

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**LITERARY TEXTS IN THE MOROCCAN UPPER SECONDARY SCHOOL
ENGLISH COURSE BOOKS**

MASTER'S THESIS

Fatima Rachidi

**Department of English Language and Literature
English Language and Literature Program**

April, 2023

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İngiliz Dili ve Edebiyatı Anabilim Dalı, İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1912.020090 öğrencisi Fatma RACHIDI'ın *Istanbul Aydın Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin 9. (1) maddesine* göre hazırlayarak Enstitümüze teslim ettiği *Literary Texts in The Moroccan Upper Secondary School English Course Books* adlı tezi, Yönetim Kurulumuzun 14.03.2023 tarihli ve 2023/05 sayılı toplantısında seçilen ve ..3.402 nolu toplantı odasında biz jüri üyeleri huzurunda, ilgili yönetmelik gereğince ...10...dakika süre ile aday tarafından savunulmuş ve sonuçta adayın tezi hakkında *duyulduğu* ile *...ka.b.u.l.....*** kararı verilmiştir.

Danışman

Dr. Öğr. Üyesi İLKİM BAŞAR

İşbu tutanak, tez danışmanı tarafından jüri üyelerinin tez değerlendirme sonuçları dikkate alınarak jüri üyeleri adına onaylanmıştır.

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DECLARATION

I hereby declare with respect that the study “Literary Texts In The Moroccan Upper Secondary School English Course Books”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

Fatima Rachidi

FOREWORD

I would like to express my sincere gratitude to my supervisor Dr. İlkin Başar for her unwavering support and guidance throughout my studies. Your expertise and encouragement have been instrumental in shaping my academic journey.

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Fatima Rachidi

LITERARY TEXTS IN THE MOROCCAN UPPER SECONDARY SCHOOL ENGLISH COURSE BOOKS

ABSTRACT

Literature has been recognized as a valuable tool in language learning as it not only promotes language development but also enhances learners' cultural awareness and critical thinking skills. The study examines the inclusion of literary texts in the Moroccan upper secondary school English course books. The purpose of the study is to investigate the extent to which literary texts are incorporated in the curriculum, and to determine the reasons behind their inclusion or exclusion. The methodology employed in this study is a qualitative content analysis of the English course books used in the Moroccan upper secondary schools. The study reveals that literary texts are not extensively used in the Moroccan course books. The findings also suggest that the inclusion of literary texts is primarily motivated by the need to develop students' language proficiency, rather than to expose them to diverse cultures and ideas. The study concludes that the current approach to teaching English literature in the Moroccan upper secondary schools needs to be re-evaluated to include more culturally diverse texts and to emphasize the broader educational benefits of literature. The implications of this study suggest that educators and curriculum developers should consider the role of literature in English language teaching and explore ways to integrate literary texts that promote cultural and critical literacy among Moroccan students.

Keywords: Textbook evaluation, Curriculum, Literary texts, English textbooks, Moroccan EFL coursebooks

FAS LİSE İNGİLİZCE DERS KİTAPLARINDAKİ EDEBİYAT METİNLERİ

ÖZET

Edebiyat, sadece dil gelişimini desteklemekle kalmayıp aynı zamanda öğrencilerin kültürel farkındalığını ve eleştirel düşünme becerilerini geliştirdiği için dil öğreniminde değerli bir araç olarak kabul edilmiştir. Çalışma, Fas lise İngilizce ders kitaplarında edebi metinlere yer verilmesini incelemektedir. Çalışmanın amacı, edebî metinlere öğretim programlarında ne ölçüde yer verildiğini araştırmak ve müfredatta yer alıp almama nedenlerini belirlemektir. Bu çalışmada kullanılan metodoloji, Fas liselerinde kullanılan İngilizce ders kitaplarının niteliksel bir içerik analizidir. Çalışma Fas dili ders kitaplarında edebî metinlere yoğun bir şekilde yer verilmediğini ortaya koymaktadır. Bulgular ayrıca, edebi metinlerin dahil edilmesinin, öğrencileri farklı kültür ve fikirlerle tanıştırmaktan ziyade, öncelikle öğrencilerin dil yeterliliklerini geliştirme ihtiyacından kaynaklandığını göstermektedir. Çalışma, Fas liselerinde İngiliz edebiyatı öğretimine yönelik mevcut yaklaşımın, kültürel açıdan daha çeşitli metinleri içerecek ve edebiyatın daha geniş eğitimsel faydalarını vurgulayacak şekilde yeniden değerlendirilmesi gerektiği sonucuna varıyor. Bu çalışmanın çıkarımları, eğitimcilerin ve müfredat geliştiricilerin İngilizce öğretiminde edebiyatın rolünü göz önünde bulundurmaları ve Faslı öğrenciler arasında kültürel ve eleştirel okuryazarlığı teşvik eden edebi metinleri bütünleştirmenin yollarını keşfetmeleri gerektiğini göstermektedir.

Anahtar Kelimeler: Ders kitabı değerlendirmesi, Müfredat, Edebi metinler, İngilizce ders kitapları, Fas EFL ders kitapları

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I. INTRODUCTION

The following chapter is going to present a general meaning of literature along with presenting the role of literature in English language teaching, the chapter will tackle the use of literature and literary texts in English Education in relation to Lazar (1993) and other authors' views on the subject. The study will be specifying the general statement of the research together with identifying the significance of the study. The research question is necessarily introduced in this chapter in order to identify the research's principal aim. And finally, the researcher will introduce the possible limitations of the study as it will be beneficial for better understanding to the topic.

A. Background

There are many definitions of literature. Some define it as a disciplined technique for evoking emotions, while others see it as a charged use of language to express human experiences, thoughts, and emotions. Literature is essentially a form of art that uses language as its medium to communicate and connect with readers, reflect on the complexities of the human condition, and provide insights into the world. It can take many forms, including poetry, fiction, drama, and non-fiction, and can encompass a wide range of styles and genres. Lazar (1993) emphasizes the importance of reading literature to understand and engage with the world, and to enrich one's life through the exploration of new perspectives, emotions, and ideas.

In the context of English language teaching, literature can help learners develop their language and communication skills, as well as become familiar with the cultural and geopolitical contexts of the language. Fernandes et al. (2021) note that literature introduces children to a variety of significant scenarios related to enduring themes, making their learning processes more deliberate and thoughtful. Moreover, reading literary works can help learners improve their English language skills, increase their vocabulary, and sharpen their critical thinking skills. It can also

help structure language lessons by providing examples of vocabulary, prose, and dialogue, among other things. However, it is important to teach these skills in an integrated manner rather than in isolation (Gautam, 2019).

Literary texts are typically characterized by their focus on themes, symbolism, and style, and are often seen as reflections of the human condition and the complexities of the world. Using literary texts in the classroom can be an effective way to promote activities that involve students sharing their emotions and opinions, such as discussions and group work. This is because literature contains multiple layers of meaning and encourages students to express their personal responses to these layers, which can enhance their language acquisition. For example, performing a play reading with intermediate learners can help them understand new vocabulary, while reading a simple poem aloud with elementary learners can help them internalize vocabulary, grammar, and intonation.

In summary, literature is a form of art that uses language to communicate and reflect on human experiences. Using literary texts in English language teaching can help learners develop language and communication skills, as well as become familiar with cultural and geopolitical contexts. Literature can also promote critical thinking, vocabulary acquisition, and emotional engagement. Fernandes et al.'s (2021) research suggests that literature introduces children to significant scenarios related to enduring themes, making their learning more deliberate and thoughtful. Effective teaching strategies involve creating a supportive and engaging learning environment that promotes diversity and inclusion. Furthermore, textbook evaluation is essential for identifying and fixing issues with textbook quality, leading to improvements in teaching and learning.

While textbooks are essential tools for teaching and learning, they can also have issues with the selection, organization, and presentation of their content. The process of textbook evaluation can help identify and fix these issues, leading to improvements in textbook quality. Systematic, thoughtful, and in-depth textbook evaluation has been shown to significantly contribute to the enhancement of textbook quality.

Zhang's (2015) study explores the use of literature in English as a foreign language (EFL) teaching in China, focusing on a case study of a college-level EFL course. The study found that the use of literary texts, including novels, poems, and

plays, helped to enhance students' language learning and their cultural awareness of English-speaking countries. Additionally, the use of literature facilitated discussion, critical thinking, and emotional engagement among students. The study concludes that literature should be incorporated into EFL teaching in China and elsewhere to promote language acquisition and cultural understanding.

In the study "Teaching Literature through Language: Integrating Language Learning with Literary Analysis" by Tegtmeyer and Seraphim (2018), the authors explore how literature can be used as a tool to enhance language learning. They argue that the analysis of literary texts requires a range of language skills, including vocabulary acquisition, comprehension, and interpretation, which can lead to improved language proficiency. The authors also emphasize the importance of integrating language learning with literary analysis in order to create a more engaging and effective learning experience.

B. Statement of the topic:

Studying English literature & language arts are closely connected fields of study. Since the four skills of language are actually the craft of producing literature, that relationship serves as the research's main objective. The main objectives of this research are to investigate such correlations and understand how these connections work in order to better comprehend previous literature and draw inspiration from it to create new works in order to highlight the significance of English literature counting its function in improving the students' four skills of language. Thus, the study is going to examine and analyse the representation and utilisation of literary texts in the Moroccan upper secondary school English course books in conjunction with their impact on the students' Literary appreciation and cultural awareness and their mastery of the Language's four skills.

C. Significance of the study:

This research is important because it examines the presence of literature in the Moroccan high schools' English textbooks. The research could help literature professors develop new perspectives and approaches for promoting originality, artistic interpretation, and writing abilities in their classes. The study on the role of

literature in English language teaching in the context of Moroccan upper secondary school English course books has significant implications for language educators and policy makers. By evaluating the representation and use of literary texts, the study highlights the potential benefits of incorporating literature into language teaching, including enhancing students' language skills, promoting language development, and fostering cultural understanding. Moreover, the study underscores the need for further research to explore the potential of literature in the classroom and develop new approaches that can maximize its benefits. Ultimately, the significance of this study lies in its contribution to the ongoing efforts to enhance the quality of English language teaching and learning in Morocco and beyond.

D. Research aims:

The aim of this study is to tackle the importance of literature in improving the learning of the English language by pointing towards the three models that Carter (1991) has suggested and also by explaining the role of literary texts such as short stories, novels, and poems. The study will also exhibit the representation of literary works in learning or teaching English. The other aims and objectives of this research are mentioned below:

- To analyse the purpose of learning English through literature
- To evaluate the role of the three aspects in learning\improving the learning of English.
- To investigate the role of short stories in improving the learning of English.
- To analyse the role of novels in improving the learning of English.
- To explore the role of poetry in improving the learning of English.
- To discover the role of plays in improving the learning of English.
- To find accurate suggestions for future scholars and teachers for using literature in English education.

