

THE PROCESS OF COMPREHENSION: THE ROLE OF READING LITERARY TEXTS FOR ENHANCING THE BASIC LANGUAGE SKILLS

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Abstract

Purpose of the study: The targets of the review were to figure out the effect of perusing literary texts on the improvement of language abilities, working of jargon, punctuation, grammar, composing articulation and the highlight composing abilities of the ESL students. The ESL students deal with a ton of issues in language learning, especially during the time spent composing abilities; because the most common way of composing needs its very own topic, a circumstance, which customary course books loaded with syntax practices can't give.

Methodology: The data-gathering instruments include Questionnaires; an Open-ended Questionnaire, a Close-ended Questionnaire and a Semi-structured Interview. This research was qualitative. For the convenience of the current research, the researcher primarily gathered open-ended items from the respondents through an open-ended questionnaire and semi-structured interview schedule from students and teachers respectively.

Main Findings: In order to take maximum benefits from literature for language learning especially writing skills, activity-based leaning needs to be given emphasis in the classroom. But there should be systematic criteria for selection of classroom activities.

Applications of the study: This study provides an awareness of the way language is used in literary discourse for the conveying of unique message. The students can study literature for only language learning. Literature should first succeed as literary experience no matter how much it helps in language learning.

Novelty/Originality of the study: This study can pave grounds for the ESL learners in the language classroom using literary texts as the material especially designed for the writing activities (for children aged 5-12 years). This study would increase ESL learners' interest in both reading literary texts and doing writing tasks based on them.

Keywords: *ESL, Literary Text, Language Skills, Learnability.*

INTRODUCTION

The teaching of literary texts has recently been re-emerged as a very important element of English language teaching (Duff & Maley, 2007). Since a few decades, there has been a lot of discussion in making literature a part of English language syllabus keeping in account its value; be it classic or imaginative written work. Literature has been getting impetus as a rich resource of language learning since the middle of the 1980s, (Duff & Maley, 1991). After criticism and debate among language practitioners regarding the use of literature as affective tool for language teaching, literature is being taken as important as any other written material for language enhancement (Carter, Walker & Brumfit, 1989). It was claimed that literature was such a body of knowledge that it should be read and learnt for its own sake. Therefore, according to Carter and Walker (1989), all the standard activities like rewriting, prediction activities; role-playing for language teaching can be done with literature as these are done with other material. An honorable place and elevated status were given to literature and the process of creativity that literature had already gained and sustained this elitist nature. Therefore, the use of literature is considered as interesting and worthy resource by language teachers.

OBJECTIVES OF THE STUDY

1. The literary text is viewed as an item in the social and cultural model. Students get to know the different social and imaginative legacy through writing.
2. The self-improvement model is the premise of the students' commitment with scholarly texts. students learn by means of writing concerning how to welcome and evaluate social rarities. It is more student-centered focused imitation approach.
3. Students develop their language through imaginative activities of writing. The fundamental points depend on students and their activities in classroom.

LITERATURE REVIEW

Hismanoglu (2005) states that, in the sixties and seventies, the language educators reacted against the use of any literary language before the literature teaching regained its support. The opposition regarding the use of literary texts was the

result of the approaches that were used before the sixties and seventies for language teaching. Literature was given an elevated place in ESL classrooms due to its richness of nature. [Crozet \(2000\)](#) states that we find a well-defined role of literature for language teaching among the educationists if we view the traditional approaches to literature. But these views of educationists who support the inclusion of literature could not come up with tangible suggestions; that is why literature could not become part of a planned and organized language curriculum. The interpretation and evaluation of literary texts are the results of literary criticism as the major job of the critic is to make clear the individual message of the writer to the readers ([Dressel, 2005](#)).

