

BUILDING TEACHERS' POSITIVE PERSPECTIVE TOWARDS THE ROLE OF LITERATURE IN ELT FOR CHARACTER BUILDING

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In English classrooms, teachers tend to teach language rather than literature. It is a fact that English teachers have to present both language and literature. It is also a reality that so far literature gets small portion in language education curriculum as depicted by Moody (1971). This tiny portion should challenge the teachers to teach literary work. In fact, most of them avoid teaching it due to their lack of literature knowledge. They assumed that literature is a subject of recitation in which students get enjoyment merely; besides, the subject cannot contribute to language enrichment. These assumptions are irrelevant to Moody's statement that literature is very vital to teach since it is able to enrich students' culture, personal involvement, and language skills. Culturally and personally involvement, literature does not only help the students develop cultural understanding of other cultures, but also develop their personality and tolerance. Indonesia has altered English curriculum for all levels of education. The previous curricula had become literature less popular as the functional use of language was focused. By re-assessing the importance of it, literature in terms of kinds of genre provides the students with abundant elements of language and so do language skills that can be explored from literary works. Genres of literary works facilitate them to practice the four language skills. The teaching of literature can be meaningful if it is presented side by side with the teaching of language. These rich insights have decorated many reference books with the glow of ornaments and have theoretically been antique things to collect. Many experts have confronted and criticized the existence and role of literature in ELT without significant solutions. They often highlighted traditional cases such as lack of facility and literary works as the causes of literature is being avoided by teachers to teach. Many have failed to attract teachers to teach literature aesthetically in classrooms though the established theories have often been put forward. This paper elaborates the role of literature in ELT in order that teachers eventually have positive perspective on it and initiate to teach literature side by side with language. Specifically, the literature's role is discussed under the followings: (1) shifting the old paradigm: structuralism approach, (2) building learning orientation by stimulating cognitive, affective, and psychomotor aspects for character building, and (3) introducing the model of literature teaching where language and literature are intertwined to develop language skills and literary appreciation.

Key words: teachers' perspective, literature, ELT, character building, literacy-based culture

Introduction

It goes without saying that teachers tend to teach language rather than literature in English classrooms. It is a fact that English teachers have to present both language and literature. It is also a reality that so far literature gets small portion in language education curriculum as depicted by Moody (1971). This tiny portion should challenge the teachers to teach literary work. In fact, most of

them avoid teaching it due to their lack of literature knowledge. They assumed that literature is a subject of recitation in which students get enjoyment merely; besides, the subject cannot contribute to language enrichment. These assumptions are irrelevant to Moody's statement that literature is very vital to teach since it is able to enrich students' culture, personal involvement, and language skills. Culturally and personally involvement, literature does not only help the students develop cultural understanding of other cultures, but also develop their personality and tolerance. Meanwhile, literature can develop their language skills.

Language represents a medium for literature. By language, literature is established; on the other hand, literature enriches student's language skills. Previous researchers have investigated the relationship between language and literature. Nevertheless, the fact that literature is able to promote language skills is still confronted. Charter and Long (1991:2) insist the following:

It is sometimes argued that a justification for the teaching of literature is its value in promoting language development. This is taken by some teachers to mean that literature can be an instrument for use in connection with the teaching of specific vocabulary or structures or for language manipulation.

The insistence indicates that even though the existence of literature in language classrooms is suspected to be having no contribution to students' language skills, some teachers use literature as an instrument to teach language elements.

On the contrary, as a basic component and source of authentic texts, literature's role is also criticized among language educators. Hismanoglu (2005:53) cites:

Among language educators, there has been a hot debate as to how, when, where, and why literature should be incorporated in ESL/EFL curriculum. Vigorous discussion about how literature and ESL/EFL instruction can work together and interact for the benefit of students and teachers has lead to the flourishing of interesting ideas, learning, and improved instruction for all.

Genres of literature in the current curriculum decorates the textbooks as reading materials for the students of all levels of education though their existence covers only around 10 percents. Unfortunately, poems and short stories in terms of modern stories, fables or legends were conventionally presented. This condition established a negative perspective of teachers toward literature roles that its portion is too small to develop students' language skills and its function as an enjoyment reading material to entertain. In other words, there is a gap between the existed curriculum and its learning objectives towards the role of literature in ELT.

