



**Sudan University of Science and Technology**  
**College of Post Graduate Studies**  
**College of Education**



**Investigating the Effectiveness of Using the  
Stylistic Approach for Teaching Literature at  
Sudanese Tertiary Level**

**تقصي اثر استخدام الطريقة الاسلوبية  
التحليلية في تدريس الادب الانجليزي في المستوى  
الجامعي السوداني**

**A Case Study of Second Level English  
Language Students, Faculty of Arts,  
Alnahdah Collge, Khartoum**

**(A Thesis Submitted in Fulfillment of the Requirements for  
Ph.D in Education (EFL). Degree in Education )**

**Submitted by:** Fatima Abdalla Abdalrahman Matar

**Supervised by:** Dr. Hala Salih Mohammed Nur

**2021**

# الآية

قَالَ تَعَالَى:

﴿ أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ

الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾ ﴾

صدق الله العظيم

سورة العلق الآية (1-5)

# Dedication

To the soul of my dearest son **Ala-edeen**.

To my family, especially my sons, brother, sister, my daughter, my husband, whose patience and support were instrumental in accomplishing this thesis.

# Acknowledgements

Any accomplishment requires effort of many people, and this work is not different. I am extremely indebted to Dr. Hala Salih the head of English language Institute at University of Khartoum. She has been the source of almost all good ideas incorporated in this study. However, I take sole responsibility for any defects that may still remain. The researcher also owed special thanks and gratitude to professor Mohammed Bakri, my first supervisor at master degree till now for his generous help, sincere advice, correction, constructive criticism and encouragement. My gratitude and thanks are extended to professor Abdurrahman Ishag the dean of Al Nahdah College , who let the door of the college opened for me to carry out the practical experience, Dr. Luwal John the head English department, and Dr Khalid Hassan who gave me their precious long time, that moulded every part of this work. My thanks also to the students who are co-operated with me throughout the term. My gratetitude and thanks are extended to all English language staff, who contributed in this work.

Many examples and anecdotes are resulted of a collection from various sources, such as universities, journals, articles, previous studies libraries, provided me great information and acknowledgment.

# ABSTRACT

This study investigates the effectiveness of using stylistic approach for teaching literature at tertiary level, to facilitate the study of literary version and , to solve the problems encounter the students.

The thesis consist of five chapters. Chapter one includes the problem , the objectives, the questions, and the hypotheses, which assume that stylistic approach can facilitate the study of literature and solve the problem encounters the students at tertiary level . The searcher applied an experimental method in two stages by using the traditional stage (teacher - centred) and control stage by using stylistic approach. And then, employed (pre – test and post – test) as a tool to collect the data. Also, the researcher used an inferential statistics (T-test), and adopting the Statistical Package for Social Sciences (SPSS) to analyze the data.

The findings confirm the hypotheses that, students strongly responded to the use of stylistic approach as an ideal and practical method for teaching literature. Also, it could move the methodology of teaching literature from (teacher – centred to student – centred) Based on that, the researcher presented the following recommendations:

- Teachers of English literature should promote their performance by using stylistic approach.
- The procedures that the teacher uses should be followed practically and systematically to draw students' attention to analyze the language of literature.
- Teachers should provide the students with an explicit guidance to solve the difficulties encounters them.
- Students should be aware of the values of the authentic language of literature, and invest it in language acquisition and strongly in communication.

## المستخلص

هذه الرسالة تقصت استخدام الطريقة الاسلوبية التحليلية لتدريس الادب الانجليزي في المستوى الجامعي لتسهيل دراسة الادب و حل الصعوبات التي تواجه الطلبة. تتكون الرسالة من خمسة وحدات. الوحدة الاولى تحتوي على المشكلة ، الاهداف ، الفرضية و اسئلتها التي تزعم ان الطريقة الاسلوبية التحليلية يمكن ان تسهل دراسة الادب الانجليزي و تسهل حل الصعوبات التي تواجه الطلبة .

طبقت الباحثة الطريقة التجريبية على مرحلتين باستخدام الطريقة التقليدية (المعلم مركز الحوار و المعلومة) و مرحلة التحكم و التوجيه باستخدام ( الطريقة الاسلوبية التحليلية ) ، و من ثم استخدمت الباحثة المنهج التجريبي القياسي القبلي و البعدي كاداة لجمع المعلومات . ايضا استخدمت الباحثة طريقة التحليل الاحصائي الاستنتاجي لتحليل المعلومات . اثبتت النتائج ان الطلاب استجابوا بصورة جيدة لاستخدام الطريقة الاسلوبية التحليلية، كطريقة عملية مثالية لتدريس الادب الانجليزي التي يمكن ان تغير طريقة تدريس الادب من ان (المعلم مركز المعلومة و الحوار) الى ان يكون (التلميذ هو مركز الحوار و المعلومة) . و بناء على ذلك قدمت الباحثة التوصيات الاتية:

- يجب على معلم الادب الانجليزية ان يحسن ادائه باستخدام الطريقة الاسلوبية التحليلية .
- على معلم الادب الانجليزي اتباع الاجراءات التي يستخدمها بشكل منهجي و عملي ، ليسترعى انتباه التلاميذ الى طريقة تحليل اللغة.
- على المعلمين تزويد الطلبة بتوجيهات واضحة لحل الصعوبات التي تواجههم في دراسة لغة الادب .
- يجب على الطلبة ان يكونوا منتبهين على قيم اللغة الاصلية للادب و استثمارها لاكتساب جميع المهارات اللغوية و يستخدمونها بقوة في التواصل .

## Table of Contents

No	Contents	Page
1	الآية	I
2	Dedication	II
3	Acknowledgements	III
4	ABSTRACT	IV
5	المستخلص	V
6	Table of Contents	VI
7	Last of Table	VIII
8	Last of Figure	IV
<b>Chapter One</b>		
<b>Introduction</b>		
1-0	Overview	2
1-1	Statement of the Problem	3
1-2	Objectives of the Study	3
1-3	Significance of the Study	4
1-4	Research Questions	5
1-5	Research Hypotheses	5
1-6	Research Methodology	5
1-7	Scope of the Study	6
<b>Chapter Two</b>		
<b>Literature Review</b>		
2-0	Overview	8
2-1	Background	8
2-5	Introduction to Literature:	14
2-6	The Stylistics and Style	29
2-7	The Great schools of Style (Dualism and monism)	49
2-8	Literary Language and Style (Style of English Language)	53
2-9	Elements of Literature	63
2-10	Implementing Stylistic Approach in Classroom Language teaching	103
2-11	Benefits of Stylistic Method in Classroom Language Teaching	122
2-12	General Benefits of Teaching Literature	131
2-13	Benefits of Teaching Literary Genres	135

<b>2-14</b>	Literature and Communicative Needs	<b>139</b>
<b>2-15</b>	Literature and Language / Cultural Awareness	<b>140</b>
<b>2-16</b>	The Effectiveness of Some Values on Literary Students	<b>144</b>
<b>2-17</b>	Additional of Meta language Knowledge	<b>147</b>
<b>2-18</b>	Previous Studies	<b>150</b>
<b>Chapter Three</b>		
<b>Research methodology</b>		
<b>3-0</b>	Introduction	<b>163</b>
<b>3-1</b>	The Proposed method	<b>163</b>
<b>3-2</b>	The Procedures	<b>166</b>
<b>3-3</b>	The Subjects of the Study	<b>167</b>
<b>3-4</b>	The Tools	<b>168</b>
<b>Chapter Four</b>		
<b>Data Analysis, Results and Discussion</b>		
<b>4-0</b>	Introduction:	<b>177</b>
<b>4-1-1</b>	<b>Additional degrees and percentages</b>	<b>179</b>
<b>4-3</b>	Verification of the Study Hypotheses	<b>183</b>
<b>4-4</b>	Summary of the Chapter	<b>185</b>
<b>Chapter Five</b>		
<b>Conclusions and Recommendations</b>		
<b>5-0</b>	Introduction	<b>188</b>
<b>5-1</b>	Conclusions	<b>190</b>
<b>5-2</b>	Recommendations	<b>191</b>
<b>BIBIOGRAPHY</b>		
	Bibliography	<b>193</b>
<b>Appendices</b>		<b>204</b>



## List of Table

<b>Table</b>	<b>Page</b>
<b>Table (4-1) shows the percentages of students' scores in pre-test</b>	<b>177</b>
<b>Table (4-2) provides the percentages of students' scores in post-test.</b>	<b>178</b>
<b>Table (4-3) shows the participants' analytical reinforcements.</b>	<b>180</b>
<b>Table (4-4) provides the degree that students added in post-test:</b>	<b>182</b>

## List of Figure

<b>Figure</b>	<b>Page</b>
<b>Figure (1) Plot diagram</b>	<b>66</b>
<b>Figure (2) Procedures of presenting a literary text</b>	<b>83</b>
<b>Figure (3) teacher-centred</b>	<b>84</b>
<b>Figure (4) student-centred</b>	<b>85</b>
<b>Figure (5) linguistic modifies literary inside</b>	<b>93</b>
<b>Figure (6) Explains the noticeable linguistic features</b>	<b>101</b>
<b>Figure (7): Literary Values</b>	<b>145</b>

# **CHAPTER ONE**

## **Introduction**

# Chapter One

## Introduction

### 1-0 Overview

The main aim of the study is to investigate the effectiveness of practical method, based on stylistic approach for teaching literature at tertiary level . Also, it is significant to assure that the study of stylistic approach for teaching literature is of particular value as a subject at under-graduate , and how it can rectify some of the defects of contemporary practices methodical, that are used in teaching literature at tertiary level at many universities.

Today, around the world there is a great demand for English as a language of international communication , and high education, to meet this demand through developing communicative competency among the students at university . Literature is a rich source of authentic language, the easiest, and helpful way for language acquisition. If it introduces in the practical stylistic approach, it will achieve the purpose of language teaching . Because , at tertiary level normally the under-graduates are expected to appreciate literary texts from critical judgments. They are also expected to arrive spontaneously at appreciation of literary qualities without much explicit guidance and be able to communicate with each other . Kelly . (1969) clarified the function of the language said that “ language teaching through ages served four major aims : Language for communication , language for artistic , language for cultural and appreciation , and *language for linguistic analysis*”. Actually , if teachers adopt stylistic approach in teaching literature; the students will get the participatory role, as they will be taught to interact , examine , and evaluate the language of literary text, to interpret the meaning acquired intuitively; by using the linguistic features and literary devices . Also , it will help students of high education, to understand the role of the language in literature and, they will be able to appreciate the artistic use of language from their own point of views . In addition to , it will assist students at university enhance their communicative competence . Also, it will show how the resources of language code are put in use in production of unique messages in literary texts .

The introductory chapter uses to highlight the fundamental aspect of the research . The chapter gives some justifications for using stylistic approach as the most appropriate form for teaching literature and, explains, the problem, the objective of the research, the significance of the study and, the methodology that are discussed briefly besides, the formulation of the hypotheses.

### **1-1 Statement of the Problem**

This study investigates the effectiveness of using stylistic approach for teaching literature at Sudanese tertiary level to, provide teachers and the learners with techniques and strategies, which can help teachers present literary texts in a way, that can make the under-graduates able to full understanding and interpreting all sorts of literary contexts. to tackle the defects of the traditional method (teacher –centred) . Because through it,our under-graduates encounter difficulties to studying literary version, in a complete comprehensive way which, stands of a balance of comparative analysis to make clear decision about the literary text. The researcher assumes that the problem is due to our teaching methodology which is based on lectures, where the teacher plays the main role (teacher-centred) , speaking most the time on explaining the different concepts , ideas and the themes that are included in a piece of literary work consequently; the under-graduates sit as listeners, whereas teachers should steer and guide the students safely through all difficulties of literary contexts ). Widdowson , (1975) provided an explicit view , said that “ I would argue that , in most cases the individual an only respond to literature as the result of guidance , the conjunction reader meets texts very often simply procedures bafflement :one just cannot expose students literary writing and hope that they will be apprised of its essential message by some kinds *of miraculous revelation*”.

( P.75). Hence , in this study the researcher is going to investigate the effectiveness of using stylistic approach for teaching literature.

## **1-2 Objectives of the Study**

The main objectives of the study is to investigate an ideal approach for teaching literature to:

1- increase the learners' motivation of learning literature and learning English language through literature, which is the most appropriate branch that, can increase and help under-graduate communicative skills.

2-increase students' skills of linguistic knowledge and the artistic use of language by using stylistic approach; in away that can help them work the meaning, appreciate the text and analyze it, then move to enjoyable reading.

3- provide students at tertiary levels of literature and English language with method, techniques, and strategies by using stylistic approach, to help them appropriate literature, and make them understand the figurative speech of the expression, proverb that are found in the literary context and, solve the problems they encounter. Moreover, the researcher tends to prove that stylistic approach is an effectual method for teaching and learning literature if it adopted.

4- raise learners' language of literary texts through the stylistic method to take the particpotry role, work the meaning, appreciate, and analyze different texts. And then, students will learn form each other.

## **1-3 Significance of the Study**

The significance of this research emerges from the fact that, using literature at university classes, helps the under-graduates to acquire language usage also, raises their pragmatic and cultural awareness , emotional intelligence , develop their critical thinking and, motivates them for further learning which, leads them appropriately communicate with each other . Furthermore , this study intends to help teachers to improve their performance and, to contribute to develop the standard of teaching and learning English language all over the Sudan . In addition, bearing in mind, the great role that literature plays during the learning process , as it provides massive linguistic input and motivate the students to

participate in all texts activities as well as, allowing them express themselves in English proficiently.

#### **1-4 Research Questions**

The questions of the research are :

- 1- To what extent do the under-graduates of the universities in the Sudan encounter difficulties in understanding and appreciating literature ?
2. What is the possible impact of using the stylistics approach on students' motivation in learning English literature?
3. What is the possible impact of using the stylistic approach in teaching literature on students' achievement ?

#### **1-5 Research Hypotheses**

1. Most of students at tertiary levels in the universities of the Sudan, encounter difficulties in understanding or appreciating literature .
2. Using stylistic approach in teaching literature has positive impact on a raising students motivation in studying literature.
3. Using stylistic approach in teaching literature at tertiary levels has positive impact on students' achievement.

#### **1-6 Research Methodology**

The researcher investigates the effectiveness of using stylistic approach in teaching literature at tertiary level, to find out its impact in teaching literature. So that, an experimental approach will be applied into two stages: an experimental stage by using the traditional approach (teacher-centred) and control stage by using (stylistic- approach ); as the best model to achieve the goal of the study, and to highlight the differences between the two approaches to, find out the learners' responses towards the method under research . Therefore, the researcher taught the book of literature ( Animal Farm) at tertiary level, in two stages by using ( the conventional approach, teacher-centred and literary discourse by using stylistic approach . Then, employs (T-test) pre-test to collect primary data and, post-test, to collect the specific data by using stylistic approach. Then , the data collected for processing and analyzing ; to discover the effect and provide the solution by

applying the descriptive analytical methods which is very helpful to reach to the solutions.

### **1-7 Scope of the Study**

The scope of study is the second level, Faculty of Arts, at Alnahdah College, in Khartoum State; the students who have admitted the department of English language and other sub recommended courses. These students have chosen homogeneously according to their ages and linguistic background. Also, they have the same MT which is Arabic.



# **CHAPTER TWO**

## **Literature Review**

## **Chapter Two**

### **Literature Review**

#### **2-0 Overview**

This chapter is assigned to, concerned with literature review on stylistics, as a discipline on one hand and, some approaches to the teaching of literature in general and, focuses on stylistic approach as alternative approach for teaching literature in a particular and, others related subjects . The chapter provides background about teacher – centred approach, comparing it to stylistic approach . It provides definition of stylistic approach, and its characteristics in teaching literary texts. Also, concerns with the nature of literature which leads to better achievement. It offers some ideas about style and stylistics and, how different schools of style can be used to analyze literary texts . The other part of the literature review provides some approaches to teaching literature then, it focuses on stylistic approach with some procedures and techniques involve in teaching literary texts . Also, it employs close analysis of its stylistic features for the students to, gain some benefits by using such approach. In this section of literature review , the researcher will present relevant previous studies related the research inside the Sudan and around the world which are concentrated on the employment of stylistic approach in teaching literature in both EFL / ESL contexts.

#### **2-1 Background**

The traditional approach of teaching literature (The Teacher - centered) in Sudan, teaching EFL context has relied on the intuition of students to form critical judgments of the text and, the students are asked to arrive spontaneously at an appreciation of its literary qualities without any explicit guidance , as how this to be done . The result is that the learners writing translation of unfamiliar

words , phrases , and idiomatic expressions and..so on to respond to the literary text . That is why the researcher chose the stylistic approach as practical tool for teaching literature . Stylistic approach has been chosen as a distinctive approach. Because it provides the students with a systematic and logical steps, to study various perspective of the author's style and make analysis to the literary texts also , it will increase student's desirability for studying literature. Tomlinson. (1998) who confirmed the role that stylistic analysis said that, “ stylistics is concerned with a choices that are available to a writer, and the reasons why particular forms and expressions are used rather than others ”. (P.67). Stylistic approach is a practical tool functioned for studying language through literature. It is language-based approach incorporating with studying of author's style . Varaprasad. (1997) stated that " stylistics is a part of language-based approach of using literature to make meaningful interpretation". (P. 56) Also, (Roshan, S., 2013) “ stylistics, having to do largely with style. Is a discipline concerned with the study of language as art . As the study of style”.(P.43) explained stylistic as a tool functioned for studying language of art. This approach applies techniques and concepts of modern linguistics to integrate English language and language of literature. Shiba, S. (2009), mentioned that “ *stylistic approach provides away of integrating the two subjects English language and English literature which are commonly taught in isolation from each other . It studies the literary works as a kind of discourse enquires into the communication potential of the language concerned*”,( P.17).

## **2-2 The Teaching of Literature at Tertiary Level**

The study is concerned with teaching literature , because it has a wide vocabulary that students can employ it in making simpler expression with different words, .also it provides authentic materials for the students at university. Moreover there are a number of factors of using literature at tertiary levels among them.

1-Focusing on the function of the language, which is made teaching literature at university less popular. In fact, literature

provides very rich linguistic input and, encourages the undergraduates for further learning and, makes them use the language naturally, in order to communicate with each other freely without difficulties.

