

Meeting Some Realistic & Practical English Language Needs Of The English Departments Students at Arab Universities.

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Abstract

The fact that the main purpose of FLT is communication, makes much of the discussion about relating the FLT aims and objectives to the learners' urgent needs of the foreign language relevant to the study of English language by Arab university students. Focusing on the present-day communication needs of the Arab countries, this article sets out the main ideas recently developed by FLT specialists and illustrates their application to the present situation of ELT by Departments of English at Arab Universities (henceforth DEAU).

The investigation is based on the critical analysis of the B.A. programmes of the DEAU & falls into four major sections. The introductory section presents the problem, methodology, related literature and identifies the students and their needs.

Section two is a comprehensive review of FLT strategy advocated by FLT specialists and stresses such dimensions as identification of aims and objectives, the curriculum, the syllabus design criteria and priorities. Against this background, section three discusses the aims and priority of objectives of DEAU and their consistency with the students' needs of the English language. Section four identifies the place of each of the three major components (language, literature and linguistics) in the EFL curriculum. It concludes with specific recommendations, proposed by the writer, that relate directly to the dimensions discussed in the article.

I. Introduction

I.1. The Problem

It is the writer's contention that the Arab students in the Departments of English at Arab Universities (henceforth DEAU) face a number of problems while learning English. Top on the list is the fact that the EFL aims and objectives identified by the DEAU are inconsistent with the students' practical needs (cf. I.2.3.) and far from being realistic to the prevailing foreign language (FL) situation in the Arab world. The confusion and conflation of the tasks of literature and linguistics with those of language skills, by most of these Departments, for example, have interfered with the effective teaching of the latter. It is the writer's view that these problems are grave and need to be investigated with a view of eliminating them as they affect the students' achievement and training.

I.2. Purpose of the Study:

The basic purpose of this study is two-fold: (a) To illustrate the inconsistency of the DEAU programmes, now in current use, with the students urgent needs of the English language and (b) To propose a criterion for a relevant B.A. programme in EFL and which in so doing investigates a number of issues relating to the students achievement and training.

I.2.1. Limitation of the Study:

The study has been carried out with a view to pin-point the major weaknesses of the DEAU programmes as attested in their 'Major Graduation Sheets' 1 and recommend outlines for a relevant programme. Hence, the study does not claim the devising of particular or detailed syllabuses, methods of teaching or the nature of the use of materials. Again, the investigation of TEFL policies below the university level (as those cited in I.3.1.) remains outside the scope of this paper.

I.2.3. Identification of the Students' Needs:

The students in question are those Arab students who received their Secondary education in Government Schools and who are now learning English in different DEAU and are majoring English in their B.A.

Their practical (also referred to as urgent and present-day) needs of the English language have been identified as 'socio-cultural and economic'. The satisfaction of these needs, of course, entails the development of varied and efficient communicative skills that will prepare them in a general, nontechnical (cf, 4,1,) way, to use the English language for a variety of purposes. Accordingly, the focus will be on a model B.A. programme which should provide for such practical language skills which the students will use in professional as well as socio-cultural situations where neither literature nor linguistics is of real help.

I.3. Related Literature

I.3.1. English Language Policy Surveys in the Arab World:

Of the rather intensive English language policy surveys conducted in the Arab

countries, in the last two decades, with a view to drawing implications for TEFL on a country-wide basis, two stand out as comprehensive and evaluative. As early as 1972, a team of EFL specialists led by Nil Bratton visited Kuwait at the request of its Ministry of Education to examine the ELT situation in the whole country. They started a field study on 'Needs Analysis of English in Kuwait' but did not present any report and their work was completed by a team of Arab specialists including M. Majdoubah representing the American University of Beirut, the Central Statistics Office and Computer, Kuwait Ministry of Education. The whole investigation was supervised by Prof. N. Kharma, then Supervisor General of ELT at the Ministry (Majdoubah, 1974). The summary of their findings is in Appendix A.

In March 1972, Russell Campbell from UCLA, Yehia El-Ezaby from the American University of Cairo and W. Harrison from Ford Foundation examined the ELT situation in Jordan and their report focused on the different aspects of ELT below the university level (Campbell et al, 1972). In response to their report another team: W. Harrison, Clifford Prator from UCLA and Richard Tucker from the Centre for Applied Linguistics undertook a second survey in June 1972. Their published report concentrated on the critical assessment of the different aspects of TEFL (i.e. objectives, curricula, instructional materials, teacher-training, etc.) at the general educational level (Harrison et al, 1975). The details of this survey are given in Appendix B.

Being mainly concerned with ELT policies on a country-wide basis, the studies cited above did not deal with a particular segment of the system and as such did not pay special attention to college English. Essentially, the Harrison (1975) survey included the University of Jordan, but did not present any specific strategy for the students needs. Both surveys (Jordan and Kuwait) revealed that 'there did not exist any body of facts or documented opinions concerning the actual effectiveness of ELT'. They also stress the 'need for competent English language specialists', but did not show how is such competence be achieved. Nevertheless, the substance of these investigations remain of interest and value to all educators and educational planners where English is widely used as a FL. Their significance to ELT in the Arab world may be summarised in the following points:

1. They all stress the need for competent English language specialists in response to the present-day needs of the Arab world.
2. They draw attention to the need for intensive follow-up from both Arab ministries of education and universities to determine the specific ways in which English is used in various settings.
3. They have identified the different kinds of jobs anticipated by school leavers as well as university graduates.
4. They have consistently shown that the Arab learners of English, being aware of its important roles in their lives, are instrumentally motivated to study it.
5. As they deal with the whole system of ELT, they initiate researchers in other Arab (also non-Arab) countries to examine their ELT within the framework of their general educational philosophies.

1.3.2. The Present Situation In DEAU:

Despite the fact that the problems facing the DEAU students have been observed for sometime by those university teachers interested in FLT, publications on ELT at DEAU are very few. Most of these observations have been highlighted in the few conferences and symposiums, recently held at some of the Arab universities, some of which were attended by the writer of this paper. Having drawn heavily on their insights from classroom experiences with Arab university students, the participants in these conferences have pin-pointed the major areas of difficulties in ELT at college level in general and have created a forum for exchanging scholarly views and experiences. However, a comprehensive review of the major works discussed in these conferences is given below.