E. Research Question:

The research has focused on addressing the question given below

- To what extent do the Moroccan EFL course books contain literature?

F. Limitations:

This research on the use of literary texts in the Moroccan upper secondary school English course books, could potentially be impacted by several possible limitations, some limitations could include:

- **Limited reference:** Only three textbooks have been analysed, where more textbooks can be analysed in terms of the use of literary texts in them.
- **Availability of resources:** The availability of suitable literary texts for use in the classroom could be a limitation, along with the resources available for teachers to teach these texts.
- **Cultural context:** The cultural context of Morocco could impact the suitability and effectiveness of certain literary texts in promoting cultural awareness and appreciation among students.
- **Student language proficiency:** The level of English proficiency of the students could impact their ability to understand and appreciate the literary texts.
- **Teacher training:** The training and expertise of the teachers in teaching literary texts could also be a limitation, as it may affect the effectiveness of the use of these texts in the classroom.
- **Time constraints:** The limited time available for English language instruction in the Moroccan secondary school curriculum could impact the ability to incorporate literary texts into the classroom effectively.

G. Keywords definitions:

- **Literary Texts**

A “literary text” is a work of literature, like a book or poetry that is intended

to amuse or convey a tale, as in a fictitious novel. Although poetry frequently has an aesthetic purpose as literature, it could also convey political statements or ideologies (Xolmurodova, 2021). The creator of a literary work is completely free to express himself in whatever he wishes. It is typically written in a style and manner that lends it a particular lyrical touch. Every society's literary history includes manuscripts that reflect the feelings and sentiments of the author in addition to the information on the societal, economic, and religious environment in which they were written.

- **Learning**

Acquiring new abilities, information, perspectives, and values is the learning process. Assisting an individual or a collection of individuals to learn is something that anyone can accomplish on their own. However, it is usually made simpler with knowledge. Learning may be accomplished more quickly with the use of educational help (Villegas et al., 2018). When one encounters a fresh experience, such as reading a new term, hearing somebody describe an idea, or attempting a novel approach to a challenge, the process of learning begins. One may find out if a method for cooking eggs and an alternate path to work performs for you after one has given it a go and employed it moving forward.

Language Skills

Language proficiency is the ability to effectively communicate, including speaking and listening skills, all together with writing clearly and concisely. It encompasses a range of activities, from reading and writing emails to participating in meetings and listening to podcasts (Okafor, Khalid & Then, 2018). It is an important skill in professional settings and allows individuals to express their thoughts effectively.

- **Genres of literature**

The four basic literary categories are theatre, nonfiction, fiction, and poetry. The pieces within every genre are grouped together because they have certain traits in common. Sub-genres may also be used to categorise literary genres (Villegas et al., 2018). The utilisation of symbolic language, which encompasses literary elements like analogies, analogies, embodiment, and irony, is a characteristic that all forms of literature share. This does not suggest that all literary works must utilise symbolic language but rather that all literary works may do so.

Language teachers

A linguistic teacher's responsibility is to instruct students in or concerning a particular language. This also means teaching poetry and civilisation, generally construed, as they are crucial to comprehending a cultural difference and how its language is used and are included in the majority of the current curriculum (Gabriel, 2019). Students are given instruction in the foundations of a particular language by a language instructor. A linguistic teacher's normal day entails designing tailored programs for students having special needs, organising the course and teaching resources, giving assignments, evaluating papers and exams, and more.

- **Classroom**

Adults and children study in a classroom, sometimes known as a school classroom. Classrooms can be located in a variety of academic institutions, including pre-schools to colleges, in businesses, religious organisations, including other organisations that offer instruction or training (Dincer, 2020). The classroom offers a setting where instruction may take place without interruption from the outside world. The room at a school wherein lessons are taught might be considered a classroom. Usually, teachers come to grade papers, prepare lessons, and instruct pupils. Every day, all students attending school will head to the classroom to study and interact with their professors and classmates.

- **Textbook evaluation**

Textbook evaluation is the process of analyzing and assessing the quality, relevance, and effectiveness of a textbook as a learning resource for a particular subject or educational level. This evaluation is typically based on a set of criteria or standards that are established by educators or educational institutions, and may include factors such as accuracy of content, organization, level of difficulty, language use, suitability for the target audience, and alignment with educational goals and objectives. The results of a textbook evaluation can inform decisions about whether a particular textbook is appropriate for use in a particular course or educational context, and can help guide the selection and development of future textbooks.

- **Moroccan EFL course books**

Moroccan EFL coursebooks refers to the English as a Foreign Language

(EFL) textbooks that are used in Morocco for teaching English to Moroccan students. These coursebooks are designed to meet the specific needs and interests of Moroccan learners, and may include topics and content that are relevant to Moroccan culture, history, and society. The evaluation of Moroccan EFL coursebooks may involve analyzing various aspects of the textbook such as its content, organization, level of difficulty, language use, cultural relevance, and alignment with educational goals and objectives. The results of such evaluation can provide insights into the strengths and weaknesses of the coursebooks, and can inform decisions about their suitability for use in the Moroccan EFL context.

In summary, Literature is defined as a form of art that uses language as a medium to express human experiences, thoughts, and emotions. It can take the form of poetry, fiction, drama, and non-fiction, and is a way for writers to communicate with their readers. Furthermore, literature is important for language learning as it enhances verbal and communicative abilities, introduces new vocabulary and grammar, and improves critical thinking skills. In the classroom, the use of literary texts can encourage students to express their emotions and opinions, enhancing their language acquisition. Textbooks are crucial teaching resources but their quality can be improved through systematic evaluation.

H. Summary:

The study previously mentioned the aim of the research which is to explore the connection between English literature and language arts and how it affects the four language skills of students. The study is focusing on examining the use of literary texts in Moroccan upper secondary school English course books. Additionally, the importance of the study is stated through the assessing of the inclusion of literature in Moroccan high school English textbooks and the impact it has on students' language abilities. And finally, the researcher has tackled the research question and limitations. Thus, the research's main aim is to explore how literary texts contribute to the improvement of the four skills of language (reading, writing, speaking, and listening), the impact of literary texts on the students' literary appreciation and cultural awareness, likewise how effective is the representation of literary texts in the Moroccan upper secondary school English course books in improving the students' mastery of the English language. Moreover, the study will

tackle the limitations and challenges faced in using literary texts in teaching English as a foreign language, the suggestions and recommendations for using literature effectively in the EFL curriculum to improve language learning.

II. LITERATURE REVIEW

A. Introduction:

According to Sanz and Fernandez (1997), language teaching adopts literature as a communicative approach that enables learners to develop their communication skills through exposure to real and authentic communicative situations. When teaching language through literature, two different approaches are commonly employed: one focuses on teaching literary content, while the other emphasizes knowledge about literature. This study will concentrate on the latter approach, which can lead learners to rely on external authorities rather than developing their own critical thinking skills.

The objective of this chapter is to provide a comprehensive overview of literature, drawing on the works of scholars such as Lazar (1993). In addition, the chapter will underscore the importance of incorporating literature into language learning and teaching, highlighting its impacts on students' linguistic, cultural, and behavioural development. These factors will be elaborated upon in detail in accordance with Carter and Long (1991) three-pronged approach to teaching literature in the EFL classroom. Following this, we will introduce general perspectives on the use of short stories, novels, plays, and poems in English language learning and teaching.

B. What is literature?

Many scholars have defined literature in many ways possible and according to their own understanding. As it has been discussed before according to (Lazar,1993), literature is a form of art that uses language as its medium to express human experiences, thoughts, and emotions. It is a way for writers to communicate and connect with their readers, to reflect upon the complexities of the human condition, and to provide insight into the world. Literature can take many forms, including poetry, fiction, drama, and non-fiction, and can encompass a wide range of

styles and genres. Literature can also be an embellishment for enhancing or appealing words that are spoken or written. Lazar also gave Ezra Pound's definition of literature as a language filled with multiple meanings and is able to convey truth in numerous ways. Our goal from the following part of the literature review is to state how important is literature in learning the language.

C. Importance and need of learning English through Literature

Riadil (2020) argues that literature is no longer seen as an objective in English language teaching, but rather, it has become a foundational element or source of material in the language curriculum. However, there is ongoing debate among language teachers about how, when, where, and why literature should be incorporated into ESL/EFL courses. These discussions have resulted in a diverse range of ideas for teaching and learning that benefit both students and teachers. The inclusion of literature in language teaching is an important and stimulating topic for many instructors. This research will examine the advantages of different literary genres in language teaching and learning, the rationale behind using literature in language classrooms, the types of literature that are suitable for language learners, and the teaching of literature alongside language skills. Therefore, the role of literature in teaching English as a second or foreign language is viewed as a tool rather than an ultimate objective.

Rao (2019) asserts that literature is a prevalent approach to foreign language teaching and learning, applicable to both basic language skills and the language domain. Moreover, in translation classes, many language teachers require students to translate literary works, such as plays, poems, and short stories, into languages such as French or Arabic. In language teaching, translation is regarded as a practical application of the four essential competencies and as a fifth competency, where knowledge of vocabulary, syntax, meaning, pragmatics, and style can be applied. To provide the reader with an understanding of the reasons and standards used by language teachers in selecting and utilizing literary texts, the following section will highlight why they are incorporated into foreign language classrooms and what criteria they consider.

Ahmadi and Reza (2018) argue that at the primary level, simplified or customized fairy tales should be presented to children, while at higher levels,

students should be exposed to original literature to enhance their literary competence in the target language. At an advanced level, students are exposed to literature from various genres and are provided with practical experience in using metaphors in literature more than that in everyday communication. They can explore how characters in plays and short stories use figures of speech, such as metaphors and allusions, to write more persuasively, creatively, and clearly in English. By reading literature, students can improve their English communication skills and learn about the features of modern English, understand how the English language system is utilized for communication, recognize the use of idioms, and speak English more fluently. Moreover, literature helps students develop creative, critical, and analytical thinking skills.

According to Riadil (2020), literature is a valuable tool in foreign language teaching, as it exposes students to a diverse range of realistic content in various discourses, enabling them to analyse, connect and discover. Developing literary skills in students can allow them to access this content and attain high levels of language proficiency. Moreover, using literature in language teaching can create engaging and enjoyable lessons, particularly for students with linguistic intelligence. By studying literature, students can improve their speaking and writing abilities while also enhancing their cultural competence, gaining insights into the society of the target language. In summary, literature broadens students' horizons and provides them with a wealth of benefits for language learning and personal growth.

