

## Using Literature in EFL Classes: Assessing the Suitability of Literary Texts at Sudanese Basic Level Schools

MUAWIA OSMAN ELHAG ABDALLAH  
KHALED OSMAN AHMED  
Garden City University – Sudan

### Abstract

*The aim of this study is to assess the suitability of the literary textbooks assigned to the Sudanese Basic level Schools. The data were collected through the analysis of these literary textbooks: A Tale of two Cities, The Black Tulip, The Lost Ship and The Lucky Number. The research method which has been adopted is the descriptive and analytical. The significance of the study is focused upon the suitability of the literary texts depends upon the formal criteria of literary texts selection of young learners textbooks. The findings show that the selection of the textbooks do not meet the students' needs, EFL language competence, age and culture. This means that these literature books have been selected randomly without considering the actual needs of the pupils. Thus, it is recommends that; in addition to other factors, pupils' needs and requirements must be considered when selecting reading texts to be taught at Basic level school in Sudan.*

**Key words:** EFL classes, literary texts, Sudanese Basic Level Schools

### INTRODUCTION

Teaching literature in Sudanese Basic Level classes is very essential to improve the pupils' standards in English language. For using literature in the English language classroom is a fruitful way of involving the learner as a whole person. It

provides excellent opportunities for the learners to express their personal opinions, reactions and feelings. In Sudan, however, the teaching of literature has recently witnessed a very hard time of absenteeism due to a faulty political decision. That period witnessed a remarkable deterioration in the students' linguistic ability. Alfaki, (2014)

Lately the Sudanese Ministry of Education has adopted the teaching of literature again at schools after many years of abandonment. As a result of neglecting the teaching of literature syllabuses at schools, there has been a great deterioration in standards of students in English language at all levels Basic, Secondary and even university level.

At the Basic level literature is incepted to be taught at grades seven and eight. Suitable textbooks have been chosen by experts in the field of education under the supervision of the Ministry of Education authority. These textbooks help the learners at the two levels, Basic and Secondary schools to improve their standards in English language and enable them to communicate, get useful sources of knowledge and skills in English language and social experiences to enable them to use the authentic materials of the language. The present study tries to answer the inquiry about the suitability of the literary texts at Basic level schools in Sudan now. Elhag, (2017: 10)

## **STATEMENT OF THE PROBLEM**

The selection of the literary texts: *A Tale of two Cities*, *The Black Tulip*, *The Lost Ship* and *The Lucky Number* at Basic level schools in Sudan should meet the needs of the students' knowledge of general English, their social, cultural, and religious backgrounds. The present study tries to explore the suitability of the above literary texts to the pupils at Basic level schools in Khartoum State, Sudan.

## **OBJECTIVES**

**The study tries to achieve the following objectives:**

1. To throw light upon the suitability of the literature text books at the Sudanese Basic level schools.
2. To ensure the vitality of literature for learning a language.
3. To develop competence in a wide range of pedagogical skills.
4. To assist curricula designers and authorities of Education in Sudan to choose relevant literary textbooks.

## **QUESTIONS**

The study attempts to answer the following questions:

1. Are the currently literary textbooks suitable to the pupils' age at Basic level schools?
2. What do the literary texts provide to improve among the Basic pupils in language learning?
3. Do the literary texts suit the syllabuses existed?
4. How are the themes of the textbooks related to the cultural background of the pupils?

## **HYPOTHESES**

- 1- The literary texts are not suitable to the age of the learners at Basic level schools.
- 2- The linguistic input of the literary texts is not helpful to improve the pupils in language learning.
- 3- The literary texts don't suit and fit syllabus existed?
- 4- The themes of the literary texts are not suitable to the cultural background of the students.

### **Significance of the Study**

The study is expected to have a real and touchable contribution in the field of language education in Sudan. It is expected to help those who are concerned with the selection of literature textbooks for schools.

### **Limits**

The present study analyzes the four literary textbooks assigned to Basic level schools. The study will be conducted in the school year 2017- 2018, in Khartoum State, Sudan.

### **Methodology**

The study adopts the descriptive analytic research method using the analysis technique for data collection.

## **LITERATURE REVIEW**

### **Literature in English Language Classes**

No doubt, English Language is used globally now. It is a very popular language everywhere in the world. English literature is also used accordingly to accomplish certain aims. Widdowson, (1975: 7)

The use of literature in English classes is motivating material, access to cultural background, encouraging language acquisition, expanding students' language awareness, developing students' interpretative abilities and educating the whole person. Lazar, (1993:18)

Brumfit and Carter, (1986: 25) mention that one of the reason of teaching literature in a second or a foreign context is to teach 'culture'. They claim that studying literature enable us to understand the foreign culture more clearly.

