

# Analyzing the Component of Literature Incorporated in EFL Textbooks in Primary Public Schools, Jordan

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**Abstract**—Literature, culture, and language are associated with each other (Kahraman, 2016). The component of literature revealed common properties essential in the community and the way language is used to express cultural values, thoughts, behavior, feelings, opinions, and beliefs. Therefore, it is vitally important to include literature components into classroom teaching since it encourages more thoughtful and authentic language learning. This study aimed at analyzing the quantity of literature components in Action Pack Series (1-10) currently used at public schools in Jordan. To achieve the study objectives, a total of (50) male and female teachers of English answered a questionnaire devised for this purpose in addition to (15) supervisors of English were interviewed. Content analysis and semi-structured interviews were conducted. The data has been carefully analyzed and revealed that a very limited number of literary texts were embedded in the current textbooks, and they were not distributed equally. The inclusion of literature components in APS (1-6) was completely marginalized. The study underlined the importance of including additional literary texts in Action Pack Series for a variety of benefits mentioned in the paper. The researchers recommended presenting a proper perspective by syllabus designers and methodologists to integrate adequate literature components in the prescribed textbooks.

**Index Terms**—components of literature, content analysis, action pack series, benefits

## I. INTRODUCTION

### A. A Review of Three Teaching Approaches Adopted by the Ministry of Education, Jordan in Teaching English in the EFL Classes

Methodologists argue that there is not a particular approach appropriate for all contexts and there is no approach that is essentially better than others. Various teaching methods and approaches teaching English do not exist any longer; and each has its important theoretical basis (Griffiths & Parr, 2001) among which was Grammar Translation Method (GTM). It is a method that became increasingly important in the 1950s. It emphasized examining the structural rules of the target language. It continued prevailing foreign language teaching from 1840s to 1950s. It focuses on accuracy of grammar over fluency, developing learners' memory. It also concentrated on increasing learners' ability to study and translate literary texts in the target language. The Ministry of Education adopted Grammar Translation Method in teaching English as a foreign language in Jordan. This method with its trends and texts occupied the stage of teaching foreign languages to foreign learners for a long time. Collie and Slater (1987) stated that the component of literature was primarily the key source of language classes in Grammar Translation Method. From the 18th century till the mid of the 19th century, English language literature was part and parcel of language classes and was fundamentally used in textbooks. It incorporated several literary genres such as stories, poetry, biography, and plays. However, later it declined after adopting structuralism and audio-lingual method. In the late 1960s, the trend was shifted to audio-lingual method as a new method. It was widely used in the 1960s and is an oral method. It highlighted vocabulary acquisition, structures, and patterns in shared daily dialogue. Its drills encouraged students to use grammatical sentence patterns. It also emphasized memorization, mimicry, vocabulary through dialogues, inductive grammar, and repetition drills (Larsen-Freeman, 2000).

The shift took place to focus on habitual processes of learning. They treated learners as machines or parrots to imitate their instructors by repetition. The focus was on two skills, speaking and listening; meanwhile, literature was neglected.

In the late 1980s, the Communicative Language Teaching (CLT)/Communicative Approach appeared to bridge the gap drawn by the previous methods. The focus was on the integration of all four skills and communicative competence over linguistic competence. This communicability asserts the use of authentic language and communication, as much as possible, to help learners taste the flavor of the target language as perceived by its native speakers. Awkwardly, the component of literature in textbooks in public schools of Jordan was overlooked and emphasis was given to conversation and dialogues. Action Pack Series (APS) currently used in Jordan adopts the Communicative Method but does not highlight the importance of integrating literature components in the textbooks. Just only bits and pieces of literary texts are included in the textbooks. In relation to the literature component, CLT emphasized learners' academic needs and considered literature irrelevant and hampers the learnability of English. It focuses on English for academic or specific uses. In contrast, Hall (2005) argued that the inclusion literary component offers learners with reliable, enjoyable, and educational material and urged educational institutions to invest this opportunity by embedding literature in language classes. The components of Literature are considered as a positive medium for language learning around the globe. According to tenets of the Communicative Method, literature provides numerous authentic materials that develop the four basic language skills (Van, 2009). Nonetheless, Action Pack Series, based on CLT, tends to exclude the inclusion of literary texts in language classes.

