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Literature in the EFL Classroom in KSA: Rectifying a Relationship at Odds

Literatura del inglés como segunda lengua en las aulas de KSA: rectificación de una relación con probabilidades

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ABSTRACT

A language is better, if not exclusively, learned in context. Since languages are representative of the culture of their speakers, EFL teaching/learning through the literary creations of a language can be beneficial in many respects. To mention a few, it encourages and fosters tolerance, lateral thinking and purposeful language use, provides varied and wide instances and possibilities of language use, and exposes learners to real-life situations of the target language. Literature is thus an important, if not indispensable, addition to EFL courses and curricula. However, the task of selecting appropriate literary works for inclusion in foreign language syllabi is a challenge that requires sufficient attention and taking carefully considered and well-thought-out measures in its own right. The experience of teaching EFL in Saudi Arabian universities shows that learners are, in general, disinclined, and at times even outright averse, to studying literary content in spite of the fact that they have a few years of exposure to it prior to the university. Literature, nevertheless, is an inseparable component of syllabi in higher education institutes. This paper aimed to find the reasons for this and elaborated on the benefits of literature in enriching and enhancing EFL learners' experience. It also proposed ideas to make reading literary texts an interesting experience for EFL learners. The focus of the study is the assessment of the attitudes and perceptions of sophomore EFL learners and teachers in College of Languages and Translation, Imam Muhammad Ibn Saud Islamic University (IMBSIU) and College of Sciences and Arts, Methnab, Qassim University (QU), towards studying literature in English. The study tried to reconcile, and bridge, learners' literary preferences with educational goals in respect to literary components in Saudi EFL classrooms. The findings were manifold but overall showed improved outcomes following the administration of the treatment, especially in terms of motivation, engagement and communicative output.

Keywords: EFL Curriculum, Learner Perception, Literature, Pedagogy.

RESUMEN

Un idioma es mejor aprendido en contexto. Dado que los idiomas son representativos de la cultura de sus hablantes, la enseñanza/aprendizaje del inglés como lengua extranjera (EFL por sus siglas en inglés) a través de las creaciones literarias de un idioma puede ser beneficioso en muchos aspectos. Por mencionar algunos, alienta y fomenta la tolerancia, el pensamiento lateral y el uso intencionado del lenguaje, proporciona instancias y posibilidades variadas y amplias de uso del lenguaje y expone a los alumnos a situaciones de la vida real del idioma de destino. La literatura es una adición importante a los cursos y planes de estudio de EFL. La experiencia de enseñar EFL en las universidades de Arabia Saudita muestra que los estudiantes no están dispuestos a estudiar contenido literario a pesar de que tienen algunos años de exposición antes de la universidad. La literatura es un componente inseparable de los programas de estudio en la educación superior. Este documento tuvo como objetivo encontrar las razones de esto y explicó los beneficios de la literatura para enriquecer y mejorar la experiencia de los estudiantes de EFL. También propuso ideas para hacer de la lectura de textos literarios una experiencia interesante para los estudiantes de EFL. El enfoque del estudio es la evaluación de las actitudes y percepciones de los estudiantes y docentes de segundo año de EFL en la Facultad de Idiomas y Traducción, Universidad Islámica Imam Muhammad Ibn Saud (IMBSIU) y Facultad de Ciencias y Artes, Methnab, Universidad de Qassim (QU), hacia estudiar literatura en inglés. El estudio intentó conciliar y unir las preferencias literarias de los alumnos con los objetivos educativos con respecto a los componentes literarios en las aulas sauditas de inglés como lengua extranjera. Los hallazgos fueron múltiples, pero en general mostraron mejores resultados después de la administración del tratamiento, especialmente en términos de motivación, compromiso y producción comunicativa.

Palabras clave: Currículo EFL, Literatura, Percepción del Alumno, Pedagogía.

