

EXPLOITATION OF LITERARY TEXTS IN TEACHING ESL/EFL

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ABSTRACT

This paper describes and discusses how an English literary text can be exploited to develop a number of skills for ESL/EFL learners who may wish to achieve communicative competence in the target language. Literary texts, selected properly, can help students imitate the real-life situations in which they are expected to be able to use the target language. In this paper, I shall first describe the criteria, suggested by Brumfit (1996), used for selecting a literary text to be used in a classroom situation and then discuss how I used an English literary text to help my learners enhance their varied competencies in the target language. Finally, I summarize the results of a brief analysis based on my learners' responses to the different activities designed using the English literary text I selected for classroom treatment.

Introduction

In recent years, the role of literature as a basic component and source of authentic texts in the language curriculum rather than as an ultimate aim of English instruction has been gaining popularity in the domain of ELT. Among language educators, there has been a hot debate as to how, when, where, and why literature should be incorporated in the ESL/EFL curriculum. Numerous discussion of how literature and ESL/EFL instruction can work together and interact for the benefit of students and teachers has led to the emergence of interesting ideas, learning, and improved instruction for all. Nowadays, many teachers consider the use of literature in language teaching an interesting and worthy concern (Sage, 1987). Moreover, it has been widely discussed and argued (Brumfit, 1986; McKay, 1982; Nation & Deweerdt, 2001; Evans, 1992; Duff & Maley, 1990) that literary texts appropriately selected and explicitly applied in a classroom teaching situation can promote communicative competence in L2 learners. Thus, selecting an appropriate text in line with accepted criteria can yield good results in terms of text manipulation in which the teacher's awareness of factors like cultural, linguistic and formal complexity is required.

In this article, I shall first discuss the criteria which are used when selecting an appropriate text for ESL/EFL learners and then explain how I exploited a literary text thus selected in line with the suggested criteria to teach various skills that ESL

or EFL learners may need to develop in order to function effectively in the target language. Finally, I summarize the results of a brief analysis based on my learners' responses to the different activities designed using the English literary text I selected for classroom treatment.

Criteria for Text Selection

When we select an English literary text to be used in a language class, the language teacher is required to consider some factors such as needs, motivation, interests, cultural background and language level of the students. In addition, one major factor to take into account is whether a particular work is able to arouse personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. It is assumed that reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra-linguistic knowledge when it is meaningful and amusing. Therefore, choosing materials relevant to the real-life experiences, emotions, or feelings of the learner is of great importance. In selecting a text, language difficulty has to be considered as well. If the language of the literary work is simple, it may facilitate the comprehensibility of the literary text (Collie & Slater, 1990).

When dealing with the text selection which is considered to be a valid part of text manipulation, I followed the criteria below as suggested by Brumfit (1986):

1. Linguistic
2. Culture
3. Pedagogical role
4. Length
5. Classic status or face validity (it has been shown that students benefit from the study of texts they have selected themselves. Such selections are often based on literature traditionally perceived as 'classic literature' such as Dickens or Shakespeare)
6. Genre

It has been argued that language criteria are not adequate for text selection in the ESL or EFL domain since there remains a connection between linguistic skills and reading ability, and also between literary comprehension and linguistic comprehension. Evans (1992) suggests that evidence from empirical research supports the principle of adjusting the course material (including texts and instruction) to match the level of competence of the students. This means that the material should be graded, increasing in difficulty as the students progress through the course. However, Evans (1992) also mentions that researchers have also found that, while a basic level of linguistic competence is necessary for comprehension in L2 reading, exposure to un-simplified, linguistically complex texts in L2 can improve reading ability and

comprehension to a greater extent. This is to further emphasize that when we use literary texts, they need cultural gradation so that learners can move from familiar to unfamiliar culture.

Cultural Selection

Under cultural gradation, what is often done is to select texts written by second language speakers of English. Zughoni (1989) recommends the inclusion of literary texts by authors native to third world countries, in order to provide material that is relevant to the student's own experience while Kachru (1986) asserts that ESL students who are exposed to non-native English texts identify not only with cultural aspects of the texts but also institutionalized non-native language which forms part of their own daily culture and communication.

However, when it comes to text manipulation, an ESL/EFL teacher needs to be aware of factors such as cultural, linguistic and formal complexity that demand careful attention in the selection of appropriate texts for use in the ESL/EFL classroom with the object of providing the students with the necessary input for the acquisition of all the different types of competencies required to function as proficient users of the target language.

