible portrait of data distribution. From 50 respondents 10% strongly disagree, 10% disagree, 20% neutral, 30% agree and 30% are strongly agreed. Thus illustrating the complete data range from being strongly disagree to strongly agree with the majority being strongly agreed and agree 30% equally.

**2. Students do not like to read English literature through books extensively.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	5	10.0	10.0	10.0
<b>Disagree</b>	5	10.0	10.0	20.0
<b>Neutral</b>	5	10.0	10.0	30.0
<b>Agree</b>	15	30.0	30.0	60.0
<b>Strongly Agree</b>	20	40.0	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 2 represents responses of the respondents regarding the question; students do not like to read English literature through books extensively. It does not show only frequency but also the percent and cumulative percentage of the values thus it provides clear picture of data distribution. From 50 responses 10% strongly disagree, 10% disagree, 10% neutral, 30% agreed and 40% strongly agreed. Thus illustrating the complete data range from being strongly disagree to strongly agree with the majority being agree 30% and strongly agree 40%. Both responses showed that ESL learners have no interest to read English literature books extensively.

**3. Passive learning is still used at college level.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	8	16.0	16.0	16.0
<b>Disagree</b>	5	10.0	10.0	26.0
<b>Neutral</b>	7	14.0	14.0	40.0
<b>Agree</b>	10	20.0	20.0	60.0
<b>Strongly Agree</b>	20	40.0	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 3 represents the responses of the question; passive learning is still used at college level. It shows frequency, percent, valid percent and cumulative percentage of the values thus it provides clear picture of data distribution. From 50 responses, 16% strongly disagree, 10% disagree, 14% neutral, 20% agreed and 40% strongly agreed. Thus illustrating complete data range from strongly disagree to strongly agree with majority being agreed 20% and strongly agreed 40% which shows the scenario of ESL classes in rural areas.



**4. Teacher uses literature to enhance reading skills of ESL learners.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	20	40.0	40.0	40.0
<b>Disagree</b>	20	40.0	40.0	80.0
<b>Neutral</b>	5	10.0	10.0	90.0
<b>Agree</b>	2	4.0	4.0	94.0
<b>Strongly Agree</b>	3	6.0	6.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 4 represents the responses of the respondents regarding the question; Teacher uses literature to enhance reading skills of ESL learners. It represents the frequency as well as percentage, valid percent and cumulative percentage respectively of the values which is providing vivid picture of data distribution. From 50 responses, 40% strongly disagree, 40% disagree, 10% neutral, only 4% agreed and only 6% strongly agreed. The values in the given table covering the complete data range from strongly disagree to strongly agree with the majority strongly disagree and disagree 40%.

**5. Students feel difficulty of pronunciation.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	5	10.0	10.0	10.0
<b>Disagree</b>	4	8.0	8.0	18.0
<b>Neutral</b>	6	12.0	12.0	30.0
<b>Agree</b>	15	30.0	30.0	60.0
<b>Strongly Agree</b>	20	40.0	40.0	100.0
<b>Total</b>	<b>50.0</b>	<b>100.0</b>	<b>100.0</b>	

Table 5 signifies responses of the respondents regarding the question; Students feel difficulty of pronunciation. It stands for the frequency, percentage, valid percentage and cumulative percentage respectively of the values which is providing vivid picture of data distribution. From 50 responses, 10% strongly disagree, 8% disagree, 12% are neutral whereas 30% agreed and 40% strongly agreed. The values in the given table covering the complete data range from strongly disagree to strongly agree with the majority being 30% agree and 40% strongly agree. The total agreed responses are 70% which shows the high level of teacher's agreement about pronunciation difficulties.