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INTRODUCTION

There is an essential yet complex relationship between teaching English as a foreign language and teaching literature in that they share a common medium, i.e. the language, and they have co-dependency, yet, in the eyes of many learners, they may stand in opposition and disharmony with each other. Teachers of literature and EFL, however, are well aware of the fact that, even in the remotest possible relationship, language and literature are the two ends of a continuum, with ties and co-dependencies that can neither be neglected nor denied. Smith (1972) points out a similar attitude when he states that “no teacher of literature ignores linguistic problems and no language teacher really wants to leave his students speaking a sterile impoverished version of the language”, implying that a knowledge of literature ‘adorns’, ‘hones’, and ‘polishes’ language learners’, and by the same token any language user’s linguistic skills and competencies while a knowledge of language allows for better and more appreciative readers of literary texts. Considering the focus of the present study, seeking ways to teach literature more effectively, as a component of EFL curriculums, and use it as a tremendously useful aid to reach improved outcomes, with its immediate academic and occupational benefits in terms of ESP (English for specific purposes) and EAP (English for academic purposes) achievement, is a task that is not only worth the effort but probably indispensable to any teaching enterprise. Aside from offering EFL learners a real, tangible context for language acquisition, literature helps them to develop cognitive faculties useful for EFL learning, and any learning in general. Many linguists, including Brumfit and Carter (1986) and Parkinson and Thomas (2004), have confirmed this supposition and pointed out the beneficial role of literature in teaching foreign languages. They hold that literary texts offer a ‘natural’ context of language use far better than ESP or EAP, thus meeting the objective of the latter in an indirect but even more effective way. Also, literature has this unique status, and the added advantage, in helping develop culture and intercultural consciousness among the learners (Chastain, 1988). Seen from this perspective, studying literature is probably not an exclusively linguistic undertaking, and may be dubbed a philosophical, historical, cultural and even ‘spiritual’ experience. McKay (1982) also believes that the target culture can be best explored through literature. Given this background, and the fact that, the study of literature is woven into the very fabric of language and rhetoric, i.e. oral and written communication and the spirit of discovery, literary elements including prose, drama and poetry are increasingly finding their way into EFL curriculums all over the world and, by the same token, the KSA universities. However, literature courses are not particularly favoured by EFL learners in Saudi universities. The study of Al-Ahdal et al. (2017) revealed that young EFL learners, who have just finished high school and entered the university, find literary courses, in general, challenging and prefer to have little or minimal exposure to literature in their EFL curriculum, which the fact that there is, indeed, minimal literature in Saudi EFL curricula enforces and caters to. They enroll in the university with the assumption that they are going to become fluent English speakers by engaging themselves rigorously in specialized language and translation courses that are not going to ‘beat around the bush’ and give them what they have signed up for in terms of ESP and EAP achievement. With poor motivation and pressures of syllabus and exam performance occupying the learners, teachers find it a big challenge to engage students in a meaningful study of literature components. Unsurprisingly, these learners end up doing well neither on the language components nor on the literature components, i.e. they fail to either acquire language proficiency or enjoy both the intrinsic and peripheral benefits of learning the language through literature, including language enrichment and cultural vision.

We started this study with a twofold aim: First, to educate and train the teacher/learner duo on the significance of literature in the EFL curriculum; Second, to assess the role of learner motivation in the study of literature to enhance their Grade Point Average (GPA).

The pilot study, involving informal interviews with teachers and learners of sciences and arts and translation and languages, pointed at a range of possible problems in the literature classes under the University programmes. We list the learners’ perceptions first:

- Learners believe that teachers are more inclined to devote a larger part of the class time to language components.
- When curricular compulsions demand the teaching of literature, teachers tend to take up the poetry components first, which is the most challenging and of least interest to the learners.
- Learners are rarely encouraged to do tasks that involve the free composition of a literary piece.

The teachers' perceptions are:

- Learners do not have the time, the previous knowledge or the motivation to seriously study literature components and simply want a quick and easy formula to speak fluent English.
- Literature components fail to take learner interest into consideration and most are outdated pieces that fail to engage the readers.
- The library most accessible to the EFL learners, i.e. the Department library, does not offer varied and quality works of literature for supplementary reading.
- In the absence of literary and cultural programmes, the study of literature is mostly theoretical and distant for the EFL learners.

Based on the findings of the preliminary interview, questionnaires and interviews were designed to collect the primary data across the two universities in literature and language courses.

LITERATURE REVIEW

Hoff (2019) adopts a novel approach, and introduces a unique perspective, to teaching and learning literature in EFL classrooms. Basing his argument upon Byram's model of Intercultural Communicative Competence, which involves learners' cognition and emotion apart from the historical, cultural and social aspects that come with the texts, Hof argues that the conflict and the challenge that learners experience in the study of foreign literature is not always necessarily detrimental to their learning process. On the contrary, he believes, it provides a fertile ground for the 'dialogue between the Self and Other', encouraging, among others, profound critical thinking and cultural sensitivity.