2-In spite of the fact that, literature provides English language learners, with great opportunities to explore the language . Also, it suits all English language students at university with different learning style, yet , these students find great difficulties in understanding literary texts. Furthermore, teachers spend much time to teach and explain the difficult concepts, ideas and themes included in pieces of literary works.

3-Literature is considered to be a great source of linguistics input that allows the undergraduates to practice all the language skills.

4-Literary texts expose the students to English speaking countries culture , which helps in raising the students awareness about, English language through their cultures, comparing it to their culture.

6-Literature helps the learners to discuss themselves and discuss topics such as love, friendships, peace, war, and other topics which are not always included in books ; students at universities will become aware about what happen around them and round the world.

### **2-3 The Situation of the Sudan in Teaching Literature**

Recently, teaching language through literary text, or teaching literature for its potential elements has become increasingly guided by one aim of improving students communicative competence .Therefore, many researches have been conducted about the

integrating literature and language teaching, and the benefits that students gain through learning literary texts; to find out the effective method to achieve the goal of the study.

The Sudan is the first Arab countries mastered English language and, dominant teaching English language in most of Arab countries. English is the most widely used language for international communication .It used intensively in foreign correspondence , trade commercial , contracts , and deals with foreign countries and companies. But , unfortunately, this proficiency has deteriorated, although , the history of teaching literature in the Sudan is the same history of teaching English language . This action of deteriorating begins during the last forty years , when the governmental decree has made Arabic as a medium of instruction , the process that changed the educational system , and the Sudan goes through the system of arabisation of all public education before this decree . Liza, Sandell. (1982) who emphasized on English language in the Sudan said that “ *English language became just a subject not a medium of instruction* ”(P.72). This decision generates negative results in English language teaching, which is reflected on both teachers and students such as , poor command of language, through lack of use which effect the self-esteem, and professional status of most of the teachers . Furthermore , it can keep the teacher from fulfilling the pedagogical requirement of more communicative approach to language teaching .Doff.(1987) asserted that " *a teacher's confidence in the classroom is undetermined by the poor command of the English language.*" (P.67-71). Most reports on Sudan education indicates that the majority of teachers have not get sufficiently equipped to meet the education needs of the growing need demands in the 21st century environment . The basic problem mentioned affected on students from basic level to universities negatively. Students at university commit many grammatical and syntactic errors . They have errors in the verb phrase and noun phrase, when they attempt to improve their quality out the remedial English program. The Sudanese students find it difficult to communicate freely in the target

language. This may be due to the methods of language presenting, also can be due to the environment or, because they often lack the necessary vocabulary or, need to get their meaning across. As the result, they can keep the interaction going for an extended period of time.

For the serious problem, the ministry of education initiative research project (1999) conducted the most critical challenge for teachers education in Sudan. The limited conceptual knowledge of many teachers; which contributes to low levels of learners achievement in acquiring English language in general and in appreciation literature particularly.

Pedagogically and linguistically, the stylistic approach as the discipline is not only involving linguistic examination but also, the consideration of the text as a whole different features. It enables the students to work the meaning, appreciate the literary text and analyze it, then, moves them to the language usage appropriately to communicate in varying contexts. This approach leads the students to study and interpret the stylistic dimensions of the literary texts. Spiro, (1991). asserted that “ *stylistics helps mainly to describe the distinctive linguistic dimensions of that interest or values* ”. (P.74). It teaches students how, what is said. Also, enable them to distinguish between language of science and language of literature and recognizes them what makes language of literature different from everyday language.

#### **2-4 Theoretical Framework of Teaching Literature**

What is the point basically of teaching literature? What are the reasons for persisting in incorporating literature to the language teaching? Hardly to answer these questions completely, because

literature has unlimited merits. It plays in many directions in the man's life. The first one, is the element of enjoyment, cultural background, and it becomes the source of language acquisition. Hassan, N. (1985) said that "*I call my approach to teaching literature ... It is a process through which the understanding of story brings illumination and self-awareness. It works through a constant dialogue between reader and text ... As readers move from intensive to extensive reading...*" (P.27). Also Widdowson, (1992) gave good reason for incorporating short stories on the syllabus, mentioned that short stories are "*protected by some vague notion that like religious education, its somehow morally uplifting and good for the soul.*" (P.54). Short stories are still in the schools used for teaching language and enjoyment. At universities it has a variety weighty presence persisted, it makes students familiar with figurative of speech. Widdowson. (1992) argued that literary proses can be integrated at ELT context. Said that "*to develop some of the reading and writing skills which can be directed to practical purposes*". (P.74). This confirm that short stories if, introduces in practical approach it will develop language skills besides enjoyment and pleasure. Also Parasad (1953) provided some good illustration that can be gained by studying short stories. By adding "*short story with long continue to meet the needs of authors and readers alike and find new materials for its especial purpose in a constant changing world.*" ( P.229). So, it is worthwhile, to identify literature to consider some aspects of linguistic features and make students familiar with its genres, which have some classroom applications.

## 2-5 Introduction to Literature:

Literature is creative an art, where a person translates his own experience through the language into literary terms, to be read, enjoyed and appreciated. Literature in this context refer to English language literature . In simplified context it can be defined as a written texts with artistic value , including the traditional literary genres such as , poetry , prose and drama beside culturally and literary canon which is accepted texts in a broader concept of literature . Martani , etal (1996 ) said that “*literature is called mother of all arts because , almost every art form including cinema , music ..... etc depend on literary text* “(P.120). Literature is needed to reflect a wider cultural and language awareness through text- mediation . Thus non-fiction narratives such as diaries, autobiographies and letters are included as well as children literature . literature considered a tool of transmitting human needs “ experiences , society , safety , status , self-fulfillment “, and communication system from generation to generation till now. This wide concept allow for much more empirical description, which are being performed in the field of literature . No one can imagine a movie without story or song without lyrics so, literature is a very important art even in modern world . In term of historical, cultural or political perspective , literature has immense value . For example , poetry which has distinctive features ‘metaphor ’ is considered great weapon that the writers use to express their views, to convert people's view about a serious issue or manipulating specific problem of the society. Although, the first function of literature is to bring the enjoyment and pleasure for people, this study concerns the intermediate function of literature, which seems to be basic



function in recent years, is that literature has interactive role in communication and , real impact in language teaching and cultural transmitting.

### **2-5-1 Approaches to Teaching Literature**

Recently, there has been a widespread waves of approaches to teaching language through literary texts. These approaches of teaching literary texts, appeared as a result of hard efforts and quests of scholars, linguists and critics to, improve the quality of teaching methods, to meet the learners' needs. Richard & Rogers (1998) mentioned that “ *This is a healthy signs because, it shows how much those in this profession are concerned about the outcome of their efforts and how much efforts they exert in trying to find more efficient, and more effective ways of teaching language*”.(P.324). The main approaches of teaching literature are: Language - based approach, cultural- based approach, and personal-growth but the study emphasizes on the very new and the more effective and practical approach for teaching literature the (stylistic approach). Every one of these approaches has its own characteristics for literary appreciation and acquiring language .

#### **2-5-1-1 Cultural - based Approach**

From the tittle mentioned this approach views a literary texts as a product. This means that it is treated as a source of information about the target culture. It is the most traditional approach that, focuses on texts interpretation in away the teacher- centered, where he emphasizes on the texts, explaining its social , historical , political and the literary context is on the last stage to be study. In cultural model there is no specific language work done on the texts

. The benefit of this approach it encourages the students understand different cultures and ideologies in relation to their own.

### **2-5-1-2 Language – based Approach**

Language-based is a traditional thought used as stylistics. This approach has been strongly advocated to linguistic stylistics for the reasons, which it involves the application of tried and tested language teaching techniques and the familiarity of such approaches to students of English as foreign language. Drak, (1939) advised that reading should be interrupted to set of exercises at convenient interval to set the class to do exercise, Dark explained three types of exercises that should be used during reading process, mentioned that “ *I there should be questions in the texts. Those are to make a certain that students have really understood the passages they have read* “. They may be used both as distinguishing and written exercises.

2- Exercise in idioms, English is very idiomatic, very often the simpler passage is the more idiomatic it is. Idiom, however, must be learnt not only for its meaning but in its use. This exercises should be done with continual reference to the texts, so that the students may see how the idioms are applied.

3- Exercises of vocabulary. Their aim is to fix the new words in the memory by recalling and association; that is to reinforce by definite drill. The aim of reading itself to do this, each new word is to shown in the fullest connection with (a) words of similar meaning, (b) words of opposite meaning, and (c) words of the same roots." (P.X). This approach as an organic approach to teaching the language in the text . So, the teacher should follow these procedures:

“-Offer a set of choices.

-Provide opportunities for the learner to explore grammatical and discursal relationship.

-Make the form and the function relationships transparent.

-Encourage the learners to become active expressers of language.

-Encourage learners to explore relationships between grammar and discourse” (Nunan (1989a) ,P.19).

Widdowson (1992) suggested that teachers can begin with activities which encourage students to assemble , for example , Widdowson believes that teachers should introduce a paragraph which its component parts are the simplest to get the students to individually or collectively, to arrange the scrambled and, unpunctuated sentences into what seems to be most completed idea. The activity of this approach involves the followings: students write in report speech, transform into dialogues and compare their text with the original .So, the teacher should give descriptive writing from, which all adverbs and adjectives that removed. The teacher provides the learners with a list of many titles, then students decide which one is the most appropriate. Also, he gives extract in which all tenses are removed, then they find the correct tense and compare their text with the original. The teacher gives them three different critical opinion then the learners decide which one is the most convincing .These procedures can be used to explore to what extend does stylistic approach effect on student’s comprehension of the text and leads them ready for working on the style of the text they have been provided. Carrel.(1985), proposed the following procedures that the teacher could perform:

“1- The teacher asks the students to make inference of the meaning of the title .

2-Decides on reading purpose such as, the development of a specific character in relation to the plot .

3-Assists word and sentence level comprehension through vocabulary exercises, etc.

4- Encourages students to predict how the story will develop and check these prediction against what they have read and modify or reformulate predictions”. Lazar (1993) also , provided some suggested organized into three stages of presenting literary texts he said that : “ *pre-reading , while reading and post reading.*”

One example of an activity for each objective of reading stage is given as follows:

**\* pre-reading activities is for:**

1- Helping students with cultural background.

2- Stimulating students' interest in literary text.

3- Pre-teaching vocabulary

**a-** listening comprehension about the author's life or about historical and cultural background to the literary text .

**b-** involves students in group discussion about what is the title of literary text suggests .

**c-** stimulates student brainstorm of lexical set which is important in the story text , for example legal vocabulary in a story about crime and science .

**while reading activities is for**

1- Helping student to understand the implication of the text.

2- helping student to understand the character .

3- helping student with difficult vocabulary .

- 4- helping student with style and language deviation and demission.
- a-Then the students are given series of jumble sentences which are summarize the blood , they have to put them in order , if the text is short story.
- b- student choose a list of objectives which ones are the most appropriate for describing a particular character .
- c- provide a multiple choice questions to encourage the guessing of meaning from the context .
- d- Close textual analysis of the text.

**Post- reading activities is for:** Lazer, (1993) provided some benefits which students gain from this activities, said that

“- Helping student to make interpretation of the text.

- Understanding some aspect such as, narrative point of view of the story. This will lead for:

**a-** providing student with difficult critical interpretation of the text which they have discussed.

**b-** Student writes dairy entries or a letter describing the implication of the text such as the events, the character .” (PP:83-86).

Widdowson,(1992) suggested intertextual comparison activity which help students appreciate the literariness of the text said that *One way of making students aware of the way meanings are exclusively yet elusively represented through the particular patterns..., while necessary at the same time developing their sensitivity to the subtleties of language in general, is to present them with an alternative text in parallel. This can be rendering of the propositional content...as a kind of interlingual ...translation. Such alternative texts can be written, so that the implied meanings...are more explicitly stated, and where the features referred to in the proposing an interpretation are largely absent.* (P.108) . So that, it is indispensable to use language model which referred to language-

based approach, the method that enable the learners to work the text in a systematic methodology and increase their ability to exemplify specific linguistic form. It assumes itself to be strategies used in language teaching such as, prediction exercises, which constitute all form of the language of ELT activities, used by the teacher. Also, he rephrases the text to facilitate the text to students know the values, believes and experience common to them. It makes them relate the content of the text to their own cultural experience. “teachers can enhance students’ literary critical reading by encouraging them to utilize the background information they possess.” (Bock , 2005, P. 53). Bock. Think that these procedures reinforce the learners interest in the development of the plot, so the teacher’s role is to fill in background knowledge, where it is needed through the historical, cultural, and social context of the text.

### **2-5-1-3 Personal – growth Approach**

As teachers of English as foreign language our main concern is to help learners acquire communicative competence. For this reason the researcher tends to focus on teaching standard forms of linguistic expression and literary context. However, although acquiring linguistic accuracy, it is clear that EFL learners still have difficulties in comprehending literary language, which characterizes with standard and transactional forms of English. Personal – growth Approach represents a bridge between the cultural model, the language model and the artistic analysis by, focusing on a particular use of language in a texts, as well as placing it in a specific cultural context. This approach is more beneficial than the previous for it encourages students to express their opinions , feelings and makes connection between their own personal and cultural experience. Also it helps undergraduates to develop their

knowledge of the language through different themes and topics by translating aids in a good new contexts. Cadourath and Harries. (1998) pointed out that “ *text itself has no meaning, it only provides direction for the reader to construct meaning from the reader’s own experience.*”(P:188). Thus, learning to take place when readers are able to interpret a literary texts and construct vocabulary on the basis of their own experience. Teaching literature needs four approaches to, teaching literature differ in terms of their focus on the text: Firstly, cultural model where the text represents the traditional approach, when the learners required to explore and interpret the social, political, literary and historical context of a specific text. The purpose of this approach is to encourage the students to reveal the universality of such thoughts and ideas also ; to encourage them to understand different cultures and ideologies in relation to their own and how these assist of community development. Secondly, language model where the text is used as a focus for grammatical and structural analysis. Thirdly, the text is the stimulus for personal growth activities. So. What is needed is an approach to teaching literature in the EFL classroom which attempts to integrate these elements in a way that makes literature accessible to the learners and beneficial for their linguistic development. Short and Candlin. (1986) asserted by saying that “ *if literature is worth teaching...then it seems axiomatic that it is the reason to literature itself which is important.*” (p:94).Although, this approach integrates linguistic description with interpretation of the text but, it seems to be benefit for foreign language teachers to adopt the fourth one stylistic approach with careful selection of the text, it can be adapted for all levels.

## **2-5-1-4 Teaching A literary Text Through These Approaches**

### **Step1:Preparation and anticipation:**

This stage points out learners' real or literary experience of the main themes and context of the text..

### **Step 2: Focusing**

Learners experience the text by, listening, reading and focusing on specific content in the text.

### **Step 3: Preliminary Response**

Learners give their initial response to the text-spoken or written..

### **Step 4 : working 1**

Learners focus on comprehending the first level of meaning through intensive reading.

### **Step 5: Working 2**

The students focus on analysis of the text at a deeper level and exploring how the message is conveyed through overall structure and any special uses of language such rhythm , imagery, word choice etc.

### **Step 6: Interpretation and Personal Response**

This step focuses on increasing understanding, enhancing enjoyment of the text and enabling the students to come to their own personal interpretation of the text. This is based on the stylistic approach to personal growth.

## **2-5-1-5 The New Stylistic Approach**

The three approaches (cultural model, language model and personal growth) act as preliminary prior to the stylistic approach. The purpose of them is to provide the learners with what the language knowledge they have and, helping them to look at the text with critical thinking is to indulge them to the use of the stylistic



method to study the language of the fiction. In the conventional approach the students miss the magic enjoyment of the story. Wright. (1993) idea that is not geared to reach the sensitive area of the learners' mind and the teacher's role does not "*involve imparting and developing notions of taste, assessing validity recognizing beauty*" (P:6) . Because some teachers consider literature inappropriate to the language classroom for the reason that the creative use of language often deviates from the grammar rules and, students require desire and effort to interpret literary texts . The problem is that the meaning is not related to the students' social context . Brumfit and Cartr.(1986) claimed that "*some approaches can overcome such problems by using what they named language-based approach which can be used before stylistic procedures are introduced* . Stylistic analysis is a new approach intended to complement the more conventional approach language-based approach and diversify the classroom procedure and techniques , In this way the researcher tends to help teachers of English language to improve performance for teaching literature and encourage students to read literature for enjoyment and pleasure in general , and study it for appreciation and analysis stylistically without any difficulties in a particular and, invest the knowledge for communication .

There are two major goals which underlie the use of this approach.

The first goal , is to maintain students ' interest and involve them using a variety of student – centered activities, which based on close testing and examination of the literary style .The second goal , is to integrate language and literature by making students explore

the language of the text within the context of literary works, with the series of tasks devised for this purpose . So, students will be given enough opportunity to enter and comprehend the stylistic field which is specified for such study. .This research is focusing on a set of Procedures that can be used to teach many genres of literature through altering the students to study linguistic stylistic features of the text . As the research is concerned with some strategies and techniques , it seeks a method and approach of teaching literary works that can be employed in effective way . Celce-murcia. (2003) made a distinction between a method and approach , stated that " *a method is more specific than approach but less specific than a technique . Methods are compatible with one approach.*" ( P. 5).

Clearly , from obvious definition of the main concern of this a method of teaching is a particular form of classroom procedure and technique . "*methodology should comprise into practice with certain general principle of good language teaching come from research or observation .*" (Rogens and, Brown . (1994, P.71)

Stylistic approach which is integrated approach is very distinctive one . In 1991. Ellis, Brewster, & Maley, said that "... *are used in stylistic analysis , exploring texts, literary and nonliterary from the perspective of style and its relationship to the context and form*". (P.93) They went to say that this approach analyzes in detail's the stylistic features of the text to show what and how " how it suggests what it means " . this approach shifts students from missing element of enjoyment and appreciation of literary text to, reading literature for enjoyment and pleasure to communication role

. Also, it makes the literary texts lessons very effective and practical for studying English language . It seems to be as a distinctive one that can lead the learners to communicate proficiency.

