

Using Literature in ESP Classroom

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Abstract

This paper is concerned with investigating of using literature as authentic materials and as a resource and technique in ESL/EFL teaching in general and in teaching ESP in particular. For this study purpose, Brave New World, a novel written by Aldous Huxley in 1932, will be taken as the basis of this research paper. It is one of the most famous literary works on science-fiction. A thorough language analysis to the novel is conducted to decide which parts and extracts can be useful as authentic and fit materials for students of science and technology or in ESP/EST class at tertiary level in ESL/EFL contexts.

Introduction

One of the crucial goals of English for Specific Purposes(ESP)ESP is to “provide authenticity to the language learning process” (Appel & Guerrero, 2006, p.78).ESP authentic materials can be derived either from literature, i.e. literary texts as well as from students’ specialized area of study or from printed materials, such as newspapers, timetables, or spoken materials, like public announcement. Authenticity issue and using literature in ESP classes is one of the most debated issues amongst ESP practitioners (Fanning, 1993; Kuo, 1993). However, they have a more relevant role to play in ESP. Morrow (1977, cited in McDonough, 1984, pp.76-77) defines an authentic text as “a stretch of real language, produced by a real audience and designed to convey a real message of some sort. In other words, it is *not* a made-up text...” [*original emphasis*]. “A text can only be truly authentic...in the context for which it was originally written” (Hutchinson & Waters, 1987, p.159). Literary texts are genuine materials which can be used with or without modifications as they reflect a treasure of the target language and its culture. Trimble (1985) calls authentic texts ‘Genuine’ materials, and defines them as “those taken directly from a printed source and presented without alteration” (p.27). More specifically, according to Kuo (1993), we should consider authenticity of English for Science and Technology (EST) materials “in terms of the EST environment, the learning situation, learner characteristics, and the representativeness of the materials of scientific communication” (p.177).

Swaffter (1998) accounts a number of advantages of using authentic texts in the classroom as follows:

- 1- learning is enhanced by the use of texts of particular interest to a class;
- 2- there will be an increase in variety and spontaneity in classes that introduce authentic materials;
- 3- exposure to a variety of vocabulary and structures will occur;
- 4- students will capitalise on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture (pp.180-185).

I have noticed that most of the teachers put less emphasis on teaching literature topics in the English class, and many novice teachers are still afraid to use literature in their classes . Amidst the many challenges, teachers said they had not the ability to integrate literature in the English class. Time factor remains a challenge as there has not been enough time allocated literature aspects in the integrated syllabus. Teachers also said that there was scarcity of teacher learner resources on integration. They had also not been properly in-serviced on the integrated English syllabus. Their low level of competence in the language skills is another challenge. Excessively large classroom and learners' unserious attitude and their lack of motivation worsen the situation in the EFL context. Consequently, this paper offers teachers more ideas that are innovative tasks and activities that teachers already need when teaching literature: vocabulary study, paraphrasing and summarizing, creating role plays, discussing and debating, etc. to integrate various language skills.

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Literature in EFL/ESL Classroom

There is a very close relationship between literature and language, therefore they are interrelated and interconnected. However, integrating literature and language pose some challenges, and it was apparent that most of the teachers found it challenging to integrate English and Literature. Therefore, the purpose of including literary texts such as original short stories, novels, poems, plays, etc. in instructional materials in L2 contents is “to provide extensive exposure to language in the absence of a natural environment for language acquisition” (Krishnan, 2007, p.1). They can also enrich ESL learning (Povey, 1984).Widdowson (1975) supports the use of literature in ESL teaching. Collie and Slater (1987, p.3) mention four main reasons which lead a language teacher to use literature in the classroom. The reasons are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Maley (1989, p.12) provides seven reasons for considering literature as an effective resource in the language classroom in this way:(1) Universality (2) Non-triviality (3) Personal Relevance(4) Variety(5)Interest(6) Economy and Suggestive Power(7) Ambiguity.

Lazar (1993, pp.15-19) presents the following five reasons for using literature in ELT:

- 1) Motivating materials
- 2) Encouraging language acquisition
- 3) Expanding students' language awareness
- 4) Developing students' interpretative abilities
- 5) Educating the whole person.