Kember et al. (1999) and Mezirow (1991) emphasize the importance of promoting reflective thinking in the learning process. The use of literary texts is an excellent way for English learners to engage in reflective thinking, allowing them to explore why things are the way they are, how they differ from their expectations, and how they compare to other experiences encountered in literature. Through this reflective process, learners can compare their experiences with those of others and develop a better understanding of the situation. This emotional engagement helps learners perceive the situation more effectively, which is invaluable in language learning. Like children acquiring their native language, learners acquire English knowledge by using it to communicate, satisfy their needs, and interact with others. Literature provides a similar environment for English learners to interact with situations and develop their knowledge of English.

The utilization of literature in English as a Foreign Language (EFL) classes can yield numerous advantages. Ghosn (2002) asserts that literature can aid in language development and serve as a valuable resource for passionate narratives, diverse sentence structures, and accurate diction. Literature portrays real-life situations and employs the language of the intended audience, which contributes to its authenticity. Moreover, literature encompasses a range of situations and moods, resulting in diverse sentence structures that reflect the varied ways in which people write and speak. Consequently, literature is constructed using various forms of language usage. When students read literary texts, they become engrossed in the passionate aspects of the stories, which is a critical component of the learning environment, especially in English language learning. The engagement is fostered through conflicts that exist in literary works, not only in narrative forms but also in other literary genres, such as poetry, where readers may struggle to comprehend the poet's message. Effective communication strategies and conflict resolution are essential in creating a learning environment that promotes engagement. Kolonder and Guzdial (1999) and Schank (1990) posit that stories, personal narratives, and first- and second-hand experiences comprise a significant portion of human knowledge. Therefore, the incorporation of literature in EFL classes can enhance students' knowledge acquisition.

According to Collie and Slater (2010), literature is a valuable source of authentic material that possesses two essential characteristics in its written texts. The first characteristic is "language in use," which refers to the use of language by native speakers who are proficient in it. The second characteristic involves the creative representation of language in a cultural context. Literature encompasses a diverse range of genres, including historical books, philosophical works, novels, poems, and plays, all of which aim to entertain the reader. Furthermore, Fauzan (2016) classify literature into two distinct groups: informative writings that engage the reader and texts that serve as authentic sources for enriching language learning. This is unlike English textbooks or direct examples of language usage, which do not promote aesthetic reading of the text (Langer, 1991, 1998; Many, Gerla, Wiseman, & Ellis, 1995).

Nowadays, literature is commonly used as a teaching technique for developing both language skills and areas, such as listening, speaking, writing, and

reading, in the field of foreign language learning. In addition, in translation courses, teachers often require students to translate literary texts, such as short stories, poetry, and drama, into their mother tongue or first acquired language. This offers students an opportunity to apply their syntactic, stylistic, lexical, and pragmatic knowledge gained throughout the course, making translation a fifth language skill that complements the four basic skills and is further emphasized in language teaching. Literature provides valuable cultural enrichment, personal involvement, authentic material, and language enrichment, suggestive ambiguity, power, personal relevance, and universality, which are essential factors for its use as a potential resource in the classroom context.

Some other factors that show the importance and the impact that literature has on Language learning are as follows:

- **Cultural Enrichment:** Many language learners find it beneficial to immerse themselves in the culture of the country where the target language is spoken in order to improve their verbal and nonverbal communication skills. Literature, such as short stories, novels, and plays, can help learners understand how communication occurs in a given country. These literary works provide an imaginary world with colourful and rich settings, where characters from different regional and social backgrounds are described. Through literature, readers can explore the perspectives and experiences of characters regarding possessions, thoughts, traditions, feelings, and other factors that shape the society they live in. This colourful and vivid world depicted in literature can help foreign learners understand the societal preoccupations and codes through visual semiotics literacy. Therefore, literature is an excellent complement to other materials used to develop foreign learners' understanding of the country and the target language (Carter and Long,1991).
- **Enrichment of Language:** Literature offers language learners a broad scope of individual syntactic and lexical items, along with exposure to the unique language features of writers, contextualisation of text, and substantial reading. Learners can also gain insight into the discourse and syntax functions of sentences, different methods of linking ideas, and the various structures possible, leading to improved writing skills. As they begin to

perceive the diversity and richness of the language they are learning, students become more daring and optimistic, and can use some of these potentials themselves, improving their cultural and communicative competence in authentic texts' naturalness and richness (Carter and Long,1991).

- **Personal Involvement:** Indeed, the personal involvement that literature fosters in readers can have a positive impact on the language learning process. As students become drawn into the story and invested in the characters and events, they are more motivated to continue reading and to understand the language being used. This can also help to make the learning experience more enjoyable and engaging, which in turn can lead to more effective language acquisition (Carter and Long,1991).

However, one important aspect of education is coursebook evaluation, which involves assessing the quality and relevance of textbooks used in classrooms. Textbooks play a significant role in shaping students' understanding of concepts and ideas, and as such, it is crucial to ensure that they are accurate, up-to-date, and aligned with the curriculum. A well-designed textbook can make learning more accessible, engaging, and effective. On the other hand, a poorly written or outdated textbook can hinder students' learning and result in misconceptions and misunderstandings. Therefore, coursebook evaluation is a critical part of the curriculum development process, and educators should carefully consider the selection and use of textbooks in their classrooms.

It is important to choose literary texts that are appropriate for the language level of the students, together with their interests and needs. If the text is too difficult or not engaging enough, it may not have the desired effect on the students' language learning. Therefore, careful consideration should be given to the selection of literary texts to ensure that they are appropriate and effective for the students' language learning goals.

In addition to the aforementioned reasons for incorporating literature into foreign language classes, one of its primary objectives is to showcase its sociolinguistic diversity. Language usage varies across different social groups and geographic locations, and communication style can also differ depending on the context, such as in a theatre, hospital, police station, or school. Literature exposes

students to a wide range of linguistic variants, including sociolects, regional dialects, jargon, and idiolects, which helps them become more proficient in the sociolinguistic aspects of the target language. Hence, including literature in foreign language education programs is essential to shed light on the sociolinguistic features of the target language.

D. Carter and Long's (1991) aspects of teaching literature in the EFL classrooms:

Incorporating literature into English as a Foreign Language (EFL) classes not only fosters language skill development, but also provides students with practical applications of the language. Organizing language lessons around literary texts exposes students to a wide range of prose, dialogue, and vocabulary. This approach not only enhances students' cultural awareness, but also encourages critical thinking about literary elements such as characters, plots, and themes. By utilizing a systematic model for incorporating literature, students can experience personal and societal development as they engage with the emotional aspects of the text. In this way, the use of literature in EFL classes can contribute to both educational and cultural enrichment. (Choudhary, 2016; Kallimani, 2016).

Carter and Long (1991) have suggested three essential approaches to teaching literature in the EFL classrooms as follows:

The cultural Model: This model adopts a conventional approach to incorporating literary texts in EFL classes. It encourages students to explore and analyse the literary, historical, and social aspects of the text. Through this approach, the teacher aims to reveal specific ideas and perspectives, thereby familiarizing students with diverse cultures and ideologies.

The Language Model: The Language-based approach, which was introduced by Carter and Long (1991), is a prevalent approach in ELL. This approach enables students to systematically analyze texts. It focuses on direct and indirect speech as important linguistic elements to be learned. However, the primary activities employed by EFL teachers using this approach typically include cloze procedures, exercises, jumbled sentences, summarizing texts, creative writing, and role plays, with a limited emphasis on literary goals. Consequently, learners tend to be less

engaged in the lesson, while the teacher remains the center of attention. This results in an underestimation of the value of literature, while linguistic practice takes precedence in this approach.

The Personal Growth Model: The approach discussed here is a combination of the cultural and language models, with an emphasis on the usage of language within the cultural context of literary texts. This approach encourages students to express their cultural knowledge and personal experiences in relation to the texts they are reading. This approach was highlighted by Cadorath and Harris (1998), who argued that the text itself has no meaning, but instead provides guidance to the reader to construct meaning from their own experiences. As such, the analysis of literary texts is crucial in this model.

E. Short Stories and English Learning

Short stories are valuable resources for language learners as they offer unique and authentic reading materials that enable learners to emotionally connect with the text. The humanistic elements found within short stories provide inspiration for learners to engage creatively with universal themes and human experiences (MacIntyre, Gregersen, & Mercer, 2019). Short stories can teach foreign languages, but instructors must select appropriate texts for their students' language skills. Otherwise, reading can be a very challenging task for them. In this regard, Fancourt and Finn (2019) argue that "language teachers should consider students' needs, motivations, interests, cultural backgrounds and language levels when selecting literature to be used in language courses". Furthermore, to meaningfully guide their students' activities and ensure their academic success, teachers need to honestly know and understand their students.

According to Darong (2022), using short stories in the English classroom is one way to find strategies to encourage students to learn the language. This is because stories have many positive effects on education. The language used in these stories is often easy for students to understand and encourages them to engage in reading. Research has shown that teaching English through short stories has several advantages. Indeed, short stories "manage common language, engage fiction, manage students' reading tasks, make students more creative, increase cultural awareness, reduce students' anxiety and make them more relaxed". With this concept in mind,

instructors provide purposeful exercises that greatly support students' learning.

In addition, these short stories are exciting leisure reads that help students develop their language skills more effectively. To motivate students to learn the language, instructors can include activities that consider students' motivation. Language is a natural process for children, and immersion in stories helps them recognise words' role in sentences.

F. Poetry and English Language Learning

Chen (2022) asserts that incorporating poetry into English language learning can serve as a valuable means for developing students' reading, writing, speaking, and listening abilities. Moreover, poetry affords learners the chance to engage with language creatively, acquire novel lexicon, and hone their ability to manipulate rhythm and rhyme. However, the benefits of using poetry have been thoroughly researched and are not merely anecdotal; Alam (2022) notes that reading literature in English Language Teaching (ELT) classrooms helps to investigate the dialectical level of texts that suggest lived meaning. Therefore, these discussions with children are necessary to develop critical thinking in learning and comprehension. Literature is an excellent tool for illuminating the multiple meanings of contextualised texts. Literature can be used to learn all cultural concepts of language, including history, philosophy, and biographies of authors, customs, geography, politics, and the arts. Therefore, using literature in the language classroom is crucial for language acquisition. Literary genres such as poetry, prose, fairy tales, drama and fiction improve language skills and help students understand current events and social issues.

According to Ahmadi and Reza (2018), introducing poetry to ELT students can be a rich experience that informs learning across various subjects. Not only does poetry give children the opportunity to read, but it also allows them to create. According to previous research, poetry is one of the most valuable tools for teaching English. Based on real-life experiences, poetry provides opportunities for greater expression and self-awareness. Poetry conveys a way of life for human beings but can also show us things that are not there. Poetry can also encourage the development of four learning skills: creativity, communication, teamwork, and critical thinking. In addition, teaching poetry to students can help them develop

general literary and language skills.

