

Investigating the Role of teaching English Language through Literature on EFL Students in Oral Communication (A case Study on Secondary School Students).

Fatima Abdalla Abdalrahman Matar -Halla Salih Mohammed Nour College of Education , Sudan University of Science and Technology *Email: fatimamatar28@gmail.com, Tel: +249902041626

ABSTRACT:

This paper intends to investigate the role of integrating the two subjects English language and language of literature in teaching English language; to improve students' communicative skills etc. (reading, writing, listening and speaking). The reason of conducting such study is the complicated problem that encounters both teachers and students to feel that literature is a rich source of authentic language to be invested. The objectives of the study is to improve teachers' and students' performance to, reply to the demand of acquiring English language; which became an international language of dealing through the worldwide. The researcher uses questionnaires for two groups for collecting data, 16 teachers from different schools and for 40 students from Om Oshar Secondary School, in Jebalawlya Locality, Khartoum State. Then the data obtained was analyzed by using Statistic Package for Social Sciences (SPSS). According to the findings and statistical significance there were differences of the questionnaires (29.683) for teachers response and (30.170) for students response and, the significance value (0.00) is less than the normal value (0.05). The results concludes that literature is a rich source of language teaching.

KEYWORDS: literature, communicative skill, student, Sudan.

المستخلص:

هذه الورقة تهدف الى تحرى اثر دمج مادتي اللغة الانجليزية ولغة الادب الانجليزي في تدريس اللغة , لتنمية مهارات التواصل لدي الطلبة (القراءة , الكتابة , الاستماع و التحدث). السبب في سلوك هذه الدراسة هي المشكلة المعقدة التي تواجه الطلبة و المعلمين معا بان يشعروا بان الادب غني باللغة الاصلية التي يجب ان تستثمر . الهدف من هذه الدراسة هو تحسين اداء المعلم و الطالب كي يجيبوا مطلب اكتساب اللغة و التي صارت الاولى في التعامل في انحاء العالم . استخدم الباحث اداة الاستبيان لمجموعتين تتكون من (40) طالبة من مدرسة ام عشر الثانوية للبنات و 16 معلم و معلمة لغة انجليزية من مختلف المدارس الثانوية من محلية جبل اولياء , بولاية الخرطوم . ثم جمعت المعلومات و عولجت عبر احصاء وصفي و استدلالي اشتمل على المتوسطات . النتائج و المدلولات الحسابية اكدت ان هناك فروقات واضحة بين استجابة الطلبة لتدريس اللغة من خلال الادب الانجليزية (30.170) و بين استجابة الاساتذة (29.683). و توصلت النتائج على ان قيمة معامل الارتباط هي

(0.00) وهي اقل القيمة الطبيعية التي تساوي (0.05). كما توصلت النتائج الى ان الادب الانجليزي مصدر غني بلغة التعلم.

الكلمات المفتاحية: ادب انجليزي, مهارة التواصل , طالب , السودان .

INTRODUCTION:

The recent research investigates the impact of teaching English language through literature on EFL students to improve the learners' and teachers' performance to develop oral communication. Because, there has been a major change in recent years of integrating language teaching and language of literature to improve students' language skills to take communicative role. There are many teachers of English language stressed that the understanding of language is a part of understanding literature and vice versa . Carter, R. and McRae, J. (1997) criticized the practice of treating literature and language learning as a separate subject they said that " language learning and literary study are independent and in specialist context should be seen as complementary at all stages of education "(P:191). Amos, p. (2006) also, pointed out the strong relationship between language and literature no one could dispense the other .He said that " The received wisdom is that literature , one mainstay of language teaching being both its purpose and one its main tools was relegated to marginal role with advent of communicative language teaching "(P:6).

Statement the Problem :

Throughout the world there is a great demand for English as language of international communication. Yet, , most of Sudanese students at secondary schools have problem to acquiring English language, that enable them to involve in classroom discussion or communicate with each in a way that will lead them conduct their job later easily. In addition to EFL students are not able to understand the language of Arts, in contrast to the academic books. The researcher assumes that this problem that trace back to, the teachers who are neglecting the language of literature and, focusing on teaching grammar through the academic book instead of concerning with literary text as a resource that can provide authentic language . Van Lier, L.(2001) emphasized on the importance of culture for secondary for foreign language pedagogy . He pointed out that "The relationship between cultural meaning and language in its social and psychological aspects would form the link between cultural and language awareness, which can be transmitted through literature .Enable the learners to see how cultural meaning embodied in the foreign language learnt by acquiring the language itself"(P:88).