Ihejirika's (2014) paper establishes the fact that there is a symbiotic relationship between literature and language and demonstrates how literature could be integrated with English language teaching and learning in an ESL context for effective result. Some suggestions for effective teaching and learning of literature and English language in the Nigerian context are presented in the paper. Elhess and Egbert (2015) define literature circles, provide a brief theoretical foundation for the use of the term, describe their benefits, and then present a four-lesson unit that applies the approach to the teaching of a literary text. Moreover, according to Monthie-Doyum and Öztürk (2006), a drama, a poem, or some other literary works are excellent ways to introduce action or movement in the classroom as "the use of physical activity in the classroom is particularly beneficial when combined with language learning" (34). Khatib and Nourzadeh (2011) present ten general recommendations that would help language teachers maximize the efficacy of their literary materials. The recommendations were proposed with a specific focus on short stories and novels.

Hişmanoğlu (2005) emphasizes the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) in TESL / TEFL programs. He presents reasons for using literary texts in foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes. Van (2009) presents a basic review of six approaches to teaching literature and includes a discussion based on his own experience as well as feedback from colleagues who are familiar with the different approaches in the EFL university-level context in Vietnam.

Adam & Babiker (2015) investigate the impact of teaching literature on developing creative writing from fifty English language university teachers' perspectives from two Sudanese universities. The results reveal that teaching English literature can enhance students' creative writing of short stories, dramatic scenes and develop creative imagination. They also show that students develop their language use when writing. Teaching literature can also improve better use of literary techniques, figures of speech and literary elements in creative writing. Khatib, Derakhshan & Rezaei (2011)

review the complexities of literature, the advantages and reasons for implementing literature in their EFL context(Iran) and elsewhere, some approaches to implementing literature in EFL/ESL classrooms, and finally they propose a new model called "Whole Literary Involvement" depends upon task-based approach and they provide teachers with a succinct procedure of how to utilize and integrate literature in their classes. The advantages which are reviewed are classified under three main headings:(1)Literature in Terms of Language Learning,(2)Literature and Motivation and(3) Literature as an Agent of Change.

Premawardhena(2007) discusses the challenges and perspectives of introducing literature into foreign language studies at universities in Sri Lanka based on research conducted among students of six foreign languages at University of Kelaniya, Sri Lanka. The students are more inclined to develop their language skills. Thus, they devote less time to reading literature. Yilmaz's study (2012) investigates Turkish EFL undergraduates' attitudes toward the study of literature in English, as well as factors affecting their opinions. The results indicate that the strategy for the teaching of literature which incorporates students' literature preferences into teacher's instructional practices will help students make considerable gains in both the literary and language competence.

According to Buckledee (2002) "the major criterion for selecting texts is not their accessibility for non-native speakers, but their status as major works in the literary canon" (p.8). Collie & Slater (1987) present some criteria for choosing literary texts to be used in language class. I can divide them into two main groups. The first are related to students which are students' needs, motivation, interests, cultural background and language level. The second are related to the selecting of the literary work itself. They are books' relevance to the learner's real-life experiences, emotions, or dreams. Besides language difficulty, interest, appeal, relevance and enjoyment.

In a nutshell, literature has different roles to play. It provides students with a wide range of language varieties such as formal, colloquial, technical, so one of the main functions of literature is its sociolinguistic richness. Besides it develops learners' language, their cultural, intercultural and pragmatic awareness and their motivation, to mention some. Van (2009) asserts that literature provides extraordinary opportunities to enhance syntactic, pragmatic, cultural, and discoursal awareness among learners because it is full of examples of real-life language in various situations.

Literature in ESP Classroom

As stated before, ESP authentic materials can be derived from different sources. One of those sources is literature, i.e. literary texts (Krishnan, 2007; Diaz-Santos, 2000; Kelly and Krishnan, 1995; Fanning, 1993; Hirvela, 1990). Maley (1989) said that in literature, teachers can find the language of law and of mountaineering, of medicine and of bull-fighting, of church sermons and nursery talk. Moreover, “One advantage of a literary text over a specialist one — at least in a language teaching context— is precisely its potential to engage readers’ imaginative faculties” (Diaz-Santos, 2000, p. 229).

Hirvela (1990) is the first scholar who tackled the topic of using literature within ESP with particular reference to stylistics which creates a common ground between linguists and literary specialists. He finds that the short stories are “the most effective type of text to use” (p.251). He advocates a new approach to ESP called (LSP) Literature for Specific Purposes which “offers a host of advantages to course designers, teachers, and students alike” (p.248), and he highlights the use of language through literature approach or framework. He demonstrated John Wyndham’s science-fiction short story, *Stitch in Time* (1965). It is used as an example of different language activities in English for Academic Purposes (EAP)/EST classroom with engineering students at the college level. At the end, Hirvela presents a list of specific stories he has used in that EAP/EST course.

