

**DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA**  
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**SCIENTIFIC RESEARCH**  
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**FACULTY OF LETTERS AND FOREIGN LANGUGAES**  
**DEPARTMENT OF ENGLISH**



**The Power of Literary Works in Teaching English to EFL  
Classrooms**

Case Study: Third Year English Students – Ammar Thelidji University -  
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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR MASTER DEGREE IN CIVILIZATION AND  
LITERATURE

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## ***Dedication I***

*I dedicate this modest work to my beloved mother who devoted her life to make me the person I am today.*

*To my uncle "Abd El Kader" whom I consider more than a father to me, and who always pushed me to success.*

*To my only brother "Brahim" who is my right hand in this life, and his wife "Amira".*

*To my aunts and my cousins Karim, Dounia, and Hanane.*

*To my soul mates and my best friends Warda, and Louiza.*

*To all those who were always beside me, and kept supporting, encouraging and helping me to succeed.*

*Loubna*

## ***Dedication II***

*This dissertation is dedicated to my beloved parents who made their possible to make me who I am today, for their support and believing in me*

*To all my sisters and brothers especially Sara and Salih*

*To my aunts and my cousins Aicha, Amina, Khadidja, Yakout*

*To my friends Warda and Loubna who have encouraged me during this work*

*To all my relatives who were always beside me, helping me, and supporting me to achieve success.*

*Louiza*

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## **Abstract**

Literature in general is known as an important tool in teaching English language to foreign language learners. This study aimed at showing the relationship between literary works and English language acquisition. In other words, it is a study of how literary works influence learners of EFL, in what way do literary works affect them in their language package, and focused on the power of these works in the process of teaching English to EFL learners in several basics of the language. This study required a special tool in collecting the data needed to accomplish the work, which is the questionnaire that was administrated to a sample of 30 students of third year in the Department of English, Ammar Thelidji Laghouat. The questionnaire consists of several questions in order to know the students' point of view toward the use of literary works in EFL classes. The results achieved from the answers of the questionnaire show that the majority of students believed that literary works help them in developing the four main skills (reading, writing, speaking, and listening), in addition to that literary works gave them the opportunity to learn new vocabulary and grammar, enhancing their critical thinking, as well as making them explore new cultures and civilizations.

## **List of Abbreviations**

FL: Foreign Languages.

SL: Second Language.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

ESP: English for Specific Purposes.

LMD: License, Master, Doctorate.

PhD: Philosophy Doctorate.

FLT: Foreign Language Teaching.

L1: First Year License.

L2: Second Year License.

L3: Third Year License.

M1: Master One.

M2: Master Two .

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# **General introduction**

## **Background**

Throughout history, the race between the great powers of the world for development and prosperity never ends. Education is one of the basic indicators of developed countries, which means, its people should possess a high level of thinking that makes them a reason in helping their country to progress. This made other nations of the world looking forward to learn the languages of that developed countries. As English is one of these languages that has become a global language, it is taught in almost universities around the world and also as a module in the academic curriculum in order to study it as FL. Scholars have always seeking to achieve an effective way to learn a language, so they agreed that literary works or literature in general is considered as one of the most successful and effective methods that contains many features and benefits in riching the mind with a new vocabulary and concepts as well as it constitutes of the cultural and linguistic sides at the same time. This makes reading literary works enjoyable, interesting, and learns the language easier and faster.

## **Statement of the Problem**

Literature has great advantages over the learners because it provides them with several benefits related to language, self-motivation, critical thinking and culture. Accordingly, the reader becomes creative and familiar with other countries' civilizations which lead him to increase his educational and cultural level. So this research demonstrates that literature or literary works are so powerful in teaching English in EFL and have a great influence in enriching students' language skills

## **Research Questions**

The use of literary works in teaching English as FL can be seen as a means for faster learning and easier understanding of this language. We take university students as an example who chose the English language as a branch to complete their higher studies, in which these works were supportive in raising their educational level. This research will try to answer the following questions:

1. to what extent do literary works affect learning EFL?
2. How did literary works help learners in acquiring the language?
3. In what way did it contribute them in increasing their educational level?

## **Hypotheses**

Consequently, this research suggests one main hypothesis for each question. First, literary works might positively affect to a great extent the learner's minds because it provides them with a large amount of all what they need to ease the process of learning including for instance vocabulary and grammar.

Second, literary works are not just written. We have audio-literary works, by means, novels, short stories... etc in a form of an audio recording which depends only on listening and this will lead to the development of listening skill. Additionally, we have visual-literary works in which it constitutes of a certain work in a sort of movies or plays that could ease the understanding of the story throughout the events shown, this would affect and develop the communication skill which may lead to acquire the language faster without wasting time.

Finally, literary works contribute learners of EFL by developing their four skills (reading, writing, speaking, and listening). Reading may help them learning new words, sentences, idioms... etc. Writing may help them obtaining a good style and being creative. Speaking and listening may help them communicate easily and speak fluently without obstacles. All these will increase their educational level.

## **Literature Review**

(Hişmanoğlu, 2005) Stated that literature plays a great role in teaching EFL because it focuses on the basic four skills that are reading, writing, speaking and listening. Although, it should be taught in an integrate way inside the classroom, by means teacher should try to teach these skills as correlated parts in order to create both referential and interactional meaning and not just oral and written aspects.

Murat also talked about the use of literature in teaching language as FL or SL, its advantages and to what extent it affects the increase the intellectual level. He stated the idea that teaching each skill and each language sections including grammar, phonetics, and vocabulary...etc have a strong relationship with the usage of each genera of literature inside the classroom (short stories, novels, poetry...etc).

Additionally, (Obediat, 1997), believed that literary works helps EFL students to gain a perfect competence in English and being as native speakers and express their ideas and thoughts in good English without facing obstacles, also being familiar with the features of modern English, see how communication uses and needs the suitable linguistic system. He also talked about the use of idioms which makes the student more proficient in English, speak fluently, clearly and increase his critical thinking that leads to the creativity by learners.

Moreover, (Oster, 1989) in his research that talked about the use of literary works in EFL and ESL classrooms stated that literature in general deemed to be the authentic source in language classroom that would make learners more creative in their writing and can provide them with the opportunity of practicing all language skills.

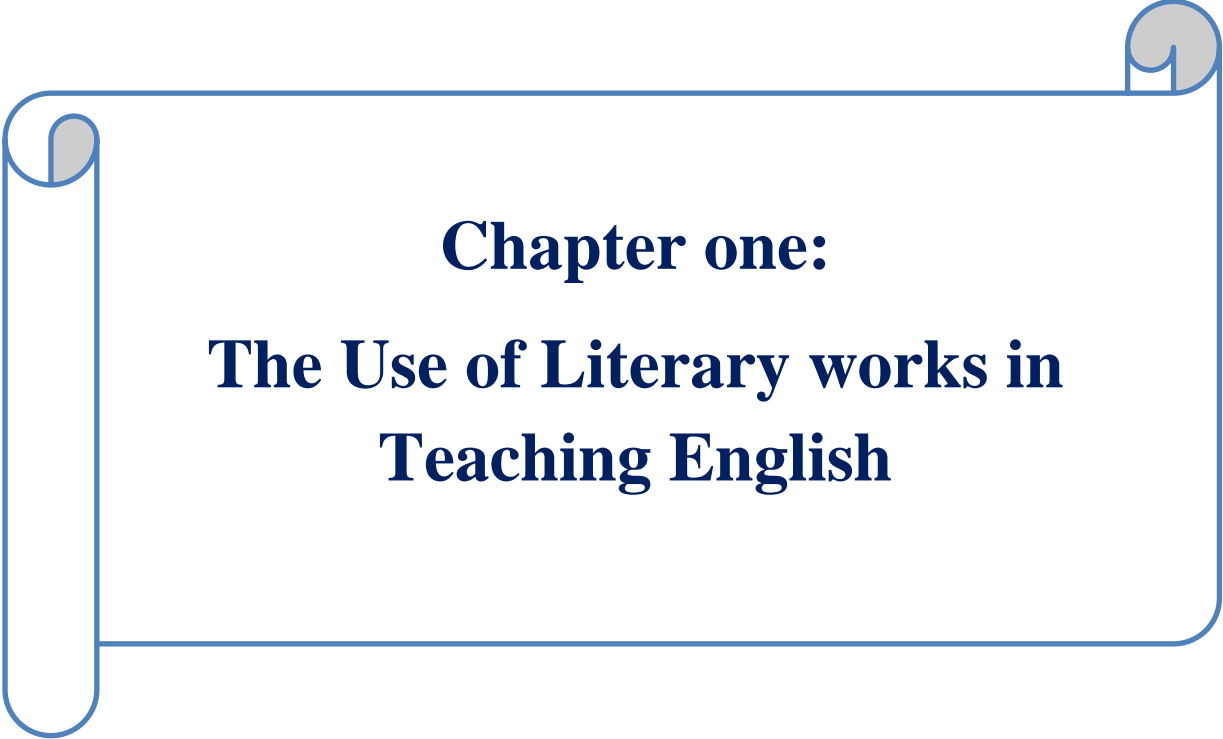
Therefore, (Mckay, 1982) in her book entitled “Literature in the ESL Classrooms” explained that literature presents language in discourse and also it is the ideal environment for developing awareness for language use since language is better understood within a social context.

## **Structure of the Study**

This work divided into three chapters, each chapter deals with different points that serve this research. First chapter is going to be a theoretical part under the title of “The Use of Literary Works in Teaching English”, starting by teaching English as FL moving to teaching English at university level (adults) , as well as reasons for teaching literature , and last one is different genres of literature and its advantages.

While the second chapter will obtain the practical part “Methodology design”, beginning with the first title which is the background of the study, in addition the methodology used in this research with justifying why descriptive method is used, also data collection and data analyses take place in this chapter by using a questionnaire as main tool of data collection correlated with the description results and its dissection and interpretation, population and samples also are part of this research by mention where and when the research takes place, ending up with the significance of the study and the limitation of the study.

The last chapter will talk about the analysis and the statistics of the questionnaire in which it will contain charts. As well as, it will deal with General Discussion of the Main Results of the Questionnaire, Then, Suggestions and Recommendations ending by a conclusion.



**Chapter one:**  
**The Use of Literary works in**  
**Teaching English**

## **Introduction**

Literature is considered as a significant tool for teaching fundamental language skills. Many instructors have argued that why and how literature should be embodied in language curriculum and they have considered the use of literature in language teaching as a valuable and interesting strategy. The current chapter deals with theoretical part in this research which is the use of literary works in teaching English. It starts with the teaching English as foreign language, and at university level in order to know about the way that adults learn a language. In addition, it deals with the different characteristics of adult learners, reasons for teaching literature, and showing the several genres of literature and its advantages.

### **1.1 .Teaching English as a Foreign Language**

Learning English as a foreign Language is not the same for learning first language acquisition. First language acquisition refers to the children when started to talk and it's learned indirectly from the native speakers around him by the imitation, reinforcement and analogy. While learning second and third language acquisition done by purpose besides their native language. In our country (Algeria) English considered as third language or FL because we do not learn English from a young age unlike French, we grew in a society which uses a combination of French and Arabic for historical reasons, beginning to learn it officially in primary school additionally to English in secondary school.