However, it is a difficult way to implement literature as a subject for language learning until its very nature is defined adequately ([Premawardhena, 2006](#)). But what makes literature a disliked subject is the consistent declaration that it only enlightens the minds with no other particular objective. However, changes started taking place in the sixties and seventies ([Kelley & Farnan, 1989](#)). As far as the approaches used in the sixties and seventies for language teaching are concerned, the structural methods in language learning were given importance, which emphasizes discrete-point teaching, "correctness" in grammatical form, repetition of graded structures and restricted lexis. The methodology which was used in these approaches was inappropriate for literature teaching, so literary texts could not be accommodated by these approaches. The situations where literature was taught as a separate subject and where a structural approach was used, literature teaching only included for example poetry recitation, without any objective ([CAN, 2014](#)).

But current approaches have reassessed and reanalyzed the importance of literature while its importance again. The value that these approaches assert is that literature is a dynamic medium for language learning, language development, aesthetic pleasure and cultural enrichment. Literature is not a simple and uncomplicated phenomenon, rather it is holistic and covers a variety of activities which is why it is very difficult to define literature with a single definition. Literature involves and uses language when it turns into the subject of study. The study of literature is fundamentally a study of language in operation ([Widdowson, 1971](#)).

In this context, an approach needs to be taken where literature and language and teaching are more closely incorporated and harmonized so that literature would not be isolated due to the "literariness" of its language. Some of the language activities on the literariness of texts can develop confidence among ESL learners when they work with language while using a diversity of integrated activities; it happens only in the classrooms which use student-centred and investigative learning ([Carter, 2007](#)). The literariness of language also invites criticism. After the change in communicative approaches to ELT in the eighties, it was viewed that literary language was not appropriate enough to be used as everyday language. Though the language of novels, poems and plays is based on the basic language system it is different in the communicative function ([Olive, 2009](#)).

If we want to get students enabled with the communicative needs of real-life situations, we need to give keen attention to writing skills in the ESL classroom. There is no doubt that teaching writing skills to ESL learners have no other objective but to make them better writers. The exposure of the students to the writing process is itself a good way for achieving this goal. All the academic departments accept and acknowledge that producing a well-structured piece of writing is one of the major objectives of ESL students. ([Alam, 2005](#))

The teaching of ESL was dominated by the Grammar Translation Method (GTM) in the 19th century. During that period, one of the major learning activities was a translation of the literary texts from the target language to the student's native language. But the use of literature became a thing of the past between the 1960s and 1970s and it was replaced by the Structuralism Approach. Thus, there was no place for literary works in the curriculum. The teaching of ESL was dominated by the Grammar Translation Method (GTM) in the 19th century. During that period, one of the major learning activities was a translation of the literary texts from the target language to the student's native language. But the use of literature became a thing of the past between the 1960s and 1970s and it was replaced by the Structuralism Approach. Thus, there was no place for literary works in the curriculum.

Structuralism which replaced GTM prominently focused more on the correctness of grammar. Language is nothing but a matter of linguistics for structuralism. More attention was given to practical content due to which literary texts were ignored in ESL/EFL classrooms. However, after the 1980s, literature came back into the teaching of ESL/EFL, but it returned with a different approach which was quite different from GTM. It is stated that literary works were a remarkable source of language teaching. Currently, literary texts are used by teachers in ESL classrooms, and this use is based on communicative competence which provides students "a springboard for the development of critical thinking and aesthetic appreciation" ([Bretz, 1990](#)). Literature has made its special place and engrossed both the interest and attention of the teachers and students in ESL classes, and in this regard, many studies have been conducted to investigate the influence of literature in ESL classes.

Most language classrooms do not provide real context and situations that construct natural language ([Erkaya, 2005](#)). Literature comes up here to solve this problem as it creates a context for language. The readers enjoy actual events and situations created by language. Thus, the artificial classroom situations are turned into real ones and making the classroom livelier ([Lazer, 2005](#)). In short, there is no doubt that when students are provided with real-world experiences, relationships between people and society where the target language is spoken, no matter how fiction they are, they understand the target language better

The Role of Literary Texts in English Language Classrooms for Enhancing Writing Skills

Writing can be identified as an important but the most difficult skill in an ESL classroom. Students require a bigger portion of time to develop writing skills. They face great difficulty in the process to develop their skills in spelling, punctuation, sentence structure, and developing and organizing ideas.