Literary texts were also used with the business student at Middlesex university (Fanning, 1993). Fanning, in his discussion, says “One colleague has suggested that within the business studies field even *The Merchant of Venice* could serve as an example of...material that somehow supports the students’ main studies” (166 [*author’s italics*]). However, he recommends to use limited numbers of literary extracts rather than complete texts in this context for two values; “They can contribute useful information in the area of British studies, and they may motivate further useful reading” (pp.167-68). He states that the examples of literary texts extract for British studies might be taken from *Tom Brown’s Schooldays* or from *Son and Lovers*.

Kelly and Krishnan (1995) have introduced literary texts into the ESP curriculum in English for engineering students (Electrical, Mechanical, and Civil) at Nanyang Technological University (NTU), Singapore in 1991. They also discuss the views of those who support using literature in ESL/EFL classroom and those who do not support that.

Diaz-Santos (2000) has successfully used technothrillers stories as source material in EST courses at university of Havana, Cuba for three and a half years. He mentions six reasons for why these stories are attractive material for EST students. Besides, he claims that using technothrillers has further

pedagogical implications which are that they are genuine examples of EST language, for strengthening study skills, and for fostering development of many critical reading and thinking skills. They also foster students' sheer curiosity in searching for information in original sources and engaging students in the learning process. Michael Crichton's *Jurassic Park*(1991) had been used in these courses because of its scientific content and its relatedness to different fields and current concern of new technologies. Diaz-Santos presents some examples for activities taken from that story and used with his students from different scientific fields(mathematics, physics, chemistry, computer science...etc.). "The teaching approach undertaken is across between the content-based reading model traditionally used in EST and some activities aimed at the exploration of literary works" (p.223).At the end, the courses had been evaluated and the overall results showed that the students were satisfied with this learning experience

Brave New World: the novel

Written by a writer with solid science background in 1931 and published in 1932, Aldous Huxley's *Brave New World* is a dystopian or anti-utopian novel. In it, the author questions the values of 1931 London, using satire and irony to portray a futuristic world in which many of the contemporary trends in British and American society have been taken to extremes. It is a novel of ideas and an ironic commentary on contemporary values. The novel is a serious scientific novel as well as an amusing predictable, futuristic and dystopian fantasy. It is one of the most famous literary works on science-fiction.

Its style is very precise. Each word has a meaning and is not just put there to sound good. There are few difficult words and the reading is easy. Huxley used some creative allusions in the book. For example: A.D. which meant "Anno Domini" - the year of our Lord is now A.F. - the year of our Ford. Ford is their God and they use it the same way he uses God. For example: they say "Oh Ford" for our "Oh God."

The novel opens in the year 632 at the Central London Hatchery and Conditioning Centre, a research facility and factory that mass-produces and then socially-conditions test-tube babies. The date is A.F. (After Ford), —being a notation based on the birth year (1863) of Henry Ford, the famous automobile manufacturer and assembly line innovator who is worshipped as a god in Huxley's fictional society.

The novel presents an imaginary picture of the world as it might become if man makes himself subservient to science rather than making science subservient to man. In it, Huxley presents many of the personal, social, political and scientific ideas of his time.

All the above mentioned features, besides others, give *Brave New World* an advantage to be used in EAP/EST classroom.

***Brave New World* in ESP/ EST classroom**

Generally speaking, using novels in language teaching has many advantageous points. Besides their use as authentic material, novels' character reproduce what people really do in daily lives. Helton, Asamani and Thomas (1998, pp.1-5) illustrate the educational benefits of novels. Among these benefits are the following:

- develops oral and written language skills,
- serves as a springboard for a multitude of holistic learning and critical thinking activities
- beginning with basic comprehension and writing,
- presents a unique way of teaching reading by getting students involved and excited about the reading process.

ESP teachers can use *Brave New World* as an authentic text in their teaching, and the learners can get more orientation about the current values of modern societies and more importantly about the target language and the specific language used by the author with the aim of improving their English language proficiency to cope with the language needed in academic and workplace settings. The important reasons which will encourage the ESP teacher to integrate and use this novel in ESP/EST class are the following:

- 1- *Brave New World* has an interesting story that will be of interest to the entire EAP/EST class.
- 2- It is a novel of ideas, the characters and plot are secondary, even simplistic.
- 3- It has a powerful, fast-paced plot and interesting, well delineated, memorable characters.
- 4- It deals with common, familiar, universal, scientific and specific themes, topics, concepts and ideas, and it is best appreciated as an ironic commentary on contemporary values. "The themes literature deals with are common to all cultures, though the treatment of them may be different – Death, Love, Separation, Belief, Nature ... the list is familiar"(Maley1989, p.12).