Sholichach and Purbani (2018) assert the need for integrating literature into foreign language curricula while strongly opposing any approach that focuses exclusively on linguistic components. They believe that literary texts offer authentic models and rich sources for language development and doing away with literature deprives learners of a worthwhile opportunity and an unimaginably helpful tool to improve the language they intend to learn in the most comprehensive way.

As proponents of content-based teaching, Bland and Mourão (2017) assert that, since EFL classrooms have a pluricultural composition, the inclusion of literature in the curriculum, as a workable vehicle for language teaching, is essential.

On the question of including literature in the EFL curriculum, Mohammed (2017) holds that the main difficulties and challenges in teaching literature in the EFL classroom stem not from teachers not being aware of them, rather from their not doing anything to counter them.

In his study of Swedish EFL learners, Kubik (2010) proposes a theoretical model for using literature in the EFL classroom: First, he suggests a pre-reading segment to assess and identify whether the reader applies a bottom-up or top-down reading strategy. Then, while reading, the teacher decides which activities will enhance rather than hamper the learners' processing of the text and employs and enforces those activities. Finally, the teacher employs post-reading activities/tasks to ensure the attainment of the best pedagogical outcome from the reading activity.

In a study of Taiwanese EFL students' perceptions of literary texts and their general attitude towards literature, Tseng (2010) found that novels were the most preferred and poetry the least, which shows a global pattern and trend in the unpopularity of the latter. Contemporary rather than classic literature was also liked more, with comic books, novels, realistic fiction, science fiction and fantasy, and thrillers and mysteries being the most favoured.

Abraham (2010) states that, contrary to general belief and assumption, reading literature is not a one-dimensional endeavour dealing exclusively with, and fostering, learners' textual comprehension and skills. He considers learning literature a holistic undertaking that "not only improves the basic skills of reading, writing, listening and speaking but also other language areas like vocabulary, grammar, and pronunciation."

Bagherkazemi and Alemi (2010) warn against an overarching, broad-brush approach to the introduction of literature to the classroom and assert the need to "select the most appropriate approach or combination of approaches" and design activities and tasks that take into account "the idiosyncratic features of the classroom, educational system and culture in which they will be used."

According to Van (2009), literature in the EFL classroom offers learners a context similar to real-life situations. It also appeals to their imagination, develops their critical thinking and provides them with a worthwhile opportunity to expand their vocabulary by having access to authentic and interesting materials.

In a study with Sudanese EFL learners, Ali (2007) finds that, apart from the authenticity of language, the literature of the target language (English in this case) also familiarises learners with the language culture. This is an important finding, and relevant to the objectives of the current research, since many EFL learners in Saudi Arabia attend the courses with the hope, and the intent, of finally using the language they aspire to learn in native speaking environments, for academic and occupational purposes.

Quoting Duff and Maley (1990), Savvidou (2004) cites three reasons for including literature in the EFL curriculum: linguistic, methodological and motivational. Linguistically, varied textual exposure offers learners an opportunity to look at different types and usages of the English language. Methodologically, literature sensitises learners to the processes of reading. And motivationally, literary texts make reading texts an enjoyable experience for EFL learners.

In their research, Hirvela and Boyle (1998), and Akyel and Yalçın (1990) both concluded, from EFL learners' perceptions, that the novel and drama were seen as the most effective literary genres in the development of their language and literary competence. Prose fiction proved to be their favorite, but poetry was 'dreaded' due probably to the generic centrality of theme (which can be culture-bound and culture-specific), unorthodox sentence pattern and formation and the use of ambiguous words, literary devices and figures of speech that enforce it, such as similes, metaphors, synecdoche, irony, etc.

Collie and Slater (1987) list four main reasons, among others, for the inclusion of literature in the EFL classroom. They include authentic material, cultural enrichment, language enrichment and personal involvement.