**6. Teacher assists ESL learners to use reading strategies.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	15	30.0	30.0	30.0
<b>Disagree</b>	15	30.0	30.0	60.0
<b>Neutral</b>	5	10.0	10.0	70.0
<b>Agree</b>	7	14.0	14.0	84.0
<b>Strongly Agree</b>	8	16.0	16.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 6 spread light on the responses of respondents regarding the question; Teacher assists ESL learners to use reading strategies. The table represents frequency, percent, valid percent and cumulative percentage respectively of the values which is providing clear picture of data distribution. From 50 responses, 30% strongly disagree, 30% disagree; only 10% neutral, 14% agree and 16% strongly agree. Thus illustrating the complete data range from strongly disagrees to strongly agree with the majority being strongly disagree and disagree 30% equally.

**7. Students are able to read ambiguous words.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	15	30.0	30.0	30.0
<b>Disagree</b>	15	30.0	30.0	60.0
<b>Neutral</b>	8	16.0	16.0	76.0
<b>Agree</b>	7	14.0	14.0	90.0
<b>Strongly Agree</b>	5	10.0	10.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 7 represents the responses of the respondents regarding question; Students are able to read ambiguous words. It represents frequency, percentage, valid percent and cumulative percentage in the same way of the values which are highlighting the clear picture of data distribution. From 50 responses, 30% strongly disagree, 30% disagree, 16% neutral, agree 14% and 10% are strongly agreed. The values covering the data from strongly disagree to strongly agree with the majority being 30% strongly disagree and 30% disagree equally.

**8. Literary terms create difficulties for students in reading.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	6	12.0	12.0	12.0
<b>Disagree</b>	4	8.0	8.0	20.0
<b>Neutral</b>	10	20.0	20.0	40.0
<b>Agree</b>	16	32.0	32.0	72.0
<b>Strongly Agree</b>	14	28.0	28.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 8 describes the responses of respondents regarding question; Literary terms create difficulties for students in reading. The table does not contain only frequency but it also shows the results in percentage, valid percent and cumulative percentage of values in the same token which is providing the vivid picture of data distribution. Of the 50 responses, 12% strongly disagree, 8% disagree, 20% neutral, 32% agree and 28% strongly agree. The values covering the complete data range from strongly disagree to strongly agree with the majority being agree 32% and 28% strongly agree with minor difference.

**9. Lack of motivation creates difficulties for students in learning literature.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid Strongly Disagree</b>	5	10.0	10.0	10.0
<b>Disagree</b>	4	8.0	8.0	18.0
<b>Neutral</b>	5	10.0	10.0	28.0
<b>Agree</b>	16	32.0	32.0	60.0
<b>Strongly Agree</b>	20	40.0	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 9 represents the respondents' responses about the question; Lack of motivation creates difficulties for students in learning literature. It represents frequency, percentage, valid percentage and cumulative percentage of values respectively which is providing clear picture of data distribution. From 50 responses, 10% strongly disagree, 8% disagree, 10% neutral, 32% agree and 40% strongly agree. The values covering the complete data range from strongly disagree to strongly agree with the majority being agree 32% and 40% strongly agree.

**10. Linguistic, cultural or conceptual difficulties make students confused in literature.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid</b>				
<b>Strongly Disagree</b>	4	8.0	8.0	8.0
<b>Disagree</b>	3	6.0	6.0	14.0
<b>Neutral</b>	8	16.0	16.0	30.0
<b>Agree</b>	15	30.0	30.0	60.0
<b>Strongly Agree</b>	20	40.0	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 10 highlights the respondents' response about the question; Linguistic, cultural or conceptual difficulties make students confused in literature. The table contains frequency, percentage, valid percentage and cumulative percentage of values respectively which is providing clear picture of data distribution. Of the 50 responses, only 8% strongly disagree, 6% disagree, 16% neutral, 30% agree and 40% strongly agree. All values given in above table are covering the complete data range from strongly disagree to strongly agree with the majority being agreed 30% and strongly agreed 40% and supports the statement given by researcher.