In response to the initiative taken by the Department of English at Omdurman Islamic University in 1979, the Council of the University appointed a high Committee² to look into the B.A. programmes of the Department of English. Their report concluded that "... the existing B.A. programmes of the Department of English, Faculty of Arts at Omdurman Islamic University, which are mostly devoted to English literature, do not provide for the essential language skills needed by an Arab learner of English at university level " (Report of the High Committee , 1979). Accordingly, the programme of the Department has been changed to give more room for the language component but not to the extent to solve the real language difficulties known to face the students at tertiary level.

In 1980, the 'International Institute of Linguistics' has taken place at the University of Damascus.³ A good number of seminars and meetings were devoted to the discussion of the FLT situation in the Arab world. The participants exchanged views about ELT at college level and diagnosed some of the weaknesses of the DEAU programmes but did not make any specific recommendations or proposals for reform.

In April 1982, a conference was held at the University of Jordan in Amman⁴ out of the conviction of Arab universities that "instruction in English as well as the teaching of English at the university level meet essential socio-cultural and economic development needs" (The Recommendations of the Conference. Amman, April, 1982). Having drawn on their classroom experience and research findings, the participants presented and discussed research studies about the problems pertinent to the situation of ELT in the DEAU. Again, in December of the same year, the Association of Arab Universities held a symposium on "Departments of English in the Arab World : Aims and Policies Revisited"⁵ at the University of Al-Ain in U.A.E. The discussion was centered round the following major issues:

1. Development of the students' proficiency in language skills before their inversion into content courses.
 2. The implementation of relevant findings of contrastive and error analyses as well as interlanguage, by teachers, for insights into language teaching.
 3. The using of literature as an effective means of teaching language.
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In accordance with the decision made by the Language Center of Kuwait University, the "First National Symposium on Language Teaching" took place in Kuwait in May 1985.⁶ Of the 28 papers that were read, only very few have dealt with the situation of ELT of DEAU (Papers by Okby, Flowerdew, Kharmah, Elizabeth H. Nakhaul, Johnson: The Proceedings of the Symposium, 1985) Nevertheless, there was a common attitude amongst the conferees towards the development of approaches and techniques of TEFL at college level as well as DEAU.

Furthermore, the periodical publications of the Departments of English and Language Centers at Arab Universities all give an idea of the situation of achievement and of what individual university teachers are doing in the field of ELT. Lexis,⁷ for instance, is given so much for research papers on literature, linguistics, translation and ELT and thus provides a forum for exchanging views and discussing the problems facing the students of the Department of English at Kuwait University. Again, the recent issues of Arab Journal for Humanities Team, Idelti and others⁸ have included articles on syllabus design and material development, teacher evaluation and ESP and dealt with the students problems of under achievement within several Departments of English and Language Centers at Arab Universities.

So far, it is evident that most of the researches reviewed above have extensively dealt with the weaknesses of the DEAU programmes and identified the major areas where improvement is still needed. They all agree that more remains to be desired about TEFL at DEAU. Nevertheless, the area dealing with the students practical needs of the English language has not yet been fully investigated. However, this study claims to be much more comprehensive investigation of this particular area.

1.4. Methodology

1.4.1. Data Collection:

Two Sudanese universities (Omdurman and Khartoum) and the University of Kuwait were selected to be the centers for the investigation. The fact that the writer taught in the Departments of English at these universities and participated in the changes that have taken place in their programmes (between 1978 & 1984) makes their selection for the purpose of this study justifiable. Data on other DEAU (i.e. Egyptian, Syrian, Jordanian, Iraqi, the Gulf and Saudi Arabian universities) have been obtained from their catalogues, curricula brochures and Graduation Major Sheets. Also, from published and unpublished research papers, particularly those read in the conferences and symposiums reviewed above. This together with the writer's own experience in teaching at different Arab universities and his exchanging of views with other university teachers is sufficient evidence of the problem.

1.4.2. Procedure:

The investigation is based on the critical analysis of the currently used programmes of the DEAU as attested in their 'Graduation Major Sheets.' Focusing on communication as the main purpose of FLT, the writer will critically evaluate the prevailing ELT situation in the DEAU and illustrate the inconsistency of their programmes with the students present-day needs of the English language. Accordingly, the study will be conducted in three major steps:

1. To present a criterion for a relevant B.A. programme in EFL, the prevailing FLT strategy is reviewed. The dimensions of the identification of aims and objectives, priorities, the curriculum and the syllabus design criteria are freshly re-examined.
2. To find out whether or not the DEAU programmes are consistent with the students' needs, the various dimensions of the ELT situation in DEAU are examined and evaluated against the criterion given in (1) above.
3. Identification of the place of each of the three major components in the EFL curriculum of the DEAU.

2. FLT Strategy

2.1. The Specification & Definition Of FL Aims & Objectives:

The realization of the fact that the clear and detailed definition of aims and objectives and their careful specification as of primary importance for efficient teaching, is a current issue in the field of FLT. Dealing with Secondary School provision of FL, Rivers (1972: 8-9) refers to clearly defined aims and objectives as the 'foundational stage' for any efficient and successful teaching, as teachers, she says, in full cognizance of these aims, will be able to determine whether or not certain teaching techniques and methods are appropriate to their situation. Again, the clear and detailed definition of aims and objectives of a FL together with sensible argumentation to demonstrate their relevance to the students learning needs, will motivate them to the enthusiastic study of that language (Huerta, 1979 :14). Conversely, the lack of carefully specified final objectives will lead to diversity in opinions on the part of FL teachers and consequently their disagreement with regard to the description of course content (Valdman, 1966:137).

However, there isn't much controversy among language teaching specialists about the aims and objectives of FLT and their specific definition, both at secondary and tertiary levels. Several studies (Lado, 1964; Strevens, 1965; Valdman, 1966; Hays, 1966 and Rivers, 1972 among others) have highlighted the vital necessity of the language component in the FL curriculum and stressed the priority that should be given to the four basic skills: understanding, speaking, reading and writing. Discussing FLT to adults, Streven, EFL/ESL specialist, points out that "the gross labelling of the four 'basic skills' is widely accepted (1965:30)". To 'understand' and 'speak' the language, says Valdman (1966) is "to participate more than casually in live interactions with representatives of the foreign culture". Alfred Hays (1966) expresses the same opinion,

"To talk more than casually demands a more than casual acquaintance with the foreign culture and its literature. To talk meaningfully, yet neither offensively nor unduly conspicuously, one must somehow have learned to produce acceptably formed and spoken strings of socially appropriate utterances, most of which cannot possibly have been said in just the same way before."⁹

Reading, with these studies, is not restricted to particular types of literary and linguistic texts in the syllabus, but is treated as the skill by which the learners should

be able to read all kinds of material fluently and without using a dictionary (Lado, 1964:137; Krashen, 1982:164). Referring to the effects of what he labelled 'pleasure reading' on FL acquisition, Krashen (1982:164-165) defines reading in a special way, "I do not mean intensive reading, analysis of written prose, reading and then answering questions for content or reading as preparation for discussion or writing assignment". He refers to a sort of an extensive and completely voluntary reading which concerns subject matters the student would read in his native language for pleasure.

