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Bulletin of Advanced English Studies is an academic journal published by Refaad. Due to the fact that English has become an international language for different reasons, this journal has been established to fulfill the needs of such topics. Arab countries are considered as a Foreign Learners of English language, so this journal wishes to increase the number of value research on EFL, ESL learners, and native speakers of English language. This journal has a clear vision about the importance of research in the field of English language and literature and through this journal we hope to establish a forum of professional discussion to promote the development of links between the researchers.

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About the Issue

The Editorial Board of Bulletin of advanced English Studies is pleased to put into its readers the 2nd issue of the volume 4, June 2020. This issue included three thematic papers that were come from different countries such as Palestine, and KSA. The subjects included two papers from literature field, another paper is under teaching method.

The Editorial Board of Bulletin of advanced English Studies is keen to continue its policy of seeking to remain a leading journal at the local and regional level, and to be classified among the most famous global rules.

The Editorial Boards of the Journal of Bulletin of advanced English Studies encourage its readers to visit its website and send them their comments and presenting their suggestions though the e-mail, which they believe their comments have a good impact on the development and upgrading of the journal.

Chief-Editor

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Lady Macbeth between Ambition and Femininity in William Shakespeare's Macbeth

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Abstract: Lady Macbeth is considered one of the of the main characters in William Shakespeare's *Macbeth*. She is the wife of Macbeth who kills the king of Scotland (Duncan) and becomes the king of Scotland. Macbeth is instigated by his wife lady Macbeth to commit this heinous crime and she in her role becomes the queen of England. This study aims to give an analysis of Lady's Macbeth character between her ambition and her femininity to reach authority. The study also gives a comparison study between Lady Macbeth's character and her husband regarding who is lesser devil. The study concludes with the fifth act 'Sleep- Walking ' scene in which lady Macbeth suffers the death which seems to be a kind of committing suicide.

Keywords: *Lady Macbeth; ambition; femininity; sleepwalking.*



1. Introduction

Every woman is by nature more ambitious than man; but she is ambitious only vicariously i.e. on behalf of her husband if she is married; otherwise a woman is ambitious only of possessing lots of fine clothes and ornaments, and above all, she is ambitious of being known as the prettiest woman in the world-a Cleopatra or a Helen. Lady Macbeth, however, had no such ambition; as a matter of fact, she had no other ambition than being the Queen of Scotland particularly when her husband wrote to her about the predictions of the Weird Sisters and how two of the predictions had been already fulfilled, and how the greatest prediction about Macbeth's kingship was yet to be fulfilled. These are the words of Macbeth to his wife on this particular occasion:

'Whiles I stood rapt in the wonder of it, came missives from the king, who all-hailed me " Thane of Cawdor ' ; by which title, before, these weird sisters saluted me, and referred me to the coming on of time, with 'Hail, king that shalt be!' This have I thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee. Lay it to thy heart, and farewell!" (Act1, Scene5, Lines 5-10)

2. Lady Macbeth's Ambition

According to Langis (2012), it is the words of her husband which actually made Lady Macbeth ambitious just as part-fulfillment of the predictions or the Witches made Macbeth ambitious; otherwise, neither Lady Macbeth nor Macbeth would have dreamt of being the queen or the king of Scotland. Here are the words of Lady Macbeth in response to the great news conveyed to her by the messenger of Macbeth:

"Hie thee hither, -
That I may pour my spirits in thine ear;
And chastise with the valour of my tongue
All that impedes thee from the golden round,

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Which fate and metaphysical aid doth seem
To have thee drowned withal. (Act one, Scene5, Lines 21-26)

When a woman becomes ambitious, she becomes far more frantic than a man. She actually loses the balance of her mind. Lady Macbeth's words, when she receives the message of King Duncan's proposed visit to her castle and staying as her guest for sometimes; also how daringly she plans to be the murderer herself of Duncan without being advised by her husband to do so; again how she invokes the spirit of hell to unsex her, to fill in all her veins with nothing but cruelty; and last of all to shut out the sun and the moon and the stars from seeing the terrible deed of murder she is going to commit upon King Duncan who is going to be her guest, are obvious at the most psychological moment:

"Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse.
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, your murdering ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife sees not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry, "Hold, hold!" (Act one, scene 5, lines 36-50)

3. Her Femininity

However, much Lady Macbeth may put on the appearance of **femininity**; she can never be unsexed or be made as bold or hard-hearted as a man. What Macbeth actually performs; Lady Macbeth can never perform. She is bold and spirited only in her tongue, and that also in order to kindle her husband's ambition for the "golden round," and also to make him commit the terrible deed- i.e. the murder of Duncan, which she could never commit whether Duncan looked like her father during his sleep or not. Lady Macbeth talks a lot of courageous things and even of impossible things which no woman on the earth can do, for example, Lady Macbeth says to her husband that while giving a suck to her child in her breast, she can easily pull out the lips of the child from her nipple and dash the child's brains out against the wall if she has ever made such a promise to honour or to fulfil. (Lall, 1988)

If Lady Macbeth were really a masculine type of woman as she claims to be, she would not have allowed her hesitating husband to get into the bed-chamber of Duncan but she would have done the deed (murder) with her own hand. But then, her womanliness comes out its truest color when she can no longer stand her husband's guilt of committing series of murders, particularly, the massacre of Lady Macduff and her little children, and as the result of her womanliness (soft-heartedness) she suffers so much distraction of her mind that she begins to walk and talk in sleep and ultimately destroy herself by throwing herself down the high terrace of her castle.

According to Dutt (1987), a few critics wrongly believe that Lady Macbeth possesses strength of will and singleness of purpose. Dutt does not seem to follow Stanley Wood, who defends Lady Macbeth on this particular point. He says in this connection, "Of her strength of will she affords examples every time she appears upon the scene. We need not, therefore, multiply instances, but will only suggest to the reader how fearful must have been the inward struggle before she could return to the chamber of dearth, there to replace the daggers by the side of the murdered Duncan. Her singleness of purpose is to be attributed in great measure to her lack of imagination ". She will not allow her thoughts to wander beyond the accomplishment of the murder and the realization of her husband's ambition:

"Which shall to all our nights and days to come
Give solely sovereign sway and masterdom." (Act 1, Scene5, Lines 65-66)

4. Contrast between Lady Macbeth and her husband

The only difference between them is that there is no cloud or sentimental self-deception about Lady Macbeth. Having made up her mind she goes straight to her point-even to the point of murder. Macbeth also travels to the same goal-but with what infinite canting and whining, what needless deception towards his wife and even towards himself. Macbeth almost humbugs himself into the belief that there is a strong vein of tenderness in his character. But this tenderness is sentimental force-at bottom there is only evil in his nature. There is another significant point of contrast between husband and wife. Lady Macbeth had keyed herself up to one supreme deed of horror-the murder of Duncan. That finished, she has no art or part in the long series of Macbeth's subsequent assassinations.

She is innocent -of Banquo's blood, innocent of the blood of Lady Macduff and her little children. There is another noticeable point of contrast between Macbeth and Lady Macbeth. Macbeth grows case-hardened in bloodshed. He murders so often that murder loses all its horror for him. Not so with his wife. Her one deed of bloodshed so preys upon her soul that, in spite of her stern self-suppression, it breaks out in the unguarded hours of sleep and hurries her to a premature grave. (Shakespeare, 1992).

