

# Students' Attitude towards English Literature in EFL Curricula

Win Kyi Kyi Naing<sup>1\*</sup> , Aye Aye Mar<sup>2</sup> 

<sup>1,2</sup>English Department, Banmaw University, Myanmar

## APA Citation:

Naing, W. K. K., & Mar, A. A. (2022). Students' attitude towards English literature in EFL curricula. *Journal of English Language and Linguistics*, 3(2), 167-186.

Received Date: December 5, 2022

Accepted Date: December 28, 2022

---

## Abstract

In education programs of Myanmar Higher Education Institution MHEIs, incorporation of literature in EFL curricula for English specialization students is promoted for several motives. Literature allows for deductive learning of the language and reduces inductive learning that is wearing and uninteresting if used all the time. Most researchers have considered attitude as an important variable that influences success in a learning task. Basically, analysing students' attitude is a significant phase that should lead any improvements in the course plan or content. This improvement is more important when dealing with university students who have already finished high school and look up to university to provide them with more motivating and wide-ranging content that addresses their requirements. As mentioned above, analysis of the students' attitude is critical for making decisions with regard to the kind of preparation they should get prior to boarding on the study of literary courses in their academic years. This research explores the

---

\* Corresponding author.

E-mail address: winkyikyinaing112@gmail.com

attitude of Myanmar university students who specialize in English, learning English literature in general. To analyse the different aspects of the students' attitude, a five Likert scale questionnaire was used. Results showed that students are generally willing to study sorts of literature and short stories are mostly appealing to their liking. According to the responses of the participants, the students agree to the fact that learning literary texts make them improve reading and writing skills and that they can learn the culture of a society through its literary texts. They believe that literature can improve their speaking skills. Finally, they show less interest poetry drama and plays.

**Keywords:** EFL curricula, English literature, Myanmar, Students' attitude

## Introduction

In Myanmar, many issues have been informed on challenges of the teaching/ learning of English literature. Most students are no exception and they are affected by this modern trend. They lack interest in reading because the culture of reading is absent in their context. Scholss (1981) discussed for excluding literary materials from the language classroom. Besides, he also focused on the lack of practical utility of literary texts for everyday life and future jobs. Besides, poor reading skills, students have a little interest in reading in general and reading literature in specific. This has become a universal issue owing to the heavy dependence on the new technologies, particularly the Internet. Krashen (1982), further argues that negative attitude could contribute to raising the learners' affective filter, that's why the language acquisition process slow down. According to McKay (1982), some scholars argues that literature is too complex in terms of the concepts it tackles as well as the language it uses both in terms of vocabulary and grammar. Such language and concepts are beyond the analytical skills of the average student. Zughoul (1986) states that his argument was supported by viewpoints from different scholars who advanced several justifications. Kramersch (1993) points out that cultural awareness is a tool that enhances language proficiency and that is enhanced by it. He also urges that language

is a form of "social practice, it cannot be separated from culture learning. Kramersch also believes that learning about culture does not mean adopting the target cultural norms, rather it leads to a deeper understanding of the native culture in relation to the target one as well as to better sociolinguistic competence in dealing with target culture speakers and contexts. Similarly, Baker (1993) identifies students who have positive attitudes invest more effort in language learning and implement several learning strategies such as providing information as well as asking and answering questions. So, inclusion of literary works is crucial in implementing of Myanmar Higher Education Institutions, MHEIs. Birkerts (1994) states that attributes this phenomenon to on-line reading that has significantly changed people's reading habits. Due to on-line reading, students' reading has become fuzzy. This is why they lack reading habits. Another important factor is lack of critical thinking which is required for understanding and appreciating literary texts. Ellis (1994) identifies that language learners' attitude as one of the personal variables which could have a positive or negative influence on the process of language acquisition.

