

Literature Specialists Stating the Aims of Teaching Literature in the Iraqi University EFL Classes

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Abstract

Literature is employed in the curriculum of many departments of English in Iraq and other countries. This study investigates literature teachers' statements of the aims of teaching literature in the Iraqi university English as a foreign language (henceforth EFL) classes. This area, according to my humble knowledge, has not been fully investigated in Iraq. This study addresses the following questions: What are the various aims of using literature in the Iraqi university EFL classes? what are the areas of language and literature discussed by the teachers of literature? It is designed to state the aims of EFL teachers' use of literature in the Iraqi university EFL classes, and list those areas of language and literature, which can be taught by using literature. To answer those questions and to achieve those aims, literature teachers' attitudes regarding the aims of teaching of literature in the Iraqi university EFL classes are investigated by constructing a questionnaire by the researcher and exposing it to jury members and is then used as a data collection technique. In this study, it is hypothesized that the aims of teaching literature include various students' linguistic types of development, including the development of their language skills, of developing critical thinking, interpretations of literary texts, and of their personalities; and that the areas of literature upon which the aims of teaching literature are to be applied include poetry, drama and the novel. Depending on the analysis and discussion carried out in this study, the hypotheses are verified and the questions and aims of study are answered and achieved. It is concluded that the aims of teaching literature include developing the various students' linguistic, language skills, intellectual and aesthetic types of development, and of various types of interpretations of literary texts, and of their personality.

Keywords: Literature Specialists, Aims of Teaching Literature, Iraqi University EFL Classes, questionnaire

1. Introduction

1.1 Introducing the Problem

This study investigates teaching literature in the departments of English in Iraq. It surveys literature teachers' statements of the aims of teaching literature in the Iraqi university EFL classes. This area has not been fully investigated in Iraq. This study addresses the following questions:

1. What are the various aims of teaching literature in the Iraqi university EFL classes?
2. What are the genres of literature to which such aims are applicable?

The aims of this study include the following:

1. Stating the aims of EFL literature teachers' teaching of literature in the Iraqi university EFL classes, and
2. Listing those genres of literature to which such aims are applicable.

In this study, it is hypothesized that:

1. The aims of teaching literature include the various students' types of linguistic development, and the development of their language skills, critical thinking, interpretations of literary texts, and personalities.
2. The areas of literature to which the stated aims are applied include poetry, drama and the novel.

2. Literature Review

2.1 Stylistics and Pedagogical Stylistics

2.1.1 Stylistics

Stylistics is a method of textual explanation that prioritizes language, focusing on the different forms, patterns, and levels that make up linguistic structure (Leech & Short, 2007). It is a textual explanation method prioritizing language, as its various forms, patterns, and levels indicate the text's function. The text's functional importance as discourse serves as a gateway to interpretation. While language elements

may not always aid readers in understanding a text's meaning, stylistic analysis methods can help comprehend both the structure and function of languages (Simpson, 2004). In this regard, literature is a body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter.

Literary stylistics is the study of literary style, focusing on text analysis and appreciation. It aims to investigate the link between language and aesthetic function and the reasons behind their impact on our understanding of texts. Leech and Short (1981) argued that stylistics interprets the connection between language and aesthetic function, aiming to explore artistic elements based on the writer's choice of language. This analysis occurs through manipulation of grammar, lexis area, and phonology in syntactic parallelism through linguistic organization, which is considered the essence of linguistics. Literary stylistics is the study of literary style, focusing on text analysis and appreciation.

Linguistic analysis of literature is closely linked to the linguistic approach to stylistics, as described by M.A.K. Halliday's essay. Linguistic stylistics involves describing literary texts using general linguistic theory methods, comparing them with others in the same genre and genre. (Halliday, 1962). According to Aitchison (2003), "the linguistic analysis of literary language is known as stylistics.

Ghazalah (1987) believed that the main focus of linguistic stylistics is on the verbal description of Stylistic elements. It is the purest form of the stylistics discipline. Its adherents seek to advance the field of linguistic theory by modifying their models for language analysis through the study of literary language and style. In other words, linguistic stylisticians use models that they have derived from linguistics to further linguistics. There is a kind of balance between the linguistic and literary sides of literary stylistics because neither can fully explain the meaning of a text on its own; both must be combined to do so.

2.1.2 Pedagogical Stylistics

According to Short (1996) and McIntyre (2011), pedagogical stylistics is defined as the application of a systematic, analytic technique for exploring language use and language meaning in literary and non-literary texts in FL and L2 classroom-based contexts. This definition of pedagogical stylistics places an emphasis on the components of literary analysis that stylistics developed as a result of its significant usage of literature in ESL and EFL educational settings (see Belcher & Hirvela, 2000, Hirvela, 2004, Khatib, Rezaei & Derakhshan, 2011, and Paran, 2008). Pedagogical stylistics is a method of analyzing language functions in classrooms and other settings, focusing on description, interpretation, and evaluation. It differs from applied linguistics, which builds text processing theories and tests them with real readers, and linguistic stylistics, which identifies flaws in a text and seeks the best solution.