Theoretical Framework:

Many studies were conducted related to this research; the study which concentrated on employing literature as resource to teaching English language to, develop students' communicative skills. (Hwang, D. and Embi,M,2007:201, unpublished data) their research entitled "Approaches Employed by Secondary School Teachers to Teaching Literature Component in English. They said that" teaching literary component in English confirms the choice of one's teaching approaches is largely attributed by teachers (teacher-centred) is time consuming". Also, they said that "teachers should see how the professional , scholars , educators and practitioners concerning with teaching literature". They assuming that teaching English through literature will lead to communicative skills by emphasizing on a practical method of teaching the language through literature . their research concluded that" teaching literature component in English language is successfully accomplished" . (Fattash, M, 2001:73, Personal communication) said that " at Al-Najah university curriculum planning and decision making is made by university ; need analysis as essential component". Also, he said that" the dissatisfaction among the students as well as teachers is of the department in the way both literature and linguistic course were taught". He assured that the problem will be solved by" needs analysis careful planning, adopting student-centred

curriculum, teaching process and encouraging teachers development method with away both literature and linguistic course were taught."(Sadig, A. & Abdurahman, M, 2007:183, unpublished data) they said that the significant findings is that " the students' creative thinking skills which include originality, elaboration, flexibility and creative problem solving were enhanced ". Also, they concluded that" developing creative thinking in teaching language of literature will contribute in the development of human resources in the country" . Widdowson. (1975) stated that " literature whatever is presented the learner, whether linguistic or cultural, it should be an authentic representation of language or culture of the foreign country."(P:87). Cater, and Long. (1987) they confirm the relevant role between literature and language teaching. They said that" considerable resurgence of interest in the study of literature in relation to language."(P:217). Ur (1996) handed great appeal for English language teacher. He said that"...should encourage them to use literature as a useful tool to teaching language..." (P: 91) All these studies are round the same idea of enhancing students' language for communication .

OBJECTIVES OF THE STUDY :

The researcher tries to realize the following objectives:

* Investigate the role of teaching English language through literature to, increase students' general understanding of literary language,

gain the language skills (reading, writing, listening and speaking) to communicate through language acquired.

* To develop teachers' and students' performance by using literature as a resource for teaching foreign classroom language to:

a- identify teachers' learners and the learners that literature is the most appropriate branch for teaching English language. It encourages the learners to draw feelings, opinions, motivates them to be more active, and involves them in classroom discussion. It is excellent for groups work.

b- provide the students with cultural awareness and critical thinking . literature is the content of course which concentrates on such areas historical events , social , political and historical background so , Students can acquire language focusing on courses content through reading texts that criticism uses to be discussed.

* To help students spontaneously arrive at qualities of communication .

Questions of the Study:

*To what extend do literature provide linguistic based activities that can guide students to acquire language skills, etc.(reading, writing, listening and speaking)?

*How can teaching English language through literature provides teachers with techniques that can facilitate problems encountered by both teachers and learners in teaching the language of literature ?

*To what extend do teaching English through literature play a great role in

developing approaches of teaching language for communication?

Hypotheses of the Study:

This study aims to identify the role of teaching English language through literary text on EFL students to ; acquire oral communication at secondary level, to assure that literature provides real opportunity for teachers to, choose appropriate approach to teach literary language, and for students enjoy reading and use the language later .So, the researcher assumes the following:

*Literature provides linguistic based activities that can guide students to acquire language skills ,etc (reading , writing , listening and speaking) .

*Teaching language through literature provides teachers with techniques that can facilitate the problem encountered by both teachers and learners .

*Teaching English language through literature will play great role in developing approaches of teaching language for communication .The researcher adopted a linguistic (language-based) approach to teaching a literary book " Treasure Island" to accomplish the goal .

