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Research Article

The Use of Literature in EFL Classes

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Abstract

There has been a lengthy debate among the ELT professionals and practitioners over the use of literature in English Language Teaching (ELT). Much of this debate centers around the legitimacy of literature as a vehicle through which a foreign language can be taught. This paper first elaborates on a brief history of the use of literature in ELT. Then, it elucidates the merits of the integration of literature in EFL classes. And finally, the author of the paper adds a new merit to the use of literature in ELT from a sociopolitical perspective in which the appropriateness of literature as an effective instrument to incorporate critical pedagogy into EFL classes is taken into account.

Keywords: Literature, EFL classes, ELT Professionals, Critical Pedagogy

1. A brief history of the use of literature in ELT

The interrelatedness of literature and language cannot be denied. From one hand, language constitutes literature and literature in turn represents one of the most frequent uses of language. On the other hand, Language and linguistic analysis can also be employed to access literature from the learner's point of view. Brumfit and Carter (1986) already emphasized the role of literature as "an ally of language". This technique is totally innovative, because literature has been a widely used teaching instrument in different language teaching methods. First of all, let us go over the changing role of literature in the tradition of second language teaching to end with an account of its current situation within the communicative approach.

During the grammar translation era, literature constituted the primary element of this method. Literary texts of the target language were selected, translated, and used as examples of good writing and "illustrations of the grammatical rules" (Duff & Maley, 1990, p. 3). The main goal of this teaching method was to focus on form, on learning the rules of grammar consciously and the lexical items as they appeared in the text. One should avoid to regard the purpose of this method as to focus on the literary content as the primary goal rather the formal properties of the language that were adhered to. In fact, culture study was restricted to

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literature and fine arts. After this method fell in disuse, literary texts also were ignored in teaching of second languages.

Believed to represent the old tradition and customs, literature was discredited as a tool by structural approaches to foreign language teaching. In a similar fashion, the functional-notional method ignored literature, since in this method the importance lies on communication and presenting authentic language samples. Literature was typically thought as having neither a communicative function nor to be an authentic example of language use. Nonetheless, in the last decade or so the interest in literature as one of the most valuable language teaching resources available has been revived to a great extent (Duff & Maley 1990, p. 3). This is in line with the new flows within the communicative approach that see in reading literature the perfect realization of their principles, namely developing communicative competence, which means teaching students to communicate in the second language and taking responsibility for real, authentic communicative situations. Literature reading is, no doubt, a communicative activity and literary texts are, who could nowadays deny such thing, authentic examples of language use. Accordingly, Brumfit and Carter (1986) and Lazar (1993), among many practitioners, discard the idea that exists a specific literary language and claim that the language used in literary texts is a common language with a high concentration of linguistic features like metaphors, similes, poetic lexis, unusual syntactic patterns, etc. (see Lazar 1993, p. 7 for a more detailed account of the characteristics of the literary use of language). These features are not specific to literature since they also recur in ordinary language use and also in nursery rhymes, proverbs or publicity slogans, just to cite a few examples. However, in literature these show a higher incidence. Nowadays literature plays a paramount role in ELT and different scholars in the field have highlighted this importance.

According to Lazar (1993), the value of literature of in many countries around the world, is highly recognized. Due to this fact, students of English may undergo a real sense of attainment in coping with literary materials in the classroom. If students have cognizance of literature in their native language, then studying some literature in the target language can provide an interesting and thought-provoking point of comparison. The same situation exists when students come from a culture with a rich oral tradition, where the body of written literature is fairly restricted. Requiring students to recite short stories from their own culture, for example, before getting them to read an authentic story in the target language on a similar theme, could be highly motivating. Literature exposes students to complex themes and fresh, unexpected areas of language use. A good novel or short story may be particularly gripping in that it engages students in the suspense of unraveling the plot. The involvement brought about in this way may be more absorbing for students than the pseudo-narratives frequently encountered in course books. A play may engage students in complicated adult dilemmas. A poem may elicit a potent emotional response from students. If carefully selected, materials will trigger students the feeling that what they do in the classroom is relevant and meaningful to their own lives. That is they features activities that manifest real-life language tasks.

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Language and literature are indivisible. Their role is not contradictory but complementary to each other. No literature comes to life without language and no language survives without literature. Language records the feelings of the human beings in general. The ancient inscriptions and palm leaves are two good examples for the presence of language before the invention of printing and publication; engraving on rocks and palm leaves was in practice (Naik, 2011).

