



People's Democratic Republic of Algeria



Minister of Higher Education and Scientific Research

Mohammed Boudiaf University of M'sila

Faculty of Letters and English Languages

Domain: foreign languages

Department of Letters and English Language

Steam: English Language

Option: Linguistics

Teachers' Perceptions on the Use of Literature in EFL Classes and its Effectiveness on Vocabulary Acquisition.

The Case Study of Second Year License Students of English

At Mohammed Boudiaf University

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirement for Master's Degree in Linguistics

Candidates

NouriaDafdaf

NawelHadjBrahim

Board of Examiners

Mrs. Amel Zine	University of M'sila	Supervisor
Miss. Sabah Farrah	University of M'sila	Examiner
Dr.Mohammed Gouffi	University of M'sila	Chef Person

Academic Year. 2020-2021

Dedication

First of all, we thank the Almighty God for His blessings to fulfill this work.

This work is dedicated to my lovely family specially my parents and relatives for their unconditional love and support.

To my best friends who helped and encouraged me: Nawel, Dounia, and my sister Ahlem.

To whoever teacher who has taught me throughout the years.

Nouria

Dedication

Before all, my thanks and gratitude go to ALLAH

This work is dedicated especially for the memory of my dear father in where I grew up...

...to my dear mother who had never abandoned me.

...to my lovely small family specially my husband who had always encouraged me, my children: Safaa and Saad Abdelkhalek.

...to my brothers and sisters and relatives for their unconditional love and support.

...to my best friends who helped and encouraged me: Nouria, Dounia.

...to every teacher who has taught me till date

Nawal

Acknowledgments

Before all, heaps of thanks to ALLAH the almighty, for blessing this humble work.

We would like to acknowledge the efforts done by our supervisor Mrs.zine in the process of making this work. Without her this dissertation would not have been completed.

A special thanks to the teachers who devoted their precious time in answering our questions and inquiries. Our genuine thanks go to all the participant students who contributed their time and energy for this humble work. Last but not least, we owe special gratitude to the teachers who donated some of their precious session time for the sake of distributing the questionnaire.

Abstract

The main purpose of this study was to explore Teachers' perception of using literary texts in EFL classrooms, and the effectiveness of these texts on vocabulary acquisition. It further explored teaching approaches employed by English teachers while using literary texts. Moreover, Data were collected through a questionnaire that was delivered to fifty two students while nine teachers were interviewed at the Department of Letters and English Language at Mohamed Boudiaf University. Findings of the questionnaire and the interview revealed that most teachers and students perceive literary texts as a very important teaching material in order to improve language proficiency and enriching students' vocabulary. However, they lacked the knowledge to integrate the literary texts with the teaching of language skills effectively. The study exposed the restricted and limited integration of literary texts as it requires a lot of efforts, commitment and strong desire from students. The study highly recommend the integration of literary texts as a motivating and effective teaching material not only at the level of vocabulary learning but to develop language proficiency as a whole.

List of tables

Table 1: Student gender-----	43
Table 2: Students' years' of English study -----	44
Table 3: Students' perception towards the well presentation of literary texts -----	44
Table 4. Students' perception towards teachers' use of a variety of literary genres and reading tasks-----	45
Table 5. Students' perception towards the well integration of literary based tasks-----	46
Table 6 : Students' perception whether they enjoy literature course -----	47
Table 7: Students' perceptions towards enjoying reading literary texts -----	48
Table 8: Students' perception towards whether they learn better when the text is a literary genre-----	49
Table 9: Students' perceptions whether literature improve their language skills-----	50
Table 10: Students' perceptions towards teachers' role of literary texts in developing cultural awareness-----	51
Table 11: Students' perception towards the role of literature outside the classroom-----	52
Table 12: Students' point of view regarding Literary texts and motivation relationship -	53
Table 13: Students' point of view whether literary texts are necessary authentic material	54
Table 14: Students' perception towards using literary texts in increasing critical thinking and creativity-----	55
Table 15: Students' perceptions towards literary texts' difficulties-----	56
Table 16: Students' perceptions about using literary texts and their effectiveness for their future career-----	57
Table 17: Students' appreciation of the beauty of language of literary texts-----	58
Table 18: Students' perceptions towards acquiring new vocabulary by using literary Texts-----	59
Table 19: Students' perceptions towards the existence of a correlation between the amount of literary texts they read and the amount of vocabulary they acquire-----	60
Table 20: Students' perceptions of the role of literary text in deducing word meaning from the context-----	61
Table 21: Students' perception of reading literary texts and the use of creative words relationship.-----	62
Table 22: Students' perception towards using literary texts rather than word list to memorize words-----	63
Table 23: Students' perceptions of using literary texts to better visualize the meaning of difficult words-----	64
Table 24: Students' perceptions towards the possibility of remembering literary words better than non-literary words-----	65
Table 25: Students' perception towards the necessity of using literature as a context for teaching vocabulary-----	66

List of Graphs

page

Graph 1: Percentage of each gender of students. -----	43
Graph 2: Percentage of students' responses regarding the fourth item. -----	44
Graph 3: Percentage of students' responses regarding the fifth item. -----	45
Graph 4: Percentage of students' responses regarding the sixth item.-----	46
Graph 5: Percentage of students' responses regarding the seventh item -----	47
Graph 6: Percentage of students' responses regarding the eighth item. -----	48
Graph 7: Percentage of students' responses regarding the ninth item. -----	49
Graph 8: Percentage of students' responses regarding the tenth item. -----	50
Graph 9: Percentage of students' responses regarding the eleventh item. -----	51
Graph 10: Percentage of students' responses regarding the twelfth item. -----	52
Graph 11: Percentage of students' responses regarding the thirteenth item. -----	53
Graph 12: Percentage of students' responses regarding the fourteenth item. -----	54
Graph 13: Percentage of students' responses regarding the fifteenth item. -----	55
Graph 14: Percentage of students' responses regarding the sixteenth item. -----	56
Graph 15: Percentage of students' responses regarding the seventeenth item.-----	57
Graph 16: Percentage of students' responses regarding the eighteenth item. -----	58
Graph 17: Percentage of students' responses regarding the nineteenth item. -----	59
Graph 18: Percentage of students' responses regarding the twentieth item.-----	60
Graph 19: Percentage of students' responses regarding the twenty first item. -----	61
Graph 20: Percentage of students' responses regarding the twenty second item. --	62
Graph 21: Percentage of students' responses regarding the twenty third item -----	.63
Graph 22: Percentage of students' responses regarding the twenty fourth item. ---	64
Graph 23: Percentage of students' responses regarding the twenty fifth item.-----	65
Graph 24: Percentage of students' responses regarding the twenty sixth item. -----	66

List of Abbreviations

ESOL: English For Speakers of Another Languages.

EFL: English as a Foreign Language.

FL: Foreign Language.

Table of Contents

	pages
Dedication1	I
Dedication2	II
Acknowledgment	III
Abstract	IV
List of Tables	V
List of Graphs	VI
List of Abbreviation.....	VI
Table of Contents	VII

General Introduction

1.Introduction.....	1
2.Statement of the problem.....	2
3. Research questions	2
4. Aims of the Study	3
5. Hypothesis.....	3
6. Literature Review.....	4
7. Chapter design	7
8. Chapter Division.....	7
9. Significance of the study.....	8
10.Limitations	8
11.Keyterms	8

Chapter I: Literature Review

Section one: Literature As a Teaching Material	9
Introduction.....	9
1.1. Literary Genres: Characteristics And Definitions	10
1.1.1. Benefits of Integrating Literary Genres	14
1.1.1.1.Cultural Awareness.....	14
1.1.1.2. Creativity.....	16
1.1.1.3. Authenticity and Motivation	18
1.1.1.4. Active Involvement of Learners	20
1.1.2. Approaches to Teaching Literature	22
1.1.2.1. The Cultural Approach	22
1.1.2.2. The Language-Based Approach.....	22
1.1.2.3. The Personal Growth Approach.....	23
1.1.2.4 .The Integrated Approach	24
1.1.3.EFL Teachers’ Exploitation of Literary Texts	25
1.1.4. Challenges of Integrating Literature in EFL Classes	27
Conclusion	28
Section Two: Vocabulary Acquisition Through Literature	30
Introduction.....	30
2.1. The Role of Literature in Teaching English Language	30
2.2. The Effectiveness of Vocabulary Learning	31
2.3. Strategies For Developing EFL learners’ Vocabulary	33

2.4. Contextualizing Literature For Teaching Vocabulary	34
2.4.1. Through Extensive Reading	36
2.4.2. Through Intensive Reading.....	36
2.4.3. Through Isolated Word Lists	37
Conclusion	38

Chapter Two: Research Methodology and Data Analysis

Section One: Research Methodology	40
Introduction	40
2.1.1. Purpose of the Study	40
2.1.2. Research Design.....	40
2.1.3. Research Approach	40
2.1.4. Research Methodology	41
2.1.4.1. Population and Sampling	41
2.1.4.2. Data Collection Instruments	41
2.1.4.3. Questionnaire Pilot Study	42
2.1.4.4. Data Collection Procedures.....	42
Conclusion	42
Section 2: Data Analysis and Interpretation of the Results	42
Introduction	42
2.2.1. Analysis and Discussion of the questionnaire	43
2.2.2. Analysis and Discussion of the Interview.....	67
2.2.3. discussion of the Findings.....	70
2.2.4. Teachers' Perception toward the integration of literature as teaching material and its effectiveness on students' vocabulary acquisition.....	71
Conclusion	71
2.3. Recommendations	72

General Conclusion

References	75
Appendices	91
• Appendix A questionnaire	91
• Appendix B interview	94
Abstract in Arabic.....	95

General

Introduction

General Introduction

1.Introduction

Teaching literature has not been given its due importance as the shifting focus to the functional use of language has given rise. However, with time, teachers of literature opted for more integration of this subject in their teaching to culture. Hence, in recent years, a renewed interest in the use of literature in language teaching started to grow. scholars have suggested a resort to literature as a fresh source of meaningful language raw material and as a tool for motivating the learning of a foreign language through its diverse situational context. In terms of authentic rich and meaningful materials. Consequently, teaching culture through language using literary texts was reinforced in the words of many scholars who confirmed the necessity of introducing literature in every cultural sphere of teaching.

As the close relationship between language and its culture has been underlined by many scholars (Brown, 2000; Kramersch, 1994; Mitchell & Myles, 2004), McKay, (2003) claimed that language learners should have both linguistic and cultural knowledge to be competent in the target language .In terms of authentic rich and meaningful materials, Literature also helps language learners to be better communicators since it presents a wide variety of examples of real-life language use (Hill, 1986).

In addition, the use of literary texts in language teaching can develop language learners' capability in creative thinking (Yavuz, 2010; Zaker, 2016), which has facilitating effect on the language learning process (Nosratinia&Zaker, 2015). Literature is also a source for promoting critical thinking skills of the learners (Khatib&Shakouri, 2013; Lazar, 1993) which has paramount importance in education (Khatib et al., 2011).

According to Lazar (1993) the use of literature in language classes brings various benefits for language learners. First, it encourages language acquisition by providing meaningful and memorable contexts. Second, it motivates language learners since it serves as a bridge to connect classroom and the real world. Third, it provides access for language learners to cultural background of the target language. Hence, through this humble study, the researchers will focus and shed some light on how teachers perceive the use of literature in EFL classrooms as an effective tool that effect vocabulary acquisition.

2. Statement of the Problem:

EFL students and teachers perceptions towards literature integration to better learn the language is an interesting area of research. Investigating their awareness of literary texts' effectiveness to better learn new vocabulary is the core aim of the study in hand. As The idea of teaching vocabulary through the functional use of language has not given fruit, and the teaching of the languages cannot be done in an isolated context, the inclusion of literary texts and the teaching of literature has become paramount. Hence, teachers' positive perceptions about literature has changed towards the implementation of literature activities to introduce culture and enable learners to absorb from the large vocabulary ,culture teaching through literary text is a necessity for teachers who believe vocabulary is better learnt through cultural literary contexts. Due to such importance, the current study investigates perceiving literary texts integration as a vital tool to learn the language and to acquire vocabulary.

3. Research Questions

This research, therefore, aims at investigating the teachers' perceptions of the use and effectiveness of literature in teaching English in the EFL tertiary classes in an Algerian context. The current research study attempts to address and answer the following questions:

1. To what extent is literature integrated into English language courses at university EFL classes?
2. How do EFL teachers and learners perceive literature integration in EFL classes?
3. Do literary texts help students develop /increase vocabulary acquisition?

4. Aims of the study

This dissertation seeks to address the following objectives:

- 1) To know how literature is gaining much ground inclusion at an EFL universal level.
- 2) To investigate about teachers' and learners' perceptions of literature integration in EFL classes.
- 3) To find out and explore the utility of literary texts in developing and increasing learners' vocabulary potential.

5. Hypothesis

1. There might be no enough room for literature integration in EFL classes.
2. EFL students and teachers may generate positive attitude towards using literature as teaching material.
3. There may be a correlation between using literary texts and vocabulary learning in EFL classes.

6. Literature Review

The Use of Literature /literary texts in an EFL Classroom

According to Macmillan English dictionary, literature is defined as “stories, poems, and plays, especially those that are considered to have value as art and not just entertainment”. They are also products of the imagination which serve as cultural documents and yield an in-depth understanding of a society (Akyel&Yalcin, 1993, p. 176).

Literature study demands hard work and constant awareness from readers who have to practice reading of literary texts extensively to enrich their language skills and cognitive power. Research has shown that one of the best strategies to realize this goal is through extensive reading (Brown, 2000). He reiterated that extensive reading helps young learners in motivating them to read and enhance fluency in speaking and writing in English. Cary (1998) proposed the use of “contextualized storytelling” for the use of literature for EFL classrooms. He points out that this “multi-sensory” approach motivates learners to listen and learn more about the English language. The role of context in literature helps learners to better memorize the plot, the story lines and the vocabulary used.

Among the reasons that promote the study of literature is that it expands an awareness of language because learners are exposed to language that is not standard, which helps in the understanding of norms associated with language use (Liaw, 2001, p. 37). In addition, the use of literary texts in language teaching can develop language learners’ capability in creative thinking (Yavuz, 2010; Zaker, 2016), which has facilitating effect on the language learning process (Nosratinia&Zaker, 2015). Literature is also a source for promoting critical thinking

skills of the learners (Khatib&Shakouri, 2013; Lazar, 1993) which has paramount importance in education (Khatip et al., 2011).

According to Paran (2008), the effectiveness of using literature for language learning mainly depends on the teacher's ability to design appropriate tasks and scaffolding provided by the teacher when necessary.

literary-Based Teaching Approaches

There are several approaches of using literature for teaching English in an EFL classroom. These approaches include: The cultural approach, the language approach and the personal growth approach.

The cultural approach stipulates that the use of literary texts in knowing about any culture is the best source for the information. This approach is widely used among EFL instructors and high institutions lecturers who believe to be the best method that help them teach and extract data about politics, history and social background of a literary text, genres and literary movements. The literary text provides learners and teachers with a vast array of data needed for study and analysis. This approach is teacher's centered because the original source is provided by the teacher who dictates, explains and offers the information to his recipients.

However, in the *language approach* which primarily stresses the learners' intelligent way of analysis one he is exposed to literary texts. Learners are thus required to be mentally present to understand the contents, to critically read between and behind the lines to comprehend the inner details of the texts. Learners then can use a stylistic analysis to every present literary element to reinforce their grammar rules and add vocabulary to what they already know.

Finally, the personal growth approach, which as its name indicates, it is learner's centered, personally based and relies on self-attempts in terms of reliance, motivation and enterprise. The approach promotes learners to involve themselves with the writer and find communion with him.

Literature and Vocabulary Acquisition:

The use of literature and literary texts in a classroom setting has witnessed a great support from different scholars who praised their impact on vocabulary and language skills use. For Paesani, (2005), p. 18), the introduction of literary texts in the language classroom leads to more efficient intake since "literature is compelling, evocative, creative and memorable". Literary texts have been integrated into language instruction for more than two decades (Knutson, 1997; Kramsch, 1985; Schofer, 1990) to facilitate the interpretation of meaning and to examine the structure of language (Paesani, 2005). For Knutson, (1997), p. 52), Literature is an input-rich source for language learners and "recent reading research points to the benefits of working with texts for the purpose of drawing students' attention to formal features of written language as well as to meaning". Hence, exposure to genuine and undistorted language by virtue of literary texts helps learners internalize the language at a high level (Elliot, 1990).

Indeed, the use of literary texts opens up wide learners' horizons in terms of vocabulary expansion through intensive reading and exposure to the different literary genres. Learners expand their language repertoire through guided engagement with literary texts for their mightiness to "set interesting language problems to solve" (Carter & Burton, 1982, p. 7). To confirm the beneficial use of literary texts and literature at a universal level, Pugh (1989) attests that literature is a potentially worthwhile source of meaningful input to develop language

proficiency. Her view is in harmony with Krashen's (1981, 1985) SLA theory which explicates that comprehensible input evokes robust efficiency in language proficiency.

7. Research Design

The current research takes place at Mohamed Boudiaf University of M'sila, throughout the academic year 2020/2021. So as to answer the research study questions, a case study is adopted at the English Department. The research is descriptive and exploratory and employs both quantitative and qualitative data collection tools (mixed methods). The participants who share the data collection are teachers and second year students of Linguistics. 07 teachers are selected to answer a questionnaire as an investigation to their perceptions towards literature use and effect on vocabulary acquisition. A sample of 52 students are selected to answer another questionnaire related to their own perceptions about literature and literary text

8. Chapter Division/ Structure of the dissertation

This dissertation comprises two major chapters. The first chapter comprises two sections: the first represents a literature review of the probed topic. It deals with literature as a teaching material; literary genres; characteristics and definitions; approaches to teaching literature; whereas section two treats vocabulary acquisition through literature; contextualizing literature for teaching vocabulary

The second chapter is devoted to the practical side of this study. It consists of two parts: the first part explains the research design and methodology and also the data collection instruments. The second part treats **data analysis and interpretation** of the results.

9. Significance of the study

This study is very beneficial for both teachers and students. For teachers, it enables them to measure the degree of effectiveness of using literary texts for vocabulary acquisition and at the same time it probes them in using and implementing the various techniques in literary text appreciation for EFL diverse class courses. For the students, using literary texts analysis and study will help them enjoy literary texts, gain more vocabulary and motivate their cognitive powers for discussion, explanation and interaction. Hence, the integration of literature in the various EFL syllabi will prove a good asset for them.

10. Limitations of the Study

The case study was conducted at M'sila University, and targeted only 20 teachers and 62 students from the English Department. Due to Covid19, the number of students was limited. Time also was not in favor of the researchers to conduct an ample research survey. Hence, the number of recipients was not as expected. This has rendered the study incomplete in terms of results obtained.

Key terms: Literature Integration, Vocabulary Acquisition, EFL Learners, Literary Texts.