5. Lady Macbeth is a lesser devil

Lady Macbeth is a lesser devil than her husband in the sense that she never instructs or advises her husband to murder Banquo or to massacre Lady Macduff or any of her innocent children. One murder is enough to upset the equilibrium of her mind; and besides, she cannot, like her husband, foresee what dangers may follow from Banquo or his son or from Macduff who actually flies to England in order to secure help from Malcolm and the King of England in order to bring about the ruin of Macbeth; otherwise she (Lady Macbeth) would have positively taken all sorts of precaution in order to safeguard her own interest as well as the interest of her husband. A woman may be ambitious, may be greedy, may be hypocritical, maybe even treacherous to her husband, but she can never commit any murder with her own hand as man can kill any number of men even without any serious interest at stake. That is why, Lady Macbeth is a lesser devil than Macbeth who loses his conscience altogether as he wades through blood while Lady Macbeth goes mad altogether through remorse and even -commits suicide while Macbeth lives till, he is killed by Macduff. (Dutt, 1987)

Although Lady Macbeth, by sheer force of will, succeeded for a time, in stifling her conscience, and although she refrained from all outward expression of remorse Shakespeare has most skillfully contrived to make us know that such feelings did at times threaten to visit her. When she chides her husband in the words,

"These deeds must not be thought

After these ways; so, it will make us mad" (Act two, scene 2, Lines 33-35)

Lady Macbeth may have felt premonitions of the fate that eventually overtook her. When at last her mind gave a way under the fearful strain, she had put upon it, then her unconscious utterances show us something of the nature which she has all the while been striving to annihilate. Her stifled remorse reveals itself in her agitated sleep in the awful sigh thrice repeated that bespeaks a heart sorely charged. In her assumed character she had once striven to encourage her husband by urging the fact that little water would wash away the evidence of the deed, but now her natural feminine abhorrence of the sight and smell of blood find expression, "Here's the smell of the blood still, all the perfumes of Arabia will not sweeten this little hand. Oh, oh, 'oh'!" (Act Five, Scene 1, lines 39-40)

She has trusted too much to an unsafe reliance upon her human will. More needs she the divine than the physician. Her death was sudden and self-inflicted, and in the awfulness of her end we are constrained to suspend our judgment upon her crimes, and but to repeat with the doctor,

"God, God forgive us all! Look after her;

Remove from her the means of all annoyance,

And still keep eyes upon her, So, good night.

My mind she has mated, and amazed my sight.

I think, but dare no speak." (Act5, Scene 1, lines 61-65)

Even Mrs. Jameson has been misled to some extent by the mere words of Lady Macbeth to interpret her character which Mrs. Jameson, as a woman critic, should not have done, because a woman is expected to know a far more correctly than any man can possibly know her. Mark what Mrs. Jameson can possibly know her:

"In the mind of Lady Macbeth, ambition is represented as the ruling motive, an intense overmastering, passion, which is gratified at the expense of every just and generous principle, and every feminine feeling. In the pursuit of her object, she is cruel, treacherous, and daring. She is doubly, trebly, dyed in guilt and blood; for the murder she instigated is rendered more frightful by disloyalty and ingratitude, and by the violation of all the most acted claims of kindred and hospitality. When her husband's more kindly nature shrinks from the perpetration of the deed of horror, she like an evil genius, whispers him on to his damnation. The full measure of her wickedness is never disguised, the magnitude and atrocity of her crime is never extenuated, forgotten or forgiven, in the whole course of the play." (Jameson, 1897)

It is the power of religion could alone have controlled such a mind, but it is the misery of a very proud, strong and gifted spirit, without sense of religion, that, instead of looking upward to find a superior, it looks round and sees things as subject to itself. Lady Macbeth is placed in a dark, ignorant iron age; her powerful intellect is slightly tinged with its credulity and superstitions, but she has no restrain the force of will. She is a stern fatalist in principle and action-"what is done, is done", and would be done over again under the same circumstances; her remorse is without repentance, or any reference to an offended Deity; it arises from the pang of a wounded conscience, the recoil of the violated feelings of nature; it is the horror of the past, not the terror of the future; the torture of self-condemnation, not the fear of judgment. it is strong as her soul, deep as her guilt, fatal as her resolve, and terrible as her crime. (ibid)

6. Walking and Talking in sleep

In the first scene of the fifth act, Lady Macbeth gets out of her bed-room with a lighted candle in her hand and begins to walk and talk to herself quite loudly although she is actually fast asleep. Her eyes are open but they have no power of vision for the time being. This is not only a physical but a psychological phenomenon. Some people say that it is a kind of nervous disease. Whatever it may be, it is undoubtedly the result of some serious disturbance in the body as well as in the mind of a person. In the case of Lady Macbeth, it is entirely a psychological phenomenon, and it is the result of a serious mental stress or disturbance. (Cariot, 2010)

Generally, when a person suffers from a serious shock of disappointment, failure or grief, he or she develops this kind of nervous disease which takes the form of walking and talking in sleep. But in the case of Lady Macbeth, it is due to her guilty consciousness that she suffers from. She utters some of the very same words which she uttered to her husband on the night when Macbeth committed the murder of King Duncan.

Lady Macbeth does not seem to know that Lady Macduff and her children have all been butchered by Macbeth's agents; and that is why, she speaks like the following: "The Thane or Fife had a wife; where is she now? -What, will these hands never be clean? No more of that, no lord, no more of that :you mar all with this starting." That is how the memory of the bloody hands of Macbeth sticks to her mind, and that is why she speaks out in agony and despair,

"Here's the smell of the blood still; all the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh! (Act Five, Scene 1, lines 39-40)

Again, her words, "Wash your hands, put on your nightgown; look not so pale. -I tell you yet again, Banquo is buried; he cannot come out on 's grave." (Act5, Scene 1, lines 48- 50)

7. Conclusion

Lady Macbeth's fiction of masculinity is never more than a valour of the tongue. She cannot suppress her true nature, as is evident from her inability to murder Duncan with her own hands. She wills to do evil and she dyes her will in her ambition. Lady Macbeth's last words are most significant and clearly reflective of her panic soon after the commission of the murder: "To bed, to bed! there is knocking at the gate. Come, come, come, give me your hand. What's done cannot be undone. To bed, to bed, to bed!" (Act Five, Scene 1, Lines 53-55)

The knocking comes to remind lady Macbeth that there is justice and that she can't escape punishment. Lady Macbeth has been so rudely shaken by her guilty consciousness that she ultimately jumps from her terrace and commits suicide-that is the end of all guilty souls who are not hardened criminals. (Majdoubeh and Al-Khader, 2013)

Bio:

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Flipped Classroom Technique: Engagement and Value

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Abstract: This paper explores the effectiveness of the flipped classroom technique in engaging learners and creating value, as perceived by EFL learners involved in a flipped classroom structure. It also investigates the effect of gender on engagement with and value of flipped activities. The study population consists of 40 EFL learners who attended a flipped learning course in the academic year of 2019-2020. The data were gathered through a questionnaire on a four-point Likert scale. The quantitative data were analyzed descriptively using the parametric Levine's test and t-test independent sample formula. The results were analyzed by using the SPSS Statistics software package. The results of the t-test formula indicated there were significant differences between male and female perception in terms of their engagement with and value of flipped classroom activities. The females reported greater engagement and a stronger desire to engage, and they valued the flipped techniques more than the male learners. In light of the findings, the study recommends enhancing male learners' involvement in knowledge acquisition outside the classroom to promote more interest in and value of flipped instruction in the English language classroom.