Learners' Background and Teaching Environment

I teach English Conversation to non-English major undergraduate students whose mother tongue is Thai. English is studied as a foreign language. Their ages range from 18-22 years. We have both male and female students from different social backgrounds. Their parents' occupations include farming, fishing, business, and employment in the government and private sectors.

Among these students, Thai is the most commonly spoken language while English is restricted to study purposes only. English is less used for communication. Although they study English either from kindergarten or primary level to high school, their standard appears to be very low when compared with that in the other countries in the region. Except for a very small number of schools, literature is not taught as a subject in school. Therefore, my learners have never been exposed to English literature. But, they have the linguistic skills and reading ability to make sense of a literary text.

Since the university is situated in the South of Thailand, most of the students from the Southern part which is surrounded by the sea attend the university. As a result, fishing and farming is the chief occupation in the area. The literary text I selected for these learners does not present any cultural barriers since it portrays the typical livelihood of fishermen who struggle with the sea to eke out their daily bread in a similar fashion regardless of territory; ethnicity or social status. When it comes to

linguistic difficulty, the extract, taken from *The old man and the sea*, one of the famous novels written by Hemingway, does not pose a problem for my students to read and understand since it is written in simple language. In terms of pedagogical role, it appears that this material can explicitly be used to teach the four language skills—listening, speaking, reading, and writing in an integrated approach (Chan, 1999). In regard to genre, the extract consists of conversations typically used in everyday life so that this can well be utilized to teach the learners a number of elements used by actual people in spoken discourse such as conversational strategies, functions of language, speech acts, and co-operative principles. Ultimately, the learners will be exposed to different genres such as formal speech, an interview, formal letter writing, and informal telephone conversation. Another criterion suggested by Brumfit (1986) is classical status or face validity. From the point of classic status, *The Old Man and the Sea* has been classified as one of the classical literature books. *The Old Man and the Sea* has won numerous accolades for Hemingway, including the 1953 Pulitzer Prize for Fiction and the Nobel Prize in 1954.

Taken together as a whole, it can be said that the extract selected to teach my students complies with the criteria described earlier. As they had never been exposed to literary texts of this nature, it was a novel experience for them. Therefore, they were highly motivated in doing the activities. Below is a full account of what and how I used the literary text extracted from *The Old Man and the Sea*. It is about the courage of a simple old man in the face of adversity.

As Hess (2003) says, it is important to create a mental picture of what we are going to teach the learners or discuss with them by making use of some activities which she terms triggers whose chief function is to activate relevant schemata or the building blocks of cognition (Rumelhart, 1980) so that learners will be able to glide naturally into the context.

For the text selected, I used the following trigger activity. I showed my students a picture of a very high mountain using PowerPoint and asked them some questions such as the ones given below:

- “Do you like the view in this picture?”*
- “What can you see here?”*
- “Has anybody here climbed a high mountain?”*
- (More questions can be included.)*

Learners came out with answers and I then asked them to think about the mental qualities and physical abilities they need to have when they want to do some difficult or risky task. Next, they were put into a few groups and given a handout in which they found some pictures of people and words or phrases describing different abilities and characteristics in a box below the pictures. Next, they were asked to discuss in their groups and write relevant characteristic words or phrases under each picture (see Appendix 1).

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unluck, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated.

"Santiago," the boy said to him as they climbed the bank from where the skiff was hauled up.

They walked up the road together to the old man's shack and went in through its open door. The old man leaned the mast with its wrapped sail against the wall and the boy put the box and the gear beside it. The mast was nearly as long as one room of the shack. The shack was made of the tough bud-shields of royal palm which are called *guana* and in it there was a bed, a table, one chair, and a place on the dirt floor to cook with charcoal. On the brown walls of the flattened, overlapping leaves of the sturdy fibred *guana* there was a picture in color of the sacred Heart of Jesus and another Virgin of Cobre. There were relics of his wife on the wall but he had taken it down because it made him too lonely to see it and it was on the shelf in the corner under his clean shirt.

"What do you have to eat?" the boy asked.

"A pot of yellow rice with fish. Do you want some?"

"No. I will eat at home. Do you want me to make the fire?"

"No. I will make it later on. Or I may eat the rice cold."

"May I take the cast net?"

"Of course."