Valuable authentic material

Literary texts do not only help in language teaching contexts but also exposed the real-life setting to the language learners so that they could learn and copy from the literary texts written for native speakers and familiarize themselves with a wide range of linguistic forms, and communicative functions and meanings. [Shresta \(2008\)](#), states that literature gives the insight to provide authentic input for language learners.

On the other hand, points out that authentic material can be difficult for the learner and can cause a burden for the teacher teaching lower grades because of its heavy linguistic features, including tough diction and complex syntactic structures. [\(Long,2005\)](#) It has also been pointed out that authentic material can cause difficulty in understanding the texts at lower levels because it may be biased culturally and may have too many mixed structures. However, authentic material should be used according to the ability of students and such tasks can be assigned to the students where complete understanding is not required. [\(Martinez, 2002\)](#)

Cultural Enrichment

ESL learners get help from literary texts such as short stories, novels, plays etc. in the understanding of the cultural, verbal and non-verbal communicational aspects of the target language. Literary texts guide the learners of a second or foreign language to understand others' cultures. Short stories, novels, plays and poems as literary works help to understand the communicational features of a specific country or culture. Though, literature presents a colourful and imaginary setting where different social or regional contexts can be described. It is pointed out that studying Shakespeare will give the students an insight into the culture and the way of living of people in ancient England ([Joyclin, 2011](#)). A learner can find out the ways of social contexts and the routine dealings of the people concerning their cultural norms, beliefs, and traditions; their emotions, sentiments, and feelings; their dealings such as what they buy what they believe, what they enjoy, what they fear and how they converse in different contexts. The colourfully created literary world can accommodate the learners in understanding the codes and preoccupations which shape real societies through the imaginative powers of literature. Literature, then, can be used as a complement to the other material designed for the learners of a foreign language to make them understand the target language of a specific country.

It establishes the idea of empowering the learners to use and practice English through culture so that they could extend their own culture and identity. Further, he suggests that using culture as a tool can enhance pragmatic competence in a cross-cultural and bilingual context by which the learners of language can exhibit and understand the varieties and contexts of both the cultures, it further states that using pedagogical and linguistic aspects in language teaching, promotes the idea that English is not the language of one particular region but has completely denationalized ([McKay, 2003](#)). Hence, it is the responsibility of the local educators to determine the pedagogical approaches, cultural contents, linguistic information and local context to make the learners learn to communicate about their own culture using the English language. On the other hand, it is claimed that using literature in ESL/EFL classrooms can be dangerous to the identity of the learners as it urges the learners to take interest in the target culture which can result in linguistic imperialism. ([Phillipson,1992](#)).

Language Enrichment

It is stated that pieces of literature present rich language with a variety of linguistic features such as lexis, discourse and syntax. Such texts guide the learners to understand various structures and functions of sentences concerning discourse and syntax. Practising it, students learn different ways to manipulate ideas and this process leads them towards developed and improved critical thinking and generating their ideas. Literary texts possess variety and richness which makes student develop their own capacity of interpreting different ideas and it results in improved and creative writing skills. Defining and giving 'literature' a firm definition is not an easy thing as it is not as plain as one can assume but rather a broad term which holds a vast range of activities. When it is taken as a subject of study it involves the variations of a specific language. This is of the view that literature, fundamentally, is a study of language in use which provides the learners with an insight and a context of the language in use as an example. Thus different language organizations can be learnt and enhanced through learning the language of literature as language in use as students are exposed to different systems of a language. ([Widdowson,1971](#))

It has been one of the main arguments that language of literature possesses difficult language and it has generally been believed that the learners need to have an inherent ability for understanding the language of literature and grabbing the writer's message because it becomes difficult for the learner of the second language to grab the difficult linguistics terms used in literary texts. Different practitioners have been using literature as a tool to teach language use but they have rarely developed language use through literature. Role-relations and parameters of setting which are presented in the language of use can be acquired through literature.