Keywords: *flipped classroom; learning engagement; value of flipped classroom activities; technology-enhanced language learning.*

1. Introduction

The technological revolution in the field of education conducted in new pedagogical approaches, one of which was the flipped classroom. The term *flipped learning* was used by Kostka and Marshall (2018, p. 224) to refer to an educational approach in which content that is traditionally presented in class is learned at home, and work that is traditionally completed as homework is done in class. This method emphasizes the importance of blended learning, which differs from the traditional model of learning in that most of the instruction occurs outside of the classroom, usually online (Reidsema et al., 2017). This means that active learning, which traditionally takes place outside of school hours in the form of homework, takes place in the classroom. Hence, the approach to teaching and learning is flipped. This study concerns the speaking skills of English as a Foreign Language (EFL) students at Taibah University, Saudi Arabia. EFL is a compulsory course for students in their first year at the community college. According to several studies, EFL students demonstrate low proficiency overall in the four language skills: listening, speaking, reading, and writing (Al-Hamlan & Baniabdelrahman, 2015). Further, some studies indicate that employing integrated technology in foreign language learning enhances students' language proficiency (Al-Kathiri, 2015; Al-Okaily, 2013).

In the early 21st century, the flipped classroom approach was proposed by Baker (2000) and Lage et al. (2000). In a flipped classroom, students carry out research, watch online lectures, and take part in online discussions at home, in addition to discussing these concepts in the classroom aided by the guidance of their teacher, lecturer, or mentor. This contrasts with the traditional model of classroom instruction in which the teacher is the main focus of the lesson and the one distributing the information during class. In traditional classrooms, instruction occurs in class, and the teacher's interaction with students is confined to answering questions and offering guidance and feedback. This means that the teacher controls the discussion and learning (Ryback & Sanders, 1980). Then, the

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teacher assigns students the task of working on a problem set or from a textbook outside of school hours (Strauss, 2012). By contrast, the flipped classroom offers the advantage of allowing more explanation and interaction inside the classroom, while learning takes place outside the classroom.

In general, this approach allows teachers to spend more one-on-one time with students, and it allows students to work together collaboratively to approach lessons and learn concepts. This is an appealing alternative to working alone at home after school without anyone available to provide assistance (Strauss, 2012). Moreover, research shows that the flipped classroom method improves students' confidence (Strauss, 2012). Research suggests that the flipped classroom approach is helpful for EFL learners because it offers a flexible environment, student-centered learning, an active learning process, and meaningful dialogue between students and teachers (Ping et al., 2014). Furthermore, flipped classrooms allow instructors to spend time with EFL students both during and after class (Kostka & Marshall, 2018). Therefore, the flipped classroom approach stimulates learning through language exposure, actual vocalization, language acquisition, and immediate feedback (Gass et al., 2013). These processes take place in the flipped classroom in the form of functional activities, such as explaining the meaning behind English grammar and modeling sentence structure, which give students the technical information they need to do assignments outside of class (Kostka & Marshall, 2018). Directing the classroom away from teacher-led discourse enables the teacher and students to interact more with one another in class to work on the required skills, in this case, EFL acquisition (Kostka & Marshall, 2018).

Despite the advantages of using the flipped classroom approach for teaching EFL, as outlined by Gass et al. (2013), Kostka and Marshall (2018), and Kirk and Casenove (2019) minimal research has been undertaken in this area. In fact, many studies on the concept of the flipped classroom, like that of Park and Park (2018), who assessed the benefits of the flipped classroom for teaching adult health in nursing, have been quasi-experimental in nature. However, Ping et al. (2019) investigated the reflections and experiences of low-proficiency EFL students' experience of learning English writing in a flipped classroom at a Malaysian branch of a foreign university. The researchers considered how the students improved after their experience of being taught in a flipped classroom. The interviews revealed that the students, overall, had a good experience in a flipped classroom because there was more time to work on skills before class began, more opportunities to practice their language skills, and opportunities to engage, interact, motivate, and provide more immediate feedback during class. These advantages improved the students' language proficiency outside of class. However, participants also experienced the flipped classroom approach as boring and time-consuming (Ping et al., 2019). Moreover, regarding the efficiency of a flipped classroom for EFL students, Kang (2015) found that one disadvantage of the method is that students often failed to complete assignments on time because of the lack of supervision. Thus, while there is evidence that the flipped classroom approach to learning helps students improve their language skills, it may also be boring, take more time to complete, and result in students completing fewer assignments on time.

Al-Harbi and Alshumaimeri (2016) and Kang (2015) specifically measured the improvements of Saudi Arabian students studying EFL in a flipped classroom in terms of English grammar knowledge. The aim of Al-Harbi and Alshumaimeri's (2016) study was to explore the impact of the flipped classroom strategy for teaching English grammar and its effect on the perceptions, attitudes, and performance of secondary school students' learning of English in an independent manner. The flipped classroom approach was implemented in this study by selecting videos based on the students' textbooks and uploading the videos onto a teaching website before each lesson to give students an opportunity to actively learn outside the classroom. The results of the research showed that the grammatical knowledge of the group taught in the flipped classroom was more comprehensive than that of the group taught in the traditional classroom, although there was little statistical significance. Kang (2015) offers similar results. The purpose of this study was to assess the efficiency of the flipped classroom approach and to evaluate 24 Korean university students' perceptions of this approach for studying EFL. The flipped classroom approach was implemented through lecture-oriented videos and an offline class centered on activities. Students from the flipped and regular classrooms were compared in terms of grammar and vocabulary knowledge pre- and post-instruction. The results of these assessments indicated that the students in the flipped classroom exhibited a significant increase in total knowledge of English in general as well as grammar and vocabulary.

These results indicated that both groups showed improvements after teaching, and, similar to Al-Harbi and Alshumaimeri's (2016) study, there was little difference between the results achieved in a flipped classroom compared with a traditional learning environment. Thus, the results of the studies by Al-Harbi and Alshumaimeri (2016), Ping et al. (2019), and Kang (2015) indicated that Saudi Arabian, Malaysian, and Korean EFL students, respectively, had a positive experience learning English through the flipped classroom approach. However, statistical analyses of the results obtained by Al-Harbi and Alshumaimeri (2016) and Kang (2015) via a t-test strongly indicated that actual improvements in English grammatical knowledge were too small to be statistically significant. Further, in terms of gaps in the literature, an analysis of the results of the three aforementioned studies indicated that these researchers failed to identify the length of the research period. If it were only a short amount of time, this would likely explain the lack of statistical difference between the students taught in a flipped classroom and those taught in a traditional classroom. Nevertheless, the value of this research is that it demonstrates that the flipped classroom approach has the potential to improve EFL students' knowledge of English language and grammar by a small but significant amount in a short time span. Evidently, the research to date has focused on the introduction and practice of the flipped classroom technique in language teaching (Marshall, 2014; Milman, 2012; Musallam, 2011) rather than the perception by participating EFL learners of their engagement in and value of

flipped learning. Most studies in the field of language instruction (Alsowat, 2016; Basal, 2015; Hung, 2014; Mehring, 2016) also focus on the effectiveness of the flipped classroom in improving students' abilities. Hence, there is still a need for investigating the flipped technique in much detail, particularly in Saudi Arabia. The current study seeks to bridge the gap with respect to the perception of EFL learners of their engagement in and value of flipped classroom activities after introducing the technique in a Saudi language context. This research explores the differences in the EFL learners' perceptions with respect to gender.