Literature truly enjoys 'high authenticity'. By that one simply means that most works of literature are not fashioned for the specific pedagogic purposes. Many 'authentic' samples of language—for example, travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspapers or magazine articles have quite rightly been incorporated in current course materials. Learners thus get exposure to language that is as genuine and undistorted as can be managed in the classroom context. Literature is thus a valuable complement to such materials, especially once the initial 'survival' level has been passed. Through reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration and so on. And although it may not be confined within a specific social network in the same way that a bus ticket or an advertisement might be, literature can none the less incorporate a great deal of cultural information (Khatib, Rezaei and Derakhshan, 2011). Literature and language are closely interwoven and this is a fact none can deny. Literature is constituted by language and it represents one of the most recurrent uses of language. Language and linguistic analysis can also be employed to access literature from the learner's point of view (Lalch, 2007).

2. The integration of Literature in EFL classes

Mckay (1982) claims that using literary texts provides ESL classes with different benefits such as developing the students' linguistic knowledge both on usage and use level, augmenting their level of motivation as they enjoy reading literature which leads to advancement in students' reading proficiency and finally getting the students to examine the target language culture and help them to raise their awareness of the social situations in which the language is produced. Furthermore he argues that the key to success in implementing literature in ESL/EFL classes lies in how to select the literary works, the selection should be done in a way that the texts are not overly difficult on both linguistic and conceptual level.

Gajdusek (1988) has examined literature in the present ESL/EFL theories of her time (discourse analysis, context and contextualization, schema theory, cross cultural awareness). She has tried to prove that not only literature may be a more satisfying source for ESL learning than other ordinary used texts, but also to show that how those theories are suggestive in exploiting this form in the classroom in order to raise encouragement,

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interaction and communication in mature learner classes at a variety of proficiency levels. Later on she introduces a four-step approach to any literary work, an approach which forces the students to be responsible for constructing their own successively more complex background knowledge (i.e., levels of understanding) that allows the students to explore and experience a text on more demanding levels.

Akyel and Yalçin (1990) had evaluated the state of literature teaching in several English schools in Istanbul, the results of their study revealed that there had been an ignorance toward the students' needs, goals and attitudes in terms of linguistic and literary competence in designing curriculums. By doing so they realized that integrating literature and English language teaching can be a beneficial move if it is done with the consideration of the students' needs, goals and preferences.

In his article "*Literature and Language Teaching*", Lazar (1996) states that literary texts are in fact rich sources of classroom activities which can be very motivating for language learners due to the content they have; he believes that literary texts contain human dilemmas and conflicts that can create considerable emotional reflections in the learners. This would lead to learners whom are personally invested in the process of learning a new language and encourage them to involve their own lifetime experiences with the above mentioned process. Another reason which Lazar argues on to prove how literature can be helpful in the process of learning and teaching a new language is the issue of target language culture. He claims that providing student with literary texts familiarizes them with the culture of which the target language had been originated from. This can help the learners to a noticeable extent to understand the conditions in which the text had been produced and as result make them aware of some of the social, historical and political happenings that formed the backbone of the language.

Nasr (2001) adds some additional points in favor of literary engagement in EFL/ESL classes:

- It has the potential to consolidate the four language skills: reading, writing, speaking and listening.
- It requires learners to think out and put into practice special reading strategies to deal with the idiosyncratic characteristics of verse and prose.
- It broadens intellectual perspectives, and boosts cognitive maturation.
- It helps learners develop feelings for the language they are learning

Another study had been carried out by Hismanoglu (2005) on teaching English language through literature. The findings of his study highlights the fact that literature can be used as a popular technique to teach basic language skills (i.e. listening, writing, reading and speaking) and language sub skills (i.e. vocabulary, grammar and pronunciation). He has tried to stress

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out the reasons underlying the logic of using literary texts in foreign language classrooms and point out the main criteria for choosing suitable literary works. He believes that literature and teaching English language benefit from each other to a great extent, but there are still some problems in the process of integrating these two. Problems such as the absence of clear objectives to define the role of literature in EFL/ESL classes, language teachers lacking the training and background in literature and the lack of pedagogically-designed materials which can be used by teachers in the classroom context.

Van (2009) maintains that studying literature in the EFL classroom has a number of merits:

- It provides meaningful contexts;
- It involves a profound range of vocabulary, dialogues and prose;
- It appeals to imagination and enhances creativity;
- It develops cultural awareness;
- It encourages critical thinking;
- It is in line with CLT (Communicative Language Teaching) principles.