**4.2 QUESTIONNAIRE FOR ESL LEARNERS**

A questionnaire which included 10 questions was also distributed among the ESL learners of Liaquat pur. Their responses proved the integration of literature in the classes. The descriptions of the responses are as under:

**1. Enhancement of motivation is due to use of literature in ESL classroom.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid</b>				
<b>Neutral</b>	2	4.0	4.0	4.0
<b>Agree</b>	18	36.0	36.0	40.0
<b>Strongly Agree</b>	30	60.0	60.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 1 represents answers related to the question; Enhancement of motivation is due to use of literature in ESL classroom. Here in the table given above, data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. From 50 responses, no one was on the option of strongly disagree and disagree

whether only 4% neutral, 36% agree and 60% strongly agree. Thus illustrating the complete data range from strongly disagree to strongly agree with the majority being agree at 36% and strongly agree at 60% which is the highest range from other all scales.

**2. Literature is the most effective way to learn English language for ESL learners.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid Strongly Disagree</b>	2	4.0	4.0	4.0
<b>Disagree</b>	1	2.0	2.0	6.0
<b>Neutral</b>	4	8.0	8.0	14.0
<b>Agree</b>	17	34.0	34.0	48.0
<b>Strongly Agree</b>	26	52.0	52.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 2 exemplifies the responses of the respondents regarding the question; Literature is the most effective way to learn English language for ESL learners. It characterizes the frequency, percent, valid percent and cumulative percentage respectively of the values thus providing vivid picture of data distribution. From 50 responses, 4% strongly disagree, 2% disagree, 4% neutral, 34% agree and 52% strongly agree. The values given in the above table is covering the data range from strongly agree to strongly disagree with the majority being agree at 34% and strongly agree at 52%.

**3. English learning websites recommended by my teacher were helpful.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>				
<b>Disagree</b>	1	2.0	2.0	2.0
<b>Agree</b>	22	44.0	44.0	46.0
<b>Strongly Agree</b>	27	54.0	54.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 3 illustrates the responses of respondents regarding question; English learning websites recommended by my teacher were helpful. It is providing the vivid picture of data distribution by showing frequency, percent, valid percent and cumulative percentage respectively of the values. From 50 responses, 0% strongly disagrees, only 2% disagree, 0% neutral, 44% agree and 54%

strongly agree. The table is covering the data range of the values from strongly disagrees to strongly agree with the majority of being agreed at 44% and strongly agrees 54%.

**4. The student-centered approach is helpful for learning literature.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid Strongly Disagree</b>	5	10.0	10.0	10.0
<b>Disagree</b>	3	6.0	6.0	16.0
<b>Neutral</b>	2	4.0	4.0	20.0
<b>Agree</b>	18	36.0	36.0	56.0
<b>Strongly Agree</b>	22	44.0	44.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 4 illustrates the responses of the respondents regarding the question; the student-centered approach is helpful for learning literature. The values in the given above table contains not only frequency but also describes the percentage, valid percentage and cumulative percentage to provide the vivid picture of data distribution. From 50 responses, 10% strongly disagree, 6% disagree, 4% neutral, 36% agree and 44% strongly agree. The values in the given tables is covering the data range from strongly disagree to strongly agree with the majority being agree at 36% and strongly agree at 44%.

**5. Literature helps me to understand abbreviations and acronyms in English content.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid Strongly Disagree</b>	3	6.0	6.0	6.0
<b>Disagree</b>	3	6.0	6.0	12.0
<b>Neutral</b>	4	8.0	8.0	20.0
<b>Agree</b>	20	40.0	40.0	60.0
<b>Strongly Agree</b>	20	40.0	40.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 5 represents the responses of the respondents regarding the question; Literature helps me to understand abbreviations and acronyms in English content. It represents the frequency, percentage, valid percent and cumulative percentage of values respectively which is providing the clear picture of data distribution. From 50 responses, 6% strongly disagree, 6% disagree, 8%

neutral, 40% agree and 40% strongly agree. The values in above table covering the complete data range from strongly agree to strongly disagree with the majority being agreed and strongly agreed at 40% by the same token.