Introduction

There is a hot debate on whether literature can be a very useful teaching material. 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, p.199) mentions the reluctance of language teachers to include literature in the syllabus, while Allen (1976, p.17) notes the deep division between linguistics and literature.

Hence, most of the proponents of this argued that the teaching of literary material can help learners contextualize their learning and enhance their communicative competence better than learning structures in an isolated form. Savvidou, (2004) points that communicative competence is more than acquiring mastery of structure and form, it also involves acquiring the ability to interpret discourse in all its social and cultural contexts. Consequently, teachers have to select which material to use to motivate their learners in class, and on what criteria this selection could be. Teachers have discovered recently that the return to literature teaching as material has proved its benefits. Maley, (2001) (cited in Khatib et al., 2011) argues that this attitude toward literature is due to a paucity of empirical research confirming the significance of literary input for language class. motivation, authenticity, cultural/ intercultural awareness and globalization, intensive/ extensive reading practice, sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional intelligence and critical thinking are the payoffs“ list of using literature in FL/SL classes (Khatib et al., 2011).

If students can get access to this material by developing literary competence, then they can effectively internalize the language at a high level Elliot, (1990). 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. The different approaches to teaching literature have opened wide the scope for literary genres to integrate and show benefits because both teachers and learners have culturally been aware of the authenticity of literature as material, namely the integration of literary genres and the learners' involvement through creativity.

1.1. **Literary Genres: Definition and Characteristic**

There are multiple several way could be viewed in defining literature. This however, would rely on different factors such as the function and the way it is used in English language classroom.

Traditionally «Literature» (with a large L) has been defined as “the ‘best’ writing produced in a given language or society, and this collection of ‘approved’ works has constituted the literary canon deemed by authority to be fit to the study”(Maley,2001.as cited in Alene ketema,2012). Literature is an activity that consists of language and the uses of that language, this definition rely mostly on when literature defined as a subject of the study(Radhika, O’, 1991, as cited in Alene ketema,2012). It gives more attention to the literariness of a text. In the controversy side, “literature” with small “l” refers to any texts whose imaginative content will stimulate reaction and response in the receiver” (McRae, 1997, p, vii), as cited in (Alene ketema,2012). poems, short stories, drama and texts which pictured t type of literariness inherent in them (Moc, 2001), as cited in (Alene ketema,2012). literature with small 'l' is utilised to teach language. Fowler (1965) defines literature as follows:

Literature is the record of the attempt of writers to express and communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature deals with the life of man in moments of crisis and anguish, with his most

intimate relationships, with his innermost thoughts and his deepest loves and hates, with his courage, honor, hope, pride, compassion, pity, and sacrifice (Fowler 1965,p.217).

the definitions mentioned previously shed the lights on the important role literature plays in language classroom.

Genre is a broad term, translated from French to mean kind or type. In entertainment, this can be transformed into horror, romance, science fiction, etc. In general, these types differ for various reasons, from the actions in their plot to the feelings they elicit from the audience. However, in the literature, there are some clearer genres. It is important to know which category the work belongs to, because readers have certain expectations even before they start reading (Mary Grace M. Buensuceso).Moreover, A genre is any stylistic type in literature that adheres to specific conventions in terms of form, writing and contents. Literature is classified into three main genres which are prose-fiction, poetry and drama (Lazar, 2007). These three major forms are linked with stylistics (Leech & Short, 1981). Though each form has its own peculiarities, the reader needs to note that the characteristics of one may be met in the other (Wetherill, 1974).The three categories cover the realm of literature studies.

As stated earlier, poetry, drama(plays), short story, and novels considered to be the vital elements in literature. If one would start with poem, it will be argued that Poetry is a genre in literature that characterized by its vertical writing in lines or verses. It is iambic, rhythmic and melodious. Preston (1982) states that poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey appreciation for the power of language Poems comprise so many cultural elements- allusions,

vocabulary, idioms and tone that are usually difficult to translate into another language (Sage, 1989).

Using poems can aid to learn and to teach the target language skills (Burton, 1984). Because most poetry intentionally or unintentionally uses metaphor as one of its principal features, poetry offers a noteworthy learning process (Collie & Slater, 1990). Hall (2003) also explains the educational benefits of poetry. He maintains that it first provides readers with a different viewpoint towards language use by going beyond the known rules of grammar and syntax; second, it triggers unmotivated readers owing to being so open to diverse interpretations; third, it evokes feelings and thoughts, and finally, it makes students familiar with figures of speech due to their being a part of daily language use. The aim of the English teacher should be to make poetry accessible to the students of EFL/ESL: to make it possible for them to read and enjoy it. Maley & Moulding, (1985, p. 28).

As recently as 2000, Bates (2000, p.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.

On the other hand, Using novels in language classrooms is a valuable tool for mastering not only the linguistic system, but also the culture of the target language (Lazar, 2007). In this case, EFL students may expand their horizons, get familiar with other cultures, and thus develop their intercultural communicative competence (Durant et al, 2000). Using novels stimulates students' imagination and helps them to discover the emotions of various characters, so that they can find out how others deal with situations similar to their own experiences

(Martino & Block, 1992). So, according to Collie & Slater (1993), Social issues which are an essential part of the plot may create an attention-grabbing debate that helps in facilitating vocabulary development.

Moreover, the term 'story' has in fact been used to cover a wide range of narrative texts: Wright's (2003, p.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.

Short fiction is a good way for noticing not only language, but life itself (Collie & Slater, 1993). The use of such a genre in the EFL context has many educational benefits (ibid.). It makes students' reading easier due to being simple when compared with the other literary genres (Murdoch, 2002). Short stories, like all other literary genres, contribute to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a certain moment (Sage, 1989). Short stories are characterized by their easiness to read, their simple and not complex plot. They offer a wide range of linguistic options to develop.

Next, Exposing learners to dramatic pieces of literature is more stimulating, Learners need to read plays and discover their stylistic features. Using drama in a language classroom is a good resource for language teaching (Lazar, 2007). EFL students ought to use drama to promote their understanding of life experiences and make sense of their extra-linguistic world (Saricoban, 2004). Drama can be used to stimulate learners' imagination, develop their

critical thinking skills and promote language development (Lenore, 2007). It also brings authenticity into the classroom, exposes students to the target culture, enhances their understanding of literature, and enables them to develop new literary readings (Wessels, 1987).

1.1.1. Benefits of Integrating Literary Genres

According to Marckwardt (1981), a good literature is written to entertain since it is psychologically and rationally significant. Tomlinson (1985,p.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.

1.1.1.1 Cultural Awareness

Literature functions as a doorway to another culture besides the social traits presented in the relevant society, this is the one of the basic arguments in the favor of teaching literature in EFL classrooms. Gajdusec(1988, p.232) as cited in(ANNA BAKAΛH, Δ.Γ.Π,2019,p.24,25,29), asserts that" literature is highly charged cultural artifact".

stern (1983,p.232) as cited in (ANNA BAKAΛH, Δ.Γ.Π,2019) argues , “we cannot teach a language for long without coming face to face with social context factors...that language and society are in many ways closely linked is not questioned” pointing out that “languages primarily reflect rather than create sociocultural regularities in values and orientations" (stern.2006).Therefore, it is a self-evident fact that language education may be influenced by social and cultural factors to a large extent. Hence , language and the words contained in each

language are deeply rooted in the society in which they live. Say. In view of the fact that literature is essentially a linguistic discourse and culture is the characteristic of every society, literary research includes cultural aspects in its essence. Consequently, the teaching of literature enables students to “be able to understand and appreciate Different culture and ideology from oneself in time and space, and came Perceive the traditions of thoughts, emotions and art forms in the heritage The literature of this type of culture endows ".Carter & Long, 1991,p.2).

Students need to be culturally literate when reading literature because they will encounter many instances of cultural diversities. Cultural awareness becomes an inevitable part of the English learning process (Byram 1997a; Byram, 2012; Kramsch, 2011). Studies have shown that cultural awareness needs to be integrated into teacher education (Atay, 2005; Byram, 2012; Hişmanoğlu, 2013), curriculum and coursebook designs need to be done accordingly (Beresova, 2015; McConachy, 2008; Lo Bianco, Crozet &Liddicoat, 1999; Pulverness& Tomlinson, 2015), and students should be in a conscious process of growth in their target language (Agudelo, 2007; Prodromou, 1992; Dasli, 2011; Ware &Kramsch, 2005).There are many studies emphasizing the importance of cultural awareness in EFL / ESL classrooms (Atay, 2005; Agudelo, 2007; İşcan, Karagöz&Konyar, 2017) and offer classroom applications for teachers (McConachy, 2008; Prodromou, 1992; Pulverness& Tomlinson, 2013).

Nowadays with the use of technology and rapid globalization, culture has become an essential part of language classrooms, and learners are expected to converse through cultures and beyond borders (Byram, 1997a). Learning a language through intercultural understanding means “the awareness and acceptance of one’s own world and the perception and acceptance

of the foreign world.” (Neuner, 2003, p.49). Being considerate towards other cultures, knowing their lifestyles no matter how different they are from yours is also crucial in recognizing and enriching your own culture (Byram, Lloyd & Schneider, 1995).

All in all, the culturally constrained literature has played a role in familiarizing learners with specific historical, ideological and social background in addition to their progress as individuals. Given that "the student is an active agent, not a passive recipient" and Activities related to literary research use an approach in which students “contribute and share their own experiences, perceptions and opinions” “literary texts give access to the worlds of personal experience which every student carries within.” "(Duff and Marley, 1990,p.6).

1.1.1.2. Creativity in Literature Study

Creativity is a mental construct whose contribution to language learning is plenteous (Albert &Kormos, 2011; Nosratinia&Zaker, 2014). Pink (as cited in Rao& Prasad, 2009, p. 31) argues that humankind is “entering a new age where creative thinking is becoming increasingly important.” Creativity has also been considered to be “about developing skills in thinking” (Sarsani, 2005, p. 134). Human beings are all equipped with an enormous inner potential for creativity and learning (Nosratinia&Zaker, 2015), and creativity is believed to be subject to improvement “at all ages and in all fields of human endeavor” (Sarsani, 2005, p. 47). Moreover, education is expected to “enable people to generate and implement new ideas and to adapt positively to different changes in order to survive in the current world” (Jeffrey &Leibling, 2001, p. ix). Learners need to be encouraged to become more creative when studying literature because this latter enlarges the scope of their thinking and empower their cognitive potentials to create and invent through fresh imaginative spirits.

The skills acquired while studying literary texts will help learners become better and more knowledgeable readers of literary works in The world they live in (McRae, 1991,p. 10). Because we can see the use of creativity and imagination in literature language. It appears in road signs, advertisements, newspaper articles and headlines, store and business names, Notifications, menus, etc. (Carter.1997). Simpson(1996,p.9) believes that for every method considered to be "peculiar for literature, examples of it can be found outside of literature. " . Even ordinary daily conversations show the creative use of language, such as idioms, metaphors, proverbs, the use of words closely related to literary standards, etc. (Carter.1997,p.212), but people are so used to them that they don't even have realize that they are using this language in a creative way. Due to the figurative patterns of most everyday languages, native speakers usually do not have any difficulties to understand the figurative language in literature(Carter, 1997,p. 212).However, foreign language learners are not in such a favorable position because many languages have different ways to express the same ideas and concepts, and the choice of metaphor often reveals "cultural attitudes towards specific areas of human activity" (carter 1997,p. 88). Therefore, providing foreign language learners with opportunities to discuss, evaluate and understand the meaning of words and phrases, and develop their interpretation and reasoning skills, will make them more reflective and effective language learners and users. Carter (1997,p.55) concluded: Therefore,"It can therefore be argued that to use in the language class only those types of dialogue that are transparent and transactional and devoid of richness, cultural reference and creativity is to misrepresent what speakers actually do and simultaneously to lose an opportunity for interesting language awareness work of the kind which may be an ideal precursor to enhance literary awareness."

1.1.1.3. Authenticity and Motivation in Literature

Authenticity is related to material use, ideas and thinking. Authentic literary material can be primary and original. It contains factual and topical issues that relate to day to day encounters. Hence, studying authentic material can arouse the learners' stimulation to discover and read more. The skills obtained while studying literary texts will help learners become better, more aware readers of the world they live in (McRae, 1991,p.10).If the ultimate goal in language teaching is to enable students to deal with the authentic language of the real world, they should learn how to cope with it in the classroom Nina and Violeta. (2012) as cited in Hedge, 2000,p.67).

Authentic literature engages students' in higher order thinking skills (George &Stix, 2000; Villano, 2005) and maximizes students' understanding of the specific content being studied (Atkinson, Matusevich, & Huber, 2009; Shelley, 2007; Taliaferro, 2009; Villano, 2005).

One of the contributions of communicative language teaching is to insist on real materials as Valuable resources for learning languages, because they show the authenticity of the language. If the ultimate goal is Language teaching is to allow students to deal with authentic languages in the real world, they should learn how to deal with it in the classroom (hedge, 2000,p.67). According to the experience strategy of language learning, real materials are used. This strategy "involves learners in authentic communication and in genuine experiences which is of value, importance and significance to them", (Stern, 1992,p.302). Since literature is a real text, activities used with literary text are" genuine language activities, not ones contrived around a fabricated text ' (long, 1986,p. 58). For more advanced learners, it is particularly important to be exposed to a variety of real literary texts accompanied by tasks and problems similar to real life Method to such texts.

These texts not only inspire students and provide opportunities to discuss and enjoy "beyond the mere comprehension of information", but also let students know that they are reading literary texts in their original form (Ur, 1996,p. 155). On the other hand, it helps to establish their Read with confidence and give them the ability to use the language.

Another benefit of using real texts is that they" construct experience or "content" in a non-trivial way, which gives voice to the complexities and subtleties that are not always present in other types of text" (carter and McRea, 1996). :Xxiv). Therefore, by discussing language choices, syntactic structure, rhetoric organization, tone, etc., students are trained to not only think about the meaning of the text, but also how the meaning is realized, thereby improving the understanding of how language is expressed. , How to use its resources to express different views on familiar reality. Moreover, research on vocabulary acquisition have showed that it is beneficial for students to encounter words in multiple contexts(Carter and mcCarthy.1988,p.14), because the stylistic and the linked meaning of words can merely be seen when words are put in a context of use (carter.1989,p.23).

So, after accomplishing their formal education, if students need to continue to learn the language, they need to have skills, strategies and habits they have learned during learning the language inside classroom (Allen, 1983,p. 82). Reading authentic texts is one of the vital choices for language development in foreign language context. Consequently, by making opportunities to enhance reading skills will provide them with self-directed and autonomous learning. Barnett argues that' authentic texts are vital; they motivate students, offer a real context, transmit the target language culture, and prepare students to read in outside classrooms' (Barnett1989,p.145).

1.1.1.4.Active Involvement of Learners

Learners need to be involved in literature classroom activities. They need to intervene in the selection of the teaching material including literary texts and other activities. Teachers have to opt for a learners' centered approach to encourage them to interact, discuss and interpret the different literary genres. Prodromou (1992) indicates that teachers need to adopt a learner-based approach to use dynamic activities to improve cultural understanding. In Murray and Bolinger's (2001) research, activities such as e-mail interactions with the speakers of the target language, interviewing people from target cultures, video projects and internet research helped students get to know target language cultures and compare them with the values of their own to reach intercultural awareness especially through literary texts.

In the language classroom, one of the advantages of using literature is that it enhances "dynamic learning; which involves the students as actively and personally as possible (McRea1991,p.8). Literary texts have potential for meaning which can only be discovered in the exchanges between the text and the reader (wallas,1992,p.39). Unlike, referential texts that are usually found in FL textbook, a reading circle describes as "a do it yourself construction" (kit, 198,p.11), the construction of language development can only occur if students are active recipient of teachers' input.

To make a sense of a texts and to reach a satisfactory interpretation, readers have to ask questions, form hypothesis, make anticipations, utilize their imagination, previous knowledge and personal experience. Due to the fact that " the words on the paper remain mere words on the paper, until a reader actively engages with them as sensitively and as intellectually as his knowledge of life and his command of language will allow"(Rodger,1983,p.46).

What is necessary is the process followed to arrive to the interpretation not the result of that latter, the important achievement is not getting the meaning of a particular texts. But,

developing ways for understanding the same texts that learners may select to read outside classroom contexts (Nina Daskalovska and Violeta Dimova,2012,p.3).

The active involvement of learners in interpreting the text embodies in remarking, debating, infrencing, interacting, and the imaginative involvement will ameliorates language acquisition. Researchers has demonstrated that "mental work has a powerful effect on memory (carter and McCarthy(1998,p.65).so, that the more one manipulates, thinks about and uses mental information, the more likely is that one will retain that information 'Schemit,2000,p.12).

Reading authentic texts can help of acquiring the language due to the fact that" it is a space for creativity, it is a space where the personal elements of interaction, involvement, concern and personality can all be accomplished" (McRae 1991,p.15)

1.1.2.Approaches to Teaching Literature

1.1.2.1. The Cultural Model

Valdes (1986,p.137) as cited by Plastina (2000) claims that literature is a medium to “transmit the culture of the people who speak the language in which it is written” and it is the role of the teacher who transmits this culture. anger (1991) cited by Tina Abdullah et al. (2007) claims that the teaching of literature is often considered “a way to indoctrinate students into the cultural knowledge, good taste and high culture of the society”

The cultural model is considered to be traditional, areas such as the history and characteristics of cultural movement, political and historical background of a text, the literary genres and rhetorical devices are the most important areas that the cultural model focus on.

Literature is an essential instrument in preserving cultural and artistic heritage. (Lazar,1999) as cited in (Alene ketema,2012,p.15) asserts that It shows the thoughts and ideas in a global way, learners are in way of being encouraged of understanding the meaning of multiple cultures and ideologies in relation to their own. Literature viewed then by this model as a source of realities and it is transmissive, teacher-centered, pedagogic mode where the instructor transmits knowledge and information to the students (Alene ketema,2012,p.15)

1.1.2.2.The Language-Based Model

This model is characterized by a detailed study to the texts with the intent to enable learners to focus on the function of language for easy comprehension and analysis. Teachers need to encourage learners to use their cognitive and linguistic competences to evaluate the texts and form an appropriate overview about them. Texts should be selected on the learners' needs and interests and not for their linguistic richness. Learners will experience their schemata and previous knowledge and set to work through their different interpretations. This type of model enables learners to see their language into practice.

According to Collie and Slater (1987), by reading a specific text, students are exposed to the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas. Lazar (1993) further argues that students can develop their listening skills by listening to the recorded literary materials. Savvidou (2004) in his turn, asserts that students engage with the text purely for linguistic practice and literature is used mechanistically to provide a series of language activities.

A. Maley and Duff (1990) insist that the primary aim of this approach is “quite simply to use literary texts as a resource for stimulating language activities”, With the use of language-

based approaches, the focus shifted to the learner, the reading process and creating language awareness in the learners (Too Wei Keong 2007). McRae and Vethamani (1999) proposed a model which moves from lexis (vocabulary), syntax (sentences) to coherence (discourse). It also focuses on phonology (sounds), graphology (visual effect of the text), semantics (meaning), dialect (variations of standard English), register (tone), period (archaisms) and function (message in the text).