Indonesia has altered English curriculum for all levels of education. The previous curricula had become literature less popular as the functional use of language was focused. The role of literature in the ELT classrooms must be reviewed and re-assessed as now literary works are viewed as it provides rich linguistic input, effective stimuli for expression, and motivation. According to British Council (2009) literature must be re-assessed. Literature in terms of kinds of genre provides the students with abundant elements of language and so do language skills that can be explored from the literary works (<http://www.teachingenglish.org.uk/transform/teachers/specialist-areas/teaching-literature>). Genres of literary works facilitate them to practice the four language skills. Consequently, the teaching of literature can be meaningful if it is presented side by side with the teaching of language. In other words, there must no black box between language and literature to weaken the fact that literature can develop language skills and there is no dichotomy between them (Carter and Long, 1991; Nurgiyantoro, 1995; Alwasilah, 2001).

These rich insights have decorated many reference books with the glow of ornaments and have theoretically been antique things to collect. Many experts have confronted and criticized the existence and role of literature in ELT without significant solutions. They often highlighted traditional cases such as lack of facility and literary works as the causes of literature is being avoided by teachers to teach. Many have failed to attract teachers to teach literature aesthetically in classrooms though the established theories have often been put forward.

This study opens the eyes of English teachers and student teachers that the treatment to literature in ELT must be reformed. Literature with its small portion in ELT must play its important role as correctly and aesthetically as possible by shifting the old paradigm that applied structuralism approach to the new insight of forming good personality and behavior of students and so do their language skills. The new paradigm is the application of the collaboration between reader response strategy and visual symbol responses. Beach (1993:15) insists that reader response strategy emerges in the surface as a tough reaction to New Criticism which is text-oriented and focused on structuralism. The popularity of reader response strategy as an approach or method of literature teaching in Hong's point of view is "a result of a revaluation and reclaiming of sorts." (1997). In 70s and 80s, the theories of natural literature reading attracted academic people as it focused on the role of reader and they tried to answer posed questions around the role of reader and the process of reading literary works. The emerging of this strategy is caused by reader's dissatisfaction in appreciating the works structurally.

This research-based paper elaborates the role of literature in ELT in order that teacherseventually have positive perspective on it and initiate to teach literature side by side with language. Specifically, the literature's role is discussed under the followings: (1) shifting the old paradigm: structuralism approach, (2) building learning orientation by stimulating cognitive, affective, and psychomotor aspects, and (3) introducing the model of literature teaching where language and literature are intertwined to develop language skills and literary appreciation. This elaboration will also be based on some recent investigations conducted by the writer, some graduate and undergraduate school students.

Method

This paper is written based on the development research method since 2001. Qualitatively, the research has focused on what is really happening in literature instruction in EFL classrooms. The sample was the lecturers and the students of English education of UPI Bandung. Quantitatively, the research studied about the effectiveness of verbal and nonverbal responses in the teaching of literature to develop students' writing skill in 2005. Through a classroom action research and quasi-experiment conducted at English education study program Sriwijaya University, the collaboration between reader response strategy and visual symbol response to develop literary appreciation and language skills in 2007 up to 2008 was investigated to contribute to a teaching that develops students' cognitive, affective, and psychomotor aspects simultaneously. By the development research and perpetual dissemination in scientific meetings (conference, seminar, even discussion in the classrooms), the role of literature in ELT initiates to be in touch with the teachers and students' perspective. Consequently, the sequence of previous investigations comes to an end that teachers must ultimately have positive perspective toward the role of literature in ELT since the data for the recent inquiry were obtained through long term observations and questionnaire.

Findings and Discussion

Having conducted research and development for years, this paper highlights the teaching of literature in English learning context in Indonesia in order to answer the single question: How can positive perspective of teachers towards the role of literature in ELT be able to establish in terms of character building?