The purpose of this approach is to equip the student with what language knowledge they have and help them to look at the literary text with critical eyes to indulge them to the stylistic world of the literary text . Because, many of them cannot reach to the element of the enjoyment and appreciation of the literary context . “ *they are not appreciate to reach the sensitive area, so, the teacher’s role does not involve imparting and developing notions of taste ,assessing validity, recognizing beauty.*” (Wright, 1993, P.6 ).Also, claimed that .Some teachers consider literature is only for appropriating to the language classroom, for the reason that the creative use of language often deviates from the norms of language rules so, , student requires to be guided and supported to make their effort to, integrate the literary texts because , the meaning is detached from the student immediate social context. Brumfit and carter ( 1986) pointed out that some approaches can overcome such problems what they called language- base model that used before stylistic procedures , they introduced their justification for using this approach is that “ *some area of language organization can create greater problems than other e- g. lexis with the many social and cultural associations* ”. ( P. 17)

To help the undergraduates to take on responsibility for self-direction.

Students should be equipped with appropriateness learning strategies because it is one of the aims for using stylistic approach . Lazar.

(1993) said that is to “ *engage students in complex is making sense of view of a text rather than of reading a definitive view of that texts meaning.*”(P.49) It is helpful to teach undergraduates how to adopt appropriate strategies of using on the literary and linguistic style for the sake of appreciation and interpretation of literary texts . " *that is to enable him to carry out the various step which leads to the learning process , is to consider the way of ensuring that learning takes place*” (Holec .1993, P.265). Claimed that.

### **2-5-1-6 he Definition of Stylistic Approach**

Stylistic approach is known as an ideal alternative approach to the more traditional (language-based approach) where the teacher-centered, currently followed at some universities in the Sudan. Is an alternative approach for teaching literature, where a teacher attempt to establish the preliminary background or context to the literary text by lecturing exhaustively on the language features, the biography of the writer and social cultural background. “in practice the background course to displace the texts not surprising as background is easier to teach. We can link this preoccupations with facts with generally trans missive mood of teaching characteristics of many languages and literature classrooms throughout the words” .(Short and Candlin , 1986, P.90) But the researcher observed that there are many English language teachers who believe that teaching linguistic elements are more important than teaching language through literary texts, whereas recent theories suggest that teaching literature has a lot of advantages. Also in recent years there has been a major change in teaching literature away from the traditional one especially, in second language teaching to the literary texts.

Carter and Long, (1987) mentioned that they were able to talk of " *considerable resurgence of interest in the study of literature in relation to language.*" ( P.223 ) Also Strevens, (1977) documented this change trend as a new orientation in the second language teaching. He said "*there has been a major change of language teaching as a handmaiden of literary study... towards conception of teaching and learning the practice command of language unrelated to aspects of culture...*"(P.89).

The main aim of this study, is to investigate the effectiveness of using stylistic approach for teaching literature to, suggest new teaching strategies and techniques for teaching different types of literary texts which, can help teachers to improve their performance and contribute to develop the standard of English language that, makes the readers understand the nature of literature which leads to better achievement in terms of using the language professionally and skillfully. *best way of ensuring that learning takes place.*" (Holec. (1993), P.265). Claimed that.

### **2-5-1-7 Advantages and Disadvantages of Stylistic Approach:**

#### **a-The Advantages**

Actually, if teachers adopted the stylistic approach to the teaching of literature at university, students could get participatory role, interpret, the meaning, appreciate the language of the text, and analyze it. Because it emphasizes on literature as a discourse and studies it from a linguistic perspective , which is identified students how the literary text represent the system of the language as it uses in grammar . And artistically, it is concerning with the literary

texts as a message , interpret and evaluates it . The advantages of stylistic approach are:

**a-** It enables the students to correlate the meaning of a linguistic item as an element in language code, with the meaning they take on the texts . This will lead them to interpret the literary text and appreciate it. And reinforce their knowledge of language code. The illustration of following lines will provide the function of stylistic approach in teaching literature:

Here files of pins extend their shining rows. Puffs, powders, patches, bibles billet doux. Canti First,( P.137-138).

In this line of poetry the letter ‘p’ has repeated thrice and the letter ‘b’ twice to show that there are two cases of alliterations ; the distinctive of stylistic approach

**b-** Literature paves the way for communication . Through stylistic approach students can acquire the knowledge of language system ,the structures and vocabulary from the literary text and exploit it appropriately in communication or creative thinking . Widdowson.(1989), clarified that " *The purpose of stylistic analysis is to investigate how the resources of language code are put to use in production of actual messages . It is concerned with patterns of use in given texts... It aims to characterize texts as a piece of communication.*" (PP.156-157).

**c-** Stylistic approach enables students, to select the literary texts that they can read. Also, it provides students with the faculty of choosing the suitable text for interesting and appreciation . Stylistic approach regards the teaching of language and literature, as aspects of the same activity therefore , the text should conforms the students ability . Moody, (1971) emphasized that “*the essential*

*educational principle we are approaching here is that literary work must always be related to students capability , at any stage ...just as students capacities can be graded. So , all the work."* (P.15)

e- Stylistic approach is language oriented . It studies the literary text as a linguistic subject provides the way of integrating the two English language and English literature which are usually taught in isolation . This is the way to justify why incorporating literature to the curriculum ,and the under-graduates can be reasonably expected to, acquire the knowledge of language system , the structure and vocabulary of English.

### **b-The Disadvantages**

The disadvantages of stylistic approach is that the foreign language learners intuition about the language may be quite different from those of the native speakers, since their linguistic cultural and literary background are likely to be different .What is needed, is a method which, helps students to reach to aesthetic appreciation of the literary texts; a method which is capable of connecting its specific linguistic features with intuition about its meaning. The only approach of doing this by employing a linguistic discipline stylistic approach . Leech and Short, (1981) asserted that "*uses apparatus of linguistic descriptions to examine how meanings are communicated.*" (P.74).

## **2-6 The Stylistics and Style**

What is stylistics ? What does it entail ? Stylistics is defined by a lot of scholars, according to the multi-faced nature of stylistics and its relationship with the disciplines of linguistics and literary study . Nils, C.(1978) said that "*We may ... regard stylistics as a subdepartment of linguistics and give it a special subsection dealing*

*with peculiarities of literary texts . We may choose to make stylistics a subdepartment of literary study which, may draw on linguistic methods, Or we may regard stylistics as autonomous discipline which draws freely and eclectically, on methods linguistics and literary study.”* (P:27) .The mediating role that stylistics plays made hard debates between linguists and critics of what is stylistics. Leo, S. (1936) saw it represented diagrammatically. In his “*philological circle*”(P:13-14). But, Hartman and Stork. (1972) described stylistics as “ *application of linguistic knowledge to study the style.*” (P.223). Some critics viewed stylistics as a linguistic study of style. This notion gives two options: Stylistics could be linguistic or non-linguistic. The non-linguistic notion of stylistics would relate to the discussion of style by general literary critics and linguists who discuss the artistic elements of some linguistic or non-linguistic event or object without applying linguistic tool. Lastly the linguists and the stylisticians come to view that stylistics is used to concern with linguistic study of literary texts. This means stylistics refers to the elements, approaches and the procedures of linguistics to the analysis and interpretation of literary texts. Stylistics as some scholars notion enable us to identify and name the distinguishing features of literary texts and also, help us to specify the generic structural subdivision of literary texts. Whereas Wales considered stylistics, as study of style has its own goal, said that “ *not simply to describe the formal features of texts for their own sake , but in order to show their functional significance for the interpretation of the text; or in order to relate literary effects to linguistic causes where these are left to be relevant.*” (P:437). According to these varied



and interrelated notions and goals the scholar distinguishes stylistics to several types but, here the researcher will emphasize on the types that concern with the language of literature. Stylistics as a modern linguistics includes three areas of language are pointed out, language system (langue), speech activity (performance) and speech material (parole) . Its function has certain peculiarities applied to each of these areas. Understanding of style is different too, as applied to language speech activity. This discipline employs stylistic approach as a method for interpreting and appreciating the language of literature, on the basis function and norms; to find out the hidden meaning of the literary texts and, enjoy how the signals of the artist are constructed. To apply this approach it necessitates the knowledge of many types of stylistics . The notion of different types of stylistics comes from the definitions of field that stylistics plays.

### **2-6-1 Types of Stylistics**

Linguists and stylistician define the stylistics from the broad notion of the linguistic study of all types of linguistic events from different domains of life. It used as a cover term for the analysis of non-literary varieties of language. Wales. (1987) said that (one can undertake a stylistic study of religious sermon, a sport commentary, a legal document, a political speech, a business conversation, etc.) (P:458)

#### **1-Literary Stylistics**

This type focuses on the analysis of literary texts. This indicates that the study may be linguistic or non-linguistic . But clearly to make the linguistic orientation , because the terms linguistic stylistic

or linguostylistics are sometimes employed to indicate to linguistic analysis or interpretation of literary work.

## **2-Textualist Stylistics (Textlinguistics)**

This type concerns with the study of the language of the literary text rather than the message. It merely identifies the raw linguistic patterns of a literary text such as the phonological, grammatical, lexical, and semantic patterns without attempting to relate these patterns to the message in the text. This approach was popular at early stages of evaluation of stylistics as discipline where linguists viewed literary texts as linguistic events and left literary interpretation.

## **3-Interpretative Stylistics**

The interpretative stylistic seeks about the linguistic description to relate to literary appreciation. It involves the analysis of the linguistic information in a literary text. It seeks the artistic value through integrating English language to the language of literature. Or seeks linguistic features in the text and relating it to the artistic motivation.

## **4-Formalist and Functional Stylistics**

Formalist and functional stylistics concentrate on the linguistic forms in the text; by paying a little attention to the function of these forms in relation to the overall content of the text . actually, this type emphasizes on the contextual function that the linguistic elements are used to perform.

## **5-Evaluative Stylistics**

This type used to point out which linguistic tools uses to assess or measure the worth or merits and demerits of the text. It assumes that the quality of a text is revealed in the quality of language

patterns it employs. Such analysis may involve two or more texts for comparative evaluation.

### **6-Discourse Stylistics**

Discourse stylistics employs the procedures and the terminology of discourse analysis in the explanation of literary language use. “In this way, he said that discourse stylistics operates under the direct influence of work in pragmatics, discourse analysis and text linguistics, and this work continues to provide the field of stylistics with increasingly sophisticated means of discussing both longer stretches of text and, indeed, longer texts...In the basic elementary definition, it is the application of discourse analysis to literature”.(Ronald, C,2006, P:5). Thus, this type enables us to study longer stretches of the language beyond sentences. Which is traditional linguistics may not reach. Such terms as “ cohesion, “ coherence” ”location”...speech acts which are regular in pure discourse analysis are employed in literary explanation

### **7-Contextualist Stylistics**

This emphasizes on the ways in which literary style is formed and influenced by its contexts. Bradford.(1997) said that these involve the following

the competence and disposition of the reader-“

.revealing sociocultural forces that dominate all linguistic discourse-  
the systems of signification through which we process and interpret-  
all phenomena, linguistic and non-linguistic literary and non-literary”  
(P:73.)

The procedures which happen with contextual stylistics indicate that various contexts in which a stylistic analysis is done . It assure reader centred.

## **8-Phonostylistics**

Clearly this type deals with the sounds. It described by Hartman and Stork.(1972)said that “ the study of the expressive function of sounds.” (P:223). It doesn't play remarkable role to find out such levels of linguistic analysis being grammatical , the syntactic ,and morphological level , lexical, the semantic and contextual . It concerns with the identification of functional interpretation of both the segmental patterns (vowel and consonants) and suprasegmental features (syllable, stress, rhythm, tone, intonation, etc). Phonological schemes like alliteration, assonance, consonance , volume, onomatopoeia,...etc.

## **9-Sociostylistics**

This type , sociostylistics emphasizes on the language of writers considered as social groups (e.g. Elizabethan University wits. Pamphleteers, or functions of in language). Wales, k. (1990) assured how the language identifies nation. Said that “...*language identifies particular socio-literary movements such as, the metaphysical, the romanticists, African writers, imagists, expressionists, modernists.*”(P.21).

## **10-Feminist stylistics**

Feminist stylistic as Mills, S.(1995) described it as one which best sums up her concern “ first and foremost with an analysis which identifies itself as feminist and which uses linguistic or language analysis to examine text.” (P:103). According to Sara's view it goes beyond describing the sexism in the text but, it broadened “ to analyze the way that point of view, agency, metaphor , or transitivity are unexpectedly related to matters of gender, to discover whether women's writing practices can be described and

so on.”(P:1). Bradfod.(1985) added his view, said that (discourse as something which transmits social and institutionalized prejudices and ideologies, specifically the respective role , mental and behavioral characteristics of men and women). (P:86).

### **11-Computational Stylistics**

It is the use of stylistics and other data that are generated by the computer to process different problems of style.

### **12-Expressive Stylistics**

This approach emphasizes on an identification of how the style, the linguistic elements and reveal the personality or the soul of the author. It considered old-fashioned. It purposes the belief that the artist employ the language to express their inner selves.

### **13-Pedagogical Stylistics**

This refers to the employment of stylistic analysis for teaching and learning purposes for the sake of difficulties that faces the learners to appreciate the literary text, and helps them to grasp the message therein. Wales, K. (1990) .viewed as follows.

“Because of its eclecticism, stylistics has increasingly come to be used as a teaching tool in language and literature studies for both native and foreign speakers of English; what can be termed pedagogical stylistics”.(P:438). This type which all the linguist and the literarian focus on to denote some fresh models of literary analysis.

### **The Radical Solution of Stylistics**

It concentrates on the choice of linguistic patterns to reflect such ideological slants as communication . Burton, (1982) one of the first scholars who used the term radical stylistics, said that “*a radical rethinking of the contribution that stylisticians could be*

*making to society*” (P:198). But other scholars have another thoughts as Sonia, Z. (2004) saw stylistic analysis is not just structure in her statement that “*stylistic analysis is not just a question of discussing ‘effect’ in language and text, but a powerful method for understanding the ways in which all sorts of ‘realities’ are constructed through the language*”.(P:201) therefore, what is radical the reading with some knowledge which can help students to work the meaning of the text.

### **2-6-1 The Function of Stylistics**

The main function of stylistics is interpreting the language of the literary texts on the based function and form. Brumfit, (1986) illustrated the purpose of stylistics he said that “ *stylistics is concerning both with the codes themselves with both the texts means and why and how it means*” (P.152). But Widdowson, (1973) assumed that the relationship between the linguistic and literary criticism he said that " by stylistics he mean the study of literary discourse from a linguistic orientation and, he shall take the view that what distinguishes stylistics from literary criticism, on the one hand and linguistics on the other hand is that it is a means of linking the two.” ( P.67). Dutton. (1984) asserted that a literary text is subjected to the work of analysis if it is interesting . He believes that the role of stylistics discipline is to bring out the value and interest of the text as he said “*stylistics helps merely to describe the distinctively linguistic dimension of that interest or value* ” (P.75) . In short, to study the definitions of style and stylistics to bring out the differences between them , the readers have to come closer to the central notion of using linguistic stylistics as a method of teaching literature . Leech and Short.

(1983) offered some definitions of both stylistics or the study of the style has typically been concerned with literary language. "*style is transparent or opaque implies that a text cannot be adequately paraphrased and interpretation of the text depends greatly on creative of imagination of the reader.*" (P.38).

### **2-6-3 The Domain of stylistics:**

The domain of stylistics concerning with the study and interpretation of texts from linguistic perspective ,or an attempt to establish principles capable to, play in a broader domain such as, a choice made by individuals and social groups in their language (production and reception) of meaning, critical discourse, analysis and literary criticism . Also, it is concerning with syntactic features, including descriptive language, such as active voice or passive, description of sentence length and the use of particular language registers. Other linguists define it as a branch of linguistics that studies the style of language and describes the norms and the usage of literary language in speech in various types of written works. Even though, other view it differ from other areas of linguistics. They see it concerns with language and society and sociolinguistics to illustrates the methods of using language in literature and its aesthetic combination and communicative functions of language. Widdowson (1975) in his stylistics and teaching of literature said that "By 'stylistics' I mean the study of literary discourse from a linguistic orientation and I shall take the view that what distinguishes stylistics from literary criticism on the one hand and linguistics on the other hand is that it is a means of linking the two

literature and Language Teaching of Stylistics and the Teaching of Literature.” (P.112). Whereas, Lazar provided short and clear concept. He said that (involves the close study of the linguistic features of a text in order to arrive at an understanding of how meanings are transmitted.”(P.27)

#### **2-6-4 Stylistics as Applied Linguistics:**

Stylistics is regarded as linguistics science. The main concern of stylistics is interpreting the language of the text on the basis of function and norm . It seeks to find out the hidden meaning, which is an interpretation of the language will disclose. It shows how the signals of the artist are constructed . Brumfit .( 1986) described that " Stylistics is concerned both with code themselves with both what the text means and why and how it means what it does ? It is a tool like linguistics uses for studying stylistics feature on literature.” (P.152). Widdowson.( 1975) assumed that there is a relationship between and literary criticism, said that “ by stylistics I mean the study of literary discourse from linguistic orientation and I shall take the view that what distinguishes stylistics from literary criticism and on the one hand and linguistics on the other hand is that it is a mean of linking the two.”(P.3). Linguistics is employed to study the dimensions such as ( syntax , semantic and paradigmatic ) of the language whereas stylistics is a scientific tool used to study linguistics and stylistics features of literary work . The position of stylistics in relation to linguistics is best put by Widdowson .(1975) in his book Stylistic and the Teaching of Literature, stated that " he may...regard stylistics as sub department of linguistics and give it a special subsection dealing with the peculiarities of literary texts .We may choose to make stylistics a



sub department of literary study which may on occasion draw on linguistic methods or we regarded stylistics as an autonomous discipline which draws freely and electrically on methods both from linguistics and literary study.” Stylistics provides learners and teachers with stylistic approach ( stylistic analysis ) .An approach that can prove it would be the practical approach the best one to teaching literature to the foreign language learners and native speakers .It encourages them to build strong faculty to, infer the meaning by interacting with the literary text . Close reading enable the under-graduates to interpret, appreciate and analyze the literary text easily . Furthermore ,students with stylistics can extend their awareness of literature , build their own views based on certain facts that relate to the particular text and find new meaning on their own.