**6. In future, I want to use literature in my Class.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>				
<b>Strongly Disagree</b>	3	6.0	6.0	6.0
<b>Disagree</b>	2	4.0	4.0	10.0
<b>Neutral</b>	1	2.0	2.0	12.0
<b>Agree</b>	20	40.0	40.0	52.0
<b>Strongly Agree</b>	24	48.0	48.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 10 represents the responses of the respondents regarding the question; In future, I want to use literature in my Class. It represents frequency, percentage, valid percentage and cumulative percentage of values respectively thus providing clear picture of data distribution. From 50 responses, 6% strongly disagree, 4% disagree, 2% neutral, 40% agree and 48% strongly agree. The values in above table covering the complete data range from strongly disagree to strongly agree with the majority being agreed at 40% and strongly agreed at 48%.

**7. Literature is more significant than other subjects.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>				
<b>Disagree</b>	5	10.0	10.0	10.0
<b>Neutral</b>	3	6.0	6.0	16.0
<b>Agree</b>	17	34.0	34.0	50.0
<b>Strongly Agree</b>	25	50.0	50.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 7 exemplifies the responses of the respondents about the question; Literature is more significant than other subjects. It represents the frequency as well as percentage, valid percentage and cumulative percentage of the values which is providing clear picture of data distribution. From 50 responses, 0% strongly disagrees, 10% disagree; only 6% neutral, 34% agree and 50%

strongly agree. The values in the given table, covering the data range from strongly disagree to strongly agree with the majority being agreed at 34% and strongly agree at 50%.

**8. After learning literature, I have developed expertise in English language skills.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>				
<b>Neutral</b>	2	4.0	4.0	4.0
<b>Agree</b>	25	50.0	50.0	54.0
<b>Strongly Agree</b>	28	56.0	56.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 8 illustrates the responses of the respondents regarding the question; After learning literature, I have developed expertise in English language skills. The table represents frequency, percentage, valid percentage and cumulative percentage of the values respectively thus providing vivid picture of data distribution. Of the 50 responses, 0% strongly disagrees, 0% disagree, 4% neutral, 50% agree and 56% strongly agree. The values in above table covering the complete data range from strongly disagree to strongly agree with the majority being agreed at 50% and strongly agreed at 56% respectively.

**9. Literature has absolutely affected my English reading proficiency.**

	<b>Frequency</b>	<b>Percent Valid</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>				
<b>Disagree</b>	1	2.0	2.0	4.0
<b>Neutral</b>	2	4.0	4.0	8.0
<b>Agree</b>	22	44.0	44.0	52.0
<b>Strongly Agree</b>	25	50.0	50.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 9 defines answer related to the question; Literature has absolutely affected my English reading proficiency. Here in the table data illustrates frequency, percent, valid percent and cumulative percentage which is providing vivid picture of data distribution. From the 50 responses, only 2% disagree, 4% neutral, 44% agree, 50% strongly agree and no one strongly disagree. Thus illustrating the complete data range from being strongly disagree to strongly agree



with the majority being agreed at 44% and strongly agree at 50%. The highest range favored the objectives of study.

**10. I overcome pronunciation mistakes after using literature.**

	Frequency	Percent Valid	Percent	Cumulative Percent
<b>Valid</b>				
<b>Neutral</b>	3	6.0	6.0	6.0
<b>Agree</b>	20	40.0	40.0	46.0
<b>Strongly Agree</b>	27	54.0	54.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Table 10 illustrates responses of the respondents regarding the question; I overcome pronunciation mistakes after using literature. It not only presents frequency but also contains percent, valid percent and cumulative percentage of the values thus providing vivid picture of data distribution. Of the 50 responses, only 6% neutral, 40% agree, 54% strongly agree and no one response was found about strongly disagrees, disagree. The values in the given table covering the data range from strongly disagree to strongly agree with the majority being agreed at 40% and strongly agree at 54%.