Shifting the Old Paradigm: Structuralism Approach

English textbooks in Indonesia based on the new curriculum, provide with genres of literature such as poems and stories in terms of local literature. So far many teachers strived to avoid teaching it by shifting to the next topic. Similarly, literature instruction for English as a Foreign Language (EFL) was neglected in English Department (Zughoul, 1986; Rosenblatt. 1991). It was assumed that literature cannot contribute to language skills development. Some teachers presented the literary works by asking students to read, to summarize, and to retell. Rudy (2000:2) observed that the teachers only asked the students to read, to answer available questions, and to conclude the story or to retell it. In line with it, in most literature classrooms students are provided with questions to identify the characters, setting, plot, or theme to check whether the story has been read (Beach and Marshall, 1991:219).

The curriculum stated that literature must be presented in the classrooms. Unluckily, it is presented in conventional way due to the lack of literature knowledge and the strategy of teaching (Alwasilah, 1994; Mansour, 1999; Wei, 1999). The teaching of literature is under the structuralism approach in which intrinsic and extrinsic aspects are put forward. Under the old paradigm, students are asked to identify those aspects merely. Such teaching creates a boring situation where students met uncomfortable treatment since they were high school students. This kind of teaching places literature as an unpopular subject to learn (Alwasilah, 2000)

Under the old paradigm, literary works were read by applying *effere*nt reading. According to Rosenblatt (1990) such reading does not contribute to explore the content and the meaning nuance in-depth. In *effere*nt reading, students find it difficult to fully understand the content of a story. The students cannot catch it up since they only identify what are in the text. Based on the questionnaire distributed to 100 students of English education study program, 93% explained that the teacher asked them to summarize and retell the literary works and 8% stated that they were asked to identify the intrinsic and extrinsic aspects. None of the students enjoyed the activity, even they wrote, "I get bored of reading the story. I hate to identify the characters." This finding is similar to the students' criticism towards a literature test about *Hamlet* (Purve, et al.,1990). One student criticized that the teacher has killed *Hamlet* and he offered his blood. It is the analogy for literature test that only focused on the language function by asking questions as: What is meant by this word? What does this word refer to? Such questions blunt the students' cognitive and affective domains.

Meanwhile, to respondsimilar question posed above, forty urban and rural area teachers from all levels of education involved in this study confessed that they taught literary works by asking students to summarize or to retell the works. Five of them instructed the students to identify the characters, characterizations, plot, and setting. Such kind of teaching is also argued by Beach and Marshall (1991:219) that in most literature classrooms, students are provided with questions to identify characters, setting, or theme to determine whether the students have read and understood the story read.

Building Learning Orientation by Stimulating Cognitive, Affective, and Psychomotor Aspects for Character Building

The aim of literature teaching is to sharpen students' morality. Literature teaching so far only sharpened cognitive aspect, not both affective and psychomotor ones. It emphasized on *effere*nt perspective and the appreciation focused on identifying the intrinsic and extrinsic values. Rosenblatt (1978:22-47) insists, "To teach literature correctly is to emphasize the aesthetic stance and to de-emphasize the *effere*nt." By applying reader response strategy and symbol visual response, the correct literature teaching to build learning orientation can be achieved. The followings are a set of guiding questions which were developed through an R&D study in 2007 to stimulate cognitive, affective, and psychomotor aspects (Rudy, 2007).

f. What do you think of the character of the story? Is he/she good or bad? Do you like or dislike? Explain your choice.
g. Where does the story happen? Do you like or dislike the setting? Why?
h. Does the story tell about good things? Explain!
i. Is the story reasonable? Is the style of the story communicative of figurative? Explain!
j. What event in the story do you think is very important? Why?
f. Can you feel what is felt by the character? What does he/she feel?
g. Would you do the same thing if you were the character? Explain it.
h. Can you imagine what happens? Explain it.
i. Why is the character forbidden to do something?
j. A character is extremely hated by someone but he/she keeps patient and obeys. What do you think of the character's action?
k. Do you agree or disagree of the bad action done by anyone to the character? Why?
l. In your point of view, what does the story talk about?
m. Choose one important and interesting word according to you, then explain it. Why do you choose it?
n. Do you have the same experience with the character? Your brother? Parents? Neighbor? Friend?
o. Have you ever read book or watched film which is similar to the story read? Tell the story and connect it.
p. Can you connect this story to social life? Culture? Religion? How do you connect it?
q. What do you think of the story, is it interesting? Explain!
r. Is the story valuable? What values do you get from reading the story?
s. What do you think of the author? Explain!
t. Draw a picture that describes about the character or the setting and color it.
u. Make a socio-gram to identify the relationship among characters.
v. Act out a tableaux, pantomime, dances to promote psychomotor aspect.

