

## **LANGUAGE AND LITERATURE: INTEGRATED INDICES IN THE TEACHING AND LEARNING OF ENGLISH AS A SECOND LANGUAGE IN NIGERIA.**

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### **ABSTRACT**

Language and literature, no doubt, are related. In fact, literature is language in action. Therefore, the study of literature is the study of language, and the success of any literary text depends on the author's skillful presentation of language. This means that language plays diverse roles in expressing people's ways of life, informing, directing and representing them through literary platforms. This investigation on the integration of language and literature in the teaching of English as a second language shows a reflection of the above functions. The study attempts to examine the appropriateness of integrating language and literature in an English language classroom. It further aims at evaluating language characteristics found in literary works to show their relative appropriateness to the level of experience and their capability in making a second language learner comprehend better in order to gain competence in the targeted language.

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**Keywords;** Teaching, learning, language, literature, Nigeria

### **INTRODUCTION**

Among human beings and in every human society, language is the principal instrument of communication. In fact, it is mankind's most unique possession. It is an important human heritage in any human society. Pupoola (2010) notes that from the inception of human history, language which is defined as a system of communication by written or spoken words, and which is used by people of a particular country or area,

remains a fundamental and common heritage that distinguishes human society. In fact, it is this language heritage, he opines, that distinguishes human species from other living species. With the use of language for instance, human species have been able to make inventions, communicate ideas, and spread such ideas from generation to generation. Language is composed of words which are combined to form sentences. Language is the structural

system of arbitrary symbols by means of which members of a speech community communicate. It is the medium by which the culture and collective experiences of a people are transmitted from one generation to another. Language is an integral part of culture, reflecting many features of a given culture. Like culture, language is a learned behaviour that is promoted through direct and indirect contact and acculturation. In an ethno-linguistic environment, changes often occur in connection with the content and context of what is to be communicated through language and time. In fact, within a language group, there could be much dialectical diversity. Therefore, there is hardly a society, where just only one language is spoken. Instead, different languages separate human societies and the human beings therein from one another. This makes it difficult for people belonging to different language groups to understand one another. It is because of this that a second language that would unify all the people of different language groups is therefore necessary if people, who speak different languages must have a common understanding of ideas and have meaningful interactions in their day to day activities.

Sociolinguists see language as an important aspect of every society and also as the necessary prerequisite of every human group. Orisawayi (2004) describes language as a creation of the society, an

instrument of an interactive communication, and that literature uses language to communicate ideas and experiences of human situation (p. 68). Language is therefore a paramount instrument of the literary artist. Although literary arts consist of various elements such as plot, theme, ideas and characters, without language, these elements cannot work. These elements are only realized and given form through the medium of language. One needs to have a full grasp of the various ways language functions to be able to analyze literature. The greatest commitment of every writer is language and its renewal, because language is the medium through which the literary artist puts across his message. It is for this reason that Umeh (1991) points out that: "Language helps to illumine, direct and clarify meaning, and how well an artist utilizes this instrument to achieve his purpose will depend on his capabilities as an artist as well as on the nature and depth of his vision" (p. 21).

The effectiveness of a literary text depends strictly on the capability of artist to manipulate language to delineate his message. As works of art are written in language, all the various elements from which these works are created- plot, theme, character, idea are given form through the medium of language such as tone, grammatical structure, diction and metaphor. The focus of this paper is to see

the appropriateness of applying linguistic and literary features in teaching and learning English as a second language. The aim in other words is to expose the value of language and literature in teaching and learning English. It is not in doubt that language is not separable from literature. Eagleson and Kramer (1987) explain that since language is the medium of literature, then literature by its nature will furnish readers with the evidence on the operation of language. But the issue is whether Nigeria has well trained personnel endowed with the capability of really imparting these skills that abound in literary works unto learners in the primary and secondary levels; bearing in mind that the exposure of a second language learner to literature is a springboard for the acquisition of language skills in the targeted language which the environment of the learner expands its linguistic resources. This is observed in the acquisition of a larger vocabulary. When learners see how words are used in literature, they learn how to use them in a variety of ways: construct and generate them into phrases and sentences.

### **Historical background and Reasons for English as a Second Language in Nigeria**

It is not easy to date the beginning of the use of English language in Nigeria. According to Dayzie and Awonusi (2009) the anglo-Nigerian contact dates back to the 15<sup>th</sup> century when the Portuguese sea

merchants and pirates came to West Africa in their search for a new sea-route to India or the orient (p.48). These early years of contact and interaction between West Africa and Europeans, first in legitimate trade and latter in inhuman slave trade, brought English culture and language closer to Nigeria.