### *B. Importance of Including Literary Components in Language Courses*

The insertion of literary components in English as a foreign language (EFL) course develops students' critical skills, motivates students' imagination, provides students with authentic material, and develops language competence. Sholichach and Purbani (2018) point out that including several literary textbooks in foreign language classes give real examples and rich resources for language and developing language competence. Obediat (1997) confirms Sholichach and Purbani's (2018) proposition by saying that the integration of literary textbooks in EFL classes helps learners obtain English language skills, convey their thoughts in the target language, learn the modern English features, develop communication skills, help them use speak fluently and accurately in addition to helping them become proficient in English. Moreover, it helps them become good critical, creative, and analytical English language learners. Likewise, Bland and Mourão (2017) added that the incorporation of several types of literary genres in EFL textbooks is viewed as an essential source for language teaching classes. More importantly, the integration of literary elements opens students' horizons of probability and helps them question, connect, explore, and interpret (Custodio & Sutton, 1998). Maley (1989) investigated the reasons lurking behind including literary elements, as effective resources, in EFL classes as follows: 1. Universality 2. Non-triviality 3. Personal Relevance 4. Variety 5. Interest 6. Economy and Suggestive Power 7. Ambiguity.

As mentioned above, the vital role of literature in English as foreign language textbooks is undeniable. From this respect, this paper analyzed the quantity of literature embedded in the Jordanian EFL textbooks currently employed in state schools of Jordan in the fundamental education stage (1-10).

## II. REVIEW OF LITERATURE

Many studies were conducted all over the world to study the role of literature when incorporated in EFL/ESL texts. They concluded that if literature is chosen properly, it facilitates the acquisition of English as a foreign language. Below are some of them. Collie and Slater (1987) supported the presence of literary components in the EFL textbooks as it offers useful reliable material, improves special involvement, and encourages learners' educational as well as language enrichment. These benefits can be accomplished when teachers of English make use of appropriate material to learners by way of using activities that stimulate involvement, and incorporation between language and literary texts. It is discernable that schools adopt a standard textbook series. The reasons for this are many, depending on the design and focus of the curriculum, the mandates of the administration, and/or the level of expertise on the part of classroom teachers. Hall (2005) argued that literary texts develop the psycholinguistic facets of learning English since it concentrates skills and enhances vocabulary growth. Van (2009) confirmed that the inclusion of literary components in English classes is useful for the following reasons: "it provides meaningful context; involves a profound range of vocabulary, dialogue, and prose; appeals to the imagination and enhances creativity; encourages critical thinking and is in line with Communicative Language Teaching principles". Nasr (2001) examined the related literature and made several points in support of literary insertion in foreign classes: it has the possibility to enhance the four skills: speaking, writing, listening, and reading. It makes English language learners think out and put into practice unique strategies of reading to cope with the idiosyncratic characteristics of prose and verse. It expands intellectual viewpoints and improves cognitive development. It aids students to create thoughts for the language they are studying. Javier and Zoreda (2008) stated that "literature modules would be a great way to incorporate U.S. and British cultural elements while strengthening English reading abilities". They raise a number of reasons to explain the use of literary components in classes. It helps teachers of English promote their own linguistic, intellectual and informative skills. It helps Learners Bridge over negative viewpoints, maintained Javier and Zoreda (2008). Hadaway et al. (2002) proposed three advantages of employing literary inclusion in classes. The first advantage is language contextualization. Learners distinguish the use of language in different circumstances while reading literature. The second advantage is social factors encapsulated in various literary genres. The third advantage is the meaningful and natural use of language

realized through illustrations and the employment of illustrative language in literary texts. Lazar (1993) asserted that literary texts should be realized as helpful means of encouraging material and as a link to offer access to cultural, social, and literary background. Literary texts foster the acquisition of language, develops learners' language understanding and interpretation capabilities in addition claims related stylistics included in literature, continued Lazar (1993).

To conclude, literature components offer learners of English with an extraordinarily source of true material over a huge amount of registers, especially when learners of English make access to that material through increasing their language competence which can help them successfully employ the language efficiently (Elliot, 1990). Also, incorporating literature in EFL arena provokes students' interest in learning English and increases their awareness of culture in addition to spoken and written competency.

