Chapter Thirteen

TEACHING ENGLISH LANGUAGE THROUGH LITERATURE IN THE ESL/EFL CLASSROOM: A THEORETICAL REVIEW

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ABSTRACT

The ESL/EFL classroom consists of students from diverse multilingual backgrounds. The target language of these classes is the English language. This is because English language is the language of instruction in the classrooms. The goal of communicative language teaching (CLT) in the 1970s was for learners to use language for communicative competence. Thus, literature was regarded as 'unrealistic' and 'unnatural' for language teaching. However, in recent years, there has been growing interest in applying literature in the ESL/EFL classroom. This article explores the teaching of English through literature in the ESL/EFL classroom, its importance, the varying views on the roles of literature in teaching English in the ESL/EFL classroom and the effect of utilizing literary genres to enhance the learning of English language. In addition, it also discusses the benefits of the use of different literary genres such as drama, novels, short stories, poems etc. Literature is considered as authentic material for teaching English in the classroom. Certainly, language teachers today can motivate learners with authentic literary materials that will enhance communicative competence. To this end, literature has vital role to play in the teaching of English language in the ESL/EFL classroom with the variety of authentic materials available. Based on the findings, some recommendations for the use of literature in teaching English language in the ESL/EFL classroom and management sciences are presented.

Keywords: ESL/EFL classroom, authentic literary materials, literature, communicative language teaching, literary genres
1.0 INTRODUCTION
The concern of most English language teachers in ESL/EFL classrooms is to acquaint students with adequate knowledge of the target language for effective communication. Pollard et al (2014), describes “learning as the process by which people acquire, understand, apply and extend knowledge, concepts, skills and attitudes”. The essence of learning is the ability to apply the knowledge in the real world. With English as a second language (ESL) and English as a foreign language (EFL) in multilingual countries; teaching English through the use of literature is significant and cannot be over emphasized. The use of literature in the classroom is to enable students achieve communicative competence in the target language. English as a global language is not only unique in the ESL/EFL classrooms but a rewarding subject to all students. In other words, English language is said to be fundamental in all courses accounting, computer, economics, business management, medicine and so forth. Students use English for communication because it is the target language and key to success. Thus, literary genres are exploited to make English language more practical very riveting and effective in the ESL/EFL classroom. Undoubtedly, researchers have had varying views on the role of literature in English language teaching (Collie & Slater, 1987; Khatib & Seyyedrezaei 2013; Karuna, 2016). The use of literature for teaching language was prominent during the era of Grammar Translation Method (GTM) in the 1840s to the 1940s (Richard & Rodgers, 2014). The method was considered appropriate for teaching foreign language to students (Larsen-Freeman & Anderson, 2016). In other words, literature was regarded as special and significant for language learning.

However, the introduction of other approaches to teaching like the communicative language teaching (CLT) in the late 1970s was considered appropriate for teaching. It placed emphasis on the use of language for communicative competence. Thus, literature was later regarded as 'unrealistic' and 'unnatural' for language teaching (Khatib & Seyyedrezaei, 2013; Kaya, 2014). This trend continued until the 1980s when researchers began to investigate into the importance of literature in the classroom. This led to debates on whether literature in the ESL/EFL classroom enhances students' learning of the target language. In the same vein, researchers have varying opinions on the importance of literature in teaching English language in ESL/EFL classroom (Topping, 1968; Collie & Slater, 1987; Hall, 2005; Hismanoglu, 2005; Cruz, 2010; Ur, 2012, Albalawi, 2014; Keshavarzi, 2012; Khatib & Seyyedrezaei, 2013; Koutsomoupou, 2015; Karuna, 2016).

According to Syofan (2012), literature is vital in teaching English language especially in non-native English-speaking countries. Literature enables students to express their thoughts in the target language. Thus, the approaches to teaching the language have to be explore for effective learning. It is against this backdrop that this paper is set out to
examine the role of literature in teaching English in ESL/EFL classroom.