As per Chen's (2022) study, poetry holds significant importance in the English language teaching process as it comprises a substantial portion of the textbook genre, accounting for 25%, whereas short stories, essays, and one-act plays contribute 35%, 25%, and 15%, respectively. Hence, English language educators in Moroccan schools must focus on incorporating poetry in their teaching curriculum. Chen further suggests that teaching poetry can have a positive impact on students' lives, including their social-emotional learning, as it enhances their motivation towards learning. In addition, it helps to foster creativity in learning. Despite this, Moroccan high school students are expected find poetry the most challenging genre. Teaching poetry does not seem to be given much importance in Moroccan high schools' English language teaching curriculum. One of the leading research topics in ELT is the use of poetry in English classes. Poetry is compelling in several ways in improving students' language skills. Nowadays, teaching poetry is an excellent way for students to express themselves and bounce ideas off each other. Poetry can teach students more than just basic understanding, both in and out of the classroom. Teaching poetry in ELT classes fosters creativity in students because it allows them to interpret freely.

According to Molloy, Boud, and Henderson (2020), group activities inspire students to come up with original interpretations. The group activities foster individual creativity along with the teaching-learning process. The pupils' creativity is accelerated when socio-constructivism is used to monitor poetry instruction. The objective of developing collaborative and creative thinking abilities for the twenty-first century is also achieved in this way. Poetry reading interest decreased when a behaviourist approach to teaching was used, but learning interest in classroom activities rose. Henderson (2020) said that poetry significantly influences the development of creativity and critical thinking. Students' perceptions of studying poetry changed because of their active engagement in group activities in the classroom, which improved their language proficiency.

According to Chen (2022), poetry may provide a healthy outlet for emotions in motion. This helps pupils express their thoughts in poetic styles that link to their sentiments. With poetry, instructors may also encourage their pupils to speak and listen to English while developing their poetry reading and writing skills. People also

adopt behaviouristic theory in ELT classrooms. They often give children the option of selecting poetry for reading their selections. This improves one's capacity for reading, writing, and text comprehension. In order to maintain students' engagement and promote effective language learning, educators have experimented with incorporating poetry into the classroom through the use of music. This approach has been found to be particularly effective for high school students who may be more enthusiastic about language learning when using this collaborative method.

Even though Poetry Monty in April attracts a lot of attention, teaching poetry is enjoyable all year round. People readily confess that they are attracted to fiction, and teaching poetry first sounded intimidating. However, as they explored poetry with their English language learners, they found delight in it, and the students are normally extremely enthused about the poetry modules. Here are a few explanations of why instructors often like sharing poetry with their ELLs:

Versatility: According to Simanjuntak (2020), poetry is a fantastic medium to utilise in the ELL classroom since it is so adaptable. Each student will ultimately discover a poem or poet they like since there are so many kinds of poetry and poetic styles!

Language: According to Muthmainnah et al. (2020), shorter poems can offer ELLs a chance to delve into a concept while dealing with a smaller amount of text compared to short stories or essays. Poems can be utilized to teach or practice new vocabulary, language structures, and rhyming techniques.

Culture: Many ELLs also originate from backgrounds that are poetry and folktale rich. Poetry gives a fascinating window into history and culture, ranging from the epic poems of ancient civilisations to more contemporary political poems produced throughout the 20th century. Students may already be highly educated about the poets and poems that are significant to their background (Pilault, Elhattami, & Pal, 2020).

In general, poetry is a powerful type of English literature that supports language learning and helps children improve their social and emotional skills. Despite poetry's significant weighting of 25% in high school ELT curriculum, its teaching in the classroom has not received adequate attention. Therefore, enough attention must be placed on teaching to improve learning results in the ELT

classroom. When teaching poetry, combining the constructivist and behaviouristic approaches may benefit students' language development and ability to understand the poem (Adeani, Febriani, & Syafryadin, 2020).

G. Novels and English Language Learning

According to Rao (2019), reading is an integral aspect of English language learning as it facilitates the development of associated skills such as writing, grammar, and vocabulary. Engaging in reading activities enables language learners to delve into subjects that fascinate them and stories that captivate their interest. Additionally, they can read about topics that resonate with their personal experiences.

Pilault, Elhattami, and Pal (2020) contend that reading has the potential to help individuals build connections and a sense of belonging with others. While people have different identities and experiences, they share a fundamental desire for acceptance and connection with others. By reading more, individuals can enhance their ability to establish meaningful connections and feel more confident in communicating in English. Reading is a gateway to effective communication, as it opens doors to diverse perspectives and experiences.

In the perspective of Fancourt and Finn (2019), English fiction encompasses various genres, such as science fiction/fantasy, romance, and thrillers. Fantasy novels, in particular, have garnered a considerable following because of the sense of escapism they offer readers. Such novels take readers on a journey to an imagined world, allowing them to explore new possibilities and ideas. Reading fantasy novels can also foster a mindset of openness to new experiences and perspectives, challenging dogmatic thinking and encouraging individuals to embrace the possibility of a world different from their own.

Moreover, reading in English is an effective and enjoyable way for learners to improve their language skills. It provides opportunities to encounter new vocabulary and sentence structures while enjoying captivating stories. Reading in context allows learners to absorb and internalize new words and phrases, making them more likely to retain them for use in their own communication. Ultimately, reading is an enjoyable and effective way for individuals to enhance their language skills and

broaden their understanding of the world.

H. Plays and English Language Learning

Yu (2020) suggests that drama can be used effectively in language teaching to improve vocabulary and grammar, reduce affective barriers, and provide opportunities for authentic communication. Dramatic performance and demonstration can facilitate abstract learning and also be used to teach literature in a dynamic way, helping learners to visualize and remember new vocabulary. Enjoyment is an important aspect of drama-based language learning, as students are more likely to be receptive to new concepts and less self-conscious when they are having fun. Through drama, students can develop their concentration, confidence, and coordination, and improvisation can help them exercise their emotional, mental, and physical muscles in a safe and controlled environment. Role-playing activities, such as a group performance expressing their dissatisfaction with the headmaster, can be a useful way for students to practice their language skills in a contextually relevant way. Overall, drama can help to create a positive and engaging learning environment that encourages students to take risks and learn from their mistakes.

I. Teaching of the language skills through literature

According to the author of the research, literature can be used to teach the four core language abilities: reading, writing, listening, and speaking. However, it is important to integrate these skills with literature in the language classroom rather than teaching them in isolation. The author of the research suggests that basic language skills should not only be taught as a part of written and oral production, but also as an essential aspect of written and oral language usage in order to establish both referential and interactional meaning.

J. Summary:

In conclusion, incorporating literature into foreign language education programs can play a significant role in improving language skills and cultural understanding. Poetry, novels, plays, and drama can provide a rich source of content and enhance various language skills such as listening, speaking, writing, and reading.

Literature can also enrich cultural awareness and foster personal involvement in the learning process. The use of different literary forms, including short stories and poetry, can improve creativity, critical thinking, emotional expression, and language proficiency. Using literature in language classes also provides a meaningful context for language acquisition and helps students develop their critical thinking skills. Additionally, drama can be a highly effective and enjoyable tool in overcoming language learning barriers, improving vocabulary, and increasing confidence. Overall, the study highlights the importance of including literature in language education programs to enhance students' language development and overall understanding.

III. METHODOLOGY

A. Introduction:

The present study has significant implications for English as a Foreign Language (EFL) classrooms. The integration of literature into classrooms has been identified as crucial by Collie and Slater (1991) as it provides authentic models of language use and has great potential. Vural (2013) argues that literature, particularly short stories, can be utilized as a positive motivational tool for students, enabling them to focus on the meaning of the stories rather than just the mechanical aspects of the language. This high motivation level associated with the use of short stories results in more meaningful, enjoyable, and memorable learning experiences (Collie and Slater, 1991). Furthermore, EFL reading course books often lack information about the unique cultural traditions of a particular society or country. However, according to Erkaya (2005), literature can be used as a means for students to learn about the past and present traditions of various cultures.

Having a correct methodology is crucial for conducting research as it provides the necessary techniques for collecting data and discovering the significance of the investigation. Qualitative research, as defined by Berg and Lune (2014), seeks to explore the opinions and experiences of individuals in their social contexts. This research method aims to comprehend and scrutinize the viewpoints and experiences of people within their social environments. In this study, an interpretive descriptive design was employed, utilizing content analysis and interpretation as a qualitative data analysis tool. The purpose of this research is to evaluate three Moroccan ELT textbooks that are currently being utilized in teaching upper secondary public schools.

B. Materials

The focus of the present research is to assess the efficacy of three main English language teaching (ELT) textbooks employed in Moroccan public high

schools. These textbooks, namely "Gateway to English 2" (Hassim, Blibil & Rasmy, 2007), "Ticket to English 2" (Hammani, Ahssen & Tansaoui, 2007), and "Visa to the world" (Dakdak, A, 2021) are locally produced and serve as the official textbooks for the final stage of English language education in Moroccan public high schools; mainly the 11th grade and the 12th grade. The books have 10 units each, and all these units have been looked through to find and analyse the usage of literary texts. The three textbooks were selected randomly from a pool of five other Moroccan textbooks. They are used interchangeably as a teaching resource in these schools.

C. Procedure

The main purpose of qualitative research is to achieve a comprehensive comprehension of the complexities and varied viewpoints regarding the topics under investigation. In order to attain a thorough comprehension of the subject matter, qualitative researchers frequently employ a range of methodologies, including ethnography, grounded theory, phenomenology, case study, life history, action research, conversational analysis and narrative analysis (Lazaraton, 2000). These methods allow for a more comprehensive examination of the themes and individuals being investigated. This study will be marginally conducting a case study of a three randomly chosen Moroccan text books that are used presently in teaching upper secondary public schools. There will be an evaluation of the course books' content to determine to what extent those course books are providing literary texts in the teaching of English. The research will be analysing the main reason of using literary texts, or literature in general, in these Moroccan EFL course books.

To answer the question of the study, the three course books were analysed qualitatively using the descriptive method to examine each unit of the textbooks and eventually answer our question. The aim of the qualitative analysis in this study is to determine the extent of literary material included in each unit of the ELT textbooks. During the process, the study will be introducing data in tables that contain the analysis of the units according to the proportion of literature used in all three text books. It will process as well the distribution of language elements in those literary works; whether they are helpful to the students to accomplish the goals mentioned before, such as mastering the four language skills, and communication. The researcher will be using the descriptive method to analyse the use of literature in the

course books according to each page in each unit besides analysing the literary genres' distribution through the three EFL course books. And finally, according to Cohen, Manion, and Morrison (2007), it is not possible to separate the analysis of qualitative data from its interpretation. The interpretation of the data is integrated with the qualitative description that is presented in tables. This means that the interpretation and analysis of the qualitative data is closely connected to the descriptive information. Thus, the researcher will conduct the interpretive qualitative approach to interpret, analyse and relate our results.