As mentioned above, all studies were concerned with literature components incorporating literature components in classes. Therefore, this paper is concerned with including literature components in the targeted textbooks. This is what makes this paper different if compared to the previous studies. It is an attempt to analyze literature components in Action Pack Series textbooks (1-10) to reveal the extent of literature incorporated into them and to suggest a remedial plan to bridge the gap in the textbooks.

### III. AIMS AND METHODOLOGY

This current study adopted an analytical descriptive method and simple statistics (frequencies and percentages) in addition to content analysis, a questionnaire, and semi-structured interviews to find out the extent of inclusion of literature components incorporated in the analyzed APS textbooks. Content analysis is a reliable method with the aims of the present paper as it investigates the components of literature and is described as "a research technique for making replicable and valid inferences from texts to the contexts of their use. Content analysis offers innovative perceptions and thoughtful of specific phenomena" (Krippendorff, 2004, p. 18). Mkuchu (2004) clarified that content analysis includes the analysis of textbooks by finding out and considering the properties and investigating the hidden senses of the essential material. Weber (1990) underlined that the basis of content analysis is categorizing aspects of language. Action Pack Series (APS) was content analyzed to explore its different aspects of language by several researchers among which are: Al-Bzour et al. (2021), Al Bzour and Smadi (2017), Al Ghazo and Smadi (2013), Manasrah et al. (2013), Zawahreh (2012) and Hamdan (2008) practiced this method. This study analyzed the content of the targeted textbooks to reveal the total inclusion of literature components embedded in APS textbooks.

APS (1-10) constitutes the sample of the study. It is the English official syllabus adopted by the Ministry of Education and is taught by public and private schools in Jordan. It consists of Students Books and Activity Books in addition to Teacher's Book and a CD for each textbook. The Students' Book consists of six modules and each module includes two units. Each module rotates around a certain theme demonstrated in various ways. The curriculum focuses on the four skills. The criteria of analysis are the integration of the literature components in the textbooks. Throughout content analysis, all activities, quotations, dialogues, listening, speaking, writing, and reading texts within both Students Books and Activity Books of APS (1-10) were content analyzed. They were analyzed regarding the quantity of literary components included in the textbooks. The inclusion of literature components to be examined is limited according to the following literary genres: extracts from novels/novellas, extracts from short stories (tales, fable, legends, and/or myths), plays, poems, biographies/ autobiographies, quotations, and/or diaries (ship logs) as shown in Table 1 below. Moreover, semi-structured interviews were devised and conducted. Fifteen English language school supervisors were interviewed to gauge their opinions regarding the inclusion of literature components in APS textbooks. A questionnaire was also established on the importance of including literary load in APS textbooks and was distributed to fifty teachers of English to respond to it (See Appendix A and B).

Given the importance of including the components of literature in the targeted textbooks, the present study aimed to content analyzes APS (1-10) to examine the occurrence of literary texts in the textbooks. More specifically, it attempted to address the following research questions:

1. How much space does Action Pack Series allocate to literary components?
2. Are all textbooks different concerning the extent of the inclusion of literary components?
3. What is the type of literary genre commonly prevalent in Action Pack Series?

To achieve the study objectives, the researchers employed a content analysis sheet to investigate the extent of the inclusion of literature components in the APS. To ensure the reliability of the analysis, the researchers utilized the same content analysis sheet for all textbooks. Simple statistical analysis (frequencies and percentages) was used to find out the quantity of literary components included in the textbooks.

### IV. FINDINGS AND DISCUSSION

#### A. Content Analysis

As can be seen in Table 1 below, the elementary stage (1-6) is typically free of literature components. The seventh-grade textbook includes only one extract from a novel out of twenty-eight reading passages in both Students Books and Activity Books. The percentage of including literature aspects in the reading texts was 0.3 % of the reading passages. The extract from a novel is a detective fiction novel entitled "Elementary, my dear Watson! The Man behind Sherlock