2.0 LITERATURE REVIEW

The role of literature in teaching English in the classroom was not given much attention until recently. This is because it was not considered a relevant material in teaching English language in the classroom. There has been a long-standing debate on the role of using literature to teach English language in the ESL and EFL classroom. So, scholars have differing opinions on the role of literature in English language teaching. Some scholars have argued that the use of literature in language teaching helps students to improve their knowledge of English language (Abdulmughni, 2016; Mittal, 2014; Slater, 1987; Hill, 1994), while some scholars state that the use of literature in teaching English is not relevant in the classroom (Topping 1968; Cook 1986). The researcher presents a review of relevant literature; this consists of theoretical and practical studies on the use of literature in the ESL/EFL classroom.

Concept of Literature and Various Perspectives on using Literature in the Classroom

Literature as a concept has for long been associated with the Grammar Translation Method (GTM). Richard & Rodgers (2014) pointed out that one of the characteristics of the GTM in “foreign language study is to learn language in order to read its literature….” Thus, literature may be regarded as printed information such as books, journals, articles, newspapers etc. Literature is taught in the primary, secondary schools, polytechnics and universities. This is often referred to as material. The focus is on literature as a material in the ESL/EFL classroom. The use of literary texts such as novels, drama and short stories is to improve students' language learning.

Some scholars have defined literature from different perspective. In Collie & Slater (1987), literature is defined as 'authentic material'. The literary text used in the classroom usually includes novels, plays/drama, Short stories, poems etc. In this respect, the materials are authentic in the sense that they are not designed specifically for the teaching of language. In this definition, Collie & Slater opine that learners are presented with the language that is 'genuine' and 'undistorted' in the classroom. Thus, students learn the appropriate use of language from authentic materials.

Literature is not just a reflection of the culture of other people; 'but it should be said that literature is the culture of the people using the language' (Keshavarzi, 2012). Students become critical thinkers by reading literary text written in the original language. Because students are engaged in reading novels or short stories that are written from great thinkers, they become attracted by the style of writing of those authors. To Ugoji (2016), “Literature is language in action since it satisfies human species in all endeavours through the pleasure it gives with its beauty of form and style…relieves tensions, educates, entertains and informs”. Although this
definition succinctly attempts to show the importance of literature as it concerns the satisfaction of humans in all aspects of life. It is imperative to note that not all literature satisfies humans. In the case of students in the classroom, satisfaction in students differs. As students in the classroom, there are literary texts that may be appealing or unappealing to students.

Accordingly, Ihejirika (2014) is of the opinion that 'literature is a high point of language usage'. It is literature that exposes students with the knowledge to be competent in the language. According to Koosha & Jelilnejad (2015), 'literature is a journey of discovery and experiences that are directly related to the real-world situations'. Students discover real life events whether past or present through literature. As Leal (2015) pointed out, literature offers students the opportunity to think on their 'lives', 'learning', and 'language'. Therefore, literature is like a mirror of life. In the words of Ur (2012), 'literature is in a sense a 'luxury' item'. Literary text should be selected based on the needs of the learners.

Yakubu (2015) goes further to state that "literature has a lot to contribute to the studies of language because it is language applied". Literary texts are written in English. Thus, it is crucial in language learning. Further, Mckay (1982) & Lazar (1993, cited in Ihejirika, 2014) states that literature is a 'motivating' stimulus therefore it should be used with students to encourage language learning. The use of literature to teach English motivates students to learn the target language.

McRea (2008) defined literature with a capital 'L' to represent the classical works of: Shakespeare, Dickens, Marlow, Lawrence etc., and literature with the small 'l' to represent popular work of fiction such as, fables, songs, elegies.

In addition, Ur (2012), pointed out that language teachers intending to employ literature in teaching language must consider some of its merits and demerits. Some of the merits are: it can be enjoyable and motivating, it can widen students' horizons by providing knowledge about the culture which is the background to the text, and it encourages empathetic, critical and creative thinking. Some of the demerits are: A lot of literature is written in language that may be difficult for students to read, many literary texts are long and time-consuming to teach, the culture on which the literature is based is alien to students and may be difficult for them to relate to. In this respect, it is important for teachers to consider the needs of the students in the classroom.