Legitimate trade flourished again after the abolition of slavery and some freed slaves returned to Nigeria and other parts of Africa. There was then the influx of missionaries into Nigeria ostensibly to spread Christianity among the people. These missionaries established churches and built schools using the interpreters to read the English bible to the people. In the schools and churches, the English language was the medium of instructions. Adetugbo (1979) observes that English dominated the curriculum under various sub-heads such as reading, writing, dictation, composition and grammar. Soon English came to be perceived as the language of commerce, civilization and Christianity. This gradual implantation of English in Nigeria is made successful by the missionaries through the use of clerks of the holy order- catechists and priests as well as teachers. English at this period began to assume a high level of prestige in relation to indigenous languages, which infuriated local critics.

Towards the end of the 19<sup>th</sup> century, the British colonialists conquered and

wrestled the political administration from the natives. They enacted ordinances to take over all the schools. The 1882 act brought education under government control and reformed the curriculum in some ways such as: The introduction of the secular education; the making of English as the language of instruction in schools (a straight forward direct approach method); the relegation of vernacular languages to the background (Dadzie and Awonusi, 2009 p.55). These policies further confirmed the supremacy of English and tended to promote 'assimilationist' culture. There was a change of attitude, (now nationalist) to the English language which now developed as Nigerians felt that the status of their indigenous languages had been reduced. Omoniyi (2009) observes that the period of colonial domination witnessed a change in the traditional socio-political systems and a regrouping in society. This change necessitated representative participation and inter-ethnic association at the centre. Naturally, the English language assumed the role of a common language, with the British supervising this process of change.

With the British political domination, English now exists in a number of world varieties. Brumfit (1985) sees it as an international language due to its being the most widespread medium of international communication because of the

number and geographical spread of its speakers, and also because of non-native speakers who use it for part at least of their international contact. In Nigeria particularly, it serves as an official language, used for administrative purposes in both the print and broadcast media, in law courts, and institutions of learning. Today, as a result of globalization, there has been an increasing need to interact at both official and unofficial levels. In particular, nationals of different countries have to move from one geographical region to another, needing a language of communication. In this case, the English language has become a second language in many communities of the world. In order words, it has become one of the foremost languages of communication, interaction and relationship of the world. For this reason, the language needs to be learnt if we must develop along with others.

Apart from the above reasons, Nigeria is a heterogeneous society made up of more than 250 ethnic groups with a conservative estimate of 400 languages. It is therefore a multilingual and multicultural speech community where diverse languages and cultures compete. Apart from indigenous languages, foreign languages also compete with other languages and cultures. Of the foreign languages, English became an exo-language, which performs official and national functions while various

indigenous languages are used for international communication in their respective domains of operation (Akindele and Adegbite, 2005 p. 20). Infact, the multilingual and multi-ethnic nature of Nigeria made the adoption of any one of Nigeria's over 400 indigenous languages impossible as a lingua-franca. For this reason, English came to enjoy the prime role as the acceptable national language right from the days when the British ruled in Nigeria (Akpabio 1996). Akindele and Adegbite (2009) corroborate Akpabio, maintaining that the multilingual nature of Nigerian culture as a matter of necessity called for the assignment of functions to both the English language and the major indigenous languages. Thus the English language performs both official and national functions at the level of administrations, politics, education, trade and commerce and science and technology(p.20).

The English language is considered a second language in Nigeria. Its formal designation as the language of official business was actualized at independence in 1960. English then became Nigeria's second language (L2) after the indigenous languages which are known as first languages (L1). A second language is therefore described by Akindele and Adegbite (2005) as a language which is usually the sequentially second language of

a bilingual person or the fourth language of a bilingual individual which however functions as second language in a societal bilingualism. A second language is also a variety in which a bi/multilingual person conducts his everyday activity but shares this role with another language in which the speaker has greater linguistic facility or intuitive knowledge. It should be noted that the current educational policy in the country made the three indigenous languages compulsory in schools, whereby every child is expected to learn at least one of Igbo, Hausa or Yoruba as his/her second language should the status of English be changing. English, being a second language for Nigerian-English bilinguals, helps to project the world view of the people to the international society. The language has the socio-cultural function of serving as an instrument of forcing bilingualism and biculturalism on Nigerians.