There was no cast net and the boy remembered when they had sold it. But they went through this fiction every day. There was no pot of yellow rice and fish and the boy knew this too.

"Eighty-five is a lucky number" The old man said.

"I will get the cast net and go for sardines. Will you sit in the sun in the doorway?"

"Yes, I have yesterday's paper" and "I will read the baseball"

"You study it all and tell me when I come back" (p. 6-7)

Vocabulary Study

After the trigger activity, I told the learners that we were going to read an extract from a famous story about a courageous fisherman. Next, I showed the following words using PowerPoint and asked if they knew their meanings.

skiff	benevolent
harpoon	shack
furled	charcoal
gaunt	sacred
relics	blotches

Only two students knew the meaning of charcoal but not others (The class had 31 students). Then I distributed the selected text and asked them to read the first paragraph and see if they could make sense of it.

I did not explain the meaning of every word given here but tried to elicit it from the learners who were provided with clues such as “When fishermen go fishing, what do they travel in? When I had elicited the word, I next explained what a skiff really is. Likewise, I helped them to get the meanings of difficult words as well as to pronounce some words. As indicated by Hess (2003), vocabulary acquisition is a four step process in which students should be able to understand the word, be able to pronounce it, spell it, and use it in a sentence.

Connecting the Trigger Activity to the Text

After the first activity described above, I used a bridge sentence that connected the trigger activity to the text. For this, I made use of the following: “We know that people need different skills and abilities to do certain tasks. For some activities, we need physical strength. But for others we may need strong feelings such as courage or patience to accomplish them effectively. Now, we are going to read an extract from a famous book called ‘*The Old Man and the Sea*’ written by Ernest Hemingway.” I then distributed the handout to the class.

As the next step, I read the whole text to the class while they were listening and following it. At the end, I asked some questions such as the ones given below to check their comprehension:

- How many days did the old man pass with no fish?*
- How long did the boy stay with the old man?*
- Why did the boy leave the old man?*
- Who are the two persons in this story?*
- Does the old man have a large house?*

Some of them could answer correctly while a few had problems. So I got them to read the text by themselves.

Collie and Slater (1990) note that the printed page can be a cold and distancing medium, and that only the teacher, through his/her power of visualization and imagination, can lift the image from the page, and together with the help of his/her students, paint in its lustrous colors. In the extract of *The old man and the Sea*, I asked my students to imagine the old man and the boy. What does he really look like? How does he come home without a single fish in his hand? What clothes does he wear? Why does the boy like him? Why do the other fishermen say that the old man is unlucky? What kind of home does he have? Is it a big or a small one? Does he have a lot of furniture? What does he usually eat? Is his wife alive? Likewise, I encouraged my students to create a whole cinematic world about the life of this old man.

Developing Language Skills

When the students became familiar with the text, I paid attention to promoting language skills concerning usage such as the use of present, past, future tenses and modality (e.g. I may eat the rice cold). I asked students to underline all the verbs in the past tense, to list regular and irregular past forms; and to explain why the present tense is used in sentences like “which are called ‘guano’”. Further, I focused on some structural patterns such as “The mast was nearly as long as the one room of the shack” Taking some more examples, I explained this. In the same way, I could draw learners’ attention to constructions like “The shack was made of, It made him” (McKay, 1982).

Formal Links that Operate Within and Between Sentences

After that, I taught my learners how to recognize a stretch of language as unified and meaningful. I explained about the formal links, which operate between and across sentences, known as cohesive devices, such as verb forms (the form of the verb in one sentence can limit the choice of the verb form in the next) Cook, 1989). e.g. “They walked up the road to the old man’s shack and went in through its open door. The old man leaned the mast.....”

From these two sentences, I clarified to them that the verbs (walked, went, leaned) are all in the past. This appears to be an important area which the learners should study well so that they can become precise readers as well as writers both in their academic and professional fields.

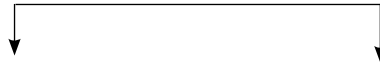
Cohesive Devices

Next I talked about reference cohesion. I explained to them using the following example which was followed by an activity.

Cohesive Devices- Reference Cohesion



Personal: e.g. He was an **old man** who fished alone. **He** had gone eighty-four days now.



Demonstrative: e.g. The **sail** was patched with flour sacks. **It** looked like a flag.

Activity

Identify the personal and demonstrative cohesive markers in the following sentences and draw a box around them and join them with a line as has been shown in the example you have just studied.