1.1.6.3.The Personal Growth Model

Personal growth is a good quality that learners have to opt for. Independent learning starts with the teacher's detachment from learners' spoon feeding. Learners have to be self-directed, they connect what they learn with what they are supposed to learn. Collins (1993) further argues that in order for a learner to achieve the higher level of reading, he/she must be able to relate new information to what is known in order to find answers to cognitive questions.

Tierney and Pearson (1983), cited by Collins (1993), posit that readers will use their prior knowledge to interpret meanings. The process of linking the prior knowledge to what is being read develops higher level thinking skills in students.. Besides that, the nature of a literary text which could be interpreted in many ways could be used to develop thinking skills (Mario Sarceni, 2003).In the same line, Rosli (1995) claims that this approach motivates and encourages students to read by making a connection between the themes of the texts studied and their personal life experience.

The Integrative Model

Adeyemi (2010, p. 9) explains that in this approach; teachers use a mixture of methods, techniques and technical devices, in this sense, the integrative model means utilizing related

ideas from different approaches and disciplines, Aina(1979) posits that integration can be within and across disciplines. For instance, by focusing in the four skills of speaking, listening, reading and writing, language therefore can either be taught within itself. Or by integrating themes, concepts and ideas from different aspects. As cited in (SupapornYimwilai (2015)).

The integrated approach is of crucial important for students. Langa and Yost (2007, p. 65) state that this methodology assists students to make links and connections. Lucan (1981, p. 59) further suggests that the integrative approach is student-centered due to the fact that it encourages students to make links, generalize, and transmit knowledge to a various problem-solving situations in the real world. Furthermore, the integrated approach makes the classroom atmosphere more enjoyable and thought-stimulating because it offers students with a more comprehensible learning that is rich and interesting. In addition, Knowles and Smith explain that the integrated approach to teaching literature “can facilitate collaborative learning as well as help students become independent problem solvers” (2001, p. 77).as cited in(SupapornYimwilai (2015)).

1.1.7.EFL Teachers’ Exploitation of Literary texts

Basnett and Grundy (1999) cited by Mario Sarceni (2003) claim that literature is learnt because of its powerful language which marks the greatest skills a language user can demonstrate. So, teachers need to exploit this side to show to learners how to interpret, analyses, paraphrase and summarize any literary work of art. According to Maley (2001) cited by Mario Sarceni (2003), the text may also be used as an example of certain types of pattern and structure.

Chan (1999) further argues that ,as literature is illustrative of different genres, text-types, register, narrative structures, point of view, patterning of words and sounds, "the reading of

literary texts involves the development of complex skills and tools of inquiry and these skills and tools maybe interpreted to include the gathering of information related to an issue or problem, an analysis of personal values as they relate to the issue or problem, reflecting upon various options for solution, and selecting and applying the most appropriate option” (Ganakumaran 2007,p.1).

The English teacher according to Frisby (1957) teaches a craft but he also initiates into a mystery,. The best teacher for him must acknowledge a sensitive appreciation of the art he communicates. He states that the instructor is something great toward teaching art which is more global than music.

With reference to his own experience in teaching literature, Halliday claims that teaching literature is a demanding step and that happens with the first interest in actual involvement in literary text. However, in many cases «It is painfully clear that there are many among those teachers whose command of English as a language is not sufficient to enable them either to discuss and teach great works of literature or fully to understand or appreciate them,» (Halliday, 1964). Carter and Long (1991),as cited in (Solomon.2015) emphasize on despite of providing them with examination paper, a successful teachers will make students love literature for the rest of their lives, in this sense, the language teacher has an essential task to rise creativity and interest in literature or literary texts, make it easier to the entrance of literary text, keep literary texts involvement, saufguard the interest of literary texts, enhance a self-critical attitude toward a text reception, and sensitize students to the language of literature. (Delanoy, 1997). As cited in (Solomon.(2015)

Savvidou claims that (1996), an approach to teaching literature in the EFL classroom is what is needed, this approach attempts to integrate a varieties of models in order to easily

access to the benefits of literature because that would contribute to the linguistic development of the learners. The target object of teaching literature is not only the knowledge got from books, plays and poems, but also the values of literature and the acquisition and the development of perspectives towards reading books (Frisby, 1957). Hence, teachers have to engage students in active involvement in reading literary texts so that they get benefits from what they read.

1.1.8. Challenges of Integrating Literature in EFL Classes.

Integrating literature in classes has been a long hot debate between researchers, teachers and scholars (Lazar, Duff, and Maley). The reasons claimed that this subject matter is difficult to integrate, students find difficulties studying literature and even teachers get it hard to transmit the literary values to their learners. However, with time, literature integration was claimed and now it is amply used. So, whether or not literature has a place in ESOL 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. (Stern, 1991, p.330) advocates an approach 'which integrates literature study with mastery of the language (vocabulary and grammar), with further development of the language skills (reading, writing, listening, and speaking)', suggesting 'that study of a single literary work can combine all the language skills with one another ... and with increased literary understanding and appreciation'.

Carter and (Long,1991,p.101) suggest that the integration of literature and language studies can do ‘as much for the language development of the student as for the development of capacities for literary understanding and appreciation’. Moreover, apart from the problems mentioned above, the length of the text can be considered as a major obstacle. Some teachers perhaps see that shorter texts are less difficult than longer ones. On the other hand, shorter text are not easy and they are more difficult because the extended repetition and contextual support which longer text offer are missing. (Lazar, 1990) ,(Duff and Maley, 1990,p.7).as cited in (Alenketema(2012,p.20)

In review to the cultural aspects, they claim that culture does make difficulties embodies that it is not possible to for the outsider to share completely the range of references of the insider; those references made by literary texts are liable to interpretation, or misinterpretation.

The other problem in using literary texts is that students may find it hard to make sense of the texts they are dealing with even though the language is simple and easily detected since they cannot perceive the ideas the texts include, this problem is mainly concerned with conceptual difficulties, the other type of difficulty called the acceptance difficulties that concerned with the most instinctive negative feedback or a reaction we encounter towards some types of texts or certain authors perhaps teachers and their negative attitudes towards teaching literature, because their ultimate goal in teaching the language according to (McKay, 1982,p.529), is to teach grammar of that language. Similarly , (Rodhika, O’, 1991),raised the linguistic difficulty of the text and English language background knowledge and culture to express some literary texts are the major obstacles in EFL classrooms (Rodhika, O’, 1991).as cited in (Alenketema2012,p.20).

Conclusion

The introduction of literature as a principal component of the syllabus in terms of vocabulary enhancement has started to give its fruit among strategic readers. Obediat (1997) maintains that using literature in the EFL classroom can help students learn how the English linguistic system is used for communication and how to be critical and analytical learners. Custodio and Sutton (1998) claim that any literary text can unlock doors of possibility, giving an opportunity for students to explore the writer's world.

Although the integration of literature and literary texts has received too much debate by teachers, scholars and even parents for being a difficult subject to assimilate by learners due to its difficult vocabulary and structures, teachers have adopted different strategies to impart literary vocabulary through literary contexts that suit their learners' needs.

In the next section, the focus will be directed on vocabulary acquisition in relation to literature due to the fact that the use of literary texts as an authentic materials and the appropriate assessment make the acquisition process more interesting. from the point of view of native speakers, literature offers the appropriate atmosphere to introduce social vocabulary, formal, and informal registers in accordance with different cultures. (Hugo David Muñoz Obando, Karla Ignacia Vistoso Donoso, 2011, p.4)

Section two: Vocabulary Acquisition Through Literature

Introduction

Acquiring wider and deeper vocabulary knowledge is paramount in the pursuit of becoming a proficient foreign language speaker. It can be argued that lack of vocabulary knowledge often has a more severe impact on clarity and fluency of spoken and written language than insufficient grammatical knowledge or poor pronunciation (Hedge, 2000). Nation (2006) maintains that in order to understand a variety of texts, learners need a lexicon of around 8000-9000 word families. This number is believed to be enough for a 98% comprehension rate of a novel or newspaper.

Literature plays an important role in teaching the four basic language skills like reading, writing, listening and speaking

2.1. The Role of Literature in Teaching English Language

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and

suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

All literature studies stimulate thinking by giving readers substance for reflection, this facilitates cognitive development (Kelly, 1996,p.10). Kelly (1996,p.8) that some of the major values of (children) literature are enjoyment, aesthetics, understanding, imagination, information and knowledge, cognition, and language.

Literary texts are a rich source of classroom activities that can create a motivated and useful learners. According to longer(1997), literature can pave the way to "“horizons of possibility, allowing students to question, interpret, connect and explore”". A short story or a poem that are of interest can instantly touch the hearts of students and leaving an indelible impression in their minds. In addition, the dialogic nature of literary texts ensures that learners can use their creativity and Get rid of traditional language courses. Using literature for language teaching Have been emphasized by many scholars in the field like(Lazar,1993,Collie and Slatter,1994 ,Ur ,1996, Carter and Long ,1996 and, Malay ,2001).

2.2. The Effectiveness of Vocabulary Learning

"Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed (Wilkins, 1972, p. 111)". In line to Wilkins' quote, some researchers claim that depth of vocabulary knowledge lies in the semantic networks in which learners link a word with other necessary information to truly understand and use them (Batty,2012).A knowledge of vocabulary entails knowing a quantity of words (vocabulary breadth) and knowing the quality of those words (vocabulary depth) (Nation, 1990). Also, this implies that it requires learners to know the form of the word in terms of spelling, pronunciation and word parts as

well as its use in terms of its functions, collocations and constraints (Nation, 2001). Hence, knowing an item means more than knowing its meaning from the perspectives of concept, referents and associations. It means also its structural syntactical features too.

One of the most significant predictors of reading comprehension is Vocabulary knowledge (Davis, 1944, 1972). As cited in (Camille L. Z. Blachowicz, Peter J. L). Fisher, Donna Ogle and Susan Watts-Taffe2006,p.4). One of the various ways to view this relation is to consider the knowledge of vocabulary as a measure of general verbal ability that underlies all learning (Terman, 1916) as cited in (Camille L. Z. Blachowicz, Peter J. L), from another sight, the capacity to make inferences is a critical component not only in reading comprehension but also, in learning the meaning of new words (Sternberg & Powell, 1983. Both viewpoints have strong support in the research literature. Vocabulary deemed to be an important part in the acquisition of language skills and a lack of effective communication mainly happened due to the lack of learners' vocabulary (Nyikos& Fan, 2007), students have to learn thousands of word meanings, connotations, derived forms, collocations, spellings, pronunciation, and grammatical uses (Nation, 2001).as cited in (Olga Kulikova2015).

The blocks of building to reach on the path on language mastery are "words". According to heritage American Dictionary that defined vocabulary as " a sum of words used by, understood by, or at the command of a particular person or group.". years ago, vocabulary tests wide spread in schools. Accordingly, a reliable indicator of mental age is closely linked to vocabulary size and the development of vocabulary was deemed " one of the best single measures of intelligence " (Langer, 1967, p. 157), as cited in (Olga Kulikova2015).

" A rich vocabulary puts learners in beneficial position in school" a statement that a large number of people would not object": students will understand effectively what a teacher a

textbook or a teacher says so that they learn more. Noticing that people with the same vocabulary sizes may vary in their understanding and knowledge, but the size of the vocabulary of a person still in many cases found to be good anticipator of general competence. Duncan et al., 2007; Kaplan & Saccuzzo, 2013). As cited in (Olga Kulikova 2015).

In recent years, there has been a huge interest in words. Many SLA researchers claim that learning vocabulary is the most challenging thing in reaching proficiency in second or foreign language because of the sheer enormity of the task (Meara, 1995; Nation, 2001; Schmitt, 2010), (as cited in Olga Kulikova 2015). Language is like a building: grammar is the structure of this building, and the bricks in the structure are "words". Both are essential, but the number of bricks passes the number of structural elements, which is why "no linguist today would seriously contest the fact that, quantitatively, vocabulary dominates in the language field and that vocabulary acquisition is the main obstacle to language acquisition" (Ma, 2009, p. 21).

The meeting point of vocabulary acquisition and second language would last long after all the other aspects of the language have been learned, and reaching the meaning of this process is still limited. As Schmitt (1998) argued, "the mechanics of vocabulary acquisition is one of the most intriguing puzzles in second language acquisition" (p. 281).

2.3. Strategies For Developing EFL Learners' Vocabulary

Learners are stimulated to learn more new words but they sometimes have no strategy in how to achieve this. So, they need their teachers' guidance. They need to be encouraged to map out the words learnt and engage in semantic network building, for example, creating intentional links between the target word and other words the learner knows, including morphological similarity, syntactic similarity and collocation similarity (Henriksen, 1999).

So, the best way to activate prior knowledge, according to Susan M. Watts (1995), is through discussion. However, the "verbal interaction surrounding the word" should be one of "sufficient length and student involvement" (Watts, 1995, p. 407). Stahl and Fairbanks (1986) report that when students are exposed to the same words many times and in different contexts, the result is a higher degree of learning, an increased ability to remember the word, and a better chance of the word becoming automatic. Klesius and Searls (1991) believe that "automatic association of meanings with words is as important as automatic pronunciation of words since either requires attention required for comprehension" (p. 69).

2.4. Contextualizing Literature For Teaching Vocabulary

Several researchers agree that teaching vocabulary within the context of reading is essential, yet many add that learning the definitions of words separately is also necessary. One such a researcher is Robert L. Crist (1981). Crist basically asserts that even though using context to learn vocabulary is the best mode of vocabulary instruction, he also insists on the importance of studying definitions too. Both methods can only help the acquisition of a greater vocabulary.(ibid).As pointed out by Nation (1982), a bulk of vocabulary is acquired through context as a result of indirect or incidental learning. Exposure to a large amount of input is said to contribute to vocabulary gain.

McKeown (1985) also asserts that learning vocabulary from context is effective. However, she does not believe it is an automatic process, but rather a learned skill, a skill that students with a smaller vocabulary especially need. Within the same line ,Blachowic et al. (2006), however, believe that it is hard to predict what words can be learned through an examination of the context because context does not always reveal meaning, wherein it is sometimes misleading

The use of literature as an authentic material and the good assessment offers more interest to the process of acquisition, due to the fact that they get to face a text extracted from a non-pedagogical context. Accordingly, the use of literature gives the essential atmosphere to present social vocabulary, formal and informal registers which go hand in hand with varieties of cultures, consisting of common terms and utterances utilized in the target language, and the descriptions of experiences from native speakers point of view. Hugo David Muñoz Obando Karla Ignacia Vistoso Donoso (2011, p.4).

According to Duff and Maley; Literary texts language activities for example are of a crucial importance since they offer a wide range of registers and style; they are open to varieties of interpretations and therefore offer excellent chances for classroom discussion (as cited in Lazar, 2008, p.27). These kinds of activities enhance students' ability to express their ideas, and developing communicative skills intrinsically. Communicate in an effective way is the main achievement that literature would lead to, and this is the main goal of every second or foreign language learner. (Lazar, 2008, p.27) as cited. Hugo David Muñoz Obando Karla Ignacia Vistoso Donoso (2011).

Van (2009, p.2) holds that "structuring lessons around the reading of literature introduces a profound range of vocabulary, dialogues, and prose". Additionally, Povey (1972, p.187) argues that "literature will increase all language skills because literature will [21] extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax". Thus, learners will benefit from the elaborate vocabulary a literature uses". A teacher for example, when selecting a short story to introduce new vocabulary during this process, learners are engaged in a range of written or oral communicative tasks (ANNA BAKALAH, Δ.Γ.Π.2019).

Many studies indicate the role of literary genres in developing learners' vocabulary acquisition. To specify more, a study done by ZamzamEmhemmad Mari Al-Dersi proves the role of short-stories for developing vocabulary of EFL learners, arguing that the use of short stories in EFL classrooms greatly increases the repertoire of learners' vocabulary acquisition, short stories in EFL classrooms for developing EFL learners' vocabulary are naturalistic, enjoyable, low cost and highly effective method and it is of great attention to be recommended for EFL teachers and learners. (ZamzamEmhemmad Mari Al-Dersi, 2013)

2.4.1. Acquiring Literary Vocabulary Through Extensive Reading

According to Ahmad Wong Sze Wei and AnieAttan (2011), learning vocabulary through extensive reading also improves learners' fluency as learners are exposed to a group of words rather than each individual word while reading. Other researchers also found that extensive reading is the key to vocabulary gain as learners are able to independently make meaning-form connections while processing meaningful and contextualized input (Brown, 2000).

Laufer and Hulstijn (2001) add that the words that learners encounter in incidental vocabulary learning will be retained in the long term memory and could be used more confidently in different situations. However, the effectiveness of vocabulary acquisition through extensive reading is questioned as learners with low language proficiency might not have enough background knowledge to rely on the context to understand meaning of text read.

2.4.2. Acquiring Literary Vocabulary Through Intensive Reading

Intensive Reading is defined by Harmer (2007, pp. 99-100) as “The detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms”. Intensive reading requires from learners a meticulous reading slow and expressive that starts from the beginning to the end. Hence, “Intensive readers are often required to study a small amount of materials, in an analytical manner under the teacher’s guidance” Good (1926 as cited in Egger, p. 2). For Koay (2015), it is the way of reading short texts thoroughly and with clear goals.

Intensive reading is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. (Lampariello, 2017)

2.4.3. Contextualized Vocabulary Retention Versus Word Isolated Lists

Learning words from context involves learners’ ability to infer or guess the meaning of words from context. Thus, to employ this method, learners are required to have skills in guessing the meaning of words. So, in making some efforts through scrutinizing literary texts for example , may lead to good memorization and retention of the vocabulary sought. Some language professionals, such as Judd (1978), Krashen (1982, 1989), Shcuten-van Parreren (1985, 1989), McCarthy (1990), and Oxford and Scarcella(1994) reinforce this idea and believe that learning words by inferring their meaning from context tends to lead to a better retention than learning in isolation which might be in the form of word lists, flashcards, and dictionary use (Oxford &Scarcella, 1994)

And though Seibert, (1930); Nemko, (1984), however, consider that the word pairs approach might result in longer retention. Judd (1978), referring to other previous writers,

points out that “most people agree that vocabulary should be taught in context” (quoted in Nation, 1982, p. 22).

Conclusion

Researchers, teachers and scholars have opted for the use of literature as a vehicle for learners' improvement of vocabulary and language skills. The role of literature in this has become primordial in the sense that teachers started to devise strategies on how to approach literary texts with the intention to explore vocabulary and the different ways of its acquisition.

Studies have demonstrated that vocabulary has to be taught in context where learners, through their intensive reading to the various literary texts can interact and discuss with peers under the teacher's guidance. This has reinforced the idea that contextualized vocabulary leads to long term retention; whereas learning vocabulary in isolation can be done at an initial phase but it does not resist to endurance. Words learnt in isolation soon evaporate as long as the context is absent.