Presenting, rephrasing or re-quoting excellent traditional arguments are not necessary for the use of literature in ESL/EFL classrooms ([Widdowson, 1982](#)). After presenting the explanations of literature and teaching of language as separated disciplines, it has been demonstrated the profitable business of joining the study of literary texts and writing skills. But her arguments only present a traditional view of language and do not clearly demonstrate the ESL theory of teaching language. It is just a narrow idea of integrating language and literary texts as the source of communicative, content and context-based language teaching. ([Spack, 1985](#))

Furthermore, it has been explored that literary texts provide the basis to understand and contextualize the teaching practice of complex sentence structure ([Dommelen, 1987](#)). It has been pointed out that literary texts examined ESL theory in research for discourse analysis. The researchers have viewed that awareness has been increased of using literary texts to develop the writing process concerning speaker and audience ([Zamel, 1983](#)). As far as the purpose is concerned, literary texts as compared to the other written texts do not only convey information but also establish direct contextual contact between the reader and the text. Undoubtedly, the textual experience depends on the actual processing of the contained information. Text can achieve the purpose of effectiveness as it involves the reader with direct experiences. There may be conscious patterns of composing the text that may not have vivid expressions of contextualization and may not be linear as compared to the text composed to display the information.

Personal Involvement

Language acquisition is also linked with the personal involvement of the learners in the language process and it is all fostered by literary texts. It is pointed out that literature instead of creating mechanical aspects of learning a foreign language builds personal involvement among the learners which engaging imaginatively with literature speeds up the language learning process. Literature personally educates and teaches the learners as it contains many inter-cultural and cross-curricular relations ([Vural, 2013](#)). He believes that literary texts help in developing learners' attitudes toward values as they may help in enhancing tolerance and understanding to overcome cultural differences among learners on the one hand and it helps in developing the tendencies to learn other languages on the other. It should be considered that literary texts may cause difficulties in reading and comprehending generally as literature portrays different cultures, contexts and backgrounds.

[Widdowson \(1992\)](#) is of the view that though using literature in the classroom is beneficial but the importance of literature is being faded as linguistics has captured the central place in language programs. literature does not always possess meaningful, pleasurable impact as a language classroom has a variety of students with various levels of competence ([Hall, 2015](#)). According to the researcher's foreign language literature, as an additional criticism, it often fails in making any sense of progression as it narrows the skills rather than advancement. It has been suggested that literature should be excluded from the foreign language syllabus as it holds structural complexity and lacks conformity to standard rules of grammar and remote control perspectives ([Topping, 1968](#)). This group of linguists substantiated that literature has not contributed to ESL learners in achieving the practical aim of linguistic proficiency acquisition. Many researchers argue that teachers do not prefer to use literature in the ESL classrooms as they are not equipped with methodology and lack the additional time literary texts require. They believe that most of the teachers teaching English as a second language feel difficulty in selecting literary texts for ESL classrooms ([Dawson, 2010](#))

Linguistic competence, discourse competence and communicative competence are directly linked with literature. The researchers have established her viewpoint that learning a foreign language without the development of communication in a foreign language in both written and spoken forms is aimless. They take the argument one step further and state that literary texts guide the students to develop their language skills such as morphological and syntactic structures. They establish the argument that vocabulary acquisition, reading comprehension skills and reasoning strategies can be effective with the use of authentic literary texts. They believe that language is a simple phenomenon and Hall (2001) states that simple language contains rhythm in it and is poetic surprisingly ([Crandall, 2000](#)).