1. A: Can I have an egg and bacon burger? B: Would you like cheese with that?
2. The papers should be arriving soon. When they do, can you put them in the study?
3. When we were younger, we went camping during our holidays. We had less money then.
4. We are at the hotel and will be here for about two hours.
5. Samak wanted a bicycle very much. His mother knew this. On his twelfth birthday last week she gave him a bicycle. She bought it at a sale.

After the activity above, I asked them to find personal and demonstrative reference words in the first paragraph of the extract and join them with a line.

Conjunction is another type which shows the formal relation between sentences. Therefore, I gave a few examples taken from the text. E.g. “There was no cast net and the boy remembered when they sold it. But they went through this fiction every day.”

“You study it all and tell me when I come back.”

Under lexical cohesion, I drew learners' attention to repetition (e.g. mast/mast, a pot of yellow rice), synonymy (picture=photograph) and collocation (e.g. sail, mast/bed, table, chair, shelf).

The next activity was based on language use. This means how the language is used for social interaction because literature reveals how actual people use actual language in different social contexts. Littlewood (1986) suggests that:

A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom, especially one outside the community of native speakers, is isolated from the context of events and situations which produce natural language. In the case of literature, language creates its own context (p.179).

As has been observed by a number of authors (Long, 1983,1996; Pica, 1994; Gass, 1997; Richards, 2005; Larsen-Freeman, 2000), successful communication involves more than just mastery of the rules of grammar, i.e. linguistic forms of a language, but also the understanding and appropriate application of the rules of use. It can be argued that effective teaching of oral skills would naturally lead to the development of "Communicative competence" in the learners (Hymes, 1967). At this stage, I asked learners to write down all the utterances used by both the old man and the boy such as:

"What do you have to eat?"

"A pot of yellow rice with fish. Do you want some?"

"No. I will eat at home. Do you want me to make the fire?"

"No. I will make it later on. Or I may eat the rice cold."

"May I take the cast net?"

Later, I let the class discuss how they can ask questions and answer them using WH-question words as well as Yes/No questions. For this, I gave them some real world situations asking them to make short conversations. For example:

- A. *You are hungry now and want to eat something. Ask your mother/sister what she's got for you to eat.*
- B. *Suppose you are the mother/sister. Tell your son/brother what type of food you have (rice with chicken/ bread with butter etc).*

Conversational Exchanges

As indicated by McCarthy (1991), the conversational exchanges found in this text can easily be used to give ESL/EFL learners an idea of how certain conversations conform to a pattern or a regular sequence of initiation, response, and follow up. By using the exchanges used in this text, I made my learners aware that every exchange has to be initiated, whether with a statement, a question or a command; equally

naturally, someone responds, whether in words or actions, whereas a follow up move can be different depending on the situation, participants and role relationship. For example:

<i>The boy: "What do you have to eat?"</i>	- <i>Initiation</i>
<i>The old man: "A pot of yellow rice with fish"</i>	- <i>Response</i>
<i>"Do you want some?"</i>	- <i>Offer</i>
<i>The boy: "No. I will eat at home. Do you want me to make the fire?"</i>	- <i>Follow up.</i>

To practice this kind of conversational exchanges, I gave them some more examples drawn from real world situations in the classroom.

Activities:

1. Ask someone for the time.
2. Tell someone tomorrow is a holiday.
3. Ask to borrow your friend's pen for a while
4. Tell your partner, Nadia (a classmate of both) is not coming tomorrow.

It can be assumed that through these kinds of activities, learners can be taught conversational strategies such as opening a conversation, taking a turn, holding a turn, passing a turn, repairing, closing a conversation and also functions of language which are also very crucial for ESL learners. Austin (1962) and Searle (1969) point out that in the same way that we perform physical acts, such as having a meal or opening a door, we could also perform acts by using language. It is clear that we can use language to make requests, to give orders or to give advice and these are called speech acts.