There are many reasons why should literature be taught to English language students. Below are some justifications:

Literature develops learners' awareness of English language, improves learners' interpretative abilities, encourages learners' critical thinking, helps learners understand other cultures, is motivating and is authentic material. Alfaki, (2011: 10)

### **Theories to Teaching Literature**

Vandergrift, (1990: 4) explains the importance of children literature theory and suggests that one of the basic reasons for the knowledge of the literary theory is that, many of us have declared that children's literature is an important and equal part of all literature. Such theories are Transmission, student-centered theory and socio-cultural learning. Beach and et al., (2006: 7).

### **Approaches for Teaching Literature**

#### **Language Based-approach**

Language Based-approach to teaching literature incorporates language and literature syllabus by studying the language. The language based-approach deals mainly with studying literature with much concentration on the form of language use; grammatical, lexical and discourse categories to assist learning English, interpret and evaluate the literary text and to make aesthetic judgments of it. Lazar, (1993: 23)

#### **Literature as Content-approach**

The previous approach concentrates on the use of the literary text to assist learning English. Literature as content from its name it focuses on using literature as the content of the course; it concentrates on historical incidents, the characteristics of the literary movements, the social and political background of the text. The acquisition of the language is through using the course content of the literary text. Lazar, (1993: 24)

### **Historical and Biographical Approach**

Although the historical-biographical approach has been evolving over many years, its basic tenets are perhaps most clearly articulated in the writings of the nineteenth-century French critic Hippolyte A. Taine. Guerin et al., (2005: 77)

### **Moral and Philosophical-approach**

The purpose of teaching this approach is to search for moral values and awareness of these values in order to assist students to understand themes in future readings. Guerin et al., (2005: 77)

### **Stylistic-approach**

In recognition of the difficulties in defining precisely what constitutes stylistics. Many textbooks in the field begin with an attempt at definition. They identify three key aspects of stylistics. These are:

- 1-The use of *linguistics* (the study of language) to approach literary texts;
- 2- The discussion of texts according to objective criteria rather than according to purely subjective and impressionistic values;
- 3-An emphasis on the aesthetic properties of language (for example, the way rhyme can give pleasure). Davis and Elder, (2004: 328)

### **Literature Objectives at Basic level in Sudan**

Alfaki, (2011: 36) states the general aims of teaching literature in Sudan below:

1. Encouraging pupils/ students to develop interest and enjoyment in literary studies through reading widely, critically and independently.
2. Introducing learners to the tradition of the English literature.

3. Encouraging learners to express their own responses effectively.
4. Developing confident, independent and reflective readers of a range of texts.
5. Encouraging the use of critical concepts and terminology with understanding and discrimination.

### **The Selection of the Literary Texts**

Popp, (2005: 77) states more about the content and selection of literature books and states that: Good children's literature provides excellent resources to introduce, enrich, and expand understanding of concepts in the curriculum at every grade level. Well-written fiction and nonfiction books, either read aloud or available to students for independent reading, add richness to the way students see the world and the manner in which they speak and write. To provide students with the best possible associations with literature, it is important to select a wide variety of books from the best examples of all the genres.

According to Lazar, (1993: 47) she states the checklist for choosing literary texts which would be summarized as follow:

#### **TYPE OF COURSE**

This item refers to the level of students, students' reasons for learning English, kind of English required and the length/intensity of course.

#### **TYPE OF STUDENTS**

It simply refers to the learners' ages, their intellectual maturity, their emotional understanding, their interests/Hobbies, their cultural and literary backgrounds as well as their linguistic proficiency.

#### **OTHER TEXT-RELATED FACTORS**

The author considers the availability of textbooks, the length of textbooks, exploitability and the fit with syllabus.

#### **'QUICKIE' BOOK EVALUATION**

She regards the title of book, author(s), publisher, level, overall aims/ approach, types of text used, skill/Language area which book will help to improve, strengths of material, weaknesses of material and suitable for my students.