The guiding questions were established by Rudy (2005) from the theory of reader response strategy posed by Beach and Marshall (1990). Such strategy of teaching contributed to sharpen cognitive aspect (describing, conceiving, explaining, and interpreting) as well as affective (engaging,

connecting, and judging) and psychomotor aspects (act out pantomime, tableaux, and dance). This strategy falsified the underlying assumptions that literature was merely a recitation subject, that it could not develop students' language skills, and that it only sharpened students' brain intelligence. It was strengthened by a research conducted by Rudy (2005) that the collaboration between reader response strategy and visual symbol response was able to promote primary school students' critical thinking and writing skill. The quasi-experiment design proved that the collaboration response was effective to develop students' writing skill. It was also expected that such kind of response was able to improve the students' moral since they qualitatively responded short stories that contained moral messages. The indicators of improving their moral were built by describing the character's action, conceiving and explaining the character, interpreting what had been done, engaging their feeling, imagination, and thought to the character's feeling, connecting their own experience, other film and story book to the character, and judging the author, the story line, and values by reading the story. The following is one sample of appreciating a short story entitled, "God Sees the Truth, but Waits."

*LITERARY APPRECIATION
(GOD SEES THE TRUTH, BUT WAITS)
NAME : FITRIA APRILIA (56081001015)
CLASS : VA
FKIP UNSRI KAMPUS PALEMBANG*

1. *Describing Response.*

- a. *In this story, there were some characters. But, there was only one character named Ivan Dimitrich Aksionov as the main character. Actually, he was a good man. He wanted to find a job for his family. I can say that i like his character, but i think that he was a little easy to give up with a problem. He was kind-hearted actually. He was handsome and he did love his family, but unfortunately, he was unlucky. He was the protagonist character in this story.
The antagonist character in this story was Makar Semyonich. He was a bad man. I can say that he was not a responsible person. He did the mistake of killing someone, but he did not want to admit it. He liked to see someone suffered because of him. He liked to slander other persons and he was full of tricks. He was not a good example for other persons, but finally, he could realize his mistake and admit it, eventhough it was too late.*
- b. *The story happened in the town of Vladimir. The setting was in some places, started from that town and Nizhny Fair, a place where he wanted to find a job and some other places, like the inn, Siberia and the prison where he kept. The times were in the morning, dawn, at night and it was in the summer.
I can say that i like the setting, because it was really described the situations there, so that we can imagine the characters' activities there. Generally, this story told us a good thing. It told us to be a responsible person and never gave up when we faced some problems. We needed to be sure that God never slept and will always help us.*
- c. *In my point of view, this story was reasonable and acceptable. The way how the writer explained us about the story was very clear. It was communicative, because when i read the story, it was very interesting and made me felt involved at that story.
The event that i like in this story was when Makar Semyonich admitted his mistake, because he realized his mistake, but unfortunately, it was too late.*

2. *Interpreting*

This touchy story told about someone who was very kind-hearted and has a high patience. Ivan Dimitrich Aksionov was the one who suffered in the prison for someone's mistake. He didn't have any chance to tell everything and no one believe him. Without money in his hand, he had

nothing that he could do. Eventhough at the end of the story, it was prooven that he wasn't guilty and he was slandered by Makar Semyonich. He didn't want to take a revenge with Makar. Before he left the prison, he had passed away.

"God will forgive you", these meaningful words were very touchy. I think that, even I, my self, it's hard for me to say those words with other persons who have ever done their mistakes to me. Therefore, i do appreciate those words. I was surprised that in this story, Aksionov told those words for Makar, the one who has blamed him and made him suffered for 26 years in the prison.

3. *Conceiving*

Well, in my perspective, no one will agree with the action that has been done by Makar. He did something bad and didn't have any bravery to admit his mistake. He blamed on someone who was innocence and has no connection or relation at all with him. He was lucky because he didn't have to suffer for 26 years, but Aksionov had to face that. He has done a very bad action that could make another persons suffered.