2. Purpose of the Study

The purpose of this study is to explore the effectiveness of the flipped classroom technique as perceived by EFL learners who attended a grammar course at Community College Taibah University in 2019 after being involved in the flipped classroom structure. The perceived effectiveness of the flipped classroom was investigated with respect to two dimensions related to engagement and value for 40 male and female Saudi EFL learners. The study also attempts to investigate the potential differences among participating learners with respect to gender.

3. Research Questions

1. How do EFL learners perceive the use of flipped classroom techniques after being involved in a flipped classroom structure?
2. How do EFL learners perceive their engagement in the flipped activities after being involved in the flipped classroom structure?
3. How do EFL learners perceive the value of the flipped activities after being involved in the flipped classroom structure?
4. To what extent does the gender of learners affect their engagement in the flipped classroom technique?
5. To what extent does the learners' gender affect their value of the flipped classroom technique?

Procedure of Flipped Classroom Techniques

• Introducing the Flipped Classroom Session

The following procedures were carried out.

1. At the outset of the semester, the teacher introduced the flipped classroom technique to the students.
2. The teacher stated the goals to be achieved by the technique.
3. The teacher discussed the procedures of the sessions.
4. The teacher familiarized the students with the instructional materials to be used in the flipped classroom.
5. The teacher explained the instructions for the development of the flipped classroom activities.
6. The teacher encouraged EFL learners to work collaboratively during the activities.

• Preparing for the Flipped Classroom Activities

1. The teacher assigned a grammatical topic i.e. Types of Questions in the course to be studied.
2. The teacher also pointed out the instructional activities of Types of Questions for homework.
3. The teacher encouraged the students to be independent learners, accessing the content at their own pace.

• Detailing the Flipped Classroom Technique

1. EFL learners accessed and interacted with online content available on videos, YouTube, PowerPoint, and other slides at any time on their own during class time.
2. Students also worked on the assigned content under studied (e.g., types of questions as a homework assignment using the content delivered online).
3. At the actual flipped classroom session, each group discussed the assigned topic and its features in harmony with the content of the course to their peers.
4. They are asked to write down questions, take notes, and make remarks after viewing online content in a video format in the class or out the class.
5. Learners were expected to be ready to find answers for all the questions raised by their classmates.
6. Advanced students in the class time tutored their peers on their work.
7. During the flipped class, the teacher walked around the room and provided assistance as needed by students.
8. The teacher started the class by reviewing the instructional content, facilitating a short discussion or debate, and giving students feedback.
9. At the end of the learning session, the teacher outlined and presented a summary of the main concepts discussed that day during the session.

4. Research Instruments

A questionnaire was deemed an appropriate instrument for the purpose of this investigation. Therefore, a Likert scale was developed specifically for the purpose of this study. It was used to select specific information on the issue of engagement with and value of flipped technique by learners. The questionnaire consisted of 20 items in two sections. The first section contained 10 items designed to collect data relevant to the engagement in flipped

learning activities and process. The second section of the questionnaire included a list of items about value, including interest and attitudes toward language learning in the flipped technique.

5. Data Analysis

Data analysis was conducted in accordance with the research questions and hypothesis using SPSS Statistics software. Descriptive statistics, including frequency, percentages, and means, were used to describe the properties of the data collected. A parametric Levine's test was performed to test for equality of variances. Additionally, inferential statistics were computed using a t-test independent sample to test the significance of difference among the mean participants as stated in the null hypothesis.

6. Results of the Flipped Classroom Reliabilities

• Validity

Face and content validity of the questionnaire was determined through a review by a panel of experts in the domain of foreign language pedagogy. Modification and deletion of some items were considered in the final draft of the questionnaire, as suggested by the panel.

Table (1): Reliability of the Study

Section	Domain	Items	Rel
A	Engagement	10	.79
B	Value	10	.86
Both domains of the questionnaire		20	.85

• Reliabilities

Data from the pilot study were used to measure the reliability of the questionnaire. Cronbach's alpha coefficient was .86, which indicated internal consistency among the 20 questionnaire statements. Clarity, reliability, and readability of the statements on the questionnaire were measured. Table 1 reveals the statistical results of the reliability analysis of the questionnaire statements.

Table (2): Distribution of Responses about Engagement in Flipped Classroom

Items	Male				Female				All cases			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	N	%	N	%	N	%	N	%	n	%	N	%
1.	10	50%	10	50%	7	35%	13	65%	17	42.5%	23	57.5%
2.	10	50%	10	50%	5	25%	15	75%	15	37.5%	25	62.5%
3.	13	65%	7	35%	6	30%	14	70%	19	47.5%	21	52.5%
4.	14	70%	6	30%	5	25%	15	75%	19	47.5%	21	52.5%
5.	14	70%	6	30%	5	25%	15	75%	19	47.5%	21	52.5%
6.	15	75%	5	25%	5	25%	15	75%	20	50%	20	50%
7.	17	85%	3	15%	5	25%	15	75%	22	55%	18	45%
8.	14	70%	6	30%	6	30%	14	70%	20	50%	20	50%
9.	13	65%	7	35%	5	25%	15	75%	18	45%	22	55%
10.	14	70%	6	30%	5	25%	15	75%	19	47.5%	21	52.5%

The data detailed in Table 2 revealed that percentages of male disagreement ranged between 50–85% for the questions about **engagement**, while the percentages of male agreement ranged between 15–50%. The percentages of female disagreement ranged between 25–35% to the questions about **engagement**, while the percentages of female agreement ranged between 65–75%. The percentages of responses for both genders to the questions about **engagement** ranged between 45%–62.5%.

The data also illustrate that 57.5% of the subjects claimed that they interacted frequently with their teachers in the EFL classroom. The majority of participants (62.5%) stated that they interacted frequently with their peers during class hours. Surprisingly, both genders rated equally (52.5%) on these items: 3, 4, 5, and 10. They agreed about interacting frequently with their peers outside of class hours (item 3), devoting considerable time to learning activities (item 4), participating actively in the learning process (item 5), and entering the classroom prepared to contribute (item 10). Additionally, 50% of the subjects equally agreed and disagreed on these two items: their use of what they learned by engaging in learning activities (item 6) and their high engagement in learning the content of the course (item 8). However, 55% did not agree on devoting considerable effort to meet the learning requirements (item 7). In contrast, the majority of the subjects (55%) emphasized their involvement in the learning activities in the flipped classroom (item 9).