Khatib, Rezaei and Derakhshan (2011) conducted a study on how literature can be integrated as a language teaching material in EFL/ESL classes. They first tracked down the place of literature in the history of ELT and then discussed the reasons for the demise and resurrection of literature as an input for language classes. They enumerated different reasons, for and against, regarding the use of literature in EFL/ESL context. They considered literature as a promising tool for language learning purposes, here are the advantages they have listed in order to prove their point:

1. *Authenticity*: Literature works are believed to be inherently authentic and authenticity is an element which is considered to be highly essential in the present theories of EFL/ESL classrooms.
2. *Motivation*: Texts of literature are to a considerable extent motivating because of the meaningful and authentic context they have. Literature deals with texts which are naturally appealing and joyful that leads to a high level of motivation in the learners. This motivation in fact can be a turning point for EFL/ESL learners whom are undergoing the overwhelming process of learning a new language.
3. *Cultural/Intercultural Awareness and Globalization*: Familiarizing language learners with the culture of target language that they are learning is indeed an influencing factor. No one can deny this fact that literary texts are produced out of the social, political and cultural status of a community. As a result such texts are

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among the best available sources to introduce the origins and culture of a language.

4. *Intensive/Extensive Reading Practice:* Due to the variety that literary works have with different literary genres they can be used multi-purposely in the context of the EFL/ESL classes. Extensive and intensive reading can both gain benefit from different literary texts. Novels can be used to help the students improve their general reading proficiency, encourage them to guess the meanings of unknown vocabularies and boost their reading speed; technically speaking this genre of literature can be a great help in conducting extensive reading activities. As for the intensive part there are short stories and poems in which the students can delve into the deep underlying meanings of the words and sentences.
5. *Sociolinguistic/Pragmatic Knowledge:* Pragmatic and sociolinguistic competence are both components of the communicative competence models. Literature is in nature loaded with pragmatic and sociolinguistic information, these two elements are more related to 'appropriateness' in the language that can be found in contextualized texts such as literary ones.
6. *Grammar and Vocabulary Knowledge:* Language used in literary texts is a mixture of different varieties and language types from formal to slang with dozens of subjects. It is believed that vocabulary and syntactic knowledge can be enriched by literature exposure.
7. *Language Skills:* Literature and its numerable authentic tokens of language is quite in line with the principles of Communicative Language Teaching (CLT) for the development of writing, reading, listening and speaking skills. Literature is believed for having the ability of setting a good ground for writing practice. As an example, having the students writing the end of a story on their own or recompose a story from their own point of view. For speaking skill students can reflect on the connection they have made between the literary work and their life time experience. Having the students freely and critically taking and commenting about the events of a literary work can be a great facilitator for the skill of speaking. Exposing the students to the audio versions of the novels, short stories or poems can help to develop their listening skill. Reading is one of the most influenced skills by literature, as it was mentioned earlier both extensive and intensive reading benefit from literary texts. Also it could be helpful for reading sub-skills such as scanning and skimming. Since reading literary works is a combination of joy and learning at the same time, it bridges the lacks of non-literary texts.
8. *Emotional Intelligence (EQ):* Literature reading is considered to foster emotional intelligence. It is believed that IQ and even multiple intelligences cannot cover for this aspect of human being. EQ is precisely related to the existing ability in human being which manages and controls feelings and emotions in difficult

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situations. Hence literature mainly deals with emotion, feeling and affection, it is considered to be a good source in nurturing EQ.

9. *Critical Thinking*: Literature is in fact a powerful source in changing people's attitudes not only in the context of language teaching classrooms but also in everyday life situations. It allows students to question, contemplate, reflect, connect and explore the events of literary works and their lifetime experiences. Considering these features one can say that literature is a great medium in enhancing critical thinking in language learners.

Khatib and Nourzadeh (2011) claim that a considerable amount of EFL/ESL learners find English language classrooms boring, this is partly due to the fact that they are engaged in activities that they consider irrelevant to the needs of real-life communication situations. The solution they offer to solve the above mentioned problem is to introduce literature and literary works into the language classrooms. This idea is supported by many researchers whom they feel the need to integrate literature with language teaching programs. However there are still controversies on the procedures which should be taken in order to integrate literature and language teaching. So the focus of most of the researchers in this field is on offering recommendations which would help language teachers and practitioners to increase the efficacy of their literary material.

Yilmaz (2012) has reported on an introduction of literary works to the undergraduates of English literature in the department of English throughout a period of thirteen-week experiment. The main focus of this study was on the undergraduates' attitudes towards the study of literature in English, to see how teaching of literature can be more fruitful for the students with taking into account their preferences and tastes. The results of the study indicated that using literary texts will help the students to make considerable developments both in their competence of English language and literary knowledge with the condition of incorporating students' literature preferences and attitudes.

Khatib, Ranjbar and Fat'hi (2012) argue that from an EIL perspective care and caution should be exerted to the incorporation of monocultural literature. They maintain that since literature is highly culturally loaded, it can potentially pose a threat to the cultural integrity of the learners (Khatib, Ranjbar&Fat'hi; 2012). The final recommendation is that if literature is aimed to be employed for teaching a foreign language, it should not be monocultural literature, but it should be in the form of multicultural and multinational literature, otherwise, becoming too preoccupied with monocultural literature, in this sense, will culminate into more linguistic imperialism, self-marginalization, self-alienation, cultural colonialization and hegemony (Khatib, Ranjbar&Fat'hi; 2012).