A second language is a variety which has its mother tongue standard variety modified by relevant local features in order to serve efficiently as the target model of the formal educational system operating within its speech community. It is a variety that is learnt mainly through formal education, but indigenized to cater for the needs of the country. But it's being a second language in Nigeria means that everyone has a media of communication at their home- i.e., mother tongue, but use

English at other important places such as in business, in politics, in school etc. Therefore English as a second language in Nigeria has a social, political, economic, commercial, educational etc. role to play in the lives of every individual member of the Nigerian society (Azikiwe, 1998 p.19)

### **Teaching and learning English as a second language**

Learning a language is a result of the interaction and the integration of a number of factors. Keefe (1979) sums up these factors as cognitive, affective and physiological, which are relatively stable indications of how learners perceive, interact with and respond to the learning environment. Reid (1987) points out that the factors that interact and integrate for language to be learned are related to the visual, auditory, kinaesthetic and tactile preferences of the learner and also the preferences for individual or group differences. Language learning, thus, is very complex and teachers handling a language should be aware that they have a big task to perform because the subject (language) is alive and also subject to changes. Teaching a language on the other hand, is not an easy task because it involves helping the learner form a habit as a result of conditioning. The behaviourist in fact, emphasizes the fact that language is a set of habits acquired through conditioning.

Second language learning is defined by Spolsky (1989) as the acquisition of a language once a first language has been learned, say, after the age of two. However, in Nigeria, this happens to the majority at the age of six when the child goes to school for the first time. Okon (1996) points out that the learning of English as a second language in Nigeria dates back to 1884 when the white missionaries arrived. Omolewa (1975) cited in Okon (1996) states that the education ordinance code (1882, 1896, and 1996) laid emphasis on the act of speaking and writing English language correctly mandatory for all who use the language.

In some countries like Switzerland, Wales etc. it is an unremarkable and unacknowledged element in life to learn a second language L2 since in these countries there are two or more official languages alongside their mother tongue L1. But for Nigerians, second language learning is needed because it serves as common medium of communication and of instruction. Though the mother tongue in Nigeria is perfectly adequate for normal day-to-day business within the communities, but the knowledge of a second language is absolutely desirable or a necessity for full participation in the community of nations of the 21<sup>st</sup> century (Azikiwe, 1998 p. 20).

Learning a second language according to Webb (1974) has cultural value because the second language gives the learner a greater insight into language in general thereby improving the learner's powers of expression in the mother tongue. It is therefore notable that the knowledge of how words express thought in second language helps in greater unity and precision in the use of mother tongue. So to deprive learners the chance of learning the elements of second language is to overlook the powerful stimulus and aid which such study can give to mastering the mother tongue. Therefore, knowledge of L2 affords the learner an insight into the culture, literature and the way of life of the people in all its manifestations. The knowledge of other people's culture is beneficial in a number of ways: it broadens the views of learners and therefore makes them less prejudiced and less parochial; it eliminates any suspicion and parochialism against anything that is foreign; learners who have knowledge of the culture of others have the ability to evaluate their own culture; it also makes for greater tolerance and understanding on an international level; the art of communicating with foreigners is made possible thereby proving one's career opportunities. English language eliminates all other indigenous languages in Nigeria. This is because none of the indigenous languages is spoken by an overwhelming

majority of the people. English has made inter-ethnic communication easy and thus facilitated contact between peoples of different backgrounds; it is a unifying force in Nigeria.

English language is used for different purposes and so has diverse approaches to teaching it rising from its spread throughout the whole world. The field of English language teaching is varied and widespread. In America, Asia and Africa, English is taught as a foreign or second language. Nigeria is a heterogeneous and multi-lingual nation and English is used for intra-national and international purposes as a second language and as a medium of instruction. So the different purposes for which English is used naturally affect the ways in which it is taught. The right approach is related to the specific situation in which language is learned (Williams, 1990 p.1).

Problems of learning English as a second language in Nigeria is enormous. As noted earlier in this research, English language is a foreign language in the Nigerian society and therefore needs to be included in the curriculum of all levels of education; primary, secondary and tertiary institutions if it must be understood as a second language. In spite of its introduction at various levels of education, learning of English has remained a teething task at all education levels. In particular, as Onukogu

(2002) notes 'the English language competence of the Nigerian secondary school students has been on a steady decline since 1960'.