Literary texts encapsulating all the genres can invigorate readers with their multi-dimensional contents they contain. Vocabulary, through the three genres, can be consolidated in class and followed up through extensive reading. Teachers need to start activities in class to motivate slow learners and get them familiar with the most difficult tasks through collaborative work as group work and workshops.

Chapter two: Research

Design and Methodology

Chapter two: research and methodology

Section One: Research Design

Introduction

After presenting the literature review in the first chapter concerning literature as a teaching material and vocabulary acquisition, the shift into a practical point seems highly interesting. This chapter describes the research methodology and design dealing with the research design and approaches, the participants, data collection instruments and procedures with data analysis and interpretation.

2.1.1. Purpose of the study

The present research describes the use of literature as a teaching material and its role in developing English student's vocabulary acquisition at M'sila university. Hence, the study will examine E.F.L teachers and learners points of view towards Literature integration in English courses.it also look for the degree of its integration in L.M.D. English syllabi.

2.1.2. Research design.

This research is established on the base of a descriptive research design to advance our knowledge and understanding in one of the important topic in the area of E.F.L learning and teaching based on an in-depth interview to seek teachers' perceptions and a structured questionnaire looking for students' point of view related to the subject studied.

2.1.3. Research Approach

A mixed method approach is selected for undertaking this research. In one hand The quantitative approach is used as a numerical representation as a result of a manipulation of a closed-ended questions. In the other hand the qualitative approach provides more understanding and interpretation regarding the subject studied as a new and interesting open gate in Applied Linguistics research by using an open-ended questions.

2.1.4. Research Methodology

2.1.4.1. Population and sampling.

The study was carried out in the English Department, Faculty of letters and languages of Mohammed Boudiaf M'sila University during the second semester of the 2020-2021 academic year. Fifty two students of second year License responded to the questionnaire. Also English Department teachers participated and shared their points of view via the administrated interview.

2.1.4.2. Data collection instruments

Data in this study was collected using two different research tools. First, an interview was designed containing thirteen open-ended questions seeking for a detailed description about their experience using literary texts in an E.F.L. context and whether they stand for the integration of literature as a teaching material in the English syllabi regarding whether it is effective or no in developing students vocabulary acquisition. Second, a structured questionnaire was administrated using a closed ended questions that provides students' perception towards literary texts use and whether they prefer it as a beneficial vocabulary technique.

The questionnaire contains 26 items classified under four sections.

-Section one: Students' identification (Q₁-Q₃)

-Section two: literature integration into E.F.L. language courses (Q₄-Q₆)

-Section three: Students' perception to literature integration (Q₇-Q₁₈)

-Section four: Literature and Vocabulary acquisition (Q₁₉-Q₂₆)

2.1.4.3. Questionnaire Pilot Study

The pilot study was satisfactory after several reformulation of the majority of the questions in order to reach clarity and understanding of the questions since it was administrated in the classes.

2.1.4.4. Data collection procedures

The data was gathered from the questionnaire that was distributed in the morning and recollected in the afternoon. Also data collection procedure via interview takes several days.

Conclusion: This chapter dealt with the research methodology and design regarding several interesting practical points including the research design and approaches, the participants, data collection instruments and procedures.

Section 2: Data Analysis and Interpretation

Introduction

After exploring the plan being selected to undertake this research, it is time to display the main findings in order to give more interpretation and explanation regarding the topic being studied. First, a presentation of some statistics about the population then a detailed analysis and discussion of the results related to the questionnaire and the interview will be provided.

2.2.1. Analysis and Discussion of students' questionnaire:

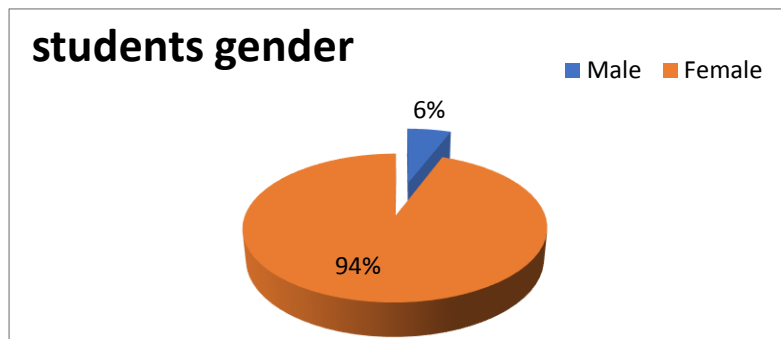
Section one: identification of students:

Q1: students level: all students participant are second year License English language.

Q2: students gender.

Option	N frequency	percentage %	angle °C
Male	3	5.77	20.77
Female	49	94.23	339.23
Total	52	100	360

Table 1: Student gender.



Graph 1: Percentage of each gender of students.

Regarding this table and figure, the number of female participants are higher than the number of male. The female participation was of 94.23% of the total while the male participation was of 5.77%.the domination of female representation may be explained as result of their higher interest into Language field rather than male students do.

Q3: Students years' of English study

Option	N frequency	% percentage
10 years(3 years of study at university)	3	5.77
9 years	49	94.23
Total	52	100

Table 2: Students' years' of English study

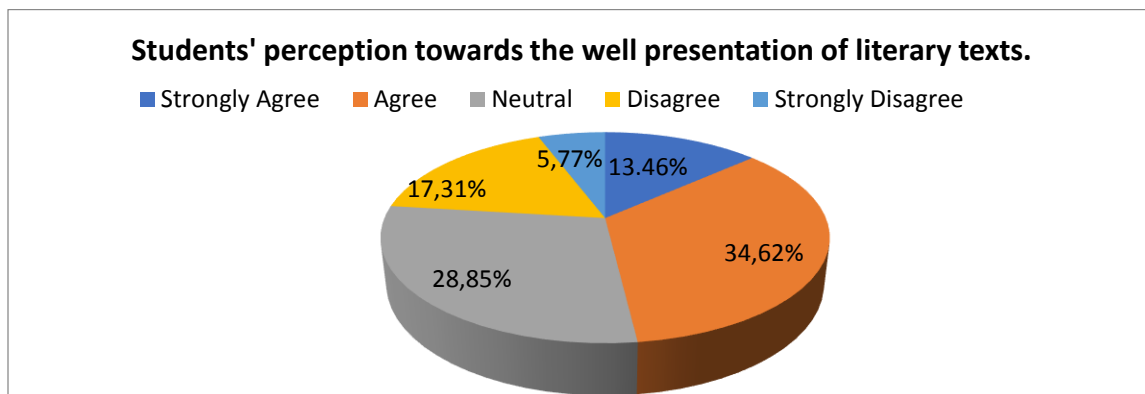
Depending on this table, the number of students participant who retake their academic year is heigly less than those who succeeded. This may be refered to the intens use and interest of the online courses displayed on MOODLE platform during the kovid 19 period.

Section two: Literature integration into E.F.L. language courses (Q4-Q6).

Q4: Literary texts/genres are well presented in E.F.L. syllabi.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q4	7	18	15	9	3	52
Percentage %	13.46	34.61	28.85	17.31	5.77	100

Table 3: Students' perception towards the well presentation of literary texts.



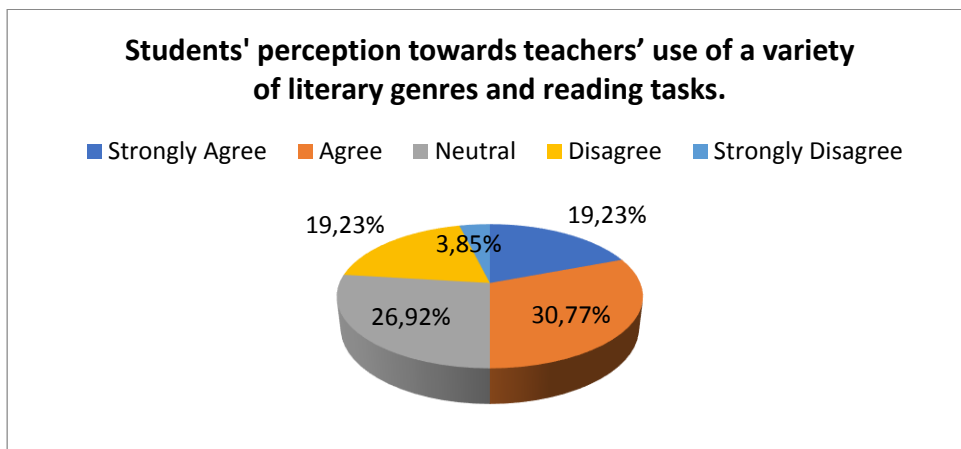
Graph 2: Percentage of students' responses regarding the fourth item.

. The majority of the students agree regarding the well presentation of literary texts/genres in E.F.L with a percentage of (34.61%) of total students added to (13.46%) of students who are strongly agree regarding this statement while (28.85%) of students are neutral. In contrast (17.31%) of students disagree concerning this statement with (5.77%) of students who strongly disagree. The notable percentage of neutral response can be explained as either a lack of literary text manipulation or may be as an ignorance of the manner literary text should be presented.

Q5: E.F.L. teachers use different literary genres in their classes and set students to enough reading tasks.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q5	10	16	14	10	2	52
Percentage %	19.23	30.77	26.92	19.23	3.85	100

Table 4. Students' perception towards teachers' use of a variety of literary genres and reading tasks.



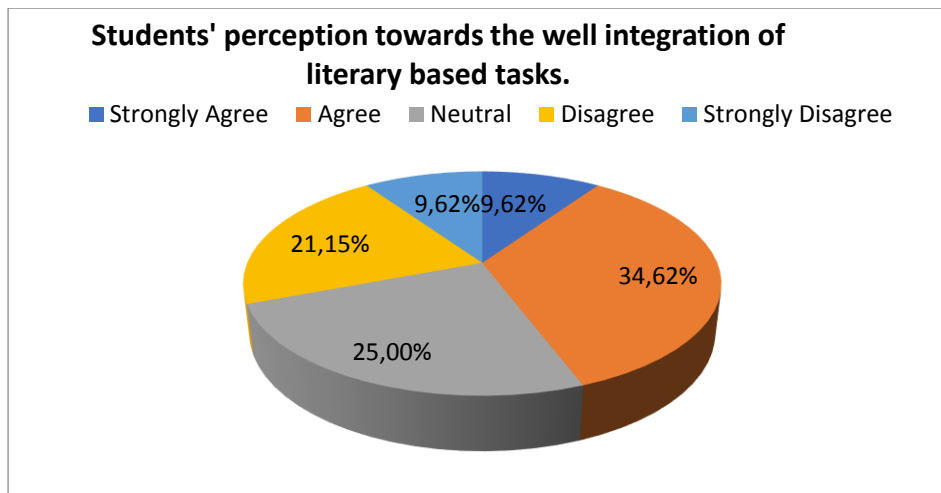
Graph 3: Percentage of students' responses regarding the fifth item.

The analysis of data is as the fact that the majority of students agree regarding teachers' use of different literary genres in their classes and their exposure to enough reading tasks in E.F.L. classes with a percentage of (30.77%) in addition to ten students who strongly agree with this statement with a percentage of (19.23%) also depending on the graph and the table above so students' neutral response is about (26.92%) that can be explained maybe by the fact that some students underestimate the importance of reading tasks. Whereas (19.23%) of students strongly disagree with a little percentage of about (3.85%).

Q6: Literature-based activities are well integrated in EFL classes..

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q6	5	18	13	11	5	52
Percentage %	9.62	34.62	25.00	21.15	9.62	100

Table 5. Students' perception towards the well integration of literary based tasks.



Graph 4: Percentage of students' responses regarding the sixth item.

The analysis of this table shows that students tends to agree about the well integration of literature based activities in E.F.L. classes with a percentage of (34.62%) with other five

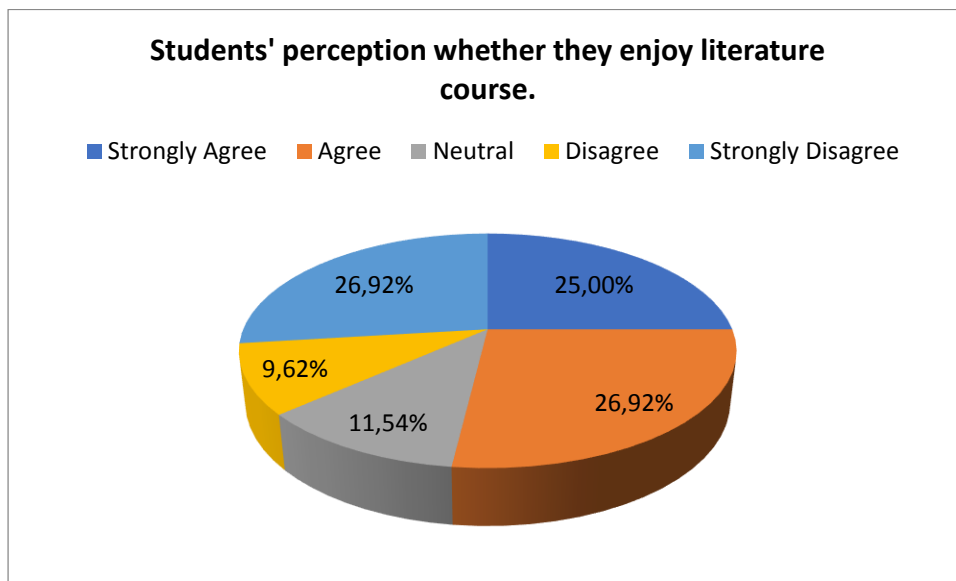
students who strongly agree of about (9.62%). Also the percentage of students ‘ neutral response of about (25%) cannot be ignored because it may be explained as a lack of knowledge towards how the enough amount of literature based activities should be integrated in the E.F.L. syllabi. In contrast, students disagree with a percentage of (21.15%) in addition to five students of (9.62%) of students’ response.

-Section three: Students’ perceptions to literature integration (Q7-Q18).

Q7: I enjoy literature courses.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q7	13	14	6	5	14	52
Percentage %	25.00	26.92	11.54	9.62	26.92	100

Table 6 : Students' perception whether they enjoy literature course.



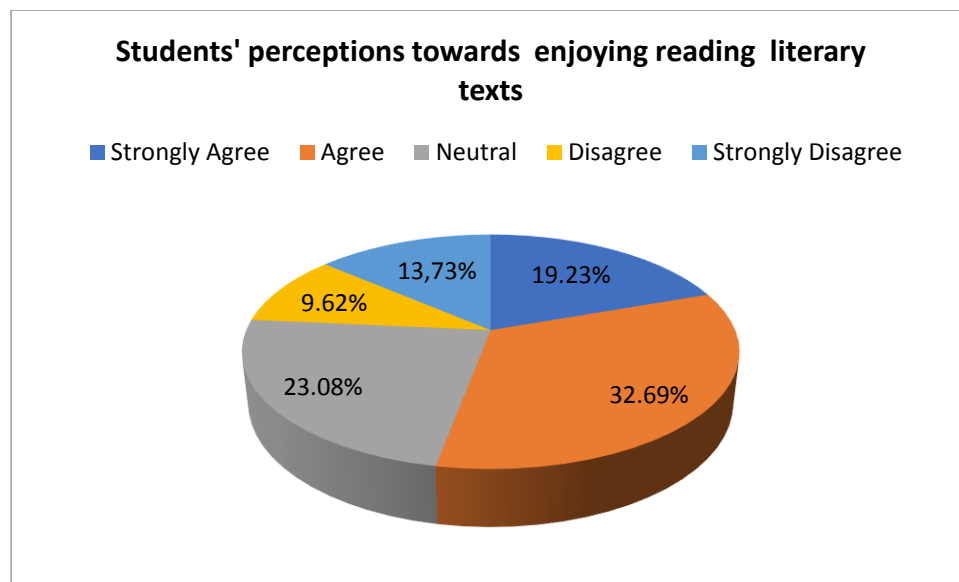
Graph 5: Percentage of students’ responses regarding the seventh item.

The analysis of the table and the graph above shows that almost the half of students enjoy literature courses with a percentage of (26.92%) reinforced by a percentage of about (25%) of students who strongly agree. This may be due to the fact that students touch benefits of literature courses although the existence of a considerable percentage of students about (26.92%) who strongly do not enjoy literature courses with a five students of about (9.62%) who disagree. While (11.54%) are neutral towards enjoying literature courses..

Q8. I enjoy reading literary texts.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q8	10	17	12	5	7	52
Percentage %	19.23	32.69	23.08	9.62	13.46	100

Table 7: Students' perceptions towards enjoying reading literary texts



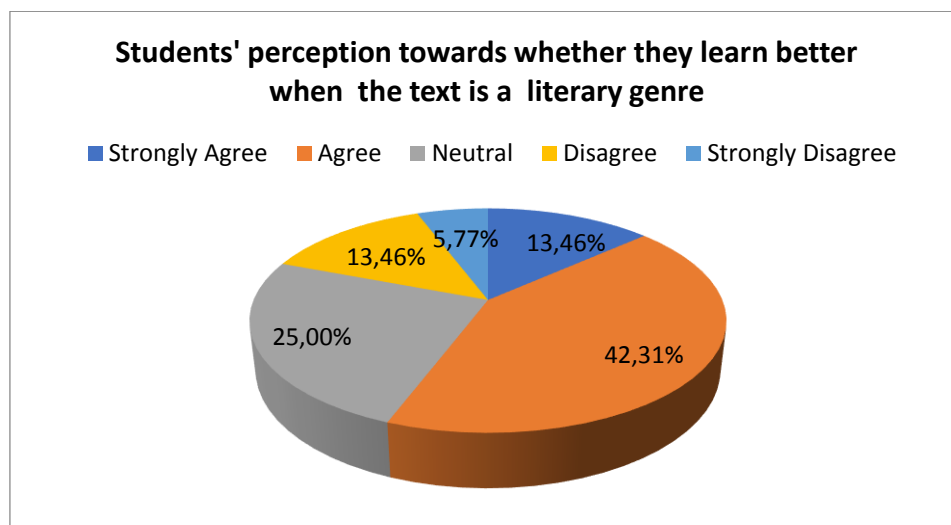
Graph 6: Percentage of students' responses regarding the eighth item.

About the half of students enjoy reading literary texts with a percentage of (32.69%) of students supported by a percentage of about (19.23%) who strongly agree. In contrast, the students 'answers disagreement with a percentage of (9.62%) of students and (13.46%) of students strongly disagree with this statement also the neutral response of about (23.08%) of students can be highlighted as result of some non interest to reading literary text.

Q9- I learn better when the text is a literary genre.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q9	7	22	13	7	3	52
Percentage %	13.46	42.31	25.00	13.46	5.77	100

Table 8: Students' perception towards whether they learn better when the text is a literary genre.



Graph 7: Percentage of students' responses regarding the ninth item.