Language Functions

For the purpose of clarification of functions for my learners, I identified the speech acts as follows:

<i>"What do you have to eat?" the boy asked.</i>	(Seeking information)
<i>"A pot of yellow rice with fish."</i>	(Providing Information)
<i>"Do you want some?"</i>	(Making an offer)
<i>"No. I will eat at home."</i>	(Rejecting an offer with an alternative)
<i>"Do you want me to make the fire?"</i>	(Offering help)
<i>"No. I will make it later on. Or I may eat the rice cold."</i>	(Rejecting with an alternative)
<i>"May I take the cast net?"</i>	(Making a request politely)
<i>"Of course."</i>	(Agreeing)

After the explanation above, I presented my learners with a conversation which takes place between two ESL students. I asked them to write the functions using the categories given below 'Greeting', 'Information seek', 'Information provide', 'Information check', 'Feedback', 'Opinion seek', 'Opinion provide', 'Clarification seek', 'Invitation', 'Comment', 'Acceptance' and 'leave taking' (Paltridge, 2000). Some functions have been written for you:

<i>A: How do you do?</i>	(Greeting)
<i>B: How do you do? What's your name?</i>	(.....)
<i>A: I'm Chitraporn. How about you?</i>	(.....)
<i>B: My name's Lee.</i>	(Information provide)
<i>Where do you come from?</i>	(.....)
<i>A: Thailand.</i>	(.....)
<i>B: Thailand.</i>	(.....)
<i>A: Yes, how about you?</i>	(.....)
<i>B: I'm from China</i>	(.....)
<i>(This conversation can be further extended)</i>	

In addition to the activities stated above, as pointed out by Ho (2000), literary texts can be used effectively for oral language practice such as reading aloud and pronunciation. This idea sounds practicable because students in South East Asian countries like China, Thailand, Japan, and Korea generally find it difficult to pronounce certain words correctly due to the fact that that some vowel sounds are not found in their native languages. This difficulty affects Chinese and Thai students to such an extent that they tend to substitute 'l' with 'n' and 'r' with 'l' Therefore, as a measure to overcome such pronunciation problems, I got the students to read the above text aloud. They were asked to read the whole paragraph rather than read isolated words. When they came to the conversation, I asked them to speak it in a natural way as if they were the boy and the old man. I found this useful as a practice exercise in which they could practice correct intonation, stress, pitch, diction and enunciation that are essential for natural communication.

Co-operative Principles

The next important aspect I dealt with here was the co-operative principles as indicated by Grice (1975). I first asked them to think a little about how a conversation proceeds in a real world situation between participants depending on their role relationships.

Later, I pointed out that we assume any conversation proceeds according to a principle which is known and applied by human beings. According to this, we interpret language on the assumption that its sender is obeying the following four maxims:

Be true (The maxim of quality)
Be brief (The maxim of quantity)
Be relevant (The maxim of relevance)
Be clear (The maxim of manner)

According to these maxims, I told them that we should say something what we believe to be true and what we have evidence for (The maxim of quality). We would also make our contribution as informative as is required for the particular purpose and not provide too much information (the maxim of quantity) while the third maxim says that speakers are assumed to be saying something that is relevant to the interaction or else we should indicate in what way it is not. The fourth maxim says we should be clear in what we say. That is to say, we should avoid ambiguity or obscurity, and be brief and orderly in our contribution to the interaction. Then, I asked them to have a closer look at the following interaction between the old man and the boy. I showed them that this conversation clearly reveals that they follow the co-operative principles.

“What do you have to eat?” the boy asked.
“A pot of yellow rice with fish. Do you want some?”
“No. I will eat at home. Do you want me to make the fire?”
“No. I will make it later on. Or I may eat the rice cold.”
“May I take the cast net?”
“Of course.”

Spin-off Activity

As the spin-off activity suggested by Hess (2003), for the above text, I selected the following activity in which students had to take something from the text and build a real world activity from it. I told my students that the old man described in the above extract could one day catch one of the biggest fish in the sea despite the fact that he was old and feeble. Then I assigned them the following group activity. I put them into 3 groups of 4 students each and named the Groups A, B, C, and D. Each group was given a different activity as follows. Each group was required to present its activity before the class.

Group A

Imagine two of you are reporters from a local newspaper and you got to know that an old man from a fishing village near your city has caught a big fish. You want to report this incident in your paper so you need to interview this man. Now prepare the kind of questions a reporter might ask while the other two in the same group have to act as the boy and the old man respectively. The boy and the old man should be ready to answer the reporters' questions.

Group B

Imagine you are members of a youth organization in your community. You are aware that an old fisherman has done a very brave deed. So you want to show your appreciation and honor him as an act of recognition of his brave deed. You have decided to hold a felicitation ceremony at the community hall in your village. For this you want to invite the Mayor of your city. Now draft a letter of invitation to the Mayor (see the appendices).