Holmes: p. 55". The textbook contains two extracts from folktales themed "The lost Bag: p. 60", and "One Thousand-and One-Nights pp. 80-83. The same textbook consists of one example from a diary/ship log by Ibn Battuta's journal in the name of "The Longest Journey: p. 72". The eighth-grade textbook comprises only one extract from a novel among thirty reading passages in addition to several listening, speaking, and writing texts (Students Books and Activity Books), equivalent to 0.3% of the reading passages akin to the seventh-grade percentage. The extract is from a philosophical novel entitled "Hayy Ibn Yaqdhan: pp. 78-80". It only contains one short biography entitled "Rufaida Al Aslamiya: p. 28" and one extract from a folktale named "Mansour and the Candle: pp. 74-76". Concerning the ninth-grade textbook, it consists of one novel among twenty reading passages along with lots of listening, speaking, and writing texts (such as roleplaying, emails, dialogues, punctuation texts advertisements, application forms, brochures, questionnaires, magazine articles, etc.) in both Students Books and Activity Books, corresponding to 0.5% of the reading passages. It also includes one extract from a satirical novel under the name of "Gulliver's Travels: pp. 74-76". This percentage is relatively higher than the seventh and eighth grades by 2 %, though still inadequate. Correspondingly, the ninth-grade textbook comprises only one folktale called "A Miser's Final Wish: p. 50". In terms of biographies, the textbooks incorporate five short biographies termed as follows: "Tutankhamun: p. 8", "Ibn Al Nafis: p. 29", "Al Idrisi: p. 68", AL Zahrawi: p. 78" as well as "Sinan: p. 80". Moreover, it contains two diaries/ship logs labeled as follows: "Scott's Race to the Pole: p. 62" and "The Experience of a Lifetime: p. 66". The tenth-grade textbook comprises an extract from an adventure novel out of thirty-nine reading passages in addition to different listening, speaking, and writing texts in both Students Books and Activity Books. The percentage of integrating literary texts in the reading texts was 0.2 % of the reading passages. It also comprises one extract from an adventure novel known as Treasure Island: pp. 74-76". It should be noted that this percentage is the lowest of all textbooks. Furthermore, it includes seven short biographies entitled as follows: "A young Inventor: Emily Cummins, p. 6", "A Famous Scientist: Ibn Al Haitham, p. 35", "The longest swim: Martin Strel, p. 52", "The Power of Imagination: Leonardo Da Vinci, p. 76.", "Abbas Ibn Firnas: Great Muslim Inventors, p. 89" and "Al Jazari: p. 91". It seems that the ninth grade textbook is rich in biographies ranking first in APS followed by eighth grade textbook. The tenth-grade textbook contains only one diary/ship log entitled "A trip to Antarctica: p. 44". With respect to quotations, the tenth-grade textbook incorporates six quotations. They are extracts from books, plays, poems, articles, etc. written by scholars, philosophers, authors, scientist inventors to explain briefly or support a viewpoint or an argument. Several examples can also be pointed out about quotations in the tenth grade textbook among which are: "I never did anything by accident, nor did any of my inventions come by accident; they came by work- by Thomson. A. Edison: p. 8", "I never see what has been done; I only see what remains to be done- by Marie Cure: p. 29", "We must always remember with gratitude and admiration the first sailors who steered their vessels through storms and mists, and increased our knowledge of the lands of ice- by Roland Amundsen: p. 43", " The journey of a thousand miles begins with a single step- by Laozi: p. 51", " There is nothing as bad weather, only different kinds of good weather- by John Ruskin: p. 61", and "Architecture cannot be understood without some knowledge of the society it serves- by Sir Hugh Maxwell: p. 73" (See Table 1).