Materials and Methods:

It provides precise description of where, when and what has been done by the researcher in the methodology. It is particularly presents the limitation, the target subject, research methodology the tool and procedures of data collection. Then it goes further to present content of the questionnaires . The researcher adopted Statistical Package for Social Sciences (SPSS) to analyze the data.



The research's tool used for collecting data is questionnaire. Also, it illustrates the steps used in the study and the conclusion with summary. For collecting data the researcher applied questionnaire for two groups, (16) English language teachers from different schools and (40) students from Om-Oshar School for Girls, JebalAwleya Locality, in Khartoum State, in (2018). Thereupon, utilizes a descriptive statistical method and, inferential statistical method to code and analyze the data obtained. The introductory information of the data collection was completely obtained from the appropriate approach of the study. The two questionnaires drafted, were subjected to two Assistant-professors, who confirm its validity and reliability and its appropriateness simplicity. The questionnaire for teachers was focused on the procedures that teachers should follow in presenting the literary text. The questionnaire for students contains (10) questions that can facilitate understanding of literature.

The study adopted a scientific method. The sample of (20 subject) was assigned as "one group test design" to gather the data from the purposive sample which, consist of (20) students in the third class in Om- Oshar School for Girls, in Khartoum State in (2018)

Tools: The researcher uses questionnaires for two groups of (16) teachers and (40) students as a tool

for data collection to solve the problem.

Research Procedures:

The researcher adopts practical approach to carry out the experiment; the (language-based and linguistic analysis) to teach the literary book "Treasure Island" in two stages. In the first step the researcher introduces the first (7) chapters by using teacher-centred approach. He presents the title of the book, The author's bibliography, the new words then, he reads, writes and explain the story events. After that the researcher introduces some questions to check students' comprehension. Then, distributes the questionnaire. In the second step, the researcher gives concise explanation about the benefits they are going to gain from the fictions (cultural background) and the benefits usage of artistry language. Then the researcher teaches the same chapters in consecutive periods. The researcher revises the previous linguistic rules that they have taught before and, teaches the new words, and the new rules through the passages. After that, he divides the classroom into four groups and assesses four students to read loudly, one after another. To check to what extent do students reaction towards the method under research. Thereupon, involves the students to do some activities in some structures that can help them interact in free communication. Thereafter, the researcher introduces the questionnaire again.

The Results:

The results of the research are based on the data collected by the questionnaires for two groups of teachers and students. The research dealt with the investigation and identification of the role of teaching English language through language EFL students in oral communication; to enhance students' language skills at secondary level. The Statistical Package for the Social Sciences (SPSS) is used to analyze the data obtained. The main reason for choosing such topic is the crucial need for such practical method to teaching language. Teachers and students of English are both in need of an effective method, techniques and authentic resource of language, which are necessary for teaching and learning to acquire English language. Therefore the researcher aims to look into this resource and technique as a means of teaching language through literature. Tables and figures also used to present the results. So, the results are stated as follows: The data of the questionnaires is treated statistically through inferential statistics method in order to make a decision and justification about the hypotheses of the questionnaires.

The Inferential Hypotheses :

The inferential hypotheses of the study can be stated as .

* The data collected in teachers' questionnaire and the data collected in students' questionnaire were treated statistically through the analytical inferential statistics.

Statement of the Hypotheses :

* The first hypotheses assuming that teaching English language through grammar rules and teaching English language through literature has an equal impact in acquiring the language. Thereupon, $h_1 = h_2$. This illustrates that there is no different impact in teaching English language through academic book and teaching English through literary book. Therefore, the result will be disappointed or rejected.

*The second hypotheses assuming that literature has different impact in teaching language. Thereupon, $h_1 \neq h_2$. This means teaching language through literature produces different result and achievement between the means of scores in two variables. From table (1) it could be concluded that is slight different in the standard deviation and standard error mean. This demonstrate the validity of the two questionnaires. Also, from table (1) the descriptive statistics can be inferred that there are variant observation of the two means (2.38vs2.67).

DISCRIPTIVE STATISTICS:

Table (1) provides the mean, standard deviation and standard error mean.