Some scholars have shown that literature can be considered as authentic material for the teaching of English language (Collie & Slater, 1987; Ghosn 2002; Alemi, 2011; Ur, 2012; Chalikendy, 2015). Literary texts such as, novel, drama and short stories are tools for teaching English in the ESL/EFL classroom. Therefore, the appropriate literary texts chosen for teaching in ESL/EFL classroom help students to develop their communicative competence. Accordingly, Yule (2017, p.216) defined communicative competence 'as the general ability to use language accurately,
appropriately and flexible'. The point here is that students can use language appropriately in different contexts to express ideas through using the four language skills. Using language appropriately in the ESL/EFL classroom or outside the classroom requires adequate knowledge of the four skills.

Furthermore, the argument on the use of literature in teaching English in the ESL/EFL classroom has long been a topic of discussion among researchers (Tehan, Yuksel & Inan, 2015). Since the 1960s, there have been differing views on the importance of literature in the ESL/EFL classroom. Topping (1968, cited in Bobkina, 2014) opines that literature contains complex language sentences that are not in accordance with standard grammar rules, and are difficult to understand therefore literature should be excluded in the foreign language syllabus. Similarly, Duff & Maley (1990, p.7, cited in Alemi, 2011), assert that "cultural factors can present difficulties in a way that it is clearly impossible for outsiders to share fully the range of reference of an insider". Cultures differ but every culture has a way that language is represented through literature. When students are aware of the different cultures of the world, students will appreciate the culture of the writers to achieve the knowledge required for the future.

On the other hand, Arthur (1968, cited in Ahmad, 2012) believes that literature is important for the teaching of 'language structure', 'vocabulary and culture'. Thus literature in the ESL/EFL classroom develops students in all aspects of language learning. Similarly, Graham-Marr (2015) stresses that, the use of literature in teaching language exposes students to the culture of the target language. Perhaps some students may not have the opportunity of travelling to the UK for example, but would read about UK in the literary text. The use of literature in the language classroom has gained recognition from different authors. With the different perspectives on literature, one thing that may be considered pivotal is that literature is crucial in language learning. The various definitions point to the importance of literature to students learning English in the ESL/EFL classroom. Literature and language are interconnected. Through the use of literature to teach language, students can assimilate the different language skills. With literary genres such as the novel, drama and short stories, the ESL/EFL students would have continuous access to the target language inside and outside the classroom. Literature is a tool that language teachers can employ for teaching in the ESL/EFL classroom for the improvement of students' language competence and proficiency.

3.0 METHODOLOGY
This paper used the works of previous researchers in building facts concerning using literary text to teach English in the EFL/ESL classroom. The research design is a theoretical study that explored topical articles in language and literature. In this study, synthesis was made from emerging and/or conflicting views on the use of literature to teach English in the ESL/EFL classroom.
classroom. For instance, there are many studies on the use of literature to teach English in the classroom such as (Ugoji, 2016; Yakubu, 2015; Albawali, 2014; Cubukcu, 2013) to mentioned a few. Therefore, the method adopted involves the interpretivist research paradigm in which the conclusions drawn are based on the author's philosophical views (Neuman, 2000).

4.0 DISCUSSION
The findings with regards to using literature to teach English language in the ESL/EFL classrooms are drawn from the works of different scholars. Hence each literary genre is presented accordingly. It became apparent that empirical studies on the use of literature in the ESL/EFL classroom be use to appraise, summarise and bring together the findings.

Teaching English through Novel, Drama and Short Story
Literary texts such as novel, drama and short story are useful in teaching English in the ESL/EFL classroom. These texts are useful in the classroom because the texts are authentic materials that portray real life events about the culture and people of the target language (Yeasmin, Azad & Ferdoush, 2011; Zorba, 2012). Yakubu (2015) mentioned that literary texts provide students with the knowledge of mastering the English language. Since English language is a lingua franca to many countries, using texts that are written by non-native speakers will help students to master the target language appropriately. In addition, Students become familiar with the techniques of listening, writing, reading and spoken language. Also, the teaching of English through the use of the novel, drama and short story in the ESL/EFL classroom can improve students' listening, speaking, reading and writing skills (Abdulmughni, 2015; Ugoji, 2016). Not only is the use of literature important in improving student's language four language skills, but the four language skills are interconnected (Hismanoglu, 2005) & Johnson (2013).