Many other researchers such as Afolayan (1984) and Omodiaogbe (1992), as well as the West African Examination Council (WAEC) observe that the performance of students in English language has been very poor. A similar trend of decline in English language proficiency among students of tertiary institutions in Nigeria has also been noted by researchers such as Oguntuase (1990), Obemeata (1995) and Odejide (2000) who have observed that there is deficiency in communication in English language. What all this means is that although, English language has been taught as a subject and of course, as a second language in the primary, secondary and tertiary institutions in Nigeria, students have not really shown competence in its use. The way students use English language in schools and colleges shows that their awareness and competence in the language leave much to be desired.

It is imperative to note that proficiency or otherwise of students in English language usually affects their performance in other subjects in the curriculum. Jones (1970) believes that education failure was often language failure, especially in the second language situation in which Nigeria finds herself.

Literature has shown that a positive correlation exists between students' abilities in English language and their abilities in other subjects. Oladoyin (2006) discovers that students who did well in English performed better in other subjects. This invariably means that if a student is good in English language, he should be good in all other subjects. This is only logical as all other subjects are taught and examined in English language.

There are so many factors that have been deduced as the causes of poor performance of students in English language. Onukogu (2002) classified these factors as absence of a vigorous and robust language policy that should inform the totality of English language curriculum; inadequate material for the teaching of English language; English language teachers do not have the relevant educational qualifications and experience to teach the subject and English language curriculum is separated from curriculum of literature in English.

### **The Concept of Teaching and Learning Literature in Nigeria**

Every subject taught or learnt in school has its general goals and literature is not an exception. Learners' and teachers' knowledge of the goals of literature serves as a good motivation to strive to achieve the goals (Azikiwe, 1998 p.203). The goals of



literature in English can be summed up as follows

- (i) It exposes the learner through reading to various valuable experiences, real and imaginative, local and worldwide, which may contribute to their emotional, social and moral judgment.
- (ii) It inculcates in the learner through interesting reading, the love for extensive and continued pleasurable reading for its own sake.
- (iii) It helps the learner to develop the ability to think critically leading to adequate judgment.
- (iv) Literature aids the learning of the language in which the literary work is composed, through exposure to reading, role-playing and acting.
- (v) Literature helps the learner to appreciate his own culture and those of others and to develop the reader's creative ability (Uwaifo, 1979 p.197).

The learner derives a lot of cognitive and affective training as revealed by goals of literature. Learning of literature is also primarily an experience and this should be the focus for the teacher and the learner in studying literature. With this experience, the learner will then be able to describe, explain or account for the experience which enriches his growth and knowledge about

the society thus making him an acceptable member of his society.

According to Block & Mangieri, (2002) 'literature is an invariable tool in the teaching of language and also an important component of a total language arts programme at all levels of education because of the many benefits it offers'. They summed up the reasons for integrating literature into the curriculum as follows: that literature provides pleasure to readers; offers a relaxing escape from daily *problems*, and filling leisure moments; makes time for recreational reading, and using high quality literature helps to develop enthusiastic readers and improve achievement. Rosenblatt (1995 P.175), observes that "the power of literature to offer entertainment and recreation is still its prime reason for survival." Developing a love of literature as a recreational activity possibly is the most important outcome of a literary programme. Literature builds experience: learners expand their horizons through vicarious experiences. They visit new places, gain new experiences, and meet new people. They learn about the past as well as the present, and learn about a variety of cultures, including their own. They discover the common goals and similar emotions found in people of all times and places.

Literature provides a long model for those who hear and read it. Good literature

exposes learners to correct sentence patterns, standard story structures, and varied word usage. Learners for whom English is second language can improve their English with the interesting context, and all learners benefit from new vocabulary that is woven into the stories. Literature develops thinking skills. Discussions of literature bring out reasoning related to sequence; cause and effect; character motivation, critical analysis of the story; and creative responses. Literature supports all areas of language arts curriculum. Listening to stories provides opportunities for having listening skills, and discussion allows learners to express their thoughts, feelings, and reactions. When learners read literature, they are practicing their comprehension strategies in meaningful situations. Young writers may use serious genres of literature as models for their own writing, and literature can be the basis for creative dramatics. Learners can find stories to read and puzzles to solve on the internet, and the computer can serve as a word processor for creating stories of their own.