2.2 Genres of Literature

1. Drama

Drama uses a script to present a story purely through dialogue and action. It can be considered a play. The purpose of writing drama is to play it in front of an audience. Drama comes in a variety of forms. Drama has characters that are exact replicas of the characters of the play. Without characters, a play would not exist. The people who portray the characters are actors. The majority of the play is dialogue. Monologues are a sort of dialogue when one character speaks for a significant amount of time. The character's innermost ideas are conveyed through monologues. Setting refers to the moment and location where the events are occurring. Historical era, the moment or day, season, and location are all examples of settings. The plot of the play is the progression of events. It provides the play's framework. Conflict is when two forces are engaged in a conflict that is extremely tense (Betti, 2021).

2. Poetry

Poetry is a verbal written art form that uses heightened linguistic skills to depict experience, feelings, or forms of consciousness. There is no definitive definition of poetry. It could imply different things to different people. Coleridge (1798) stated that "poetry is the product of imagination working on the objects of life and nature." It is an imaginative activity, idealizing the actual and realizing the ideal." A poem is a "reflection of the soul's fused elements." A poet, according to Coleridge, is a brilliant philosopher. "Without philosophical knowledge, no man can be a poet." However, Wordsworth believes that a poet is more influenced than other men by absent things as if they were present.

3. The Novel

According to Nixon (2008: 19), the novel is distinguished by three fundamental characteristics: it is fiction, it is written in prose, and it is long. Numerous other elements can be added to this basic definition, revealing the well-known but constantly repeated "laws" of the novel. For example, we are aware that the novel emphasizes realistic elements such as point of view, time, and location while yet applying the formal storytelling building blocks (Plot, Character, and Causation). Scholarly debates in the twentieth century shaped popular understanding of the novel's definition.

2.3 Literature Genres in The EFL Classes

1. Drama

Drama is a valuable tool for teaching EFL students to learn diverse grammatical constructions and express themselves (Lazar, 2007). Research shows that drama in EFL classrooms engages students emotionally and cognitively, allowing them to investigate linguistic and conceptual aspects of the target language, providing cultural enrichment. This approach allows teachers to create learner-centered activities,

enhancing the learning process and fostering cultural understanding (Collie & Slater, 1990).

As plays are meant to be performed on stage, there are frequently direct interactions between the actors and the audience. Thus, by including play excerpts or bringing in situations where actors are conversing with one another, EFL instructors give their students plenty of opportunities to learn the language's common expressions while also using both receptive and productive skills (MacCabe, 1985).

2-Poetry

Sage (1987) showed that the language used in poetry elicits recollections and praises of specific parts of existence while also eliciting emotions in readers. Poetry, according to Sage, has many instructional aspects that are difficult to interpret in other languages, such as references, phrases, idioms, and pitches. Thus, poems can aid in the teaching and learning EFL (Burton, 1984). Poetry provides an important learning experience because metaphor is a prevalent feature of poetry, whether done deliberately or unconsciously (Collie & Slater, 1990). When students disassemble poems, they can get an appreciation for the writer's writing process as well as sensitivity to words and other discoveries that may later blossom into a deep interest.

Hall (2003) believed that poetry does three things: first, it gives readers an alternative perspective on language use by deviating from accepted grammar and syntax standards; second, it motivates readers who are not driven because it is so open to numerous interpretations; it arouses emotions and thoughts, and because figures of speech are used frequently in everyday language, it also helps pupils become familiar with them. Poems can help in the teaching and learning of speaking, listening, reading, and writing. It is the most essential relationship between learning and poetry as a sign. Poems provide an important learning opportunity because the majority of them intentionally or unintentionally employ metaphors as one of their first methods.

3. The Novel

Reading novels in language classes helps students learn grammar, culture, and the target language (Lazar, 2007). Teaching novels in EFL lessons provides educational benefits by raising students' motivation, depicting realistic settings, and strengthening critical thinking abilities, and uses assessments to gauge comprehension, including fact-based and open-ended questions. Class discussions should cover novel core themes and supporting facts, promoting vocabulary growth and engaging discussions on social themes. Overall, novels provide valuable educational experiences for students (Collie & Slater, 1990).

2.4 Aims of Teaching Literature in the EFL Classes

In the field of EL teaching and learning today, the use of literature as a method for teaching both language areas (i.e. pronunciation grammar and vocabulary) and language basics (i.e. listening, speaking, reading and writing) is very common. Additionally, many language instructors assign their students to translate literary works like drama, poetry, and short stories into their mother tongues during translation classes. Despite being mostly linked with reading and writing, the study of literature in a language class can be very beneficial for teaching speaking and listening. A piece of literature may be the subject of oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities. (Hşmanoğlu, 2005)

Literature plays a crucial role in language learning by fostering personal involvement and immersion. Matching the choice of literary texts to students' requirements, expectations, interests, and language proficiency is essential for overcoming identity issues and becoming more outgoing. (Collie and Slater 1990). That is why, the focus within pedagogical stylistics is on both literature and language elements in the class.