## **PREVIOUS STUDIES**

**Ibrahim Mohamed Alfaki, (2014)** a published paper under title 'Using Literature in EFL Classes: Assessing the Suitability of Literary Texts to Secondary School Students'. The study aimed to assess the suitability of the literature textbooks assigned to the Sudanese secondary school students and analyze the textbooks elements and compare these to the students' needs and linguistic level. The books chosen were Things Fall A Part, Treasure Island, Jane Eyre, The Prisoner of Zenda, Oliver Twist and Anna and the Fighter. The questions of the study were: To what extent were the literature textbooks assigned to secondary school students suitable to the students' age, language level and cultural background?, How far were the themes of the textbooks relevant to the students' culture?, and Did these textbooks fit with the rest of the syllabus?. The hypothesis was the textbooks were culturally and linguistically unsuitable to the Sudanese secondary students. The data were collected through content analysis of the literature books mentioned. The researcher adopted the descriptive, analytical research method adopting mainly the content analysis technique in analyzing the six literary textbooks. The linguistic input and the cultural aspects of these literary texts were compared with the students' linguistic level and their cultural background. The findings showed that teaching literature is of great importance to foreign language learning, the selected texts to be taught to Sudanese secondary school students are to a great extent unsuitable to the students with regard to their age, language level, culture, literary background and religion,



the themes of the textbooks are not relevant to the students' life, there is a vocabulary and structure gap between what is learnt in the English syllabus and what is learnt in these textbooks, the culture is completely different from the students' culture, there are some harmful culture aspects that do not suit the Sudanese culture and the language of some of these books seems to be old or slang.

**Maha Siddig Daffalla Mohamed, (2007)** an M.A in applied linguistics with the title of *The Efficiency of Teaching Literature as Implement to the SPINE Series*, Nile Valley University. The study aimed to investigate the efficiency of teaching literature besides the SPINE for Secondary School students, to find out how literature develops the language skills to the students in secondary school level. The study attempts to draw attention to the importance of literature in acquiring the language skills. The subjects of the study were two groups of students at governmental school at the same age (13 – 14) and the same cultural background. The first group is experimental group consisted of 30 students. The second group is the controlled group which also consisted of 30 students. The method of the study started first with a pretest which was administered to the two groups just before starting teaching literature to the experimental group. Then, a posttest was given to both groups. The data had been statistically analysed in terms of frequencies, means, standard deviation and test. The results of the pretest showed that the standard of the two groups of the students was the same. The results also showed that there were statistical significant differences between the mean of the posttest of the experimental group and control students marks. The experimental group performance showed improvement in the posttest. The results also showed that the standard of the control group is the same in the pretest and

posttest. Finally, the results showed that the standard of the experimental group is better in the posttest than the pretest.

**Yousif Abdel Galeel Nugud El Nour, (September 2009)**, a PhD study with the title of 'The Effectiveness of Using A Stylistic Method in Teaching Short Stories to Student-Teacher'. It is a case study at Faculty of Education-Hasaheisa University of Gezira. The main objective of the study was conducted to find out the effectiveness of teaching short narratives by linguistic stylistic method to English language students-batch (28)-Semester seven-Faculty of Education-Hasaheisa. The sub objectives were to provide students with opportunities to revise their grammar and vocabulary, to increase and consolidate students' knowledge of linguistic categories through the process of systematic analysis. The researcher found that the teacher-centred approaches to teaching literature in general and short stories in particular have totally failed in the Sudan to establish primary procedures by which students can reach an aesthetic appreciation of the text. Very often the teacher presents a short story to his students and uses the technique of question-and-answer to help them to interpret the meanings in respect to characterization, story-line, setting narrative view point and style without any effective and explicit strategies as to how to work towards a particular set of primary goals. The teacher's role is to give detailed presentation on the content of using essentially traditional classroom procedures and techniques and makes himself as an omniscience whose task is to transmit knowledge about the author, the background to the literary criticism. The result is that students are involved in writing translation of words of unfamiliar structures to insensitively and reluctantly respond to the text. There is a basic fault in other approaches to teaching literature namely as content and literature for personal enrichment. These approaches are blind to the fault of EFL learners' knowledge