Literature helps learners deal with problems. By finding out about the problems of characters through works of arts, they receive insights into dealing with their own problems, a process known as bibliotherapy. For children learners, picture books develop visual literacy. The

carefully crafted, creative illustrations in picture books develop children's awareness of line, colour, space, shape and design. Some illustrations compliment or reinforce the story, whereas others enhance or extend the text. Pictures convey meaning and open new opportunities for interpretation (Gorgis et al; 1999). Multicultural literature helps learners value people from different races, ethnic groups, and cultures. Well-illustrated books are available for many cultural groups. Learners from such populations gain self-esteem by seeing themselves represented in books, and mainstream students begin to appreciate others from culturally diverse backgrounds. Literature helps establish career concepts: For learners who have limited knowledge of occupations, it expands their ideas for potential careers (Harkens, 2001) and improves reading ability and attitudes.

### **The Relevance of Literature in the Teaching of English**

Arguments abound among scholars and authors as to the relevance of teaching language with literature. While some of these authors and scholars argue against it, some others support the combination. In his contribution to the argument, Williams (1990) observes that language and literature teaching differ in both content and method pointing out that the content of language teaching is a selection of items and units for practicing skills, structures and functions in

speech and writing whose method of teaching is designed to promote the correct and appropriate use of language in a variety of situations. He further observes that the activities in the language classroom are skills-oriented, skills developed through study and practice of one kind or another with focus only always on the use of the language. Literature teaching on the other hand, does not focus so much on use of language, as on ideas and experiences expressed through language. Literature according to Williams can be compared to history or geography where 'facts' are presented for understanding and discussions in the classroom. The orientation of the literature lesson is not the practicing of skills; but the experiencing of the human conditions in its many facets of existence. If the process of such experiencing involves the medium of language, it does not matter, for language is regarded as a means to an end, not an end in itself.

Quite sure, language is used as a means of communication in a language classroom, but one of the main concerns in the language class is the development of the learner's ability to communicate his own ideas. It is the communication of the author's ideas that is the main focus of attention in the literature class. The literature teacher's major aim is to enable his students to share in the imaginative life of the author. From the point of view of the

student, it is what someone else has written that is important. The student's own expression of ideas is essentially a reaction. He is only a spectator in the literature class, while a participator in the language class.

Or (1995) corroborates Williams submission, arguing that there is a general perception that literature is particularly complex and inaccessible for the foreign language learner and can be detrimental to the process of language learning. Indeed, he insists that it is difficult to imagine teaching the stylistic features of literary discourse to learners who have less than sophisticated grasp of the basic mechanics of English language. This perception is also borne out of research Akyel and Yalcin, (1990) which shows that the desire to broaden learners' horizons through exposure to classic literature usually has disappointing results. The reasons why teachers often consider literature inappropriate to the language classroom may be found in the common beliefs held about literature and literary language.

- (1) The creative use of language in poetry and prose often deviate from the conversation and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and lexis may be manipulated to serve orthographic or phonological features of the language.

- (2) The reader requires greater effort to interpret literary text since meaning is detached from the readers' immediate social context; for example, the 'I' in literary discourse may not be the same person as the writer.

The result is that the reader's "interpretative procedures" according to Widdowson(1975) may become confused and overloaded. What this means is that the reader has to infer, anticipate and negotiate meaning from within the text to a degree that is not required in non-literary discourse. Thus, in an effort to teach learners communicative competence there is a tendency to make use of texts which focus on the transactional and expressive forms of writing with the exclusion or restriction of poetic forms of language i.e. Literature. There is the perception that the use of literary discourse deflects from the straightforward business of language learning, i.e. knowledge of language structure, functions and general communication.

Apart from these reasons, authors such as Adesuyi (1991) cited in Pupoola (2010) see language and literature as 'two sides of a coin' which are not separable since the purpose of learning a language is communication and literature itself is communication. Pupoola (2010) further explains that the two aspects i.e., language and literature are used by people in

everyday activities. When people speak, read novels, newspapers etc., language is being used to express their thoughts and experiences. The Longman Dictionary of Contemporary English (2007) describes language as a system of communication by written or spoken words, which are used by the people of a particular country or area. This description shows that the language of a people reflects their peculiarity as a country or area or society, which in turn reflected their customs, culture, beliefs, traditions, norms and expectations. All these are usually expressed in their literary texts, especially in the fiction. The interpretation of this is that language does not develop in a vacuum and therefore, is part of the culture of the people and the chief means by which the members of a society communicate. A language therefore, is both a component of culture and a central network through which other components are expressed (Lado, 1964).

