

## THE USE OF LITERATURE AS A VERITABLE INSTRUMENT FOR THE TEACHING OF ENGLISH LANGUAGE

**\*Itohan Ethel EKHATOR, Ph.D.**

**\*\*Peter Oghogho AIHEVBA, Ph.D.**

### **Abstract**

*This article discusses the use of literature as a popular tool for teaching basic language skills such as reading, writing, listening and speaking and other language areas such as vocabulary, grammar and pronunciation in English as a Second Language classroom. It uses the literary method in its analysis of the Nigerian situation. The reasons and criteria for selecting literary texts are discussed. Also the benefits of different genres of literature such as poetry, short fiction, drama and novel to language teaching are taken into account. The paper recognized that all genres should be carefully selected and used in the teaching of English Language skills and language skills should not be taught in isolation.*

**Keywords:** Language skills, Literary texts, EFL classroom, Benefits of using literature.

### **Introduction**

Language is an important human heritage in any human society. The significance of language in human life cannot be overemphasized. It is indeed central not only to our social interactions and relationships, but also in distinguishing us and enabling others to ascertain the position in the society. Every language community has developed unique modes of using its language and each language has been moulded in a special way to serve the needs of the community that speaks it. In this way every language is a unique system and, therefore, a resource for human kind. Moreover, as a result of globalization, there has been an increasing need to interact at both official and

---

**\*Itohan Ethel EKHATOR, Ph.D.** is of the Department of English, College of Education Ekiadolor, Benin, Nigeria  
**Email:** itohan\_ekhator@yahoo.com

**\*\*Peter Oghogho AIHEVBA, Ph.D.** is of the Department of Theatre Arts, Faculty of Arts, University of Benin, Benin City, Nigeria  
**Email:** peteraihevba@gmail.com

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 some languages such as English, French, Spanish, German and Arabic have become what can be described as second language in many communities of the world. In other words, they have become the language of communication, interaction and relationship, and, therefore, need to be learned if we must develop along with others (Omoera, 2008; Edomiyo, 2020).

English language has been made a compulsory school subject right from the elementary to the highest level of education in Nigeria. It is, therefore, a subject meant to be offered by all students both in the arts and science classes. Literary writers such as Welleck & Warren (1982), Willmot (1979), Fadinan (2017) and others have described literature as life because it deals with a human being in every conceivable relation with others; his or her joys and woes, tragedies and comedies, and fears and hopes. In human life in all that regard, literature relates to human life in all understanding of literature stands for and how literature is translated to the people through the creative ability of literary writers in their quest to make life more meaningful and progressive. Literature refers to written works which are of artistic value (Moody, 1975, Ogunaike, 2016; Banu & Dogan, 2013). It helps to develop learners' performance as it arouses their zeal and keeps in them an ever ready inclination to read. It is, therefore, a subject that is meant to complement the efforts of students in understanding the rudiments of English language.

### **Conceptualising Second Language**

A second language is a language learned by a person after his or her native language especially as a resident of an area, where it is in general use. It is a language widely used especially in educational and governments functions in a region where all or most of its speakers are non- native as English in Nigeria. According to Wikipedia, the free encyclopedia, a person's second language or L2 is a language that is not the native language (first language or L1) of the speaker, but is learned later (usually as a foreign language, but it can be another language used in the speaker's home country. Furthermore, a second language is any language that a person uses other than a first or native language. Contemporary linguists and educators commonly use the term L2 to refer to a second language or a foreign language that is being studied. The concept of L2 implies the prior availability to the individual of an L1, in other words some form of bilingualism. Again, the use of the L2 set of terms has a dual function. It indicates something about the acquisition of the language and something about the nature

of the command. To sum up, the term second language has two meanings. First, it refers to the chronology of language learning. A second language is any language acquired or to be acquired later than the native language. Second, the term "second language is used to refer to the level of language command in comparison with a primary or dominant language. In this second sense, second language indicates a lower level of actual or believed proficiency.

