

DEDICATION

To the souls of my parents, Hassan and Amina, to my wife Nawal, to my sons, Mustafa and Ragad and, to Dr.Kawther Abduel Galil for her limitless help.

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ABSTRACT

The aim of this study is to investigate the significant role of literature teaching on secondary school students who study English as a foreign language. The study consisted of (100) secondary school students' .The experiment took place in Omdurman. The students were chosen from two Sudanese secondary schools in Omdurman for the academic year 2015/2016. (50) Students out of (100) studied literature for more than six years and the rest (50) students didn't study any literary texts for the same period. A questionnaire was distributed to (30) English teachers, a student test was given to secondary school students and (10) English language directors were interviewed as well. A statistical analysis was carried out to find out the relation between literature teaching and its role in promoting the students' performance. The data of the study were analyzed by using the statistical package for the social sciences (SPSS). The findings of the study indicated that, there is a positive, statistical significant relation between the study of literature and the standard of the students in English. On the other hand, the students who studied literature scored higher marks in the test that contained the same questions and took the same time for both students, compared with those students who didn't study any literary text. That is to say, Literature teaching has a positive effect in the acquisition of English language. In light of these findings, it is recommended that, teachers of English language should adopt literature in their teaching so as to

encourage students to improve their English language. Administrations of secondary schools should give more emphasis on the importance of literature learning through the training of English teachers in order to know how to teach literature efficiently. English curricula designers should alter curricula to take into consideration that literature should be included in syllabuses.

المستخلص باللغة العربية

هدفت الدراسة إلى بحث أثر تدريس مادة الأدب الانجليزي على طلاب المستوى الثالث بالمرحلة الثانوية الذين درسوا اللغة الانجليزية باعتبارها لغة أجنبية. وقد تكونت عينة الدراسة من (100) طالبا للعام الدراسي 2016/2015 بمنطقة ام درمان من مدرستين سودانيتين مختلفتين. أختبر 50 طالبا من مدرسة قامت بتدريسهم مادة الادب الانجليزي طيلة فترة الست سنوات الاخيرة و 50 من مدرسة اخري لم يدرسوا مادة الادب لانجليزي لمدة ست سنوات وقد أخضعوا لنفس الاختبار. لجمع البيانات تم استخدام الاستبانة واختبار تحريري لطلاب كلتا المدرستين و تم توزيع استبيان لثلاثين من أساتذة اللغة الانجليزية ،كما اجريت مقابلات مع عشرة من موجهي اللغة الانجليزية . و تم تحليل البيانات الاحصائية لمعرفة العلاقة بين المستوي الاكاديمي لطلاب المرحلة الثانوية و دور تدريس مادة الادب الانجليزي في تحسين المستوى الاكاديمي. ومن الوسائل الهامة التي تم استخدامها للتحليل الاحصائي لمعالجة بيانات برنامج التحليل الاحصائي SPSS. ومن أهم ما أظهرته نتائجه التحليل أن هنالك علاقة موجبة وهامة بين تدريس مادة الادب الانجليزي و الأداء الأكاديمي للطلاب ،حيث أثبتت الدراسة أن الطلاب الذين درسوا مادة الادب الانجليزي ابان الست سنوات الاخيرة قد أحرزوا درجات أعلى في الاختبار التحريري الذي اشتمل على نفس المحتوي واستغرق نفس الزمن مقارنة مع الطلاب الذين لم يدرسوا اي نص ادبي. ختمت الدراسة ببعض التوصيات والتي استهدفت معلمي اللغة الانجليزية وإدارات المرحلة الثانوية وأخيراً مصممي المناهج وذلك من اجل المساعدة في تشجيع طلاب المرحلة الثانوية بصورة خاصة وطلاب المراحل الأخرى بصورة عامة على دراسة اللغة الانجليزية بصورة أفضل من خلال الاهتمام بتدريس مادة الأدب الانجليزي.

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