English has become a global language nowadays since the last decade.it is one of the prominent languages that almost countries around the world started learning it. As (Broughton, 1980) said "So far we have been considering English as a second language. But in the rest of the world, English is a foreign language". Which means students can use English as a lesson in the school and it is one of courses in the curriculum which gives students the opportunity to express their ideas freely with the teacher without the using of native language and it's a way of communication.in addition (West, 1953)states that,

*"The foreigner is learning English in the life of many to express ideas rather than emotion: for his emotional expression he has the mother tongue...It is useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be".*

It means that EFL used for communicate with native speakers or someone who master the language in order to share thoughts, ideas, information and even knowledge; furthermore, English used in all over the world as a tool for sending and receiving messages in different field education, technology, global business...etc. (Slimani, 2016)

## **1.2. Teaching English at university level (Adults):**

English as a foreign language is generally taught in almost the universities of our country Algeria. Learning and teaching English to adults (at university) is different from teaching it to high and middle school learners, it is linked with the needs of employers in order to be a future teacher or other jobs. It requires a certain level, it needs excellent standards or acceptable level in order to complete the higher studies in English department; as an example, and students should take 14 or 15 in English module in the baccalaureate exam. Than the student in higher education, is either going to study English as a main branch in English section, or as an additional module in other sections in which they study just what they need ESP. Such as Law section, Biology, History...etc. (Broughton, 1980)

An adult learner or student at university relied on himself and direct himself in his education, he controls his desire of learning, he is not a child anymore to be pushed by his parents or his teacher to study, he already experienced so much in his life that makes him distinguish between his capacities and his ability of learning (Knowles, 1984)There are some cognitive, attitudinal, and behavioral characters presented by universities students.

### **1.2.1 Characteristics of Adult Learners**

Adult learners are more wise and full of information and knowledge thanks to their experiences in life and the environment they live in. Their choices, opinions, values and beliefs design their characteristics (Kapur, 2015). Accordingly there are several characteristics of adult learners; we mention some of them which are the following:

### **1.2.1.1 Cognitive Characteristics of Adult Learners**

Many scholars claimed that children have more capacity in learning FL than adults, it can be true in some points because they have flexible brains which help them having a good pronunciation of the English language, but adults are more able to reach a higher level in the language acquisition. (Lightbown & Spada, 2006) Furthermore (Harmer, 2007) said that adult learners have greater cognitive capabilities and conceptual complexity than the younger ones. By means that university students are more familiar with the language used, the grammar, a developed understanding because of their ages, and could have a longer attention span (Cozma, 2015)

### **1.2.1.2 Attitudinal Characteristics of Adult Learners**

It's known that motivation plays a big role in the students' learning, that's something we can find it in adults more than the teenagers, because they already know what they want to reach and they have found their voices inside them that guide them to the right way as a result of their experiences, as (Harmer, 2007) mentions "many adults are able to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult" That facilitates the teacher's job with them because they have their strategies in learning the English language and the role of the teacher here is only giving them a small push by helping them use the right way of those strategies (Cozma, 2015)

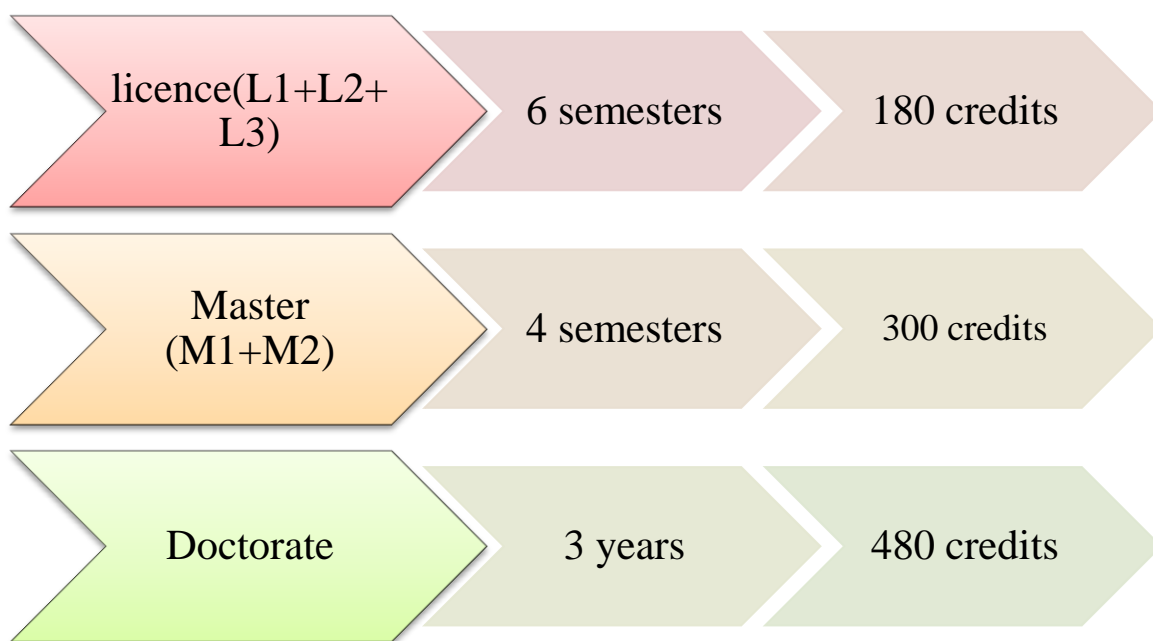
### **1.2.1.3 Behavioral characteristics of Adult Learners**

Teachers of high and middle school face discipline problems with their student unlike university level, they may talk to their colleagues and making noise sometimes but most of the time they are respectful as well as the teacher. University students deal with their modules seriously and concentrate with the teacher towards the achievement of the educational objectives (EFL) (Harmer, 2007)

## **1.2.2. Algerian universities**

Universities of Algeria nowadays use the LMD system, which can be seen as a system adopted by the ministry of higher education and scientific research in 2004. This system contains three stages, the first stage called License (L) in which the student must study three

years and each year consists of two semesters. The second stage is Master degree (M) when the students have to study two years with 4 semesters, while the third stage is Doctorate (PHD) with three years of study. In order to pass from one year to another, the student should know that each degree require a particular number of credit. The bellow explain how the LMD system works in Algeria



**Figure1:** Grades of LMD system in Algeria

### 1.3. Reasons for Teaching Literature

According to Faizal Risdinato , Literature seems to be as an every single written paper, it is derived from a Latin word “litteratura” by means “literate” in English, also considered as an art form which contains different genres of literary works . Catlin Skvorc :

*“I study literature because I believe there is power in stories. Literature is both intensely personal as well as a communal experience. I love examining how words, sentences, plot-lines and tropes reveal who we are as humans. Humanity is a complicated thing, and requires an infinite amount of words to describe and analyze. That’s the joy of studying literature; there is always a new reality to discover”*

From this quotation, we can simply say that literature in general takes a huge part in influencing human beings' lives over time. It impacts us throughout reading and going in deep with our focus and understanding. Thus, literature and reading can highly affect our behaviors and attitudes and it helps also in developing and promoting us both personally and intellectually.

Murat 2005 mention that “The use of literature as a technique for teaching both basic language skills (reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays”. Literature is important in the process of teaching/ learning foreign languages, it serves the developing of the 4 skills which are the principles in the acquisition of a language as well as the great amount of vocabulary and grammar in an enjoyable way. It's such a great thing to read literary works and go with your imagination to places beyond reality where things happen in the story and connect them with characters in your mind, the reader will create a vision in his mind of what the writer wants to describe and the way the reader receives the message of that work. Literature does not deal with the present only, it immortalizes the history. We cannot learn about civilization and culture without reading literature because it serves as the guide line to ease the understanding of history of a certain country. (Austin, 2020)

(Obediat, 1997) believed that literature could be useful for learners in gaining a competence in the target language, which makes the learner able to acquire new vocabulary, as well as learning an excellent writing method and style, also raising the readers' level in his thinking and writing; in addition, developing his speaking and listening skills due to literary works. Moreover (Custodio & M, 1998)see that literature paved the way for learners and gives them the chance to ask, criticize, and investigate, by means that they think and use their minds more than those who do not read, the thing that makes them smarter, wiser and use the language in the right way.

### **1.3.1. Objectives of teaching literature (literary works)**

(Hişmanoğlu, 2005) mention, teaching literature gives opportunities to be exposed to history and cultural enrichment for other countries and nations .i.e. It eases the understanding of the civilization of a particular country for the reader and makes him able to take a look at their traditions and even the way their societies lived through the ages and years; For example , reading a literary work whatever it is (short stories, poetry, novel, drama...etc) offers a full and vivid context in which characters from many historical backgrounds can be depicted. In addition it improves the students'

level in terms of language use by means teaching some literary forms such as short stories and novels could be helpful for the student to develop the linguistic skills and cultural awareness; furthermore, teaching literary works give them the chance to deal with universal human questions and experiences. Literature in general or literary works help the student to think critically and make him capable to analyze, that means literary works are often open to multiple interpretation.

### **1.3.2. Using Literature in English Classroom**

According to (Ghosn, 2002), Literature considered as a fundamental module in learning English language, thanks to its benefits in language development. It also helps students to find their identity inside them and their voices they were looking for. Literary works give them the opportunity of practicing another language inside classroom, in this way they will be in touch with English culture (Hişmanoğlu, 2005)

Literature and language go hand by hand In English learning, because literature deals with writers, that leads to different types of thoughts and ideas which may affect the language acquisition correlating by culture, society, and area. In the process of reading a novel, short story, poem...etc, the reader may face different varieties of the target language when the writer uses a certain dialect in his work. (Muhammed, 2013) Teachers should inspire the student to encourage their habit of reading, as scholars claimed, the more the student read the more they develop their vocabulary (Modiano, 1999)

In addition, motivation is one of the merits of literature that pushes the learner to do his best in learning English language, because literature deals with interesting subjects that raises the curiosity of the reader to know more about the work. Motivation can be achieved when students deal with literary works that really enjoy, that will motivate them to be closer to literature for language learning purposes. (Maley, 1989)

According to (Lazar, 1993), the main goal of English language teachers in EFL classes is teaching students to use the appropriate literary strategies while viewing and reading a literary work. This involves them to obtain information, analyzing a text and explain its meaning in both symbolic and philosophical sides; thus, not only in reading these works for practical purposes. In his book (Literature and English Teaching), Lazar noted that one of the main tasks in language classroom is to determine in depth the extent to which the literary language differs from the ordinary language. He also stated that using literary texts in the classroom is an attempt to uncover the implicit meaning of

the content and not just a flat reading of the literary text, but rather an understanding between the lines of that work.