### **2-6-5 Stylistics as Foregrounding Device:**

Stylistics as a discipline is associated with literary criticism. It depends so much on theories and models from other field . It is a combination of many sub-disciplines of linguistics and other disciplines such as a literary study and psychology . Among these theories foregrounding. It is a term used in arts, having opposite meaning . Peer. (2006) defined foregrounding that “*the term refers to specific linguistic devices, i .e , deviation and parallelism , that are used in literary texts in functional and condensed way.*” (PP.13-15). It is the usage of words in unusual situation in the work of art in some way deviate from the linguistics and stylistics norms, creating opposite background. " Such deviation from linguistic or other socially accepted norms are labeled foregrounding, which evokes the analogy of figure seen against a background. " (Leech,

1968, P.57). The idea of foregrounding originally refers to Czech theorist Jan Mukarovsky (1932/1964) who came with the idea of the theory, translated it in English, said that " *It refers to the range of stylistic effects that occur in literature, whether at the phonetic level( e.g. alliteration, rhyme), the grammatical level ( e.g. inversion, ellipsis), or the semantic level( e.g. metaphor , irony).*"(P.x). Leech and Short (1981) the literalist who borrowed the term from the Prague school of linguistics to refer to " artistically motivated deviation"(P.84) and then, they used it at stylistic device such device (deviation and parallelism). Foregrounding which is used in literary work can help students to add specific meaning to the text and provides readers with aesthetic experience. Karen, P.L Hardison (2010) defined foregrounding as a technique with literary devices where by the author creates defamiliarization through linguistic (i.e. pertaining to language). It " calls the reader's attention to the strangeness of the world or the perception of the word portrayed or depicted in the literary text work"(p. 48). Linguistic foregrounding has its own way to draw students attention towards reading literature and, arouse their feelings . Maill and Kucken.(1965) said that "foregrounding strikes students attention , there are some evidence that foregrounding in literary text strikes students' interesting and captures their attention , feelings and prolong reading time . It has its own way of analyzing literary language." (P.12). And support stylistic analysis . In short, since foregrounding theory set out to study literary works in certain special way to, support stylistic theory which used to study the literary text from many aspects. The basic idea of foregrounding is that, it divides the clauses which make the literary

text into two clauses . One is to convey the heart of the idea in the text . It tries to elaborate on the important idea ,adding contextual information to help the students interpretation of central idea . this fragment called foregrounding clause ,and the other clauses which elaborate on the propositional content, is called back grounded clauses, look at the text fragment:

The smaller fish is now in an air bubble.

1-Spinning

2-and turning

3-and making its way upward.

### **2-6-7 Stylistics and Language Teaching**

Teaching and learning a piece of literary work, requires some strategies to make some kind of real effect on students both emotionally and intellectually . This involve pre-teaching of all new words which are essentially for basic understanding and revising the previous grammar rules . The priority is that the text should be understood to make real impact on the students'. This will lead to deeper searching in the meaning and implication of the passage . Ur, ( 1991) asserted that " *It is important to perceive learning and teaching a piece of literary as a process containing three stages: encounter and impact ,understanding and familiarization, and analysis and interpretation.*" (P.204). Thus, claimed that the students undertake analysis knowledge of terminology and literary criticism are not necessary they can help. considered that "*analysis and interpretation as essentially an attempt to discover new level of meaning ...to deepen appreciation of style or structure.*"(P.204). Some stylisticians imply that the under-graduates should be altered to the type of language used in the text. Short and Candlin. (1986)

mentioned that *"In doing so literary analysis is made more appropriate for nonnative speakers."*(P.45 ). To get the writer's style, students should begin with a particular uses of language to, which their attention could be drawn . Dutton ,( 1984) claimed that *"...any idea or concept may be expressed in a number of different ways and that an author exercises choice in determining the precise form of word to be used."* (P.73).

The role of stylistics in language classroom ,according to Dutton ,(1984), pointed out to a particular use of language to which students' attention should be paid (*...any idea or concept may be expressed in a number of different ways and that an author exercises choice in determining the precise form of word to be used .* "(P.73). An author's choices of linguistic features or language usage of any kind of literary genres is one way to fascinate students' attention to work the meaning of the text. " *In which features of the linguistic surface of a text may call attention themselves .* " (P.23). It is the message that they all seek to use it, as a practical tool that can be used to help the under-graduates how what is said is said . Many scholars advocate the use of some procedures familiar to them , to reach and justify literary appreciation and interpretation that using the knowledge that they have about language such as, noting down any linguistic features which recur with unexpected frequency , developing and introducing a series of questions which grasp students attention to these features . Leech and Short.( 1981) In order to find strategies for teachers who used stylistic method , they said that they need to think of some goal for each session and the activities that could be designed based on these goals . they stated that " *to explain the*

*relation between language and artistic function . and to relate the artistic concern of linguistic description"* (P.13 ). Lazar .( 1993) on the other hand pointed out the goals of using stylistic method in EFL/ESL classes ,he said that it has two main objectives: (...*firstly , to enable students to make meaningful interpretation of the text itself . Secondly , to expand students' knowledge and awareness of the language. "*(P.31).The practitioners. In 1986 Gower, Brumfit, and Lazar, they had argued against applying stylistic method rigidly, for it uses specific linguistic terms with little opportunity for personal interpretation . Also , it may not pay sufficient attention to the historical , political and social background; which provides students with a valuable cultural knowledge to interpret what they have read . The scholars and practitioners seem to be very subtle to study the background information that involves to transmit students to be centered in the classroom .

## **2-6-8 The Stylistics and Style**

The two terms style and stylistics are interrelated to their functions . Stylistics concerns with the study of style, which concerns with the language of the literary texts . Widdowson. (1957) defined it “ *the study of style and the methods used in written language*” (PP:95). The style is known among critics as a manner of linguistic expression whether in prose or verse. Abram,(1978) described what is to be considered of authors' style as “...*in term of its diction, or characteristic choice of words, its sentence structure and syntax ; type of figurative language, the pattern of its rhythm of its compound sound; its rhetorical aims and devices.*" ( P.172). There are some essentially different definitions of the term , style, which would be considered along

with stylistics, in order to make distinction between them . Wesely, the poet, defines style as dress of thought in the following couple of lines :

*“Style , is the dress of thought; a modest dress .  
Need , but not gaudy, will true critics , please.”*

It's possible to write in style which simple, undecorated and with no too bright colors. Riffatere, (1971) the French stylistician, comes with slightly different view from Wesely's, saw style as "*expressive emotive elements of language which is added to the neutral presentation of the texts itself.*" (P.20). But, Ohman,(1964) has another idea of style he said that *(the words on the page could be arranged differently without changing the content, according to the rules of a basic sentence type without changing its lexical contents. For example, the rule changes an active construction to passive.*" (P.125). Thus, what an author has written can be studied against the background? What he might have written.? Style also is recognized as a way of writing or a mode of dual expression . Leech and Short, (1981) assumed that there is dualism in language between form and meaning and said that "*every writer necessarily makes choice of expression , and that it is in these choices in his way of putting things ,that style resides.*" (P.19). There is a hot debate between the two school of studying style 'dualism and Monism '. the dualism assumes that there can be different ways of conveying the same message whereas, the monism maintains that any alteration of form entails change of content. To find out the style in a particular text ,the frequencies of the features it contains should be worked out and then measured against equivalent figures

which are normal for language in question .Also style can be measured in term of deviation from the norm.

### **2-6-8-1 Scope of Style**

Style is away of writing or a mode of dual expression . In the broadest sense , style can be applied to both spoken and written language , both literary and non-literary varieties of language . But , in tradition it is associated with written literary text .

Style has varied definitions within the scope of literary writing resulted from different writers . Sometimes the term applied to the linguistic knowledge of a particular writer ( the style of Dickens, Dumas, Bronte,...etc), Also ,style can be applied to the way language used in a particular genre , period ,and school of writing . traditionally, it is the author's mode of writing . Style by some studies and definitions with guidance , all learners will be familiar with the experience of trying and perhaps managing to guess the author's a piece of writing simply the evidence of the language . But the distinctiveness of personal style cannot be emphasized. Even with the same writer there is different between the pedagogic and expository prose of his /her essay . It is difficult to generalize about style and all literary genres . the study of style can be based on observation and evidence. For example ,in the text it can be studied in more details with more systematic attention to words and structures that the writer chooses to be his mode .

### **2-6-8-2 Style as Manner of Expression:**

The idea of style implies that the words on the page might have been differently arranged without corresponding in subject. Hockett.(1958) *“Two utterances is the same language which convey approximately the same information, but which are different in their*

*linguistic structure can be said to differ in style"*(p. 556). Ohmann ,(1946) offered the following paraphrases of " after dinner, the senator made speech:

1-when the dinner was over, the senator made speech.

2-Speech was made by the senator after dinner.

3-The senator made a postprandial oration.

The differences among the examples (1) and (3) are grammatical rather than lexical; and the grammatical aspects of style is the one on which Ohmann (1964) used the change of these rules to form sentences of basic sentence type without changing the lexical content. And used the Transformational Grammar which recommends two main types of rules, Phrase Structure Rules and, Transformational Rules to, compares and argues that the optional Transformational Rules are the ones which can determine style. Because these rules change the form of a basic sentence type without changing the lexical content. Simply, one rule changes an active structure to passive voice:

\*Ibn El Haytham carried out many experiments.

\*Many experiments were carried out by Ibn El Haytham. There are other rules that have their effect of combining two or more simple sentence structure in one structure with more complex unit such as:

Night fell. The wind refreshed.

Night fell and the wind refreshed.

These rules make deletion of elements from structure .

\*I have bought flowers , I have bought roses.

\*I have bought flowers and roses.



These rules can be applied to some basic sentence structure, to provide a linguistic basis for the notion of paraphrase . According to Ohmann (1964) the grammar style can be taken as a norm to what an author has written and, can be studied against the background of what he might have been written . The principles of paraphrasing (same meaning in different form) which is many schools of linguistics and teaching method, continue to take for granted as basic fact of language. The following part of Faulkner's passage "The Bear "is as an example to sign out the effectiveness of Transformational Rules on style :

"...the desk and the shelf above it on which rested the ledgers in which McCaslin recorded the low outward trickle of food and supplies and equipment which returned each fall as cotton ginned and sold... The deconstructed of this is as follows:

"The desk. The shelf was above it. The ledger rested on the shelf. The ledgers were old. McCaslin recorded the trickle of food in the ledger. McCaslin recorded the trickle of equipment in the ledgers. The cotton was ginned. The cotton was sold..."

This explanation provides clear effect of Transformational Rules, which consists of short sentences, not far removed from the most elementary sentences or kernel sentences (Chomsky, 1956) recommended by the theory of Transformational Grammar that Ohman uses . These rules which are used to form coordinated sentence, relative clauses and comparative clauses show the Faulkner's style is distinguished by a heavy use of the transformation, which generally happen to be ruled which uses to make syntactic complexity.

### 2-6-8-3 Style and Content

Monism points to its strongest scope in poetry . where through metaphor, irony , and ambiguity meaning , which gives it multivalued. .Monism rejected the ideas of separating meaning from the form, they believe monism form of tenet. The new critics . In 1966. Lee, Fowler, Mercer & Widdowson, all of these critics rejected the idea that poem convey a message and said “ a poem should not mean but be” , they prefer to see it as a verbal art . Monism has its strength in 1940s and 1950s noted by Wimsatt's (1941) statement : “*It is hardly necessary to adduce proof that the doctrines of identity of style and meaning are today firmly established . the doctrine is , I take it , one from which a modern theorist can hardly escape , or hardly wishes to.*” (P.2) . Monism has many manifestations that style means one form one meaning . In Tosltoy words cited (in Goldenveizer ,1932) “*This is indeed is one of the significance fact about a true work of art –that its content in its entirety can be expressed only by itself.* ” (P.102). Lodge (1966) who believed and adopted it, argued that there is no different between poetry and prose, in so far as the following tenets apply to both :

“ It is impossible to paraphrase literary writing ;

It is impossible to translate a literary work ;

It is impossible to divorce the general appreciation of a literary work from the appreciation of its style ,” (P.18). For instance, if a novel considers as artifact , there can be no separation of the author's creation of fiction of plot , characters, social and moral life from the language in which it is conveyed .Lodge (1966) put it “ *The novelist medium is language: whatever the teacher does , qua*

*novelist, the teacher does in and through language.* " (P.38) .  
Lodge saw no difference between the kind of a writer's choice to call a character dark or swarthy. Their meanings are the same in language .

#### **2-6-8-4 Analyzing Style in terms of Functions**

Both the two schools of style (monism and dualism) are approaches which regard language as performing a number of different functions, and any passage of language is due to the choices made on different functional levels. This approach is not emphasized with the dualist's division between expression and content; it seeks to distinguish various strings of meaning according to various functions. Some structures have a referential function such as newspapers . Others have persuasive function like advertising; others have emotive function . Language has multi-functional. Richard . (1929) provided four types of function, and four types of meaning : sense, feeling, tone, and intention , whereas Jakobson. (1961) identified six functions : referential, emotive cognitive, phatic, poetic and metalinguistic. Each of these functions corresponding to one essential aspect of the discourse situation. English as a renewed language. Hillday's (1971) the functional model of language acknowledges three major functions, which he called them "*ideational*' *interpersonal*' , and '*textual*'

#### **2-7 The Great schools of Style (Dualism and monism)**

Dualism and monism are great schools of linguistics , concern with study of style in prose and poetry. The dualist approach emphasizes on prose as the domain. Linguistically, consider the style as a manner rather than a matter of expression rather than content . such separation is signed in the general definition of

Leech and Short, (1981) suggested that " *a way of writing or a mode of expression*".( P.12). Also they gave the same meaning in different words, because the dualist want to affirm their belief. They have said that, the content of thoughts may remain same. But, the manner of expression i.e. the words, the phrase , and the language that have been chosen to express it may change the meaning of content . The dualist assumed that dualism in language between form and meaning. The other hand, there is strong academic and literary tradition school , the monism , the school that has an opposite assumption to the dualism . The monist Flaubert. (1857) stated that " *It is like body and soul: form and content to me are one*" (P.98). cited in Leech and Short (1981 ) There is a manner of writing in which there is no style, in which the content is presented nakedly .

The monism who emphasis on poetry content , believe that poetry is different from prose, its context does not paraphrase, this features made it difficult to the students to work the meaning and appreciate the poetry. Every one of those school has , viable defend on its views. Stylistic monism finds its strongest justification in poetry ; where through such devices as metaphor , irony and ambiguity meanings becomes multivalued Monism , with its rejection of separating meaning form was become a tenet of the new critics . In 1966. Lee,1966 ,Fowler, Mercor, & Widdowson . All of them rejected the Idea that a poem conveys a message (*apoem should not mean but be*" that strength of monism in 1940 and 1950 can be judged from Wimsatt's (1941) statement : "*It is hardly necessary to adduce proof that the doctrines of identity of style and meanings are today firmly established ...*".(P.123). Monism has had many manifestation that meaning is in a form which forms the basis of pre-transformation linguistic Bloom field , (1935 ) in

some authors' own sense integrity of their works . Cited in Goldenveizer ,( 1932 )."*This indeed is one of the significance fact about a true work of art, which it is content on its entirely can be expressed only by itself.*"( P.65). Some effort has been made and then the monism concluded that in term of their metaphorical expression that poetry in prose and both poetry and prose are in drama Lodge, (1966) mentioned that there is no different between poetry and prose , in so far as the followings tenet apply both for it :

“1- is impossible to separate literary writings;

2 -is impossible to translate a literary works;

3- Is impossible to divorce the general appreciation of a literary work from the appreciation of its style." ( P.18). For instance, novel is no more and no less than a verbal artifact , there can be no separation of the authors work of fiction of plot character , social , from the language in which it is portrayed. Lodge, (1966) said that " the novelist medium is language: whatever he does qua novelist , he does in and through language "( P.38). He sees no different the way of choice a writer makes in name the character dark or fair or choice between synonyms such dark and swarthy all of these choice he makes are equally matter of language.

### **2-7-1 Comparison between Dualism and Monism**

From the previous facts mentioned , It could be said that the dualist's views conform with prose and monist's with poetry , but the different between prose and poetry is become absence of verse form them some type of poetry will be tedious than the other's and some types of prose are more poetic than other. Lodge (1966 ) view confronted with Bargas (1973 ) who proposes a division of novelists into ( 'class 1 and 'class 2 ) the first division is the novelist " whose work Language is a zero quality, transparent,

unsexed , overtones of connotation and ambiguity totally
 dampened." And the class (2) is the novelist the one for whom
 "P.43) ambiguities, puns and centrifugal connotation are to be
 enjoyed rather than regretted, and whose books, made out of words
 as much as characters and incidents, lose a great deal when
 adapted to visual medium..." According to Bargess, (1973) class (2)
 novelist is pre-eminent and for the comparative purposes, he offers
 a translation of the opening of a portrait of the artist as a young
 man in to class (1) language. This is a brief sample of the original
 passage (1)and of his class (1) version of passage (2) of class (2)
 is given ; (1) " One upon time and every good time it was there
 was a moo cow coming down along the road and this a moo cow
 that was coming along the road made a niceness little boy named
 baby Tuckoo... His father told him a story ; his father looked at
 him through a glass; he had a hairing face. He was baby Tuckoo.
 The moo cow came down the road where Betty Byrne leaved ;
 She sold lemon" To the comparative (1) " My earliest collections
 are of my father and my mother bending over my cot, and of the
 difference in my personal odour that subsisted between my two
 parents. My father certainly did not have so pleasant and odour as
 my mother . I remember I would be told infantile stories, all
 together appreciate to my infantile station. One of them, I seem to
 recall, was concerned with a cow coming down the lane- which
 lane was never specified- and meeting a child who was called "I
 am embarrassed, inevitably, to recollect this maturity" some such
 name as Baby Tuckoo. I myself, apparently, was to be thought of
 as Baby Tuckoo. Or was it Cukoo? It is, of course , so long ago.
 The fact, is that prose has a great deal of amount of aesthetic

interest which is added to linguistic form. This does not have to correspond with the aesthetic merit of the work as a whole. (Leech and Short, 1981) provided one example to support this claim. They mentioned that the opening of “David Copper Field” is in my view likes the class (1) sample than the class (2). Burgess himself confessed that his parody should not be taken seriously or perfectly of his class (1) and class (2) categories. Any way his analysis of Joyce's passage as class (2) is that the writer will confront the reader with a piece of useless, that can put the reader in re-back to the childhood. The stylistician of foregrounding theory. Garvin,(1958) said that “ the literary exploiting of language should take a form of effectiveness to fresh the readers awareness and sensitivity to the linguistic field.” (P.67).