The good action that has been done by the protagonist character was very touchy and made us dropping our tears. How he faced the day that full of something bad, how he suffered for 26 years but it was not his mistake. I do appreciate and respect him for his patience in facing his problem.

4. *Explaining*

The protagonist character did the action because he was very kind-hearted and has a high patience and wise in facing everything that come to him. That's why he sacrificed his whole life for 26 years eventhough that was not for his mistake.

In contrast, the antagonist character did the action for hidding himself. He didn't want to admit his mistake of killing someone. He was selfish and just thought about himself without thingking of other's feeling. He wanted to be free from the punishment and blamed on another to safe him self and it was terribly bad.

5. *Engaging*

a. Of course, as a human being that has a feeling, i can feel what was felt by the main character. He felt that he was a victim of someone's mistake. He felt sad and disappointed, eventhough he didn't have any revenge in his heart. I can imagine his condition where he had to be suffered for something that he didn't do. He had to be in the prison and just could pray to the God to help him one day.

b. Well, if i were the character, i'll not do the same thing, because basicly, i'm not a patient person. Maybe, i'll try to keep on fighting and struggling in order to prove that i'm not guilty. In contrast, the character looked so patience and he did believe that God will help him and prove that he was not the murderer and he was a kind person.

6. *Connecting*

a. Luckily, my relatives and I never have such kind of that experience. I couldn't imagine if my relatives or I got such kind of that experience, but at least, i can feel and i can imagine what the character felt. How suffered he was in the prison and not for his mistake.

b. Actually, i don't really like to read a book, so, i haven't read a book which has the same story as this story. One thing that i could tell is about a film that i have ever watched in the television. The story was a little bit the same, but the end of the story was a bit different. In the story that i have ever watched, the main character could go safely from the prison and still alive, unlike the character in this story who passed away before he could go out from the jail.

c. Well, i'll try to connect this story to our religion. In Islam, we may noy slander someone, moreover make him/her suffer because of us. We'll get many sins because of that. There are some "ayat" from Al-Qur'an that prohibit us to slander someone else:

الْعِقَابِ شَدِيدُ اللَّهِ أَنْ وَأَعْلَمُوا خَاصَّةً مِنْكُمْ ظَلَمُوا الَّذِينَ تُصِيبَنَّ لَا فِتْنَةً وَأَتَّقُوا