Thus, the use of literature in teaching the four language skills are important in the language classroom. Proficiency in the four language skills is important to all students language, history, accounting, business management, and economics and so forth.

Ugoji (2016) affirms that the novel as part of prose is an important tool for teaching English language as it engages students 'intellectually', 'emotionally' and 'linguistically'. Therefore, the novel as an important and authentic literary tool is relevant in teaching the four language skills in the ESL/EFL classroom. Often referred to as receptive and productive skills, the four skills are combinations of listening, reading, speaking and writing (Johnson, 2008, p.278). The four language skills are core elements in language learning. In the ESL/EFL classroom, the four language skills cannot be studied in isolation. Again, students in the business management classroom need to be proficient in the target language. The ability to use the target language to communicate effectively is
very vital; it set an individual apart from the crowd. As prospective accountants and business managers, it is of paramount importance that the four skills are acquired and use appropriately. According to Hinkel (2010) communicative language teaching (CLT) emphasizes the teaching of the four skills in order for learners to have the ability to 'communicate meaningfully' in all circumstances, for example, students can communicate meaningful output both outside and inside the ESL/EFL classroom. More importantly, not only is English a language of communication in the classroom, it is use for communication outside the classroom. Thus it is important to use the language appropriately.

For the ESL/EFL classroom, choosing the appropriate novels is very crucial. Therefore, to improve students' language skills the choice of selecting the appropriate novels for the students should be a high priority. As Harmer (2015) suggests that the use of authentic materials should be tailored towards the success of the students. The ESL/EFL classroom teachers can select novels from English authors and from other countries where English is the lingua franca or official language, Nigeria for example. The stories in the novels often portray events that relates to real life. Sometimes, the stories are events that have occurred in the past. Interestingly, students of accounting can have the opportunity of being exposed to a plethora of novels on forensics to have a broader knowledge of the vocabulary used and how to apply it in real life situation. As Frantzen (2002) and MacKenzie (2000) argued, that literature promotes students second language vocabulary knowledge, knowledge of lexical phrases and fixed expression. The use of literature in the classroom improves students' L2 knowledge.

Again, it is through reading novels written by authors in Britain or America that students in the ESL/EFL can relate to the environment, culture and people outside their domain. Lapo-Popoola (2010) states that literature help students to acknowledge the different cultures of the world outside their environment. Literature not only helps students to appreciate their own culture but the culture of the target language English. Similarly, works written by authors in African countries can expose students to the environment, culture and people in other countries (Bataineh, 2014). Literary texts that are considered as authentic materials in African countries can be use in teaching language in the ESL/EFL classroom. For example, Soyinka’s “Things Fall Apart” and Achebe’s “No Longer At Ease” depict the socio-political situation in Nigeria. These are novels written by prominent authors in Nigeria. Students can be expose to the style of writing of the different authors thereby improving on their own writing skills.

Furthermore, contemporary English novels and African novels can be selected for teaching English in the classroom. The blend of the English and the African novels in the classroom can guide students in writing their essays in the school. Thus, the structure of the language in the novels will inspire students to improve their creativity in writing. This can be seen in the styles employ by the writers in presenting the
The richness of the target language. It is important that students are exposed to a variety of novels written by authors from the target language and authors from the other countries. This will provide students with different styles of writing from different authors.

Importantly, the written works of writers from the native speakers offer students the opportunity to become critical thinkers. The English novels are written in the target language on issues that require students to think critically on the issues raised in the novels. Students have the opportunity to discuss their thoughts on the story line in the novels. Critical thinking involves explanation, relevance, analysis, fairness, interpretation, inference, sound evidence, good reason, precision, depth, accuracy, consistency, (Scrivener & Paul, 1987 cited in Xu, 2011). Of course, when students discuss on some topics in the novels, interacting through speaking with the teacher and other students in the classroom will improve their speaking skills. Students' participation in discussion on topics that are drawn from the novels will develop their speaking skills (Bygate, 2010). Hence, students will continue to speak on different ideas that are related to the novel.