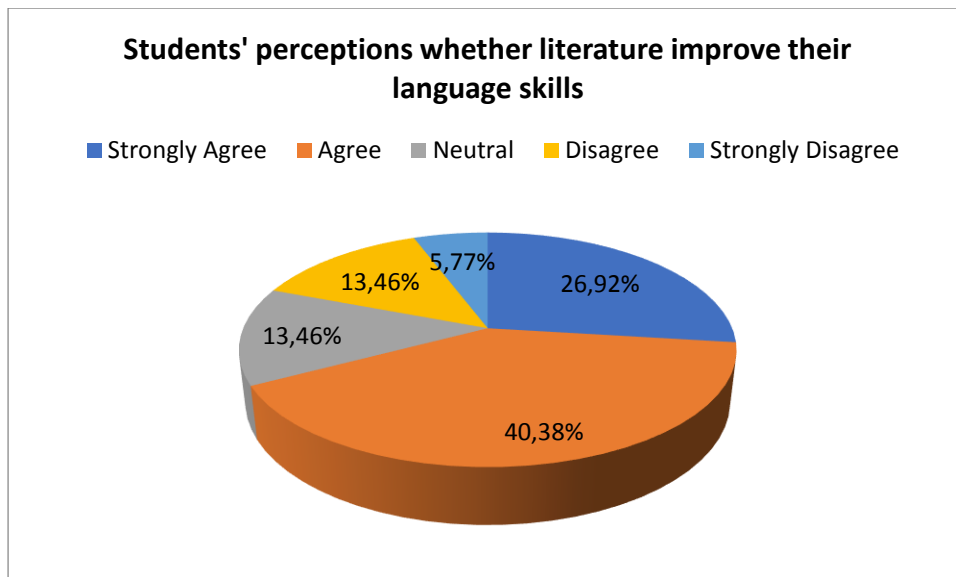
More than half of students agree on the benefits of using literary texts on developing their learning process with a percentage of (42.31%) supported by those who strongly agree

with (13.46%) of students. This may reflect students' interest to literary texts as a good tool learning. The low percentage of disagreement of about (13.46%) of students with (5.77%) of strong disagreement can consolidate the last claim. Neutral students' response is about (25%) of students.

Q₁₀: I think literature helps me improve my language skills.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q ₁₀	14	21	7	7	3	52
Percentage %	26.92	40.38	13.46	13.46	5.77	100

Table 9: Students' perceptions whether literature improve their language skills



Graph 8: Percentage of students' responses regarding the tenth item.

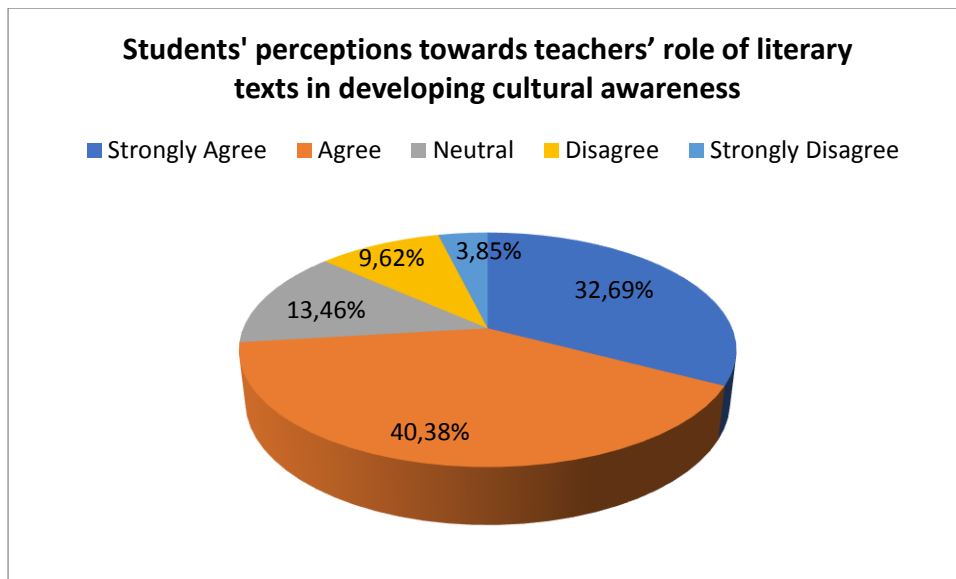
Almost the majority of students agree on the fact that literature improve their language skills with a percentage of (40.38%) supported by (26.92%) of students who strongly agree. This claims maybe is result of the awareness of students regarding the role of literature in

developing language skills and the possibility that students gain those benefits from literature courses. Students who are neutral towards this statement represent the same percentage of about (13.46%) of students. While (5.77%) of students presents a strong disagreement response.

Q11: I think literature helps me increase my cultural awareness.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q11	17	21	7	5	2	52
Percentage %	32.69	40.38	13.46	9.62	3.85	100

Table 10: Students' perceptions towards teachers' role of literary texts in developing cultural awareness.



Graph 9: Percentage of students' responses regarding the eleventh item.

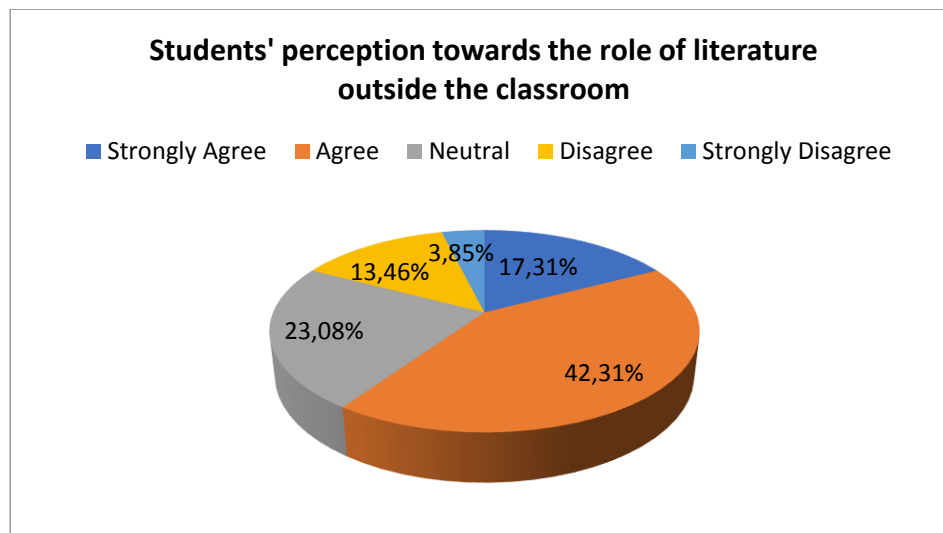
The analysis of the data above shows that the majority of students agree that literature helps them in developing their cultural awareness with a percentage of (40.38%) with seventeen students of (32.69%) who strongly agree. This can maybe highlight that students

achieve identifying the place of literature as a basic constituent of the cultural dimension of society. In another side, students' disagreement represent a low percentage of about (9.62%) added to (3.85%) of students who strongly disagree. Students' neutral response is almost (13.46%).

Q12: I think that literature is rewarding even outside the classroom.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q12	9	22	12	7	2	52
Percentage %	17.31	42.31	23.08	13.46	3.85	100

Table 11: Students' perception towards the role of literature outside the classroom.



Graph 10: Percentage of students' responses regarding the twelfth item.

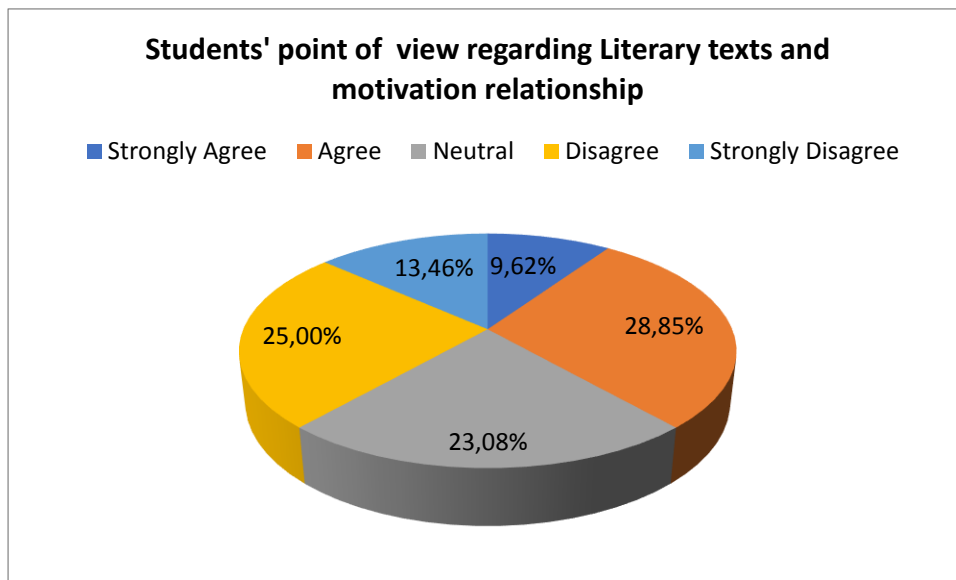
Data of the table and graph above shows that more than half of students **agree** regarding the role of literature outside the classroom with a percentage of (42.31%) added to a percentage of a strong agreement of about (17.31%) depending on those values a majority of students estimate the role of literature outside the classroom as benefic and may be they are aware of the role of literature in developing their communicative competence as result of a

their use of English language outside the classroom. Students' disagreement response is estimated by a percentage of about (13.46%) with just two students representing (3.85%) of students. Also students' neutral response cannot be neglected of about(23.08%).

Q13: .I 'am highly motivated when exposed to literary texts.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q13	5	15	12	13	7	52
Percentage %	9.62	28.85	23.08	25.00	13.46	100

Table 12: Students' point of view regarding Literary texts and motivation relationship.



Graph 11: Percentage of students' responses regarding the thirteenth item.

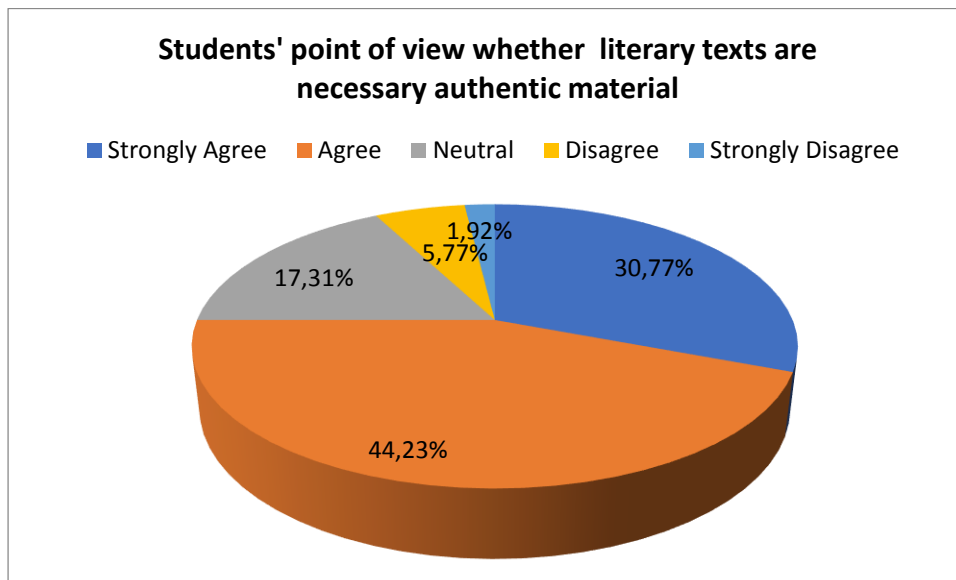
About half of students disagree that literary texts are a motivational tool for them in E.F.L. classes with a percentage of (25%) added to five students who strongly disagree of (13.46%) of students. Also regarding the low percentage of students who agree with this

statement of about (28.85%) with (9.62%) of students who strongly agree in addition to (23.08%) who were nearly neutral so this can be explained as a multitude of difficulties that faces students when manipulation of literary texts.

Q14: I think literary texts are authentic materials that students need to read

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q14	16	23	9	3	1	52
Percentage %	30.77	44.23	17.31	5.77	1.92	100

Table 13: Students' point of view whether literary texts are necessary authentic material.



Graph 12: Percentage of students' responses regarding the fourteenth item.

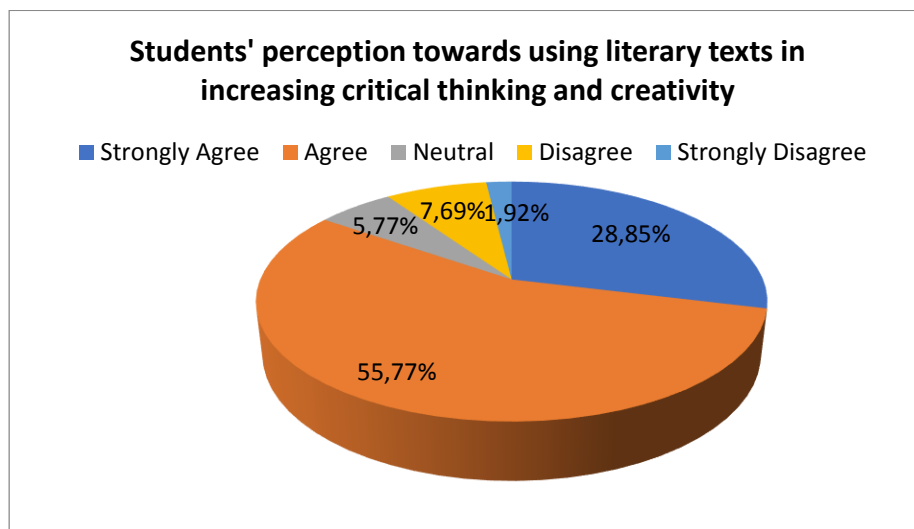
The table and graph above shows that the majority of students agree regarding that literary texts are authentic materials with a percentage of (44.23%) of students reinforced by (30.77%) of students who strongly agree. Also depending on the low percentage of (5.77%) of students who disagree with those who strongly disagree of about (1.92%) of students. Thus, the majority of students 'response are not far from qualifying literary texts as a necessary

authentic tools to be read that maybe reflect that students touched some authentic and real situation provided by using literary texts. Neutral students' response represents (17.31%) of students.

Q15: Reading literary texts helps me increase creativity and critical thinking.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q15	15	29	3	4	1	52
Percentage %	28.85	55.77	5.77	7.69	1.92	100

Table 14: Students' perception towards using literary texts in increasing critical thinking and creativity.



Graph 13: Percentage of students' responses regarding the fifteenth item.

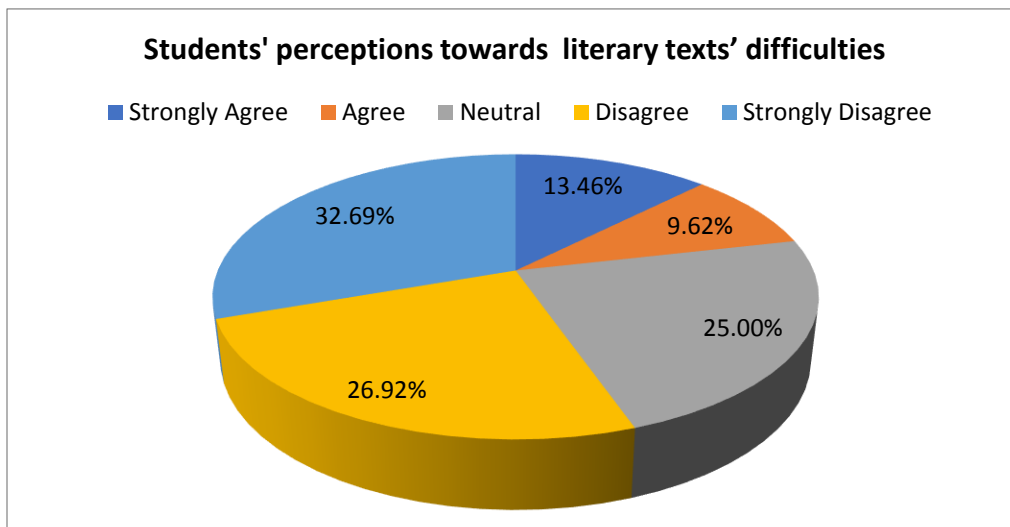
The table and graph above shows that the majority of students agree on the role of Literature in as aid for developing their creativity and critical thinking in E.F.L classes with a percentage of (55.77%) of students supported by (28.85%) of students who strongly agree. In addition the low percentage of (7.69%) of students who disagree with those who strongly disagree of about (1.92%) of students makes the majority of students 'response estimating

literary text as an instrument of creativity and critical thinking. This can be explained may be that students find much more developing and creative ideas and discovered new ways of thinking when reading literary texts. Neutral students' response represents a low percentage of (5.77%) of students.

Q₁₆: I find literary texts difficult and challenging.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q ₁₆	7	5	13	14	17	52
Percentage %	13.46	9.62	25.00	26.92	32.69	100

Table 15: Students' perceptions towards literary texts' difficulties.



Graph 14: Percentage of students' responses regarding the sixteenth item.

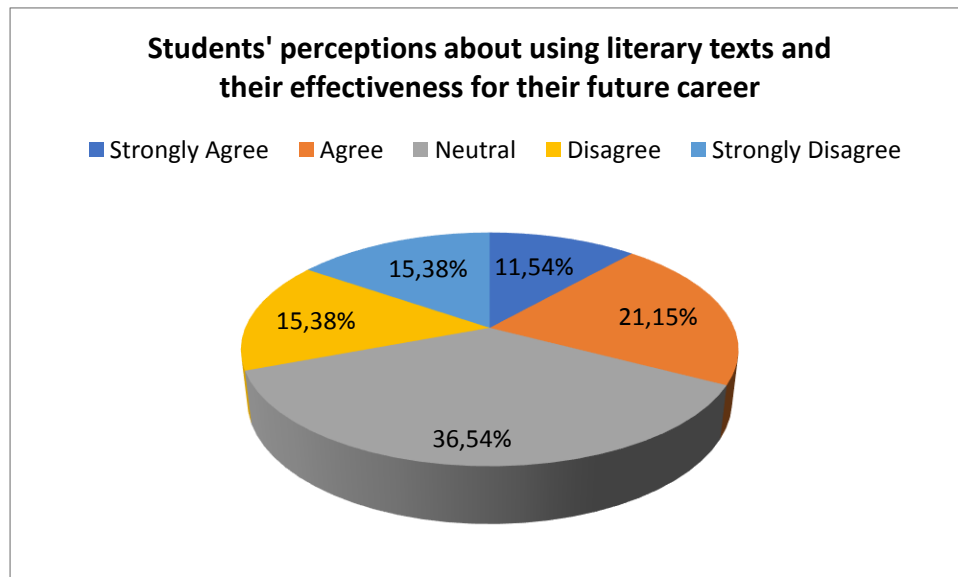
The table and graph above shows that about more than half of students disagree on the difficulty of literary genres with a percentage of (26.92%) added to seventeenth students who strongly disagree of about (32.69%) of students. Also percentage of students who agree with

this statement of about (9.62%) with (13.46%) of students who strongly in addition to (25%) who were nearly neutral so This can maybe referred to the selection of literary texts.