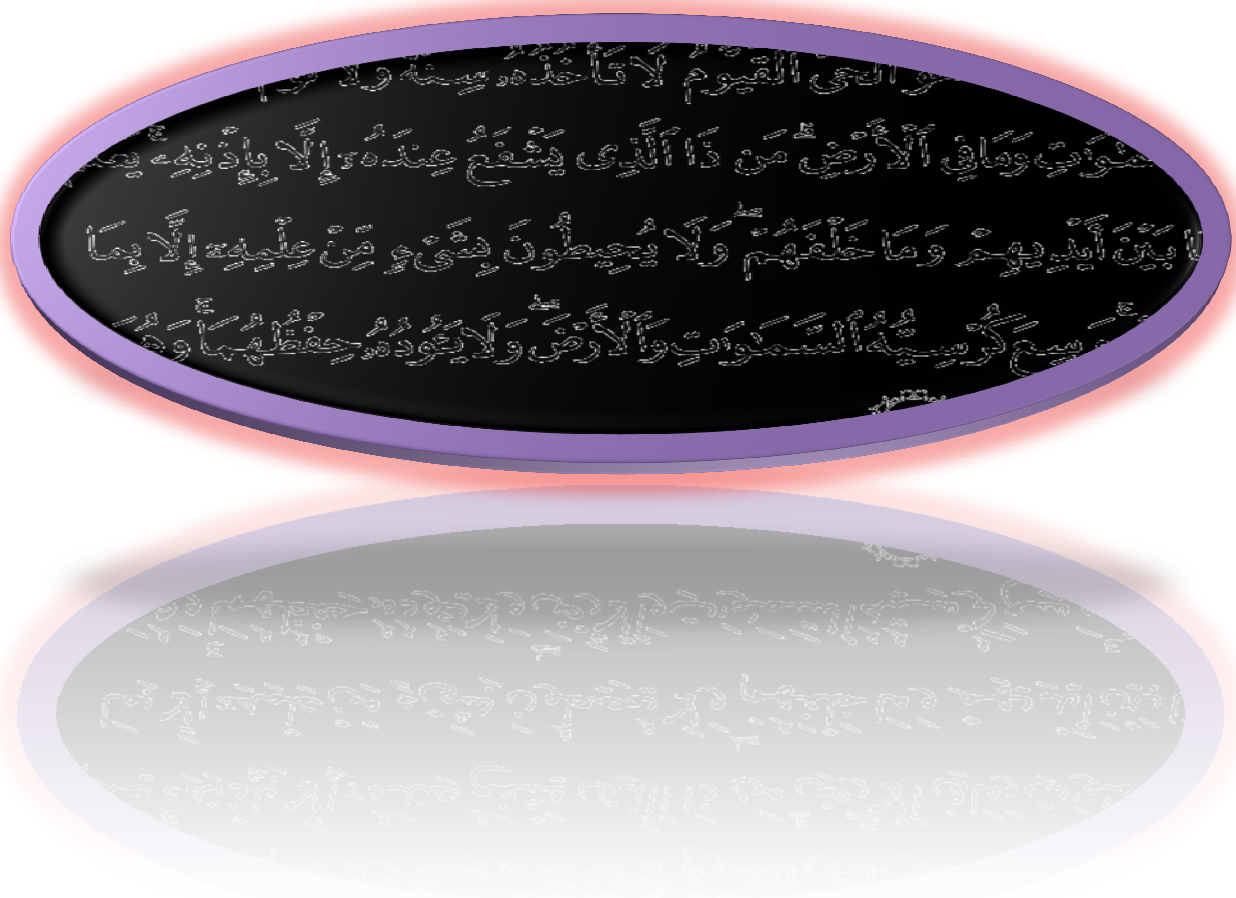
"Berhati-hatilah kalian dari suatu 'fitnah' yang tidak hanya menimpa orang-orang yang zalim di antara kalian saja. Dan ketahuilah, sesungguhnya Allah maha keras hukuman-Nya." (QS. al-Anfaal: 25)

Ibnu Jarir ath-Thabari rahimahullah:

يختبركم الله من اختباراً يقول، "فتنة" المؤمنون أيها، "اتقوا" ويرسوله به للمؤمنين ذكره تعالى يقول، فعله لهم ليس ما فعلوا الذين وهم، "ظلموا الذين" ذرتموهاح التي الفتنة هذه، "تصيبين لا" يبتليكم وبلاء، مأثماً يأتوا أو، معصية له يركبوا أن ثناؤه جل يحذرهم. ركبوها الله وبين بينهم وذنوب، أصابوها إجرام إما عقوبة منه بذلك يستحقون

"Allah ta'ala dzikruhu menyatakan kepada orang-orang yang beriman kepada-Nya dan kepada rasul-Nya: Hati-hatilah kalian, wahai orang-orang yang beriman, akan suatu fitnah. Maksudnya adalah suatu cobaan dari Allah untuk menguji kalian dan datangnya musibah yang menjadi cobaan untuk kalian. Yang itu tidaklah menimpa –maksudnya adalah fitnah yang diperingatkan kepada kalian-khusus kepada orang-orang yang zalim. Yang dimaksud dengan orang zalim adalah orang-orang yang melakukan sesuatu yang tidak boleh mereka lakukan, baik dengan bentuk melakukan kejahatan, atau dengan berbuat kemaksiatan antara diri mereka dengan Allah. Allah jalla tsana'uhu memperingatkan mereka agar tidak tenggelam dalam kedurhakaan kepada-Nya atau melakukan dosa yang membuat mereka berhak untuk mendapatkan hukuman dari-Nya. (Jami' al-Bayan [13/473] asy-Syamilah)

And one thing that we have to keep in our mind that God never sleep and knows everything that happen to us. Based on ayat kursi (2:255):



"Allah, tidak ada yang benar disembah hanya Dia yang Hidup dan Maha Kaya, tidak pernah ditimpa mengantuk dan tidak pernah tidur, bagi-Nya sesuatu yang ada di langit dan di bumi, tidak ada yang boleh memberi syafaat kecuali dengan izin Nya. Dia maha mengetahui segala apa yang terjadi di hadapan mereka dan dibelakang mereka. Tidaklah mereka meliputi ilmunya sedikit jua kecuali yang dikehendaki Nya. Lebih luas kerusunya dari langit dan bumi. Tidak susah bagi Nya memelihara keduanya. Dia maha Tinggi dan maha Besar."