The reason of choosing this particular method is that qualitative research offers several advantages, which can be summarized as follows; Exploration and description of individual perspectives, experiences, opinions, perceptions, ideas and insights within their specific contexts. Adding to that, Interpretation-focused method, making it suitable for examining the inherent complexities of various realities. And finally, it gives the opportunity for researchers to have close proximity to the actual experiences and happenings in the studied contexts, thereby facilitating the identification of issues and finding of solutions.

However, qualitative research also has its limitations, which can be concluded as: small sample size, which may not be representative of larger populations and can limit the generalizability of findings. Also, the possibility of researcher bias or limitations due to the close involvement with the research. The researcher's personal engagement with the study can influence the results and potentially lead to skewed findings. Finally, the conclusions drawn from qualitative research may suffer from a lack of specificity or generality due to the absence of a rigid theoretical framework. These limitations must be taken into consideration when conducting qualitative research and efforts should be made to minimize their impact on the results. (Brown, 1988; Bryman, 2012; Hughes, 2015; Nunan, 1992)

The methodology section of a research study on textbook evaluation begins by introducing the significance of literature in English as a Foreign Language (EFL) classrooms. Qualitative research is employed to evaluate three Moroccan ELT textbooks. An interpretive descriptive design is used, and content analysis and interpretation are employed as qualitative data analysis tools. The study aims to determine the extent to which the textbooks provide literary texts in the teaching of English. The course books' content is evaluated, and the reason for using literary

texts in the books is analysed. The study analyses each unit of the textbooks to determine the proportion of literary material included in each unit, as well as the distribution of language elements in those literary works. Tables are used to present the descriptive information, and an interpretive qualitative approach is used to analyse and interpret the results. The advantages and limitations of qualitative research are also discussed.

To summarize, Qualitative research is characterized by its aim to comprehend the meaning behind natural occurrences and the individuals involved in them. Its objective is to gain an extensive understanding of the context and viewpoints of the subjects under examination by delving into their experiences and motivations for perceiving their reality in a particular way. This approach often involves data collection methods such as interviews, participatory observation, and document analysis, with the data encompassing various forms such as text, photos, and narratives provided by the participants. In this study, the research was text-based, where the utilization of literary texts or literature was examined and analysed in Moroccan EFL course books, with a focus on identifying the advantages of incorporating literature in these textbooks.

D. Research Questions

The hypothesis of the study is that there might be a significant inclusion of various types of literary texts, such as plays, poems, short stories, and novels, within the examined EFL textbooks. The study is going to test whether the Moroccan EFL course books depend totally on using literary texts or there are other aspects that those books depend on.

The research has focused on addressing the question given below

- To what extent do the Moroccan EFL course books contain literature?

E. Summary:

The methodology of this study is qualitative in nature and adopts an interpretive descriptive design using content analysis and interpretation as the data analysis tool. The research is focused on evaluating three randomly chosen English

language teaching (ELT) textbooks that are used in public high schools in Morocco, namely "Gateway to English 2", "Visa to the World", and "Ticket to English 2". The main aim of this research is to comprehensively comprehend the degree to which literature is incorporated in the aforementioned textbooks and the underlying motives for its integration. The data was collected through a text collection-based approach and analysed using descriptive methods to examine each unit of the textbooks. The results of the analysis were then interpreted using an interpretive qualitative approach to draw conclusions and answer the research question: "To what extent do the EFL course books contain literature?".

IV. FINDINGS AND DISCUSSION

A. Introduction:

In this section, the aim is to examine the data that will help us understand the level of literature included in three reviewed textbooks. This analysis will shed light on the significance of literature in the textbooks and what type of literature the authors have utilized to enhance the English language abilities of students. Our research methodology, descriptive analysis, will help us to accurately present the data as it appears in the textbooks. After reviewing the data, the study will present the findings and interpret them in the discussion section.

B. Results

This research conducted an evaluation of English as a Foreign Language (EFL) textbooks used to teach second-year Baccalaureate students in Moroccan public schools. The evaluation was carried out using a course book evaluation framework, which involves analysing the textbooks based on various criteria such as appropriacy, authenticity, learner autonomy, language skills development, and cultural content. Three textbooks were randomly chosen and will be referred to as 'textbook 1', 'textbook 2', and 'textbook 3'. Each textbook contains ten units, which are presented in various orders and cover different themes with direct links to topics such as international organizations, brain drain, sustainable development, and culture.

These textbooks were chosen based on the general assumption that students entering their final year of secondary school should be equipped with basic knowledge, skills, and behaviours needed to understand literary texts. Therefore, the textbooks should propose content that encourages teachers and students to teach and learn values through literature. The course book evaluation revealed that the three textbooks have some strengths in terms of appropriacy, authenticity, and language

skills development, but they also have some weaknesses, particularly in terms of cultural content and learner autonomy. The findings suggest that the textbooks need to be supplemented with additional materials and activities to enhance students' cultural awareness and encourage them to take more responsibility for their own learning.

Table 1 reveals that only 1 unit in “course book 1” is devoted to using literature in their activities; This number shows that only one out of ten units include literature while other units use other methods for English education. “Course book 2” is using the most literary texts in their activities; where six units out of ten uses literary texts to teach English. While there is no use of literary texts in” course book 3”. In conclusion, the use of literary texts in the three course books is almost non-existent as only 7 in total of the ten units in all of the three text books uses literary texts.

The use of literary texts such as plays, short stories, novels and poems, in these text books is not as accurate as was expected in our hypothesis. The assumption made is to find a strong presence of such texts. However, other educational texts were most accurate to be used in the presently studied text books.

Table 1: The proportion of units that contain literature to all units

Course Books	Total Number of Units	Number of Units with Literature
Course book 1	10	1
Course book 2	10	6
Course book 3	10	0
Total	30	7

There is hardly any difference in rates of the three sets when the ratio of units containing literary texts to all units is taken into account. Literature is utilized in some capacity in one-third of the units.

Table 2 indicates that 1 out of 154 pages in “course book 1” uses literary texts. However, “course book 2” exploit only six pages out of 176 pages in order to deliver literature to the students. Additionally, “course book 3” witnesses no use of literature in all the 133 pages. To conclude, there is a descent number of pages, according to each course book, that uses literary texts. The total rate shows that Moroccan text books depend less on using such literary texts comparing to other

course books. Therefore, there is only 7 pages in the total of 463 pages in all three course books that uses literature in its activities for the sake of teaching English to students. While other pages focus more on communicative speeches.

Table 2: the proportion of pages that contain literature to all of the pages

Course books	Total Number of Pages	Number of Pages with Literature
Course book 1	154	1
Course book 2	176	6
Course book 3	133	0
Total	463	7

As can be seen, and mentioned in the previous table, the number of pages that uses literary texts such as poems, short stories, novels and plays is hardly noticed in the whole total of pages. Which indicates that Moroccan EFL course books give priority to real life and objective texts more than using literature to deliver the English language teaching.

Table 3 demonstrates the distribution of literary genres in the three course books currently used for teaching English in Moroccan upper secondary schools. The results show that novels, short stories, and plays are not used in these course books, indicating an absence of these literary texts. However, there is some partial use of poetry in the Moroccan EFL text books for baccalaureate students, with only seven poems used across all thirty units. Other genres such as descriptive essays, narrative texts, and introductory paragraphs are highly emphasized throughout the three course books.

In “course book 1,” there are 40 different texts used to deliver the language to the students, but only one poem is used to introduce literary work. In “course book 2,” a total of 37 texts were used in English language teaching, which were mainly conducted through learning activities and language skills. This book also included six poems throughout the course. The final course book, “course book 3,” had the highest number of different real-life texts based on personal experiences, with a total of 64 texts and no use of literary texts. In total, 141 different texts were used in the course books for various purposes.

Overall, the distribution of literary genres in the three course books suggests a lack of emphasis on literature in English language teaching in Moroccan upper

secondary schools.

Table 3: The distribution of literary texts in all units

course books	short story	Novel	Play	Poem	Other genres
Course book 1	-	-	-	1	40
Course book 2	-	-	-	6	37
Course book 3	-	-	-	-	64
Total	0	0	0	7	141

As shown in Table 3, the use of literary texts in Moroccan EFL course books is limited to a small number of poems. In total, only seven poems are used across all three textbooks, while other literary genres, such as novels, short stories, and plays, are absent. Instead, the course books focus on other types of texts, such as descriptive essays, informative essays, and narrative paragraphs, to teach English as a foreign language to Moroccan students.

Table 4: the aim of using poems in the EFL course books

	Purpose of use						
	Poem 1	Poem 2	Poem 3	Poem 4	Poem 5	Poem 6	Poem 7
Course book 1	The poem enhances the students' critical thinking and reading skills	-	-	-	-	-	-
Course book 2	The poem incorporates new useful vocabulary	The poem invites students to interpret meanings behind it to enhance student's imagination and speaking skills	The poem introduces values such as democracy, brotherhood and respect. the teacher might elicit antonyms to enhance more vocabulary	The poem is written in rhymes to impact language proficiency and reading and speaking skills	The poem shows the positive and the negative impact of technology which improves the student's critical thinking and reading skills	The poem "my brain" invites the students to explore more reading and oral skills . The poem is an ideal text for advancing student's fluency and phonemic skills	-

Table 4 explores the aim of using poems as literary texts in the Moroccan course books. The table shows that the aim of using the poem in course book 1 is to influence the students' critical thinking and reading skills. As the course book 2 is the most to be using poems for multiple and similar purposes as the course book 1; where the first poem used is to incorporate the students' vocabulary and expands their use for new English words. The next poem was used to enhance the interpretation of new meanings behind it and the students' speaking skills. The other poems promote vocabulary teaching, fluency and phonemic skills.

Appendix A exemplify the mentioned in the tables above

C. Discussion:

The results of the research presented in the tables above provide answers to both of our main question and suggest potential areas for future study that would benefit from input from English teachers. The first two tables address the study's first question, which concerns the extent to which Moroccan EFL course books incorporate literature, and they reveal a contrast with our initial assumption. The third table shows how literary texts are distributed across the 30 units of all three EFL course books, providing insight into the second question, which pertains to the purpose of using literary texts in these materials. The study concludes that the use of literature in English language teaching, as represented by the three course books analyzed, is almost non-existent, with only seven out of ten units incorporating literary texts into their activities. Among the course books, "course book 2" had the highest usage of literature, with six out of ten units including mainly poems in their teaching, while "course book 1" and "course book 3" had limited or no usage of literary texts in their activities, as indicated by the numbers 1 and 0, respectively. In "course book 1," only one unit incorporated a single poem as a literary text into its activities.