Q17: . I think literary texts contribute nothing to my future professional career

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q17	6	11	19	8	8	52
Percentage %	11.54	21.15	36.54	15.38	15.38	100

Table 16: Students' perceptions about using literary texts and their effectiveness for their future career



Graph 15: Percentage of students' responses regarding the seventeenth item.

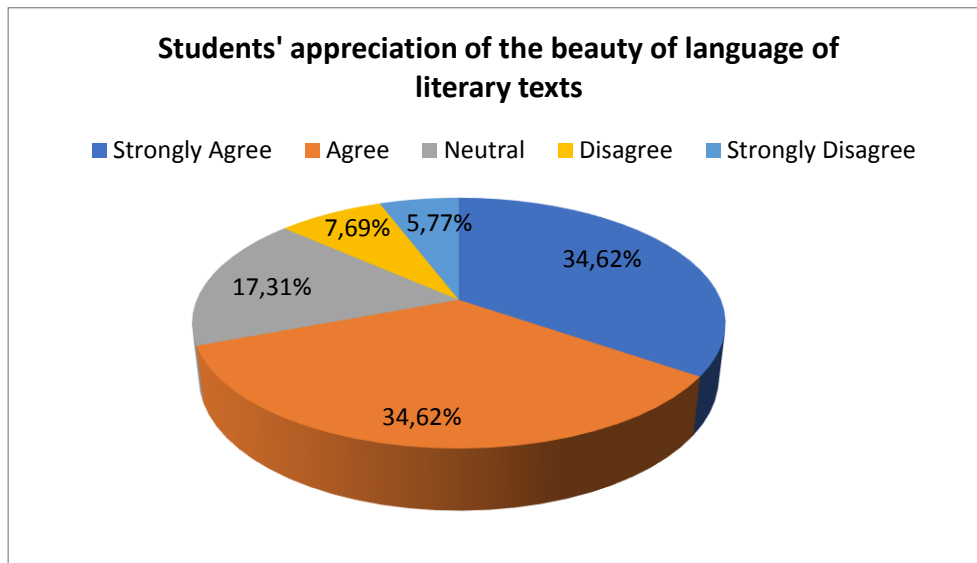
data shows that neutral students' response are in addition to that of agreement and disagreement almost converge to nearly the same percentage concerning literary texts' contribution in their future professional career.so this may be explained that students maybe do not have future sights regarding the horizon that can be opened by manipulating literary texts. This claim for the fact that students' agreement position is of (21.15%) added to

(11.54%) of students strongly agree with students' disagreement position of (15.38%) added to (15.38%) of students strongly disagree in addition to students' neutral position of (36.54%)

Q18: . literary texts help me appreciate the beauty of language.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q18	18	18	9	4	3	52
Percentage %	34.62	34.62	17.31	7.69	5.77	100

Table 17: Students' appreciation of the beauty of language of literary texts.



Graph 16: Percentage of students' responses regarding the eighteenth item.

The table and graph above shows that the majority of students agree regarding their appreciation of the beauty of literary texts language with a percentage of (34.62%) of students supported by (34.62%) of students who strongly agree. In addition the low percentage of (7.69%) of students who disagree with those who strongly disagree of about (5.77%) of students makes the majority of students 'response evaluating literary text's language by being

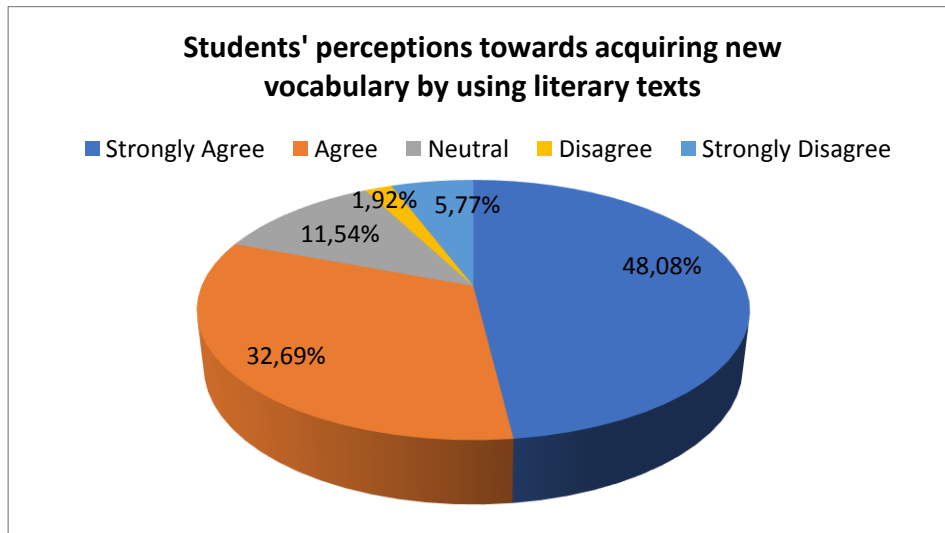
beautiful This may be is as a result of the nature of the literary text genres with the use of a variety of literary devices to produce beautiful literary product. Neutral students' response represents a low percentage of (17.31%) of students.

Section four: Literature and Vocabulary acquisition (Q19-Q26)

Q19: Reading a literary text helps me better acquire new vocabulary.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q19	25	17	6	1	3	52
Percentage %	48.08	32.69	11.54	1.92	5.77	100

Table 18: Students' perceptions towards acquiring new vocabulary by using literary texts.



Graph 17: Percentage of students' responses regarding the nineteenth item.

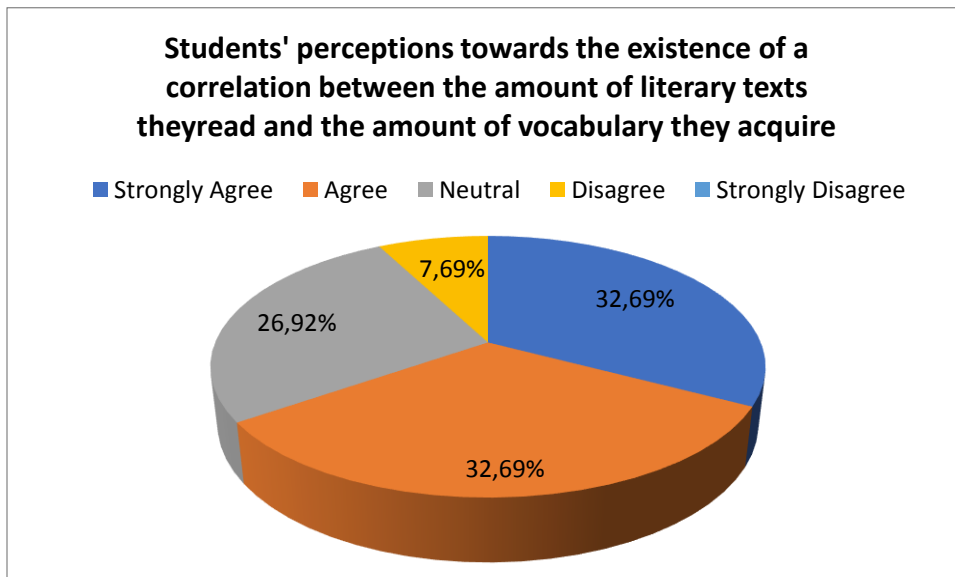
The table and the graph above shows that the majority of students tends to agree regarding that using literary text help them to better acquire new vocabulary in their classes with a percentage of (32.69%) added to seventeenth students who strongly agree of about

(48.08%). because it may be explained as result of student awareness about the strategic technique of reading texts especially literary ones to acquire new vocabulary. In contrast, students disagree with a low percentage of (1.92%) in addition to three students of (5.77%) of students' response. also the percentage of students ' neutral response is about (11.54%).

Q₂₀: I think there is a correlation between the amount of literary texts I read and the amount of vocabulary I acquire.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q ₂₀	17	17	14	4	0	52
Percentage %	32.69	32.69	26.92	7.69	0.00	100

Table 19: Students' perceptions towards the existence of a correlation between the amount of literary texts they read and the amount of vocabulary they acquire.



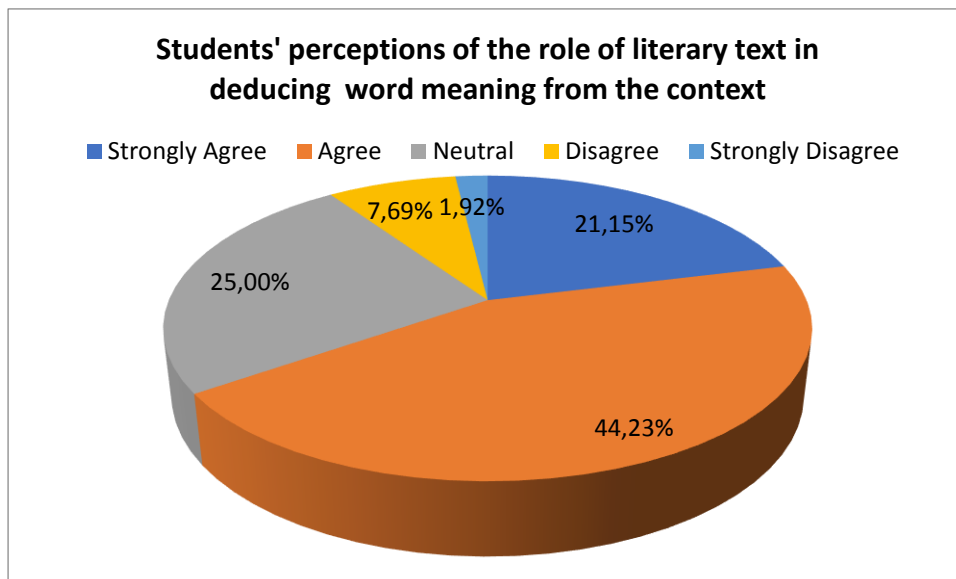
Graph 18: Percentage of students' responses regarding the twentieth item.

The table and graph above shows that about more than half of students agree on the existence of a correlation between the amount of literary texts and the amount of vocabulary they acquire with a percentage of (32.69%) of students added to the same percentage of students who strongly agree. Also the percentage of students who disagree with this statement of about (7.69%) with no one of students who strongly disagree in addition to (26.92%) who were nearly neutral so This can be explained that students maybe perceived this relationship by being exposed to reading literary text tasks.

Q21: Literary style helps me deduce the word meaning from the context.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q21	11	23	13	4	1	52
Percentage %	21.15	44.23	25.00	7.69	1.92	100

Table 20: Students' perceptions of the role of literary text in deducing word meaning from the context.



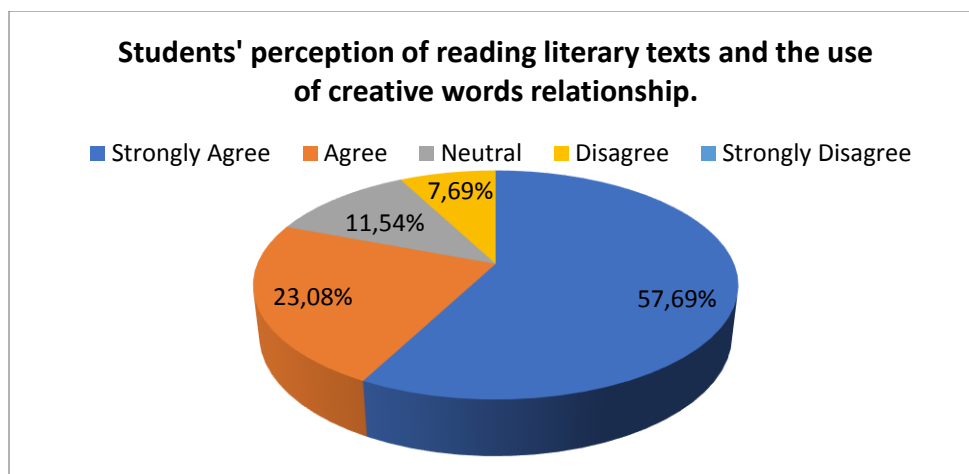
Graph 19: Percentage of students' responses regarding the twenty first item.

The table and graph above shows that the majority of students agree regarding that literary style helps them to deduce the word meaning from the context with a percentage of (44.23%) of students supported by (21.15%) of students who strongly agree. In addition the low percentage of (7.69%) of students who disagree with those who strongly disagree of about (1.92%) of students makes the majority of students ‘response highlighting the effectiveness of literary style in deducing the meaning of a word from the context. This can be explained maybe as result of active involvement of students in addition to the fact that literary text are more authentic teaching materials. Neutral students’ response represents a percentage of (25%) of students.

Q22: The more I read, the more I use creative words in my writing.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q22	30	12	6	4	0	52
Percentage %	57.69	23.08	11.54	7.69	0.00	100

Table 21: Students' perception of reading literary texts and the use of creative words relationship.



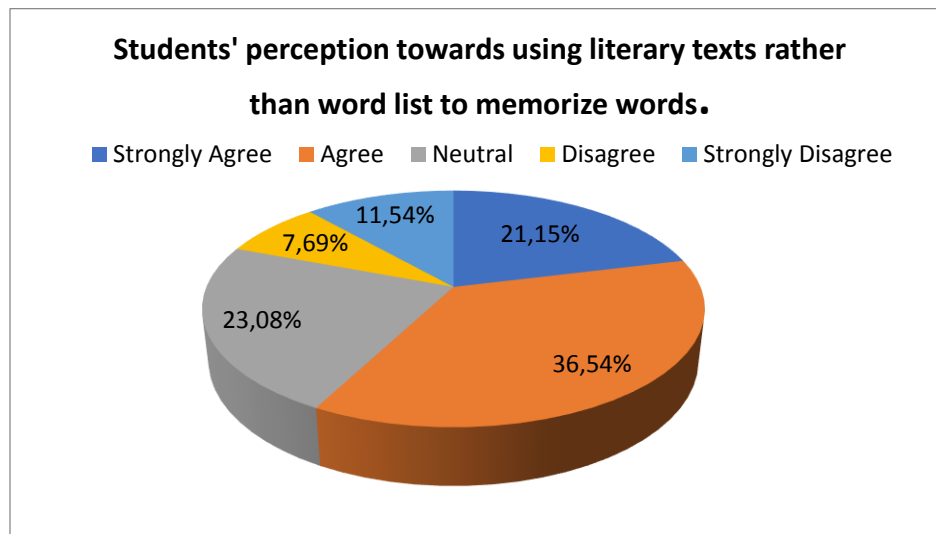
Graph 20: Percentage of students’ responses regarding the twenty second item.

The table and the graph above shows that the majority of students tends to agree regarding that they can better use creative words in their writing the more their reading exposure are ensured with a percentage of (23.08%) added to thirty students who strongly agree of a big percentage of about (57.69%). This may be explained maybe as result of the nature of literary style rich of more creative and innovative words due to the use of imagination and a variety of literary devices. whereas, students disagree with a low percentage of (7.69%) with no strong disagreement students' response. also the percentage of students ' neutral response is about (11.54%).

Q23: I memorize words better through reading literary texts than through word list.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q23	11	19	12	4	6	52
Percentage %	21.15	36.54	23.08	7.69	11.54	100

Table 22: Students' perception towards using literary texts rather than word list to memorize words.



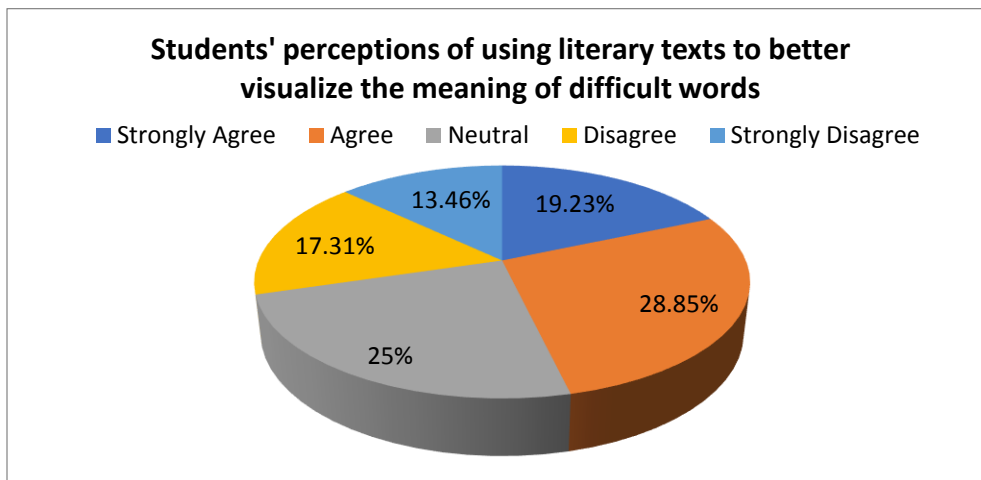
Graph 21: Percentage of students' responses regarding the twenty third item.

The table and graph above shows that about more than half of students agree on the fact that using literary text helps more to memorize words rather than using word listing their classes with a percentage of (36.54%) of students added to (21.15%) of students who strongly agree. Also the percentage of students who disagree with this statement of about (7.69%) with six students who strongly disagree of about (11.54%) of students in addition to a non-neglected percentage of (23.08%) who were neutral. As a result, this can be explained by the fact that students perceived that using literary text is easier than using word list to memorize words and also more beneficial.

Q24: . literary texts help me better visualize the meaning of difficult words.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q24	10	15	13	9	7	52
Percentage %	19.23	28.85	25.00	17.31	13.46	100

Table 23: Students' perceptions of using literary texts to better visualize the meaning of difficult words.



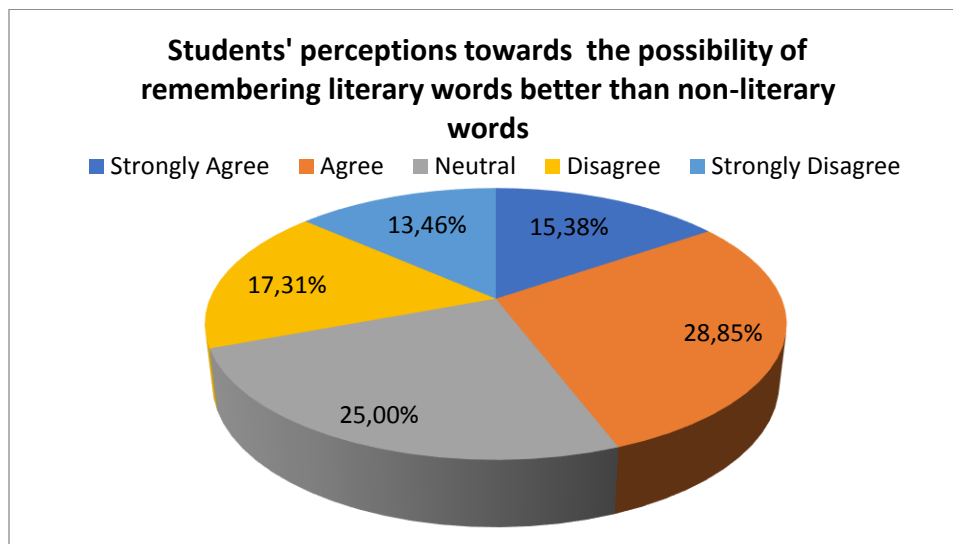
Graph 22: Percentage of students' responses regarding the twenty fourth item.