[Allah! There is no god but He, the Living, the Self-subsisting, Eternal. No slumber can seize Him nor sleep. His are all things in the heavens and on earth. Who is there can intercede in His presence except as He permitteth? He knoweth what (appeareth to His creatures as) Before or After or Behind them. Nor shall they compass aught of His knowledge except as He willeth. His Throne doth extend over the heavens and the earth, and He feeleth no fatigue in guarding and preserving them for He is the Most High, the Supreme (in glory).]

From the Law side, i think that our law in Indonesia still needs improvement in order to be strict and knows the right and the wrong sides. One of the Laws that control about murder is:

- *UNDANG UNDANG REPUBLIK INDONESIA UU NOMOR 1 TAHUN 2001 1 2001 about "Pelanggaran yang diancam Dipidana Dengan Pidana Mati (Pasal 5)".*

Well, because we have many rules that control everything for us from every sides of our life, we need to obey them in order to keep our life safely and peacefully.

7. Judging

- a. All right, in my point of view, it was an interesting and exciting story. When i read it, it could make me curious and wanted to know more about the end of the story. It was also based on the real life, i mean, at least the story was logical and commonly happened in our daily life.*
- b. This story was one of the stories which has a valuable thing for me. I got the moral value from this story after i read it until finished. From this story, i could be a better person, it showed that as a human being, we needed to be honest and has a high patience. Eventhough it's very hard for us to be like that. One thing that we should keep in mind "God knows who is right or wrong".*
- c. Leo Tolstoy, the author of this story, one of the creative authors for me. I like the way he wrote his story. The vocabularies that he used in this story were not really hard to comprehend. I'm sure he has a purpose in making the story. I can say that one of the purpose was to make the readers believe that God will always beside us.*

Intertwining Language and Literature: Introduction Literature Teaching Model

After acquainted with the new paradigm of literature teaching which often be put forward in seminar, conference, workshop, and in classrooms, the teachers under this study comment on the new insight of teaching literature. There are 100 teachers at last acknowledge the role of literature in ELT. Initially, they did not care of literature teaching, tried to dislike and got bored of it because it was either conventionally or monotonously presented. The followings are some of their comments.

1. *Honestly, I am a narrow-minded teacher. So far, I see the darkness and narrowness in thinking. And now I just realize that it took times for me to teach literary works under the old paradigm. Since I know the new paradigm of literary appreciation, I change my insight 180 degree. It is vivid that literature has significant role because it can be implemented in the teaching of language skills and language components. The most important things that*

literature shares moral values to the students and contribute to the development of cognitive, affective, and psychomotor aspects. (A teacher from rural area who is studying at Graduate School of PGRI University in Palembang).

2. When I know the new paradigm of literature teaching at the first time, I gradually begin to love it and want to learn it since it can facilitate me as a teacher my students to improve our cognitive, affective, and psychomotor aspects (A teacher from urban area)
3. The new paradigm of literature teaching brings the new insight to teach literature well. It is interesting to learn (A teacher from rural area).
4. After knowing the reader response strategy, I begin to like the teaching of literature. And I will use the strategy to make my students active and expressive in appreciating literary works (A teacher from urban area).
5. I just know the new paradigm from my literature lecturer. At the first sight, I like reader response strategy. I immediately apply the strategy to my students in junior high school and it is surprised that they like it (A teacher from rural area).

Conclusion

Though literature deserves a small portion solely in English language teaching, teachers have to maximize its role either to entertain or to facilitate the students to establish their language skills by shifting the old paradigm: structuralism approach, building learning orientation by stimulating cognitive, affective, and psychomotor aspects, and introducing the model of literature teaching where language and literature are intertwined to develop language skills and literary appreciation.

Experience, observation and research based findings enrich the perspective of teaching literature integrated in ELT. Further inquiries are recommended to conduct by focusing on a content analysis towards students' literary appreciation to improve writing skill and a case study on high school teachers' appreciation to their own local literature.

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