Moreover, another benefit from using literature in EFL classroom is to improve the communicative competence of the learner, by means studying a short story, poetry, novel...etc makes an interaction and activity in classroom and this is what motivates students participate again and again which creates the atmosphere of communication in the classroom and sharing ideas between them. From this, we can say that literary works play significant role in teaching literature in the classroom. The focus on the positive contribution of a literary text is the main objective of using literature in EFL classes because it exposes the learner different types of language use, an enjoyable an attractive short story that conveys our feelings or emotions can touch the learner's heart instantly (Ali, 2001)

#### 1.4. The Different Genres of Literature and Its Advantages

As it known literature involves two main and totally different types of literary works, on one hand fictional works, on the other hand nonfiction works. The table below defined the literary genres briefly by California Department of Education

Fiction	Nonfiction
<i>Drama: Stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action.</i>	<i>Biography/Autobiography: Narrative of a person's life, a true story about a real person.</i>
<i>Fable: Narration demonstrating a useful truth, especially in which animals speak as humans, legendary, supernatural tale.</i>	<i>Essay: A short literary composition that reflects the author's outlook or point.</i>
<i>Fairy tale: Story about fairies or other magical creators, usually for children.</i>	<i>Narrative Nonfiction: factual information presented in a format which tells a story.</i>
<i>Fantasy Fiction: with strange or other worldly settings or characters/ fiction which invites suspension or reality.</i>	<i>Nonfiction: Informational text dealing with an actual, real-life subject.</i>
<i>Fiction: narrative literary works whose content is produced by the imagination and is not necessarily based on fact.</i>	<i>Speech: public address or discourse.</i>
<i>Fiction in verse: Full-length novel with plot, subplot(s), theme(s), major and minor characters, in which the narrative is presented in (usually blank) verse form.</i>	

<i>Folklore: The songs, stories, myths, and proverbs of a people or “folk” as handed down by word of mouth.</i>	
<i>Historical Fiction: Story with fictional characters and events in a historical setting.</i>	
<i>Horror Fiction: in which events evoke a feeling of dread in both the characters and the reader.</i>	
<i>Humor Fiction: full of fun, fancy, and excitement, meant to entertain; but can be contained in all genres.</i>	
<i>Legend Story: Sometimes of a national or folk hero, this has a basis in fact but also includes imaginative material.</i>	
<i>Mystery Fiction: Dealing with the solution of a crime or the unraveling of secrets.</i>	
<i>Mythology Legend or traditional narrative: often based in part n historical events, that reveals human behavior and natural phenomena by its symbolism, often pertaining to the actions of the gods.</i>	
<i>Poetry: Verse and rhythmic writing with imagery that creates emotional response.</i>	
<i>Realistic Fiction: Story that can actually happen and is true to life.</i>	
<i>Science Fiction: Story based on impact of actual, imagined, or potential science usually set in the future or on other planets.</i>	
<i>Short Story Fiction: od such brevity that it supports no subplots.</i>	
<i>Tall Tale Humorous: Story with blatant exaggeration, swaggering heroes who do the impossible with nonchalance</i>	

**Table 1.1: The Different Genres of Literary Works (California Department of English)**

Those are brief definitions of literary genres, they are important for EFL students that must be understood for them to distinguish between the different works that may face in their English learning process.

### **1.4.1 Use of poetry in teaching language**

Poetry can be seen as one type of literature, or artistic writing that attempts to stir a reader’s imagination and emotions. Poetry differs from other literary texts in structure in which we find the words poem are arranged in group of lines called stanza, this type of literary works has several

advantages in the process of teaching/ learning EFL classes. According to (Babae & Wan, 2014) in their article “significant of literature in FLT”, it provides learners with different points of view towards language application. Additionally, it motivates students for personal interpretation and explanations. Moreover, it stimulates feelings and thoughts in both heart and mind. Furthermore, it provides the reader to explore the different types of speech such as metaphor, simile...etc, and makes them familiar with.

In the point of view of (Çubukçu, 2001),” poetry seems to be an enjoyable experience with properties of rhyming and rhythm, both of them consist love and appreciation for the sound and power of language”. In this regard, it can be said that student by studying poetry will learn and explore the suprasegmental aspects of the foreign language and become familiar with; such as, stress, pitch, juncture, intonation.

It is good to point out that the use of many types of poetry such as Epic, Lyric Balled, sonnets...etc is very useful to learn English language, so that the different use of these types help the learners to become familiar with different kinds of language applications as well as different poetic styles.

#### **1.4.2 The Use of Short Stories in Teaching Language**

Short story is considered as one of the major significant and essential genres for teaching language through literature it is also a supreme resource for writing life itself through the act of characters and events, and not only to observe language. As (Sage, 1987) states, short stories mirror and illuminate human lives. In short stories, characters are either human being or animals or even things, generally are individuals doing their daily life process. (Ariogul, 2001) Classified the advantages of short stories and said that this literary work is facilitating the learners reading task due to its simplicity and shortness comparing with other genres of literature. Secondly, it promotes the learners’ knowledge and attitudes toward different cultures. Also it can offer a special world of mystery and wonder; additionally, it develops the ability of critical thinking. Last and not least, it makes the student free in creating his own world of imagination and gives him comfortableness briefly speaking, the application of short story in foreign language classrooms is very influential and helpful, it develop cognitive analytical ability. (Sage, 1987) from article (Significance of teaching English through Literature.).

### **1.4.3. The Use of Novel in Teaching Language**

It is believed that the novel is a very rich source for developing linguistic structures as well as learning the target language due to its containment of huge amount of vocabulary and thoughts that could surely help learners in discovering many cultures and civilizations. Especially when choose an appropriate novel that suits their personalities, they will be motivated to read more and more, the thing that make them learn easily the language. The use of novels in learning a foreign language can have several advantages and benefits. For example, it develops the learners' knowledge about different cultures, tradition, societies and people. It also give the chance for learners to use their creativity and imagination, which means that it enables reader to go beyond what is written and dive into what is meant. In addition novels can influence positively the development of oral, reading, and written skills. (Babae & Wan, 2014)

Moreover, when selecting a novel to read the learner/reader should consider this element, characters, themes, and setting on the novel to see whether it is interesting for him or not. Some students think that reading a novel is exhausted, boring and a hard thing to be done, but it can be influential in reading comprehension skill and building vocabulary.

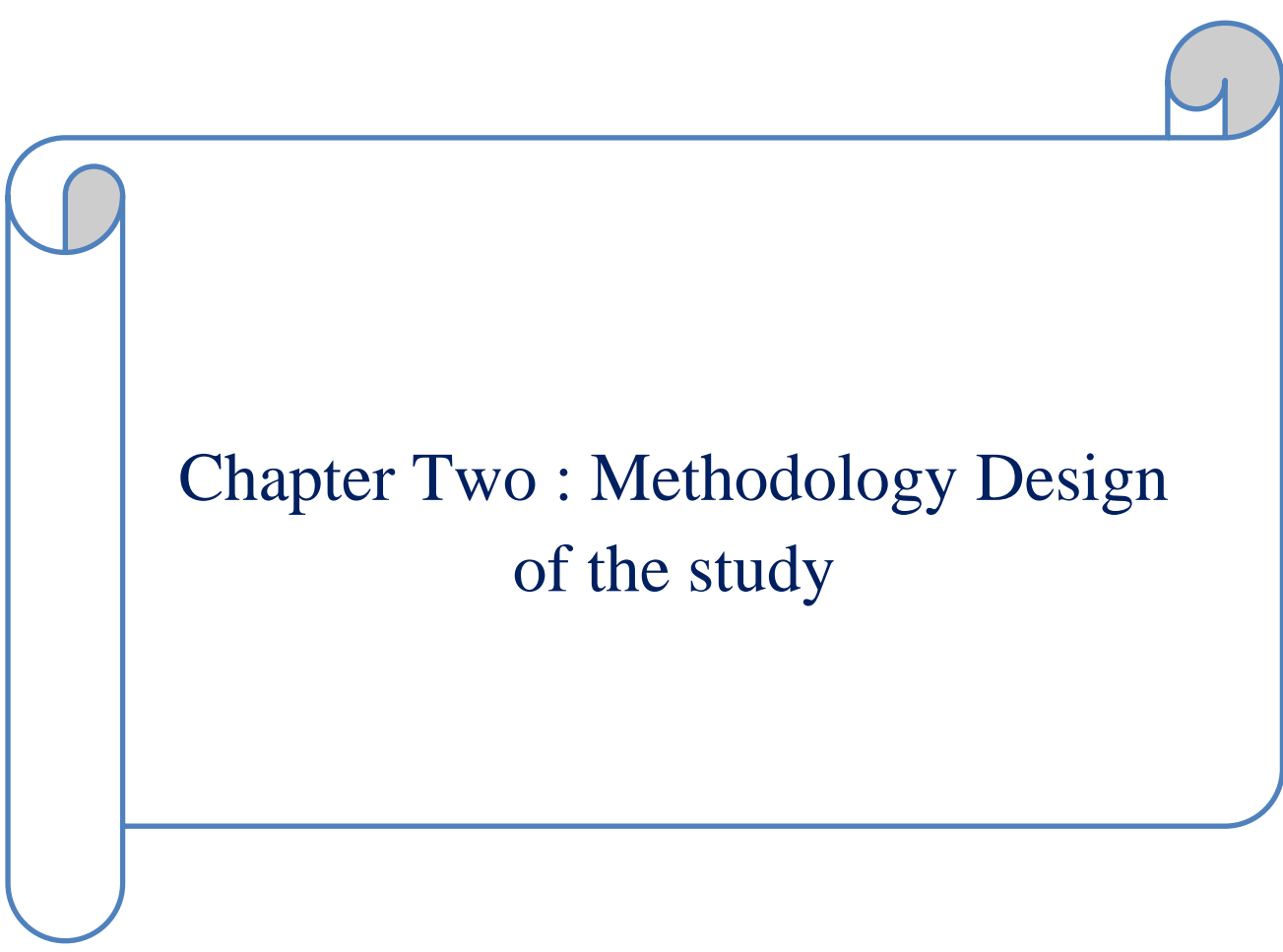
### **1.4.4 The use of drama in teaching language**

Drama deemed to be a specific mode of fiction in which it is represented throughout preference and act which promote learners comprehension of life experience towards language and culture. (Lenore, 1993) Observed many advantages of using Drama in EFL classrooms. One of them raising the influential listening capacity in which the learner will imagine, concentrate, listen, and observe what is happening and how could this happen . Secondly, drama develops sensitivity of the learner, flexibility, cooperation and also receptive and productive skills. It develops the learners' understanding of the verbal as well as non-verbal features of target language. The use of Drama is very beneficial way in communication-based language teaching.

## **Conclusion**

From what has been said before, we know that literature and language related with each other, like two scales as one of them depend on the other for holding the balance in EFL classroom.

This chapter dealt with different views of many scholars and most of them shared the idea that literary works play an essential part in Teaching English as a foreign language, with the use of different genres of literature during their educational period in English department. Also literature provides authentic cultural information, help critical thinking skills, and emphasize historical and literary traditions.