### **The Relationship between Language and Literature**

The conceptual issues, which form the focal point of this paper, are the concept of language and literature. *The Longman Dictionary of Contemporary English* (2007) gives three different meanings to the word, literature. The first sees literature as books, poems, plays, etc., that people think are important and good. Second, literature in another sense is seen as books, articles etc. on a particular subject. Thirdly, literature may be defined as printed information produced by people who want to sell or say something from the four namely; fiction, fact, content area, text and newsreel. Fiction consists of poetry, prose and drama. Many of the books by African and Nigerian authors fit into this group. Fiction helps the language learners to enhance their imaginative ability and creativity as they read the language they want to learn in the curriculum. Fact is informational text, carefully written to information non-experts. Content Area Text denotes a type of written text where the author writes for the world. Newsreel are published or written texts to entertain and to pass on current news items to the reader. Examples of newsreels are newspapers, magazines and others. Onukaogu (2002) opined that all the four types of texts are needed in order to make English Language curriculum result and goal-oriented.

Literature has, however, been defined by literacy experts from different perspectives. Corbin (1966) sees it as an experience and imagination. Sivasubramaniam (2006) sees it as a body of written texts produced by a culture and highly valued within that culture over a period of time as part of its literacy heritage. Hence, in offering English Literature as a subject, works of writers such as Shakespeare, Woodswart, etc., become the fundamentals in the understanding of English language as a second Language. As such literature clearly represents the cultural heritage of the people whose language we want to learn as a second language. The role of literature as a basic component and source of authentic texts of the language curriculum has been gaining momentum. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987, p.1). Shang (2006) quotes Langer (1997) who asserted that literature is a particular inviting context for learning both a second/

foreign language and literacy. The implication is that literature can be a vehicle to improving learner's overall language skills. This is because it exposes students to a wide variety of styles and genres. Moreover, it is in literature that the resources of the language are most fully and skillfully used.

The main difference between language and literature is that language is the fundamental unit of literature. In other words, it can be said that language makes literature. Literature is produced by the creation of words in a particular language by the writers of the language. A language on the other hand is a mode of expression of thoughts by means of articulate sounds.

Language is medium of communication if we talk about literature; it adds something in the beauty of language. Literature develops the interest of reading. Throughout the medium of poem or drama or other form of literature generally, writers intended to pass message, something if we can't say directly to someone, we will pass out message indirectly through the poem or song or sayings or through the dialogue. Simply the forms of literature are the ornament of language. Language will become effective or interesting with the decoration of literature. Language throughout time has been created by literature. There is no spoken word without first being written word from which it was derived from Language is supplementary to literature but literature is complementary to language. It means, literature cannot stand alone in absence of language. Language is a medium used in the method of human communication, either by vocal system or by writing or drawing pictures or by movement or physical parts of body (visible) and the voice of physical expression or writing in letters/words form or pictures is used to communicate one person's feelings or (wants) to another person writing.

Language consists of the use of literary words (i.e. meaningful words) in a structured and conventional way. Literature is generally a body of written work-story, poem or even advertisements. Literature, whether written or oral, wouldn't exist without language. You need words and grammatical structures to create any kind of literature. Language is the raw material for creating literature. If you define, language as a system of communication, according to theories of human evolution, language emerged as primate's brain developed in a way that allowed them to communicate with each other. It took lower level cognitive skills to communicate ideas like 'danger' or 'writer' than to create anything resembling literature, so if you are asking which one first, language or literature, it would have to be language. That doesn't mean language is static and never changes or develops. As language changes so does literature.

---

---

### **The Relationship between Reading and Writing**

Basically, reading affects writing and writing affects reading. According to recommendations from the major English Language Arts professional organizations, reading instruction is most effective when intertwined with writing instruction and vice versa. Research has found that when children read extensively, they become better writers. Reading a variety of genres helps children learn text structures and language that they can transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. Since writing is the act of transferring knowledge in print, we must have information to share before we can write. Therefore, reading plays a major role in writing. Reading is predominately passive, though energy is expended doing it. Writing is primarily active, requiring the investment of physical and intellectual effort. These two are related thus; by reading, one acquires knowledge, wisdom and a better understanding of aspects of life of which one might not otherwise be active. These include being entertained, or informed, or provoke into action of some kind. By writing, one is engaged in the opposite attempting to entertain or inform or provoke into action the reader of one's words. The two are the opposite sides of the coin of literary and intelligence and are in their separate ways, equally valuable. They are closely interdependent. One cannot truly live without the other.