From the results obtained, it can be inferred that the initial assumption that the EFL textbooks would contain a significant number of literary texts such as plays, short stories, novels, and poems, was not supported.

However, the results showed that other texts were more commonly used. Such as essays, quotes, biographies, and riddles. In conclusion, the use of literature

in English language teaching as represented by these course books appears to be limited and not as prominent as expected. Further research could be conducted to determine why literature is not being utilized more extensively in English language education and to explore alternative teaching methods that effectively incorporate literature into the curriculum.

The analysis of the use of literature in English language teaching was represented in three descriptively analyzed Moroccan EFL course books. These course books were referred to as “course book 1”, “course book 2” and “course book 3”, the course books showed low levels of the incorporation of literary texts into their activities. In the following paragraphs the paper will be discussing the incorporation of literature in each course book, according to each unit, along with explaining the opposition that has been noticed throughout the results above.

In “course book 1”, there is hardly any use of literary texts which contradicts with other curriculums for English language teaching. At the time that many authors encourage the insertion of literary texts in EFL course books, this one uses only one poem in all the 10 units to deliver English to students. The first unit shows the use of short descriptive paragraphs during the speaking activity. While the reading activity focused more on using descriptive essays that express the development of human learning, and which basically explain the urge of using real life experiences and texts that Moroccan EFL text books have. The grammar activities in the first unit were exhibited to the students through a diary paragraph then come the writing activity with informative essays that promote societal education. The second unit of “course book 1” focused more on using dialogues and role play activities in the communication section. However, reading, grammar and writing activities continue using descriptive and informative essays promoting cultural studies and encourage citizenship morals. Unit 3 is the unit where a presence of a poem is found at one of the first pages of the unit. Whereas, other pages continue to use dialogues for speaking activities, informative essays for reading activities and surprisingly there has been a usage of a riddle in the grammar activity. The fourth unit witnessed the use of only an argumentative essay all through the unit. Instead, the fifth unit was mainly active in using informative essays all together with dialogues for the reading activities and also descriptive essays for the writing activities and finally informative paragraphs extracted from social interviews. At the same time, the sixth unit exceptionally uses

short joke texts to teach Grammar, and then occasionally use informative essays and descriptive paragraphs to teach reading. The units 7 and 8 use informative essays and extracted descriptive paragraphs in their reading activities and biographies in grammar activities. Unit 9, however, uses quotes in grammar teaching, film review in the writing activity and again descriptive essays for the reading activity. The same method was used in the unit 10.

Additionally, “course book 2” uses poems in most of its units, more specifically in the beginning of each unit. That is to introduce the students to poetry even if it is not enough as the poems are very short to get the learners interested enough to use poetry as a means of learning a foreign language, such as English in this case. One of the poems introduced to the students is named as ‘my brain’, and written by Sarah Mohr (1980). The course book used the poem to promote how brain drain is a serious issue in the Moroccan society. Other poems also are supporting such topics that strengthen the citizenship of the students. The units 1, 2, 3 and 4 in this course books were supporting almost the same methods as the previous course book; in which there is a strong presence of informative essays, biographies, narrative texts, quotes split equally according to each activity and support, again, sustainable development and citizenship. The other units use introductory texts, book reviews, personal real-life stories, letters and finally informative and descriptive texts, in addition to the poems mentioned beforehand.

The third and final course book is “course book 3”. In which it is noticed that there hasn’t been any mentioning nor any use of literary texts all through the ten units. Yet, a great exploitation of the units to other texts is seen; such as introductory paragraphs, biographies narrative texts, descriptive texts all through the first three units. In addition to the previously used texts, there is a strong consideration to the role play activities in units 4, 5, 6,7 all the way to the tenth unit. Which shows how much the Moroccan EFL course books values the teaching of speaking skills just as important as teaching other language skills.

Tables 3 and 4, reveal that the poems included in the two textbooks are predominantly located in the introductory pages of each unit. The primary purpose of utilizing these poems is to encourage critical thinking and facilitate the learning of language skills, thus improving students' fluency in the English language. Additionally, the use of poems requires learners to integrate language skills to

comprehend the text, thereby prompting them to adopt reading strategies and enabling them to tackle the complex features of poetry while broadening their intellectual capacity and appreciation for foreign languages (Nasr, 2001).

Teaching vocabulary is a crucial aspect of language instruction, as it forms a significant part of comprehension. Effective vocabulary teaching is essential for developing successful readers. However, explicit instruction of vocabulary is often challenging to incorporate within a communicative language teaching approach, especially for adult learners. In such cases, the use of poems can be a useful tool for enriching vocabulary. According to Povey (1972), poems can be an effective means of introducing students to a wider range of vocabulary. Encouraging students to infer word meanings from context or using additional materials can help expand their vocabulary knowledge. Poetic words, which are not commonly found in ELT textbooks, can assist students in building their vocabulary.

Correct pronunciation in language learning is essential, and phonemic awareness plays a significant role in achieving it. The emphasis is placed on how words are pronounced, which can be practiced through reading poems. Asking students to recite a poem can be an effective way to improve their ability to articulate different phonemes, which in turn enhances their understanding of English phonics (Collins, 2008).

Furthermore, poetry can act as both a model and a medium for enhancing various language skills such as listening, speaking, reading, and writing. It can be used to stimulate students' expression and recognition abilities, thereby promoting language development. Hedge (2000) argues that poems are an authentic tool for improving reading skills, with sonnets being a particularly effective way of developing intensive reading skills, interpretation, and summarization. Poems can also be used to improve writing skills through activities such as rewriting or translating them, and the use of rhymes can be an engaging way for students to describe and report incidents in the poem.

Hence, the analysis of the three textbooks revealed that they use various types of texts, including narratives, biographies, autobiographies, and role play dialogs, to teach English as a foreign language to students. However, the study did not find a significant presence of literary texts, such as poems, short stories, novels, and plays, as was initially anticipated.

In general, the results indicate that the use of literary texts such as poems, short stories, novels, and plays in these course books is frequently limited to non-existent. with a total usage of 7 literary texts across all three course books and all thirty units. The majority of the pages in these course books focus more on communicative speaking and other methods of teaching English.

Based on the aforementioned results and observations, a conclusion can be drawn that Moroccan text books rely less on using literary texts in their approach to teaching English compared to other course books. Further research could be conducted to explore the reasons behind this trend and to determine the effectiveness of alternative methods of incorporating literature into the English language curriculum.

In light of the findings of this study, it is important for English language educators and curriculum developers in Morocco to consider the role that literature plays in language acquisition and to re-evaluate the current approach to teaching English. Integrating more literature into the curriculum, especially in the form of novels, could help to promote critical thinking and creative problem-solving skills among students. Additionally, incorporating literature into language education has the potential to increase students' motivation and engagement in the language learning process.

When it comes to instructing individuals who are not native speakers of English in Moroccan upper secondary schools, the distribution of language skills used to promote literary works was analyzed in three EFL course books.

These course books provide important insights into the approaches taken by the authors of these EFL course books in ignoring the promotion of literary works to support the development of language skills. However, they used other texts to strengthen the students' abilities to learn language skills along with promoting real life matters such as promoting citizenship and cultural importance.

In summary, the study analyzed the use of literary texts in Moroccan upper secondary EFL coursebooks, specifically referred to as 'course book 1', 'course book 2', and 'course book 3'. The results showed that the overall use of literary texts in the curriculum was limited to seven texts across all 30 units in the three textbooks. The distribution of literary genres indicated that poems were the most frequently

included, despite not being heavily represented throughout the coursebooks.

the article presents an evaluation of three Moroccan English as a Foreign Language (EFL) course books to determine the extent to which they incorporate literary texts into their activities. The course book evaluation revealed that the use of literature in these course books is limited, with only seven out of ten units incorporating literary texts into their activities, and that other types of texts such as essays, quotes, biographies, and riddles are more commonly used. The evaluation also compared the use of literary texts across the three course books, with Course Book 1 using only one poem in all the ten units, Course Book 2 using poems in most of its units to introduce the students to poetry, and Course Book 3 not using any literary texts throughout the ten units, instead exploiting other types of texts such as introductory paragraphs, biographies, and narrative texts. The article suggests that further research could be conducted to determine why literature is not being utilized more extensively in English language education and to explore alternative teaching methods that effectively incorporate literature into the curriculum.

D. Summary:

The text presents an analysis of the use of literary texts in three EFL coursebooks used in Morocco. The study aimed to determine the extent to which literary texts were included in the coursebooks and to identify their purpose in the Moroccan EFL curriculum. The results indicated that the use of literature in the coursebooks was not as prominent as expected. Each coursebook was analyzed in detail, revealing that Coursebook 1 had very little literary content, Coursebook 2 mainly used poems to promote citizenship and sustainable development, and Coursebook 3 did not include any literary texts at all. The study suggests the need for further research to explore why literature is not being utilized more effectively in English language education and to identify alternative teaching methods. The use of poetry in language teaching was found to benefit students by simplifying language learning, promoting critical thinking, enhancing fluency, enriching vocabulary, improving phonemic awareness, and serving as a model of language. Additionally, poetry can be used to develop a range of language skills, including listening, speaking, reading, and writing, such as enhancing reading comprehension, summarizing, and building writing skills through the rewriting or translation of

poems.

V. CONCLUSION

The study aimed to explore the significance of literature in English language teaching, focusing on its role in Moroccan upper secondary school English course books. The study was informed by the viewpoints of Lazar and other scholars on the intersection of literature and language teaching, and aimed to highlight the importance of incorporating literary texts for language acquisition and development. Additionally, the study examined how textbooks presented and utilized literary texts in the classroom and their impact on students' literary appreciation, cultural awareness, and proficiency in the four language skills.

Particular attention was given to the evaluation of textbooks in the study, as textbooks are the primary resource for language teachers in the classroom. The study evaluated how textbooks presented literary texts and whether they provided an engaging and meaningful context for language acquisition and development. It also assessed the extent to which textbooks promoted cultural diversity and critical thinking, which are essential for effective language learning.

Through the evaluation of textbooks, the study aimed to underscore the limitations of relying solely on textbooks for language teaching and the need for additional resources such as literature. The study emphasized that textbooks may not always provide the most stimulating and relevant context for language learning, and that the incorporation of literature can enhance language skills such as vocabulary, grammar, and intonation. Moreover, literature can foster students' expression of personal views and emotions, thereby promoting language use and development.