Defining the FLT objectives as such does not necessarily mean denying or diminishing the value of literature, but is simply giving priority to the learners' urgent needs of the FL. In her investigation on motivating secondary school students for EFL learning in Chile, Huerta (1979) makes reference to two types of objectives, long-range and short-range objectives. She (1979:14-15) points out that learners should be trained to read 'great literature' and 'philosophy' in the FL they are acquiring, but this should be considered as 'long-range' aims and priority should be given to the present-day needs of the learners. Provision of efficient communication skills and satisfaction of the students FL needs, she says, should be given priority and focused on as 'short-range' aims.

Despite the waves of opinions, among teachers, linguists, administrators and the public at large, that influence learning and teaching (i.e. techniques, methods, materials etc.) there is a general agreement around the final objectives of FLT. The main objectives of present-day FLT (as evinced in Lado, 1964; Strevens, 1965; Norstrand, 1966; Rivers, 1972; Kinsella, 1978) can be summarised here. Learners of a FL should be able, first of all to:

1. Understand the spoken and written language.
2. Express themselves in the FL in non-specialized subjects.
3. Read all kinds of material fluently.
4. Generate grammatically correct and stylistically congruent sentences in the FL.
5. Participate more than casually in live interactions with representatives of the foreign culture.
6. Use the FL for professional purposes.
7. Know more about the nature and functioning of language.
8. Know more about the literature and culture of the FL.

The priorities ascribed to these objectives will vary from place to place according to the cultural, social and economic needs of the learners. The Arab countries, however, are no exception.

It is evident, with the exception of objectives 7 and 8 which are confined to linguistics and literature, all objectives are drawn to serve the language component and the development of varied communicative skills that are essential to the satisfaction of the learners present-day needs of the FL. Hence, the major aim of FLT is to produce graduates well grounded in the four basic skills and who can use their knowledge for practical professional and cultural needs.

2.2 The Curriculum & Syllabuses:

The discussion in the previous section of the paper, stresses the major aim of FLT as the development of efficient communicative skills and the satisfaction of the students needs of the FL. Hence, the language component is given priority and considered as a 'short-range' objective. Other related disciplines, i.e. literature and linguistics, are considered as, "long-range" objectives. But before going on to examine the place of literature and linguistics in the curriculum of a FL., I think an inquiry into the available literature of the curriculum development theory, the syllabus design criteria and the different approaches to FLT might yield insights into the philosophy behind teaching EFL to Arab students.

2.2.1 The Curriculum Development Theory:

The term 'curriculum-development theory' refers to the rational process by which educationists plan and implement educational programmes. It seeks to find answers to such questions about 'what to teach, how to teach it and how that which is taught should be evaluated'. The theory, say Pierson and Friederichs (1981, 30-31), "helps define the relationship among such central educational factors as the learner, society, the school and the disciplines of Knowledge". The best known models in this process are Tyler (1950), Goodlad and Richter (1966), Taba (1962), and Johnson (1967). The Tyler 'model of curriculum-development' (1950), which is still acknowledged as a seminal work (Finder, 1977), defines the educational 'goals' and 'objectives' and stresses four essential components in curriculum planning: setting of goals, selection of content, instruction and evaluation of results. In spite of the severe criticism presented to Tyler's model, by Kliebard (1970) and Chan (1977), its contribution to the field of education, say Pierson and Friederichs (1981), still stands in the curriculum literature.

Taba¹⁰ (1962) makes distinction between 'objectives' and 'content' and believes that the latter is the actualization of the former, i.e. the objectives in a curriculum. Johnson (1967), perceives a curriculum content, or a 'set of curriculum items', as the learning 'outcomes' by curriculum planners. For the attainment of effective learning, Johnson (1977) has advocated the organisation of the items into sequences and structures.

Recent developments in curriculum theory have witnessed other models and approaches for curriculum development. Actually, these do not entirely replace the

models and approaches that preceded them. Rather, says Dobson (1979:3), they represent a 'shift in emphasis' in FLT. The models and approaches in fashion include Wilkins 'notional' syllabus (1976), Dobson's communicative' approach (1979), Alexander's recommendations of a 'notional/structural' syllabus (1976), Chastian's 'cognitive' approach (1976) and other attempts approaching the language skills more rigorously and realistically.

2.2.2 Approaches and Syllabus Design Criteria:

There is no doubt that linguistic and linguistics-related disciplines have given a far more exact description of language which shaped both theory and method of the teaching approaches (mim-mem., audiolingual, communicative competence etc.) to LT, particularly TEFL (Harsh, 1982: 3 & 4). A recent study (Stern et al, 1978) reveals the immense impact the developing linguistic sciences have made on all phases of LT:

On the whole, language pedagogy has attempted to absorb the developing linguistic theories into its own language-teaching theories. Consequently, in more recent writings on language teaching and in course materials, we have observed the shift from traditional grammar to structural linguistics, then more recently, to transformational grammar, and, in present-day thought, the rising interest in semantics and sociolinguistics.

However, since the emergence of the 'Structuralist School of Linguistics' with Bloomfield and Firth, 'Structural Syllabuses' were in use. Their primary goal is to present the language structures being taught in 'meaningful' contexts or situations (Harsh, 1982:3). With the development of psycholinguistics and the new emphasis on meaningful learning, 'Situational Syllabuses' came into existence.

As early as 1973, the 'Notional Syllabus', a new approach to FLT, has been much investigated, especially by linguists and language teaching specialists of the council of Europe (Bung 1973, Van Ek 1973, Wilkins 1973/1976). Also respected writers in TEFL/TESL (Trim 1973, Alexander 1976, Stratton 1977, Dobson 1979, Widdowson 1979 among others) have expanded on the basic utilitarian framework of the 'notional' syllabuses and "given it grander and more explicit style as the 'Functional-notional syllabus'" (Wilmott, 1982:17).