### **The Relationship between Listening and Speaking**

Listening is an active process where we receive and respond back to messages which are spoken. When someone is listening, he is actively choosing to concentrate on what they are hearing, followed by what further processing the information to gain some knowledge. Speaking is delivering any message with the help of mouth. Listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication, Therefore, students with good listening comprehension skills are better able to participate effectively in class. Listening is an activity of paying attention to and trying to get meaning from something we hear. It involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning. Listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication, Therefore, students with good listening comprehension skills are better able to participate effectively in class.

### **The Performance of Students in English Language in Nigeria**

According to Onukaogu (2002), the English language competence of the Nigeria secondary school students has been on a steady decline

since 1960. Many other researchers such as Afolayan (1984) and Omodiaoghe (1992) have observed 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. The implication of all this 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 the 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 interesting to note that proficiency of students in English language usually affects their performance in other subjects in the curriculum. Oladoye (2006), discovered that students, who did well in English language performed better in other subjects. This means that there is positive correlation between student's abilities in English language and their abilities in other subjects. Also, if a student is good in English language, he should be good in all other subjects, because all other subjects are taught and examined in English language. However, various factors have been linked to poor performance of students in English language. Onukaogu (2002) classify these factors into four groups which are the absence of a robust language policy that should inform the totality of the English language curriculum, inadequate materials for the teaching of English, inadequate qualified English language teachers and the English language curriculum from the curriculum of literature-in-English.

### **Importance of using Literature in the Teaching of English Language**

Brinto et al. (1989) as quoted in Shang (2006) assert that integration of literature and language teaching has several benefits. For examples, students can gain knowledge of vocabulary, grammar and paragraph structure, interactive communication skills, and types and styles of writing. Besides, because literature is a valuable language tool (with authentic texts), it can help learners increase their motivation, explore prior knowledge, and promote literacy development. Furthermore, Abulhaya (1987) as cited in Shang (2006) supports that language and literature cannot be separated because each has something important to offer into the development of a well round student. In addition, Enkaya (2005) as cited in Shang (2006) states that by integrating literature in the curricula, student can learn four

skills-listening, speaking, reading and writing-more effectively because of the literacy, cultural, higher order thinking, and motivational benefits. In addition, integrated approach to learning attempts to follow the child's natural ways of learning, viewing the world as a whole, the teacher role being to provide experience and to assist the process by suggesting further lines that may be followed (Adeyemi, 2010). Using literature in the EFL classroom can widen learners understanding of their own and other cultures (Snelson, & Bowers, 2009). Moreover, from the linguistic point of view, literature should be used in language teaching, because it provides the learner with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types and registers. It is extremely important for foreign language learners to be trained in a variety of registers, styles and genres and to be able to discern the function of each of them.

### **Using Literature to Teach Language Skills**

Literature as a subject has a major role to play in the teaching of the four basic language skills which are reading, writing, listening and speaking. It is important however, that when using literature in the language classroom, skills should be taught in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and writing language use, as part of the means for creating both referential and interaction meaning, not merely as an aspect of the oral and written production of words, phrases and sentences

### **Using Literature to Teach Reading**

Teachers in English as a Second Language/English as a Foreign Language classes should adopt a dynamic, student-centred approach towards comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students have mastered literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, settings and theme and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it-to its characters, its themes and the author's point of view. This stimulates the student to think imaginative about the work and provoke their problem-solving abilities. Discussion derived from such questions can be a foundation for oral and written activities.

---

**Using Literature to Teach Writing**

In the ESL/EFL class, literature can be powerful and motivating source for writing, both as a model and as a subject matter. Using literature as a model, students try to write a model that is similar to the original work or clearly imitates its content, the organization and/or style. As a subject matter, literature helps students to exhibit original thinking like interpretation or analysis and also use creativity to stimulate the reading. The three main kinds of writing that can be based on literature as a model are controlled writing, guided writing and reproducing the model. Controlled writing based exercises are mostly used to teach beginners writing. This requires rewriting passages in arbitrary ways to practice specific grammatical structures. For example, students can rewrite third person passage into first person from a character's point of view. In guided writing, in the ESL/EFL classroom, students respond to a series of questions or complete sentences which when put together, retell the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paragraphs, or description. Guided writing exercises especially at the literal level, enable students to comprehend the work. Reproducing the model is the activity which comprises of techniques like paragraphs, summary and adaptation. These techniques are very beneficial in ESL/EFL writing exercises. In paragraphing, students are required to use their own words to rephrase the things that they see in printing or hear aloud. Summary work goes well with realistic short stories and plays, where events normally follow chronological order and have to create elements like plot, setting and character to guide students writing. One benefit of having literature as the reading content of a composition course is that the reading becomes the subject matter for composition. Literature helps students make inferences, formulate their own ideas and look closely creative assignments developed around plot, characters, setting, theme, and figurative language. There are many forms of writing out of literature such as adding to the work, changing the work, drama inspired writing and a letter addressed to another character etc.