TABLE 1  
LITERARY REFERENCE OF LITERATURE COMPONENTS IN ACTION PACK SERIES

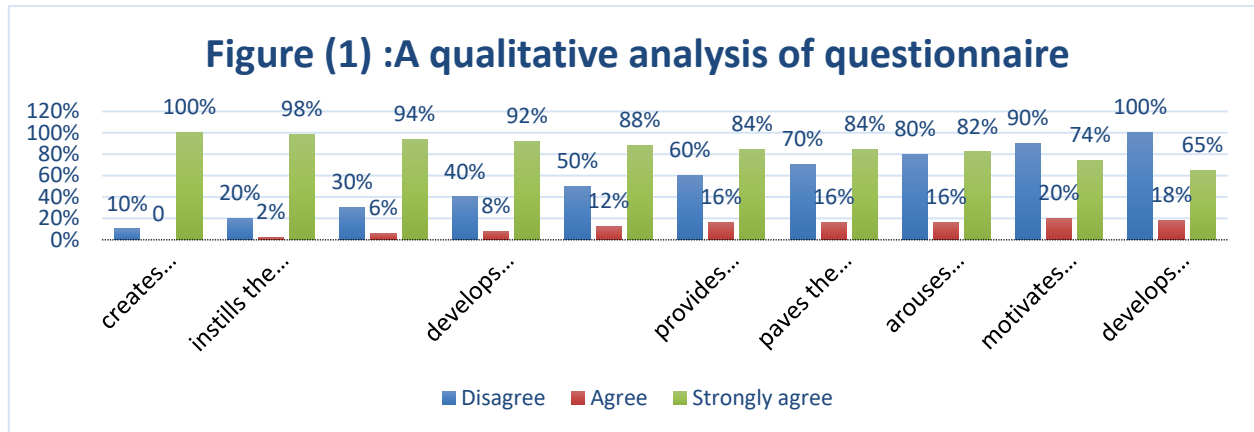
No.	Type of Literary Genre	Grade (1st- 10th)	Page, Student book/ Activity book	Frequency
1	Extract from Novel/novella	Novel/7 <sup>th</sup> grade - Novel/8 <sup>th</sup> grade - Novel/9 <sup>th</sup> grade - Novel/10 <sup>th</sup> grade	S.B 55, 78-80 74-76 85-87	6
2	Extract from short story (tale, fable, legend, and/or myth)	Folktale/7 <sup>th</sup> grade Folktale /8 <sup>th</sup> grade Folktale /9 <sup>th</sup> grade	60, 80-83 74-76 50	5
3	Play	-		
4	Poem	-		
5	Biography/ Autobiography	8 <sup>th</sup> grade 9 <sup>th</sup> grade 9 <sup>th</sup> grade 9 <sup>th</sup> grade 9 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade 10 <sup>th</sup> grade	28 8 29 68 78 80 6 35 52 76 89 91 60(A,B)	12
6	Quotation	10 <sup>th</sup> grade	8,29,43,51,61,73,	6
7	Diary/ship log	7 <sup>th</sup> grade 9 <sup>th</sup> grade 10 <sup>th</sup> grade	72 62,66 44	4
	<b>Total references</b>			<u>33</u>

According to the content analysis of Action Pack Series, literature components are scarce in the prescribed textbooks although there are bits and pieces of literary texts in several textbooks. Literary texts with different types of genre (novels/novellas, short stories tales, fables, legends, myths, quotations, and diaries/ship logs) included in APS are not relatively adequate. The analysis of the APS showed that the inclusion of literature components in the elementary stage (1- 6) is completely missing; meanwhile, the occurrence of literary texts in the preparatory stage (7-10) is infrequent and remains peripheral. Jesenko (2014), Gumuşok (2013) and Yildirim (2012) asserted that the literature components in English foreign language textbooks remain peripheral. It is noticeable that APS lacks plays and poems. This agrees with a study conducted by Masuhara et al. (2008) on the inclusion of literary texts in EFL textbooks. The study confirmed that EFL textbooks "lack poems, literature, and stories".

As far as Activity Books are concerned, they were also content analyzed to investigate the presence of literary texts. However, it seems that Activity Books in APS have no instances of any type of literary genre intervention. Activity Books do not utilize any hints of literature load except for only one instance in the tenth-grade page 60(A.B). It is only one example of a short biography. It is evident that the inadequacy of literature load in APS especially Activity Books did not either catch the eyes of the English language authors of APS and/ or the members of Jordanian Evaluation and Adaptation Committee, who are professors of English teaching methods, linguistics, and Literature.