Group C

Suppose you are the Mayor who has received the above letter of invitation from a youth organization in your city asking you to be the main guest at a felicitation ceremony. Draft a short speech that you would like to make on the occasion. Use the given guidelines (see Appendix 2).

Group D

Imagine you are a relative of the old man in this story but you live away from your village/city because of your work. You came to know about this incident through a newspaper report and you want to verify it. Therefore, you decide to call one of your friends in your village/city. Now prepare a telephone conversation that would take place between you and your friend. When you have finished, you are required to present it to the class.

After each group had presented their assigned activities, I discussed what went well and not so well in their presentations. They were provided with detailed feedback because systematic error correction can have an effect on learners' achievement of fluency in the target language (Pica, 1994; Ellis, 1997; Dekeyser, 1993; Fotos, 1994).

At the end of the lesson, I asked my learners to find the novel "*The old man and the sea*" by Earnest Hemingway from the library and read the whole story to get to know how he managed to catch a big fish and finally what happened to the fish. They were also told to watch a documentary about the story on Youtube.com.

Brief Analysis of the Students' Responses to the Classroom Activities

A brief analysis concerning the students' responses received for the different activities based on the literary text was made to ascertain the extent to which the aims of the lesson were accomplished in terms of communicative competence. Thirty one students participated in the lesson which lasted for four hours with two-hour sessions over two consecutive days. The results for each activity are illustrated in the table on the following page:

Activity type	Number of responses		
	Correct	Incorrect	No response
1. Personal cohesive markers	31	0	0
2. Demonstrative cohesive markers	22	11	0
3. Language functions (included 12)	19	*6	*6
4. Spin off activity			
(Students accomplished speaking activities quite well. However, some errors were found in their writing activities)			
* could identify 2 or 3 functions correctly			

Even though there were some errors concerning grammar and lexis in their writings, they made a good effort when they were presenting their respective activities which dealt with different genres. However, taking the learners' performances as a whole, it can be emphasized that I could achieve the objectives of my lesson.

Conclusion

In conclusion, it can be emphasized that, given the relative merits of English literary texts which provide our learners with rich linguistic resources, teachers of ESL/EFL can exploit them to teach English more communicatively and effectively for our students to gain mastery in the target language. Literary texts provide us with examples of virtually all uses and types of linguistic expressions embedded in a socio-cultural and communicative context. Therefore, when the emphasis of L2 teaching is on communicative competence, literary texts carefully selected and activities designed appropriately can facilitate language acquisition which is a necessary condition on the part of learners to participate effectively in their respective societies and the workplace in the global economy of the twenty-first century.

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APPENDIX 1

TRIGGER ACTIVITY

Look carefully at the pictures and decide which mental or physical abilities and characteristics are needed by these people to do their jobs well and select the relevant word or phrase from the box and write then under the relevant picture. Discuss with your group members and add a few more.



Cyclist

.....



Mountain climbers

.....



Doctor

.....



Fisherman

.....



Wrestlers

.....

Physical strength	patience	speed
knowledge of medicines	Courage	knowing techniques
mechanical knowledge	Endurance	agility
knowledge of deceases	Ability to row a boat	
perseverance	determination	
Know about weather changes		kindness
Ability to make decisions		Knowledge of human body
Ability to act in a dangerous situation		
Ability identify different kind of fish		
Knowledge of equipments		ability to put up a tent

APPENDIX 2

Use the guidelines given below when you draft your letter- activity B

- Write the sender's address on the right and receiver's address on the left below the sender's address.
- Put the date
- Write the salutation
- Write the heading
- Write the first paragraph introducing who you are and what you have planned to do
- Describe your event with a little more detail. Mention why you have thought of holding this felicitation ceremony
- In the last paragraph, invite him to be the chief guest on this occasion. Give the date and time and place where this event will take place.
- End your letter and put your signature and write your name below that.

Use the guide lines given below when you draft your speech-activity C.

- First of all, thank the organizers of this event and appreciate the youth who organized this ceremony
- Tell that you were very surprised to hear this brave deed of the old man
- Talk about the importance of some personal characteristics that people need to have such as courage, patience, hard work and risk taking to accomplish any hard work
- Make your speech more appealing to people who always complain about difficulties and inabilities in doing work.
- End your speech appropriately