Table (3): Distribution of Responses to the Value of Flipped Learning

Items	Male				Female				All Cases			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	N	%	N	%	N	%	N	%	n	%	N	%
1.	14	70%	6	30%	4	20%	16	80%	18	45%	22	55%
2.	15	75%	5	25%	6	30%	14	70%	21	52.5%	19	47.5%
3.	15	75%	5	25%	5	25%	15	75%	20	50%	20	50%
4.	15	75%	5	25%	6	30%	14	70%	21	52.5%	19	47.5%
5.	14	70%	6	30%	6	30%	14	70%	20	50%	20	50%
6.	12	60%	8	40%	2	10%	18	90%	14	35%	26	65%
7.	13	65%	7	35%	5	25%	15	75%	18	45%	22	55%
8.	13	65%	7	35%	6	30%	14	70%	19	47.5%	21	52.5%
9.	13	65%	7	35%	6	30%	14	70%	19	47.5%	21	52.5%
10.	12	60%	8	40%	5	25%	15	75%	17	42.5%	23	57.5%

According to the data in Table 3, percentages for male disagreement ranged between 60%–75% to the questions about **value**, while the percentages for male agreement ranged between 25–40%. However, the percentages for female disagreement ranged between 10–30% for the questions about **value**, while the percentages for female agreement ranged between 70–90%. Overall, the percentages of responses for both genders to the questions of **value** for agreement ranged between 47.5%–65%.

Additionally, the data displayed that the study subjects (55%) thought they were pleased with the flipped learning activities (item 1) and also believed flipped learning was a great way to learn language skills (item 7). However, they (52%) disagreed about looking forward to participating in flipped classroom activities and feeling interested in engaging in the activities (item 4). Fifty percent of the subjects favored assistance in grasping the content of the course through the flipped technique and favored knowledge acquisition outside the classroom (item 5). The majority of the subjects (65%) indicated they were pleased to watch the online recourses (item 6). Of the subjects, 52.5% said they developed positive attitudes toward learning (item 8) and felt content with the studies using the flipped classroom technique (item 9). They (57.5%) claimed that the flipped technique allowed them to learn at their own pace.

In summary, the study results indicated the efficacy of the flipped technique for teaching EFL at College of Community in Saudi Arabia. Specifically, the female participants revealed greater engagement in flipped activities and the learning process during hours outside the classroom than the male learners, and the female students also expressed greater value of this innovative technique. The current study provides evidence of more female engagement by devoting considerable effort and time in learning activities than male learner engagement.

7. Results of Research Hypotheses

First Research Hypothesis

To verify the hypothesis assuming there were no statistically significant differences between EFL male and female means with respect to the use of flipped classroom techniques, the mean scores and standard deviations were calculated. Two independent samples (t-test) were used, and the results are shown in the following tables.

Table (4): Results of the Learners' Mean Scores

Groups	N	Mean	Std. Deviation	Std. Error Mean
Male	20	50.4000	5.12373	1.14570
Female	20	71.5000	3.95368	.88407

The mean score of male learners in the use of flipped activities was 50.4000 with a standard deviation of 5.12373, while the mean score of females was 71.5000 with a standard deviation of 3.95368. Evidently, the female learners' mean score (m=71.5) was higher than that of the male group (m=50.4). These results suggest that participating females were more willing to implement the flipped activities than male learners.

Table (5): Results of the T-test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00002	Equal variances assumed	1.213	.278	-14.580	38	.000	-21.10000	1.44714	-24.02958	-18.17042
	Equal variances not assumed			-14.580	35.704	.000	-21.10000	1.44714	-24.03578	-18.16422

Table 5 shows that the calculated value of T (14.580) was reached at the degree of freedom (38), and the value of significance (.000) was less than 0.05, meaning that the difference is statistically significant. Therefore, the hypothesis assuming that there are no statically significant differences in EFL male and female means with respect to the use of flipped classroom techniques was rejected.

Second Research Hypothesis

To check the hypothesis postulating that there are no statistically significant differences between male and female means with respect to engagement in flipped classroom techniques, the mean scores and standard deviations were calculated. Two independent samples (t-test) were used, and the results are shown in the following tables.

Table (6): Results of the Learners' Mean Scores

VAR00022	N	Mean	Std. Deviation	Std. Error Mean
VAR00062 1.00	20	25.5000	9.10456	2.03586
2.00	20	35.7000	10.91643	2.44099

The mean score of male learners for engagement in the flipped activities was 25.50, with a standard deviation of 9.104, while the mean score of female learners was 35.70, with a standard deviation of 10.916. Evidently, the female learners' mean score (m=25.5) was higher than that of the male group (m=35.7). These results suggest that females engaged actively in the flipped activities more than male learners.

Table (7): Results of the T-test

		Leven's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	Df	sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00062	Equal variances assumed	.774	.394	-3.209	38	.003	-10.20000	3.17855	-16.63463	-3.76537
	Equal variances not assumed			-3.209	36.814	.003	-10.20000	3.17855	-16.64145	-3.75855

Table 7 shows that the calculated value of T reached -3.209 at the degree of freedom (38), and the value of significance (.003) was less than 0.05, indicating that the difference is statistically significant. Therefore, the hypothesis assuming there are no statistically significant differences between EFL male and female means with respect to engagement in flipped classroom activities was rejected.

Third Research Hypothesis

To verify the hypothesis stating that there are no statistically significant differences between male and female means with respect to their value of flipped classroom techniques, the mean scores and standard deviations were calculated. Two independent samples (t-test) were utilized, and the results are shown in the following tables.

Table (8): Results of the Learners' Mean Scores

VAR00022	N	Mean	Std. Deviation	Std. Error Mean
VAR00063 1.00	20	24.9000	8.96132	2.00381
2.00	20	35.8000	11.19962	2.50431

The mean score of male learners on the value of flipped activities was 24.90, with a standard deviation of 8.96132, while the mean score of female learners was 35.80, with a standard deviation of 11.19962. Evidently, the female learners' mean score ($m=35.80$) was higher than that of the male group ($m=24.90$). These results suggest that females believed in the value of the flipped activities more than male learners.

Table (9): Results of the T-test

	Leven's Test for Equality of Variances		T-test for Equality of Means							
	F	Sig.	t	Df	sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
VAR00062 Equal variances assumed	.654	.424	-3.398	38	.002	-10.90000	3.20731	-17.39286	-4.40714	
Equal variances not assumed			-3.398	36.256	.002	-10.90000	3.20731	-17.40313	-4.39687	

Table 9 illustrates that the calculated value of T reached -3.398 at the degree of freedom (38), and the value of significance (.002) was less than 0.05, indicating that the difference is statistically significant. Therefore, the hypothesis assuming that there are no statistically significant differences between EFL male and female means with respect to their value of flipped classroom techniques was rejected.

8. Conclusion

Based on the results of this research, the following conclusions were drawn. There are significant differences in male and female learners' perceptions of their engagement in and value of the flipped classroom technique. The flipped technique seems for female participants to be applicable and useful to language learning as contrasted to male participants. The data also indicated that the flipped technique in language instruction may be a successful innovation in the Saudi learning context in the future. This finding is in agreement with Al-Harbi and Alshumaimeri's (2016) finding which showed a positive experience whilst learning English through the flipped technique. The integration of flipped classrooms into the language teaching process led to frequent interaction with teachers and peers, active engagement in online language recourses and activities, and an increase in motivation and interest for studying. These findings of the current study are consistent with those of Chen et al. (2014). However, male learners reported less interest in the flipped technique. It was concluded that they lack desire and interest in acquiring knowledge outside the classroom.