## Chapter 5

# FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

### INTRODUCTION

This chapter presents the findings, conclusions and recommendations of this study.

### 5.1 FINDINGS

The findings of the current study are as under:

The study recognizes the noticeable change among the students in motivation, interest and mental collaboration under the impact of literature. The researcher finds a positive affection of the learners towards English Language learning through literature because it helps to increase the understanding, motivation, interest and marks of students. Moreover it helps to make students an active learner in the class. The study makes the literature as an effective way to teach English language reading at college level in rural areas of Pakistan. Literature is effective because it breaks the silence of students in class and presents the solution of class room discipline as the teachers of traditional class faces this issue daily. Literature assists teachers in the development of student's learning and it gains popularity among the students and teachers. If literature will be promoted in colleges, it will enhance the proficiency level of students to speak and read English. Implementation of literary texts in colleges demands that our teachers and students must have good command to read. The researcher emphasized to teach basic knowledge of using literary texts to ESL teachers as well as students so that they can assume maximum time for the enhancement of English language Reading. In other case it would be the wastage of time for both. The researcher noticed that literature attains high appreciation from students and ESL teachers due to its good quality of tutoring to learn English language reading of ESL learners. Due to this

quality of quick learning, literature gains a huge popularity for itself. Literature always helps to raise confidence level of students while teaching English Language reading. Literature increases the study time of students also and they became more attentive for learning English language reading. Literature enhances the language skills of ESL learners and it provided the quick assistance in finding the pronunciation of ambiguous words to facilitate English Language Learning. The short stories with interested dramatization developed the interest level of students and it surprised to their ESL teachers too when they started telling stories by their own in English. The learners mentioned that literature enabled them to know their weaknesses better than would be possible in a traditional classroom. The ESL learners solved reading issues with ease due to the ready assistance of computer and exact pronunciation of difficult words which they never heard from anyone. A student identified that literature acted as a facilitator and supporter which collaborated in acquisition of English language reading. Beside all the problems which has been faced while using literature in class but due to high level of interest, motivation and positive attitude of students, no negative effect was found in the results of students. The study proved that literature is an efficient mode for enhancing advanced level of English language reading. Moreover, the results of research showed that ESL learners took assistance from computer and shared the knowledge with each other. It created a pleasant environment in class too.

### **5.2 CONCLUSIONS**

Literature has shown positive results for the enhancements of reading skills of ESL learners at college level. Using literature for reading skill has generated a lot of interest among the students for reading skills. The students enjoyed and never get bored during learning session because literature has variety of animated stories, sounds and eye catching pictures.

Bhatti, (2013), concluded preparing power point presentations to generate more interest in language learning but in this study, the researcher found that there are certain online varieties available for the enhancement of English language learning. Literature proved its value by boosting motivation level of ESL learners and encouraged students greater than teachers. Therefore literature is a competent mode for teaching English language reading and it promotes positive attitude to learning. In the same token, literature proved the efficiency on reading skill for ESL learners presented by X. Liu (2015), is also supported by the results of the present study. Although, the study is limited as the learners were taught a specific designed coursework by the researcher. Moreover, special language laboratory was unavailable and classes conducted in an ordinary classroom but noticeable change has been found after the completion of study. It is assumed that in future literature will succeed in rural areas of Pakistan as digital media is increasingly used in and outside educational institutions. For this purpose, the report published by Ministry of Education (2004), on the development of Education in Pakistan illustrated accomplishment in computer based capacity building of ESL teachers. In addition, it aims to develop online courses for ESL learners and teachers. National Education Policy 1998-2010 also proposes significant steps for integrating literature at all levels in educational institution to modernize education particularly ESL in Pakistan. In the same token, National education policy (2017), aims to develop literary resources for teaching to ESL learners and training for ESL teachers. These steps for integrating literature are promising the bright future for ESL learners in Pakistan.