From the foregoing, it can be seen that these two subjects- English and literature in English are related. The general belief here is that the knowledge of literature prepares the foundation for long learning. Apart from entertainment, literature enhances students' general use of language since communication takes place all the time in literature. Literature help learners develop their understanding of other cultures; makes them aware of the

differences in culture as well as enable them tolerate and understand other people's culture. Through literature, universal themes such as love, war, loss, etc. that are not always covered in the language course books are treated. Through literature, the learner achieves the following: cultural assimilation or acculturation; conflict resolution; a good liberal education and development of desired and desirable attributes. There is no doubt that a learner exposed to all the virtues listed above shall be fully integrated into his culture as well as other people's culture. The learner should also be fluent in language, having very wide range of vocabulary at his disposal. From the above it can be seen that literature has become an important window through which we can reach the state of fluency in English language and of course any language.

Ogunnaike (2002) has made us understand the importance of literature in the learning of English language by opining that the two subjects should be integrated since they are interrelated. This perhaps led to merging the two subjects at the junior secondary school (JSS) level. Thus, the national curriculum for English language in the junior secondary school has fused the two subjects into one subject named English studies. The implication of this is that the English language teachers in the JSS are now saddled with the responsibility of

teaching the new subject (English Studies), which consists of English language and literature in English. However, this new arrangement is rocked with a number of problems. Firstly, because there is no specific period allocated to literature in English on the school's general time-table, the teachers are faced with the problem of balancing the time allocated for the two aspects of the new subject at the junior secondary school level.

Why teach literature in the language classroom? The classification of discourse types in this way would seem to suggest that these are distinct differences between literary and non-literary discourse. This reflects a historical divergence between language and literature which Short (1996) refers to as a border dispute over territory between linguistic and literary critics. This divergence has resulted in the teaching of the two subjects as 'disconnected pedagogic practices' (Carter and McRae, 1996: xxiv). This is not to say there is no difference between literary and non-literary discourse; however, Carter and Nash (1990) suggest that rather than perceiving literary discourse as separate and remote from non-literary discourse, we ought to consider the variety of text types along a continuum with some being more literary than others. This view is part of the idea that the separation of literature from language is a false dualism since literature is language and language

can indeed be literary. It is not difficult to find instances of standard transactional forms of discourse which make use of a whole array of literary devices. Headlines and advertisements are common examples of discourse which exploit literary language. Many Newspaper headlines, articles, advertisements etc. make explicit use of alliteration, assonance, register, imagery, ellipsis and rhythm. The boundaries which are thought to exist between literature and non-literary discourse are not so distinct. Indeed Widdowson (1979) suggests that the procedures which are used to interpret literary discourse are essentially the same for interpreting any types of discourse.

### **Rationale for an integrated model for teaching literature.**

According to Duff and Maley (1990), the main reasons for integrating these elements are linguistic, methodological and motivational. Linguistically, by using a wide range of authentic texts we introduce learners to a variety of types and difficulties of English language. Methodologically, literary discourse sensitizes readers to the processes of reading e.g. the use of schema, strategies for intensive and extensive reading etc. Motivationally, literary texts prioritize the enjoyment of reading since, as Short and Candlin (1986) assert, “if literature is worth teaching ... then it seems

axiomatic that it is the response to literature itself which is important”.

Interpretation of texts by learners can bring about personal responses from readers by touching on significant and engaging themes. An integrated model is a linguistic approach which utilizes some of the strategies used in stylistic analysis, which explores texts, literary and non-literary, from the perspective of style and its relationship to content and form. This involves the systematic and detailed analysis of the stylistic features of a text- vocabulary, structure, register etc. in order to find out “not just what a text means, but also how it comes to mean what it does” (Short 1996). This suggested model (O’ Brain, 1999) integrates linguistic description with interpretation of the text although for the benefit of foreign language learners, it is not as technical, rigorous or analytical as the stylistics approach. With the careful selection of the text, it can be adapted for all levels.

### **CONCLUSION**

There are many benefits to using literature in the ESL classroom. Apart from offering a distinct literary world which can widen learners understanding of their own and other cultures, it can create opportunity for personal expression as well as reinforce learners’ knowledge of lexical and grammatical structure. Moreover, an

integrated approach to the use of literature offers learners strategies to analyze and interpret language in context in order to reorganize not only how language is manipulated but also why. An integrated approach offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types. The use of literature texts in the language classroom can be a potentially powerful pedagogies tool.

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