3. Literature and critical pedagogy

Critical pedagogy is not a set of ideas, but a way of ‘doing’ learning and teaching. It is a practice motivated by a distinct attitude toward classrooms and society. Critical students and teachers are prepared to situate learning in the relevant social contexts, unravel the implications of power in pedagogical activity, and commit themselves to transforming the means and ends of learning, in order to construct more egalitarian, equitable, and ethical educational and social environments (Canagarajah, 2005).

CP is not a theory, ‘but a way of “doing” learning and teaching’ (Akbari, 2008), or as Pennycook’s (2001) puts it, “it is teaching with an attitude”. The mission of critical pedagogues is the transformation of society through education, that is to bring about social change and social justice through education. Critical practitioners argue that educational systems are reflections of the societal systems within which they operate, and since in all social systems we have discrimination and marginalization in terms of race, social class, or gender (Giroux 1978), the same biases are reproduced in educational systems (Akbari, 2008). In other words, the powerful people in the society are those who design educational systems and they naturally and deliberately impose their own value systems and ideologies upon the educational system. Therefore, Education is a political activity in which the rights of particular groups of individuals are systematically neglected.

The notion of CP has been extant for a while within the education mainstream, it goes back to the publication of Paulo Freire’s “The Pedagogy of the Oppressed” or, it may be attributed to John Dewey’s “Democracy and Education”. However, the term ‘critical pedagogy’ was coined by Henry Giroux in his influential book “Theory and Resistance in Education” in 1983 (Darder et al., 2003).

One of the predominant overriding principles in CP is ‘Empowerment’. It is mainly concerned with developing in students and teachers the self-esteem to question the power relations in the society (McLaren, 2003; Peterson, 2003), thus gain the ‘voice’ they deserve in the same society (Heyman, 2004). In line with the notion of empowerment is that of ‘resistance’ which is both “movement against the dominant ideology ... and a movement toward emancipation” (Chase, 1988). CP looks at education as a political enterprise (Kincheloe, 2008) and aims to raise students’ “consciousness”, a term borrowed from Freire, to make them more aware of the power games in the society and their own position in that game (Burbules & Berk, 1999). It is the “pedagogy of inclusion” (Pennycook, 2001) and has in large part been created to give the marginalized students the “right to speak” (Peirce, 1989, 1995, 1997).

Considering education as a hierarchy of power or power game, the advocates of CP seek to expose the discriminatory foundations of education and take steps towards social change in

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such away that there is more inclusion and representation of groups who are left out (Akbari, 2008). CP puts the classroom context into the wider social context with the belief that 'what happens in the classroom should end up making a difference outside the classroom' (Akbari, 2008).

When it comes to the use of literature in ESL classes, a number of merits and advantages can be pointed out if we subscribe to CP. In other words, literature, due to its nature, can be regarded as an effective vehicle through which CP can be implemented to the EFL classes. Since literature has *authenticity, cultural enrichment, personal involvement* (Collie & Slater, 1990, p.3), *variety* and *interest* (Maley, 1989, p. 12), it has the potentiality to make the education relevant to the lives of the students. Literature is filled with real stories in which a variety of real scenarios are depicted in literary texts via literary devices. Such stories are able to make the students aware of the existing potential discriminatory foundations and hierarchy of power within the society and they can inspire the readers to take actions to do something to transform their lives to get rid of the social, racial and gender discrimination and to find solutions to their problems. In other words, such discriminatory potential biases are not reflected in the literary texts which are mostly designed for non-pedagogic purposes. Literature is embedded in the cultural context which is authentic and creates personal involvement among its readers, this can engage the learners in the education and since the literature enjoys variety, it offers a range of real stories which may be relevant to the lives of multifarious readers. Thus, integrating the literature into classroom materials has the potentiality to lead into learners' empowerment, critical thinking and increased consciousness-raising which together will lead to the more practical actions on the part of both learners and teachers to react and change the existing beliefs about language teaching and learning and seeking their own place in the current society which are all the concerns of critical pedagogy.

4. Conclusion

Although the controversy over the appropriateness of literature in EFL classes still exists, this paper legitimizes the use of literature as a vehicle through which critical pedagogy can be implemented in language classes. Literature provide the learners with a variety of authentic stories depicted in poetry, drama and other literary genres by which the real social and cultural setting can be brought to the world of the classroom. The students, as a result, are confronted with a type of education which is relevant to their own lives and upon the students' engagement with this type of genuine educational content, the students may get inspired to transform and ameliorate the quality of their lives and move toward a possible better future . That means students and teachers will be inspired to acquire the power of critical thinking and to decide for themselves, set their own goals, and to change the status quo.

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