The results and conclusion of this study generate the following recommendations for future research studies. Further data are needed to address factors that enhance learners' active involvement in knowledge acquisition outside the classroom and promote interest in learning through flipped classroom activities. Future research studies should provide online language resources to enhance flipped language instruction. Educators in the domain of EFL should be encouraged to adopt this innovative technique and integrate it into their language teaching context. More data is needed to examine areas and models of expanding flipped learning in language pedagogy. Studies are also needed to explore more contexts in various levels of education.

Bio:

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Decline in the Popularity of English Literature among EFL/ESL Saudi Learners

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Abstract: This paper addresses the issues related to learners' attitudes towards studying literature, their positive as well as negative views about literature. The paper also investigates why learners do not have the interest to study literature and why they find literature to be a difficult arena when they are majoring in English. In this paper, the investigators have tried to address some basic reasons for students' loss of interest in studying literature. The investigators have also discussed some factors that affect students' lack of motivation to study literature, why they think that literature is difficult and why they also see majoring in literature will ultimately be of no use. The study was conducted on 33 female students of levels 7 and 8 of the B.A. program (English) at a university in Saudi Arabia. They were asked to answer a questionnaire comprising five questions about their attitude towards literature and if they find literature to be helpful in learning the English language. It was found that some learners found literature to be helpful in their language acquisition, while others found it difficult to study and understand literature. Some learners showed a positive attitude towards studying literature while most found it not to be useful in the latter part of their lives. However, both types of learners could not deny the importance of literature as a source for language development.

Keywords: *Decline; interest; literature; motivation; students' attitude; role of language and literature teachers.*



1. Introduction

The rise of communicative language teaching values literature as authentic texts in which the opportunity for vocabulary acquisition, the development of reading strategies, and the training of critical thinking take place. It is suggested that literary texts can develop the student's knowledge of a language at the levels of vocabulary and structure and the level of textual organization. Reading a novel or narrative helps students to improve their reading and writing skills, language skills and also helps them to improve their critical thinking ability in all subject areas. In spite of all these merits of English Literature, modern EFL/ESL students in Saudi Arabia are hardly interested in reading or knowing about literature.

In recent times if a student who is majoring in Linguistics is asked the question 'Why did you choose Linguistics and not Literature?' The answer would simply be 'Literature is very boring.' This has been the trend for many years now. Students are seen to be losing interest in studying literature. Gone are the days when parents would read bedtime stories to the children to make them fall asleep. These days many parents would rather give off their mobiles or tabs to make the children take their meals or fall asleep. In such a situation one comes across the question 'Why have people lost their interest in reading storybooks?' The answer is very simple. The world is becoming digital. None would like to spend his/ her time in going through pages after pages to read a story. Albalawi (2015) has pointed out that the influence of technology on peoples' lives is one of the causes of the decline of the importance of literature. This is very much true because children, teenagers, and even adults these days would rather spend time with either their laptops or, mobiles than spend time reading a book. As people are becoming too much dependent on technology, they would rather prefer to have things brought to them immediately. Also, people prefer to enjoy many things at the same time. While working on laptops or watching TV, many would either chat through

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texts with friends on their mobiles or talk to them. This is especially done by teenagers who are mostly impatient and tend to be too busy nowadays. In such cases, it is very unlikely that this generation of people would enjoy a piece of literature and find time to understand it and appreciate it.

In a study conducted by Hussein & Al-Emami (2016), some major factors have been pointed out regarding why Saudi students are not motivated to study literature. It is mentioned that when a Saudi undergraduate student joins a university, he/ she is only familiar with a limited section of literary texts. It often happens that the discussion of these texts is oversimplified and all forms of analysis are not included. Moreover, though Saudi students start taking English as a compulsory subject in grade- four, English literature is totally absent from the curricula of public schools. In a study conducted by Alkodimi & Al-ahadl (2020), it is found out that literary elements including prose, drama, and poetry are included in the curriculum all over the world and the universities of KSA are no exceptions. However, EFL learners in Saudi Arabia are unwilling to have literature courses in their curriculum.

The attention of the investigators regarding the attitude of the learners towards the incorporation of literature in language classes was drawn by the fact that some learners do not feel the need of studying literature while they are majoring in English. They feel that if they are proficient in the four skills i.e. reading, writing, listening, and speaking, they can easily acquire English. Only some of the learners felt the need to have literature in language classes. As a result, the investigators tried to find out the factors affecting this lack of motivation in Saudi learners towards studying literature.

2. Literature Review

There are a lot of studies on the importance of incorporating literature in language classes and its importance regarding how it helps to improve language learning. Here are some of them which have been taken into consideration. According to Albalawi (2015), it has been pointed out that students of literature are exposed to many varieties of literary works. They read literature and interpret them. As they do their research on it, literature flourishes and remains alive. Moya (2015), states that literature excites our feelings. It orients readers in new directions. The work of literature also 'changes our lives.'

In addition, it is also claimed that literature encourages personal involvement in readers, and literary texts can help in the language learning process (Vural & Slater, 1990). It is also stated that literature helps to grow the personality of the learners. It develops a positive attitude towards reading and learning languages (Vural, 2013). Furthermore, Clandfield (2013) mentioned that literature helps learners to interact more proficiently. Moreover, according to Savvidou (2004), learners find literary texts to be more enjoyable.

According to Avci (2019), all educators agree that learners need to use their knowledge and skills in real life. It is stated that 'Literature widens students' horizons by providing knowledge'. A similar kind of view is shared by Clanfield (2013) who states that there are many reasons to incorporate literature in the classroom. Literature is authentic material. If students are exposed to authentic material, language learning becomes more effective. According to Van (2009), literature in the EFL classroom provides the learners with real-life situations. In a study by Avci (2019), it is stated that literature encourages students to participate to the fullest extent as they can improve language skills such as reading, writing, speaking, and listening.

Abraham (2010) adds to this view when he considers learning literature to be a holistic undertaking that "not only improves the basic skills of reading, writing, listening, and speaking, but also other language areas like vocabulary, grammar, and pronunciation." Many linguists, including Brumfit & Carter (1986) and Parkinson & Thomas (2004) pointed out the beneficial role of literature in teaching foreign languages. They hold that literary texts offer a 'natural' context of a language used far better than ESP or EAP, thus meeting the objective of the latter in an indirect but even more effective way.

Apart from this, in a study conducted by Al-Qahtany (2016), it is pointed out that "Most Saudi learners lack the necessary reading habits in L1 and L2. In addition, they rarely make use of important reading skills when they read English texts."

If we take these factors into consideration, we cannot deny the fact that literature is invincible in contributing to the process of language learning. Without the use of literature, language learning cannot be effective at all.

3. Objectives of the study

The study discusses why students lack the motivation to study literature courses these days, how students can be motivated to study literary pieces and how teachers and institutions can help students have a positive attitude towards studying English Literature. For this purpose, undergraduate students of a university in Saudi Arabia were taken into consideration. The research paper aims to find out answers of the following research questions:

1. How can students be motivated to have a positive attitude towards studying English Literature?
2. What are the reasons that affect students' motivation to study English Literature?
3. Can teachers and institutions help students grow their interest in English Literature?
4. How can English Literature be incorporated into the language classes to help the learners improve their proficiency level in English?