The 'notional' syllabus is an 'innovative' approach based on an analytic FL strategy in which the learner's task is to approximate his own linguistic behaviour more

and more closely to the target language (Wilkins 1976). Hence, priority is given to the 'semantic content' of language learning rather than to knowledge of the linguistic system (Hymes 1970). It, therefore, says Hawkes (1979:21), "has its roots in Bloomfield and Firth, rather than in the logical 'cul-de sac' of Chomsky or the 'mechanical behaviorism' of Skinner".

Nevertheless, in his comprehensive paper, Murray (1983:135-138) pinpoints the problems that accompany the notional syllabus and concludes that this new approach, like its predecessors, is still beyond being complete, "the 'communicative syllabus' as it exists, is a descriptive taxonomy of idealized language functions and is only different from former approaches in that it replaces an inventory of structures by an inventory of functions."

Again, Widdowson (1979) expresses the same criticism, "... the notional syllabus presents language as an inventory of units, of items for accumulation and storage. They are notional rather than structural isolates but they are isolates all the same".

However, the evaluation of the 'notional syllabus' is outside the scope of this paper. This review is meant to stress the constant changes that have recently taken place in the sphere of FLT.

3. B.A. Programmes of Departments of English at Arab Universities (DEAU)

3.1. EFL Aims and Objectives in DEAU:

The early DEAU did not actually identify any TEFL objectives specific to the practical needs of their graduates. Indeed, their programmes did not differ from those of some universities in Commonwealth countries whose official language is English. Being 'modeled after their counterparts in British' (Zaghoul, 1986:10) and Commonwealth universities, the early DEAU have borrowed and accepted their basic academic structures and philosophies regardless of the socio-economic needs of the Arab communities. However, in accordance with the major reforms that have recently taken place in some DEAU programmes,¹¹ new ELT (not TEFL) objectives were identified. Of course, these objectives are based on some basic assumptions which include:

- 1 - English is one of the major living languages of the modern world.
 - 2 - As a living language, it is growing and renewing itself and thus contributes to the spirit of the age.
 - 3 - It is, with other living languages, a vehicle for the transmission of human culture. Therefore, a good knowledge of English is essential for the promotion and enrichment of such culture.
 - 4 - As an international language, English, is a means of international communication.
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The General Aim:

In conformity with the assumptions described, it is evident that today's DEAU curricula planners and syllabus designers, still hold the early view that the general aim of teaching English is: to produce well informed graduates who, through their proficiency in English, can gain access to the literary classics and life of the English speaking peoples and use their specialty in different related contexts.¹² To this end, the major aim of EFL in the DEAU is a 'general educational' one.

Specific Objectives:

The investigation reveals that though each of the DEAU has a different 'course-offerings', they all agree around some general educational issues¹³ rather than specific EFL objectives:

- 1 - The development of the basic skills: speech, reading and writing (notice no reference is made to 'understanding') through language teaching. (See Appendix C).
- 2 - The study of a variety of linguistic theories.
- 3 - Provision of an intensive knowledge of the major periods and genres of English literature.
- 4 - The study of world literature in English translations (this applies to Khartoum and Kuwait Universities).

3.2. Inconsistency of Objectives:

It is evident, from the above discussion, that the EFL aims and objectives recently identified by some DEAU, are inconsistent with the practical Arab students needs of the FL and are far from being realistic to the prevailing FL situation in the Arab countries. There is no evidence that the objectives are closely related to the students future careers, as almost all the DEAU give priority to some 'general educational' rather than the 'specific EFL' objectives laid down by FLT specialists. They all hold the traditional view of the 'cultural value of literature' and the necessity of 'general linguistic sciences'. Hence, the major aim of ELT in DEAU has always been, and still is, an educational one, namely the education of the Arab individual in what is 'worthwhile', in this case the literature and culture of the EFL and its related disciplines. It is only recently, under pressures from linguistically oriented faculty members¹⁴, that 'linguistic sciences' has been given allowance in the DEAU curriculum of the B.A.

The language component comes in the third rank to the literary and linguistic components. Again, under pressures from FLT faculty members, the students, the graduates and societal pressures that the language component is given more room in the curriculum. Nevertheless, though the four 'basic skills' have been recognized as of primary importance to any FLT, their inclusion in the objectives is merely 'decorative' as they are treated as vehicles to prepare the students for advanced studies in literature and linguistics. Moreover, no reference is made to translation in the description of the objectives as it does not make a component of its own and is still

taught as a subject in the curriculum. Furthermore, the investigation reveals that the translation courses are not actually integrated to serve the language component or as a skill of their own. The courses consist of passages, usually selected by the teacher, which are not integrated in any way to enrich the students' communicative skills. Instead, as in some DEAU, they are mostly of literary material.

Hence, despite the changes in the DEAU curriculum, now taking place in some universities,¹⁵ the aims of FLT are still confused with the general aims of university education and one can hardly separate them from those calling for the culturalization of the individual in what is 'worthwhile'.

3.3.DEAU Curriculum & Syllabus:

3.3.1. The Curriculum:

Until recently, most decisions about 'what to teach, how to teach it and how that which is taught should be evaluated', in DEAU, have been left to personal judgement of the faculty members of these departments. As it appears in their B.A. programmes, none of the DEAU has made full use of the curriculum literature of the kind discussed in the previous sections of the paper.¹⁶ For most of these departments tend to believe that university education is 'free' and thus should not be restrained by curriculum models. Instead, with increased academic and societal pressure for better EFL teaching, DEAU have set out to plan some sort of 'generalized' B.A. programmes which actually follow a traditional 'academic strategy' which visualizes EFL teaching and learning as the imparting of the literature and culture, and, recently, the linguistic system of English¹⁷. The content of these programmes is not designed in a form of integrated curriculum that would serve the students future careers or satisfy their cultural or 'communicative' needs of the FL. Most of the EFL training is not directly linked to the knowledge they need to develop or enrich their professional expertise, because the planning for these programmes usually yield to personal interests and impressions on the one hand and 'compromise' between literature-oriented and linguistics-oriented faculty members on the other.

It is clear, therefore, that these programmes are designed to serve a particular 'academic strategy' which does not conform with the current FLT strategy advocated by FL specialists.

3.3.2. The Syllabus

It is evident, from the literature discussed earlier, that the main concern of FLT specialists is to find a new approach which would entail more than a mere knowledge of the linguistic system of a language or its literature. Wilkins' (1976) pioneering work on the 'notional/functional' syllabus and Munby's (1978) treatise on 'communicative syllabus design' mark the eventual shift in focus from, using widdowson's (1978) terms, the teaching of 'usage', as the case with the orthodox syllabi, to 'use' the FL as a means of developing communicative competence. Accordingly,

the major aim of FLT at the university level is the production of graduates with a 'respective' competence of the FL.