Influence of literature on writing skills of ESL Learners

Considerable care should be given in the selection of literature as some works may and some may not be appropriate for expository writing, it endorses such literature, to be selected for ESL composition, which is both precise, concise and originally uses the words. Miller noted that if students are exposed to well-written prose, they come across a new pattern of using words in a context. This not only inspires the learners but also helps them to improve their diction. The great advantage of using literature is that it provides students with very easy subjects to write about ([Sparks, 1991](#))

[Widdowson \(1975\)](#) cautions against using literature for some other purpose: literature is simply "a repository of factual data" if its purpose is to teach culture only and in this way the "literary nature of literature" is lost. Similarly, students will not be to develop "an awareness of the way language is used in literary discourse for the conveying of unique messages" if they study literature for only language learning. Literature should first succeed as a literary experience no matter how much it helps in language learning ([Khatib, 2012](#)).

Literary texts and reading skills

Literary texts develop an interaction between the reader and the text favouring the development of reading skills. Reading literature gives both enjoyment and information. Literary texts give content-based instruction which accelerates

language learning, they claim that literary texts not only give information to students but also make them proficient in the knowledge of sentence functions, different ways of linking ideas together and diversity of possible structures of sentences. Students get pleasure and feel motivated while reading literary texts; it ultimately develops their reading proficiency. As far as the reading purposes are concerned, students get a lot of good opportunities for intensive and extensive reading while reading novels and poetry ([Shang, 2006](#)).

Literature as a Stimulant for Creative Writing

This is a good reason to become a creative writer among most individuals is reading novels, poetry and other pieces of literature. It is stated that enhancement of all language skills is highly due to literary works because of their exact syntax, and use of rich and extensive vocabulary which further results in improving linguistics skills and knowledge of ESL learners ([Ahmidi, 2018](#)). The researchers make the observation that literary texts can be used for good grammatical skills and elaborating different types of language usage and these should not only be considered or used to improve language skills and their development only ([Yeasmin, 2011](#)).

[Richards \(1990\)](#), states that writing is not a limited phenomenon of language and literature only rather the academic pursuit of every student needs writing skills. According to [Bastrukmen and Lewis \(2002\)](#) academic writing satisfaction, growth of self-assurance, outer expectations, flow of ideas, self creations and expressions are truly the keys to the concept of success in the learning of creative writing. They believe that clarity of expression to the readers with confidence is dependent upon good writing skills. They further assert that perfect and confident expressions of the students in their writings are only possible with creative writing ([Gilakjani, 2016](#)).

METHODOLOGY

The review has been directed to research the impact of perusing literary texts on the composing abilities of ESL students in ESL homerooms. In the primary section of the exposition, the analyst has made sense of the significance of composing abilities of ESL students and the job of scholarly texts on the improvement of composing abilities of the understudies in language homeroom. Along these lines, different investigations like that of [Cook \(1994\)](#), [Shanahan \(1997\)](#), and [Collie and Slater, \(1991\)](#) have been referred to see the advantages of involving abstract texts in language study halls ([Prodromou, 2000; Khan et al.,](#)). The targets of the review were to figure out the effect of perusing literary texts on the improvement of language abilities, working of jargon, punctuation, grammar, composing articulation and the highlight composing abilities of the ESL students. The ESL understudies deal with a ton of issues in language learning, especially during the time spent composing abilities; because the most common way of composing needs its very own topic, a circumstance, which customary course books loaded with syntax practices can't give. The reasoning for the review has additionally been provided to express the foundation of commencement of the ongoing review.

Research Approach and Paradigm

To collect data, qualitative research undertakes a qualitative approach which means that the research is going to be exploratory. Research is often exploratory and is used when little is known about a certain topic". That is why this research consists of triangulation of data collection instruments so use questionnaires, interviews and document analysis as research instruments to investigate the research questions. Apart from the motive of perceiving the opinions of the people, there is another explanation that using triangulation of data collection methods and not merely relying on a single method is the result of the perceptions, that absolute certainty cannot be achieved while using only questionnaires, therefore, interviews and document analysis were fully utilized for this purpose.

Participants of the Study

The study population has comprised of elementary level ESL learners and teachers who use literature in English language classes.