Overall, the study emphasized the importance of incorporating literature into the curriculum for language acquisition and development, while also highlighting the limitations of textbook evaluation. By evaluating textbooks and incorporating literature into language teaching, teachers can provide a more engaging and stimulating context for language learning, leading to enhanced literary appreciation, cultural awareness, and proficiency in the four language skills.

The study aimed to demonstrate the significance of integrating literature into language teaching by providing a stimulating and meaningful context for language acquisition and development. The literature survey revealed that literature could improve language skills, including vocabulary, grammar, and intonation, and foster student expression of personal views and emotions, thereby enhancing language use and development. The study also indicated the limitations of textbook evaluation and the necessity for additional research in this area. Overall, the study emphasized the importance of incorporating literature into the curriculum for language acquisition and development, with evidence of its positive impact on students' literary appreciation, cultural awareness, and mastery of the language's four skills. Further research is needed to explore literature's potential in language teaching and to develop new and innovative methods for promoting its use in the classroom.

In chapter two of the research, the emphasis was on the importance and necessity of learning English through literature. According to various scholars, literature played a crucial role in language teaching and learning. Literature was considered as a valuable source of authentic material that helped in developing students' literary skills, language skills, and cultural awareness. Literature could take different forms, including fiction, drama, poetry, and non-fiction, and encompassed a diverse range of genres and styles. The use of literature as a technique for teaching language skills such as listening, speaking, writing, and reading was widely recognized in the field of foreign language education. The fifth skill of language, translation, was also given importance as it facilitated the development of syntactic, stylistic, lexical, and pragmatic knowledge. The use of literature provided numerous benefits, including cultural enrichment, authentic material, personal involvement, language enrichment, suggestive ambiguity, power, personal relevance, and universality.

The role of literature in language learning is of great importance and has a considerable impact on the development of language skills. One of the advantages of literature is its ability to enrich language and provide cultural enrichment to learners. The literary world offers a vibrant and engaging context for learners to gain insights into communication in the target language's country. Through reading literature, students can become familiar with the language's features, including its syntax and discourse functions, in addition to the diversity of structures and richness of

vocabulary. Additionally, literature promotes the development of cultural and communicative competence as students are exposed to various sociolinguistic aspects of the target language, such as different speech styles and linguistic variations. Therefore, it is essential to integrate literature into foreign language education programs as a fundamental tool for enhancing language skills and fostering cultural understanding.

Carter and Long (1991) have presented three distinct approaches to teaching literature in EFL classrooms, namely the cultural model, the language model, and the personal growth model. The cultural model stresses the analysis of cultural, historical, and social aspects of a literary work, while the language model focuses on linguistic structures and exercises. The personal growth model emphasizes students' personal experiences and emotions related to the text. The inclusion of short stories in the English classroom can be advantageous for learners as it provides them with a creative and engaging platform to develop their reading, writing, and listening skills. Likewise, poetry can also prove to be a valuable resource for English language learners, offering opportunities for them to experiment with language, acquire new vocabulary, and sharpen their critical thinking abilities.

To summarize, the use of poetry has been demonstrated to be a valuable tool for English language learning, with several benefits such as improved language proficiency, creativity, critical thinking, emotional expression, and cultural awareness. Various effective methods have been identified, including group activities and the use of different poetic styles and music, while applying both socio-constructivist and behaviouristic approaches. Nevertheless, the high school EFL curriculum often neglects poetry, and there is a need to give it more attention in the classroom to enhance students' language development and appreciation of poetry. Therefore, by adopting a combination of constructivist and behaviouristic approaches, students can acquire a deeper understanding of the poem and develop their language skills in a meaningful and engaging way.

Moreover, the paper referred to the fact that novels and short stories play a significant role in English language learning as they help develop various language skills such as grammar, vocabulary, and writing. Short stories are a particularly useful form of literature for language learners, as they offer a complete narrative in a shorter format, making them more accessible and less daunting than full-length

novels. Short stories can be a useful tool for language learners to develop their reading and comprehension skills, as well as their ability to analyse and interpret texts. Additionally, because short stories often focus on a single event or theme, they can be useful in introducing new vocabulary in a more manageable context. Reading novels and short stories in English enables language learners to explore topics of their interest, making meaningful connections and contacts with others, and increases their confidence in speaking the language. With different genres of fiction available in English, such as romance, science fiction, fantasy, and thrillers, reading provides an enjoyable and effective way for language learners to improve their English. Reading helps in consolidating vocabulary and exposes learners to a variety of sentence patterns, making the learning process enjoyable and long-lasting. In summary, reading novels and short stories in English is an excellent way to learn and improve the language.

The study also discussed, the use of plays and drama in English language learning is a highly effective and entertaining method that can bring many benefits to students. By providing opportunities for the acquisition and practice of new vocabulary and grammatical structures, alongside reducing affective filters and increasing confidence, drama can help students overcome the barriers that prevent them from learning effectively. Additionally, drama is a dynamic tool that can help students visualise and retain new vocabulary, and also change their perceptions of language learning from negative to positive. The improvisational nature of drama also provides students with opportunities to exercise their emotional, mental, and physical muscles, while improving their concentration, coordination, and confidence. Hence, plays and drama can be a highly valuable and enjoyable component of English language learning.

Furthermore, the researcher briefly mentioned how teaching language skills through literature provides a meaningful context for language acquisition. Students are able to make connections between what they are learning and real-life situations, making the language they learn more memorable and easier to use. Literature also exposes students to the cultural aspects of the language, allowing them to gain a deeper understanding of the target language and its native speakers. In addition, the use of literature in language classes helps students develop their critical thinking skills, as they analyse and interpret the texts they read. Moreover, literature provides

students with authentic language input, which is crucial for language development. Authentic texts contain natural language patterns, expressions, and colloquialisms that cannot be found in textbooks. This type of input helps students develop their receptive language skills and aids in their ability to understand and use the target language in real-life situations. Finally, it is important to note that teaching language skills through literature does not mean that only literature should be used in the language classroom. Instead, literature should be used as a supplement to traditional language teaching methods, providing students with a rich and varied language experience. By combining traditional methods with literature, teachers can create a well-rounded language learning experience that prepares students to use their language skills in a variety of real-life contexts.

In summary, teaching language skills through literature offers many benefits to language learners, including cultural exposure and development of critical thinking skills. This study utilized a qualitative interpretive descriptive design, using content analysis and interpretation as the data analysis tool. The aim of the research was to evaluate three Moroccan English language teaching (EFL) textbooks and assess the extent to which they incorporate literature and the benefits of doing so. The methodology involved analyzing the course books to determine the proportion of literature used in each unit and the distribution of language elements within the literary works. The interpretive qualitative approach was used to interpret and analyze the results while considering the limitations of qualitative research. The research question focused on the extent of literature included in the textbooks and the aim of using literary texts. In the following chapter, the findings will be presented, using a descriptive analysis methodology, focusing on the themes and units presented in the textbooks. The objective is to understand the importance of literature in enhancing the English language abilities of students.

The aim of this research was to assess the level of literary texts included in EFL course books for second-year baccalaureate students in public schools in Morocco. After examining three textbooks, it was found that the use of literary texts was extremely low, with only 7 of all units incorporating literary texts. Furthermore, out of the total 463 pages across all three textbooks, only seven pages contained literary texts, while the majority of pages focused on communicative speeches and other educational texts.

The distribution of literary genres in the three textbooks revealed that novels, short stories, and plays are rarely used in the curriculum. Poems were used in a few instances, but other genres such as descriptive essays, narrative texts, and introductory paragraphs were highly exploited throughout the textbooks.

These findings suggest that the current EFL textbooks for baccalaureate students in public schools in Morocco do not prioritize the use of literary texts in language teaching. The textbooks mainly rely on other educational texts to deliver language skills and knowledge to the students. This approach may limit students' exposure to the literary texts and hinder their ability to appreciate and analyze literary works in English.

It is recommended that future textbook revisions incorporate more literary texts to foster students' literary skills and encourage them to learn values through literature. The use of literary texts can enhance students' language proficiency, promote their critical thinking and creativity, and develop their cultural awareness. Moreover, teachers should be trained to integrate literary texts into their teaching practices effectively. This study contributes to the ongoing efforts to improve the quality of EFL education in Morocco by highlighting the need to prioritize literary texts in language teaching.

The objective of the study was to investigate the presence and purpose of literary texts in Moroccan EFL course books. The findings indicated that the usage of literary texts in these course books was minimal, with a mere 7 of the units across all three books integrating literature into their activities. Among the three course books analyzed, Course book 2 had the highest number of literary usages at 6 literary texts amongst 7, while Course book 1 and Course book 3 had very limited incorporation of literary texts in their activities.

The use of literary texts in language teaching can promote critical thinking, simplify learning of language skills, and enhance fluency in the target language. Poems can be used to enrich vocabulary, as they contain words that are not commonly found in ELT classroom texts. Furthermore, the narration of a poem can improve students' articulation proficiency of various phonemes, thereby enhancing their phonemic awareness. Poetry also serves as a model of language and can be utilized to develop language skills in listening, speaking, reading, and writing. It represents an authentic tool that can be used to enhance reading receptive skills, such

as interpreting and summarizing. Additionally, literary texts can serve as a means to develop students' writing abilities by having them rephrase or translate the stories.

The analysis of the use of literature in each course book showed that course book 1 hardly used any literary texts, with only one poem used in all ten units. In contrast, course book 2 used poems in most of its units to introduce students to poetry, with a focus on topics that promote citizenship and sustainable development. The other units used informative essays, biographies, narrative texts, quotes, book reviews, personal real-life stories, letters, and descriptive texts, in addition to the poems. Course book 3, on the other hand, did not use any literary texts in any of its ten units.

The findings of the study suggest that the use of literature in English language teaching in Moroccan EFL course books is not as prevalent as expected. Further research is needed to determine why literature is not being used more extensively and to explore alternative teaching methods that effectively incorporate literature into the curriculum.

VI. SUGGESTIONS AND RECOMMENDATIONS

This research can help teachers improve their teaching techniques in several ways. The following sections provide a detailed analysis of multiple potential areas of research that could further contribute to our understanding of the use of literary texts in Moroccan upper secondary schools.