However, it has been found ¹⁸ that the EFL syllabuses currently in use by the DEAU have fallen short of achieving this aim, as a few minority of their graduates, who were educated through their methods, could pride themselves of their 'good' English. A large majority of Students in the DEAU, in incapable of using English language casually or in informal situations. They can generate 'grammatically' correct sentences, deal with classroom exercises that demand demonstration of their linguistic knowledge, e.g. Typical 'yes/no', 'wh' questions, they can deal with pure linguistic and literary contexts and may pass their final examinations with high grades, and yet they fall short of practising English in real life situations beyond the classroom walls.

The investigation reveals that the syllabi of the DEAU are designed to serve three major components: Language, Literature & Linguistics. Translation does not make a component of its own and is treated as a subject in the syllabus. The translation courses are not integrated in any way to serve a particular academic strategy. However, an examination of the language component of the DEAU syllabi, in the light of the current syllabus design criteria advocated by EFL specialists, reveals the following observations:

1. The criteria followed in syllabus design is structuralist.
2. There is no special criterion used ¹⁹
3. The syllabuses are not integrated in any way to allow for a special criterion to be used.
4. There is no evidence that the syllabuses are designed to prepare the students to use the language for 'communicative' or 'professional' purposes.
5. The greatest deficiency of the DEAU language syllabi is their designing to prepare the students for advanced studies in literature and linguistics and not for practical language skills.
6. The imposed orthodox syllabuses of the DEAU are not 'semantically' based and, therefore, fall short of providing 'intrinsic motivation'.

4. Discussion & Recommendations.

4.1. The Language Component:

It is clear from the literature discussed, so far, that FLT specialists, today, are much concerned about the present-day needs of the FL. In their search to fulfil this purpose, they tend to separate between the aims of a language taught for certain 'practical professional' as well as 'general cultural' purposes and a language studied for 'technical' literary or linguistic ones. The former type of study is intended to promote certain practical language skills which the learner will use in certain 'professional' as well as 'cultural' situations, and, therefore, emphasis is laid on the language component (understanding, speaking, reading & writing) of the syllabus. The

general assumptions for a syllabus of this kind are well described by J.L.M. Trim²⁰ in his discussion of a 'notional syllabus' (van Ek 1975):

"By far the largest single group of [language] learners everywhere consists of people who want to prepare themselves, in a general way, to be able to communicate socially on straightforward everyday matters with people from other countries who come their way, and to be able to get around and lead a reasonably normal social life when they visit another country. This is not a matter of buying bread and milk and tooth-paste and getting repairs carried out to a car. People want to be able to make contact with each other as people, to exchange information and opinions, talk about experiences, likes and dislikes, to explore our similarities and differences."

The latter type of study lays more emphasis on the literature and linguistics components of the syllabus of the target language. Southworth (1974:3) makes reference to what he called the study of 'language' and the study of 'a language'. In the study of 'language' the student is more concerned with the general properties of language structure and how they are exemplified in the target, or in any other, language than with the acquisition of practical skills. The major objective of the study of 'a language' is acquisition of certain practical skills which will permit the student to perform such activities as conversation, reading, writing or even interpreting literature. The closest parallel to this distinction, says Southworth (1974: 3), is the study of 'mathematics' for its own sake by mathematicians and its study to be used as a 'tool' in scientific or some practical field of work by specialists in other fields than 'pure' mathematics. The former type of study is 'technical', the latter 'non-technical'.

In this connection, Lado (1964: 27) has made a fundamental distinction between what he termed 'technical information' which is 'required' by a professional to do his job and 'non-technical information' which is 'desirable' for literary appreciation. He writes:

"Technical information is defined as that which is necessary for the performance of one's job or professional work. Thus, a literary critic must know a great deal about literature and criticism that is not generally known by educated persons other than literary critics. Such information is technical. On the other hand, an appreciation of the major works of literature of a people might be considered desirable non-

technical information for educated persons in that culture. To demand that a person learning a second language acquire the technical knowledge of a literary critic is unwarranted, but to demand a degree of appreciation of major literary works is justified,"

To this end, a learner of 'a language', be it foreign or native, may study its linguistics and literature not for their own sake, as linguistics & literary critics normally do, but as vehicles or 'tools' for the mastery of that language. Accordingly, a FL can be studied from different points of view and different purposes.

Unfortunately, the syllabus designers of the DEAU have fallen short of making this fundamental distinction. The 'communicative syllabuses' of the kind discussed earlier have not yet gained consensus on the part of language teachers and syllabus designers of the DEAU. Perhaps the main difficulty in accepting this new approach to ELT is that most of the language syllabuses, now in use by the DEAU, are in the form of courses, each of which is, in fact, a mere listing of language items, and not of an 'integrated' syllabus.

4.1.1. Proposals:

To sum up, besides providing for the students' 'professional' use of the target language, the language component of every B.A. programme of the DEAU, should provide for their preparation, in a general way, to be able to 'use' the English language in a variety of situations, as those described by Trim, where neither linguistics nor literature is of real help. Accordingly, the DEAU curriculum planners should look ahead to a B.A. curriculum which would expand and enrich the language syllabus by setting forth all the learning activities - both in class and out of class - which would lead to the acquisition of the 'practical professional' and the 'general cultural' objectives envisaged by the FLT specialists. Therefore, teaching approaches which have as their primary emphasis the development of the students' 'communicative competence' and their perfection of EFL for both general cultural and professional purposes should be adopted. Orthodox approaches that lay emphasis on such issues as the 'cultural value' of literature or / and the 'importance' of theoretical linguistics, and, thus, regard them as 'ends' in themselves, are automatically excluded.

4.2. The literature Component:

The dispute between teachers of literature and language specialists, of EFL as well as of other languages, has been for some time. The reason for this stems from their disagreement in the interpretation of the major objectives of FLT. Literature teachers emphasize the 'cultural value' of literature and believe in its being an indispensable condition for exploring the culture of the FL to be studied (Nostrand, 1966:5). FLT specialists (Lado 1964, Strevens 1965, Moody 1971, Povy 1972 among others) perceive the usefulness of the literature of the target language only

when it is used as a means of 'fostering' the learners' knowledge of the FL and provides for their mastery of that language. In response to this belief, a great deal of work has been done on the insights literature has to offer to FLT. Far more useful is Widdowson's book 'Stylistics and the Teaching of Literature' (1975) in which he proposed and advocated the teaching of literature for promoting the students linguistic competence (For more details see Appendix D).