Sampling Techniques and Sample Size

The school was chosen purposively to be the setting of the review. The school had two branches; one for young ladies and one for young men. It remembered abstract texts for the ESL language educational plan. It helped in the powerful information assortment process. There were two designated bunches in this review. The primary gathering of six English Language instructors, who were showing writing in language study halls, was chosen for the poll. The second designated bunch was seventh and eighth-grade understudies of the school. Out of the absolute number of understudies, 30 understudies were chosen for a survey by helpful testing and 10 were chosen for a semi-organized interview through a purposive examining procedure to get conclusions from them. Purposive testing is very material for this review in light of the fact that the review expects to investigate the universe and get the crowd. It means utilizing normal faculties and able judgment in choosing and meeting the specific number of the specific individuals with the end goal of this review. The surveys with the ESL instructors and understudies present adequate exact affirmation in regards to the examination issues and the data gathered from an interview with the ESL understudies and report investigation supplement as well as consider profoundly those subjects. It is very important to illuminate a couple of striking elements of strategies to give the defence to utilizing these techniques which the specialist has utilized in the review.

Data Gathering Instruments

In order to collect data, questionnaires with the teachers and students, semi-structured interviews with the students and writing stuff were utilized.

Questionnaires

The questionnaires were distributed to know about the views the inclusion of literary texts in their ESL curriculum. Students' opinions on the following themes were collected whether literary texts help them to develop their social cultural development, improving their English language, vocabulary in English, writing skills and reading comprehension. All six English teachers and 30 students were requested to answer the questionnaires. Close ended questionnaire was for students and open ended questionnaire was for teachers.

Open-ended Questionnaire

An open ended questionnaire has been chosen as data collection tool for ESL teachers. A questionnaire is usually planned and designed to get the information. Being open ended the questionnaire is flexible in nature, form and content. As far as the wording, order and format of the questionnaire are concerned they are hardly predetermined and standardized (Ozfidan, 2016). The open ended questionnaire is employed in order to get in depth information from the respondents. Creswell while pointing out the advantages and disadvantages of open ended questionnaire argues that though open ended questionnaire is a source of taking a lot of information because the respondents feel at ease to give vent to their opinions but the analysis of the open ended questionnaire is time taking and demands a lot of effort on the part of researcher as the researcher usually goes through another process 'content analysis' in order to classify the data.

Close-ended Questionnaire

The researcher opted for close ended questionnaire for students as the respondents were too young to response open ended questions. The close ended questionnaires give no liberty to the respondents to have their own choice to develop their responses. That is why close ended questionnaire has been supplemented by semi-structured interview with the students.

Semi-structured Interview

To find out the level of motivation and interest of the students in using a particular literary text, to find out the skills, they think, can be increased through literary texts, why they embrace the type of view they have, to find out the reasons that have an impact on the proper utilization of literary texts and to find out the ways they used to understand literary texts were administrated through interview. The researcher took notes of the students' responses. Ten students at the elementary level were interviewed.

Document Analysis

This instrument was used to look at the influence of studying literary texts on the vocabulary, use of grammar and writing expression and writing activities of the student. Twenty writing samples of the classwork of the students were taken and analyzed carefully.

FINDINGS / RESULTS

Findings of the open-ended questionnaire with the teachers

Literary texts help students to polish their language skills as they help to improve their reading and comprehension skills which automatically improve their writing and composition skills. They help students to enhance their presentation skills to they could easily convey their thoughts and ideas in proper manners. The use of literary texts in English language classrooms helped in stimulating students to think in English and helped them learn to analyze situations and helped them to learn texts by criticizing and discussing them. Using literary texts helps students to develop their critical thinking to analyze literary texts in writing practice.

Approaches to teaching literary texts for the improvement of Writing Skills

The teachers stated that the choice of approaches they make for language teaching depends upon the circumstances they face in the classroom. It was found out from teachers' opinions that there are some factors, like language proficiency of the learners, attitudes of students towards language learning, large size classes, training received by teachers and exam-oriented teaching culture, that determines the teaching approaches in the language classroom. However, they said that text explanation, students' discussion and comprehension are the general ways to teach literary texts in classrooms. Further, they said that discussion arising out of texts not only makes students' concepts clear but also gives the subject matter to write on.