Ur (2012) and Al Alami (2016) advocate that literary texts should be carefully selected for the appropriate classroom. Students have better knowledge of the target language when the literary texts are authentic. It is important for the language teachers to choose literary texts that are appropriate to the students. For instance, novels written in the Shakespearean time may not be suitable in the ESL/EFL classroom (Ihejirika, 2014). These novels written during the Shakespearean era are regarded as classical texts. So, stories in the novels depict the culture of the ancient people of England. The language used in the novels is different from language used in contemporary novels. Therefore, the language of the novels cannot be appropriate for use in the ESL/EFL classroom because students may not be familiar with the language. Perhaps the language will be too difficult for students to understand what the author means in the novel. Although there are abridge versions of the novels but these are not in the original language which in turn makes the novels inauthentic materials (Ur, 2012).

Additionally, contemporary novels that are authentic and suitable for the students can improve language learning. Yakubu (2015) states that novels are written in short sentences and teachers can use some excerpt to teach in the classroom. It is not possible to read a complete novel in a lesson, however, some excerpt that are suitable for the lesson can be useful for teaching writing. Hence, the language teacher can use the excerpt from the novels to teach students the conventional way of writing. Thus, teachers can ask students to read a chapter of the novel for each week, thereby encouraging them to develop good reading skill through daily reading. Tsai (2012) point out that, novels as authentic material build the vocabulary of students in the ESL/EFL classroom.
Still on the use of the novel for teaching English, Thakarar (2015) outline some benefits of using novel in the ESL/EFL classroom: develops the advanced level readers' knowledge about different cultures and different groups of people, offers real life like settings, gives students the opportunity to make use of their creativity and improves their critical thinking skills. In order words, the novel as an authentic material significantly enriches the ESL/EFL students with relevant information written in the target language. The use of the novel is beneficial to students in the ESL/EFL classroom. The novel is an authentic material for the teaching of English in the ESL/EFL classroom.

Using drama to teach English in the ESL/EFL classroom is important. Albalawi (2014) posits that drama is a method that involves participation of both teachers and students in the learning of a language. The point here is that drama is a literary genre that engages both teachers and students in dialogue. In a sense, dialogue involves conversation between two or more people. This is usually student-centred because the roles are acted between students in the classroom. The structure of the language is usually simple sentences that students can comprehend. In addition, drama is the appropriate material for teaching speaking skills (Hismanoglu, 2005; Abdulmughni, 2015).

Drama portrays real life events in the society. Through drama students are exposed to the language use in spoken conversation. When students act drama in the classroom, they act as characters in the drama using the language as it is expected to be used in real life situation. It is through some of the language in the drama that students acquire knowledge of how to communicate in formal and informal situations. The acting of the roles as characters in the drama exposes students to the nature of the spoken language. The language use in the plays provides students with the motivation (Zorba, 2015) to speak the authentic language which is the target language.

Similarly, in the words of Bygate (2010), 'a speaker's language proficiency can be seen as a pool of systemic resources and the ability to use them in real context. As pointed out by the author, students are able to demonstrate their proficiency in the language only when they use the language to communicate meaningfully in real life situations. Students in the ESL/EFL classes are exposed with conversations that occur daily on real life matters. The students can use the language to express themselves either in the classroom or at home. So, students would not only learn for communication in the classroom alone, but they would be able to communicate outside the classroom with members of the society.

A study conducted by Albalawi (2014) on the effectiveness of teaching English subject on the development of students' creative thinking. The author found out that drama expands students' creative thinking. He further recommended the need for teachers to be train on how to use drama in the classroom. This would enable students to explore their capabilities through critical
thinking. Drama promotes learning the four language skills especially speaking skill. Thus, through role play students communicate in the target language (Cubukcu, 2013). Most importantly, the ESL/ EFL students in the classroom ultimately have the opportunity to talk with the other students using the lexis that are written in the plays. Drama creates students' awareness of the culture of the target language. Exposing students through drama can improve their knowledge of the target language and culture of the people.