Suggestions

- **Better Understanding of Student Needs:** By exploring the challenges and obstacles faced by students and teachers in using literary texts in the classroom, teachers can gain a deeper understanding of their students' needs and learning styles. This can help them tailor their teaching techniques to better meet the needs of their students and improve student engagement and learning outcomes.
- **Development of Critical Thinking Skills:** Literary texts have the potential to promote critical thinking skills and cultural awareness among students. Teachers who are familiar with this potential can use literary texts in their lessons to help students develop these important skills, leading to a deeper and more meaningful learning experience.
- **Enhanced Writing Abilities and Language Skills:** Literary texts can also be used to help students develop their writing abilities and language skills. Teachers can use this to their advantage by incorporating writing activities and language exercises based on literary texts into their lessons, which can lead to a more well-rounded and engaging learning experience for their students.
- **Integration of Technology and Multimedia Resources:** The use of technology and multimedia resources can enhance the teaching and learning of literary texts. Teachers who understand this can use technology in their lessons to make literary texts more engaging and interactive, which can help improve student learning outcomes.

- **Cultural Awareness and Understanding:** The use of literary texts can also promote cultural awareness and understanding among students. Teachers who are familiar with this can use literary texts to promote cultural understanding and appreciation among their students, leading to a more well-rounded education.

Recommendations for further research:

1. **Implementation of Literary Texts in Moroccan Upper Secondary Schools:** Explore the challenges and obstacles encountered by teachers and students when using literary texts in the classroom, as well as best practices for implementation and the impact on student learning and engagement.
2. **Comparative Study of Literary Texts in Morocco and Other Countries:** Compare the use of literary texts in Morocco and other countries, exploring similarities, differences, and factors that contribute to these differences.
3. **Role of Literary Texts in Promoting Critical Thinking and Cultural Awareness:** Investigate the ways in which literary texts can promote critical thinking skills and cultural awareness among Moroccan students.
4. **Impact of Literary Texts on Writing Abilities and Language Skills:** Study the impact of literary texts on students' writing abilities and language skills.
5. **Role of Technology and Multimedia Resources in Enhancing Literary Texts in Classrooms:** Examine the role of technology and multimedia resources in enhancing the teaching and learning of literary texts in Moroccan upper secondary schools.
6. **Influence of Cultural and Linguistic Diversity on the Use of Literary Texts:** Explore the influence of cultural and linguistic diversity on the use of literary texts in Moroccan upper secondary schools and its impact on student learning and engagement.
7. **Relationship between the Use of Literary Texts and Academic Achievement and Motivation:** Investigate the relationship between the use of literary texts and students' academic achievement and motivation.
8. **Teacher Training and Professional Development:** Evaluate the effectiveness of teacher training and professional development programs for

using literary texts in the classroom.

9. **Student Perspectives on the Use of Literary Texts:** Study students' perspectives on the use of literary texts in the classroom.
10. **Evaluation of Literary Texts:** Critically evaluate the literary texts used in Moroccan upper secondary schools and explore alternative texts that could be used to improve the quality and diversity of literary instruction.
11. **Use of Literary Texts in Cross-Curricular Instruction:** Explore the use of literary texts in cross-curricular instruction to support learning in other subjects.

Overall, the study can provide teachers with valuable insights and ideas for improving their teaching techniques. By incorporating the best practices and recommendations from this research into their teaching practices, teachers can help their students achieve a deeper and more meaningful learning experience.

"The use of literary texts in Moroccan upper secondary schools" is a valuable area of research with numerous implications for improving education. The study of this topic has provided insights into the current state of the use of literary texts in classrooms, including challenges and opportunities. However, further research is needed to enhance our understanding of this important topic. Areas for future research include the implementation of literary texts in the classroom, comparative studies with other countries, the role of literary texts in promoting critical thinking and cultural awareness, the impact of literary texts on writing abilities and language skills, the role of technology and multimedia resources, the influence of cultural and linguistic diversity, and the relationship between the use of literary texts and academic achievement and motivation. By exploring these areas, future research can significantly contribute to improving education in Morocco. This chapter aims to inspire new research and initiatives to promote the use of literary texts in the classroom, leading to enhanced student learning and engagement.

In conclusion, the study of "the use of literary texts in Moroccan upper secondary schools" is an important and ongoing area of research with the potential to greatly enhance education in Morocco.

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APPENDIX

APPENDIX A. Literary Texts Used in Textbooks

APPENDIX A. Literary Texts Used In Textbooks

This unit will enable you to

- ☞ review and expand vocabulary related to different forms of education.
- ☞ listen to an interview with the Chairman of the UNESCO about illiteracy.
- ☞ review and learn ways of expressing purpose.
- ☞ interpret graphs about illiteracy in Morocco.
- ☞ read a success story about a woman who has combated illiteracy.
- ☞ learn about the structure and use of the past perfect.
- ☞ learn about and practise using a reading comprehension method (SQ4R).
- ☞ explore literacy/illiteracy status in the U.S.A. and England.

Illiteracy Among Those 15 Years of Age and Over

POEM

*What a wonderful day we've had,
You have learned something,
and I have learned something.
Too bad we didn't learn it sooner.
We could have gone to the movies instead.*

(Baki Barokomous, 1964, a fictional character on the sitcom Perfect Strangers)
www.mcswilliams.com/books/quotes/qf-1.htm

This unit will enable you to

- ☞ enlarge your vocabulary on humour.
- ☞ listen to an artist talking about the qualities of comedians.
- ☞ pick up methods of asking for clarification and ways of expressing a request.
- ☞ take notes and summarise a text about the benefits of humour.
- ☞ review and practise using modals.
- ☞ write a story about a funny incident.
- ☞ improve your skill to learn vocabulary.
- ☞ learn details about two famous Anglo-Saxon humorists.
- ☞ work out an e-magazine.

POEM

*If we can laugh, our heart-aches disappear!
Our minds become freed of tensions and stress;
If we make others laugh, they lose their fear,
And become dear.
Humour is good for both the young and old;
Humour can turn a foe into a friend.
Humour can help us forget our woes.
Humour can bring an early end to grief.*

Dr John Celes (1957 -)

foe = enemy
woes = sadness, grief

www.poemsabout.com/laughter (July 2007)

Unit 3

Gifts of Youth

Introduction to the theme of the unit

A. Read the poem and do the activities that follow.

I am ... What I dream

I am ... an athlete
I wonder ... if I'll be a star
I hear ... that I will
I want ... to be a team captain
I am ... small
I pretend ... I scored the winning goal
I feel ... the glory
I touch ... the ball
I worry ... because I see a guy
two times bigger than me
I am ... scared
I understand ... that I have to score
I say ... "I can do it!"
I dream ... of that goal
I try ... to shoot
I hope ... I can score
I am ... the captain

Unit 8

Brain Drain

This unit will enable you to

- learn and expand vocabulary about brain drain.
- listen to an interview with an African scientist.
- express regret.
- survey, skim, transfer information and read for cause and effect.
- learn and use restrictive and non-restrictive clauses.
- write an argumentative essay.
- learn how to prepare for the exam.
- learn about immigrants' cultural reactions.
- Conduct a survey.

POEM
My Brain

My brain not gone but stained,
My brain as small as a grain,
My brain reminds me of the pain,
Oh what pain!
I wish I could flush it down the drain,
My brain a thing I can't explain,
My brain a vacuum so big I just can't explain,
My brain something that can be found in the drain,
My brain, I guess I can't complain...

*Stained = coloured
Flush it = make it clean*

Sarah Moltz (1980 -)
www.poemhunter.com (February 2007)

Unit 9

ADVANCES IN SCIENCE AND TECHNOLOGY

This unit will enable you to

- review and expand vocabulary related to science and technology.
- listen to a poem about modern life.
- review and learn ways of expressing certainty and uncertainty.
- read a text about biotechnology.
- review and study ways of expressing wishes.
- review and learn about the structure and use of conditional type 1.
- learn and practise how to write an expository essay.
- learn about different ways of taking notes.
- explore digital culture and how it shapes our everyday life.

POEM
The Gift And The Curse Of Technology

Hour after hour..... day after day.....
You find yourself..... unable to stay away.....
From the gift and the curse of technology.....
Our computer..... our cell phone.....
Are just two examples of.....
The gift and the curse of technology..... S F F S

Trade Martin
www.poemhunter.com (June 2007)

CITIZENSHIP

- peace
- world wide contribution
- clean environment
- Citizenship

This unit will enable you to

- review and expand vocabulary related to citizenship.
- listen to a song on citizenship by Ben Harper.
- review and learn ways of asking for and giving advice.
- read a text about an active citizenship project.
- learn how to report statements, questions and commands in the present and the past.
- learn and practise how to fill in an application form.
- learn about study groups and how to form one.
- explore British culture and practise doing a citizenship test.



POEM

I Am A Citizen Of The World

I am a citizen of the world
and my home is my abode:
Rivers, lakes and valleys
are my sources of life;
Trees, birds and mountains
are my pride!
I am a citizen of the world
and my home is my abode:
Seas, fishes and oceans

are my sources of hope;
Shorelines, rocks and beaches
are my clichés!
I am a citizen of the world
and my peace is your company;
My children, relatives and friends
are my sources of strength;
I am a citizen of mankind
and the whole world is my abode.

abode = home; domicile; residence...

Gil Grignolo Sr (1961)
www.povindia.com (June 2007)

This unit will enable you to

- broaden your lexical repertory about values across the world.
- listen to a mini-lecture on culture shock.
- acquire expressions of defining, apologising and complaining.
- browse texts, compare and contrast values in different countries.
- study phrasal verbs.
- write an informal letter.
- explore ways of keeping records.
- learn about cultural similarities and differences across the world.
- Prepare a PowerPoint presentation.



POEM

What do you value, what do you treasure?
What do you use as your ethical measure?
What tops the list of your values agenda:
Tolerance, brotherhood, or xenophobia?
What criteria shape your vision:
Democracy, respect or exclusion?
(anonymous)

xenophobia = fear of people from other countries

RESUME

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Education:

2014-2017 Ibn Zohr University-English Language and Literature Department

2020-2023 İstanbul Aydın University-Master's degree, English Language and Literature Department

Work Experience:

Pharma-Turc, Pharmaceutical warehouse / sales expert

May 2022-present, Istanbul-Turkey

OWO Academy/ student Advisor

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Dental and Esthetic Clinics /Freelance translator and sales expert

December 2021, Present, Istanbul-Turkey

International Organization for Migration, IOM / Numerator

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Al Fahad group trading, logistics, and tourism / Senior sales expert

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GÜVENİŞ ELEKTRİK ELEKTRONİK / International trading and communications, Translator

August 2018 - January 2019, Istanbul-Turkey

VIP BRANDS / Translator

June 2019 - February 2020, Istanbul-Turkey

NAJAH INSTITUT/ English teacher

September 2017 - June 2018, Morocco

Languages:

-Arabic: Native language

-French: Advanced

-Turkish: Advanced

-English: Advanced

-German: Intermediate

Skills:

-Communication, Teamwork, Problem Solving, Flexibility, Creativity

- Computer skills (Microsoft Office) and others