Several authors, including, Timucin (2001), Paesani (2006), Plummer and Busse (2006),

Allen (2009), and Yaez Prieto (2010), exposed different levels of improvement in using literature in EFL curricula. These levels of improvement are explained in the following.

2.4.1 Mediating EFL Performance

Paesani (2006) concentrated on a writing portfolio project while teaching an advanced grammar and stylistics class for a FL course. Students were required to provide feedback on the writing development they had made in their portfolios as well as provide critical feedback on the writing portfolio project itself as part of the writing portfolio project. The learners' portfolios contained a total of eight written works, and they each chose four of those pieces to submit for grading by the instructor. After conducting studies of the learners' portfolios, in addition to increasing their understanding of literary texts, the learners also improved their L2 competency skills (composing, revising, and rewriting). Studying the reaction of EFL students, Plummer and Busse documented an increase in student writing proficiency by reviewing term papers, a final examination, surveys, and videotaped talks from focus groups.

2.4.2 Enhancing Language Awareness.

Some researchers show that educational stylistics can increase L2 learners' language awareness, which leads to L2 competency improvement and, in the case of Warner (2012), increased analytic skills that are transferable across academic contexts.

2.4.3 Satisfying Learners' Needs

Literature can be used to satisfy learners' needs. For instance, reading literary works helps students improve their language abilities by exposing them to sophisticated ideas and novel linguistic constructions. The study of literature in the language classroom provides students with international abilities that are crucial in today's globalized society. As educators, we can use literature to help students navigate the complexity of a globalized society upon graduation (Fillemon 2021).

Literature provides paradigmatically innovative and passionate constructions and rewritings, which can be accessed on various levels, from personal response to academic study. These writings can take on new meanings in the context of learning a new language, and multilingual and multicultural students may find the challenges of mediation, translation, and intercultural discussion to be of interest. Educators should foster a love of lifelong learning, wellbeing, emotional intelligence, empathy with others, and creativity in students. By incorporating these concepts into the language classroom, educators can help students navigate the complexity of a globalized society and develop their international skills (Fillemon 2021).

2.4.4 Developing Reading Skills

Reading is a difficult skill to master, as are other language skills such as speaking, listening, and writing. Reading, like any other linguistic talent, incorporates numerous aspects of the reader. Some of the factors involved in reading activities are the degree of reader intelligence, the eye's ability to view writing, the ability to focus while reading, experience and knowledge readers, memory in reading recall, reading practises, and others (Fillemon 2021).

2.4.5 Developing the Writing Skill

Literary works provide students with a wealth of materials to learn about language structure, grammatical constructions, vocabulary, and sociocultural aspects of various cultures. Reading these texts boosts vocabulary and helps students become more aware of sentence structure, form variation, and concept connections (Pardede, 2011; and Vandrick, (2003). Engaging with literary texts also helps students understand the sociocultural context of various cultures, preventing misunderstandings and ensuring effective communication. Using literature as the course's reading material allows students to draw conclusions, create their own ideas, and carefully examine a book to support generalizations (Steffenson and Joag-dev, 1992). This critical thinking and critical thinking skills are essential for other courses that require logical reasoning, independent thought, and critical text analysis (Spack, 1985).

Hismanoglu (2005) stated that writing in ESL or EFL can greatly benefit from literature, both as a model and as subject matter. Literature serves as a model when students' writing closely resembles the original piece or blatantly copies its concept, content, structure, and/or style. It is used as a subject matter when students demonstrate original thought, such as interpretation or analysis, or when it results from or is artistically encouraged by reading. Literature offers a wide variety of topics for writing in guided, free-form, regulated, and other styles.

2.4.6 Cultural Development

Literature is one of the most important factors influencing people's elegance. In reality, there is a direct link between literature and culture, and both are complementary. A society's views and values are part of its culture, and literature transmits them in a variety of literary forms. As a result, it eventually results in glory and a cultural outcome. Although each community has its own individual characteristics, many difficulties are shared by everyone. People chose acceptable solutions because they were committed to cultural issues. Literature is one of the most efficient ways to transmit cultural characteristics in this manner. Everyone has access to a flourishing life because of the teaching process. Indeed, society strives to promote its culture among its members. Attempts have been made to get the message into the minds of young people, but as a culture develops, un nourished minds develop in a way that makes it easier for them to do more than simply accept it (Hesarak, 2014).

One of the primary reasons for adding literary texts in FL schools and intercultural education is their capacity to help readers understand the world from a number of perspectives and value the diversity of individual perception. Literature's power stems from its ability to powerfully engage the reader on both a cognitive and emotional level. Regardless of the reader's personal limitations or otherness, the subjective world of literary heroes may not only intrigue and engage them, but may also transfer them to a different reality (Wąsikiewicz-Firlej, 2012).