## Chapter Two : Methodology Design of the study

## **Introduction**

In any dissertation writing it is not enough to deal with the theoretical chapter only, but it demands the practical chapter as well. Like the theoretical chapter had specific steps to follow, the practical chapter also has steps and details that should be taken in to consideration. This study aims to assuring the power of literary works in teaching English to EFL classrooms in English department (Third year students) at the University of Ammar Thelidji Laghouat. In this chapter which is the second, we will deal with the methodology used in this research, data collection which contains the tools that were used to carry out this research, sampling and population, ending up with the significant of this research and the limitation of the study.

### **2.1. Background of the study**

As researchers of this study, we have chosen to apply this work on third year English students of the English Department of Ammar Thelidji University Laghouat under the title of “The Power of Literary Works in Teaching English Language to EFL classes”. This research took place in the academic year 2020/2021. The reason behind this topic is that some students ignoring literary works and found it unenjoyably to learn English. Me and my colleague tried to open their mind to it and show to them that it must be deal with literature to increase their level in English with the different types of literary works, not only with the written form which many of them found it difficult but thanks’ to the development of the internet pictures, videos, even movies are available and those consider as a literary works because literature itself is an art

The main tool used in data collection was the questionnaire that was given to students in order to answer and show how literature is powerful and enjoyable in many ways in the process of learning English as FL. The number of third year students is about 300 and answered our questionnaires which helped and supports our research in a positive way.

### **2.2. Geographical area of interest**

Ammar Thelidji University is considered one of the Algerian universities that is located in Laghouat. This university was first established in 1987 as a higher school for technical education teachers which included three main braches that are: mechanical engineering, civil engineering and electrical engineering. However, in 1997 this higher school was transformed

into a university center that contains many new branches such as: Exact Sciences, Biology, Chemistry, Arabic Language and Literature, Psychology, law...etc.

In 2010, the university center was restructured to become a university that includes three main faculties which are Sciences and Technology Faculty, Economics and Management Sciences Faculty and Law and Social Sciences Faculty. As well as , in that year, new specializations were opened including Agricultural Sciences, Architecture, Social Sciences, Demography and English Language. The university at that time was adopting the classic system which includes four years in License, two years in Master and four years in Doctorate.

With the transformation that affected the system in the higher education sector in Algeria, a new system was adopted which called “LMD system “ which constitutes of three years in License, two years in Master and three years in Doctorate. By the beginning of the academic year 2006/2007, new specialties and faculties were opened such as Material Sciences, Science and Technology, Mathematics and Computer Sciences, sport Sciences and Techniques, Economic Sciences and management , French Language, and social sciences.

After the implementation and the generalization of the LMD system, new complementary specialization were opened in master degree with the beginning of the academic year 2009/2010 , as the number of the open specializations reached 156 ; however, in 2014, the university benefited from the employment of 83 assistant teachers and 22 officer. The number of teachers at that time reached 915 teachers. After, the university received 2000 seats for the Faculty of Medicine, as the number of the seats reached 24153 seat.

Now, according to university statistics, the University of Ammar Thelidji in Laghouat contains 36430 students in various branches with 971 teachers and 1039 administrators.

The academic year of the university depends on what is called the semester system in whit it includes two semesters per year. Each semester includes courses, TDs, tests and exams. The average that is needed to pass from a year to another is 10.00, by means getting 30 credits. If the student did not get the average, he will have the second chance which called retake exams in which the students repeat the module’s exam that he gets less than 10.

### 2.2.1. Faculty of Literature and Languages

The faculty of literature and foreign languages is considered as one of the most important faculties in Ammar Thelidji University. It contains four major departments that are: Arabic language and literature Department, English Department, French Department and Spanish Department that was first established in 2016. This faculty during the academic year 2020/2021 contains 959 Students and 26 Teachers, and this because of the importance of the foreign languages nowadays and in the future, especially the English Department that receives a large number of students every year.

### 2.2.2. Department of English Language

The English department is a part of the literature and foreign languages' faculty. Its importance is due to the teaching of the most common language in the world, and for that, English is considered as a global language. This table will show and explain the number of students in this department.

Year	Male	Female	Total
L1	122	114	236
L2	60	113	173
L3	49	94	143
M1	99	146	245
M2	44	118	162
Total	374	585	959

**Table 2.1:** The Total Number of Students in the English Department.

The department does not contain only students; it does also contain teachers who are the source of the information given and the leaders of students for success. This table will show the number of teachers in the English Department.

Teachers	Male	Female	Total
Number	13	13	26

**Table 2.2:** The Total Number of Teachers in The English Department.

### **2.3. Methodology**

Every scientific study requires an approach, which determines the objectivity of scientific research, and the method of research is the method followed by the researcher in studying phenomena, in terms of its interpretation, description, control and prediction. It also includes what the researcher uses to answer the questions raised by the subject of his research (Aissoui, 1984).

To answer the questions raised and confirm the hypotheses the work depend on the descriptive method, the reason behind choosing this method is that it is suitable to our research, it deals with statistics, numbers, analyses ...etc. The descriptive method is a method of analysis based on sufficient and accurate information about a specific phenomenon or topic through a known period or periods of time, in order to obtain practical results and then interpret them in an objective manner and in line with the actual data of the phenomenon (Obediat, 1997)

In addition, the advantage of using this method is that we have many options such as proper analysis, interpretation, comparison, identification of trends and relationships, by means that we are not restricted only with collecting and tabulating facts (Wnier 1971).

### **2.4. Data collection**

Any type of study should consist of tools that help the researcher in collecting the data needed to accomplish and achieve the expected results and also in order to verify one or more of the previously expected hypotheses.

Data collection can be seen as the process of gathering and measuring information on variables of interest that enables one to answer stated research questions, test hypothesis and evaluate outcomes. the major tool used in this research is the questionnaire than can be defined by (Brown 2001 , p.6) as : “ any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers “

The main objective of the questionnaire is to extract data from the respondents. It saves times, which means that it makes the researcher collect a large amount of data in a short time.

In this study, the main goal is to show the power and the influence of literary works in teaching English to EFL classes. The questionnaire consisted of 12 essential questions that

was administrated to third year students in the department of English in Ammar Thelidji University in Laghouat and they were asked to answer these questions.

The questionnaire consisted of two main parts. The first part was background information; by means, for knowing age and gender of students, while the second part is about students' attitudes towards literary works in which this part contains of some questions that show the extent of the students' tendencies to various literary works. In this research we relied on online questionnaire which can be seen as a set of questions that were given to students in their Facebook group which makes working easier and faster , the reason behind this strategy is the widely spread of the epidemic around the world which called "Corona virus (coved 19 )" , that led to a temporary suspension of study , so the ministry of higher education and scientific research made a new system of studying after closing universities , this system deemed to be a study in an internet platform . This made the work somehow difficult because of the lack of students who will answer the questionnaire on papers. However; thanks to the development of technology and the presence of social media that makes the work easier and faster by taking student's answers online.

## **2.5. Data Analysis**

During conducting research, data analysis is one of the essential stages which aims to facilitate the work by organizing it and sum up the research by useful results and conclusions that have been gathered from the information found and also gives a clear picture and make informed decision. The information was collected by posing questions in order to analyze its answers.

In data analysis, researchers work with the description of results as we will do in ours, because it is a process that presents the data in its perfect form, it neither gives you the final results nor answer the questions; however, the description of data analysis would facilitate the data by using certain tools like tables, Excel, Rapid miner, charts...etc. This research will take Excel, column charts, and Pie charts as major tools that are needed in data analysis.

The first tool that is used in this research is Excel, which is a program widely used and needed in researches. It deals with numbers and summarize them into tables that helps the researcher to make working simple, easy and without wasting time in counting numbers ; in

addition, it gives the right and exact results. Second, column charts which can be seen as a data visualization where each category is represented by a rectangle being proportional to the visual being plotted. Third; Pie chart, this tool is also used in data analysis of this work in order to represent the percentage to give the exact quantity.

## **2.6. Population and Sample**

The population of this study was chosen in purpose, we chose third year students because they already dealt with the different types of literary works and they are able to deal with them.

The sample in the research context can be seen as a group of people, objects or even items that could be taken from a large population for the sake of measurement .According to Brink (1996 p.133), the sample is “a subset of population in the study, it is a fraction of the whole, selected to participate in the research.

In this case, the research took place in the English department of Ammar Thelidji Laghouat during second semester of 2020/2021. The sample is a group of English students who study English as EFL, there ages around 20 and 26 years old. The participants are from both genders and there entire number is 150 students, but it is impossible to work with them all and the questionnaires was concerned with ... students, by means each student in the sample is concerned with this research and all levels are included not only the ones who get higher degrees or the opposite because the questionnaire was online and each student had the right to answer if he wanted.

## **2.7. Significance of the study**

Literary works in all forms and types are very essential in developing sophisticated ideas as they work to educate the society as a whole, as well as learning the language and getting closer and closer to understand the implicit meanings .Additionally, discovering the countries' civilizations that speak that language, and the way their people think, and how they write. Therefore; this study aims to find out the extent to which literary works and their effectiveness affect the minds and the behaviors of the reader, that is why we chose in our

dissertation to focus on third year English students due to their previous dealings with various types of literary works such as short stories , poetry , novels ...etc .