According to Obeidat (1997), some scholars including above made an obvious accusation against the power of literature courses at English Departments in university. He claimed that such power is responsible for reducing the number of language courses, which has led to the students' lack of competence in language skills. These justifications are of theoretical and practical nature. Buckledee (2002), on the other hand, argues that difficulty of literary texts is due to the criteria used in their selection. In most cases, texts that have major literary status are preferred over those that are within the reach of the students. Hence, a literary curriculum that focuses on text or content rather than on students' level or preference would be beyond the reach of students structurally and conceptually.

Few studies, however, have investigated language learners' attitude towards English literature and literary materials especially when those materials and texts are used alongside regular communicative texts and tasks in the EFL classroom (Ghazali, 2008). Language learners' attitude has been considered one of the important variables which influence second and foreign language

acquisition. Fortunately, attitudes are not static in nature, i.e., they could undergo change if sources of negative attitude are analysed and amended. Attitude, hence, is a multidimensional factor that has affective, cognitive and conative constructs. The debate continues to have several dimensions such as the quantity of literature that may be included in the language curriculum, the most useful genres, the criteria for selection as well as when, where, and how the literary materials may be incorporated (Katib & Rezaei, 2011).

### *1. Statement of the Problem*

Learning literature can be a very challenging task for English specialization students. The main reason why students want to do this is to be able to communicate with other people from other parts of the world. English is a global language. So, learning English is a very common goal. For those wanting to specialize in English at university, this requires intensive efforts to follow a heavy program of courses. The Department of English at Myanmar universities thus offers many courses on aspects of the language in order to enhance student's proficiency in it. The students' study plan addresses language skills, linguistics, translation, and literature and students may have different attitudes towards its literature content. Enthusiasm will stimulate high motivation and uninterest or aggression the reverse. Literature courses are a case in point. English specialization students at Myanmar universities are required to take a number of language courses before they entered to their specializations. Teachers of these language courses usually try to develop the students' proficiency in the four language skills, i.e., reading, writing, speaking and listening. Rarely do these students, however, study specific literary courses or content prior to formally entering the English department. This problem is serious by the fact that students' study very few literary texts at schools because the syllabus in its various stages contains a limited number of such texts, some of which are even abridged to suit the learners' proficiency level. Teachers, according to students' reports, often ignore teaching the literary texts available in the syllabus either due to time constraints or to the lack of proper training and qualification. One may hence argue that students enter the English

department with minimal preparation to handle the requirements of literary texts. What is even worse is that they may embark on such a challenging attempt with a rather negative attitude towards literary materials in general.

## *2. Significance of the Study*

The students' attitudes were studied by researchers since student opinions about literature courses are important. Most previous research which explored the attitude factor in language learning or acquisition has focused on students' attitude towards the English language or culture. Very few studies tackle attitude towards and in the context of literature. Even studies which explore attitude towards literature, investigate the issue from the teachers' rather than the learners' perspective. The present study, however, explores the issue of attitude from the learners' perspective. Further, it investigates whether exposure to literary texts would improve the students' attitude towards some literary genres. From a communicative perspective, literary materials are believed to enrich students' linguistic competence since they build their vocabulary repertoire and enhance the lexical range available to them (Mackay, 1982; Povey, 1972). They also expose learners to complex sentences, untraditional sentence structures, as well as stretches of coherent language beyond the sentence level, hence enhancing their discourse competence (Mackay, 2014). Another important dimension qualified to literary materials is their aesthetic value and features which make them a perfect tool to tap the students' artistic inclinations, thus, leading to the maturation of their integrative motivation. Integrative motivation, which is often defined as the learners' positive orientation towards language learning that stems from genuine love of the language, its speakers and art representations, is considered by some to be essential if the learner intends to reach high levels of proficiency in L2.