The short story as a literary text for teaching English language. Short stories are written in short sentences for easy comprehension. Kahtib&Seyyedrezaei (2013) put forth that short stories 'raise cultural awareness, linguistic awareness, motivation, and etc.' Further, the authors assert that the short story improves learning of the four skills. Short stories are authentic materials for use in the classroom for language teaching. In the ESL/EFL classroom, the use of short story can provide students with reading strategies. Students can be assigned task to read short stories in the classroom. This will enhance their reading skill because the stories are short and simple.

The use of short stories to teach English not only promotes critical thinking in students but also provide teachers and students with lots of 'pre-reading and post-reading activities' (Keshavarzi, 2010). Teachers and students are fascinated with the stories; and therefore, creatively employ the styles of the language in their writing. Since short stories are simple and short, students can be encouraged to read in order to develop their reading skills. Furthermore, short stories provide students with information on the culture of the target language. Through the reading of short stories students become aware about the real world. Hence, students relate with the culture of the target language and express their ideas.

According to Ahmad (2012) the short story consists of one plot which students are able to follow the line of the story. Since, the stories are pivoted on a particular issue; students are intellectually motivated to read the stories within a short time frame. He further states that students would be anxious to read the story from the beginning to the end in order to have a clear understanding of the author's point of view. For students to learn better, the short stories must be carefully selected for the group of students. This will boost their reading habit. Reading different short stories within a short period of time will improve students' reading habit.

Accordingly, the short story is an authentic material with the appropriate structures of a language. Use of the short story will not only improve students' knowledge of the rules of syntax, grammar and phonology but also build their creativity (Elkilic et al., 2011). Through the use of the short story in the classroom, students' cognitive abilities are exposed to critical thinking. Students become motivated to read the stories with critical minds in order to present their own ideas in a discussion in the classroom. With the knowledge of the structure of the language, students would familiarize themselves with the rules of grammar,
syntax and phonology of the target language and apply it in real life situation.

5.0 CONCLUSION AND RECOMMENDATIONS

Literature in the ESL/EFL classroom plays a pivotal role in the teaching of English. Using authentic literary text in the ESL/EFL classroom exposes students to the appropriate use of the target language. Scholars have agreed that literary texts are authentic materials for the ESL/EFL classroom (Collie & Slater, 1987; Ghosn 2002; Alemi, 2011; Ur, 2012; Chalikendy, 2015). The literary texts are written in the target language which is English. These literary genres: novel, drama and short stories improve the learning of the target language. It is through the use of these literary texts that students can improve their knowledge of the four language skills. Students can improve their communicative competence through the knowledge of the four skills. When students are proficient in English, they can confidently express their ideas clearly in a logical manner. All in all, majority of students can relate with the culture of the target language. Although some students may not have the opportunity to visit the UK for example, but through reading literary texts from authors in the UK, they would be exposed to the culture and style of writing in the target language.

The use of literature for teaching English motivates students to become critical thinkers. Students will have to read the stories and give their own interpretation by critically analysing the stories. Literature in the ESL/EFL classroom helps students to develop their vocabulary. Students are exposed to variety of literary texts with different vocabularies in the target language. Furthermore, teachers should choose authentic materials that are appropriate for the students. When the appropriate authentic materials are employed in teaching English in the ESL/EFL classroom, the authentic materials become beneficial to the students. The use of novel, drama and short story in the ESL/EFL classroom can improve students' communicative competence and proficiency in English language. Furthermore, the following are recommendations for the use of literature in the classroom:

- Teachers are recommended to teach the four language skills using authentic materials.
- Teachers should select literary text that would help students to practice the target language in the classroom and use it in the real world.
- The use of literature to teach English language should be included in the curriculum of all tertiary institutions to enhance students' communicative competence.
- Teachers should adopt dramatic activities from the target language to help students understand the culture, attitudes and beliefs of the native speakers, this will enable them develop their own perceptions and assess them accordingly.
- Students should be encouraged to form reading groups; this will help their receptive skills.
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