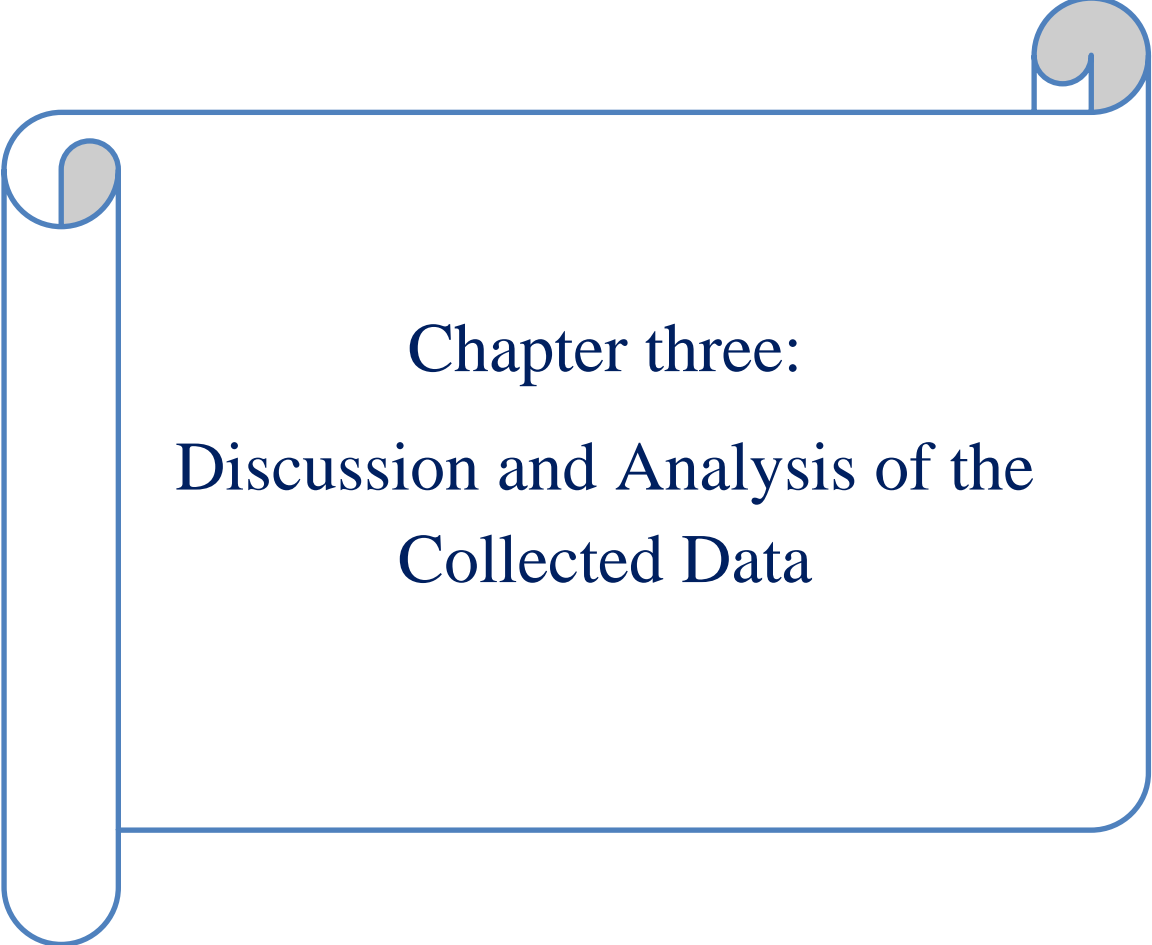
It is important to know that literary works have several benefits in which literary works improve concentration and focus, by means that the brain works harder while reading and imagining the events happening. Also they expand a person's vocabulary .i.e. the reader broadens his knowledge of new words and phrases. Moreover, literary works improve writing and communication skills because they guide on different styles, ideas which help them write well and communicate easily. Finally, they also teach history and civilization.

## **2.8. Limitation of the study**

This study was conducted in Ammar Thelidji University in Laghouat. The research was made during the academic year 2020/2021. The study was conducted on a sample of 30 students studying third year license of English language

## **Conclusion**

This chapter dealt with the methodology design of the study that talked about the main details of the research (when and where the research took place and to whom it is addressed). It constituted of a questionnaire which was the basic tool in the data collection which contained some questions which were answered by students and were analyzed under the title of data analysis. This chapter also talked about sampling and population, significance of the study, limitations of the study and ending by a conclusion.



**Chapter three:  
Discussion and Analysis of the  
Collected Data**

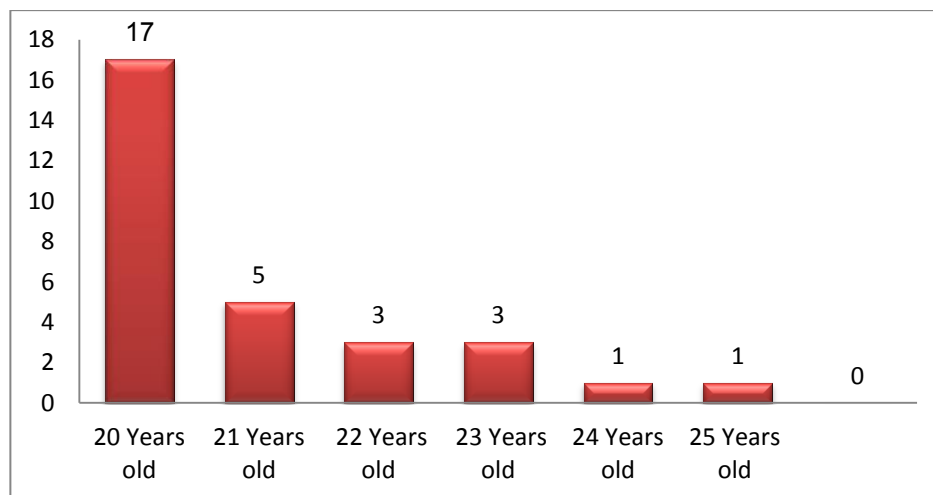
## Introduction

As it is mentioned before, this chapter will be devoted for explaining the main finding of the questionnaire using charts and pie charts, and discuss them in details . In addition it will give a description and analysis of the collected data as well as offering some suggestions and recommendations regarding the use of literary works as an effective and powerful tool in teaching English to EFL learners.

### 3.1. General Findings of The Questionnaire's:

#### 3.1.1. Analyses of the First Part: Personal Information

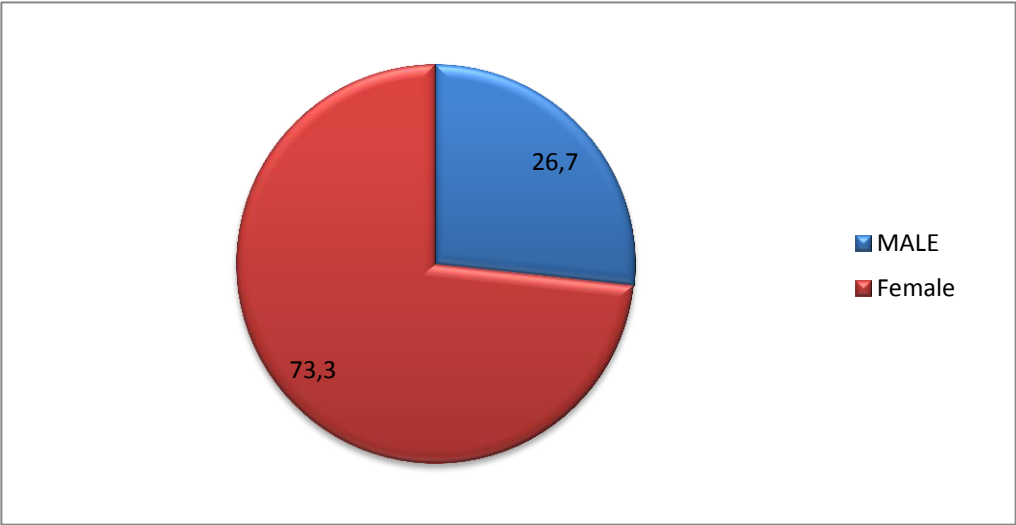
##### Question 01: Age of the Students.



**Figure 2: Students' Age**

As the chart shows, we can see the age of the sample of study or third year students who answered on the questionnaire ranges between 20 to 25 years old. The difference between their ages in having the same level of study is that some of them get their bachelorette late.

**Question 02: Gender of the students**

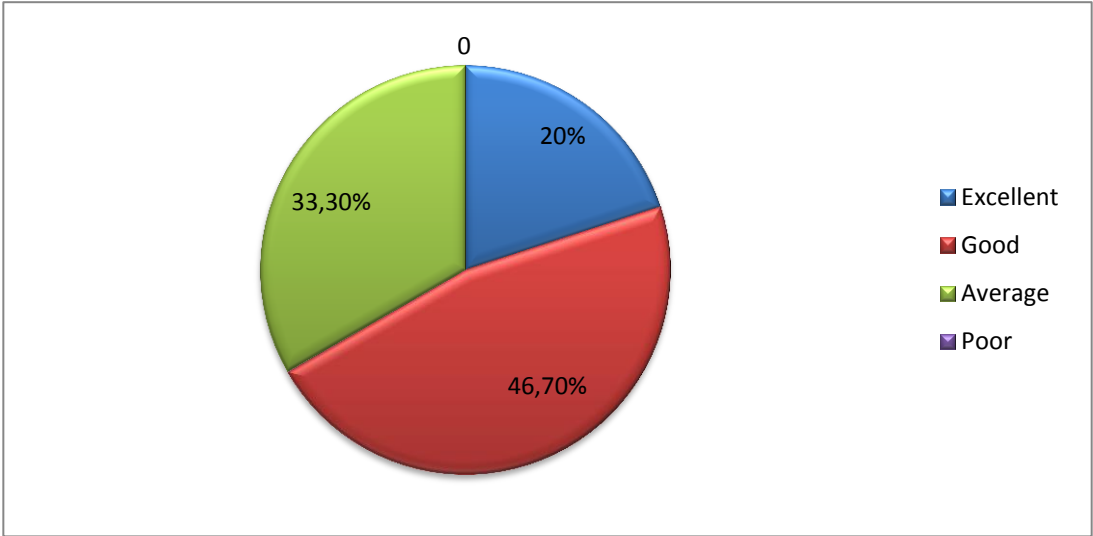


**Figure 03: students' gender**

As the pie chart explains, it is able to see that in this study or the answers of questionnaire we had 30 students. 22 students (73%) of the whole number were females, while the rest 08 students (26.7) were males.

**3.1.2. Analyses of the Second Part: Students' Attitudes toward Literary Works**

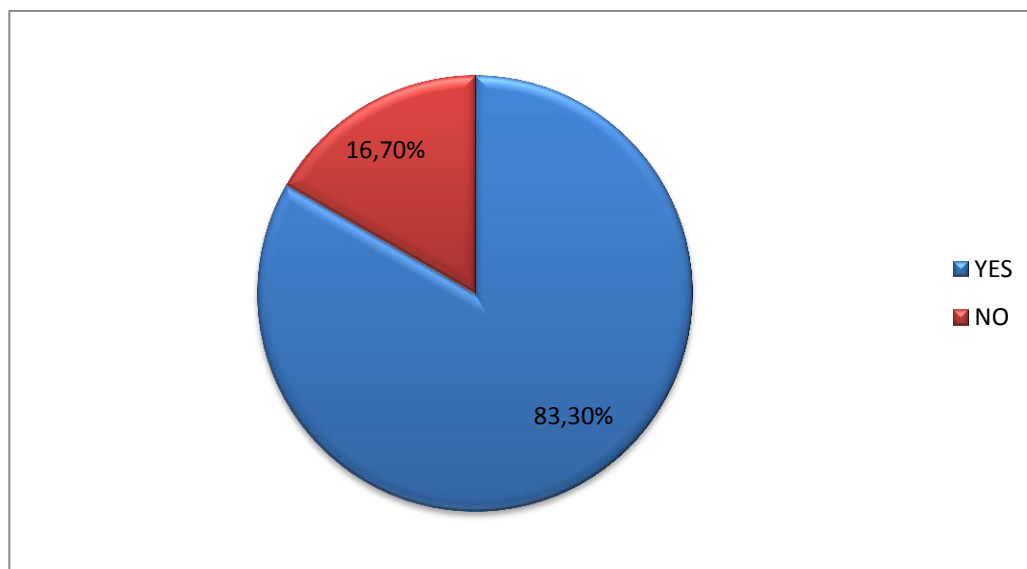
**Question 01: How do you consider your level in English?**



**Figure 04: students' Level in English**

As the data is displayed in the pie-chart above, we can see that the students do not have the same level in English; their levels relied on their answers differentiate between Excellent, good, and average. 06 of them (20%) their level is excellent; However, 14 of them (46.7%) could see that their level is good, while 10 of them have an average level and no one have a poor level in English learning process.