#### *B. A Qualitative Analysis of the Questionnaire*

Based on the analysis of the English language teachers' responses to the questionnaire, the results were recorded with respect to the frequencies and percentages of the questionnaire items based on the related presence of literary components. The analysis of the items of the questionnaire yielded the following results reported in descending order from the highest percentage to the least one as follows: creating awareness of vocabulary recorded the highest frequency of occurrence among the respondents and ranked first, comprising 100% of the total number of male and female teachers of English. All the respondents strongly agreed that the integration of literature components in APS helps students to create awareness of vocabulary. Hall (2005) improves vocabulary expansion and reading skills. Instilling the habit of intensive reading (98%) ranked second since all respondents strongly agreed that literary texts instill the habit of intensive reading and only one respondent agreed with the same idea. Lazar (1993), Collie and Slater (1987) corresponded to the viewpoint that literature can be employed to deepen English language learners' basic skills, especially reading and writing. Understanding cultures of other nations (94%) ranked third and all the respondents strongly agreed that the inclusion literature components contribute to transferring cultures of other nations. Valdes (1986) pointed out that literature promotes cultural understanding and is a medium to transfer the culture of other nations and literature is affected by culture and reflects history. Next comes developing cross- cultural awareness (92%) ranking fourth. Peters and Boggs (1986) and McKay (2001) argued that language, literature, and culture are undividable, and employing literature plays a crucial role in raising cross-cultural awareness. Reflecting history (88%) ranked fifth and none of the respondents disagreed or strongly disagreed with the importance of embedding literary texts in reflecting history. Providing authentic materials (84%) and paving the way for promoting the English language four skills (84%) equally came in the sixth rank. This is in line with Elliot's (1990) assumption who asserted that the inclusion of literary texts offers learners of EFL an excellent basis of authentic materials and improves their literary competence at a high level. Literature provides numerous authentic materials that develop the four basic language skills (Van, 2009). Arousing students' interests and enthusiasm by offering authentic texts (82%) came in the seventh rank. The insertion of literature in EFL textbooks can motivate learners' interest and enthusiasm (Block, 1997; Kablan, 2010). Amongst the respondents who took the opportunity to respond to the questionnaire, (20%) and only (6%) of the respondents agreed and disagreed respectively that literary texts motivate imagination; meanwhile, (74%) strongly agreed that literature load motivates imagination. Moreover, as they were asked to respond to the item of developing critical thinking skills, (65%) of the respondents strongly agreed that literature weight develops students' critical thinking skills; however, (18%) and (17%) of the respondents agreed and disagreed respectively. According to Van (2009) integrating literature in the EFL textbooks is indispensable and is beneficial for many reasons such as encouraging critical thinking, appealing to imagination, and developing creativity, developing cross- cultural awareness, and providing learners of English with a wide range of vocabulary (See Figure 1).



### C. A Qualitative Analysis of the Interviews

Following an analysis of the semi-structured interviews constituting five questions, fifteen interviews were conducted by the researcher in person. The interviewees were school supervisors of English. An interview schedule form consisting of five questions was established and the respondents' answers were filled in a special interview template containing the variables, questions, responses, frequencies, and percentages. (See appendix F). The questions were as follows:

1. Are you for or against the inclusion of the components of literature in the EFL textbooks?
2. What are the benefits of integrating literature components in EFL textbooks?
3. What types of literary genres should be embedded in EFL textbooks?
4. Which stage would be suitable for including literature components in EFL textbooks?
5. Are there any drawbacks of integrating literature components in EFL textbooks?

The questions of the interviews focused on the inclusion of literature components in APS. The results of the qualitative interviews regarding the first question showed that all the fifteen respondents were in support of the presence of the components of literature in EFL textbooks. Ten out of fifteen confirmed that integrating literature components in EFL textbooks offers learners of English with varied vocabulary, enhances English language skills, and increases cultural awareness. Three out of fifteen stated that it mirrors history. Two out of fifteen mentioned that it motivates students. Regarding the second interview question, all the fifteen respondents pointed out that poems, novels, plays, and short stories should be embedded in the textbooks. Only five out of fifteen highly emphasized the need for including biographies in EFL textbooks and three of them underlined the importance of including diaries. Yet, none of them mentioned the inclusion of quotations. Concerning the fourth interview question, twelve out of them were in support of integrating literature texts in the preparatory stage (7-10). However, the rest of the subjects encouraged the notion of integrating literary load in the basic education stage (1-10). All of the fifteen respondents confirmed that incorporating literature load in EFL textbooks has no drawbacks. This answers the fifth interview question.