about the language is distinctively different from those of the native speakers. This is simply because they come from different linguistic, cultural and above all beyond their linguistic level. However, the books that are chosen are unsuitable for use in EFL contexts because they are lengthy and impractical and they were not applicable to be taught in one Semester for time devoted is not enough. The language of these books is very complicated and to that they were taught to the extent to make the teaching into process of explanation and translation – step by step presentation of these sections led by the teacher. As a result of using such approaches in the Sudanese literature and language settings, students become unable to understand the author's style and appreciate it and lose self confidence, however, what is really needed is a method which complements more conventional approaches and so gives variety to the repertoire of classroom procedures. A linguistic method is urgently required for fuller investigation of the style of the text and in this way creates response in the students' minds. The research confirms that it is by no means essential to establish a set of classroom procedures that can promote students' awareness of the literariness of the language use. This aim could be met by encouraging students to perform stylistic analysis of the style using what knowledge of language they have. The ambiguity arises from the subtle use of words and norms and too often leads to misunderstanding. It can be reduced by applying problem-solving techniques. The results of the research assert that the method is practical in the sense that it creates golden opportunity for the students to do some grammar and vocabulary revisions and subsequently heighten their language awareness. The research proves that students can be engaged in familiar classroom activities which act as incentive for analyzing the section assigned to them using their knowledge of the linguistic categories. These activities are assumed to be language-based and aimed at getting them ready

to carry out stylistic analysis. One of the overriding objectives of the research is to investigate the relationship between literary and linguistic competence. It is found out that qualitative analysis of the style makes excessive demands of the language and the background. Linguistic and literary competences require language acquisition and considerable knowledge of both literary terms and backgrounds. The researcher found that the mechanical analysis of the language of the story without reference to the background information makes students feel bored and frustrated and lose the sweetness of the work as well. The results obtained from the survey determine that the short story is extremely appropriate literary form for studying and analysing its language and style – they can be studied in one or two sessions – they can be set at home as a task and they offer great varieties of language. The subject of the study was 230 students of English degrees at Faculty of Education and the tool of the study is the interview-ratio data – testing and retesting reliability. The researcher used the Likert Scale for the analysis and the methodology of the study which has been used is the descriptive prescriptive

**Muawia Osman Elhag Abdallah, (2017)** Unpublished PhD research under title 'Towards Best Practices in Teaching Literature to Assist Learning English Language at Basic Level Schools'. The study aimed at exploring the Best Practices in Teaching English Literature to Assist Language Learning at basic level schools-class 8 in Khartoum State, Omdurman Locality; the academic years (2014-2016) and also aimed to identify the characteristics of best practices in teaching literature to enhance English language learning, elicit best practices in teaching literature in English to enhance learning and review the effect of teaching literature on English language learning. The study hypothesized that the teaching approach to literature used by teachers at Basic level schools class 8 was

the language-based approach, the characteristics of the current practices of teaching EFL literature used and followed at Basic level schools-class 8 vary in different teaching situations and the teaching of literature through suitable methods at Basic level schools improved English language learning-class 8. The research method adopted was the descriptive content analysis qualitative research approach. The tools used for data collections were the interview for teachers to present the theoretical part and the other was the video recorded lessons to reveal the practical one. The first sample consisted of 16 teachers and the second were eight video recorded lessons. Both samples were selected randomly (simple random sampling) from the overall population of English literature teachers. For data analysis qualitative research method were used for both tools. The findings indicated that there were many problems face teaching English literature such as the difficulty to exploit teaching literature for the sake of assisting learning English language, the best practices in teaching literature were rare in Omdurman, teachers were not well trained, teachers and learners were not encouraged, teaching and learning environment were not adequate.

**Susser and Robb, (1990)** 'The Effect of E.F.L. Extensive Reading on Writing Abilities' Princeton University

## **RESULTS:**

1. The students obtained in the writing component after the implementation of the reading program.
2. The experiment shows that extensive reading can improve learners' writing abilities as well as create their positive attitude to reading,
3. Reading literary texts increases the students' motivation in language learning.

**Yuh-Mei Chen, (2001)** 'Using Children's Literature for Reading and Writing Stories' National Chung Cheng University.

**Findings:**

1. Children's literature, when selected carefully, can be a valuable resource for integrative EFL learning .
2. Sharing and publication with the assistance of computer technology can empower student writers and develop a writing community in the class .
3. Time, support, and practice can provide scaffolds for unskilled or low self-esteeming writers
4. Narrative genre knowledge gained through explicit instruction can promote EFL students' narrative thinking and facilitate the task of reading and writing stories

**Methodology**

Like most applied linguistic studies, this paper adopts the descriptive analytic approach which is common in the field. The ideas and concepts of using literature in EFL classes as well as the assessment of the suitability of literary textbooks provide opportunities through which the text will be approached and discussed. The procedure that will adopt is, by and large, linguistic and literary. This mean the analysis will be carried along topical lines by breaking down the themes of the four selected novels into three central issues and their pertinent ramifications

The study is descriptive analytical to gather data from the literature textbooks: *A Tale of two Cities*, *The Black Tulip*, *The Lost Ship* and *The Lucky Number*. These literature textbooks have been analyzed in terms of elements to see whether they are suitable to the pupils needs.