## **Literature Review**

Using literary works in EFL classrooms have become a popular topic among researchers since the late 1980s. John (1986) for instance criticized language-oriented courses for being unable to develop students' linguistic

competence mainly because they focus on teaching rules about the language rather than language use itself. In contrast, students exposed to literary materials will experience actual language use as it is presented in different literary genres, i.e., narratives, plays, poetry, etc. Besides the aforementioned linguistic value, other researchers have focused on the significance important of literature in education. They believe that literature is social institution using as its medium language, a social recreation (Mckay (1982); Wellerk and Warren (1948); Schloss (1981) further stresses the two-dimensional role of literature which enhances both the students' knowledge of rules in addition to providing them with actual examples of these rules in use. Povey (1972) states that literature increases all language skills because it extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and "complex and exact syntax" (p.187). Exposure to literary texts, according to Mckay (1982), does not only train learners in what should be said in certain contexts, which is the main concern of language courses, but it also exposes them to how things are said to reflect the personality and individuality of the character or speaker. Hence, literary exposure emphasizes the idea of "voice", an essential element is literary representation of characters.

Rosenblatt (1978) believes that focus should not be on the difference between literary and regular texts, but rather on the levels and dimensions of interpretation that literary texts allow the reader to get engaged in, thus better enhancing their reading comprehension skills and strategies. Rosenblatt (1978) distinguishes aesthetic reading as being different from efferent and regular reading for information because reading aesthetically underscores the change that the readers may undergo as they engage in the text rather than just deriving bits and pieces of information from it. Such engagement requires special attention to text selection so that it may be interesting to the students and related to their personal experiences, thus leading to various interpretations that could be brought back to the text itself adding new dimensions to its meaning. Many researchers exploring the role of literature in language learning have focused on the specific value of different literary genres. On the negative side, Simpson (1997), for example, argues that dialogues in Drama or plays do not reflect the nature of everyday

communication or interaction. McKay (2001), in contrast, asserts that dramatic dialogues are perfect tools for developing students' sociolinguistic and pragmatic competence, essential dimensions of the students' emerging communicative competence. As argued earlier by Rosenblatt, dramatic dialogues provide a richer context for interpretation than normal dialogue since this dialogue can be normally read on two levels: that of the direct interaction among characters in the play as well as the indirect continuous dialogue that takes place between the writer and the readership.

Although some researchers argue that poetry cannot symbolize an accurate and productive syntax of a language. Others argue that the unrestricted mode of expression in poetry emancipates the students from the tough linguistic demands of grammar and vocabulary, thus enhancing their ability to imitate such texts in creative writing and to use their limited language resources to express complex ideas (McKay, 2014; Malay & Duff, 1989; Widdowson, 1992). Mackay (2014) underscores the value of fiction in relation to culture learning especially when making cross cultural comparisons. She provides the example of immigrant stories as a perfect tool to engage learners in deep and rich discussions of their culture in relation to that of the target language. Mackay also stresses the fact that such exposure does not alienate learners from their own culture because learning about target cultural norms does not mean adopting them.

## **Research Objective**

Considering the vast literature that explores the positive role that literature could play in the language classroom, the researchers felt there was an urgent need to enrich the general language courses usually taught before entering the English Department with literary materials. Prior to taking this step, the researchers felt the need to explore the students' attitude towards literary texts and genres so as to make informed decisions. Results of the study would help brighten several dimensions related to the possibility of incorporating literary materials at different stages in the university curriculum. Preparation for the study of these texts may be required to start from an early stage to ensure learners' readiness for the more advanced courses.

## Research Questions

The study will also throw more light on the students' attitude towards different genres, hence, incorporating students' interest as an important variable in text selection.

1. What is the students' overall perspective of English literature before the study of literary courses?
2. What is the students' specific perspective of literary works?
3. What is the students' attitude towards the contributions of literary works in learning English?
4. What is the students' expectation of behaviourism and culturalism in literature works?