**Using Literature to Teach Speaking and Listening**

Literature in a language class can play a meaningful role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing discussion, group activities, etc., centre on literature. During oral reading, the language teacher helps to develop listening, comprehension and pronunciation. Also or re-cast having students read literature aloud contributes to developing speaking as well as listening ability. Moreover, it also leads to improving pronunciation.



Thus, they learn how to think creatively, freely and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text. Nevertheless, it is necessary to make a distinction between two kinds of writing based on literature as subject matter: writing “on or about” literature, and writing “out of” literature. These categories are suitable and useful; for ESL/EFL. Writing “on or about literature” comprises the traditional assignments written response to questions, paragraph writing, in-class essays, and take home compositions-in which students analyze the work or in which they speculate on literary devices and style. This occurs before the students begin to read a work. This helps to create in the work and makes them ready for reading and writing about it. On the other hand, writing “out of” literature means making use of literary work as a springboard for composition.

### **The Importance of Using the Different Genres of Literature to Teach Language**

Poetry helps in the learning and teaching of basic language skills. There are at least two learning benefits that can be derived from studying poetry.

- By studying poems, students gain from the writer’s composition process.
- Students gain from the words in the literary text and this helps them to develop sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability.
- It helps readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.
- Makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Cubuku (2001) mentions poetry as a rewarding and enjoyable experience with the properties of rhyming and rhythm both for the sound and power of language”. At this juncture, it can be stated that students become familiar with the supra-segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry.

### **Benefits of Using Short Stories in Language Teaching**

In short fiction, characters, act as all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminate human lives (Sage,

1987). The inclusion of short fiction in the ESL/EFL curriculum offers the following educational benefits (Pourkalhor & Kohan, 2001).

- Makes the student reading task easier due to being simple and short when compared with the other literary genres.
- Promote critical thinking skills.
- Enlarge the advanced level reader's world views about different cultures and different groups of people.
- Gives students the chance to use their creativity.
- Helps students to go beyond the surface meaning and dive into underlying meanings.
- Acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world.
- In summary, the use of short story seems to be very helpful techniques in today's foreign language class. It makes the students reading and teacher's coverage easier. An important features of short fictions its being universal. To put it differently, students all over the world have experiences stories and can relate to them.

### **Benefits of Using Drama in Language Teaching**

The use of drama in a language classroom is a good resource for language teaching. It is through the use of drama that learners become familiar with grammatical structures and also learn how to use the language to express, control and inform. The use of drama raises the student's awareness towards the target language and culture. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. Lenure (1993) listed the following as educational benefits of drama. Literature based dramatic activities are valuable for ESL/EFL learners. They facilitate and accelerate development of the oral skills. Dramatization requires classroom performance of scripted materials which students rehearse and present before the class. Improvisation and role-playing may be developed around the characters, plot and themes of a literary work. In role playing, students picture characters from the work being read and running the speaking activity. While group activities is making each students responsible for facts and ideas to be contributed and discussed. All of these group activities both develop the speaking abilities of students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during the act of such activities so as to correct such errors (Sterm, 1991).

- Stimulate imagination and promotes creative thinking
- Develops critical thinking skills

- Promote language development
- Heightens effective listening skills
- Strengthens comprehension and learning retention by involving the series as an integral part of the learning process.
- Increase empathy and awareness of others
- Reinforces positive concept
- Provides teachers with a fresh perspective on teaching

Also, Mangu (2002) enumerated some educational benefits as follows:

- Bringing authenticity into the classroom
- Helping learners improve their level of competence with respect to their receptive and productive skills.
- Providing a solid basic for the learners to bridge the gap between their receptive and productive skills.
- Offering students, the space to develop new understanding and forms of knowing not accessible | other more traditional ways of learning.