	N	Mean	Std. Deviation	Std. Error Mean
X1	240	2.38	1.242	.080
X2	200	2.67	1.249	.088

This table provides the descriptive statistics of variable. The test value the Sig value (.000) is less than (.05). There is a number of observations, the mean, standard deviation and the

standard error mean. the items that strongly students' response to the procedures that should teachers follow is higher (2.67 vs 2.38).

Table (2) compares the means of teachers and students.

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Lower
x1	29.683	239	.000	2.379	2.22	2.22
x2	30.170	199	.000	2.665	2.49	2.49

From the previous table the comparing of the means of teachers and students are stated as follows:

*-The mean of teacher is (2.379) and the mean of student is (2.665)

*- The value of the t-test calculated for the difference between the numbers of the sample in the study indicates in all terms of the teachers (29,683) and, the value of sig (0.000) is less than the moral level (0.05).

*-The value of the t-test calculated for the difference between the numbers of the sample of the study indicates that all the terms of the student is (30.170) and the value of sig (0.000) is less than the moral level (0.05).

According to the results of the items of the questionnaires that students reply that teaching literature is a rich source for acquiring language for communication.

Table (3) the samples correlations.

The correlation:

	X1	X2
x1 Pearson Correlation	1	.040
Sig. (2-tailed)	240	.574
N		200



X2	Pearson	.040	1
Correlation		.574	
Sig. (2-tailed)		.200	200
N			

This table shows the correlation of teacher' answers comparing to students' answers is weak and it has decreased value . The result which is assured that literature is a rich sources of authentic language . If teachers adopt linguistic analysis the students will understanding literature and use the language acquired . Also , teachers have to take it a serious resource of language for communication through the classroom.

DISCUSION :

This discussion is an attempt to give a brief account of the prevailing attitudes towards investing literature as an ideal resource for teaching English language in EFL classes as language for communication. The findings of the questionnaires came to light that comparing and contrasting the results obtained with literature on the subject area , The students' questionnaire and teachers' questionnaire of the formulated hypotheses . The results obtained from the students' questionnaire demonstrate that 65% percent of respondents yes , 20% percent to large extent , 15% percent to some extent ; that literature offers classrooms language that can enable students understand the language of the literariness and help them develop their communicative abilities . And there was remarkable progression ; during the practical

experience . Both teachers and students emphasize that, there wasn't any additional literary book in the academic schools . Nevertheless , literature will go beyond communication if students adopt reading it, their knowledge to write literary context will be developed . Therefore , Literature is a dynamic tool , especially through the group features . Teaching language through literature, allows teachers utilizing linguistic analysis which offers students great opportunities of processing language . So, instructors should be more aware in adopting resources fully of learning linguistic. Also, they should focus on authentic structures as important part for developing classroom language. The classroom discussion if planned appropriately as a part of a learning literariness language for communicative ; literature will be a tool for facilitating learning English language and language for communication .

The finding:

The findings are on basis of the data analysis. The following are obtained : Literature is a helpful resource of increasing students' language. It enable students to reach satisfactory level of proficiency in reading comprehension . Guessing and predicting meaning from the context will develop students' language .

It can encourage students and teachers interaction and learning English will become easier and more challenging than ever before . Teaching English through literature provides teachers and the learners with techniques that can develop their performance.

CONCLUSION :

The conclusion based on the findings. The researcher concluded the followings :Literature provides an examples of different styles writing and representations of various authentic usage the language .Also ,it is a good basis for vocabulary expansion and authentic structure which leads to real communication. Furthermore, literature supports an excellent lend jump off point discussion which lead to acquiring language. It involves the students to emotions as well as intellect , which adds to motivation which may contribute to personal development .It is a part of target culture and has its own value as a part of the learners general education .literature encourages empathetic , critical and creative thinking. Also, it is away for increasing language to move to enjoyable reading .

The Recommendations:

It may contribute to enhance English language teachers' and students' performance . These recommendations are as follows : The teachers of English language and the learners should utilize an appropriate linguistic analyses , when teaching literature to invest the literary language .Teachers of learners should involve students in classroom discussion . Also, teachers

and students should interact to communicate with each other in or outside the classroom .Teachers should put in account the role of developing learning progress and promotion. The Ministry of Education should support secondary schools with adequate books of. Syllabus designers should consider literature as important source of authentic language which provides the learners with all language skills .

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