- 5- The content of the novel is suitable to students' cognitive and emotional levels.
- 6- It engages learners' imaginative faculties and fancy.
- 7- Its language is not difficult and its length is moderate.
- 8- It would help the learners to immerse in English.
- 9- It is useful for real acquisition of modern English because it is written in modern English.
- 10- Vocabulary, parts and extracts of the novel can be useful as authentic and fit materials for EAP/EST students at tertiary level, especially in ESL/EFL context. All these represent scientific communication.

Similarly, Collie & Slater (1987) recommend using Aldous Huxley's *Brave New World* for some activities in the classroom. They consider it as resource work as follow:

Table 1

A description of Huxley's *Brave New World* as a resource literary work in a language classroom (Collie & Slater, 1987, p. 257)

Author and title	level	Language difficulty	Length	Brief description	General comments
Aldous Huxley, <i>Brave New World</i>	A	M	M	Sanitised life in a futuristic society based on genetic engineering	Intriguing-build-up of suspense-good discussion potential

*A = advanced; M= medium

Hence, in the following sections, I suggest both science-related and non-scientific activities for teaching both language aspects/areas (vocabulary, grammar and pronunciation) as well as main language skills (listening, speaking, reading, and writing) within the framework of the communicative approach. However, ESP teachers have more freedom to suggest more communicative activities.

Language Areas

Vocabulary activities

Vocabulary is an important and integral part of any ESP course, but this area of teaching is somewhat neglected generally, and particularly in ESP courses (Harding, 2007; Richards & Rodgers, 2001; Robinson, 1991). Therefore, an ESP teacher can find many related terms and terminologies in *Brave New World* which can be used later in students' classes. It is a very effective way of building and acquiring vocabulary that they will be used for later purposes. Huxley draws upon his own extensive background of study in science and other fields of knowledge. He creates several special words and expressions to lend a realistic touch to his new world of imagination.

The ESP teacher can use the following specialized words in the ESP class: ‘Alpha, Betas, Gammas, Deltas and Epsilons’ which represent the five main caste or classes of human beings in Huxley’s world. ‘Decanting’ is another term which means the removal of child from the bottle; it is the equivalent of child birth in our societies. The word ‘Ectogenesis’ also means the development of an embryo outside the body of mother. ‘Neo-Pavlovian’ is a process of conditioning babies by noises and electric shocks in the brave new world. It is based on the principles of acquired reflexes introduced by Ivan Petrovich Pavlov (1849-1936). Moreover, ‘test-tubes’, ‘X-rays’, ‘bud’, among others, can be used in the students’ classes.

All these and other terms and terminologies can be used and exploited by the ESP teacher in presenting different vocabulary activities, for example giving meaning (can be also in the mother tongue), the form (noun, verb, etc.), pronunciation, synonyms, antonyms and word structures (e.g. compounding, nominalization, affixation, etc.). All these activities can be implemented as pre-reading activities and as one part of reading and comprehension passages from the text in which students are asked to guess terms’ meaning from the prior knowledge, from the words’ pronunciations or using EST dictionaries to get their meanings. Besides, they can be after reading activities in which ESP teacher can ask students to find out the meaning of words from the context or to discuss the meaning among them to reach the suitable meaning as vocabulary development will become easier by discussions.

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Pronunciation practices

Pronunciation activities can be used before, during, and / or after the reading of the novel. Students should indicate vocabulary, idioms, or words they cannot pronounce. Group activities (see below) give significance to pronunciation practice. ESP teacher should indicate students’ pronunciation errors during such activities so as to correct such errors (Stern 2001).

Grammatical activities

ESP teacher can suggest many structural and grammatical exercises to his students such as those which related to general grammatical structures (e.g. tenses, aspects, modality, articles, etc.) or to grammatical structures generally used in scientific discourse (e.g. present participles, passives, conditionals, etc.).

Language skills activities

ESP courses should be all skills-focus, not simply vocabulary-based courses. They emphasize on the development of communicative skills and linguistic accuracy. Therefore, they should integrate all skills (listening, speaking, reading and writing) or at least two, especially in ESL/EFL contexts where learners

have less exposure to the target language. These skills should be developed in the ESP learners. Consequently, the ESP teacher can use *Brave New World* as a resource work in the classroom for integration of all or most of these skills. He/she should develop activities that motivate students, especially the first-year students, and help them develop the four language skills.