Data Analysis of the questionnaire and interview with the student

Students' views towards literary texts and their use in the classrooms

4=strongly agree, 3= agree, 2= disagree, 1=strongly disagree

Sr.	Statements	4	3	2	1
1	I enjoy reading literary texts like short stories, poems, novels,	75%	15%	10%	0%
2	Reading literary texts help me in developing creativity and critical thinking	63%	16%	11%	10%
3	Literary texts give me knowledge of different cultures	15%	65%	10%	10%
4	Reading literary texts in English language class helps me to improve my English	80%	10%	8%	2%
5	I think my knowledge of English grammar is improved by reading literary texts	77%	11%	11%	1%
6	My vocabulary in English is improved by reading literature	90%	8%	2%	0%
7	I think literary texts improve my writing skills in English	88%	10%	2%	0%
8	I think literary texts improve my reading comprehension	66%	15%	9%	10%
9	I enjoy doing literary text-based homework	60%	15%	20%	5%

A close-ended questionnaire was used with the ESL students. The above table shows the views of the student participants towards literary texts and their use and effects on language skills in the English language classroom. For item 1 (I enjoy taking literary texts in the English language), 75% of the students responded that they strongly agree and 15% of the students. One of the interviewed students (S10) suggested that:

I feel that novels and stories which we read in class are very enjoyable. We do a lot of discussions on characters and it changes, and it also gives us knowledge of life. However, I am pleased to read literary texts.

A student stated the reason in the following way why she does not like literary texts:

The language of these texts is very difficult; we have to look for a dictionary for every word and phrase. A lot of time is spent understanding these texts as I find it very difficult because of their complex nature. It is already very difficult to read, write and speak in English.

When the students were asked whether reading literary texts help them in developing creativity and critical thinking (item 2) 63 responded as strongly agree and 16% as agreed. However, 15% responded as strongly agree and 65% agree that literary texts help them to develop their social-cultural development (item 3).

During the interview session, the students gave a clear view that using literary texts has improved their different language areas and they also stated the reason how using literary texts works in developing language areas. The following extract from the interview of the students may support this opinion:

When we come across with new vocabularies we work out the meanings without using a dictionary. As we read words with a context. This contributes a lot towards developing our vocabulary base. It gives us a language of daily use and we can put that vocabulary easily when we write some piece of writing.

However, some participants did not favor use of literary texts for improving language skills. The expression of their views is as follows:

Reading literary texts hardly improve my knowledge of language, because writers use different styles of grammar and sentence structure. I read them because I find them being interested.

Even though, according to some of participants, literary texts are not much useful in learning English language, but there are researchers like Lazar (1990) who favor the use of literary texts that have close relation with language proficiency. But according to Short (1986) language of literature is complicated because it deviates from conventional rules of grammar that made teachers avoid using literary texts in their language classrooms.

Findings of the Document Analysis

ESL composition Profile

Criteria	Excellent (7)	Very good (6)	Good (5)	Average (4)	Fair (3)	Poor (2)	Very poor (1)
Content	30%	40%	15%	5%	5%	5%	5%
Organization	20%	50%	15%	5%	5%	5%	5%
Vocabulary	30%	45%	10%	5%	5%	5%	
Language Use	10%	55%	25%	10%	5%	5%	
Mechanics	25%	45%	10%	10%	5%	5%	