4. Method

Because of the scientific and objective nature of quantitative research, the investigators have relied on quantitative research. Besides, in order to arrange the received data in simple analytical methods, for example, using table and figure, the investigators have focused on quantitative research method. However, this research could not deal with larger samples because the participants were administered the research tool during their class time, and the researchers refrained from asking other colleagues to spare their class time to involve their learners in this research. Not only that, the institutional circumstances and conditions where this research was conducted need to be mentioned as well. Extra time is not set aside for research activities. Keeping in view all these impediments, the investigators considered that by using quantitative research, without bias, their findings can be generalized, and the cause and effect relationships can be established.

4.1. Participants

The participants in this study were thirty- three female students of Levels 7 and Level 8 (undergraduate students) who were majoring in English in one of the universities of Saudi Arabia. The students were Arabic L1 speakers. They were introduced to English Literature when they were in Level 5 and by the time, they were in level 7, they got to study only four courses of English Literature. The participants for conducting the research were chosen in this way because these participants had been studying English language skills since Level 1. They studied English language skills in Level 1. It is to be mentioned here that their curriculum consisted of both courses in linguistics and English Literature. This shows that the participants were familiar with both Linguistics and Literature courses. However, the population who participated in this research was informed the confidentiality of their names and the responses involved in the study would be maintained.

4.2. Instruments

A questionnaire comprising of 5 questions related to EFL learners' perception of having literature courses in their curriculum, their level of motivation and their overall attitude towards studying English Literature was distributed among these thirty-three students. The questionnaire consisted of close-ended and yes/ no questions.

4.3. Procedure

The participants were asked to answer the questions individually and independently so that they could identify their choices and express their opinions without any influence from other participants.

The participants were studying a course in Poetry, but most of them had already been familiar with courses like Introduction to Literary forms, Short Story, Novel, and Drama.

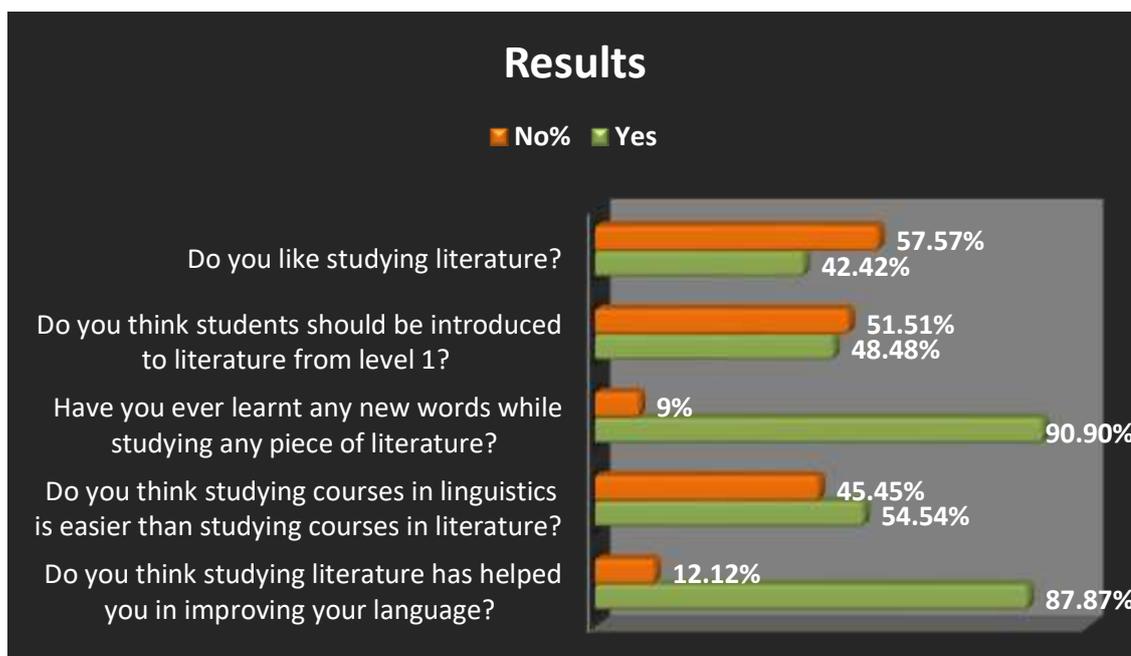
4.4. Limitations of the study

This study has some limitations. The first one is the sample size. Only students of Levels 7 and 8 were taken into consideration. The second limitation is that the investigators focused on only one university in Saudi Arabia. The third limitation is that no male student participated in this study. The results might have been different if the male students had participated in this study as well.

5. Results

After collecting the questionnaire, the data was analyzed by first counting manually students' responses and then calculating the percentage. The table below shows the number and percentage of students' responses and attitudes towards studying literature. Based on the number and percentage of students' responses, the graph which is shown below, was generated in an excel sheet.

No	Questions	No. of students (Yes)	%	No. of students (No)	%
1	Do you like studying English literature?	14	42.42	19	57.57
2	Do you think students should be introduced to English literature from Level 1?	16	48.48	17	51.51
3	Have you ever learned any new words while studying any piece of English literature?	30	90.90	3	9.0
4	Do you think studying courses in linguistics is easier than studying courses in literature?	18	54.54	15	45.45
5	Do you think studying literature has helped you in improving your language?	29	87.87	4	12.12



The Figure above shows the difference in 'Yes' or 'No' responses of students towards studying literature.

The table and figure above showed that 14 out of 33 (42.42%) students expressed that they liked to read literature, but 19 out of 33 (57.57%) expressed that they did not like to study literature. In response to the second question, 16 out of 33 students (48.48%) said that literature should be introduced from level 1, whereas 17 out of 33 students (51.51%) said that literature should not be introduced from level 1. While answering question 3, 30 students (90.90%) said that they learned some new words studying literature. On the other hand, only 3 students (9%) said that they did not learn any new words. In response to the 4th question, 18 students (54.54%) expressed that linguistics is easier than literature, whereas, 15 students (45.45%) said that studying literature is easier than linguistics. When the participants were asked the 5th question, 29 students (87.87%) said that studying literature has helped in improving their language. On the contrary, 4 students (12.12%) said that they did not improve their language by studying literature.

6. Discussion

Based on the questionnaire which was used for the research, the researchers have made the following observation. The observation mostly focuses on the students' attitude towards studying literature and linguistics, their opinions regarding both literature and linguistics, and how they feel about the use of these courses when it comes to practical application. From this observation, it can be concluded that students at the tertiary level majoring in English seem to have a negative attitude towards studying literature. They feel that if they have chosen to study English, they can learn it only by studying courses on linguistics. There is no need for studying literature. However, contradictory viewpoints are expressed as well. The same students have mentioned that studying literature has helped them to learn new words and improve their language. They found literature to be interesting as well. It can be said that these students lack the motivation to study literature as they are not familiar with literature from the very beginning of their academic career at the tertiary level. If pieces of literature can be introduced from even Level- 2 in the form of Short Story or abridged versions of Novels, they can grow the habit of studying literature. They should not feel that it is something long and boring, but rather they can read it for enjoyment.

It can be said that students can be motivated to have a positive attitude towards studying literature. In this regard, institutions and teachers can play a great role in selecting student-friendly literary pieces and incorporate them in skills classes.