## **2-8 Literary Language and Style (Style of English Language)**

Style is a distinctive manner of expression in writing. English language has a wide vocabulary that, enable the writers to employ it in different expressions to the same thought . The variety of using this vocabulary had given an opportunity for the writers to distinguish their style one to another . For example:

She has a beautiful face.

She has a shine face .

She has a charm face.

She has a charm shine face.

She has a beautiful charm shine face.

The five expressions are round the same idea about the beauty of the girl's face . Style among critics is known as a manner of linguistic expression . It is something that embodied in the writer's

way of choosing words , phrases , and adding the rhetorical devices to the plain thought to, convey the message whether in prose or verse . “*Style is something ingrained in writing and not stuck on top like a veneer . it follows that man's way of writing will be an expressing of his personality and his way of looking at life.*” (Warner, 1965, P:2). Abram. (1978) provided a more linguistically comprehended description about style he says that “*...in terms of its diction, or characteristic choice of words , its sentence structure , and syntax , density and types of figurative language , the pattern of its rhythm and of its compound sound and rhetorical aims and devices*”(P.73) This means , style is a means that a man needs to control his environment ; because the cleaver of man's language the better diction of controlling the environment. Warner ,A. (1965) mentioned that “*words are tools of thoughts , if they become rusty and dirty and lose their sharp points and cutting edge , thinking itself become less keen and efficient* ” (P:7) . Style whether in speaking or writing is a way of controlling people to follow with or keeping them reading to convey the writer's or speaker's message .

### **2-8-1 Effective Style**

The effectual style means the effective use of linguistic expression , well organized, arranged in coherent, fluent and sequence of good chosen words that grasps the audience or the readers’ attention or makes the students keep reading and processing the meaning of literary texts . Warner ,A.(1965) said that “ *writing is caused not so much by mistakes in grammar as by weakness in style* ”(P.6). Good style should include three qualities such as accuracy, ease and grace in addition to the main



characteristics of good linguistic knowledge . Some critics provided plain counsels that make clean writing process in English language, which is included the following :

1-adopt style of please with plain words , clear and simple statement which effects the readers processing the meaning of literary texts . Look at these two statements which are very different in the expression but serve the same aim . One formal and the other is in simpler clean way of writing . Warner ,A. (1965) coated that (*South Africa has acceded to an agreement on the principles having reference to the continuance of the co-ordinated control of sea transport for commercial purposes .*" This statement can be understandable if it has been written in simple style such "*South Africa has agreed to continue control of merchant shipping* " .(P.12) .

2- Omit the useless words or phrases in the introductory sentence and come to the point when you are writing easy topic or report ,e.g . This school has fascinating coloured classes , specialized teachers who had worked in many schools . they will lead the students to the success .

In more simple diction the statement could be written as the following : Here are specialized teachers ;that lead the students to the success.

3-Use a single word instead of circumlocution (the word that revolves around the subject ) such as , you are at least face to face with your greatest enemy. This could be (you are facing the great enemy) .

4-Use the concrete words as possible instead of abstract . The usage of ambiguous words is the driest way of communication it

doesn't serve the purpose .You could not invite one for a meal unless pointing out to which meal .

5- avoid using euphemism the indirect word or phrase that people often use to refer to something unpleasant to make it more acceptable than it really is . Warner .(1965) cited by these sentences.

" a- My dear father has passed away .

b- My father has died .”

The underline phrase passed away is euphemism for the word (died) but , sometimes euphemism is permissible as in the following "please show me the lavatory " instead of " toilet".

6-in formal standard of English language do not use literary devices or slang . That is means you have to choose the words that completely for the purpose .

### **2-8-2 Elements of style**

Language is an essential tool for communication , without it no other system of culture or experience will be exist, the existence growth and development of all aspects of cultural. The experience phenomenon's are based on the resources provided by writer's competences of employing skills of language . Forms , structures and , the use of it which, reflect the competence of the author's language knowledge and, the values which the readers should become familiar within . In addition , to be familiar with elements of style of the target language to succeed in using language construction and processing the literary contexts . So , learning language is not learning about the grammar rules only , it is the knowledge of using components of language (grammar phrased , literary devices , elements of style ,...) which help the students to

process the meaning in varying contexts and know how to work the language in real life .

Elements of style do not only serve the whole field of language, but serve it by adding quality required to make its usage effective . The use of elements of style will show how the writer is self-confidence . The knowledge of it will make students sure about how to write and where to stop when they read . They focus on fundamental rules:

a-" do not join independent clauses with commas . "

b-" do not break sentences in two ."

c-" use the active voice ."

d-" omit the needless words ."

e-" avoid a succession of loose sentences ."

f-" in summaries keep on one tense ."

Strunk ,& White . (1975) they had provided basic rules of using English style as the follows :

### **"The possessive form ('s)" :**

Is used with final consonant such , Hamid's friend. Or Charles's poem . except the ancient proper nouns ending in es or is written as the following :

The law of Moses ."

The Temple of Isis ,"

2-The pronominal possessive are written as this :

3- The indefinite pronouns are written :

One's rights .

Somebody else's ear .

### **The Comma(, ):**

1-Comma is used to separate words in a list except the last ,e.g.

Bouquet of red , pink and white rose .

Coffee ,tea ,milk or hot chocolate .

-To separate phrases and clauses2

If you keep calm , take your time , concentrate and think ahead , then you have likely to pass your exam .

3-before and after a clause or phrase that gives additional information ,but not essential . For example :

"The best way to see a country , unless you are passed for time , I to travel on foot ."

4- To separate main clauses , especially long ones , linked by a conjunction .

Such as , and , as , but , for , or , e. g. we had been looking forward to our holiday all year , but unfortunately it rained every day .

5-to separate an introductory word or phrase , or an adverb or adverbial phrase that applied to the whole sentence from the rest of the sentence as follows :

Oh , so that . As it happens , however , I never saw her again .

5- To separate name or a title in direct address such as :

-well , Susan , this a fine mess you are in .

-if , Sir ,you refuse , I cannot predict what will happen .

6-To separate figures from the written date as in :

-February to July , 1993.

-April 6, 1988 .

-Wednesday , November 12 ,1990 .

But the excellent way is to write a date 6 April 1990 .

7-To separate a tag question from the rest of the sentence .

It is more expensive , isn't it ?

8-Before or after he said ,etc . when writing down conversation comeback soon , he said .

9-Before the short quotation .

Disraeli said , little things affect little mind .

10-To separate abbreviations etc, and e.g . , Also abbreviations of academic degrees and little that follows the name . e.g . , letters , packages ,etc . , should go here .

-Ahmed ,M , Ph, D . , presided .

-No comma between the adjective and the name :

Billy the kid ." "The Novelist Jane Austin"

### **Semicolon (;) :**

c-"Use a semicolon to join two complete sentences:

the lecture is very entertaining ; it is full of some ideas .

-It used instead of a comma to separate part of sentences that already contain commas , e. g. She was determined to succeed what the cost ; she would achieve her aim ; however might suffer on the way .

### **A colon (:):**

1-It is used to join two clauses which the second interprets the first . For example : These are our options : We shall go by train and leave before the end of the bank or we take the car and see it all .

2-Use a colon to introduce a quotation that supports the previous clause:

This picture reminded us : " we are all in the training , but some of us are looking for the reward ."

3-It is used in formal writing to separate hour from minute:

: Emirate: departs at 3 : 30 p.m.

To separate salutation of formal letter .

Dear Mr Peter :

Before the clause or phrase that gives more information about the main clause ,e.g., The garden had been neglected for a long time: it was overgrown and full of weeds.

**A dash (-) :**

1-It used to separate a comment or after thought from the sentence:  
If I had any thought - I will send her some money .

2-It used when more mark of punctuations are inadequate :

The success you have seen , is not from her hard work , it is from her mother's encouragement .

This sentences should be : The success you have seen -is not from her hard work -it is from her mother's encouragement .

**Verb usage :**

More subjects in a sentence is a signal of more verbs :

" The bittersweet flavor of – youth its trails , its joy , its adventure ,its challenges – is not soon forgotten ."

Do not use a singular verb form in relative clause " one of ..."or similar expression when the relative clause is the subject .

One of the cleverest students who has departed our camp , came back .

The correct is : One of the cleverest students who have depart our camp , came back .

A singular verb form is used after each , either ,everyone , everybody ,neither , nobody , someone .

" Everybody thinks he has a unique sense of humor."

Use the singular verb with the words " no one" or " not one ".

"No one of us are perfect." The correct " NO one of us is perfect.

"

Use plural verb with none when it suggests more than one thing or person .

" None are so fallible as those who are sure they're right ."

Use the plural verb with the compound subject that joined by and .  
Hard work and success are walking together .

Certain compounds are not separated ,they are considered a unit so that ,they take a singular verb .

"The long and the short of it..."

Milk and butter was all he served .

"Give and take is essential to happy household ."

Every book , box ,picture , glass was stolen .

A singular subject will be singular if it connected with other nouns by with ,as well as , in addition to, except, together with , and no less than . e.g. His speech as well as his manner is acceptable .

Some nouns seem to be plural are usually considered singular .So that it takes a singular verb :

"Politics is an art , not a science."

The committee meets will be every Wednesday afternoon .

### **The proper case of pronoun :**

The personal pronoun and the pronoun who change their form to indicate person , number , gender , and case :

You are surely the strangest child , I have ever seen

Will Khalid and Mona travel , do you think .

We should focus more than speak , who knock at the door .

### **In the comparison , the pronoun will be nominative of verb :**

Ahmed plays good than I. ( than I play) .

Peter loves cake more than me . (Peter loves cake more than he loves me ) .

**Objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase:**

The teacher gave the pen to the girl and forced her to give her signature .

After reading the book , Susan threw it into the garbage can .

Be quiet , the leader will address you in five minutes . The underline words are direct object of the verbs " forced " "threw" "address".

Give the list to me .

Me is the object of the preposition "to".

**The possessive pronouns:** indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or a person . It has two forms :

1-the woman put on one of your shoes and one of mine .

1-The smallest gift is mine .

**Gerund usually requires the possessive case .**

the teacher objected of our getting out .

**A present participle also requires the possessive case :**

Walking early on the road , he saw two smallest pears accompanied by their mother .

"They heard him singing in the shower .

A participial phrase at the beginning indicates that the sentence is grammatically correct :

"On arriving in Chicago his friend met him at the station .

### **2-8-3 Style in literary language**

The diversity of topics and styles in literary language, provide the readers with assessment devices that develop private qualities in



the readers which ; promote the internal awareness of the person; that involves them to study literature . These devices commonly , refers to the structures that the writers use in their works to convey their messages in a manner that makes the readers keep reading . These devices can help the readers to enjoy , interpret , appreciate and , analyze literary works. That means literary device is any tool used in literature to help the readers understand the story or the novel and its character(s).

There are two types of literary devices used by authors, literary elements and literary techniques.

## **2-9 Elements of Literature**

Literary elements or literary terms provide structure to the literature ,because literature has it's own language. (Richard, W, 1989) quoted at literary language (poetry has a language peculiar to itself ; to which almost every one that has written, has added something by enriching it with foreign idioms and derivatives; Nay sometimes words of their own composition or invention. (P.46). “ *So, the elements of literature or the literary terms provide structure to literature because it has it's own language. So that, the teacher has to ask the learners to examine sophisticated or non-standard examples of language, which can occur in literary texts; make them more aware of the hypotheses norms of language use*” (P.95). Widdowson. (1975) quoted by (Lazar, 1993, P. 132). All literary elements are evident in all literature that creates a story. These are the effectual elements that the writer employs to form the literary piece : plot , setting , narrative structure , characters, mode , theme , and moral.

**\*Setting:**

The setting generally provides the place and time of specific scene or characters, the entire story, a play or, a narrative poem. It can also include the mode of the time period, situation or event. It can be social, political, environmental, or emotional state of the character.

**\*Characters:**

The term character refers to a person or an animal in a story, play or poem. There are two kinds of characters:

a- Dynamic Character who changes as the results of the events of the story.

b- Astatic Character who changes very little or not at all through the literary work.

A character motivation is any force (i.e.: love, fear, jealousy) that drives the character to behave in a particular way.

**\*Characterization:**

Characterization is the way a writer reveals the personality of a character. It is the way that the author develops and uses the characters to tell the story. It is the most important aspect of the story. Characterization revolves around two characters effectively:

The protagonist is the main character in a story and, the antagonist is the force that opposes the protagonist. Also, there are minor characters that present, generally named and have a role that in some way highlights the protagonist.

**\*Theme:**

Theme is the general idea or insight about the life that a work of literature reveals. It is the main idea or strong message tied to life.

It typically implied rather than blatant . So the readers have to think about it because it threatens itself through the story, chapter or scene to make a point life, society or human nature.

**\*Narration Techniques –Point of View:**

There are two kind of narrators : Participant narrator who uses the first person ( I ,we) , tells the story from his own point of view ,so that the reader will only know what the narrator knows . The advantage of the first person narration is that the narrator shares his personal experiences and secrets with the reader so that, the reader feels part of the story. Third person narrator : Is not a part of the plot and tells the story in the third person ( he , she) , who knows everything , sit away and tells the story from the corner.

**\*Conflict:** The conflict is the problem or struggle between opposing character or , opposing force . It creates the plot of the story .It is the problem in the story . There are four general types of conflict

1-Man versus man . The conflict of one person against another person.

2-Man versus nature. This is the problem that person encounters against the forces of nature and , shows how insignificant one person can be compared to the Cosmic scheme of things.

3-Man versus society , is the problem between person / people and the views of society such as , Prejudice , Racism.

4-Man versus self is an internal problem which the individual sense.

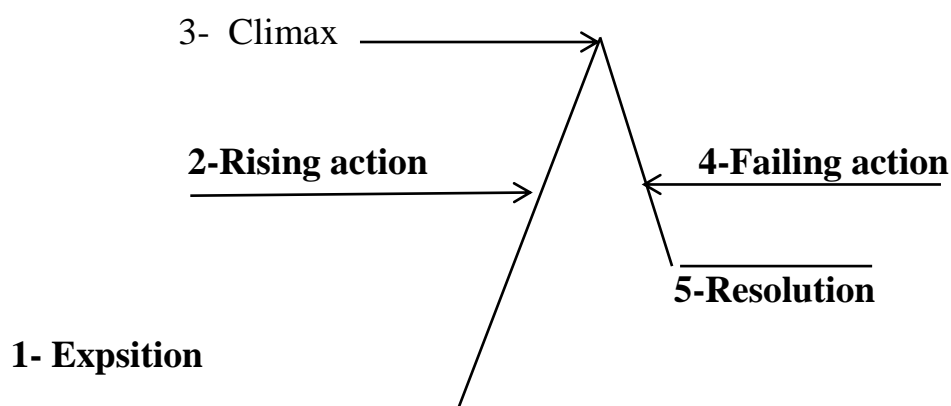
**\*Plot:**

The plot is the sequence of events that happen in a story. It provides a story with structure, like a map of story. Plot has five basic points.

- Exposition is the beginning of the story.
- Rising action is when the action starts to happen.

- Climax is the high point of the action.
- Falling action is the action following the climax, a cool down.
- Resolution is the conclusion of the action when everything comes together.

The following chart represents.



**Figure (1)**

**Plot diagram**

**\*Mood :** mood is general impression (atmosphere). It refers to the emotional feelings the reader receive.

If we take the short story Jane Eyre as example , all elements can represent in this classic story ‘Jane Eyre’ by Charlotte Brontte. (1831). The teacher can lead the learners meet Jane straight away . Her background of the story. She began as an orphaned girl who attends atreacherous boarding school. Immediately, strong character , as far as rising action, then Jane goes to become governess, or a teacher, at great manor in English, then she meets and fall in love with Mr. Rochester.

For the climax , just as they are about wed. Jane learns about Mr. Rochester’s first wife , who is still alive imprisoned due to her insanity.

In the falling action, Jane and Mr. Rochester move away and we can imagine her settle into her new life with her cousins. The story comes to a happily ever after, and a good resolution comes when Jane and Mr. Rochester reunited and are able to marry.

### **Literary Techniques:**

Literary techniques are words or phrases that the writers employ to produce a specific expression to, encourage the reader for greater understanding and appreciation of their literary work. Such as, imagery, irony, foreshadowing, flashback figurative language such, allusion, parallelism, simile, personification, metaphor, alliteration, rhetorical questions, hypophora, idiom, ...etc. These techniques cannot be avoided in any literary works. All these devices of literature help students to understand, appreciate, work the meaning of a literary piece.

#### **\*Imagery:**

Imagery is a figurative language, especially in a literary work, whereby the author uses to describe things that allow the readers paint an image of the phenomenon in their minds. Imagery is used to allow the reader imagine the moment being described.

(When people see a heart, they immediately think of love right. So that heart has a meaning behind it.)

#### **\*Irony and Dramatic Irony:**

Irony is a literary device is a situation in which there is a contrast between expectation and reality. For example, the difference between what something appears to mean versus its literal meaning. Irony associated with both tragedy and humor. There are a number of different types of irony:

**Dramatic irony** . Also known as tragic irony . occurs when a writer lets his readers know something a character does not . For example, when the reader knows that the bus roaring down the highway is headed for an elevated freeway junction that has not been completed yet , it fills the audience with anticipation and dread for what they know is coming : the passengers horror and shock know . In Shakespeare's Romeo and Juliet , each young lover takes the poison, thinking the others is already dead- the dramatic irony comes from the audience wanting them to know the whole story before taking this final action.

**Situational irony.** This is at play when an expected outcome is subverted. For example, in O . Henry's classic tale, ' *The gift of the Magi* , a wife cuts off her long hair to sell it in order to buy her husband a chain for his prized watch . Meanwhile , the husband sold his watch in order to buy his wife a comb for her hair. This kind of irony comes from each person not expecting to have their gift be undercut by the other's actions.

**Verbal irony.** This is happen when the speaker means something very different from what he/she is saying . Think of the two knights in Monty Python and the Holy Grail: with both his arms sliced off, he says "It's just a flash wound" he is ironically underplaying the severity of his injury.

**\*Foreshadowing:**

Foreshadowing is a literary device in which a writer gives an advice hint of what is to come later in the story . Foreshadowing often appears at the beginning of the story or a chapter , it helps the readers develop expectations about upcoming events.

Foreshadowing is useful for creating suspense, feeling of unease , a sense curiosity.

**\*Flashback:**

Is a literary techniques; it is an interruption in the present action of a plot to show events that happened at the earlier time. Or it is when story returns back or goes back in time to a past event. Flashback is used to tell a past story, it can be the memory of a single character or the narrator.