2.4.7 Developing Critical Thinking

Many scholars feel that it is crucial to aid students in acquiring the critical thinking abilities while they are involved in their academic learning process (Schafersman, 1991; Landsberger, 1996; Facione, 1998; and Halpern, 2003). This enables students to engage in more intentional and self-regulatory judgement, assisting them in their appraisal of others' and their own arguments, coming to well-reasoned remedies to any difficult problems, resolving the conflicts encountered in their daily lives. A literary book can provide readers with diverse aesthetics and a fascinating intellectual experience. This literary experience can help develop learners' cognitive and aesthetic growth as well as their ability to make critical and mature grounded decisions (Shukri & Mukundan, 2015).

Students, through literature, can demonstrate their abilities to distinguish facts from opinions, understand both literal and implied meanings of tone, construct moral reasoning and well-grounded judgements, and relate and apply what they have learned to the real world. In a way, the students are exercising and applying what experts in critical thinking call "explanation," "analysis," "synthesis," "argumentation," "interpretation," "evaluation," "problem-solving," "inference," "logical reasoning," and "application." All of these skills are important components of critical thinking, which is why Lazere proposed that "literature...is the single academic discipline that can come closest to encompassing the full range of mental traits currently considered to comprise critical thinking" (Lazere 1987).

3. Methodology

The tool of investigation consists of a questionnaire.

3.1 Description of the Questionnaire

The designed questionnaire (see appendix 1) consists of items about the aims of teaching literature which can be used to develop students'

language and literary abilities. The steps for constructing the questionnaire are the following:

1. a set of items were constructed from the literature available about literature teaching, stylistics, pedagogical stylistics, aims of teaching literature in the Iraqi Colleges of Education, Colleges of arts, and Colleges of Basic Education and College of Languages in Iraq.
2. The items of the constructed questionnaire are then exposed to a group of jury members (see appendix 2) to arrive at its validity and reliability. The jury members' notes are considered valid if agreed upon by 75% of the members. Only some modifications are made.
3. The questionnaire was then considered as valid.

The first three options in each item are considered positive but with some variation and the last option is negative. Each of the 24 items of the questionnaire has four options: always, often, sometimes, or never.

The items of the questionnaire are listed and described below:

1-Do you think Literature can be used in teaching EFL?

The purpose of this item is to check whether teaching literature has an effect on teaching EFL, whether literature is increasingly being used as a foundational element for language teaching and learning.

2-Do you think fiction helps to teach the daily conversations?

This item is to investigate how the reading of fiction stories is important for students in teaching the daily conversations, and how fiction narratives often include grammar more closely tied with everyday situations.

3- Is reading prose, such as novels, short stories and essays a good source to improve the writing skill?

This item is to investigate if reading prose, such as novels, short stories and essays can improve EFL students' writing skill particularly their paragraph writing.

4-Can reading poetry in class be helpful to learn the different figures of speech?

This item investigates if reading poetry can offer a chance to learn more about the different figures of speech like metaphor, metonymy, simile, oxymoron, paradox, alliteration, assonance, etc.

5-Do you think the study of literature helps develop the learner's interpretive and analytical skills?

This item explores whether studying literature aids in the development of the students' interpretive and analytical abilities, such as their capacity for drawing conclusions that can be used in other language-related activities.

6-Do you think literature assists learners in developing their overall language awareness and knowledge?

This item studies whether literature provides a way to increase students' language awareness and knowledge.

7-Do you think literature provides authentic contexts for teaching grammar and vocabulary?

This item is about learning grammar and vocabulary through literature. It shows how literature can help EFL learners' abilities in the English grammatical structure as well as in other linguistic components, and how can literature be used to help students improve their English.

8- Do you think literature provides a good motivation for Language learning?

This item studies whether literature can be a useful tool for achieving motivation in ELT classes in that it increases students' motivation.

9- Do you think integrating Language and literature assists readers in making Meaningful interpretations of a literary text?

This item is about how can literature help learners create meaning from literary texts by integrating language and literature and if literature can help students to make a good interpretation of a piece of literary text.

10- Do you think the study of language and literature of literary texts can create a lifelong interest in reading?

The aim of this item for the researcher is whether language and literary studies can encourage an enduring interest in reading. A ready habit may help create, reach of literary texts, thinking, language proficiency and understanding.

11-Do you think the study of literature can improve the ability to communicate, listen, read and write in a variety of contexts?

This item demonstrates whether literary works may provide a rich source of linguistic input and assist learners in practising the four abilities of speaking, listening, reading, and writing.

12-Do you think the study of literature engages students on the personal and emotional levels, sparking their and motivating them?

This item studies whether literature can serve students on both personal and academic levels and can help students enhance their emotional, personal, and intellectual lives by fostering emotional intelligence and giving readers fictitious emotional experiences that could assist develop empathy-related brain circuits.

13-Do you think that literature may be a tool for building academic skills?

This item investigates the effectiveness of literature as a strategy for building foreign language proficiency.

14-Can students get familiar with numerous facets of written language by reading a big and contextualised body of literary texts?

This item studies the effect of reading literary texts on developing students' writing ability.

15-Do you think using literature in language classes helps to achieve the goals of making the lesson dynamic and enhancing the students' communicative skill?

The goal of this item is to study whether literature can improve students' communication abilities and whether literature plays an important position in language classrooms.