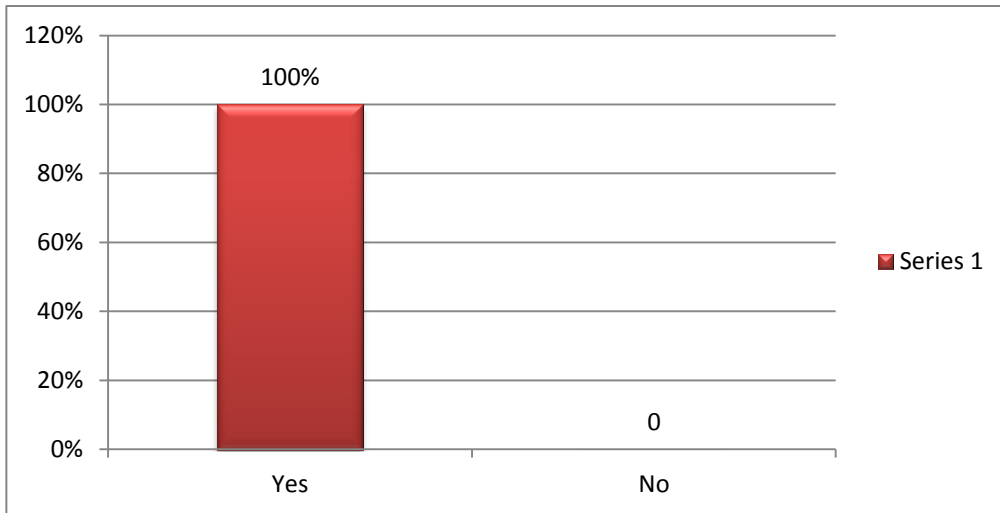
### **Question 02: Do you like literature ?**



**Figure 05: Student's love towards literature**

This question was asked in order to know whether students like literature or dislike it. We found in their answer that 25 of the students (83.3%) like literature, while the rest 5 (16.7%) dislike it. On the other hand the ones who like literature, they found it interesting, amusing, inspirational and also educational, it makes them creative persons in which they express their thoughts creatively; on the other hand, the rest who do not like literature found it boring, difficult and hard to understand its meaning.

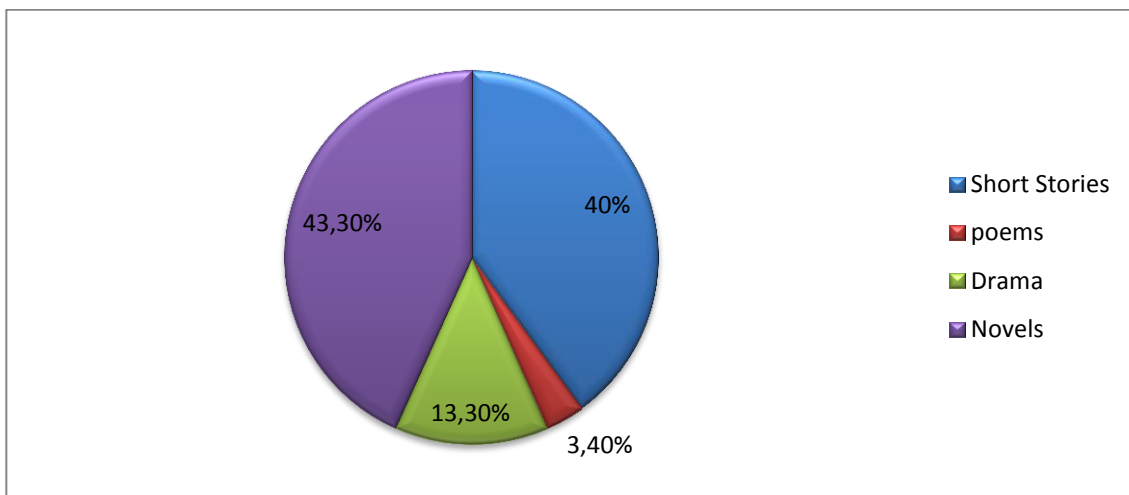
### **Question 03: Do you think that literary works play a role in teaching English as F.L? Why?**



**Figure 6: Students’ Opinion towards the Role of Literary Works.**

As we can see above, the statistics show that all of the students agree on the same idea which is that literary works do really have a significant role in teaching English as FL. As researchers, we wanted to know the answer, the participants see that the use of literary works in the process of teaching improves their vocabulary and makes them familiar with words and expressions. In addition, they said that literary works reflect positively on their reading and writing, also rise their knowledge, critical thinking and cultural capacities that makes learning easier.

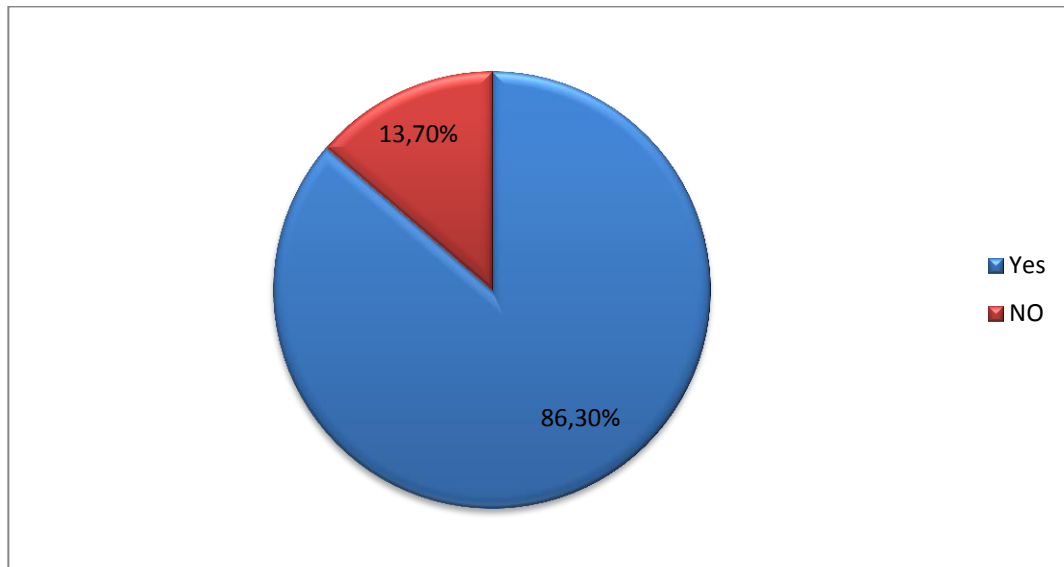
**Question 04: What kind of literary works do you prefer?**



**Figure 7: Students’ Preferences in Literary Works**

Like it is shown in the pie-chart, most of the students (43.3%) prefer novels than other genres, their number is 13 students. However, 12 students like short stories (40%), while 4 students (13.3%) like drama and 1 student likes poems.

**Question 05: Have you ever read a literary work? If yes, what was it?**

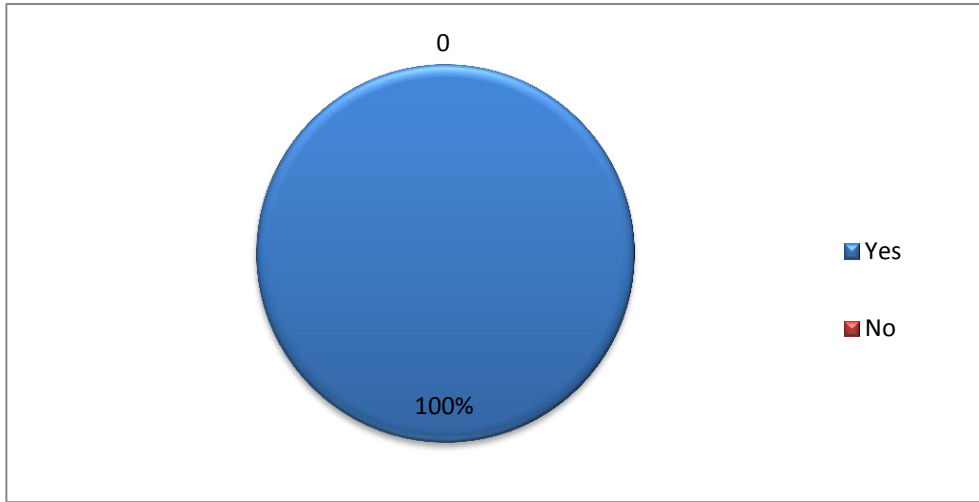


**Figure 8: Students' Interest in Reading Literary Works.**

According to the results shown by the chart above, it can be seen that the majority of students (86.3%) or 26 students did really read literary works; However, the other 4 students (13.7%) did not read literary works.

This question was asked in order to see the amount of literary works that the participants dealt with. The type and the title of literary works that have been read differentiate from a student to another. Some of them read works related to their fields of study and others read them for pleasure or for the sake of education. There are so many titles that were found in the answers of the questionnaire. For instance: The Black Cat, The great Gatsby, Dubliners, Pride and Prejudice, Harry Potter series, Hamlet, Hard Times, Sense and Sensibility, The Old Man and The Sea, Biography of Alexander Great, Biography of Napoleon, Games of Thrones, Tale of Two Cities, A Christmas Carole, Poems Collection, Blue and White, Great Expectations, The Fault in Our Stars...etc.

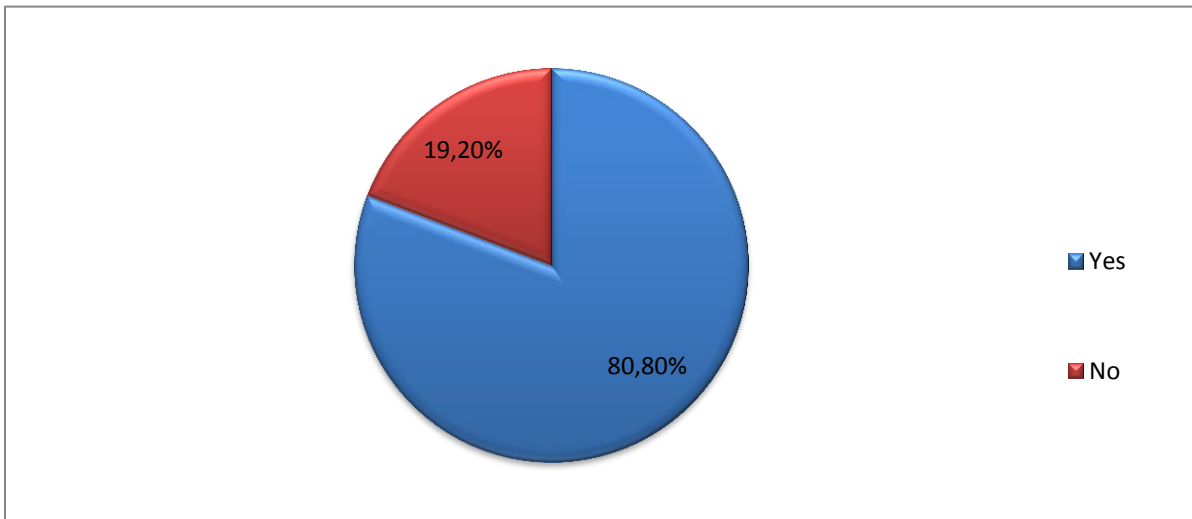
**Question 06: Did this literary work make you obtain new vocabulary?**



**Figure 9: Students’ Point of View about the Amount of Vocabulary Gained by Literary Works**

All of the students (100%) insisted that reading literary works is so important and influential in gaining a huge amount of vocabulary; in other words, literature helps learners in developing their vocabularies.