Reading activities

Most of ESP courses concentrate mainly on reading. This is because reading may be used as a basis or resource for integrating all skills (Grabe & Stoller, 2001), and because of its importance in many EFL contexts and universities where English is the language of textbooks and journals, and learners' needs of using it in their own countries is large (Johns & Dudley-Evans, 1991; McDonough, 1984). More specifically, McKay (1982) states that when students enjoy reading literature, their motivation and reading proficiency will be ultimately increased.

As stated before, in *Brave New World*, there are several themes connected with the latest and current ideas of science and technology. Therefore, many extracts and passages can be taken and used in EAP/EST classroom as a reading comprehension. There are passages which describe many scientific and technical processes, such as cloning, mass production, conditioning of babies, birth control, etc. *Brave New World* will make the reading lesson remarkable, exciting and enjoyable. The following is one example of these passages which can be used as a reading comprehension passage for EST learners:

“He pointed. On a very slowly moving band a rack-full of test-tubes was entering a large metal box, another, rack-full was emerging. Machinery faintly purred. It took eight minutes for the tubes to go through, he told them. Eight minutes of hard X-rays being about as much as an egg can stand. A few died; of the rest, the least susceptible divided into two; most put out four buds; some eight; all were returned to the incubators, where the buds began to develop; then, after two days, were suddenly chilled, chilled and checked. Two, four, eight, the buds in their turn budded; and having budded were dosed almost to death with alcohol; consequently burgeoned again and having budded—bud out of bud out of bud—were thereafter—further arrest being generally fatal—left to develop in peace. By which time the original egg was in a fair way to becoming anything from eight to ninety-six embryos— a prodigious improvement, you will agree, on nature. Identical twins—but not in piddling twos and threes as in the old viviparous days, when an egg would sometimes accidentally divide; actually by dozens, by scores at a time” (Huxley, 1969, pp.6-7).

This passage can be followed by a set of comprehension close-ended as well as open-ended questions and different tasks, activities and drills such as true or false question, vocabulary drills (synonyms, antonyms...etc.) and discussion. Answers can be prepared in small group work; then students can share them with the rest of the class. The discussion can be done on three levels, the literal level, the inferential level, and the evaluative/personal level (Stern,2001). Firstly, teacher can start at using direct questions of fact concerning the characters, setting, theme(s), plot and the author's point of view. The students' answers come with literal specific reference to the text (the literal level). When master literal comprehending or understanding, students must, then, speculate and interpret the characters, setting, and theme from the point view of the author (the inferential level). Finally, students can start to evaluate the work collaboratively and present their personal reactions to its characters, setting, plot and the work's real cultural issues and themes (the personal/evaluative level).The third level, according to Stern (2001) will encourage students to think imaginatively about the work, stimulate their problem-solving abilities, and encourage total participation. Class discussions of each event of the novel should include the main idea and supporting details, including who, what, when, where, and how(Helton, Asamani and Thomas, 1998, pp.1-5).

Accordingly, *Brave New World* is a very effective way of developing reading comprehension skills, and it may create an interest in reading English for pleasure. Moreover, students' horizons will be broadening, and they will become familiar with new cultures as the novel is rich in English culture.

Writing activities

Brave New World can be a rich and provocative source for writing in ESP class in ESL/EFL contexts. It can be used for writing activities in the classroom. Firstly, students can be asked to use *Brave New World's* text as a model and write closely similar to the original work. In other words, they can imitate its content, theme, organization and/or style in terms of controlled, guided, free, and other types of writing. For example, they can be asked to paraphrase (what they read or hear aloud), summarize (some elements like the novel's theme, plot, setting and characters) and/or adapt (to rewrite/reproduce some sections into dialogue or vice versa). Secondly, they can be asked to write on or about one of the themes of the novel, e.g. the advancement of science and technology and their effects on human life. Finally, genre variation practices can be used in which students asked to change a passage into C.V.

In all these cases, *Brave New World* becomes a subject matter for writing activities such as students can answer the comprehension questions, write in-class (factual) paragraphs and essays and homework writings (extending activities). Discussion deriving from reading questions can be the foundation for

written activities (Stern, 2001). All these will involve seeking out additional vocabulary or applying or using their existing vocabulary required in writing essays. Students can be also asked to write the note which John, the main character, writes to the Reservations asking to be rescued (Collie & Slater, 1987). Moreover, students can be asked to read the novel or some parts of it and then to rewrite it, using their own experiences or depending on their imagination to develop it. Such practices will provoke learners' literary creativity and develop their communicative skills. All these activities can be done before or after learners start to read the novel and called writing "on or about" literature/novel.