Discussion and Interpretation of Findings

The study has shown that literary texts offer a pleasant experience of reading to ESL learners. Teachers agreed that students like to read literary texts as they are representative of society hence capturing students' attention. Stories based on the adventures, supernatural elements and heroic characters engage students in reading. It was also found out from the interview with teachers that selection of the text according to the cultural context and teaching techniques matters a lot in making reading enjoyable for the young ESL learners. Literary texts improve social interaction and knowledge of different cultures. Findings of the questionnaire and interview with the students also confirm this view as 75% of the students responded that they strongly agree and 15% of the students agree that they enjoy reading literary texts. However, a small number of the students viewed literary texts as difficult due to linguistic complexity. Literature in ESL classrooms motivates the learners to read enthusiastically the texts and this reading sharpens their understanding of English language skills. He further says that literary texts enhance learners' social and personal skills, literature provides them with a dynamic context for language learning. Literature is a reflection of the feelings and emotions of the writer and this motivates the learners as well. When students are touched by the themes, they relate themselves to them (McKay,2017).

In this regard, the study by Sell (2002) reviewed and qualified the arguments for and against the teaching of literature. The use of literature in the EFL/ESL classes has been defended by the study with the following arguments: firstly the learning of the target language may be increased with literature at the primary level because at this age young learners' cognitive processes are at peak and they are proficient at dealing with narrative structures, secondly, learners get insight into the culture of the target language by reading literature thus making them competent in communication, thirdly the contents of literature are relevant and lifelike to learners than the typical topics of the textbook.

The document analysis strengthens teachers' and students' views as students' writing samples showed a remarkable improvement regarding content, organization, vocabulary, language use and mechanics. Students' writing samples show an evident influence of literary texts on their writing. When the researcher analyzed students' notebooks, it was seen that writing tasks were based on critically analyzing the themes, and characters of the story or poem. It was seen that students fully utilized the vocabulary, language use, adjectives, very good use of punctuation and sentence structure in their piece of writing. For example one of the writing samples is as follows:

The west wind by John Masefield is an expression of nostalgia. The poet feels about his homeland living in a land far from his home. The west wind coming from his homeland reminds him of the beauties of his land. It calls him "brother", to entice him home. It brings back memories of natural objects of his homeland; the garden, grass, corn, birds, even sky, clouds, rain and sun. All are "songs to a man's sale" because they are soothing and they are "fire to man's brain" and they are inspirational. The poet's intense love for his homeland is shown as he says that he wants to go back to the land where he "belongs".

The researcher, during an interview with the students, found that students were facing some difficulties regarding comprehension of literary texts. Therefore, the current study suggests that if the teachers know the potential problems involved in the use of literature in language teaching, they may use literary texts more effectively for language teaching. The quintessence of using literary texts lies in the experience that provokes the learners to read and interpret literary texts. This study justifies wonderful notions in the ESL perspective as in the words of Maley (2001), "selection of text is a 'crucial factor in making literature a resource for language learning in ESL classrooms'".

CONCLUSION

The study reviewed and qualified the arguments for and against the teaching of literature. The use of literature in the EFL/ESL classes has been defended by the study with the following arguments: firstly the learning of the target language may be increased with literature at the primary level because at this age young learners' cognitive processes are at peak and they are proficient at dealing with narrative structures, secondly, learners get insight into the culture of the target language by reading literature thus making them competent in communication, thirdly the contents of literature are relevant and lifelike to learners than the typical topics of the textbook.

LIMITATIONS AND STUDY FORWARD

The limitations of the study are as follows:

- The researcher collected data in the month of May when summer vacations were about to start and students were taking their exams so many schools did not allow the researcher to disturb the students in order to collect data from them during their exams. That is why the study could not get a large sample of the target population.
- As the research design was qualitative, the researcher felt great difficulty getting the open-ended questionnaires filled by teachers as open-ended questionnaires take a lot of time to be filled. The researcher had to visit schools many times for data collection.

- It was a very hard task to collect qualitative data from students at the elementary level so the researcher, keeping in view the young participants' limitations, had to change the questionnaire from an open-ended to a close-ended questionnaire supplemented with a semi-structured interview.

CONFLICT OF INTEREST AND ETHICAL STANDARDS

The author clearly acclaims that there is no conflict of interest among coauthors. There exists no conflict of interest with the current organisation and no unethical practices were followed during the study.

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