**Question 07: Do literary works develop your four skills? How?**



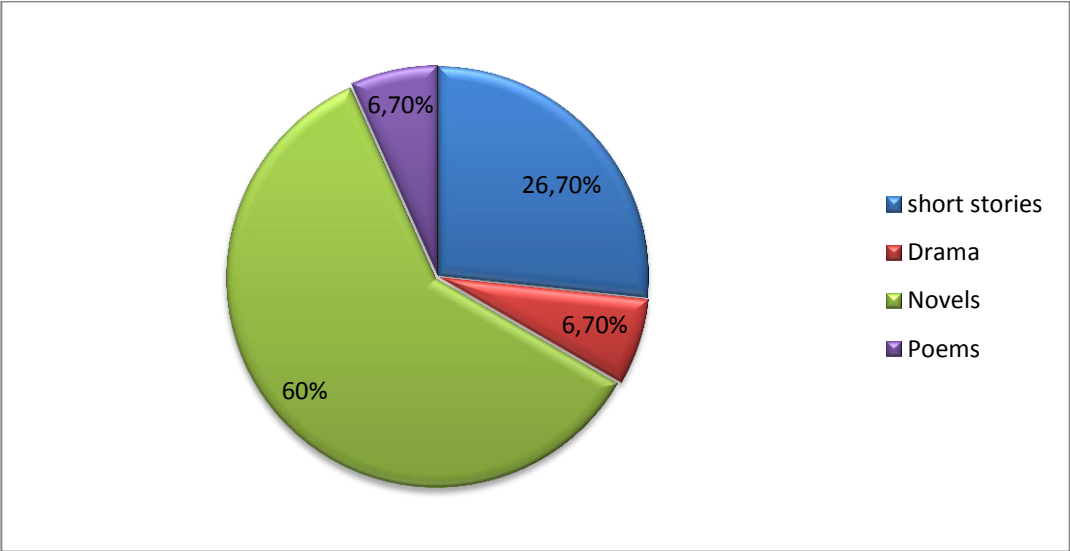
**Figure 10: The Development of the Four Skills by Reading Literary Works.**

The figure 9 reveals that the majority of students (80.8%) or 24 students believed that literary works develop their reading, writing, speaking and listening. While the others (19.2%)

see the opposite in which literary works do not affect their four skills. The majority of them stated that literature enhance their writing style and makes them creative.

Also they claimed that literary works help them in reading in which they develop two skills which are reading and speaking skills. For listening skill, they confirmed that auditory books and movies are inspired from literary works are so influential. The other few students rejected the idea that literary works enhance the all four skills; yet, they believed that it affect reading or writing only.

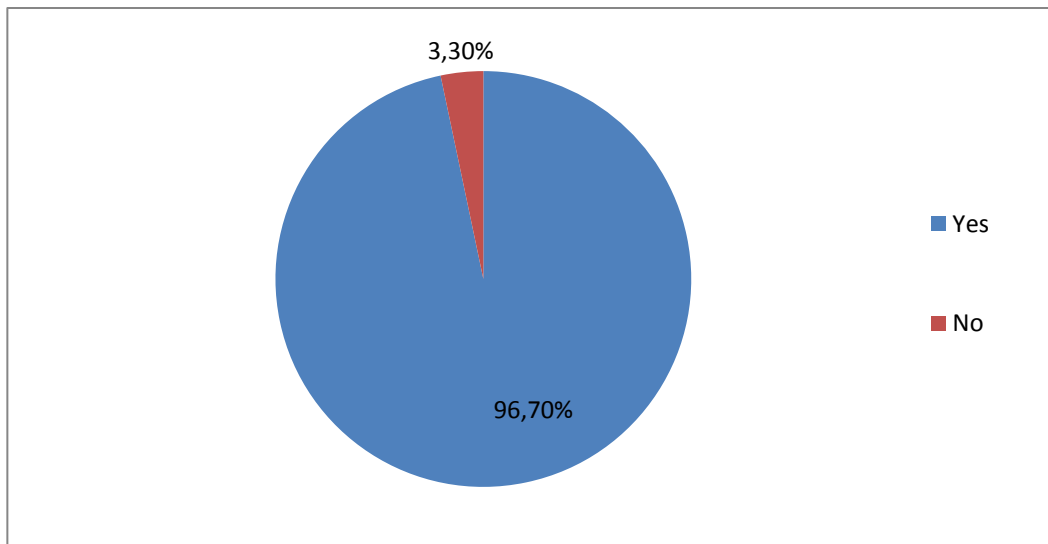
**.Question 08: Which kind of literary works is suitable for you in gaining a huge amount of vocabulary and grammar?**



**Figure 11: The Amount of Vocabulary in Literary Works**

From the results of the pie-chart, it is evident that the majority (60%) think that novels are the most suitable source for having a plenty of vocabulary, the rest of students stated that poems and drama is suitable for them. The majority chose novels due to its length and it constitutes of plenty of pages that contains several ideas and texts which lead the reader to explore and learn so many vocabularies unlike the other genres.

**Question 09: Now, you are about to graduate, do you think that literature helps you to improve your English? In what way?**



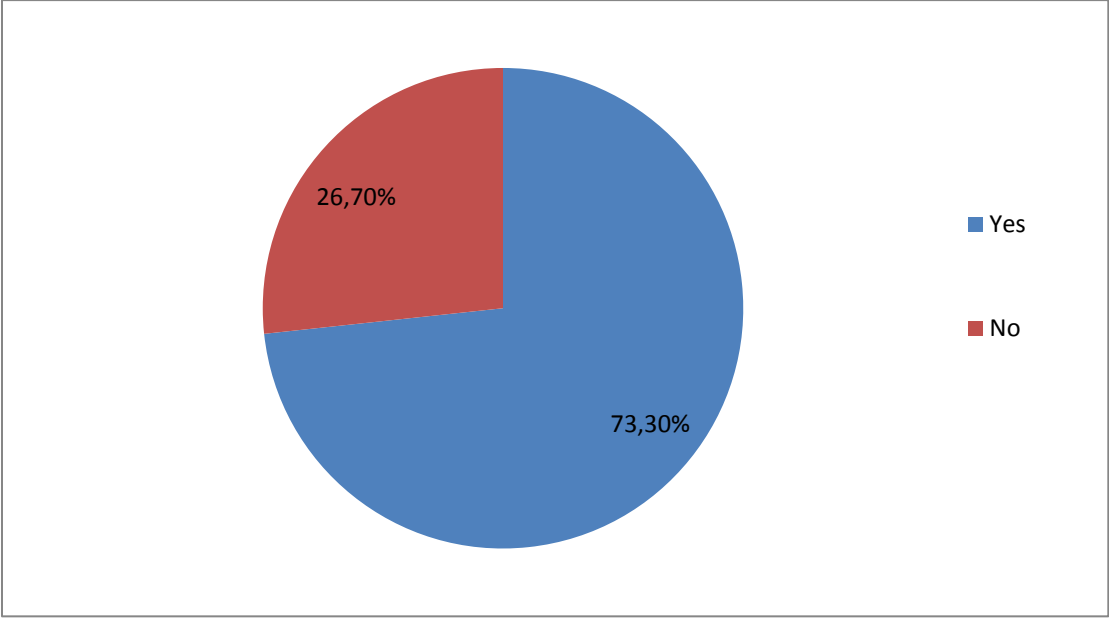
**Figure 12: Students' Opinion in the Improvement of English Through Literature**

As it is shown above, the majority of students (96.7%) confessed that literature helped them in improving their English language learning process. Only minority of them (3.3%) said that it did not, the ones who agreed on the answer “yes” believed that literature is important in helping them understanding foreign culture which can widen one’s knowledge. Also the insisted developed a huge set of vocabulary and grammar which will improve their writing skill, as well as other skills. They added that literature in general makes the person think critically and understanding things in different way.

**Question 10: It is know that reading literary works make the student smarter than those who do not read and help them to acquire the language easily. In your opinion, how can this happen?**

From the answers of the participants, we realized that it is true that reading literary works make the student smarter than the ones who do not read. Because in their opinion, literary works could give a huge part in the way of speaking, style of writing and reaching advanced vocabularies. It is said that he best way to learn language is to read, and reading literary works develop in the acquisition of the target language. They agree that literature is a vast world that expends the reader’s imagination and facilitates writing as well, and for those who do not read, their level in smartness and writing deemed to be very low.

**Question 11: Have you faced problems in reading literature? What are they?**



**Figure 13: Problems Faced in Reading Literature.**

The pie chart explains the results of this question which can show that most of the students (73.3%) have faced some problems while reading literature which make it hard. However; the rest (26.7%) did not face any problems concerning it. In students point of view, the most common problem between them is that they face complicated terms and hard words used by authors which confuse their minds and make them loose the idea. Another problem the hard style of writing by authors, in addition to the lack of concentration while reading in a noisy environment especially when reading novels.

**Question 12: In your view, what is the best way to solve problems faced in reading literature and makes it easier to understand?**

In this question, the answers of the participants were different. Some of them see that the best way to solve problems faced while reading literature is using dictionary in order to translate words or know the meaning of particular terms and expressions or using synonyms of these words in order to simplify the meaning inside their minds. Others see that the most suitable way to solve these problems is to read more in order to be familiar with different styles and vocabularies starting by the shortest and easiest going to the longest and hardest, this will make readers in touch with some knowledge that would help them in reading other times. Additionally, some of them recommended that reading in a calm place away from noise will

have a big influence in overcoming problems and make the participants concentrate well and live the story.

## **General Discussion of the Main Results of the Questionnaire**

The questionnaire of this study was used for the purpose of helping the researcher to collect a large number of data in order to verify the hypotheses suggested. The objective was to show how literary works are important to help EFL students in learning the target language, to what extent literary works affect the basic for skills during the process of learning and to discover the difficulties and problems that hinder learning.

First of all, from the analysis of the questionnaire, students consider their level in English between excellent, good, and average and most of them like literature as well because they see that it plays a significant and an important role in teaching EFL due to its power in covering their needs.