In other words, the use of drama seems to be an effective technique in today's communication based, student centered foreign language teaching. Since it is authentic material, it helps students to promote their comprehension of the verbal/non-verbal aspects of the target language they are trying to master particularly, teachers, who wish to make language learning more motivating and interesting.

### **Benefit of Using Novel in Language Teaching**

The use of novel in the language class is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational benefits.

- Give students opportunity to make use of their creativity
- Paves the way for teaching the target language culture
- Improve critical thinking skills.
- Offers real life/real life settings
- Enables students to go beyond what is written and dive into what is meant.

In summary, the use of novel is a very beneficial technique in today's foreign language classes if selected carefully; using a novel makes the students reading lesson motivating, interesting and entertaining. Though many students find reading of novel in a target language difficult, boring, motivating, novel is a very effective way of

---

building vocabulary and developing reading and comprehension skills. It is through reading that students broaden their horizons, and become familiar with other cultures, and develop their intercultural communication competence.

### **Criteria for Selecting Suitable Literary Texts in Foreign Language Classes**

It is important to put some criteria into place when selecting suitable literary texts to be used in a language class. The language teacher should take into account needs, innovation, interest, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learner's interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long term and valuable effect upon the learners. Nevertheless, it is important to choose books that are relevant to the real life experiences, emotions or dreams of the learners as this is of great importance. Also the language of the literary work has to be considered. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text. Interest, appeal and relevance are also important.

### **Recent Trends in Teaching Novels**

Novel, no doubt, has been the most popular literary form. It deals with the subtlest and elusive of subjects- human beings- through a subtle and elusive medium-language. Each novel is the individual vision of its author. It offers the reader enjoyment, adventure and insight showing him\her slices of life. It throws light upon environment, social setting, human nature and the meaning of human existence. Several suggestions and tips have been put forward by experts to keep in mind when we teach a novel. The following ones may be of immense help;

### **Review Literary Terms**

The most common literary terms relevant to an understanding of the novel – plot, theme, character, setting, and point of view- may be explained or reviewed. For example, the difference between the theme of the book and its plot may be explained saying that plot is what the characters do and theme is the message or moral underlying such deeds, the literary terms help students to express their individual opinions on the different aspects of the novel once they have read the book.

**Show the Move**

Now that several novels have been made into movies, they can be shown to the students either before or after reading them. It is a good idea to make the film version available in the language lab for students to watch them on their own.

**Preview the Major Characters in the Novel**

It is always advisable to introduce the characters to the students. When we provide description of the most important characters' role in the story, the students will gain a heads up for comprehension. The relationship among the various characters also may be explained, so that the students may have a less perception of what values, what experience, what ideas or what sensibilities they dramatize

**Preview Unusual Vocabulary**

Encourage the students to use a standard dictionary since second language learners may come across unusual vocabulary. Teachers may also create a vocabulary list for each chapter of the novel. These words may be reviewed. The traditional advice in this regard is to reassure students that they are not expected to understand every word they read, but encourage them to guess at the meaning of unfamiliar words and phrases.

**Set Down a Reading Schedule**

Students feel a special pride when they finish reading a novel within few days. However, it has been observed that a number of students have no idea about speed reading. Teachers should give training in faster reading so that reading will be a delightful experience and not a tedious task. Once the students become confident readers, they can become critical once as well. Students may be encouraged to finish reading the novel within a stipulated period. Using a reading schedule will enable the students to focus on the work.

**Hold Discussions**

Once the novel has been read or reread, students may be encouraged to discuss the salient features and their significance. In fact, discussion on a novel will be the most beneficial activities to come from reading a novel as a class. Let the students talk about what they find interesting in it. Let the students discuss the author's message and their opinion of the issue. Teachers are to give discussion questions ahead of time so that the students may be allowed to think. While they read and more prepared for discussion.