## Research Methodology

### *1. Research Design*

Analysis was statistically done on students' attitude towards literature. In other words, if there were significant differences among the students in terms of their overall attitude towards literature. This could be explained by the fact that the students have yet been exposed to the bulk of literature courses which are normally taken after the completion of specialization requirements including the current course. Simple descriptive analysis was used to analyse the questionnaire data and to provide an account of the practices and embraced views of the Myanmar HEIs students' attitudes involved in the questionnaire survey.

### *2. Samples*

The present study was conducted at Universities of Arts and Sciences because students from Department of English at these universities have to enrol in literature courses while studying their specialization subjects. The participants were students from the English Department. The students participating were taking at least one literature course and were in their second, third, or fourth academic year. In total, there were 74 participants. Sample of the study consisted of 82 students enrolled in two sections of English which is a specialization requirement at University of English



department. Fifty of these students were females and twenty-four were males.

### *3. Instrument(s) and Procedures*

The researchers designed a Five Likert Scale questionnaire to investigate students' general attitudes towards literary materials as well as their attitudes towards different literary genres, the role of literature in language learning and the cultural or moral value of literature. The number of questionnaire items under each of the previously mentioned dimensions ranged between 5-8 statements with the exception of the last category cultural/moral which included 11 items. The different categories in the questionnaire were chosen considering the issues frequently discussed in the literature pertaining to attitude towards literature and its value. Choice was also based on the researchers' perspectives with regard to the intended purpose behind incorporating literary materials in the English specialization course as gleaned from previous informal discussions with the course instructors.

## **Results**

The data obtained was analysed qualitatively. Each questionnaire was handled separately and the common answers from students were put together to observe an overall attitude. Then the answers from the students' questionnaires were discovered whether they agreed upon certain aspects. Results of this study have been presented in terms of the information obtained from the questionnaire which was distributed to the students before the incorporation of literary materials in the language classroom.

### *1. Question One*

1. What is the students' overall perspective of English literature before embarking on the study of literary courses?

Table 1 illustrates students' overall perspective of English literature before the study of literary courses at university.

**Table 1***Descriptive Statistics of the Students' General Attitude towards Literature  
(n=74)*

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
1	I like to read English literature.	5.40%	14.90%	54.10%	10.80%	14.80%	3.15	1.02	Positive
2	I think English literature is interesting.	2.70%	6.80%	28.40%	20.30%	41.80%	3.92	1.10	Very positive
3	English literature reflects a great civilization and culture.	2.70%	6.80%	35.10%	31.10%	24.30%	3.68	1.00	Very positive
4	I enjoy reading Myanmar literary texts.	18.90%	20.30%	24.30%	21.60%	14.90%	2.93	1.33	Positive
5	I enjoy reading English and international literature in Myanmar.	9.50%	16.20%	27.00%	16.30%	31.00%	3.43	1.33	Very positive
6	I read unassigned English literary texts for pleasure.	25.70%	31.00%	25.70%	6.80%	10.80%	2.46	1.24	Moderately positive
7	Literature is the best embodiment of human experience.	4.00%	2.70%	20.40%	22.90%	50.00%	4.12	1.08	Very positive

**Table 1 (Continued)**

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
8	Literary works are a good source of information (historical, geographical, etc.).	1.40%	6.80%	27.10%	22.90%	41.80%	3.97	1.04	Very positive
	Average	8.8%	13.2%	30.3%	19.1%	28.7%	3.46	1.27	Very positive

*Note.* 1.00-1.80=Slightly positive; 1.81-2.60=Moderately positive; 2.61-3.40=Positive; 3.41-4.20=Very positive; 4.21-5.00=Completely positive

This difference in means is probably an indicator that students have other types of self-consciousness when it comes to literature other than the language barrier or complexity. Such inhibitions could be related to the culture, values or other elements that are inherent in literary texts. Another factor that may have played a role in this result is that the syllabus contains a significant number of literary texts. This may have contributed to enhancing students' familiarity with and their positive attitude towards such texts.