## V. CONCLUSION

According to the analysis of Action Pack Series (1-10), one conclusion that can be drawn from the study findings is that the inclusion of literature components in textbooks is not frequently used and is comparatively inadequate. This is similar to studies conducted by Gilroy and Parkinson (1996), Yildirim (2012), and Gumuşok (2013) who concluded that the presence of literary texts was very limited in number and authors did not allocate much space for literary components in textbooks. Another conclusion that was reached according to the content analysis is that the integration of the literature components including literary genres was not distributed fairly. Interestingly, the inclusion of literature components in APS (1-6) was completely marginalized. Additionally, looking back at the responses of teachers to the questionnaires, it is discernible that the incorporation of literary texts has many benefits such as creating awareness of vocabulary, developing cross-cultural awareness, promoting basic language skills, and reflecting history. This is in accord with studies by Chen (2014), Wang (2009), Timuçin (2001) and Ross (1991) who stated that embedding literature in EFL textbooks has several advantages. From the corpus through the semi-structured interviews, it is apparent that all school supervisors were in support of including literature load in APS for a variety of advantages as mentioned earlier. The overwhelming majority of them maintained that it should be integrated into the basic education stage (1-10). They also confirmed that the inclusion of literary texts has no shortcomings. They also asserted that different types of genres (such as poems, novels, plays, and short stories) should be included in the textbooks.

## VI. RECOMMENDATIONS

Based on the study findings, the researchers recommended the following:

1. Designers and methodologists of Action Pack Series should embed sufficient literature components in the prescribed textbooks.
2. Several literary genres should be included in Action Pack Series, especially poems and plays.
3. Literature components should be equally distributed in the textbook in accordance with students' needs, interests and levels.
4. Literature components should be integrated into Activity Books.
5. Action Pack Series (1-6) should include literary texts.

APPENDIX. A

Part (one)

Dear teacher,

This study attempts to investigate the inclusion of literature components In EFL Textbooks in Primary Stage in Public Schools, Jordan. So, I hope you objectively this questionnaire. The questionnaire consists of ten items. Select the option that best represents what you do according to this scale as follows:

Strongly agree= A

Agree=B

Disagree =C

Strongly disagree =D

Your response will be used for the study and confidentiality will be maintained.

1- Academic qualification:

BA in English

MA in English / Methods of teaching English as a foreign language (TEFL)

2- Years of teaching experience

1-5

6-10

more than 10 years

3- Grades that you teach:

1-5

6-10

Item No	Items: The inclusion of literature components.....	Strongly agree	Agree	Disagree	Strongly disagree
1.	creates awareness of vocabulary	100%	-	-	-
2.	instills the habit of intensive reading	98%	2%	-	-
3.	transfers cultures of other nations	94%	6%	-	-
4.	develops cross- cultural awareness	92%	8%	-	-
5.	reflects history	88%	12%	-	-
6.	provides authentic materials	84%	16%	-	-
7.	paves the way for promoting the English language four skills	84%	16%	-	-
8.	arouses students interests and enthusiasm by offering authentic texts	82%	16%	-	-
9.	motivates imagination	74%	20%	6%	-
10	develops critical thinking skills	65%	18%	17%	-

APPENDIX. B

Interview Schedule for English language School Supervisors

Dear respondent:

This study attempts to investigate the phenomenon of pupils' graffiti writing in public schools of Jordan from a sociolinguistic, lexical, and phonological perspective. So, I hope you objectively fill in this interview. Please respond to the questions below. Your response will be used for the study and confidentiality will be maintained.

The questionnaire has several sections and some items. For each item, choose the option that best represents what you do according to this scale: Always never or almost often sometimes rarely very rarely hardly always ever A B C D E F Mark one option only (A, B, C, D, E o F) in the corresponding slot in the answer sheet. Example: look at the following answer (E) from someone who does not have the ha

Strongly agree

Agree

Disagree

Strongly disagree

Thanks for your response

The researchers: Dr. Sameer Hamdan & Dr. Omar Abdullah Al-Haj Eid

Date of interview .....

Years of experience.....

Specialization.....

Occupation.....

Gender.....

Degree.....

1. Are you for or against the inclusion of the components of literature in the EFL textbooks?
2. What are the benefits of integrating literature components in EFL textbooks?
3. What types of literary genre should be embedded in the EFL textbooks?
4. Which stage would be suitable for including the components of literature in the EFL textbooks?
5. Are there any drawbacks of integrating literature components in EFL textbooks?

The End

Qualitative Interview Template

Specialization	Gender	Occupation	Degree	Question & Response	Frequency	Percentage

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