16-Do you think literary works provide a wealth of teaching activities and can undoubtedly be very inspiring for students?

This item studies literature as a resource to provide teachers with opportunities to base language learning exercises on things that might students' interest and involvement more than other texts might.

17-Do you think that the study of drama in EFL classes can emotionally and cognitively engage students in the learning process?

This item discusses the use of drama in the classroom and explores by engaging the students whether drama may help students, emotions and cognition in the class.

18-Do you think using novels in foreign language lessons is a helpful method for students to strengthen their critical thinking?

This item discusses the use of novels in EFL lessons and in fostering the students' critical thinking by teaching them how to analyse and evaluate literary materials that are appropriate for their age and interests.

19-Do you think literature trains the Students' minds and sensibility?

This item discusses whether reading literature develops readers' minds, sensibilities, and imaginations as well as their ability to make moral judgements, navigate the complexities of life, and apply logic and reason effectively.

20-Do you think literature enables students to explore and interpret the social, political, literary, and historical contexts of a specific text?

This item exemplifies the conventional method of teaching literature in investigating and appreciating the social, political, literary, and historical context of a particular book.

21-Can Literature encourage students to express their feelings and opinions and to make connections between their own personal and cultural experiences and those expressed in the text?

This item studies whether literature can help students to express their feelings and points of view, and make comparisons between their personal and cultural expression and those experiences available in the literary texts.

22-Do you think literature enhances the intellectual capacity for sustainable growth and development of students?

This item explores whether literature improves students' intellectual capacity for long-term mental development and growth.

23-Do you think Literature empowers and liberates the mind?

This item explores the question of whether reading literature empowers and liberates the intellect, as well as the citizens of any society, and whether it is necessary since literature holds the key to both the real and fantasy worlds.

24-Do you think literature exercises the brain and helps improve memory?

This item investigates whether teaching literature to students can help them develop critical thinking abilities by allowing them to study and evaluate literary texts that are appropriate for their age and interest.

3.2 The Participants

The thirty participants who participated in responding to the questionnaire in this study are selected from the Departments of English in different Iraqi universities. Some of them are specialized in either English literature; or in Stylistics; or in teaching English Literature. They have various academic degrees ranging between professor, assistant professor and lecturer, and they are from the University of Thi Qar, University of Basra, and University of Mosul , from the Colleges of Education and of Arts of those universities. All of them are Iraqi university staff members.

4. Data Analysis and Discussion

The literature specialists' responses to the questionnaire exposing their attitudes regarding the literature uses are available in the table below:

Table 1. The Results of the Questionnaire Items

Item	Always	Often	Sometimes	Never
1	23 (76.66%)	6 (20%)	1 (3.33%)	0
2	15 (50%)	12(40%)	3 (10%)	0
3	15 (50%)	8(26.67%)	6 (20%)	1 (3.33%)
4	24(80%)	3 (10%)	3(10%)	0
5	21 (70%)	8(26.67%)	1 (3.33%)	0
6	11(36.67%)	10 (3.33%)	8(26.67%)	1 (3.33%)
7	20(66.67%)	5(16.67%)	5(16.67%)	0

8	18(60%)	10 (3.33%)	2(6.67%)	0
9	18(60%)	10(33.33%)	2(6.67%)	0
10	21 (70%)	6 (20%)	3(10%)	0
11	17(56.67%)	11(36.67%)	2(6.67%)	0
12	16(53.33%)	11(36.67%)	3(10%)	0
13	7(23.33%)	14(46.67%)	9(30%)	0
14	11(36.67%)	15(50%)	4(13.33%)	0
15	14(46.67%)	13(43.33%)	3(10%)	0
16	14(46.67%)	13(43.33%)	3(10%)	0
17	11(36.67%)	11(36.67%)	8(26.67%)	0
18	16 (53%)	10 (33%)	3 (10%)	1 (3.33%)
19	19 (63%)	8(26.67%)	3 (10%)	0
20	23 (76%)	14(46.67%)	3 (10%)	0
21	20(66.67%)	8(26.67%)	2(6.67%)	0
22	14(46.67%)	13(43.33%)	3 (10%)	1 (3.33%)
23	17(56.67%)	10(33.33%)	3 (10%)	0
24	19(63.33%)	9(30%)	2(6.67%)	0
Total	404(96.96%)	238(57.12%)	83 (19.92%)	4 (0.96%)

1- Using literature in EFL language teaching

The first point is to understand more about how literature influences English education and how it is increasingly being used as a foundational element and source of authentic texts for language acquisition rather than as the end aim of English instruction. The results of the first item reveal that all the literature specialists believe that using literature in language teaching can be beneficial for students, whether always or often or sometimes sometimes.

2- Using fiction to teach daily conversations

In the second item, the researcher wants to know whether reading fiction helps students to develop daily conversational sentences or not. The results show that, the informants (50% responded with “always”, 40% responded with “often” and 10% responded with” sometimes) believe in the use of fiction stories to teach / learn students daily conversations.