THEORETICAL FRAMEWORK

Foreign language teaching and acquisition have come a long way since the early days of the Grammar-Translation Method. The introduction of the concept of communicative competence and strategies employed for its accomplishment have revolutionized the teaching of EFL, and its perception by both educators and learners. In recent studies, a positive relationship has been established between the development of critical thinking skills as a result of studying literary texts. Literature has been observed to provide learners with a unique opportunity to explore, interpret and grasp the world around them by acquiring a variety of meanings, interpretations and viewpoints. Literature contributes to the global development of skills and will, thus, remain an important part of the EFL curriculum. It is in this background that we conduct the current study.

STATEMENT OF THE RESEARCH PROBLEM

Interest in choosing English as the subject of higher education studies has been observed to be significantly low among university entrants in Saudi Arabia. A big deterrent factor and reason for this disinterest is the presence of literature in their courses. Language teachers and thinkers are divided on the question of the inclusion of literature in language courses. Its opponents, while not denying its many advantages for the achievement of learning outcomes, see it as having a disadvantageous impact on some learners' motivation and are sceptical of its full-scale, yet arbitrary and purposeless, administration and/or recommend, on the other hand, purposeful lesson and curriculum planning upon its employment. There is, however, a school of thought that has consistently maintained that studying the literature of the target language, besides many other advantages, works positively on the development of the four basic language skills (listening, speaking, reading and writing). In line with this philosophy, curriculum planners/developers and administrators have consistently included literary components in the EFL syllabus in schools. However, as mentioned earlier, students at higher education institutes still seem to be unconvinced of studying English literature as their university subject and considering the fact that it is essential for university-level EFL students to not only know English well but also to understand the language in its cultural context, if they are to have employment and education opportunities in the Anglophone world, the inclusion of literature in language curricula in an intelligent and workable way seems indispensable. This paper, as an addition to the body of previous research

in this field, aims to test and prove the favourable learning outcomes of this inclusion and make a case for the investment that the administration and policymakers are already making in this field.

RESEARCH OBJECTIVES

- The principal aim of this study is to investigate EFL learners' perspectives on, and perceptions of, EFL learning through literature.
- The study attempts to identify the factors that prevent EFL learners in KSA from opting for literature courses.
- Finally, this study tries to find, and present, the most suitable pedagogies and materials for rendering different literary components in the EFL curriculum in KSA.

RESEARCH QUESTIONS

- Can a useful model of study be developed using the current studies on literature in the language classroom?
- Is there a need for changes in the materials and pedagogies in the current structure?
- What are the strategies that can be integrated into the curriculum to bring about positive changes in learner/teacher perceptions towards literature as a tool for language acquisition?

SCOPE OF THE STUDY

The focus of this study is the attitudes and perceptions of second-year (sophomore) EFL learners and teachers in College of Languages and Translations, IMBSIU and College of Sciences and Arts, Methnab, QU towards the study of literature in English. It also attempts to bring to light learners' literature preferences and teacher's goals with respect to literary components in the Saudi EFL classroom. This paper further tries to find the reasons why learners are disinclined to take up literature courses even though they have a few years of exposure to them in the school.

SIGNIFICANCE OF THE STUDY

This study critically examines the current materials and pedagogies available in the teaching of literature and evaluates the findings of student/teacher inputs on how literature is viewed by them in order to propose practical and practicable procedures to make reading literature both enjoyable and conducive to learning achievement. Simply put, the idea is to find an answer to the question as to why English literature courses are not favoured by learners. The larger aim is to design a relevant, student-oriented literature component and to underline the significance of literary courses as an integral part of language acquisition and an important tool in the improvement of students' language competency. This research would be beneficial for both language learners, in that it addresses and tries to solve problems that render an otherwise enjoyable and greatly useful language learning tool (i.e. literature courses) a boring chore, and the teachers, for the same reason and for the added benefit of being able to teach more than just a foreign language and presenting worldviews that can hardly be offered by any medium other than the literature of that language.

METHODOLOGY AND DISCUSSION OF FINDINGS

The current research was a collaborative study conducted across College of Languages and Translation at IMBSIU and College of Sciences and Arts, Methnab, QU. The respondents were a total of one hundred and twenty-five sophomore students of these colleges studying for degrees in Arts, Translation and Languages, with basic linguistic and literary exposure as all of them had graduated from high schools where they had already studied English for a minimum of six years. Second-year (sophomore) EFL students were selected on the assumption that they were more likely to be familiar with American and British literature and hence, better disposed to answer the fourteen-item questionnaire. The rationale behind having subjects from varied branches of English language use (i.e. Arts, Translation and Languages) was to assess and verify the hypothesis on a broader spectrum. English teachers engaged in the experiment were also informally

interviewed using open-ended questions. The data were statistically analysed to draw generalisations and make relevant recommendations.