### Conclusion

The role of literature in an English language class cannot be overemphasized. However, there are some problems encountered by language teachers when teaching English through literature. First, there are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in TESL/TEFL programmes. Third, there is the absence of clear-cut objectives defining the role of literature in ESL/EFL. The teacher has an important role to play in the class. First, he or she should determine the aims and objectives of language teaching in relation to the needs and expectations of the students. Second, he or she should choose the appropriate language teaching method, teaching techniques and classroom activities. Then, the teacher should select the literary text relevant to the aim and objectives of his teaching. Language proficiency of student's interest, age, sex and other factors should be taken into account when selecting literary text. Literature provides students with a rich source of authentic materials over a wide range of registers. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

### References

- Afolayan, A. (1984). The English language and development-oriented-education in Nigeria. *Journal of Multicultural Development*, 5(1), 1-22.
- Banu, I. & Dogun, Y. (2013). *Literature and language teaching: A course book*. Ibadan: African FEP Publishers.
- Pourkalhor, O., & Kohan, N. (2001). The teaching of reading through short stories in advance classes. *Asian Journal of Social Sciences & Humanities*, 2(2), 52-60.
- Cubuku, F. (2001). *Metacognition in the classroom: World conflict on education science*. Dakar: Eyle University Turkeyur
- Edomiya, P.O. (2020). A consideration of the import of English language in contemporary world. *International Journal of Current Research in the Humanities*, 24, 141-152.
- Fadinan, C. (2017). *Children literature: Definition and scope*. London: Encyclopaedia Britannica
- Henry, S. (1994) *Portraits of linguistics vol.1*. Bloomington: Indiana University Press.

- Lambo.E.O. (1992). Historical antecedent to the English curriculum of the SSS level in Nigeria. Retrieved from <https://www.njef.com>.
- Langer, J.E. (1997). The construct of mindfulness. *Journal of Special Issues*, 56(1), 1-9.
- Lenure, K. I. (1993) *The creative classroom. A guide for using creative drama in classroom*, New York:Elsevier, Inc.
- Summers, D. (2001). Longman *Dictionary of contemporary English*. 5th ed. Harlow: Longman.
- Mengu, H. I. (2002). A suggested syllabus for the drama teaching course in ELT department. Ph.D. Thesis, Ankara Hacettepe University Radyosa Turkey.
- Moody, H.L.B. (1975) Literary London Longman Group Limited
- Obemeata, A. (1995) Academic performance of public and private senior secondary school students in mathematics. Retrieved on June 29 2020, from <https://project.com>
- Odejide, A. (2000) Debating skills in political communication in O.Adebimpe (Ed) *Enhancing the public skills of women politicians*, Ibadan: Vintage Publishers
- Ogunaike, M. J. (2016). The ultimate value of literature in teaching and learning of English in second learning environment. *Ijagun Journal of English Language and Literature (IJELL)*, 1, 154-163.
- Oguntuase. F. (1990) *Nigerian Languages, Literature, culture and reforms*.Ikeja: Longman Publishers.
- Omoera, O.S. (2008). Linguistic gaffes in the Nigerian media newscast: An exploratory discourse. *EJOTMAS: Ekpoma Journal of Theatre and Media Arts*, 2 (1&2), 54-61.
- Onukaogu, C. E. (2002) Reading for the attainment of sustainable democracy in Nigeria. *Journal of Literary Studies and Reading*, 9, 287-298
- Sage, H (1987) *Incorporating literature into ESL instruction*. New Jersey: Prentice Hall Inc.
- Shang, H. (2006) Content-based instruction in the EFL literature curriculum. *Journal of Teaching English as a Second Language*, 6(32), 1-8.
- Sivasubramaniam, S. (2006). Promoting the prevalence of literature in the practice of foreign and second language education: Issues and insights. *Journal of Asian English as a Foreign Language*, 8(4), 254-253.
- Stern, S. (1991). An integrated approach to literature in ESL/EFL. *Journal of Teaching English as a Second or Foreign Language*, 7(2), 200-205.
- Weilek, R. & Warren, A. (1982). *Theory of literature*. Harmondsworth: Penguin Books.

- Whatmough, J. (2017). *Speech and language problems. A guide to the classroom teacher*. New Jersey: Prentice Hall Inc.
- Willmot, M. B. (1979). English literature and literature in English. A question of balance. In E. Ubahakwe (Ed.), *The teaching of English studies readings for colleges and universities*. Ibadan: University Press.