Accordingly, as Lado (1964:26) says, 'Classics' of the target language are no longer accepted as the only cultural material of interest to the learners of a FL. Again, referring to the effects of what he labelled 'pleasure reading' as an efficient skill on SL acquisition, Krashen (1982:166) objects restricting reading in language courses to the Classics and attributes the ability to read literature to "the development of a high level of competence in the second language."

It is, nowadays, widely accepted that 'language' and 'literature' are two separate tasks, with different aims and methods and FLT is concerned above all with 'language'. Accordingly, some language specialists (Strevens 1965, Povey 1972 and Krashen 1982) advocate the possibility of studying a FL without being concerned with its literature. This, says Strevens (1965: 2).

"is not to deny or diminish the value of literary studies, simply to disentangle two separate tasks, each of which, through being confused and conflated, has interfered in the past with the effective study of the other."

Recent studies concerning the place of literature in the curriculum of FLT support the views of language specialists and stress the impracticality of holding the traditional view of literature. Spencer (1979:45), a literature specialist, refers to the EFL situation in the National University of Iran. He has conducted an experiment in teaching literature to Iranian university students majoring in English language and literature. The experiment reveals the following findings:

- (1) Students at the intermediate level (2nd year college students) are able — partially — to understand the literary texts.
- (2) Third and fourth year students are able to understand, but unable to respond.
- (3) Both groups are frustrated as a result of their 'non - involvement' and lack of response.

However, the situation of teaching literature in DEAU is no better. For a large majority of literature teachers still hold the traditional view of 'bringing the students in contact with more serious literature'. In their search to fulfil this purpose they insist on including classical works of archaic language, such as Chaucer's under the justification that the themes included in these works of psychological, social and moral value which emphasize the educational value of these subjects (i.e. Psychology, Sociology and Ethics). The fact that the Arab students are non-native speakers of English make them unable to understand or appreciate such classical works. Again,

their 'lack of awareness' of the musical aspect of English, particularly within the formal atmosphere of the classroom, makes them unable to read the English poetry, for example, with the required dramatization. Faced by this situation, the DEAU literature teachers find themselves unable to stimulate the students. Instead, they tend to feed them heavy, repetitive and sometimes redundant literary material which has little or no relevance to their immediate language problems and professional needs. In fact, the notion of the 'cultural value' of literature does not stem from the students' practical needs of the English language, but particularly has been emphasized as DEAU literature teachers were trying to find justification for their area of study as of equal value with the study of 'language' i.e. the case of language for everyday or professional needs.

However, this should not be interpreted as under-rating literature, but reference is made, here, to 'too much awareness' of the 'cultural value' of literature, on the part of literary oriented faculty members, at the expense of the language component, the students' 'communicative competence' and their urgent needs of EFL.

4.2.1. Proposals:

Today, the traditional belief of 'bringing the students into contact with more serious literature' is looked upon as impractical to the present-day needs of a FL. For learning the literature of the FL to be at home with its culture has not yet been accepted as a serious objective of FLT. Therefore, literature courses in DEAU should be integrated to do the following:

- (1) To deal with the Arab students' urgent needs of English language.
- (2) To improve the students' oral English.
- (3) To serve as stimulus to the mastery of English.

However, this requires the following procedures:

- (1) Since literary appreciation requires a 'respective' competence in the FL, major works should be delayed to an advanced stage (i.e. to 3rd and 4th Year) after the students have established the required competence in English.
- (2) Many of the literary materials now in use need to be out off the syllabuses, others need to be replaced to suit the present-day themes.

4.3. The Linguistics Component:

The fact that the main purpose of FLT is communication and that the concepts of communication and language are considerably different (Crystal, 1972: 14), makes much of the discussion about teaching linguistics for improving 'communicative competence' relevant to the study of EFL by Arab students. Of course, linguistics is useful to the teaching of any foreign language as teachers must, in fact, teach or touch upon certain fundamental linguistic issues when they teach a language. But the question is how much linguistics, be it practical or theoretical, should they teach to Arab students and in what ways?

Though a very close relationship between linguistics and LT has started to develop some time ago and, consequently, linguists have established the relevance of their discipline to LT, it was only recently and especially during World War II and the past quarter-century that this relevance, particularly in the sphere of TEFL, was brought into focus. However, the linguistic theory had offered the language pedagogy the notion that 'communicative competence' entailed more than a mere knowledge of the linguistic system of a language (Haymes 1970). Certainly, at tertiary level, it means more than the mastery of the four basic skills. The process of speaking and listening, for example, combines linguistic and psychological as well as other elements (Lado 1964:32). It is essential, therefore, for any efficient teaching to make a clear distinction between the teaching of linguistics and language teaching, as these two types of teaching are not the same and their aims are different (Strevens 1965:40). While the linguist concentrates on the languages' description, the language teacher concentrates on learning and teaching it. Again, distinction should be made between the professional qualifications and training of a language teacher and those of a teacher in linguistics.

Stressing the major importance of professional qualifications, Lado (1964:9) advocates that a FL teacher should have the general professional preparation plus his speciality. Abercrombie (1977:5) believes that a language teacher must have "full command of the language he is teaching, and at least a descriptive acquaintance with the language of those being taught." This does not necessarily mean that language teachers should become linguists, psychologists and sociolinguists, but in Hayes (1966) words, "the 'catalytic agents' in the continuing development of a viable technology of language education, the 'indispensable link' between theory and practice in fostering learning." In other words, the linguist is not prepared to do the job of the language teacher, nor is the language teacher prepared to do the job of the linguist.

However, the present situation of FLT in DEAU is tardy in incorporating the 'communicative competence' notion and / or putting it into practice. This refers to a number of reasons which may be summarised:

- (1) Confusion between two distinct types of teaching: the teaching of 'general courses' in linguistics to foster learning EFL and give general insights into the theory of language, and the teaching of 'theoretical' linguistics as an end in itself.
- (2) Lack of communication between linguistics and language teachers as many linguists are no longer interested in language teaching and do not interact with language teachers.
- (3) Absence of linguistics teachers from international FLT conferences,²¹ where experienced language teachers and specialists usually exchange views and share their experiences with others, shut them off from recognising inconsistencies.
- (4) The students are not encouraged to do outside readings in linguistic texts under the assumption that their incompetence in English constitutes comprehension

problems of these texts. As a result too much 'teaching' of theoretical linguistics and too less 'learning' takes place.