## *2. Question Two: What is the students' specific perspective of literary works?*

The students' specific perspective of literary works is revealed in table 2.

**Table 2**

*Descriptive statistics of the students' attitude towards literary genres (n=74)*

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
9	I enjoy reading English poetry.	8.50%	11.80%	39.30%	13.40%	27.00%	3.39	1.23	Positive

**Table 2 (Continued)**

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
9	I enjoy reading English poetry.	8.50%	11.80%	39.30%	13.40%	27.00%	3.39	1.23	Positive
10	English short stories are interesting.	1.40%	2.70%	16.30%	22.90%	56.70%	4.31	0.93	Completely positive
11	I would like to be able to read English novels.	18.80%	10.80%	25.70%	18.90%	25.80%	3.22	1.43	Positive
12	Drama and plays are enjoyable to read in English.	16.20%	24.20%	20.30%	8.20%	31.10%	3.14	1.48	Positive
13	Drama dialogues may enhance my speaking skills.	0%	2.70%	21.60%	20.30%	55.40%	4.28	0.89	Completely positive
	Average	9.0%	10.4%	24.6%	16.7%	39.2%	3.67	1.32	Very positive

*Note.* 1.00-1.80=Slightly positive; 1.81-2.60=Moderately positive; 2.61-3.40=Positive; 3.41-4.20=Very positive; 4.21-5.00=Completely positive

Descriptive statistics showed that students had positive attitude towards almost all literary genres. Students are willing to read short stories are their favourite and drama and plays are not favoured as much as other genres. This may be for the fact that the length of the texts influences the concentration of the students. Students may think that short stories have a relatively smaller number of characters and less complex plot rather than drama and plays. Furthermore, the students may need less amount of time and effort to read short stories. They do not have good experience of reading.

### 3. Question Three: What is the students' attitude towards the contributions of literary works in learning English?

Table 3 is the representation of the students' attitude towards the contributions of literary works in learning English.

**Table 3**

*Descriptive Statistics of the students' attitude towards the role of literature in language learning (n=74)*

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
14	I think literary texts are a great tool to learn the English language.	1.40%	6.80%	22.90%	29.70%	39.20%	3.99	1.01	Very positive
15	I can learn a lot of vocabulary from literary texts.	1.35%	2.70%	18.90%	23.00%	54.05%	4.26	0.94	Completely positive
16	Literary texts contain good examples of English grammar in use.	23.00%	23.00%	31.10%	10.80%	12.10%	2.66	1.28	Positive
17	One may learn a lot of good expressions from a literary text.	4.10%	12.20%	35.20%	31.10%	17.40%	3.46	1.04	Very positive
18	Learning literature helps me improve my listening and speaking skills.	1.40%	9.50%	23.00%	24.30%	41.80%	3.96	1.07	Very positive

**Table 3 (Continued)**

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
19	Learning literature helps me improve my reading and writing skills.	0%	6.76%	16.21%	35.13%	41.90%	4.12	0.91	Very positive
20	Literature develops my ability to think out of the box.	0%	9.46%	32.43%	36.49%	21.62%	3.70	0.91	Very positive
21	I think literature is an indispensable component in language education.	2.70%	6.76%	24.32%	36.49%	29.73%	3.84	1.01	Very positive
22	Reading literary texts is a good tool to learn about the target culture	0%	1.35%	20.30%	36.48%	41.87%	4.19	0.80	Very positive
	Average	3.8%	8.7%	24.9%	29.3%	33.3%	3.80	1.11	Very positive

*Note.* 1.00-1.80=Slightly positive; 1.81-2.60=Moderately positive; 2.61-3.40=Positive; 3.41-4.20=Very positive; 4.21-5.00=Completely positive

According to descriptive statistics, the students reported highly positive views of the contributions of literary works in learning English. They wanted to rely on literary work for the improvement of English proficiency and in developing themselves mature. This is probably for the fact that they could have studied great literary works before they study at the university. Some students, however, reported that literary texts break grammar rules. This may come from the fact that students do not have good language

competence through performance. Despite of the fact that the students were not very good at English, they could perceive valuable characteristics of literature.