### **5.3 SUGGESTIONS AND RECOMMENDATIONS**

It has been earlier proved in data analysis that literature plays an efficient role in learning English reading at college level. On the basis of the findings of this study, following recommendations are made:

1. An investigation should be made to check out the efficacy of literary materials at

other levels like intermediate, higher Secondary, Graduation and Primary Levels. Moreover different groups of students should be worked out by following the same methodology. The groups may be divided on the basis of class, gender and age. The difference of impact of literature on weak and bright students should be searched out.

2. Similarly this type of study should be carried out to check the efficacy of literary Materials in raising the common learning stage for the students of different linguistic backgrounds and different cultures. The results would be the better answers to the questions raised against or in favor of integrating literature. It will also help in building such a class room where the population from different linguistic and cultural origins would be equally benefitted.
3. New such research at any level should be practiced to recapitulate and verify the results of this research. This will help in drafting the curriculum of Primary classes in order to make the students text literate. A qualitative study can be conducted to investigate the opinion of school heads and ESL teachers towards literature learning. Similarly ESL learners of diverse levels can also be the part of this study.
4. Finally, a thorough research should be conducted to bring in front the attitudes and inclinations of the higher authorities that are controlling the education system of the country.

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## Appendix- A Questionnaire for Teachers

### Integrating Literature in ESL Classroom: A Survey Study

Respected Teacher,

It is to be submitted that I am doing M.A TEFL in Department of English Language Applied Linguistics, Allama Iqbal Open University, Islamabad. I am conducting research under the title “Integrating Literature in ESL Classroom: A Survey Study”.

In this regard, your co-operation is required in furnishing the required information, observation and ideas on various issues related to my research in the form of Questionnaire.

I would be very thankful to you for sparing your valuable time in completing the questionnaire with honesty and integrity. Your information, attitude and answers will be kept confidential and will be used in rationale way to complete this study.

Thanking you in anticipation and kind regards.

Majid Iqbal

Dept. of English Language & Applied Linguistics,  
Allama Iqbal Open University, Islamabad.

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Name of School: \_\_\_\_\_

Gender:

Female	Male
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Please tick the box that indicates your opinion for each statement below:

No	Questions	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1.	Conventional method of teaching literature irritates the students.					
2.	Students do not like to read English literature through books extensively.					
3.	Passive learning is still used at college level.					
4.	Teacher uses literature to enhance reading skills of ESL learners.					

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5.	Students feel difficulty of pronunciation.					
6.	Teacher assists ESL learners to use reading strategies.					
7.	Students are able to read ambiguous words.					
8.	Literary terms create difficulty for students in reading.					
9.	Lack of motivation creates difficulties for students in learning literature.					
10	Linguistic, cultural or conceptual difficulties make students confused in literature.					



**Appendix- B Questionnaire for Students**

**Integrating Literature in ESL Classroom: A Survey Study**

Name: \_\_\_\_\_

Gender: 

Female	Male
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Name of Institute: \_\_\_\_\_

Age: \_\_\_\_\_

Tick the box that indicates your opinion for each statement below:

No.	Questions	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (DA)	Strongly Disagree (SD)
1.	Enhancement of motivation is due to use of literature in ESL classroom.					
2.	Literature is the most effective way to learn English language for ESL learners.					
3.	English learning websites recommended by my teacher were helpful.					
4.	The student-centered approach is helpful for learning literature.					
5.	Literature helps me to understand abbreviations and acronyms in English content.					
6.	In future, I want to use literature in my Class.					
7.	Literature is more significant than other subjects.					
8.	After learning literature, I have developed expertise in English language skills.					
9.	Literature has absolutely affected my English reading proficiency.					
10.	I overcome pronunciation mistakes after using literature.					