The analysis of the table and the graph above shows that almost the half of students agree concerning the positive role of using literary texts to better visualize the meaning of difficult words with a percentage of (28.85%) reinforced by a percentage of about (19.23%) of students who strongly agree. This may be due to the fact that students This can be explained that student maybe perceived at what extent using literary texts enables understanding of difficult words. Although the existence of a considerable percentage of students disagreement response of about (17.31%) with seven students of about (13.46%) who strongly disagree in addition to (25%) who are neutral towards this statement.

Q25: I can remember literary words better than non-literary words.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q25	8	15	13	9	7	52
Percentage %	15.38	28.85	25.00	17.31	13.46	100

Table 24: Students' perceptions towards the possibility of remembering literary words better than non-literary words.



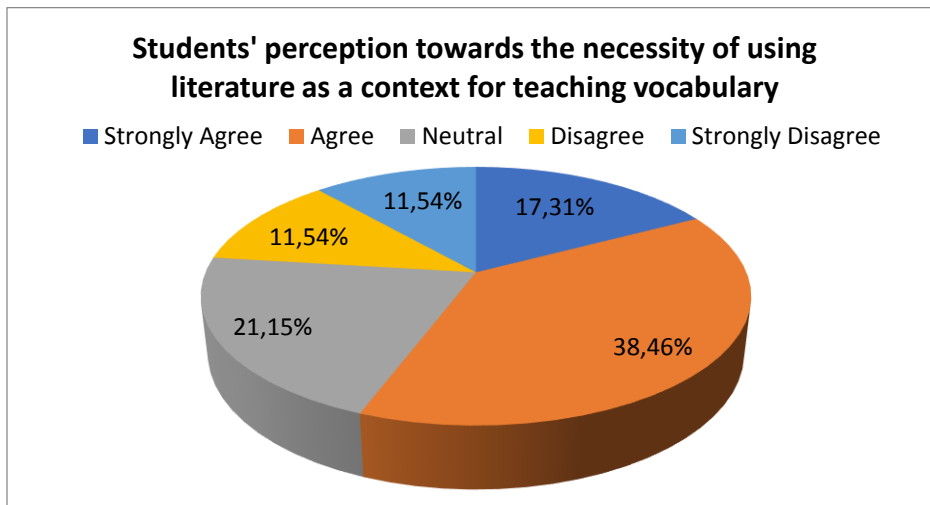
Graph 23: Percentage of students' responses regarding the twenty fifth item.

The table and graph above shows that almost near of the half of students agree on the fact that they can remember literary words better than non-literary words with a percentage of (28.85%) of students added to (15.38%) of students who strongly agree. Also the percentage of students who disagree with this statement of about (17.31%) with six students who strongly disagree of about (11.54%) of students in addition to a non-neglected percentage of (25%) who were neutral. As a result, this can be explained by the fact that maybe the nature of literary word used do not match with students' level.

Q26: I think that EFL teachers should use literature as a context for teaching vocabulary.

Option	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	total
Q26	9	20	11	6	6	52
Percentage %	17.31	38.46	21.15	11.54	11.54	100

Table 25: Students' perception towards the necessity of using literature as a context for teaching vocabulary.



Graph 24: Percentage of students' responses regarding the twenty sixth item.

The table and graph above shows that about more than half of students agree regarding the necessity of teachers' use of literary text in their classes for teaching vocabulary with a percentage of (38.46%) of students added to (17.31%) of students who strongly agree. Also the percentage of students who disagree and strongly disagree with this statement is the same of about (11.54%) of students in addition to a notable percentage of (21.15%) who were neutral. As a result, this can be explained maybe as result their doubt regarding the possibility of a good integration of that technique in Algerian E.F.L. context in addition to its future outcomes.

2.2.2. Analysis and Discussion of the interview.

1. How long have you been teaching English at the University?

-The majority of teachers having participated to the interview gained a long experience more than 10 years and that extended to 20 years for some of them, the other had an experience that is not less from 3 years in teaching English at the university.

2. How do you qualify the use of literature in an EFL teaching context (as a teaching material)?

Almost the totality of teachers agreed on a positive qualification of using literature as a teaching material by describing it as very important, valuable, excellent and primordial for language proficiency and some of them focused on the cultural involvement's role of literature for students.

3. Can you describe your experience using literary texts to support teaching the EFL?

The totality of teachers being interviewed had a rich experience regarding using literary texts except one case who has no experience due to the nature to the module being responsible of. A multitude of domain of use as example using short stories in both written expression and oral expression to develop listening and writing skills and the way of thinking in general manner. Also, in literature classes in where an interesting and beneficial stylistic analysis is done.

4. Do you think students learn better and faster when exposed to literary genres?

The majority of response' agree on the fact that students learn faster and better when being exposed to a wider and a multitude of sources and genres.

5. Do you design/opt for literature based activities in your EFL classes?

There is a majority of teachers who designed or opted for literature based activities depending on the topic being treated.

6. in general, and through discussion with colleagues, do English syllabi integrate literature as a teaching material?

The majority of teachers being interviewed agree on the restricted integration of literature as a teaching material in the English syllabi.

7. Do you think literary texts are the looked for sources to offer authenticity, creativity and motivation?

A total response ensures qualifying literary texts as motivational regarding students preferences and especially authentic and creative teaching material.

8. How do you qualify students' vocabulary acquisition?

The majority teachers' point of view state that students' level of vocabulary is not up to the standard and it is relative to students' motivation and interest into suitable sources.

9. Do you think students would better acquire and memorize English vocabulary when the material is a literary genre ?

When ensuring the well integration of literature based tasks, majority of teachers come to the result that using literary texts as example reciting verse is effective for a better students' vocabulary acquisition.

10. Do you set students to read literary texts then to do/perform vocabulary tasks?

Teachers set students to read literary texts as a follow up activities depending on their courses.

11. What are the challenges EFL teachers face when using and selecting literary texts?

A multitude of challenges that teachers agree on regarding:

-the complexity of language and students' difficulties regarding vocabulary, style, type, length of the literary text material.

-The selection of the literary text regarding course purposes, students' level, targeted language vocabulary, age relevance and background knowledge.

-The cultural context.

- Lack of interest and appropriate resources regarding students' need.

Other teacher adds the difficulty to manage and select test typology.

12.How much necessary is the integration of literature in EFL teaching and in vocabulary learning in specific?

Almost a total response of teacher agree on the necessity of the integration of literature in E.F.L. teaching and vocabulary learning in specific. They even qualify it as very and highly important and also of great significance.

13.Do you have something to add?

The majority of teachers had anything to add but other prefer to expand into stating other crucial outcomes regarding development of intercultural competence, providing fun a healthy atmosphere in addition of empowering critical thinking ,imagination , intelligence and creativity.

2.2.3. Discussion of Result Findings

The analysis of students' questionnaire enables to achieve important results responding to the research problems regarding their perception towards the integration of literature in their E.F.L. classes so, although a big percentage of students are not much aware about the well integration of literature with a strategic literature based activities in addition to the less interest and some little demotivation towards literary texts, the majority of them agree on the effectiveness of using literary texts as an authentic, creative teaching material that can provide a multitude of benefits and rewards regarding E.F.L. learning development. So as a result, students may generate positive attitude towards using literature as teaching material.

2.2.4. Teachers' Perception on the Use of Literature in the class

The analysis of teachers' interview being administrated with nine teachers of the English department provides rich responses regarding their overall perception towards the integration of literature as a teaching material in an E.F.L. context and its effectiveness on students' vocabulary acquisition. The majority of teachers agree on the very restricted and limited integration of literature as a teaching material in the E.F.L. courses though they try to integrate some structured literature based activities to fulfill this gap. In addition, what is important to highlight is their almost total positive perception towards the big necessity of the integration of literature as a beneficial authentic and creative teaching material regarding the limited and modest level of students in terms of vocabulary for the aim to develop and faster their vocabulary acquisition process, although the existence of multitude of challenges and problems facing teachers in the E.F.L. teaching context.

Using literature as a resource offers teachers possibilities for basing language learning activities on materials that can stimulate greater interest and involvement than is the case with other texts(Carter and long,1991:3). Literary texts enrich the language input in the classroom and stimulate language acquisition by providing 'meaningful and memorable contexts for processing and interpreting new language'(Lazar, 1993:17). As literary language is patterned creatively and' words and structures are not intended to be read literally' (Carter, 1997:59).for all above, teachers favor the use of literary texts as a beneficial teaching material in E.F.L. teaching context as a strong and innovative vision.

Conclusion

At the end and rich conclusions and results was drawn via the interpretation of the outcomes of the different research tool regarding a very good perception of both teachers' and students' relative to the use of literary texts as a teaching material for developing students'

vocabulary acquisition thus, they may generate positive attitude towards this tool in addition to the possibility of creating enough room for literature integration regarding teachers and students' awareness of its importance and effectiveness regarding the strong positive correlation that exists between using literary texts and vocabulary acquisition in E.F.L. classes.

2.3. Recommendations

The findings of this research indicate the importance and necessity of using literature as effective teaching material for developing students' vocabulary acquisition. Some recommendations for teachers can be set in order to achieve better language proficiency regarding:

- Teachers must know how to select the appropriate literary genres that ensures achieving learning objectives.
- Making decisions about students' needs.
- Selecting innovative teaching techniques.
- Designing suitable literature based activities with appropriate evaluation tools that can positively affect the overall perspective of the teacher.
- The importance of a reconciliation between literature and English language teaching is highly recommended in order to enhance using literature as teaching material. for this aim, teachers must follow systematic and strategic steps to face challenges and difficulties.

General conclusion

This study highlighted the big importance of using authentic materials and activities in the E.F.L. context via a beneficial descriptive study dealing with teachers' and students' perception towards the use of literary text as a teaching material and its effectiveness on students' vocabulary acquisition. Teaching literature has given rise interest regarding its innovative opportunities for imaginative involvement. As a result and as a first step, an investigation was done In terms of determining at what extent literary texts was integrated as an authentic rich and meaningful material in the English syllabi. after that looking for teachers and students different point of view concerning their feeling towards using literary texts and whether they confirmed the necessity of introducing literature in the English teaching context. at the end and after exploring the close relationship between using literary genres and its effects on students' vocabulary acquisition several conclusion had been drawn regarding the interpretation of the teachers' interview in addition to students' questionnaire, it has been underlined the majority of students are not much aware about the well integration of literature regarding their less interest demotivation towards literary texts because of the difficulty of literary language, but a total agreement on the effectiveness of using literary texts as an authentic, creative teaching material in the E.F.L. learning context. also teachers 'perception towards the necessity of integration of literature as a teaching material in an E.F.L. context was looked positive though The majority of them stated the very restricted and limited integration of literature as a teaching material in the E.F.L. courses and the difficulties regarding the literary based activities. At the end, both teachers and students claimed that the integration of literature is beneficial and effectives developing students' vocabulary acquisition although the existence of challenges and problems facing teachers in the E.F.L. teaching context.

For further studies, this research will open the door to other future studies related to the possibility of a real integration and implementation of this authentic and creative material in the E.F.L. English syllabi.

- **References**

Anthony, E. M. (1963). Approach, method and technique. *English Language Teaching*, 17, 63-67.

Atay, D. (2005). Reflections on the cultural dimension of language teaching. *Language and Intercultural Communication*, 5(3-4), 222-236. doi:10.1080/14708470508668897

Allen, V. F. 1976. Some insights from linguistics for the teaching of literature. *English teaching forum*, 14 (4): 17-21

Arthur, B. 1968. Reading literature and learning a second language. *Language learning*, 18 (3-4): 199-210.

Ahmad, J. 2011. Intentional vs Incidental Vocabulary Learning. *Interdisciplinary Journal of Contempo*

Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.

Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press. *Research in Business*. 3(5): 67-75.

Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.

Burton, R. (1984). *How to Read a Poem*. New York: New American Library.

Bates, M. 2000a. Crossing the divide? Literature and cultural studies. *IATEFL literature and cultural studies*, 20: 24-28.

Bates, M. 2000b. A Poet's View: IATEFL in Dublin. *IATEFL issues*, 156: 8.

- Bates, M. 2000c. A Poet's View: From hats to socks. *IATEFL issues*, 157: 13.
- Bates, M. 2000/01. A Poet's View: Poetry and the experience of learning. *IATEFL issues*, 158: 14.
- Bayley, S. N. 1994. Literature in the modern language curriculum of British universities. *Language learning journal*, 9 (3), 41-45.
- Baynham, M. 1986. Bilingual folk stories in the ESL classroom. *ELT journal*, 40 (2): 113-120
- Beresova, J. (2015). Authentic materials – enhancing language acquisition and cultural awareness. *Procedia - Social and Behavioral Sciences*, 192, 195-204. doi:10.1016/j.sbspro.2015.06.028
- Byram, M. (1997a). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters
- Byram, M. (2012). Language awareness and (critical) cultural awareness – relationships, comparisons and contrasts. *Language Awareness*, 21(1-2), 5-13. doi:10.1080/09658416.2011.639887
- Byram, M., Lloyd, K., & Schneider, R. (1995). Defining and describing 'cultural awareness'. *The Language Learning Journal*, 12(1), 5-8. doi:10.1080/09571739585200321
- Beresova, J. (2015). Authentic materials – enhancing language acquisition and cultural awareness. *Procedia - Social and Behavioral Sciences*, 192, 195-204. doi:10.1016/j.sbspro.2015.06.028
- Blachowicz, C. L. Z., Fisher, P. L. J., Ogle, J., and Watts-Taff, S. 2006. Vocabulary: Questions from the Classroom. *Reading Research Quarterly*. 41(4): 524–539.

- Brown, D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall
- Batty, A. 2012. Identifying Dimensions of Vocabulary Knowledge in the Word Associates Test. *Vocabulary Learning and Instruction*. 1(1): 70–77
- Barnett, A. M. (1989). *More than Meets the Eye: Foreign Language Reading*. Englewood
- Barnett, A. M. (1989). *More than Meets the Eye: Foreign Language Reading*. Englewood
- . Bagherkazemi M., Alemi, M. (2010). Literature in the EFL/ESL classroom: Consensus and controversy. *LiBRI. Linguistic and Literary Broad Research and Innovation*, 1 (1), 1-12.
- Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Collins, N.D. (1993). *Teaching Critical Reading through Literature*. Eric Digest. [Online] Available: <http://www.ericdigests.org/1994/literature.htm> (January 2, 2010).
- Collie, J. and Slater, S. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press
- Collie, J. & Slater, S. (1990). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge University Press.
- Collie, J. & Slater, S. (1993). *Short Stories for Creative Language Classrooms*. Cambridge: Cambridge University Press
- Custodio, B. & Sutton, M. (1998). “Literature-based ESL for Secondary School Students”. In *TESOL Journal*, 7(5). (pp. 19-23).

.Custodio, B. & Sutton, M. (1998). "Literature-based ESL for Secondary School students".
In TESOL Journal, 7(5). (pp. 19-23).

Carter, R. & Long, M. N. 1991. Teaching literature. Harlow: Longman.

Carter, R. and Long, M. (1991). Teaching literature. Harlow: Long

Crist, R.L. (1981). Learning Concepts From Contexts And Definitions: A Single Subject
Replication. Journal of Reading, 13, 271-277.

Carter, R.A. & Long, M.N. (1991). Teaching Literature. Harlow: Longman.

Carter, R. and McRae, J. (eds). (1996). Language, Literature and the Learner: Creative
Classroom Practice. Harlow: Longman.

Carter, R. and McCarthy, M. (1988). Vocabulary and Language Teaching. London: Longman

Carter, R. and Long, M. (1991). Teaching Literature. London: Longman.

Prentice Hall Regents.

Carter, R. (1997). Investigating English Discourse. London: Routledge. Carter, R. (1998).

Collie, J. & Slater, S. (1987). Literature in the Language Classroom. A Resource Book of
Ideas and Activities. Cambridge: Cambridge University Press.

Collie, J. and Slater, S., 1994. Literature in the Language Classroom. Cambridge: Cambridge
University Press.

Vocabulary: Applied Linguistic Perspectives. 2nd ed. London: Routledge. Carter, R. and
Long, M. N. (1991). Teaching Literature. Harlow: Longman Carter, R. and McCarthy, M.
(1988). Vocabulary and Language Teaching. London: Longman Carter, R. and McRae, J.

(eds). (1996). *Language, Literature and the Learner: Creative Classroom Practice*. Harlow: Longman.

Delanoy, W. (1997). *Teacher Mediation and Literature Learning in the Language Classroom*. LCS, Issue 14, April 1997.

Duff, A. & Maley, A. (1990). *Literature Resource Books for Teachers*. Oxford: Oxford University Press.

Duff, A., and A., Maley, 1990. *Resource Books for Teachers: Literature*. Oxford: Oxford.

Durant, A. et al. (2000). *Ways of Reading: Advanced Reading Skills for Students of English Literature* (2nd ed.). London and New York: Routledge.

Duff, A. & Maley, A. (1990). *Literature Resource Books for Teachers*. Oxford: Oxford University Press.

Egger, D. (n.d). *Extensive and intensive reading: Why and how to teach them?* .

Elliot, R. (1990). "Encouraging Reader-response to Literature in ESL Situations". In *ELT Journal*, 44(3). (pp. 191-198)

Erkaya, O. R. (2005). *Benefits of using short stories in the EFL Context*. *Asian EFL Journal* (8), 1-13.

Edmondson, W. 1997. *The role of literature in foreign language learning and teaching: Some valid assumptions and invalid arguments*. *AILA Review*, 12: 42-55.

E. Macaro (Eds.), *Language learner strategies: 30 years of research and practice* (pp. 251–273).

Oxford: Oxford University Press

Fowler, M., 1965. *Language Composition and Literature*. McGrawHillINC: United States of America.

Frisby, A. W. (1957). *Teaching English: Notes and Comments on Teaching English Overseas*.

Longman group limited. London.

George, M. A. & Stix, A. (2000). Using multilevel young adult literature in middle school

American studies. *The Social Studies*, 91(1), 25–31. Retrieved from:

<http://www.tandfonline.com>

Gajdusec, L. (1988). *Toward Wider Use of Literature in*

Ghosn, I. (2002). Four good reasons to use literature in primary school ELT. *ELT Journal*, 2

(56), 172-179. *ESL: Why and How*. TESOL

Harmer, J. (2007). *How to teach English*. England: Pearson Longman.

Halliday, M. A. K., McIntosh, A., & Stevens, P. (1964). *The Linguistic Sciences and Language*

Teaching. Longman Group Limited. London.