In addition, we realized that every one of students prefers a different type of literary works from another. From the results shown, we can say that the majority of students prefer novels and short stories more than other genres. 86.7 % of these students actually have read some literary works that differ from a student to another, some of them read books which are related to their field of study; however, others for the sake of pleasure and further reading for expand their knowledge.

Moreover, it is assumed that literary works do really influence the quantity of vocabulary gained by the reader. It is believed that literature in general is significant in learning much more vocabulary as much as they read. The development of vocabulary will unconsciously and positively affect the four skills that are the basis of learning a particular language. It helps them in improving their reading as well as writing style due to the dealing of many styles of many authors. It develops speaking and listening at the same time. Not just these, but it does also develop the critical thinking of students. According to their answer's analyses, they supported novels as the most literary work that obtains huge amount of vocabulary and grammar which makes it the suitable tool and genre for gaining uncountable quantity of vocabulary.

Furthermore, literature deemed to be an influential tool in improving one's English level because it improves language and makes the student open to explore new cultures and civilizations of different countries over the development of time. Students believe that as much

as reading is, the much knowledge they get. It does not just develop thinking, but it does also over learning the structure of texts, sentences, words, and makes the reader catch up many themes and idioms that he would use in his daily conversation.

As it is known, reading literature makes the student smarter than those who do not read because the best way to learn a language is to read in order to help in the acquisition of that particular language and makes you have a good package of understanding and knowledge that makes the process of reading much easy without facing problems and builds a creative person than the one he was before.

Subsequently, it is common to face some problems when reading. Every person will face some obstacles that would obstruct his path of the process. These problems can be seen in facing some complex words and expressions that make them lose the idea and stop their imagination especially while reading in a noisy place. As these problems are found, there are solutions suggested by students. All of them agreed on the use of dictionary that simplifies the meaning of the hard terms or searching for synonyms to continue reading. Another solution suggested by them is to put the fear aside and being brave to read more books that make him motivated in doing so more and more.

### **3.3.Suggestions and Recommendations**

It is common that literary works are powerful in teaching English to EFL classrooms because it provides them with so many benefits which can help them in their studies and even in their daily life. Depending on what have been found in the general results, several recommendations and suggestions will be suggested in this part in order to take it into consideration.

Firstly, it is preferable for the teacher of literature to give students a short list of literary works in order to read them at home, because while studying inside the classroom and discussing the ideas of one particular book given by the teacher, they will participate easily and grasp the ideas and themes without facing obstacles because they already read it before coming into the class, this will lead to better understanding and not to feel bores when analyzing a literary work.

Additionally, the teacher suggests some books that are related to the themes they are studying for further readings, by means, they are not obliged to read them. However; if they get

touch to them they will expand and widen their knowledge. This can be called half reading for pleasure.

Moreover, it is recommended for students interested in literature or teachers specialized in literature to create an online group or a special corner for further readings mainly literary works. For instance, each time a student or a teacher suggests a book to read it and make a discussion over its ideas and themes that prevail so many benefits among them. This would be so helpful to develop their abilities towards literary works and make the reading process enjoyable.

Furthermore, students or readers should not read any literary work in front of them unless they make sure that it is interesting for them and compatible with their needs. Also they should start from the simplest and shortest to the harder and longest, in other words going step by step while reading to make it pleasant and enjoyable because if the reader felt bored, he would never return to read again.

Technology nowadays facilitates our lives as well as learning, and if the teacher inserts technological tools when presenting the lesson would be helpful for learners and influential in making them concentrate and feel joy. The teacher presents each literary work with different technological devices or games to make the motivation among learners.

## **Conclusion**

As it is seen, this chapter dealt with the analyses of data collected from the questionnaire used in this research. Started by the analyses by using charts and pie-charts, moving to the description of the findings which resume the main ideas from the students' answers. Additionally to recommendations and suggestions concerning the use of literary works and how to solve problems faced during the use of any literary work. These suggestions were raised by the researchers.





# General Conclusion

It is widely known that teaching English to foreign language learners is not easy that much that people think as it is considered as a global and international language. The process of teaching such a language should be done with the help of an influential and effective tool. The most suitable one can be seen as “literary works”. This study was conducted to know the extent of influence that literary works give and its power in affecting reader’s minds and behaviors towards teaching English to EFL learners. This was the main goal of this study.

The benefits gained from literary works can not be counted. It has a strong positive relation toward learning the language by all its sides, and makes from the reader a creative person who develops his knowledge and thinking. The present study tried to answer several questions related to the effectiveness of teaching English throughout reading novels, short stories, poems, drama, and how did it help learners in acquiring the language, additionally to the many sides that they contribute in increasing the learners’ level.

The main data collection tool used in this research is the questionnaire that was conducted and answered by third year English university students. Throughout the results of the work, we as researchers found that literary works play a significant role in the process of teaching English as they provide learners with a huge amount of vocabulary, grammar, and also teach them the structure of sentences and idioms that they will use usually. Also, literary works develop the main four skills which are reading, writing, speaking, and listening, in addition to critical thinking and the huge amount of information and knowledge.

Each one of readers prefers a different type of literary works, yet, the majority of them agreed that novels is the major one that contains a huge number of vocabulary which would unconsciously develops the writing style. The researchers have found that readers of literature generally are smarter than the ones who do not read, because it make them read between the lines and think out of the box which is the thing that makes the learning of the language easy.

As the results show before, reading literary works can be seen sometimes as a complicated process due to the fact that it contains some difficulties while reading related to hard words, expression and themes that are not understandable which would hinder the imagination of the reader. However, there were some solutions such as using the dictionary to translate or facilitate the meaning of words and choosing a suitable and calm place that makes the reader open to read and think in peace.

This research attempted to provide teachers as well as learners with some recommendations and suggestions that would help both of them in teaching/ learning English throughout literary works. It can be said that it would be so helpful for learners in providing them with some titles and books given by teachers in order to make further reading related to their field of study. Additionally readers must choose the work that is compatible to their needs. The last one was the insertion of different technologies while presenting a specific work which makes studying enjoyable and motivational.

This research has suggested three main hypotheses, by means, each one hypothesis for each research question. All of them were confirmed in the sense that literary works do really affect the minds of readers in a positive way, because they provide them with many things that cover their needs in learning English language. As well as, the use of literary works influences the communication of learners throughout audio-recording literary works or visual ones (movies). Moreover, the development of the four skill relied largely on the application of literary works inside the classroom.



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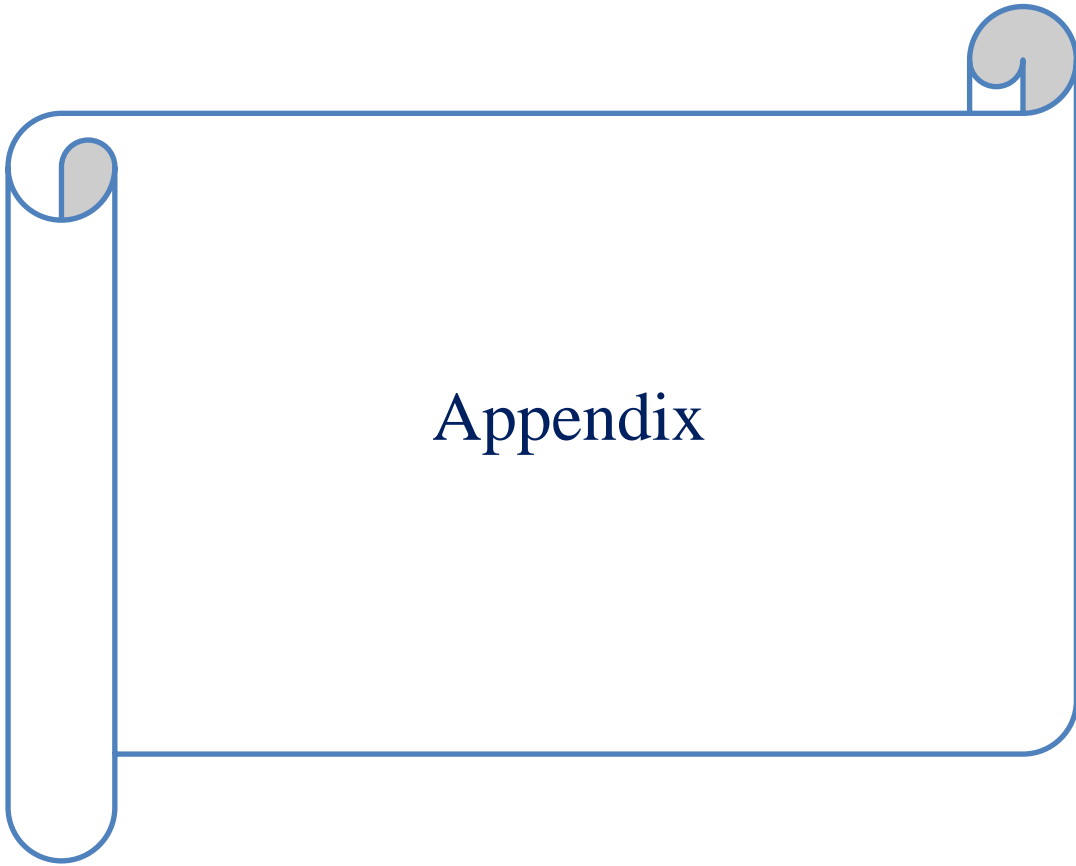
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Appendix

## *Students' Questionnaire*

### **The Power of Literary Works in Teaching English in E.F.L Classes.**

Dear students,

I would like to thank you for taking part in this questionnaire in order to complete our research. It serves as data collection tool; it aims to collecting your personal point of view and thoughts. Please answer the questions bellow ticking (x) the right answer or write down your answer as sentences.

#### **Part one: Personal Information.**

- Age :
- Gender:

Male

Female

#### **Part two: students' Attitudes towards Literary Works**

1) How do you consider your level in English?

Excellent:

Good:

Average

Poor

2) Do you like literature?

Yes

No

3) Do you think that literary works play a role in teaching English as F.L.?

Yes  why

No  why

.....  
.....  
.....

4) What kind of literary works do you prefer?

\*Short stories  \* Poems  \* Novels  \* Drama.

5) Have you ever read a literary work?

Yes   
Never

If yes, what was it?

.....  
.....  
.....  
.....

5) Did this literary work make you obtain new vocabulary?

Yes   
No

6) Does literary works develop your 4 skills?

Yes   
No

If yes, how?

.....  
.....  
.....

7) Which kind of literary works is suitable for you in gaining a huge amount of vocabulary and grammar?

\*Short stories  \* Poems  \* Novels  \* Drama

9) Now, you are about to graduate, do you think that literature helps you to improve your English?

Yes   
No

If yes, in what way?

.....  
.....  
.....

10) It's known that reading literary works make the student smarter than those who do not read and help them to acquire English language easily. In your opinion how can this happen?

.....  
.....  
.....

11) Have you faced problems in reading literature?

Yes   
No

If yes, what are these problems?

.....  
.....  
.....

12) In your view, what is the best way to solve problems faced in reading literature and makes it easier to understand?

.....  
.....  
.....  
.....