**\*Refrain /Repetition:**

It is literary techniques occurs when a word, phrase or line is repeated within the text in close proximity. In simply, it is a part of a song that is repeated after each verse. It used to emphasize or add special meaning to what is being said. It makes the reader consciously aware of a point being made by the author or the character.

**\*Symbol / Symbolism :**

Symbol and Symbolism is a technique in literary device when the writer uses an object to represent something important items ( when people see a heart, they immediately think of love right, So, that heart has a meaning behind it )

-The white flag is symbol of the peace.

-Hobbs is a symbol of luck and strength to the Use.

-The peach trees are a symbol of Walter's love for his wife.

**\*Tone:**

Tone is a literary device that reflect s the writer's attitude towards the subject matter or audience of a literary work . By conveying this attitude through the tone. For example, an author's tone includes humorous, passionate, sincere , solemn, and anger.

**\*Dialogue:**

Dialogue is a literary technique namely conversation between two or more characters, when character speaks to another character. It can include a character speaks out loud to animal, an inanimate object or him.

**\*Dialect:**

Dialect in literature is a linguistic way that you write or speak. It describes your speech patterns which has characteristics of a certain geographical area. such as accents

**\*Alliteration:**

alliteration is the conspicuous repetition of identical initial consonant sounds in successive or closely, generally at the beginning of the words or within the neighboring words in a sentence. It is used to create a melody or mood, to call attention to specific words, to point out similarities and contrasts. Examples:  
Peter Piper picked a peck of pickled peppers.

Wide-eye and wandering while we wait for other to waken.

**\*Allusion:**

Allusion is something said or written or mentioned refers to another person or subject in indirect way or, unexplained reference to someone or something outside the text . The story of ‘Animal Farm’ which is written by George Orwell,(1949) represents bright allusion, referred to the Russian people in specific period . Every character represents appointed person such ,Mr Jones refers to Tsar Nicholas the final emperor of Russia; who had mistreated his ministers .Eventually ,he was over thrown by Russian ,when they rebelled against the government .Old Major refers to Karl Marx; the founder of Marxism. The theory which is developed to several



other theories such as Leninism and Communism . Napoleon represents Josef Stalin . Allusion requires cultural background.

**Parallelism** : Is a repeating words or forms of a sentence in which parts of the sentence are grammatically the same or similar in construction , which we use commonly in everyday speech.

**Function of parallelism** : It makes the speech compelling for responding also ,it makes the ideas easier for the reader to process the meaning.

Example:

1-“I have dream that my four little children will one day live in notion where they will not judge by the color of their skin , but by their content of their character , I have dream...” ( Martinis Luther King's, 1963. p.x)

2-“ Beast of England , beast of Ireland.”

There are two kinds of parallelism:

**Literary parallelism**, which is used to find out the human truth and experience. It conveys the message of morality and assure the idea, as in the following proverb.

" easy come , easy go "

“success is getting what you want . Happiness is wanting what you get  
How to analyze parallelism : In sentence (1) when the similar phrases are repeated, they will be grammatically parallelism, they make balance within one or more sentences of similar phrases, or clauses that have the same grammatical structure as in. " easy come , easy go”

How do we work the proverb grammatically? The two clauses are similar, and there are parallel to each other . In the first phrasal adverb' easy' followed by the verb ' come' and in the second

phrasal adverb followed by the verb go . Parallelism often accompanied by other literary devices such as , Anaphora , Epistrophe ,Alliteration ...etc.

### **\*Figurative Language:**

Figurative language is a technique that the writer uses, whenever a writer describes something by comparing it with something else.

Types of figurative language include:

-Metaphor

-Personification

-Simile

**Metaphor** : is a literary style. It is an imaginative comparison between two unlike things to be alike without using the words like or as.

1-My brother is a fox.

2-“with the ring of light his lantern dancing from side to side lurched across the yard”. George, 1945, O.9). Shakespeare's, (1597) Romeo and Juliet

“But, soft! What light through yonder window breaks?

It's the east, and Juliet is the sun.

### **Personification:**

Personification is a literary style . It is using of spoken object or animal as if it had human feelings, thoughts or attitudes idea, or when human qualities are given to an animal , an object or an idea . For example.

1- The little dog laughed.

2-The cow winked at the little girl.

3-The flowers danced in the gentle breeze.

4-The television stared at me across the yard.

**Simile** : Is style of using comparison between two unlike things by using a word like or as to, make them resembles .Similes are most direct comparisons between two unlike things using the words like or as, e.g.

John Cena's arm are like iron.

Look at that lamp , it's as a moon.

Your friend is as good as gold.

“Boxer was enormous beast , and as strong as any two ordinary horses”.

**\*Rhetorical questions,**

Is a literary technique. It is a question without a direct answer, where the speaker raises a question but, don't answer it directly, as he sees the answer (usually Yes or No ) . It uses to arouse the feelings, e.g.

Is it better to be ready example ? Weeping is not helping you.

“...Squealer trying to persuade the animals "surely there is no one among you who wants to see , Jones come back”

**\*Hypophora:**

Hypophora is a literary mood where the author raises the question then answered by the author or the speaker. It used to get students attention and make them curious . Also it used to introduce a new area of discussion. Example:

1-Why it is better to love than to be loved ? It is surer .(Sarah Guitry)

2-Now, friends ,what is the nature of life of ours ?Our lives are miserable , full of labour ,and short.

**\*Idiom:**

Idiom is an expression peculiar to a particular language that means something different from the literal word.

Example:

1-Hold your tongue. Means don't speak.

2-Let the cat out of the bag .Its meaning is to tell the secret by mistake.

**\*Hyperbole:**

It is style of an exaggeration usage . It effectively draws students attention to the message. As in the followings:

1-I was so hanger . I could eat an elephant.

2-No, thousand no.

3-I have told you a thousand time.

**\*Epistrophe:**

It is figure of speech in which one or more words are repeated at the end of successive phrase clauses or sentences. It the opposite of anaphora .In Abraham Lincoln urged the American people to ensure that ."government of the people , by the people ,for the people , shall not perish from the earth " the repetition of "people" at the end of each clause is an example of epistrophe.

**2-9-1 Integrating Literature to Language Teaching**

The problem of how to teach English language has become increasingly guided by the sole aim of improving the learners communicative competence , when, however, the teacher uses literature with his / her students , this communicative approach too often disappear. The reason for this failure is that, the way the literature presented , has a number of typical features. So, it is not worthy to begin this section with the benefits that under-graduates gain from teaching literature in both EFL / ESL situation . But, a question may raise on the meaning of teaching literature in EFL

situation. The tradition views of many English language teachers ( Obeidat, 1997, Muslih, Asfour, Al – Aboud,2017, Abdu-Hag, 1975 and Wahba, 1998) said that “ *as belonging to culture, which has in reality colonized or dominated ours for prolonged periods of times.*” That means, many thoughts and ideas of teaching English literature is not an attempt to better understanding of the culture, but rather than towards spreading racist, reduction of colonialism and hostility views that clearly, conflict with cultural and ethical codes of students. Another view, students who are religious consider English literature has largely grouped of literal and secular values. Then they find it difficult to accept this modified values. Moslih,( 2017) asked that "are we must modifying each other identity when teaching English literature ? " Mckay,(1986) stated three argument point against using literature in language classroom:

- a) “Since the goal is to teach the grammar of the language , literature due to its structural completion and its unique of language, it does little to contribute to this goal.
- b) The study of literature will contribute nothing to help our students meet their academic and occupational goals.
- c) Literature often reflects a particular cultural perceptive; thus an occupational level, it may be quite difficult for students.”
- d) Much of what is best in English literature derives from ages linguistically very distinctive from modern English ,and even modern writers present problem of comprehension , as they often break both writing conventions and the rules of English in the service of literary artifice ." (P.191). On the contrary Mckay.( 1986) viewed the teaching of literature today has become important authentic resource for teaching language. That is to say that, most

of literary works are not fashioned for the specific purpose of teaching language . Therefore, students who are exposed to language, that is as authentic and undistorted, can be managed in the classroom contexts. In reading literary texts the learners have also to cope with language intended for native speakers to gain additional familiarity with many different usages, forms and conventions of written mood. Other reasons for teaching literature might be that it offers beautiful varied written material which is important in the sense of functional human issues. Maley, (2001) mentioned some purposes of integrating literature in teaching language:

1-“Focus on teaching . Vs. Focus on teaching literature .

1-Language purposes ( pragmatic focus ).Vs-academic analytical purpose ( intellectual focus).

3-linguistic orientation ( stylistic ) Vs-literary critical orientation ( the new criticism , post modernism ,...etc).

4-learning how to study literature Vs-studying literature ." (P.181)

Literature is used to be studied in many different ways and in context . That is to say , the study of literature makes literature itself a subject of language course while, the use of literature as a resource draws on literature as one source among many different kinds of texts, for promoting an interesting language activities . Butler, ( 2006) argued that "*literature has a useful and important to play in the teaching English in an EFL/ESL context even where the purpose for studying the language is purely instrumental and the students have little knowledge and experience of literature.*"(P.163) . The results of many citations fix that , literature is a skill subject not content subject and, no content will be as a

valuable as a skill which can be used when the students left the school . the view brings the differences between literature\_teaching as practical and what is really needed . The first purpose of using literature in language classroom is to consider the author's , seeking to understand the ways in which, language used to achieve artistic and aesthetic effects . There are three common models of teaching literature are recognized which , often practiced the cultural-based approach , the language-based approach and the personal- growth. But, in recent years , the literalists and linguists are involved in new approach to be used as an ideal one and, may use as an example of particular types of pattern and structure with the aim to help learners find “ independent ways ” to appreciate and analyze the literary texts in systematic manner. ( McRae & Kramersch ,1993 pointed out the difference between referential texts , which are intended for transmitting information , and representational texts which require the readers to create their styles, through the language and the imaginative of world of the text. Butler,(2006) had said that *"the use of popular literary forms also make integration of the modules possible ...traditional short stories ...ideal vehicles for teaching language."*( P.56).

### **2-9-2 Criteria of Selecting Literary Texts**

Students' interest is the most crucial criterion for selecting the literary text. Williams, (1986) meant that "In the absence of interesting text, very little is possible." (P.42). The ultimate objective of using literary text is to make as possible as the teacher can achieve the goals set for the lesson and students' interest plays a key role in doing so. Littlewood. (1986) argued that benefits from using the literary text are determined by the

basis of the need of a particular group of learners and then a suitable text and method can be chosen he said that "*Only if we become clear about what literature has to offer, and what specific pupils require, can we begin to discuss its role and select appropriate text and method.*" (P. 183). Richard (1994,p), mentioned three factors involved in the choice of the text . such factors are : interest, exploitability ,readability and cultural suitability . Nuttal (1982) defined the exploitability as the first factor is "*the facilitation of learning.*" (P.30). And the readability for Carrell, (1985) is" *syntactic appropriateness ,logical / rhetorical ordering of ideas, textual phenomena at the discourse level; lexical appropriateness , the background knowledge of the reader.*" (P.21). The criteria of selecting the text categorized into two levels . The first is linguistic which can be measured in lexical or syntactic terms and the second is the cultural level which claimed that different work of literature can be chosen according to the cultural and social expectation of different groups & of learners. (Brumfit, 1986, P. 28). The argument that Littlewood's (1986) provided that "*the selection of the text and, the method should be determined by whether the text is useful and suitable for specific group of learners or not.*"(P.89). The success of teaching approach, depend on the appropriateness of the selection of the text for a particular class. Maley, (2001) described the type of the text which it may fit EFL class "topic should *not too* long , not too complex linguistically , not too far removed from the world knowledge of the students ,and not too anachronistic...has to have the capacity to engage the interest of the students." ( P.184). In addition to the importance mentioned previously, the students age should be taken



in consideration .Donelson and Nilsen, (1980) they pointed to the characteristics of the text that can be selected for the students they stated that such text tend to have the following characteristics "*frequently the theme...deals with the problems of personal growth and development ,...and the characters are usually limited to a small cast of characters with a young adult as central figure, and most importantly stylistically less complex.*" (PP.14-15). To meet the learners needs and stimulating their interest the teachers have to avoid texts which is irrelevant to the interests and the concerns of the learners. Lazar, (1993) stated the reason that people read literature" *In fact being made to read texts so alien from their own experience and background only the increase the students' sense of frustration...we therefore need to select texts ...which reflect the lives and interest of our students,*" (P.3). Many experts of the language emphasized on the need of the selection of the text Short and Cadlin .(1986) described new strategy for selecting the text as the one that "*equates enjoyment with personal reaction ,critical and analytical ability , rather than with the subject matter.*" (P.97) the selection of the text should be based on centres of interest and on the students' needs. Widdowson, and Littlewood.(1986) asserted that the subject matter of the text should have the interest and relevance for the students. He claimed that "*the experience portrayed in the work must make contact with the pupils' experience at some point.*" (P.181). It seems that students' interest is the pivot of the whole matter . Widdowson .(1975) said for instance that (*on the ground of aesthetic excellence or because they are representative of different schools or period.*)(P.85). Cook.(1986) shared them, the same view with Widdowson.(1975), that the text should not contain

none of the classic at all. said that (*the great literary merits may be the most suitable for use in the teaching of English as foreign language.*) (P.161). Littlewood. (1986) stressed the importance of selecting the text from linguistic perspective with the students who target at a functional linguistic competence as he mentioned that “*we are likely to be concerned with the avoidance of archaic or highly formal varieties and the selection of the style capable of providing a link with everyday language.*) (P.181). Whereas, Lazar,(1993) provided a checklist for *teachers* who use literary texts in language classroom (-*Are students sufficiently familiar with the usual norms of language use to recognize when these are subverted? –how much of the language in the text will students be able to infer ? –is the text too specialized in its language to be relevant to the type of language the students require to learn.*” (P.54). Some professionals disapproved the simplified and abridged version they considered the simplified text of great work can be demotivated as in West.(1950) pointed out the “*simplification and abridgement have brought to life a few books which for the foreign readers and the English schoolchild , would otherwise completely dead : they have also murdered not a few whose life might have been saved.*” (PP.48-52). Vincet(1986) and Honeyfield.(1977) ,agreed with concepts of simplification are reduction ,and it may result on loss. Vincent.(1986) point out in the act of simplification “...the number of characters ,situation ,and the events cut the vocabulary restricted , and the use of structure controlled , more significantly perhaps, any usual use of language colloquialism , idiom, metaphor ,allusion –tend to be ruthlessly expunged and many ambiguity or uncertainty in the text resolved.” (P.211). As matter of fact, when

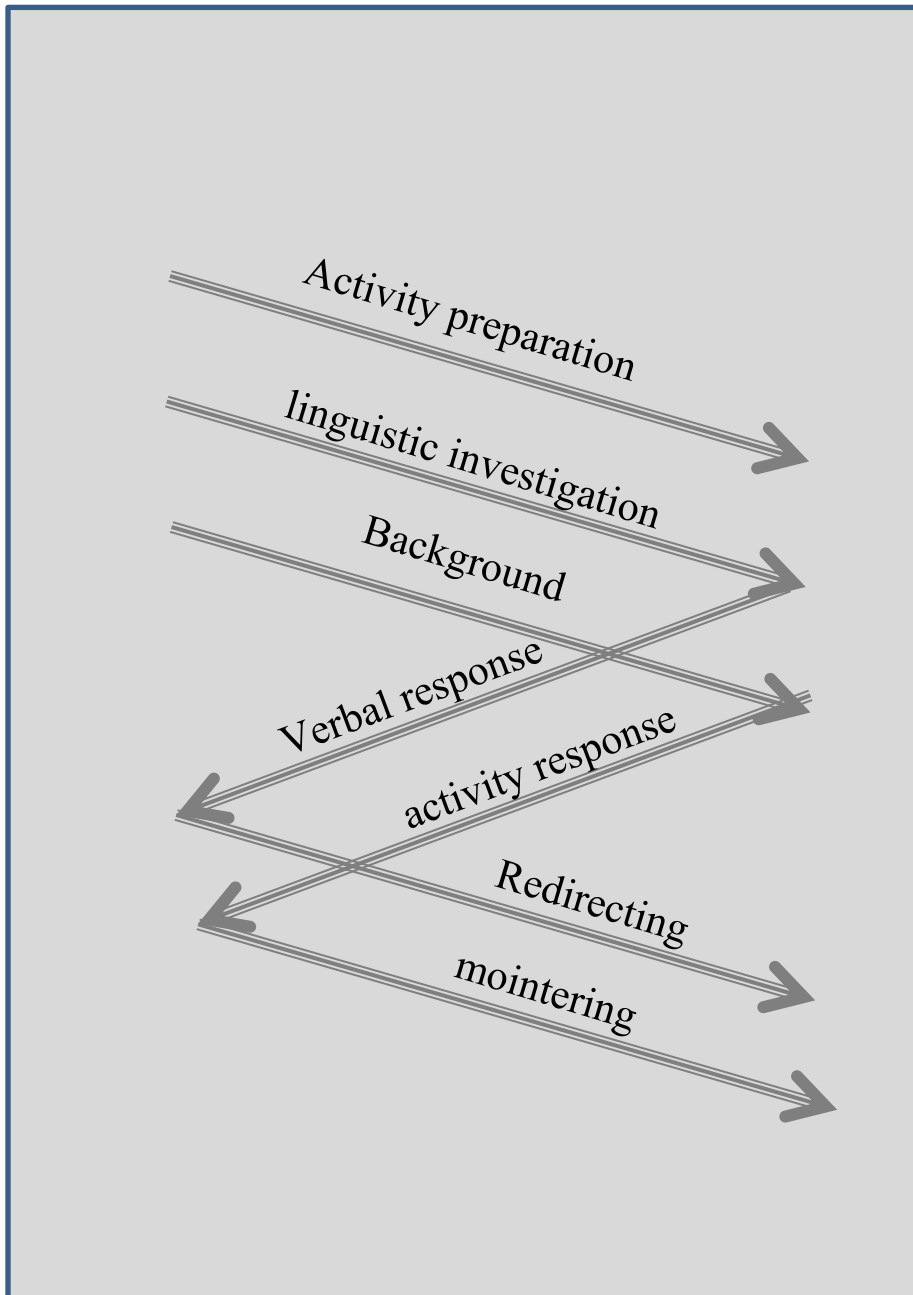
the original text submitted to the extraction and simplification for any purpose result will be false and failure as Widdowson said .and of certain semantic relation within the original version make the extract meaningless or it require different meanings.