*4. Question Four: What is the students' expectation of behaviourism and culturalism in literature works?*

Table 4 demonstrates the students' expectation of behaviourism and culturalism in literature works.

**Table 4**

*Descriptive statistics of the students' attitude towards the cultural and moral value of literature (n=74)*

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
23	Literature teaches us about the everyday practices in a foreign country.	1.35%	4.05%	36.49%	28.38%	29.73%	3.81	0.95	Very positive
24	Literature teaches us about the values of a society.	0%	5.40%	25.68%	29.73%	39.19%	4.03	0.93	Very positive
25	Literature shows us the great achievements of a certain civilization.	0%	6.76%	37.84%	40.54%	14.86%	3.64	0.81	Very positive
26	Reading literature helps me become a better human.	0%	6.76%	12.16%	32.43%	48.65%	4.23	0.91	Completely positive
27	Reading literature makes me feel more compassionate with fellow humans.	1.36%	14.86%	31.08%	22.97%	29.73%	3.65	1.10	Very positive

**Table 4 (Continued)**

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
28	Reading literature helps me understand people more.	1.35%	6.76%	21.62%	31.08%	39.19%	4.00	1.00	Very positive
29	Reading literature leads me to a better understanding of good vs evil and right vs wrong.	1.40%	10.80%	25.70%	22.97%	39.13%	3.88	1.09	Very positive
30	Reading literature helps me approach life in a more mature way.	2.80%	16.20%	27.00%	21.60%	32.40%	3.65	1.17	Very positive
31	Reading literature makes me more independent in my thinking.	9.50%	13.50%	31.10%	27.00%	18.90%	3.32	1.20	Positive
32	Reading literature makes me more sceptical.	27.10%	17.51%	22.97%	10.80%	21.62%	2.82	1.48	Positive
	Average	4.5%	10.3%	27.2%	26.8%	31.3%	3.70	1.14	Very positive

According to data analysis, students expected very positively from literary works. They accepted that reading literature could make their knowledge improve. They could learn human behaviours and cultures all over the world. The students showed highest agreement with item 26 which focuses on the role of literature in helping become a better human. (Mean=4.23, SD=0.91). This positive attitude highlights the opinion of most scholars that literature



is a bridge to acquire not only the behaviourism but also the culturalism. The students showed lowest agreement, however, with the statement that says: "Reading literature makes me more sceptical" ( $M=2.82$ ,  $SD=1.48$ ). This result greatly astonished, particularly that literary texts usually increase big questions relating to human existence and experience. For example, the existence of human beings in universe, good and evil or life and death.

## Discussion

The findings showed that English specializing students in Myanmar accept literature as a crucial part of their education. They also believe that literature can make them well- experienced in culture and behaviour. Additionally, similarities found in many studies indicate that the inclusions of literature in English classroom can sharpen students reflective and critical thinking skills (Fatma & Ajam, 2020; Keshvarzi, 2021; Mourao, 2009; Ferradas in Britlit 2009). Regarding the students' overall perspective of English literature before the study of literary courses at university, they had positive attitude towards literature in general. According to descriptive statistics, the students think that English literature is interesting as it reflects a great civilization and culture. Plus, it can provide people with a good source of information. Furthermore, the findings on students' specific perspective of literary works prove that students are willing to learn all types of genres. In addition, statistics of the contributions of literary works in learning English shows that literature in English language education offers a valuable study in multiple ways –for the acquisition of vocabulary from literary texts, English grammar in use, intercultural understanding, about the target culture, windows on other worlds and, an important skill in an increasingly rapid world, deep reading, and other language skills. Many students might be unfamiliar with the language used in books published in the past. A person's vocabulary is expanded by reading a wide range of literature. The study of literature is a great way to enhance language skills for learning English language. Students' expectation of behaviourism and culturalism in literature works is also very positive. Thus, they all agree that studying English Literature allows them to develop a thorough knowledge of literary

history, theory, and criticism, and enhances their understanding of a wide range of cultures and intellectual traditions.