Table 01 below presents the fourteen-item questionnaire with responses based on Likert's Scale ranging from 1-5, 'Strongly Agree' to 'Strongly Disagree'.

Table 01: Responses based on Likert Scale Gradation

Q	Statement	1	2	3	4	5	Total reverts
1	Doing the English literature component in my EFL syllabus is an intellectually rewarding experience for me.	22	55	36	3	3	119
2	The literature class is one of anxiety and stress for me.	25	25	39	18	17	124
3	I prefer to read literature in Arabic rather than English.	23	23	29	33	17	125
4	When I read a poem, I can understand the theme easily.	10	29	36	36	14	125
5	I find reading an English novel the most enjoyable.	39	36	29	17	4	125
6	At home or in my leisure time too I sometimes pick up and read an English novel.	11	38	36	22	18	125
7	It is fun reading classic novels and drama.	29	49	26	15	7	122
8	When we read a poem in English, the inverted or irregular word order is challenging for me.	41	39	32	8	3	123
9	I find it incomprehensible when I am made to read about people who are different from me and my culture.	13	31	40	23	15	122
10	When I read a literary piece, I get to learn new language possibilities.	29	52	33	7	2	123
11	I would exchange my literature class for language any day.	13	33	39	29	10	121
12	Between novels and drama, I prefer the latter.	27	31	37	20	6	123
13	I believe the literature component is of no use for my future.	16	38	32	25	12	124
14	Given a chance, I could suggest literary texts that I think we would enjoy doing in the EFL class.	18	46	42	13	5	124

Motivation and a sense of usefulness and purpose can play a significant role in any learning environment. When asked how far the literature component in their EFL syllabus was intellectually rewarding to them, a large percentage of the respondents of the current study (48.8%) reported in the positive. This can be interpreted to mean that learners actually enjoy reading literary texts and view the literature component as essential to their intellectual faculty but are unable to overcome the learning problems associated with literature in the curriculum and are, thus, reluctant to have to deal with it altogether. This outcome is further supported by the participants' responses to the next item in the questionnaire concerning learner anxiety vis-à-vis the literature class. Fifty of one hundred and twenty-five respondents reported feeling anxious indicating an inability to live up to their expectations despite feeling motivated for the literature class. A more or less large number, however, thirty-nine to be precise, opted for 'neutral' to the same question. This result is also supported by learners' willingness to study literature in their mother tongue rather than English as with limited exposure to literature in a foreign language in school years, they tend to shirk the literature part even though they wish to learn the language. Poems are perceived by the respondents as the most challenging literary genre/component as an overwhelming majority favoured the reading of novels, though it is noteworthy that using novels as teaching/learning materials takes a back seat to poetry in EFL classrooms in KSA. The reason for this could be that teachers are perpetually hard-pressed to meet curricular deadlines, and due to the generic length of the novel and the tempting equally generic short nature of poetry texts, they deem it far more practical to include more poems than novels in their curriculum.

It may be pointed out here that even for courses at the university level, learner opinion is not sought in the curriculum design, meaning their needs are, for the most part, not directly addressed, if not completely neglected, by the planners and teachers. Novels, the classics in particular, are remarkably favoured by the respondents but their inclusion in the syllabus is minimal to non-existent. The data suggests that learners tend to engage in reading literature provided the context is familiar to them. The researchers would like here to cite the example of a medieval poem by the famous English poetess, Mary Robinson, titled 'London's Summer Morning'. The poem is included in the literature book of middle school EFL learners in KSA. Though a beautiful peep into a typical London morning of the era, second and foreign language learners often stumble through a passage of more than two hundred years having difficulty understanding almost each and every word since not only has the language undergone significant changes, the social milieu has also metamorphosed, which renders questionable the whole point of their inclusion in their curriculum.