### **2-9-3 Procedures of Presenting Literary Text**

The researcher takes short story as, an example to present a literary text by, using the more effective procedures in teaching and learning literary genres in the classroom. Here are many helpful views and steps of introducing short story. Pederson . (1959) determined what is the teacher does and maintains, that he /she should introduce characters, set the scene , creates the mood , and made some background comments on the cultural assumption of story. But, Mc Quire. (1995) provided some different step-sequence for presenting the story; thought that, a teacher has to read the story to the students with some exaggerated expression then, let some students read it aloud and expressively. Also, claimed that the reason for this step is that " *The benefit of a good story, is that people usually enjoy hearing it repeated.*" (P.265 ). The procedures ends with the teacher monitors students discussion of the story to make them familiar with the contents. It claimed that these steps emphasized student- student enjoyment of the story. The student who participates will try to read the story, summarize, discuss it and then try to write a simple literary text. All these activities according to Mc Guire (1995), can follow from effected presentation and the use of good story. The purpose of an early level of instruction , reading material may be constructed both in order to confront students with texts of an appreciate level of difficulty, and to provide them with repeated instances of structures

which they need to internalize. Lazar (1993), on the other hand, proposed pre-teaching of vocabulary and offered some procedures which are students brainstorm and lexical set, which is relevant to the title of the story and match them with their definition and then, they can discuss the title to show their interest.

Many teachers believe that reading and listening help students become familiar with the texts ; without being ask to perform any task related to the content. This technique implies that students listen to the tape or the teacher reading aloud while with or without the text . The following procedure that Crookes and Chaudron. (2003) label question-answer display, It intends to promote students' response by displaying question. The purpose of these question is to know to what extent do the students respond to the procedure . Long (1986) directed that, it is the author or the period which determines how the text should be presented . Then he invents a multi- mode of presentation as shown in figure (2). At the top of the diagram, there are three channels represent the input running from the teacher to the students. These channels are label (1) activity presentation;(2) revising grammar rules or linguistic investigation; (3) cultural background. The third channel shows that there are chances when some additional information is either useful or essential in understanding the text.

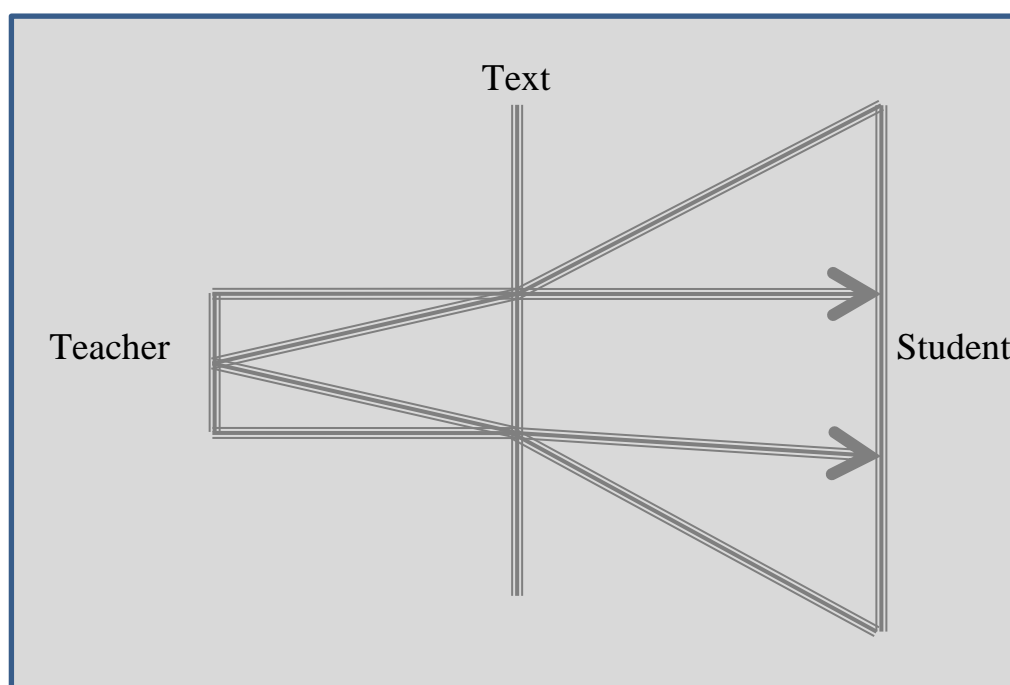


**Figure (2)**

**Procedures of presenting a literary text**

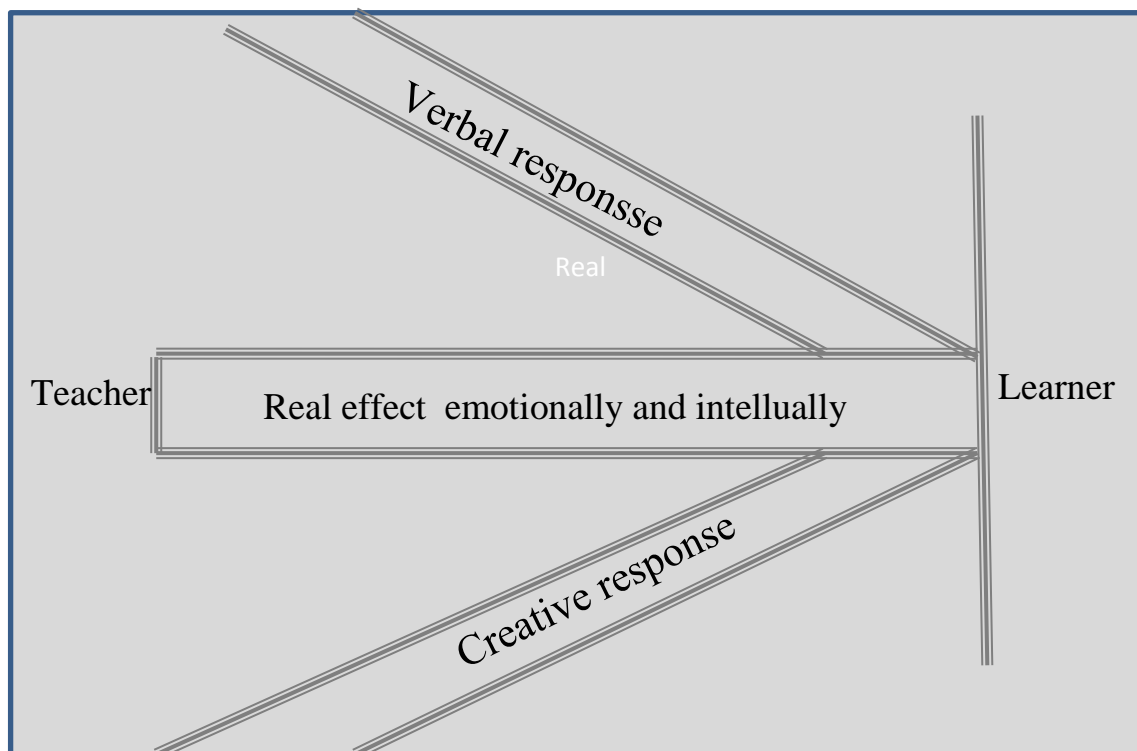
The second channel is concerns with linguistic investigation. It claims that the text is always intervened between the teacher and the learner, so that the process will be investigative and analytical. It involves comprehensive questions which lead the learners to better understanding and discussion of how the message is

conveyed through the writer's style. Long, (1986) assure the process that, it will lead to good knowledge of the relevant features of either syntax or lexical meaning which, contributes to understanding of the literariness text . Long provided an example in which he pointed to the special use of the pronouns without antecedent e.g. "She was sitting on the verandah waiting for her husband to come in for luncheon".(Somrest Maghan The Face of Circumstance."



**Figure (3)**  
**teacher-centred**

The previous chart teacher-centred and the teacher controls students' responses. But figure (3) is designated to for " activity preparation" . It is namely, student-centred and the teacher merely sit as director and guidance. This procedure is carried out in working group. Long illustrated this channel by a dual response as it provides in figure (3).



**Figure (4) student-centred**

Actually, the role of the teacher is the same for both, but there is a response channel, which is intellectual, and text-related and, another is creative. In the chart (4), the text governs the answer while the previous does not (The researcher means the questions that involve the learners to predict or lead them to creative writing )... As for other three channels in figure (4), the verbal response concerned with the learners who make an answer to, direct the question from the teacher or asks direct questions. In the second channel the activity response involve the students in the task which may be verbal or creative or the two . Long ,(1986) finished the style of presentation with the third channel, which separated and designated ‘ individual response to the text ‘ where the students begin to make their own value judgment of liking or disliking the

story. These channels of presentation open up the teacher channel could be marked monitoring and redirecting. Crookes and Chaudron,(2003) identified two major phrase of instructional identified two major phases of instructional sequencing in the presentation of the literary text. These two phases are information and motivation and input or control, and they involve the following procedures:

### **1- Information and motivation stage**

Students interest, experience and language awareness will be aroused.

Through these procedures:

#### **1-1 Warm up**

The teacher has to get the students stimulated, motivated, attentive and longingly to hear any subject not necessary related to the text by using effect emotionally and contextually.

#### **1-2 Setting**

Focusing on the topic. The teacher direct attention to upcoming topic by questioning and, providing some information about the topic.

#### **1-3 Brainstorming**

Free indirect contributions by the students and the teacher on the given topic or title to generate multiple associations without linking them, no explicit analysis (of the content) or interpretation is given.

#### **1-4 Story-telling**

The teacher has to make an oral presentation of the story , or an event ; aims to maintain attention and motivates the students.



## **2 Input / Control Stage**

In this stage students are involved in deepening their understanding by close attention to the details. This goal can be achieved by the following procedures.

### **2-1 Organization**

The organization begins by using suitable classroom language and, managing the structure of the lesson or, classroom activities, includes handling students, organization of the classroom furniture and, any other procedures for the class interaction are needed, even the dealings with the board or the screen.

### **2-2 Content Explanation**

The teacher should explain the contents of the lesson and grammar or other rules and the phonology, lexis, sociolinguistics, literary devices...etc.

#### **\* Recognition**

Teacher's mode should lead students identify language feature, function and meaning without producing language as response (e.g. understanding significant information from the text).

#### **\* Language Modeling**

the teacher has to present the new language with the help by monitoring the board and recording material. Also he has to provide students with a set of linguistic features. Collie and Slater.(1987) assumed that " these features with stimulating students linguistic knowledge enhance the awareness base of lexical and grammatical categories." Crookes and Chaudron (2003) advocated the previous view , they said that when short story presented to the students a number of major steps must be taken , they illustrated that "First , elements of the language or its use ,or skills

such as learning strategies ,must be brought into the classroom and presented or highlighted . Second , that which has been selected and presented must be learned ; the teacher has to organize matters and event to bring this about ." (P.129) which includes a close reading aloud , focuses on comprehension ,the biography's discourse and the thematic content, the detection and analysis of the main ideas. Many procedures can be employed, to present a literary text in the classroom according to a particular factors such as, objectives of the course of students level. In any teaching text, the teacher has to create effective and pedagogical mode including materials, experiences interpretation and teacher –students through activities increase difficulty which involve students in discussion and problem solving . There are three stages to increase students' language awareness that prepares students for performing stylistic analysis. These stages are:

### **Stage (1)**

Through reading process and discussing short biography, students will begin to build a background at the group level about the author. This introduction to the author's life and work which includes a close reading, focuses on the topic comprehending, biography's discourse and the analysis of the main idea represented with assignment for this stage. This will enable students to write a summary of the biography and then will be able to be criticized by the class for relevant and quality of information.

### **Stage (2)**

In stage two, both students and teacher complete a loud reading with high concentration then, they underline and discuss every aspects concerning the plot, characters and the context. Then groups

of students are asked to listen to specific chapter for reinforcing listening skill. After that a discussion takes place regarding the main idea of the chapter. Then followed by further reading to fix attention on information, fluency and pronunciation. At last students repeat what are the important idea of the chapter.

### **Stage (3)**

This stage concern with the way of exploiting reading process. Most of the students read a segment of the story and bearing in his mind of the representation of all characters and situations in their sections. The focusing of reading literary context get students acquainted with various purpose of reading. Helimen, (1967) pointed out " *Reading is a process of getting meaning from printed words simple*". (P.27) . Any literary text should exposure to two types of reading process (intensive and extensive reading) for the first intensive reading, the students study new words and new structures that are unfamiliar to them. Also spelling, grammar, new vocabulary and pronunciation should be presented. In intensive reading a creative student read a page to explore the meaning. Hedge, Tricia . (2003) urged that " *The (how ) is an important as the (what) for intensive reading lesson is intended primarily to train learners in reading strategies.*"(P.41)

In extensive reading the students mainly read for enjoyment and entertaining. This will lead to reinforce the previous items and grammatical structure. The reading material is usually a group of short stories or novel . This type of reading is called supplementary reading because it supports the intensive reading. Hedge Tricia (2003) mentioned that " *only through more intensive reading, the learner can gain substantial practice in operating this*

*strategy, more independently on arrange of material."* (P51). Students read intensively and extensively to arrive at profound and detailed understanding of the literary text , and be able to make judgment of the version. On the other hand, Rosenblatt (1987) came up with another view in her theory (Transactional theory of reader response) she distinguished reading literary text in to two types efferent and aesthetic reading.

**a-Efferent reading:** Focuses on studying new words, structures; includes analysis of characters, settings and plots. Also an assignment that ask students to exact information and activities.

Efferent reading focuses on factual information rather than the experience of reading. Rosenblatt, (1993) quoted by Amos Baran (2006) she stated that "*the efferent stance is primarily with analyzing , abstracting, and accumulating what will be retained after reading.*" (p. 135) .

**b- aesthetic stance :** This kind of reading concentrate on students' feelings, thoughts and, student's impression towards the context that evoke his/ her emotion to respond aesthetically to the literary text.

Students who read aesthetically, will make association between his/ her life experience and related it with others. ( Many & Cox, 1992, P.252) mentioned that "*the experience created through the personal transaction of the text*". Therefore students have to be encouraged to read aesthetically, to gain the aim of teaching literary texts interpretation, analyzing, getting grammatical rules and syntax. Rosenblatt (1956) stated that "*Surely the purpose of reading literature is more that the acquisition of a get-quick rich knowledge of literature.*" That is to say, "*the interaction in aesthetic reading should be in an event, in time involving specific reader and*

*specific text and specific time and place."* (P.74). Widdowson (1978) explained that " *to present someone with a set of extracts and to require him to read them not in order to learn something interesting and relevant about the world but in order to learn something about the language been used is to misrepresent language use to some degree.*" (P.180).

#### **2-9-4 Activities of Literary Texts**

The activities of literature are classified into two main types : These types are focusing on the linguistic analysis of the text and those in which the text act as spring board for a variety of language activities . Maley .( 2001) said that, the first type should be designed with the aim of finding out , what ,how and why is the text is under the study?. For example : what it contains language features ,information ,emotion, what associations and personal feelings it arouses and, the core of the subject how it works repetition , metaphor ,parallelism...etc. The second types of activities draw on techniques developed as part of the communicative approach which tend to utilize grammatical activities such as comparison , reordering , problem solving ... etc. (P.183) Those activities can be used as preliminary to the first activities mentioned above .

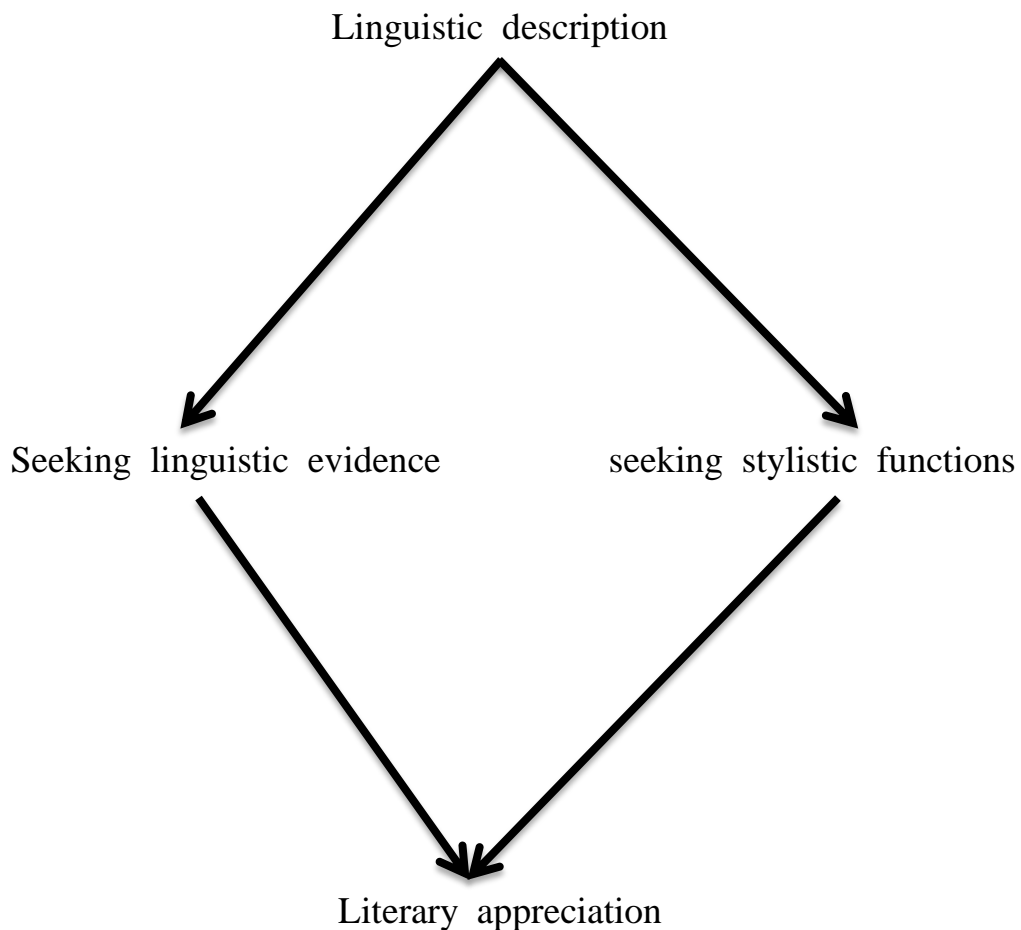
The whole body of literature is on linguistic benefits of teaching language skills through its passages offered .Paran, A. (2006) coated by Whitney . ( 1990) said that "*It has never occurred to me that learning and teaching literature or even learning and teaching about literature (in any language ) should not be a source of enjoyment , or that should not in some vaguely educational sense , be anything other than beneficial.*" (P.27) . Stylistic

approach which seen as a major change approach to teaching literature, is in its relationship with language proves that language, and literature are not separate entities , rather than away in which understanding one is a part of understanding the other . Savignon,(2003) claim that literature in general demonstrates for learners. "The importance of its form in achieving specific communicative goal he said that" it provides an ideal bases for integrating the four skills. "(PP.13-27 ).