## **DATA ANALYSIS AND DISCUSSION**

This incident consisting of a discussion and analysis considered the question of how four selected literary textbooks may accommodate Stylistic, contextual and linguistic approaches. Some of the points which would be raised throughout this analysis were:

The Stylistics approach which relates to form, meaning and provides a vocabulary. All the selected literary textbooks for the Sudanese Basic schools would highly satisfy the main objectives of this approach. For all words formation and sentences' structure have straight forward line strategy. While the vocabulary learning has a logical development which would simply matches the learners' ability at the Sudanese Basic schools. Although, some of the proper nouns which have been used in the two novels for grade eight might have a considerable degree of complexity. Furthermore, the attention to form in Linguistics of these selected literary textbooks allows separation of form from meaning normally.

The linguistics approach to the four selected literary textbooks might be more concerned with the general features of texts than the specificity of a particular text. But the investigators observe the sense of a huge shift from the naïve simplicity in the textbooks of grade seven to the logical simplicity of the textbooks of grade eight. Both the textbooks of *The Black Tulip* and *The Tale of Two Cities*, as their publisher has claimed, they have been designed to be studied by starter learners. But the inquiry is that whether the Sudanese Basic school learners had actually acquired the number of vocabulary that has mentioned.

In terms of attractiveness and authenticity of the four selected literary textbooks and their contents or materials provide exposure to authentic texts and expect the learners to respond to them mentally and physically. They really provide

opportunities for interaction through a variety of tasks like information gap activities and creative writing or speaking activities. As Tomlinson (1998), states; “the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language.”

Whenever, curricula designers incept to select a literary text to be learned by specific learners, they might face numerous literature resources, selection becomes the first and foremost issue. To choose appropriate materials for EFL students, generally they need to take three important factors into consideration: language, content, and length. For application, the four selected textbooks under focus suitable from both the language and length point of views. But regarding the content factor, there are many clashes between the learners’ social, cultural and religious backgrounds from one side and the contents of the selected literary textbooks from the other.

For example, the author claims that the level of the book is 'Starter' but it seems to provide information that is not relevant to the students’ needs an e.g. introducing the café and the people. Although the pictures are coloured and clear, they will not help the students to understand the setting clearly. The structure and vocabulary are not controlled- in spite of what is mentioned by the editor to have 300 basic words - because some nouns such as café, Colombo and pavement, the verb like shine and the adjective well-dressed so all these words don't suit the students' ability needs, EFL language competence and age at this early level of learning.

The views of *The Lucky Number* contradict the Islamic principles. As well as that, in *The Lost Ship*, the author claims that the level of the second book is also 'Starter' but it seems to provide information that is not relevant to the students needs an e.g. for that introducing a form of diary about a lost ship.



Although the pictures are coloured, beautiful and seem to be clear and directive but will not help the students to understand the story clearly. The structure and vocabulary are not controlled- in spite of what is mentioned by the editor to have 300 basic words - because some nouns such as weather, wind, blowing and sailing; so all these words don't suit the students' ability needs, EFL language competence and age at this early level of learning.

The story is about a lost ship which is culturally different from the local culture and hard for the students to understand such stories at this level. Hence, the above ideas are contrastive to our own traditions and costumes. Therefore, contrastive cultural views will not help the students to understand the story because the handwriting of the story is hand written in most of the pages and get linguistic benefits from it.

There are cultural contradictions with the beliefs of the Sudanese society. Furthermore, the contents of the other two selected literary text which were the Black Tulip and A Tale of Two Cities are far away from the social culture of this country. Therefore, it is clearly that these literary textbooks are not suitable from the thematic points of views. One advantage of a topic approach is that topics do not imply the kind of value or cultural orientation associated with a thematic or issue unit. Sudanese Learners may not being able to construct their own value stance related to a topic, for example, defining different attitudes towards the topic of mother/son relationships. However, without that additional value orientation, learners may lack motivation to be engaged in a topic.