One of the most significant findings regarding the claim of authentic language use attained by the inclusion of literature in the EFL classroom is vindicated by the fact that the majority of respondents reported that exposure to literature offered them better insight into new language possibilities. However, it is still perceived as challenging by the respondents as they stated their preference for language rather than literature classes. Concise language and dialogues that are rooted in context have often proved to be welcomed by foreign language learners. In the current study too, respondents reported a preference for drama as it helps them situate the language in an immediate, easy-to-relate context. Despite the fact that overall, the respondents perceived literature as useful, they stated their scepticism towards its usefulness in the long run. A large number, however, were so positive that they proposed to be able to contribute to the selection of literature components for their curriculum in the future.

Any study of an EFL classroom would be incomplete without seeking an understanding of the perceptions and views of the teachers as well as learners. Accordingly, we sought the opinions and inputs of the English teachers (N=6) who participated in the administration of the experiment. This was arranged in two separate sessions owing to the teachers' employment at two different campuses. The interviews revealed that teachers were well-aware of the learners' problems with literature components but were, for the most part, lacking in training and tools to deal with them effectively. Some teachers reported that they were at greater ease doing the linguistic components than literature as the very vastness of literature and what it entails equally flabbergasted them. All teachers stressed the need for more language classes as they believed such a step would alleviate language anxiety among both learners and teachers in EFL classrooms.

RELEVANCE OF FINDINGS TO RESEARCH QUESTIONS

Of all literature components, poetry is found to be particularly challenging even for more proficient learners. This becomes worse with not-so-proficient learners as the respondents in the current study. The textbooks currently used in Saudi Arabia consist of a relatively balanced proportion of prose and poetry but given the findings, it may be surmised that poetry, especially abstract and extremely culture-specific poetry, should be removed from the books. They can be replaced by poems with simpler words and structures (such as Wordsworth's Daffodils and/or even more contemporary poems like Sylvia Plath's Tulips) or other components like short scenes from drama. Further, instead of focusing on the conventional practice of translating literature to the mother tongue, activities like projects and enactment may be encouraged to help learners build a bridge between the curriculum and real life. Greater inclusion of learners in making decisions on the choice of reading materials should also become a regular practice. This can be achieved by offering a number of texts to the learners to choose from.

The researchers would like to point out here that such measures are now a call of the day as learners are moving towards greater autonomy given the age of information explosion. It is not only EFL learners who may benefit from such measures, but ESL and ESP learners can also benefit from a teaching theory and practice that puts learners' needs at the centre of the teaching-learning dynamism.

The study can also be used in a wider context since, as the findings of previous research indicate, the question of the incorporation of literature into EFL curricula and learners' disinterest, and at times even outright repulsion, appears to be a challenge to educators in EFL teaching institutions all over the world. Part of the problem may be out of curriculum designers' control as (especially) the new generation is increasingly getting

used to living a fast-paced life of internet memes and GIFs and literature, by its very nature, is an undertaking that requires patience and a more-than-ten-seconds attention span. However, for the part that is the onus of EFL teachers and curriculum planners, teaching literature needs also to be adjusted to the new lifestyles we are all living, with technology infiltrating every aspect of life and superfast information access, and move away from its old perceptions and practices relying heavily on a lazy interpretation, and implementation, of Grammar-Translation approach, towards more engaging methodologies and practices. It is a great challenge but, as the experience of this study demonstrated, achievable.

LIMITATIONS OF THE STUDY

One trend most noticeable in the learner data is the large number of respondents that always chose to opt for 'neutral'. The researchers would suggest future studies in this (grey) area to explore the reasons for this trend as they may be significant in arriving at reliable conclusions.

RECOMMENDATIONS

A two-pronged strategy needs to be adopted to eliminate the teacher/learner bias against the inclusion of literature in EFL settings of KSA. To this end, ongoing professional development and (re-)training teachers with the latest know-how and resources from successful EFL environments and practices is imperative. Research focussed on diagnosing problems related to EFL learning/teaching should be encouraged among teachers to help them develop critical thinking in pedagogy and to rule out the possibility of theoretical and operative stagnation inflicting higher education. Incentives could be allocated for this kind of research for further encouragement. Greater learner involvement to assess and fulfil their needs more effectively is also inevitable. To this end, teacher/student councils can be formed and called upon from time to time to evaluate old curricula and incorporate changes where needed. One final word: language learning is what it is: learning of a language, and, if the aim is to make our students true global citizens equipped with the knowledge to fare capably in this world and contribute to it, EFL learning needs to be treated as an essential component of it rather than as yet another school 'subject' to pass or fail.

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BIODATA

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