The researchers have concluded that certain factors affect the students' interest in studying English Literature which are discussed below:

Familiarity with literature

In some institutions, though the students are studying the English language, they are exposed to literature at a very late stage in their curriculum. For example, when they are in level- 5, they are introduced to literature but this also happens to be only the introduction to literary forms. Then gradually with very limited textbooks and some outdated pieces, they study literature in levels- 6, 7, and 8.

Reading courses lack literary pieces

This is another factor which makes the students not being able to form the habit of reading something outside their prescribed textbooks. In Reading classes, the focus is mainly on reading the passages which are in their books. Most of the time the passages seem to be boring and they are not student-friendly at all. Here the question comes

that if students can read such texts and try to understand the material, why can't they read short stories or even abridged versions of some classics and make it a part of their reading sessions?

Listening & Speaking classes hardly focus on literary pieces

In Listening classes, the students are mostly made to listen to some recorded conversations. Most of the conversations sound very artificial compared to the day to day speech. What students are required to do is listen to these conversations and either summarize, answer MCQ or, true-false questions. In learning to understand and speak a language, this cannot be sufficient at all. Conversations or speeches should be natural and meet the day to day needs.

No short literary pieces are incorporated in writing classes

In writing classes, many times students are asked to write short descriptions of people or places. They are also asked to write descriptive or narrative essays. Sometimes it is also seen that some textbooks contain exercises in which the beginning of a story is given and the students have to finish it, or the ending of a story is given and the students have to give a suitable introduction. These are no wonder effective techniques of teaching students to be creative. Along with these tasks, a piece from any literary work can be incorporated from time to time. For example, an extract from the novel *Jane Eyre* by Charlotte Bronte can be presented to the EFL students. They can read the first chapter of the novel (abridged) one and give a short description of the character of the protagonist as presented in the first chapter. In this way, learners can read and then use their creativity to bring someone's character and personality to life.

Moreover, some abridged books consist of illustrations. It is true that images always interest readers more than only reading pages after pages. These images can be used in the class and students can be asked to create their own stories based on them.

Not being introduced in Vocabulary classes

It is to be mentioned that the students study courses on Vocabulary for two semesters. Most of the time it is seen that based on the curriculum, the teachers are busy completing the course which means the completion of 30 to 40 units in the book. It so happens that in this type of curriculum, the students are only engaged in memorizing the words. They hardly have any practical application of the words that they learn. The result is that they tend to forget the words as soon as they go to the next semester.

Duration of the semester

This is one of the factors which affect the students' motivation in getting familiar with the literature. As the semesters are short, students only focus on what is there in the prescribed textbooks. They do not want to give attention to any other thing which is not in their syllabus.

The low proficiency level of the students

Most students are very much averse to studying literature because of their low proficiency level in English. For students of this level, reading any piece of literature almost becomes a task impossible to accomplish.

Unskilled teachers

It is seen that most teachers, who are sometimes assigned to teach literature, are themselves not familiar with literature thoroughly because in their student life, they were used to studying either the simplified version of the literary texts or the summary of literary texts. Therefore, with their poor knowledge of literature, they can hardly engage the learners in literary texts. Apart from this, some teachers come from the linguistic background and they lack the knowledge and the skill of incorporating literature in the skills classes. A teacher whose specialization is not on literature will never try to experiment bringing literature in the classes.

Use of technology

Technology has no wonder made the lives of people easier. But being too much dependent on technology can never have a positive effect. Learners these days come with the idea that learning should all be with the help of technology. With the use of laptops/ tabs and smart phones, they can get the answer to anything (Halim, et al. 2019). For students like this, it is no wonder a difficult task to read a page of any piece of literature and ponder on it. They always feel they do not have the time, need or the patience to read something.

Reading skills

Apart from this, in a study conducted by Al-Qahtany (2016), it is pointed out that most Saudi learners lack the necessary reading habits in L1 and L2.' In addition, they rarely make use of important reading skills when they read English texts.' No doubt the studies of Alhamdi (2014) and Alharbi (2015) point out the problems regarding Saudi students' low proficiency in English on the curriculum and the teaching methods.

7. Recommendations/Suggestions

Based on the results, the researchers have suggested the following recommendations:

It is mentioned that literary texts can be studied in their original forms or simplified or abridged versions. Literary texts give a rich source of linguistic input and can help learners to practice the four skills – speaking, listening, reading, and writing. It also helps in improving grammar and vocabulary.

Introducing literature in all the skills courses

Reading a novel or narrative helps students to improve their reading and writing skills, language comprehension, and critical thinking skills in all subject areas. Schreiner (2017) clearly stated that to improve reading skills, students must practice reading regularly and this can be done through reading literature. It has been

mentioned that during early- reading instruction, those teachers who read literature in their classes often help students to improve these skills. Not only this, but Literature can as well be introduced in Vocabulary classes. Teachers can select extracts from pieces of literature and ask the students to read it and find the words which they do not understand. Later they can use them in sentences of their own. It is stated that literature can enhance the reading and writing skills as well since it helps the transfer of reading and writing skills and strategies from the mother tongue to English, and so, through teaching specific skills, literature may increase the students' general understanding of language and their ability of reading and writing in English (Hedge, 1985). It is also argued that literary texts help students to practice and develop their reading and writing skills and strategies. This contributes to the development of their reading fluency and proficiency and writing accuracy. As a result, there may be an increase in students' reading and writing speed and self- confidence (Bramford & Day, 2004). Hence, literature should play an important role in all the skills classes as well. It should not be studied in an isolated way.

Familiarizing students with literary texts

Hedge (1985) suggested that literary texts can develop the student's knowledge of a language at the levels of vocabulary and structure and the level of textual organization. The rise of communicative language teaching values literature as authentic texts in which the opportunity for vocabulary acquisition, the development of reading strategies, and the training of critical thinking, that is reasoning skills happen to be (Kramsch & Kramsch, 2000). With the use of literature, learners may build new vocabulary and expand their understanding of words they already knew (Ono, Day & Harsch, 2004).

Motivating students

It is one of the duties of a language teacher to grow the interest of the students in getting familiar with literature. If teachers try to incorporate literature from time to time in their classes, students will directly or indirectly get the idea that literature is inseparable from language learning.

Use of the technology in class

Some teachers believe that if the technology is used in literature classes, students would be highly motivated in studying literature. This view is not true because some learners are disinclined in studying literature even if they are exposed to technology in literature classes. Therefore, all teachers need to remember that technology is important in teaching a foreign language, but the positive attitude of the learners learning a subject is the most important one.

8. Conclusion

Learning a foreign language is never an easy task and those who do it know well the challenges he/she has to face. Hence, language learning can never be confined to the learning of grammar or learning the four skills only. If teachers want to do away with literature, they would deprive learners of a great opportunity and a helpful means to improve the language they want to learn most comprehensively. Literature was and still is inseparable to language learning. Exposure to literature unquestionably offers better insight into new language possibilities. If learners are introduced to simple and easy to grasp literary texts more and more, they will not be skeptical regarding the usefulness of literature in the long run. Experienced EFL teachers can confidently claim that if the intention to learn English arises from within the learners, they will no doubt look for all sorts of strategies and techniques that will be suitable to their learning goals. This paper has tried to discuss the factors regarding the decline in the popularity of literature among language learners, and how teachers, as well as students, can work together to revive literature especially, in language classes. Further research can be conducted and the issue can be addressed from different angles.

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