3- Reading prose to improve students’ writing skill

The purpose of this item is to determine whether reading prose, such as novels and short stories, may improve EFL students' writing skill, and whether short stories in particular can have this effect. The results show that 50% of the academics, constituting the informants of the study, responded with the alternative “always”, 26.67% with “often”, 20% with “sometimes”, and only 3.33% with “never”. The positive findings show that reading literature can boost EFL students' vocabulary acquisition might assist them develop their writing abilities (96.67% with some variation

4- Learning the various figures of speech through reading poetry

The fourth item examines if reading poetry can provide an opportunity to learn more about the different figures of speech, such as metaphor, metonymy, simile, oxymoron, paradox, etc.

Through the above table, the majority of university literature and stylistics specialists 80% responded with the alternative "always", 10% responded with “often” and 10% responded with sometimes. These results indicate that they agreed that poetry helps in the learning of various figures of speech in literary texts.

5- Using literature to develop learners' interpretive and analytical skills

The fifth item investigates if literature helps students build their intellectual capacity for interpretation and analysis, including their ability to make conclusions that can be applied to other language-related activities. The results show that the majority of the literature specialists agree on the positive use of literature to develop students' interpretative and analytical skills with varying positive degrees (70%,26.67% and 3.33%). No one does not agree on this use of literature. This shows that literature can open horizons of possibility, allowing students to question, interpret, connect, and explore.

6- Using literature to develop learners' language awareness

The sixth item examines if literature offers a means of studying literature to improve learners' linguistic awareness. The positive responses to item 6 (36.67%, 33.33% and 26.67%) prove the staff members’ agreement on the use of literature in language learning to increase students' language awareness. All of the informants agree in principle on such an aim for literature. Only one respondent does not agree with such a use of literature.

7- Using literature to teach grammar and vocabulary

The seventh item discusses learning vocabulary and grammar through literature. In order to help students improve their English, the researcher wants to know whether literature might assist EFL learners with both the grammatical structure and English vocabulary. The findings show that 66.67% of the informants responded with different degrees to the alternatives ("always", 66.67% ; "often"

16.67% ,and “sometimes” 16.67%) , but no one responded by ticking the never option. The majority of the literature specialists believe that literature can help to teach Vocabulary and grammar.

8- Using literature to provide a good motivation for language learning

In this item , the researcher wants to know whether using literature in ELT classes can help students become more motivated, or whether doing so can help students become more motivated while also improving their reading and writing skills. The results show that 60% responded with “always”, 33.33% responded with “often” and 6.67% responded with “sometimes”. The findings suggested that using literature in the classroom improves learning and may be an effective motivator in FL education context .

9-Integrating language and literature to make interpretations of a literary text

Item nine discusses how literature can help students make sense of literary works by merging language and literature, whether literature can help students correctly comprehend a literary text or not. The positive options gained (60%, 33.33% and 6.67% percentages. Thus, the vast majority of literature specialists believe that literature can help students to make good interpretations of literary texts.

10-Using literature to create a lifelong interest in reading.

This item discusses whether language and literary studies can encourage interest in reading.The findings indicate that 70% of the literary specialists in this study responded with the positive alternatives “always”, 20% “often”, and 10% with “sometimes”. All the majority of academics agree that literature can be useful for creating a lifelong interest in reading. No academics responded negatively to this item.

11- Using literature to improve all learners' learning skills

Item eleven studies if literary works can be a valuable source of linguistic input and help students practice speaking, listening, reading, and writing while also demonstrating grammatical structures and introducing new vocabulary. 56.67% of academics responded with “always”, 36.67% responded with “often” and 6.67% responded with “sometimes”. The results indicate that 56.67%and 36.67 of academics responded with "always" and "often " because they think that literature is a very effective way to teach all the language fundamental skills reading, writing, listening, and speaking.

12- Using literature to engage students on the personal and emotional levels

Item twelve looks into whether literature can benefit students on the personal and emotional levels by providing readers with emotional experiences. 53.33% of academics responded with “always”, 36.67% responded with ‘often” and 10% responded with ‘sometimes”. According to the findings, all the respondents believe that literature has the capacity to build emotional intelligence through offering vicarious emotional experiences that shape brain circuits for empathy.

13- Using literature to build academic skills

Item thirteen looks into the efficacy of pedagogical stylistics as an approach for developing second or foreign language proficiency. Pedagogical stylistics is relevant in FL or L2 learning courses where language usage research is valued or should be prioritised. The results show that all the staff members believe that pedagogical stylistics is either "always"(23.33%) or "often "(46.67%)or "sometimes"(30%) is effective for developing second or foreign language proficiency.

14- Using literature to learn about many facets of written language

Item 14 examines whether students can become acquainted with various aspects of written language by reading a large and contextualised corpus of literary texts. The results show that all the staff members believe in using literature to become acquainted with various aspects of written language by using literary texts.

15- Using literature to make the lesson dynamic and to develop students' communicative skills

This item focuses on determining if literature in general, with all of its types improves students' communication skills, whether literature plays an important position in language classrooms and if literature gives readers enjoyment while also developing experience and critical thinking skills. The results show that 46.67% academics respond with “always”, 43.33% responded with ‘often” and 10% responded with sometimes. All the literature specialistis believe that literature can make the lesson dynamic and develop students' communicative skills.