## **Conclusion and Recommendations**

This study reveals that the students specializing in English hold positive influence of literature. They pay concentration to study literary works in accomplishing their education. They also lack exposure to language approach and stylistic approach for literature teaching. They are familiar with cultural, moral approach and the personal growth model. They tend to study literary texts as curricula activities. But not as extra-curricular activities or in free times. Through the language and literature, students can be encouraged to improve linguistic competence. The students' specific perspectives of literary works could also be analysed by educators. They do not have as much interest in drama and plays as in other literary genres. Literary materials should be selected in terms of their experiences. Students' attitude can also be changed through appropriate teaching approaches. Literary materials in EFL classroom still far away from the culture and experience of Myanmar students. Appropriate teaching methods and literary materials should be focused to establish inclusive and high-performance education system.

Furthermore, one may notice, that English textbooks used at Higher Education Institutions of Myanmar focus on the inductive teaching of grammar which reflects the philosophy of the communicative approach. However, some examples used in the exercises come from literary texts whether poetry or fiction despite the fact that such genres are loaded with examples of standard language use that reflect both sentence and discourse structure.

## References

- Baker, C. (1993). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.
- Birkerts, S. (1994). *The Gutenberg elegies: The fate of reading in an electronic age*. Boston: Faber and Faber.
- Buckledee, S. (2002). Language and literature in tertiary education: The case for stylistics. *English Teaching Forum*, 40 (2), 8-13.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ghazali, S. (2008). Learner background and their attitudes towards studying literature. In *Malaysian Journal of ELT Research*, 4, 1-17.
- John, J. (1986). Language versus literature in university English departments. In *English Teaching Forum*, 24 (4), 18-22.
- Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Katib, M., Ali, D., & Rezaei, S. (2011). Why and why not literature: A Task-based approach to teaching literature. In *International Journal of English Linguistics*, 1, 213-218.
- Maley, A. & Duff, A. (1989). *The inward ear: Poetry in the language classroom*. Cambridge, UK: Cambridge University Press.
- McGroarty, M. (1996). Language attitudes, motivation and standards. In McKay and Hornberger (ed.), *sociolinguistics and language teaching*. Cambridge: CUP.
- McKay, S. (1982). Literature in the ESL classroom. *TESOL Quarterly*, 16, (4), 529-536.
- McKay, S. (2001). Literature as content for ESL/EFL. In Marianne Celce-Murcia (ed.), *Teaching English as a second or foreign language*. New York: Heinle Heinle.
- McKay, S. (2014). Literature as content for language teaching. In Marianne Celce Murcia et. al. (eds.), *Teaching English as a second or foreign language*. Boston: National Geographic Learning.

- Obeidat, M. (1997). Language versus literature in English departments in the Arab World. *English Teaching Forum*, 35, 1, 30-42.
- Povey, J. (1972). Literature in TESL programs: The language and the culture. In H. Allen and R. Campbell (ed.), *Teaching English as a second language*. New York, McGraw-Hill.
- Rosenblatt, L. (1978). *The reader, the text, the poem*. Carbondale, Illinois: Southern Illinois University Press
- Scholss, B. (1981). *The uneasy status of literature in second language teaching at the school level: An historical perspective*. Canada: International Centre for Research on Bilingualism.
- Simpson, P. (1997). *Language through literature*. London, UK: Routledge.
- Widdowson, H. (1992). *Practical stylistics: An approach to poetry*. Oxford, UK: Oxford University Press.
- Zughoul, M. (1986). English departments in third world university: Language, linguistics or literature? *English Teaching Forum*, 24, 4, 10-17.