- (5) Both linguists and language teachers are unable to bridge the gap between grammatical rules and vocabulary characteristics of 'written' English and those of 'spoken' varieties,
- (6) It is very hard to maintain powerful motivation, on the part of the students, to learn materials descriptive linguistics as these are culture-bound and originally written for native speakers of English.
- (7) There is no clear strategy for the amount of linguistic content to be taught or learnt and how it is to be presented and how this should contribute effectively toward the students' proficiency in English.
- (8) The language of the linguistic texts and the rather tough, sometimes, complicating and puzzling linguistic topics discussed in the class constitute problems and hinder motivation for EFL learning.

4.3.1. Proposals:

In conclusion, I think, a realistic approach should visualize the teaching of 'linguistics' as a means of giving the students two types of knowledge: the student's knowledge of the basic linguistic principles, such as the rules of pronunciation, linguistic materials dealing with such stylistic matters as the language of advertisement, journalistic style ect., and the implementation of this knowledge to serve specific social, individual and professional needs and not as an end in itself, as hitherto been the traditional outlook, where the aim for achievement is the 'whole' of the linguistic knowledge of the FL.

In such integrated linguistic courses, the Arab student will find the language learning needs of his future profession exposed before him. This is motivation enough, as he will save effort and time.

4.4. General Recommendations?

- (1) Although it is highly 'desirable' for DEAU students to read texts in great literature and linguistics in English, the provision of efficient 'communicative skills' should be given top priority.
- (2) Much greater integration of courses (classical literature, theoretical linguistics and translation), now taught in their own right, should take place so that they are used as vehicles for the promotion of the language component and EFL proficiency.
- (3) In order to be motivated, the students should feel that their EFL 'training' is closely related to their future careers and that knowledge of English directly linked to the information they need to develop for their professional fields.
- (4) Since linguistics and literature are useful to the teaching of any foreign language, DEAU teachers should determine, first, the 'content' of what they teach, how it is to be learned and how this should offer advantages and contribute effectively to TEFL.
- (5) To play their role effectively on the emerging Arab educational scene, DEAU

teachers of linguistics and literature must somehow cease to insist on teaching certain linguistic and literary courses relating to their specialities (i.e. their academic 'degrees'), which tend to become 'ends' in themselves, and concentrate on more fundamental issues that foster 'learning' and relate directly to 'communicative' language teaching and the students' urgent needs of the English language.

Notes

1. Reference is made to the following Graduation Major Sheets:
 - (a) The old Major Sheet 1975-1982 and the New Major Sheet 1983 to present, Department of English, Faculty of Arts, Kuwait University.
 - (b) The 1966-1978 Programme and the New Programme, 1979 to present, Department of English, Faculty of Arts, Omdurman Islamic University.
 - (c) The Programmes of the Department of English, 1965-1969 and 1971 to Present, Faculty of Arts, University of Khartoum.
2. The Members of the High Committee were: Professors from the Universities of Omdurman, Khartoum, Ain Shams and Cairo as well as representatives from the Sudan's Ministry of Employment and Administrative Reform and the British Council at Khartoum. They held several meetings on December 1978 and presented their report on early January 1979.
3. The 'Institut des linguistique Internationale, attended by the writer, has taken place at the University of Damascus between 26th June and 1st of August 1980. Linguists, FLT specialists (Arabic, French and English), university teachers and senior students from Arab, European and American universities were the participants. Though the gathering was entirely devoted to linguistic studies, a good number of seminars and meetings were given to the discussion of the FLT teaching situation in the Arab World with special reference to ELT in DEAU.
4. The 'Conference on the Problems of Teaching English Language and Literature at Arab Universities' was held at the University of Jordan in Amman, April 10-12, 1982. The conferees were professors from Department of English at Arab, European and American universities. Having drawn on their classroom experience and research findings, they presented and discussed papers about the problems of ELT at college and DEAU levels.
5. The symposium was held over a two-day period (25th and 26th December, 1982) at the Arab Emirates University in Al-Ain. The participants agreed upon a number of issues concerning the objectives of DEAU, the formation of co-authors for the uniting of textbooks designed specifically for Arab students and the teaching of ESP where such need arises.
6. 'The First National symposium on Language Teaching' (attended by the writer) took place in Kuwait from 4-6 May, 1985. It was attended by over 200 university teachers and language (Arabic, English and French) teaching specialists from a large range of language teaching institutions in Arab and non-Arab countries. The papers read by Professors: Okby, Flowerdew, Khurma, Elizabeth H. Nakhoul, Johnson and M. El-Shimy represented an interesting cross section of the broad and diverse spectrum of ELT in language centers and DEAU.
7. **Lexis** is the periodical publication of the Department of English, Kuwait University. Reference is made to the issues devoted to the problems facing the students of the Department of English at Kuwait University as well as at other Arab universities, particularly the articles by M.S. Anwar; M. Okby; K. Payne (Lexis, Winter 1982/83) and M.I. El-Mowafy; Ali H.S. Hajjaj; S. El-Barbary; Gubara A. Al-Hasan; R. Graham (Lexis, Summer/Winter, 1984/85).
8. **Team** is the official publication of the English Language Center of the University of Petroleum and Minerals, Saudi Arabia. **Idelti** is published by the Institute for the Development of English Language Teaching, Iraq. Again, reference is made to the **Language Center Journal**, the United Arab Emirates University, Vol. 1, No. 1, July 1984 and the **Educational Journal**, College of Education, Kuwait University, Vol. 1, No. 2, 1984 and Vol. 2, No. 7, December 1985.
9. This is quoted in Alfred Hays' 'forward' to Valdman, A. (ed.). **Trends in Language teaching**. New York, London: McGraw Hill Book Company, 1966.
10. The 'Taba-Tyler Model' is originally based on Tyler's (1950) model.
11. a) **Kuwait University Undergraduate Catalogue 1983-1985**, Kuwait University Press, 1985, pp. 96-116.
 b) **Calendar of Omdurman Islamic University 1979**, Omdurman Islamic University Press, Omdurman, 1979.