There are also other writing activities called writing "out of" literature, such as Adding to the Work, Changing the Work, Drama-Inspired Writing and A Letter Addressed to Another Character, etc. (Stern, 2001). For example, a student can write a letter to one of the characters (e.g. John, the main character), in which s/he advises him personally about how to overcome a particular problem or situation (his problem in this context). Finally, the sub-skills of writing like handwriting, spelling, and punctuation can be developed and students can be asked to do some exercises related to all these sub-skills. All these skills will help EAP/EST students to know how to write English more clearly, creatively, and strongly.

Listening and Speaking Activities

Students can develop their listening as well as speaking skills within *Brave New World*, for instance ESP teachers can play a recording or video of the novel, or read the text aloud or ask students to read loudly, dramatize and/or role play some selected extracts/scenes of the novel which attract them. After learners listen to the tape-recorded of the novel, they can be asked to write a summary of it. Besides, students can adopt scripts for sections of the novel and adapt them to the real text as possible. Discussion deriving from reading questions can be also the foundation for oral activities (Stern, 1991). *Brave New World* stimulates interesting topics for classroom and group discussions. Discussion and group activities such as general class discussions, small-group work, panel discussions, and debates can be used to improve students' listening and oral abilities. For instance, there can be a discussion of one of the main themes of the novel such as the advancement of science and technology and their effects on human life. This discussion can take form of debate on one of the novel's issue such as over-reliance on and misuse of science and technology, and finding ways to avoid the bad effects of technology. Purpose is also one of the main themes of the novel which can be debated:

“What is the purpose of life? Is it, “Life’s short, play hard,” as the civilized people believed, or is it more than that. Do we have a deeper purpose than just living? The civilized people had no value for life. The D. H. C. said, “what is an individual?... We can make a new one with the greatest of ease - as many as we like.” A nurse said about the death conditioning, “They learn to take death as a matter of course.” They don’t know what they’re missing without a family. (Huxley, 1969, p. 148).

The details of such social issues will create interesting debate. Collie & Slater (1987) also present a worksheet based on *Brave New World* for pair or group discussions purpose based on questionnaires:

“Questionnaires are usually very helpful in sparking discussions. A simple kind of lists statements with answer boxes to be ticked, such as: agree / disagree / not sure. These can be prepared to be filled in at home, with follow-up in the next lesson; alternatively, they can be completed during class time. Students are then asked to discuss their choices with follow students, either in pairs or in groups...” (p.71).

Giving presentation on one of the ideas of the novel is also an oral activity which will develop students listening and speaking skills. Students can use the vocabulary required in giving presentations.

All of these activities will help EST students to improve their oral and imaginative skills, especially they have good scientific background. They will develop students’ speaking abilities, make listening understanding interesting and improve students’ pronunciation.

Conclusion

One of the aims of this paper is, therefore, to encourage novice and inexperienced teachers to use literature in their classrooms especially in EFL contexts. Many current teachers would be looking for a task, assignment, or project of some kind that would involve several students or a group working together. Huxley's *Brave New World* can serve two purposes: to be used a resource literary work in EAP/EST classroom and to present authentic language which will give students more exposure to the target language. Therefore, ESP teachers can use this novel and similar ones as authentic texts in which the learners can get more exposure to English language and the specific language used by the author with the aim of improving their English language proficiency to cope with the language need in academic and workplace settings.

In conclusion, it is better to offer some recommendations for using literature in ESP classroom with a specific focus on EAP/EST classroom:

- 1- Literature should be considered as a resource or an instrument for language learning, not as an end in itself.
- 2- Literary texts should be included with other text types in ESP classrooms for native and non-native learners.
- 3- Novel, especially science fiction, has many advantageous aspects to attract ESP learners' attention and to be used in EAP/EST classroom.
- 4- Language aspects/areas (vocabulary, grammar and pronunciation) as well as main language skills (listening, speaking, reading and writing) should be integrated in ESP classrooms.
- 5- ESP teacher should have the freedom to choose literary texts and suggest activities taking in consideration learners' needs, level, major and ESP course's duration.
- 6- ESP teacher should facilitate and encourage discussion and group activities such as general class discussions, small-group work, panel discussions, and debates.
- 7- ESP teachers' professional training should be designed in such a way that help them to be competent in both literature and English language and to design integrated ESP syllabus of these two components.

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