16- Using literary texts to teach language activities in classroom

This item investigates the use of literature as a resource which allows teachers to base language learning exercises on topics that may stimulate students' attention and involvement more than other texts. The results show that all the academics believe that literary texts are very effective to teach language activities in classroom.(always 46.67%, often 43.33% and sometimes 10%).

17- Using drama to engage students in the learning process

This item investigates that drama may help students connect their emotions and intellects by allowing them to play with language and demonstrate the relationship between concept and action. The results show that 36.67% of academics responded with “always”, 36.33% responded with ‘often” and 26.67 % responded with “sometimes” .All the academics believe that drama is an excellent tool for engaging students in the learning process.

18- Using novels in EFL lessons to help students' strengthen their critical thinking

This item is to discuss the using of novels, and develop the students in fostering critical thinking by teaching them how to analyse and

evaluate literary materials that are appropriate for their age and interests. The results show that the majority of informants believe that using novels can develop the students in fostering critical thinking ("always" is 53%, "often" is 33%, "sometimes" is 10%, and "never" is 3%).

19- Using literature to train students' minds and sensibility

The purpose of this item is to discuss whether literature develops readers' minds, sensibilities, and imaginations as well as their ability to make moral judgements. These results reveal that literature can be used to train the learners' minds and sensibility ("always" is 63%, "often" is 26%, and "sometimes" is 10%).

20-Using literature to enable students to explore and interpret the social, political, literary and historical contexts of literary texts

This item exemplifies the conventional method of teaching literature in investigating and appreciating the social, political, literary, and historical context of literary texts. The results show that the majority of informants believe that the conventional method of teaching literature can be used in investigating the social, political, literary, and historical contexts of a particular novel ("always" 76%, "often" 13%, and "sometimes" 10%).

21-Using literature to express the students' feelings and opinions and make

connection between the students' own personal and cultural experiences and those in the text

The purpose of this item is to determine that literature may help students to express their feelings and viewpoints and make comparisons between their personal and cultural experiences and those experiences available in the literary text. The results show that 66% of academics responded with alternative "always", 26% responded with "often", and 6% responded with "sometimes". These findings show that literature can encourage students to express their feelings and opinions and viewpoints and to make comparison between their personal and cultural experience, and those experiences available.

22- Using literature to enhance intellectual capacity and development of students

The twenty second item explores how literature improves students' intellectual capacity for long-term mental development and growth. The results show that the majority of staff members of literature believe that literature can improve students' intellectual capacity for long-term mental development and growth.

23-Reading literature to empower and liberate the minds

The purpose of this item is to explore whether reading literature empowers and liberates the intellect, as well as the citizens of any society, and whether it is necessary since literature holds the key to both the real and fantasy world. The results show that 57% of academics responded with "always", 33% responded with "often", and 6% responded with "sometimes" explore that reading literature empowers and liberates the mind.

24-Using literature to exercise the brain and improve memory

This item investigates whether teaching literature can help students develop critical thinking abilities by allowing them to study and evaluate literary texts that are appropriate for their age and interests. The frequency of these alternatives "always" is 63%, "often" is 30%, and "sometimes" is 60%. These results indicate that the majority of academics believe that literature exercises the brain and helps improve memory because it improves brain connectivity between tissues.

According to what has been said, hypothesis (1) which states that "The aims of teaching literature include the various students' types of linguistic development, and the development of their language skills, their critical thinking, interpretations of literary texts, and their psychological and personality." is accepted. Likewise, hypothesis (2) which states that "The areas of literature to which the stated aims are applied include poetry, drama and the novel".

The total number of alternatives is that "always" is (96.96%), "often" is (57.12%), "sometimes" is (19.92%), and "never" is (0.96%). These results indicate that all the twenty four items receive a high variation (always, often, and sometimes). Thus, most staff members emphasize that they rely on using literature in EFL classes to achieve a variety of language and literature elements and cognitive skills. Likewise, all the questions of the study are answered and all the aims have been achieved throughout the data analysis and discussion.

5. Conclusions

Depending on the analysis and discussion carried out, the following conclusions can be used regarding the use of literature in EFL classes:

1. Literature can be used in teaching English language in EFL classrooms.
2. Using fiction stories to teach / learn daily conversations.
3. Reading prose, such as novels and short stories can improve EFL students' written skills.
4. Poetry helps in the learning of various figures of speech in literary texts.
5. Literature helps students build their intellectual capacity for the interpretation and analysis of literary pieces including their ability to make conclusions that can be applied to other language-related activities.
6. literature can be used in language learning to increase students' language awareness.
7. Literature can help to teach vocabulary and grammar.