Hwang, D and Embi, A. (2007). Approaches Employed by Secondary School Teachers to

Teaching the Literature Component in English. *Jurnal Pendidikan dan Pendidikan*, 22, 1-

21, [Online] Available:

myais.fsktm.um.edu.my/.../Approaches_Employed_By_Secondary_School_Teachers
_To_Teachng_The_Literature_Component_In_English.pdf (Feb 5, 2010

Hall, G. (2003). "Poetry, Pleasure, and Second Language Learning Classrooms". In
Applied Linguistics, 24 (3). (pp. 395 Helfrich, G. V. 1993. Using fables. English
teaching forum, 31 (4): 36-37.

-399).

Hişmanoğlu, M. (2013). Does English language teacher education curriculum promote CEFR
awareness of prospective EFL teachers?. Procedia - Social and Behavioral Sciences,
93, 938-945. doi:10.1016/j.sbspro.2013.09.307

Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford
University Press

Hulstijn, J. H. 2001. Intentional and Incidental Second Language Vocabulary Learning: A
Reappraisal of Elaboration, Rehearsal and Automaticity. In P. Robinson (Eds.).
Cognition and Second Language Instruction. Cambridge: C.U.P. 258–287.

Henriksen, B. 1999. Three Dimensions of Vocabulary Development. Studies in Second
Language Acquisition. 21(2): 303–317

Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: Oxford
University Press.

In: Brumfit, C.J. and Carter, R.A. (eds.) Literature and Language Teaching. Oxford: Oxford
University Press

- Koay, J. (2015). What is Intensive Reading? Independent Researcher and A Research & Development Consultant at EduMaxi. Victoria University of Wellington, School of Linguistics and Applied Language,
- Kennedy, S. 2000. Teaching language through storytelling using Irish myths and legends. *Folio*, 6 (1): 19-20.
- Kelly, A. Colette (ed). 1996. *Children's Literature: Discovery for a Lifetime*. Arizona: Gorsuch Scarisbrick Publisher
- Klesius, J., & Searls, E. (1991). Vocabulary instruction. *Reading Psychology*, 12, 165-171.
- Khatib, M., Rezaei, R., Derakhshan, A. (2011). Literature in the EFL/ESL classroom. *English Language Teaching*, 4 (1), 201-208
- Khatib, M., Rezaei, S., & Derakhshan, A. (2011). Literature in EFL/ESL classroom. *ELT 4.1*, 201- 208.
- Kaplan, R., & Saccuzzo, D. (2013). *Psychological testing: Principles, applications, & issues*. Wadsworth, Cengage Learning.
- Lazar, G. (2008). *Literature and language teaching: a guide for teachers and trainers*. Cambridge: Cambridge University Press
- 1186
- Langer, J. (1967). Better abstract vocabulary – higher intelligence quotient? *The Elementary School Journal*, 68, 157–161.

Langer, J., 1997. Literacy Acquisition through Literature. *Journal of Adolescent and Adult Literacy*, 40, 602-61

Lazar, G., 1990. Using Novels in the Language-Learning Classroom, *ELT Journal*

Langer, J. (1997). Literacy acquisition through literature. *Journal of Adolescent and Adult Literacy* (40), 602-614

Long, M. N. (1986). *A Feeling for Language: The Multiple Values of Teaching Literature* Lo

Bianco, J., Crozet, C., &Liddicoat, A. J. (1999). *Striving for the third place: Intercultural competence through language education*. Melbourne: Language Australia

Lenore, K. L. (2007). *The Creative Classroom: A Guide for Using Creative Drama in Classroom*. USA: Elsevier,

Lazar, G. (2007). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.

Leech, G. N. & Short, M. H. (1981). *Style in Fiction*. London

Lampariello L (2017).Extensive vs. Intensive Reading .Onlinearticle. Retrieved from:
<https://www.lucalampariello.com/intensive-vs-extensive-reading>: LongmanInc.

Lazar, G. (1993). *Literature and language teaching*. Cambridge: Cambridge University Press.

Maley, A. and Duff, A. (1990). *Literature*. Oxford: Oxford University Press.

McRae, J. (1991). *Literature with a small l*. Basingstoke: MEP Macmillan. McRae, J. and

Vethamani M.E. (1999). *Now Read On*. London: Routledge.

Marckwardt, A. H. (1981). "What Literature to Teach".In *English Teaching Forum*, xix (1).
(pp.2-).

Martino, M. & Block, E. (1992). "Let Them Read Books". In *College ESL*, 2 (2). (pp. 12-20).

Meara, P. (1995). The import Ma, Q. (2009). Second language vocabulary acquisition. Bern: Peter Lang AG, International Academic Publishers.

Ma, Q. (2009). Second language vocabulary acquisition. Bern: Peter Lang AG, International Academic Publishers.

Ma, Q. (2009). Second language vocabulary acquisition. Bern: Peter Lang AG, International Academic Publishers.

Ma, Q. (2009). Second language vocabulary acquisition. Bern: Peter Lang AG, International Academic Publishers.

Ma, Q. (2009). Second language vocabulary acquisition. Bern: Peter Lang AG, International Academic Publishers.

Ma, Q. (2009). Second language vocabulary acquisition. Bern: Peter Lang AG, International Academic Publishers.ance of an early emphasis on L2 vocabulary

Malgwi, G. J. 2003. Building a class library using local folktales. English teaching forum, 41 (4): 48-49.

. JALT, 19, 8– 11.

Maley, A., 2001. Literature in the Language Classroom.

McKay, S., 1982. Literature in the ESL Classroom, TESOL Quarterly Journal 16 (4): 529-536.

Maley, A., 2001. Literature in the Language Classroom. In R. Carter&D.Nunan(Eds.). The Cambridge Guide to Teaching English to Speakers of Other Languages. (Pp, 180-185).Cambridge: Cambridge University Press.

- McRae, J., 1991. *Literature with a small l*. Basingstoke: MEP Macmillan. McRae, J., 1997. *Literature with small “l”*. New York, NY: Prentice-Hall. Melbourne: Language Australia.
- Moc, A., 2001. *Task based learning, language arts and the media: A resource book for secondary English Teachers*. Hong Kong: University of Hong Kong INSTEP. Oxford University Press
- McKeown, M. (1985). The acquisition of word meanings from context by children of high and low ability. *Reading Research Quarterly*, 20, 482-496
- McConachy, T. (2008). Raising sociocultural awareness through contextual analysis: Some tools for teachers. *ELT Journal*, 63(2), 116-125. doi:10.1093/elt/ccn018
- Murray, G. L., & Bollinger, D. J. (2001). Developing Cross-Cultural Awareness: Learning Through the Experiences of Others. *TESL Canada Journal*, 19(1), 62-72. doi:10.18806/tesl.v19i1.920
- Maley, A. & Moulding, S. (1985). *Poem into Poem*. Cambridge: Cambridge University Press
- Murdoch, G. (2002). “Exploiting Well-known Short Stories for Language Skills Development”. In *IATEFL LCS SIG Newsletter*, 23. (pp. 9-17).
- Nation, I.S.P. 1982. “Beginning to Learn Foreign Vocabulary: A Review of the Research”. *RELC Journal*, 13 (1), 14-36

- National Education Association (2010). Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs". <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- Neuner, G. (2003). Socio-cultural interim worlds in foreign language teaching and learning. In G. Neuner, L. Parmenter, H. Starkey, & G. Zarate (Authors) & M. Byram (Ed.), Intercultural competence (pp. 15-62). Strasbourg: Council of Europe.
- . Nation, P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2-13. doi: 10.2167/illt039.0
- . Nagy, W.E. (1988). Teaching vocabulary to improve reading comprehension. Urbana, IL.: National Council of Teachers in English
- Nation, I.S.P. 1990. Teaching and Learning Vocabulary. Boston, MA: Heinle&Heinle.
- Nation, P. 2001a. Learning Vocabulary in Another Language. Cambridge, England: Cambridge University Press.
- Nation, I. S. P. 1982. Beginning to Learn Foreign Vocabulary: A Review of the Research *RELC Journal*. 13(1): 14–36
- Nina, D. and Violeta, D (2012) *Procedia - Social and Behavioral Sciences* 46 (2012) 1182
- Nation, I. S. P. (2001). Learning vocabulary in another language. New York: Cambridge University Press.
- Nyikos, M., & Fan, M. (2007). A review of research on vocabulary learning strategies. In A. Cohen &

- Oxford, Rebecca L. & Robin C Scarcella. 1994. "Second Language Vocabulary Learning among Adults: State of the Art in Vocabulary Instruction". *System*, 22 (2), 231-243
- Obediat, M. (1997). "Language vs. Literature in English Departments in the Arab World". In *English Teaching Forum*, 35 (1). (pp. 30-37).
- Obediat, M. (1997). "Language vs. Literature in English Departments in the Arab World". In *English Teaching Forum*, 35 (1). (pp. 30-37).
- Plastina, A.F. (2000). Teaching Culture in Literature in the ESL/EFL Classroom. *The Internet TESL Journal*, VI(3). [Online] Available: <http://iteslj.org/Lessons/Plastina-CultureInLiterature/> (Jan 7, 2010).
- Preston, W. (1982). "Poetry Ideas in Teaching Literature and Writing to Foreign Students". In *TESOL Quarterly*, 16 (4). (pp. 489-502).
- Preston, W. (1982). "Poetry Ideas in Teaching Literature and Writing to Foreign Students". In *TESOL Quarterly*, 16 (4). (pp. 489-502).
- Paran, A. & Watts, E. (Eds). 2003. *Story telling in ELT*. Whitstable: IATEFL.
- Prodromou, L. (1992). What culture? Which culture? Cross-cultural factors in language learning. *ELT Journal*, 46(1), 39-50. doi:10.1093/elt/46.1.39
- Pulverness, A., & Tomlinson, B. (2015). Materials for Cultural Awareness. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 443-459). London: Bloomsbury
- Quarterl*, 22(2), 227-257.

Rosli Talif. (1995). Teaching literature in ESL the Malaysian context. Kuala Lumpur: Penerbit Universiti Pertanian Malaysia

R Anthony, E. M. (1963). Approach, method and technique. English Language Teaching, 17, 63-67.

Radhika, O.', 1991. Literature in the Language Classroom, Universiti Kebangsaan Malaysia, Kuala Pilah.

Radhika, O.', 1991. Literature in the Language Classroom, Universiti Kebangsaan Malaysia, Kuala Pilah.

Radhika, O.', 1991. Literature in the Language Classroom, Universiti Kebangsaan Malaysia, Kuala Pilah.

Savvidou. (2004). An Integrated Approach to Teaching Literature in the EFL Classroom. The Internet TESL Journal, Vol. X, No 12, [Online] Available: <http://iteslj.org/Techniques/Savvidou-Literature.html> (Feb 8, 2010).

Savvidou, C. (2004). An Integrated Approach to Teaching Literature in the EFL Classroom. The Internet TESL Journal 6.12.

Sage, H. (1989). Incorporating Literature in ESL Instruction. New Jersey: Prentice Hall

Sage, H. (1989). Incorporating Literature in ESL Instruction. New Jersey: Prentice Hall.

Saricoban, A. (2004). "Using Drama in Teaching Turkish as a Foreign Language". In Eurasian Journal of Educational Research. No.14. (pp. 13-32)

Stern, S. L. 1991. An integrated approach to literature in ESL/EFL. In M. Celce-Mercia (Ed.),
Teaching English as a second or foreign language (Second edition). Boston:
Heinle&Heinle, 328-346

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford
University Press.

. Stern, H. H. (1992). *Issues and Options in Language Teaching*. eds. Allen, P. and Harley, B.
Oxford: Oxford University Press

Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Basingstoke:
Palgrave Macmillan.

Schmitt, N. (1997). *Vocabulary learning strategies*. In N. Schmitt & M. McCarthy (Eds.),
Vocabulary. Description, acquisition and pedagogic (pp. 199–227). Cambridge, England:
Cambridge University

Topping, D. N. 1968. *Linguistics or literature: An approach to language*. *TESOL quarterly*, 2
(2): 95-100.

Taylor, E. K. 2000. *Using folktales*. Cambridge: Cambridge University Press

Tomlinson, B. 1985. *Language through literature and literature through language*. *EFL
Gazette*, March, 9

Tina, A., Mohammad, H.Z., Fauziah, I., Fara, A. &Marzilah, A.Z. (2007). *A New Teaching
Model to Teach Literature for the Tesl Pre-Training Service Programe in*

UniversitiTeknologi Malaysia. [Online] Available:
<http://eprints.utm.my/3970/1/75167.pdf> (Jan 10, 2010).

Too Wei Keong.(2007). “Language-Based Approach”. In Subramaniam, G. and Vethamani M.E. (Eds.) Approaches to Teaching Literature: Theory and Practice. Petaling Jaya: SasbadiSdn. Bhd.

. Ur, P. (1991). A Course in Language Teaching. Cambridge: Cambridge University Press

Ur, 1996. A Course in Language Teaching; Cambridge: Cambridge University Press 44 (3): 204-213.

Villano, T.L. (2005). Should social studies textbooks become history? A look at alternative methods to activate schema in the intermediate classroom. *The Reading Teacher*, 59, 122–130. doi:10.1598/RT.59.2.2

Wetherill,P. M. (1974). *Literary Text: An Examination of Critical Methods*. Oxford: Basil Blackwell.

Wessels, C. (1987). *Drama*. Oxford: Oxford University Press.

Wetherill, P. M. (1974). *Literary Text: An Examination of Critical Methods*. Oxford: Basil Blackwell.

Weber, J. J. (Ed.). 1996. *The stylistics reader: From Roman Jakobson to the present*. London: Arnold.

Watts, S.M. (1995). Vocabulary instruction during reading lessons in six classrooms. *Journal of Reading Behavior*, 27, 399-424

Appendices A:

Students' questionnaire

Dear students,

You are kindly requested to fill in the questionnaire below by putting a tick next to each statement. Your answers will greatly contribute to our dissertation completion.

-Section One: On students' Identification

1.Level:

2.Gender: Male Female

3. Years of English Study:

-Section Two: On literature Integration into EFL language courses

- Please tick the appropriate value on the scale against each item in the list below.

5	4	3	2	1				
Strongly Agree	Agree	neutral	disagree	Strongly disagree				
				SA	A	N	D	SD
				5	4	3	2	1
4.Literary texts / genres are well presented in EFL Syllabi.								
5.EFL teachers use different literary genres in their classes and set students to enough reading tasks								
6.Literature-based activities are well integrated in EFL classes.								

-Section II: On Learners' Perception to Literature Integration

-Please tick the appropriate value on the scale against each item in the list below.

5	4	3	2	1				
Strongly Agree	Agree	neutral	disagree	Strongly disagree				
				SA	A	N	D	SD
				5	4	3	2	1
7 .I enjoy literature courses								
8. I enjoy reading literary texts								
9. I learn better when the text is a literary genre								
10I think literature helps me improve my language skills10								
11.I think literature helps me increase my cultural awareness								

12.I think that literature is rewarding even outside the classroom									
13.Iam highly motivated when exposed to literary texts									
5	4	3	2	1					
Strongly Agree	Agree	neutral	disagree	Strongly disagree					
					SA	A	N	D	SD
					5	4	3	2	1
14. I think literary texts are authentic materials that students need to read									
15. Reading literary texts helps me increase creativity and critical thinking									
16. I find literary texts difficult and challenging									
17. I think literary texts contribute nothing to my future professional career									
18. literary texts help me appreciate the beauty of language									

-Section IV : On Literature and Vocabulary Acquisition-

Please tick the appropriate value on the scale against each item in the list below.

5	4	3	2	1					
Strongly Agree	Agree	neutral	disagree	Strongly disagree					
					SA	A	N	D	SD
					5	4	3	2	1
19. Reading a literary text helps me better acquire new vocabulary									
20.I think there is a correlation between the amount of literary texts I read and the amount of vocabulary I acquire									
21. Literary style helps me deduce the word meaning from the context									
22.The more I read, the more I use creative words in my writing									
23 I memorize words better through reading literary texts than through word list.									
24. literary texts help me better visualize the meaning of difficult words									
25.I can remember literary words better than non-literary words									
26. I think that EFL teachers should use literature as a context for teaching vocabulary.									

Appendices B:

Teacher's Interview

Dear teacher,

We would be very grateful if you devote some of your time to answer the following interview which is part of a Master Dissertation study.

Questions:

- 1. How long have you been teaching English at the University?**
- 2. How do you qualify the use of literature in an EFL teaching context (as a teaching material)?**
- 3. Can you describe your experience using literary texts to support teaching the EFL?**
- 4. Do you think students learn better and faster when exposed to literary genres?**
- 5. Do you design/opt for literature based activities in your EFL classes?**
- 6. In general, and through discussion with colleagues, do English syllabi integrate literature as a teaching material?**
- 7. Do you think literary texts are the looked for sources to offer authenticity, creativity and motivation?**
- 8. How do you qualify students' vocabulary acquisition?**
- 9. Do you think students would better acquire and memorize English vocabulary when the material is a literary genre ?**
- 10. Do you set students to read literary texts then to do/perform vocabulary tasks?**
- 11. What are the challenges EFL teachers face when using and selecting literary texts?**
- 12. How much necessary is the integration of literature in EFL teaching and in vocabulary learning in specific?**
- 13. Do you have something to add?**

Thank you very much for Your Cooperation.

الملخص:

إن الهدف الرئيسي من هذه الدراسة يتجلى في استكشاف قدرة الأساتذة على إدراك كيفية استعمال النصوص الأدبية في ليتم بعدها استكشاف مختلف أقسام تعليم اللغة الإنجليزية كلغة اجنبية للطلبة ومدى فعاليتها في إكسابهم المفردات. المقاربات التعليمية المستعملة من طرف أساتذة اللغة الإنجليزية خلال استخدامهم للنصوص الأدبية . تم جمع البيانات من خلال استبيان تم توزيعه لاثنتين وخمسين 52 طالبا وطالبة بالإضافة إلى إجراء حوار مع تسعة أساتذة في قسم الأدب واللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة ، حيث أسفرت نتائجها على أن أغلبية الأساتذة والطلبة يرون أن استعمال النصوص الأدبية وسيلة فعالة لتطوير الكفاءة اللغوية وإثراء مفردات الطلاب في حين أنهم يفتقرون إلى الوصول إلى الغايات التعليمية المعارف التي تسمح بإدماج النصوص الأدبية مع المهارات بفعالية ، إضافة إلى كيفية باستعمال أنشطة تتمحور حول النصوص الأدبية مع تحديد الأنواع الأدبية المفضلة.

-الدراسة طرحت محدودية إدماج النصوص الأدبية ضمن البرنامج نظرا لأنها تتطلب الكثير من المجهودات من قبل

الأساتذة بالإضافة على ضرورة رغبة الطلبة في دراستها.

- سمحت هذه النتائج بدراسة الموضوع من جوانب عديدة نذكر منها المساوي ، المحاسن، الطرق ، وجهات نظر

الأساتذة والطلبة المتعددة.