- c) **Brochure of the Faculty of Arts: University of Khartoum 1982**, Khartoum University Press, Khartoum, 1982.
12. Though it is quoted in **Kuwait University Undergraduate Catalogue** (Op. Cit., p. 96), this view is generally held by all DEAU.
 13. Investigating the problem of providing language proficiency training at the liberal arts college level for both native and non-native learners of English, OKby (1982:299) makes special reference to Arab students. He found out that the traditional DEAU programmes display more or less the same features suspected to be responsible for the diffusion of the language focus (OKby, M., "The Language Focus in College English," **Arab Journal for the Humanities**, Vol. 2, No. 5, 1982, pp. 297-315).
 14. Reference is made to the everlasting dispute between linguistics and literature teachers at most of DEAU. Also to the recommendations of the conferences reviewed earlier.
 15. In response to the Conferences of Amman (April 1982), changes have started to take place in the curricula of the Departments of English in Kuwait (1983/84), Khartoum (1984), Al-Imam Mohamed Ibn Saud (1984/85) and U.A.E. Universities. Now (1986/87) the Department of English at Kuwait University is undergoing a third major change in its Graduation Major sheet.
 16. The studies by OKby 1982; Tarek A. Jawad, K. Payne and M.S. Anwar (Lexis 1982/83, pp. 5-16).
 17. Reports of: 'The High Committee to the Department of English', Omdurman Islamic University (1979), and 'The Richetti - Said to the Department of English', Kuwait University (1985). Also the recommendations of the conferences at Amman (April 1982), Al-Ain (December 1982) and the First National Symposium at Kuwait (May 1985).
 18. This information is based on personal experience, experiments, questionnaire and discussion with DEAU language teachers.
 19. This applies only to the Department of English, Faculty of Arts, University of Khartoum, where both traditionalist and structuralist criteria are used interchangeably.
 20. J.L. Trim's 'Preface' to: Van Ek, J.A., **The Threshold Level**. Strasbourg: The Council for Cultural Co-operation of the Council of Europe, 1975.
 21. Reference is made to the highly successful 'mini-conferences' organised by the California TESOL Organisation, the British Universities and other local ones organised by Arab Ministries of Education and Universities.

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Appendices

Appendix A : Needs Analysis of English in Kuwait: Summary of Findings.

I. Objectives of the Investigation: To answer the following questions.

Source: M. Majdoubah, "A Needs Analysis of English in Kuwait: A Field Study", M.A. Thesis, A.U.B., Beirut, 1974.

Appendix B: **English Language Policy Survey in Jordan (1972)**

In their investigation, the team (W. Harrison, C. Prator and G.R. Tucker) tried to assess critically various aspects of the English programme : Descriptions of the stated and implicit aims of English instruction, dimensions of instruction, the curricula and materials and teacher-training. The second part of their report covered: Description and presentation of data from the Field Study conducted with a large number of Jordanians of varied educational attainment from a representative sample of occupations, critical analysis of the English teaching programme in relation to the data collected and summary of the recommendations. Before being presented in January 1973, the report has been discussed in great depth by the authors, by key decision makers from diverse branches of the Ministry of Education and the University of Jordan and by representatives from various funding agencies (The Aqaba Conference 24-25 January, 1973).

Dealing with the more traditional aspects of Jordan's FLT programmes within the framework of a specially conducted, broadly-based sociolinguistic survey, this investigation, unlike others, is unique because it presented detailed information about the relative importance or necessity of English in Jordan, the types of English programmes, the background of the students, etc.

Source: W. Harrison, C. Prator and G.R. Tucker, **English-Language Policy Survey of Jordan**, Center for Applied Linguistics, Arlington, 1975.

Appendix C : **Sample of the Present ELT Aims and Objectives Drawn by DEAU**

I. Department of English, Kuwait University:

"Established with the foundation of Kuwait University in 1966, the Department maintains its twin aims of teaching English language and literature, The major objective of the language teaching programme is to develop the three basic skills of speech, reading and writing throughout the programme and to reinforce these through a study of a variety of linguistic theories. The principal goal of the literary instruction is to provide students with an intensive knowledge of the major periods and genres of English literature, in addition to the general study of the literatures of other nations in English translations. The Department also aims to graduate students who understand and can practise their specialization in different contexts, among them East-West cultural interaction."

Source : **General Undergraduate Catalogue 1985 - 1987**, Kuwait University , p. 60.

II. Department of English, Omdurman Islamic University:

The Department was established to serve two major educational aims consistent with the University philosophy:

a) Provision of a good standard of spoken and written English that would enable the students to speak, read, understand, write and translate material written in English, especially books dealing with Western Civilization. Again, the graduates should be able to deliver speeches, discuss and write, in good English, about Islam and Islamic subjects.

b) Provide pure academic courses similar to B.A. courses offered by non-Islamic universities.

Source : **Omdurman Islamic University Calendar 1978 - 1981.**

Appendix D : **Recent views on the Inclusion of Literature in FL Programmes**

There have been various attitudes and approaches toward teaching the literature of a FL as a means of promoting the students competence in the use of that language (Lado 1964, Strevens 1965, Povy 1972 and Krachen 1982). Other studies by Spencer (1964), Leech (1969) and Turner (1973) have extensively dealt with the subject of literary style, but from differing linguistic perspectives. The neglected area of 'practical classroom methodology, and the particular difficulties of teaching literature to foreign students has been comprehensively treated in Widdowson's book (1975). Being aware that the ultimate goal of FLT is communicative competence, Widdowson (1975: 73) advocates that some awareness of literature of a FL is indispensable to a desirable command of that language. The study of poetry, he believes, as a unique form of language used for communication develops in the students "a sharper awareness of the communicative resources of the language being learned". Conversely, this command might be impaired when the teaching of linguistics boils down to fixed rules of grammar formulated by linguists (1975: 27).

Moreover, literature is useful, because it abridges the gap between what is supposed to be grammatical and what is ungrammatical. For what is considered, by linguists, as ungrammatical in discourse, he argues (1975: 35-36), makes sense in literature. However, it should be noted that the purpose is not to overburden the FL programmes with literary material, nor should it be to sacrifice literature for the sake of language teaching. Thus the place of literature in the EFL curriculum, says Widdowson, is determined by its role in reinforcing language skill and in cultural orientation.

Sources : Leech, G., **A Linguistic Guide to English Poetry**, Longman, London, 1969.
 Spencer, J. (ed.) , **Linguistics and Style**, O.U.P., London , 1964.
 Turner, G.W. **Stylistics**, Penguin, Harmondsworth, 1973
 Widdowson, H.G., **Stylistics and the Teaching of Literature**, Longman, London, 1975.