8. Using literature in the classroom improves learning and may be considered an effective motivator in FL education contexts.
9. Students can make sense of literary works by merging language and literature. Literature and language can help students correctly to comprehend a literary text.
10. Literature can be used for creating a lifelong interest in reading.
11. Literature improves teaching language fundamental skills which are listening, speaking, reading and writing, and academic skills.
12. Literature can be used to engage students on the personal and emotional levels.
13. Students can become acquainted with various aspects of written language by reading a large and contextualised corpus of literary texts.
14. Literature in general, with all of its types improves students' communication skills.
15. Literature can be used as a resource which allows teachers to base language learning exercises on topics that may stimulate students attention and involvement more than other texts.
16. Drama is an excellent tool for engaging students in the learning process.
17. Using Novels in Foreign Language Lessons can help Students to strengthen their Critical Thinking.
18. Literature develops readers' minds, sensibilities, and imaginations as well as their ability to make moral judgments.
19. Literature enables students to explore and interpret the social, political, Literary and historical contexts of literary text.
20. Literature may help students to express their feelings and viewpoints, and make comparisons between their personal and cultural experiences, and those experiences available in the literary text.
21. Literature improves students' intellectual capacity for long-term mental development and growth.
22. Reading literature empowers and liberates the intellect, as well as the citizens of any society, and it is necessary since literature holds the key to both the real and fantasy world.
23. Literature exercises the brain and helps improve memory because it improves brain connectivity between tissues.
24. The aims of teaching literature arrived at in this study include the various students' types of linguistic development, and the development of their language skills, their critical thinking, interpretations of literary texts, and their psychological and personality.
25. The areas of literature to which the stated aims are applied include poetry, drama and the novel.

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Appendices

Appendix (1): The Questionnaire

1- Do you think that literature can be used in teaching EFL?

- Always Often Sometimes Never

2- Do you think fiction helps to teach the daily conversational sentences?

- Always Often Sometimes Never

3- Is reading prose, such as novels, short stories and essays a good source to improve writing skill?

- Always Often Sometimes Never

4- Can reading poetry in class be helpful to learn the different figures of speech?

- Always Often Sometimes Never

5- Do you think the study of literature helps develop the learner's interpretive and analytical skills?

- Always Often Sometimes Never

6- Do you think literature assists learners in developing their overall language awareness and knowledge?

- Always Often Sometimes Never

7- Do you think literature assists learners in developing their overall language awareness and knowledge?

- Always Often Sometimes Never

8- Do you think literature provides a good motivation for Language learning?

- Always Often Sometimes Never

9- Do you think integrating Language and literature assists readers in making meaningful interpretations of a literary text?

- Always Often Sometimes Never

10- Do you think the study of language and literature can create a lifelong interest in reading?

- Always Often Sometimes Never

11- Do you think the study of literature can improve the ability to communicate, listen, read and write in a variety of contexts?

- Always Often Sometimes Never

12- Do you think the study of literature engages students on the personal, emotional levels, sparking their and motivating them?

- Always Often Sometimes Never

13- Do you think that literature may be a tool for building academic skills?

- Always Often Sometimes Never

14- Can students get familiar with numerous facets of written language by reading a big and contextualised body of literary texts?

Always Often Sometimes Never

15- Do you think using literature in language classes helps to achieve the goals of making the lesson dynamic and enhancing the students' communicative skills?

Always Often Sometimes Never

16 - Do you think literary works provide a wealth of teaching activities and can undoubtedly be very inspiring for students?

Always Often Sometimes Never

17- Do you think that the study of drama in EFL classes can emotionally and cognitively engage students in the learning process?

Always Often Sometimes Never

18 – Do you think using novels in foreign language lessons is a helpful method for students to strengthen their critical thinking?

Always Often Sometimes Never

19- Do you think literature trains the students' minds and sensibility?

Always Often Sometimes Never

20- Do you think literature enables students to explore and interpret the social, political, literary, and historical contexts of a specific text?

Always Often Sometimes Never

21- Can Literature encourage students to express their feelings and opinions and to make connections between their own personal and cultural experiences and those expressed in the text?

Always Often Sometimes Never

22- Do you think literature enhances the intellectual capacity for sustainable growth and development of students?

Always Often Sometimes Never

23- Do you think Literature empowers and liberates the mind?

Always Often Sometimes Never

24- Do you think literature exercises the brain and helps improve memory?

Always Often Sometimes Never

Appendix (2): The Jury Members

1. Prof. Abass Hasan Jasim (Ph.D.). College of Education, University of kufa.
2. Prof. Ala Hussein Oda (Ph.D.). Dept. of English, College of Education, University of Basra.
3. Prof. Bushra Sadoon M. Al-Noori (Ph.D.). Al-Mansour University.
4. Prof. Bushra Al-Naamh (Ph.D.). College of Education Ibn-Rushed, University of Baghdad.
5. Prof. Chassib F. Abbas Al-Jubori (Ph.D.). Open Educational College, Al- Diwaniyah.
6. Prof. Odeh Kadhum Abed Al-Khafaji (Ph.D.). Dept. of English, College of Education for Humanities, University of Al-Muthanna.
7. Prof. Sabeeha Dehham Dept. of English, College of Basic Education, University of Babylon.
8. Asst. Prof. Lihadh Abdul Ameer M Ph.D.). College of Education for Humanities. University of Babylon.

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