## **Findings**

The findings show that:

- 1- The selection of the textbooks of literature does not meet the students' of basic level schools needs, EFL language competence, age and culture.
- 2- Literature teaching is not vital and for learning English learning.
- 3- The themes of the literary texts are not suitable to the cultural background of the students.
- 4- The literary texts don't suit and fit syllabus existed.

## **Recommendations**

The study recommends the following that:

- 1- All these factors, pupils' needs and requirements must be considered when selecting reading texts to be taught at Basic level school in Sudan.
- 2- Literature syllabus should meet the needs of the students in learning.
- 3- The books content should add to the students' knowledge of culture and reinforce their previous background knowledge.
- 4- There should be parallel balance between the syllabuses of literature and general English language taught to aid each other.

## **REFERENCES**

1. Abdallah, M., O., E. (2017). Towards Best Practices in Teaching Literature to Assist Learning English Language at Basic Level Schools. (PhD in E.L.T). Nile Valley University, Sudan.
2. Abulhaija, L. A. (1987). English language and literature in EFL situations. Papered presented at the Annual Meeting of

- the International Association of Teachers of English as a Foreign Language
3. Adeyanju, T.K. (1978). Teaching literature and human values in ESL: Objectives and selection. *English Language Teaching Journal*, 32 (2), 133-138.
  4. Allen, V. G. (1989). Literature as a support to language acquisition. In P. Rigg & V. G. Allen (Eds.), *When they don't all speak English: Integrating the ESL student into the regular classroom* (pp.55-64). Urbana, IL: National Council of Teachers of English.
  5. Alfaki, I. (2011). *Teaching Literature: A Guide for Basic and Secondary School English Language Teachers*. Khartoum, Sudan.
  6. Alfaki, I. (2014). *Using Literature in EFL Classes: Assessing the Suitability of Literary Texts to Secondary School Students (ELT EA)*. *European Journal of English Language and Literature Studies* Vol. 2, No. 4, pp. 9-21, December 2014
  7. Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. (2006). *Teaching Literature to Adolescents*. (2nd edn). London, UK: Lawrence Erlbaum Associates, Inc.
  8. Brian Tomlinson (1998). Ed. *Materials Development in Language Teaching*. CUP
  9. Brumfit, C., J., and Carter, R. (1986). *Literature and Language Teaching*. (eds.) Oxford, UK: Oxford University Press.
  10. Davis, A., and Elder, C. (2004). *The Handbook of Applied Linguistics* Oxford, UK: Blackwell.
  11. Elnour, Y. A. N. (2009). *The Effectiveness of Using a Stylistic Method in Teaching Short Stories to Student-Teacher*, (PhD E.L.T). Gezira University, Sudan.
  12. Guerin, L., W., Labor, E., Morgan, L., Reesman, C., J., Willingham, R., J. (2005). *A Handbook of Critical Approaches to Literature*. (5th edn): Oxford University Press.
  13. Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge, UK: Cambridge University Press.

14. Mohammed, M., D. (2007). The Efficiency of Teaching Literature As Implemented to the SPINE Series. (Master in E.L.T), Nile Valley University, Sudan
15. Popp, M., S. (2005). Teaching Language and Literature in Elementary Classrooms. (2<sup>nd</sup> edn). London, UK: Erlbaum.
16. Susser, Bernard, and Thomas N. Robb. "EFL Extensive Reading Instruction :Research and Procedure." JALT Journal . 12.21990 .27 July 2007 <<http://www.cc.kyotosu.ac.jp/~trobb/sussrobb.html>>.
17. Vandergrift, K., E. (1990). Children's Literature: Theory, Research and Teaching. Englewood, Colorado: Libraries unlimited, INC.
18. Smallwood, B .A) .1996 .(Multicultural children's literature :A cross-cultural, thematic curricular approach for English as second language learners in grades K-6. Unpublished doctoral dissertation .Fairfax, VA :George Mason University.
19. Widdowson, H., G. (1975). Stylistics and the teaching of Literature. London: Longman.
20. Chen, Y. (2001). Using Children's Literature for Reading and Writing Stories' National Chung Cheng University.
21. <https://teachingenglishtochildren.files.wordpress.com/2012/09/lucky-number-john-milne.pdf>
22. <https://teachingenglishtochildren.files.wordpress.com/2012/09/the-lost-ship-stephen-colbourn.pdf>

## **Appendix**

The analysis of the four literary texts depends on the following axes:

- The stylistic approach
- The linguistic approach [Language, vocabulary, content and length]
- Attractiveness and Authenticity
- Learners' social, cultural and religious backgrounds