### **2-9-5 interpreting and appreciating literary text**

There are some views that textual analysis provides students with basic procedures for interpreting and appreciating the literary text, but it does not interpret the meaning of the context. Lazar (1993) said that " *all interpretation of a text are necessarily incomplete and subjective rather than complete and objective*".(P.34).

Therefore, students need some aids to understand the procedures that used for analyzing, the linguistic features, which make the text. Lodge ,(1966) asserted that it's impossible to divide the general appreciation of a literary work from the appreciation of its style. The teacher has to put on consideration that, when students come to interpret and appreciate literary context, simultaneously, they acquire two faculties. ( Leech and Short, 1981) said that the ability to respond to the text as *a literary work* and ,the ability to study its language and language style that the author has used. They assumed that " *there would be a cyclic motion whereby linguistic observation stimulates or modifies literary inside, and whereby literary inside in its term stimulates further linguistic observation.*" (P. 23). The cycle is presented in figures too.



**Figure (5)**

**linguistic modifies literary inside**

In figure (5) (Leech and Short 1981,P.14). The interpretation is not an away of understanding the meaning in a particular way but, the art of constructing meaning. Fish (1980) claimed that " interpreters do not decode meanings ; they make them." (P.327) . So, the students are no longer fall humble servant working the text; whose interpretation depend on anything they might do. It discussed that individual readers make interpretation in accordance to the norms

the 'interpretative communities' to which belong. As Scholes(1985) said "*the interpreter is freed from serves to the text only to become the humble servant of his ideological group.*" (P.150). The views here for Fish.(1980) the meaning is a matter of construction outside the text. The debate herein, essentially, is that all text are contextually disconnected with the interpretation. Widdowson.(1992) claimed that '*words are a process of endless deconstruction whereby we analyze one set of linguistic sign in terms a different set*'(P: 190). Its very importance that for the teacher to be aware for the truth that the procedure for interpretation, to get students to recognize the relation between expression in order to, infer the meaning pragmatically. That is what Widdowson (1992) pointed out that "Language users assume that, the words they use will be referred to the shared maxims of communicative interaction and to common contextual knowledge."(P.198).

As far as, the function of literary text, interpretation is basically searching for stylistic values, students should be encouraged to know why is linguistic usage is rather than the others. Also, they have to understand the values of stylistic that they must involve themselves to stylistic as alternative approach, which lead them to interpret the literary text, is the basic of literary appreciation, The former is emphasizes on the three coding level (semantic, syntactic, graphology) Leech and Short,(1981) stated that interpretation is mainly related to stylistic variation and stylistic values, which is demonstrated by a simple seven word sentence taken from Katherine Mansfield's story 'A cup of tea'.

a- The discreet door shut with a click.



This sentence stylistically as the semantic level seems to be better the author has to choose in its place the blow sentence.

b- The discreet door shut with a bag.

The word open is not stylistically alternative to shut nor a bag to click. They describe different events from that which the author chooses to describe. The author also could write one of the following sentences which more ready to be considered variant of the first one.

c- The discreet door closed with a click.

d- There was a click as the discreet door shut.

The difference between these sentences and sentence (b) is that they can be interpreted as the descriptions of the event portraits in the sentence (a). The example in sentence (c) and sentence (d) are turned semantic variants because they involve slight difference of meaning as in:

e- with a click the discreet door shut.

f- The discreet door clicked shut.

Although the two sentences are equivalent in sense but, syntactically variant (a) . In sentence (e) the adverb 'with click' preceded the rest of the sentence to remind us that the click is the reason of the shutting .In sentence (f) there is syntactic change . Graphological variant to be concern with such matter as spelling or paraphrasing . Such matter become noticeable as expressive when a writer makes graphological choice as deliberated misspelling . As in, (a) it might have been divided according to its information into two units by punctuation :

(g) The discreet shut-with a click .

Another division can be made by a comma:

(h) With a click , the discreet door shut .

This punctuation causes some differences in processing the meaning. Students may think the click is a matter of importance which confuse them about the rightness of sentence's two events ; Instead of seeking the way of integrating the two parts of the sentence to construct the whole meaning .Haliday .(1970 ) points out that the significance of stylistic that is in the cognitive meaning which is the invariant factor of content rather than the variable of style . So, the teacher has to help the students to interpret the style without altering the message structure . e.g. 'a stick rose up ' and 'He raised his bow ' should not be regarded as a matter of style . These two sentences grammatically is consider phrase structure and not regarded as paraphrase of one to another. Haliyday. (1970) considered the relation between the language and its users is a relation of the author's attitudes, and how they are communicated and to what extent they influence the readers' attitudes can be revealed in the analysis of the text.(P.27)

### **2-9-6 Procedures of Analyzing Literary Text**

Although, stylistics as a discipline which has an approach has been severely criticized by Minis. (1971) that literature does not regard as available in connection with the study linguistics. He said that " *No linguist should ever hope to explain the aesthetic values of literature, by linguistic investigation any more than the values of great music can be explained simply by careful explanation of the score.*" (P.252) But Widdowson, (1992) viewed that " *it is possible to students know how story can be analyzed in a systematic, and linguistic way in a way that does not play on the develop intuitive response, and sensitivity to the language that practical criticism*

*assumes. In this respect.*" (P.87). Bock,(2005) presupposed that, if stylistics is employed systematically it can be a way of exploring how the language in the text patterns is used to create particular meanings and effects. The idea of stylistics, therefore emphasizes the importance of designing tasks that alert students to the stylistic choices and, be able to point out the features of the text context. Lazar,(1993) stated that many reasons can be considered that why students are unwilling to undertake analysis as follows:

- "Their traditional mode of education has stressed rote learning and a rather authoritarian role for the teacher.
- 2- It may not be part of students' culture to discuss their opinions and feelings in an educational context.
- 3- Perhaps there are social factors in a class inhabiting students from expressing themselves.
- 4- There may be individuals sensitive to particular issues raised in the text." (P.24)

Students to overcome the disappointment to respond to the text in the classroom . Lazar,(1993) suggested some procedures:

Tasks and materials for exploiting the text analytically should be designed with the likely behavior of students' mind:

- 1- Get them work in small groups which may feel less threatening.
- 2- Let them choose their homework, they would like to work in small groups.
- 3- Get them reveal their own analysis of the part assigned to them, by writing a short paragraph.

4-Ask the students to free associate brainstorm round the central theme or title of the story before they get to analyze some sections.

5-Give them bare out lines of the situation in the story then ask them to recount their own experience of this situation before reading the text for analytical purpose.

Ask students to imagine that they themselves are certain characters in the text. What would they do in the situation of the characters?

6-Ask students to complete sentences which will lead them into the main theme or topic of the text.

This analytical procedures can provide students with the principle method by which the skills of interpretation and appreciation can be developed. Also they demonstrate that students have to learn how to analyze the language before they can respond objectively or subjectively to the text. Prumfit and Carter, (1986) pointed out certain things that should be taken in account. -It is not clear, however what precise form of language analyses students should take, and much depends on the aims of the course and, the level of language competence, whether the literary text is studied in language class or a literature class. This means the problem of linguistic competence can be overcome if the analytical tools is supplied , and language analysis is presented from students who can precede to say " *What it means to them, how it means what it means and why the text liked and disliked by them as a piece of literature*". ( Brumfit and Carter, 1986, P.3) Another strategy for coping with such linguistic difficulty is that, students can be encouraged to approach the text with increasing command of different levels of language organization as Brumfit and

Carter,(1986) mentioned that "... *They can systematically check out and work for themselves the expressive purposes a writer might embrace in fulfilling or deviating from linguistic expectation.*" (P.20). But Varparasal, (1997) determined the type of features that the students can look for before they begin their textual analysis that :

- 1- *"repeated words and phrases.*
- 2- *Use of opposing ideas to reveal contrasting prospective.*
- 3-*Use of figurative language to reflect the author's attitudes, tone and feeling."* (P.30) .

Some procedures that familiar to the students are needed to make them undertake stylistic analysis. Lazar suggested that some procedures that can encourage and guide students to work on the text under the study. These procedures involve two main steps.

### **Step (1)**

The teacher notes down any linguistic features which are particularly noticeable , because they recur with unexpected frequency in the text, for they deviate slightly from the grammatical rules or lexically unusual or written in slightly different way. So a very different effect would be created.

### **Step (2)**

In step two the teacher has to make series of questions which alert students to this features, and encourage them to reach at an interpretation or appreciation of the literary work bearing in mind these features. Teachers know what makes literary discourse distinctive from linguistic features is that, it is often deviate in term of standard of grammatical rules. Therefore, Widdowson , (1975) sought that students need to be alerted to these deviations,

and this is will appear precisely through the comparison between literary text and nonliterary text. So, the teacher has to employ interpretative and analytical procedures which quite different from these required in the normal reading process. These steps can develop the analytical abilities to help students make some senses of the literary work by examining its language. Such procedures includes ( Cross and Croft, 1997) identified the purpose of the narrative through study style in the text intended to entertain, persuade, instruct, advice or inform because , this might affect the language used. For example if the text seek to persuade, emotive and connotative language is used, if it intended to inform concrete noun and factual adjectives might dominates , if it seeks to instruct imperative verbs. Questions around the audience are very helpful to develop these procedures. For instance, how does the audience affect the language? How much knowledge is assumed?

What are the values or attitudes of the audience ? There are many other questions can be helpful too. Is there a logical development of the event? Are there organized ideas? How is the fiction began and ended? (Leech and Short, 1981) explained a number of detailed questions of style which can grasps students attention to linguistic features of the text. There are some examples of these questions.

“Is there any dialogue, monologue or repeated speech?

Is the tone ironic, humorous, sad , angry or patronizing?

Is the tone consistent ? or Does it shift?

Are there any rhetorical devices ; used to provoke emphasis or argue ?

Are there any metaphors or literary techniques,”

The previous questions mentioned could be used for following paragraph of US Naipaul's , A house for Mrs. Biswas, ( Penguin,1989) the noticeable linguistic features can be shown and many questions can be a rouse to draw students' attention to the language of the text bellow cited by Nugud, A .(2005) as shown in figures (4):

*(1)Two weeks before he died. Mr. Mohun , (2)a journalist of Sikkim Street, Set james, Port of Spain.(3) Was sacked . He had been ill for some time. In less than a year he has spent more than nine weeks as the (4)Colonial Hospital and convalesced at home for even longer. When the doctor advise him to take a complete rest Trinidal Sentinal (5) had no choice . It gave Mr. Biswas (6) three months' notice continued, up to the time of his death, to supply him every morning with a copy of paper .*

*Mr. Biswas was (6)forty-six and had(7) four children ,(8) He had no money. His wife Shama (9) had no money. On the house in Sikkim Street Mr. Biswas owed, (10) and had been owing for(11) four years, (12) three thousand dollars. The interest on this, at (13) eight percent came to (14)twenty dollars a month; the ground rent(15) ten dollars. Two children were at school. The two all the children, on whom Mr. Biswas might have been dependent, were both abroad on scholarship.*

### **Explains the noticeable linguistic features .**

Other questions can be direct to draw students' attention to the language of the text above such as :

**a-** Write down all the sentences you can find in the text of exact figures, numbers or others with details that describe Mr. Biswas and his situations. What is the impact do you think arises by using all these details?

**b-** In the opening lines of the text we have told that ' Mr. Biswas' was sad'. The writer could use other expressions instead of was ' sad' as 'sacked' :

Mr. Biswas was dismissed.

Mr. Biswas lost his job.

Mr. Biswas was expelled.

Mr. Biswas was fired.

Look! How could the use of these phrases in the passage can change its meaning. What is the most influence of all expressions? What do you prefer to use ? The previous phrase was 'sacked' or one of the three and why?

**c-** In the second paragraph, the phrase " ... Mr. Biswas has been owing for four years..." This sentence is grammatically incorrect. We have learnt as the possessive verbs as owe ' belonged...etc are not usually used in the continuous form. So, what is the effect of using this tense in the passage?

**d-** What is your feeling towards Mr. Biswas after reading these paragraphs?

This is the way of how to teach the analyses of literary context through stylistic approach. Jakobson, P.( 1981) illustrated that the properties of stylistics with students is to study the language used in the literary text, he stated that "*...students of linguistics learn about language, while student of literature learns language as used in poetry, drama , fiction, or any other genre...in one case, the experience is derivative and remote; in other, its direct and intermediate.*" (P.231). Actually, literature is authentic text, real language in context to which students can response directly.



Therefore students can be encouraged to interpret the text and construct meaning on their own experience.

## **2-10 Implementing Stylistic Approach in Classroom Language teaching**

### **Classroom Techniques for Analysis**

In this section, the researcher tends to show a practical steps of how linguistic description can be used to, analyzing the style of literariness . A set of linguistic categories will be employed, so the students who have basic familiarity, with the system of English (the sound system of the language, semantic ,and able to join words together to form sentences, which express his thoughts) , whether in literary or non-literary context, will be taken in consideration .The terminology and general views of grammar represented in Quirk and Greenbaum's (1973) ' university grammar' will be used to analyze any literary passage. As for linguistic account of literary terminology. Leech's(1969) assured that 'A Linguistic Guide to English Poetry' will be preferred to every analysis of style as an attempt to help students find the artistic principles underlying the writer's choices of language and, be aware of the artistic effect of the whole text. Nevertheless, it is useful to have a checklist of features which may be significant in a given text with some inquiries. The answer will give students a range of data which may be examined in relation to the literary effect of each passage. This is the list which had been prepared by Leech & Short .(1981) enables students to collect data on systematic basis.

### **A list of Linguistic and Stylistic Categories:**

The students have to check the following categories which are divided to the four general headings: grammatical categories ,lexical categories , semantic categories , speech features and cohesion and

context. Whereas the purpose of the list is to encourage students to discover the relationship of these categories by themselves through any literary passage , and how are these overlap to interpret the text .Also, student can notes the same feature may be seen in different headings.

### **Lexical Categories:**

#### **1-General**

The teacher should take his the students gradually to bear in their mind the following questions :

1.1 Are the vocabularies of the text simple or complex ? Formal or informal? Descriptive or evaluative ? General or specific?

1.2 To what extent does the writer's emotional, style and other associated words ; work as the opposed to their referential meaning?

1.3 Does the text contain idiomatic phrases ? and if so with what kind of dialect or register ?

1,4 Is there any use of ancient words or rare specialized vocabulary?

1.5 Are there any particular morphological categories (e.g. words, compound words, words with particular affixes ) ?

1.6 To what semantic fields do words belong.?

#### **2- Nouns:**

2.1 Are the nouns concrete or abstract?

2.3 Are the abstract nouns refer to events, perception, process, moral

qualities, or social qualities ?

2.3 Does the writer uses proper nouns? Collective nouns?

### **Adjectives:**

3.1 Are the adjectives frequent?

3.2 To what kind of attribute do the adjectives refer to? Physical? Psychological ? Visual ? Auditory ? emotional ? Evaluative...etc?

3.3 Are the adjectives restrictive or non-restrictive ? Attributive or predictive ?

### **Verbs:**

4.1 Do the verbs have important of the meaning ?

4.2 To what extent do the verbs refer to ( stative which refer to states or dynamic which refer to actions, events , ...etc)?

4.3 Do they refer to movements, physical acts, speech acts, activities, psychological conditions or perception act?

4.4 Are the verbs transitive or intransitive?

### **Adverbs:**

5.1 Are adverbs frequent ?

5.2 What is their semantic function they play (manner, place, direction, time, or degree,...)?

5.3 Is there any significant use of sentence adverbs conjunctions such as , so, therefore, however, disjuncts as certainly, obviously, frankly) ?

## **B. Grammatical Categories:**

### **Sentence patterns:**

1.1 What sort of statement does the writer use questions, commands, exclamations , declarative sentences or minor sentence type (as sentence without verb) ?

1.2 What is function of the sentence through the passage ?

## **2.Sentence Comlexity:**

2.1 To what extent do the sentences have simple or complex structure?

2.2 what is ratio dependent to independent clauses?

2.3Does complexity vary from sentence to another?

2.4 Is complexity due to the coordination, subordination or juxtaposition ?

2.5 In what parts of the sentence does the complexity occur (such as complex subjects preceding the verbs)

## **3.Clause\_types:**

3.1 What type of dependent clause the author used: relative clauses, adverbial clauses ?

3.2 What type of clause he used (infinitive clauses, clauses, ed clauses ) ?

## **4.Clause Structure:**

4.1 Is there any significant about clause elements, such as frequent of

objects, complements, adverbial; of transitive or intransitive verb constructions ?

4.2 Are there any unusual usage of sentences (initial adverbials, fronting of objects or complement, etc )

## **5. Noun phrases:**

5.1 Are noun phrases simple or complex ?

5.2 Where does the complexity lie (in premodification by adjectives,

nouns , or in post modification by prepositional phrases, relative clauses ...etc) ?

## **6. Verb phrases:**

Are there any significant ignorance from the use of simple past , such

as occurrence and functions of the present tense, of the progressive aspect (e.g. was playing), of perfective aspect (e.g. has/ had appeared) or modal auxiliaries can , must, shall could, should ). In general students should check any general type of grammatical construction that are used to make special effect on the text ,e.g. comparative or superlative constructions, coordinative or literary constructions...

### **Other Types of Phrase :**

There are other types of phrases that the students could point it out such , prepositional phrases, adverbial phrases, and adjective phrases.

### **Words classes:**

In English words clause depends on the function of the words: preposition, conjunctions, pronouns, determiners, auxiliaries, interjections. Also, there are some particular types of these words used for a particular effect. Anyway, the learner whether general types of grammatical construction are used to special effect ; comparative , or superlative construction , coordinative or literary constructions; parenthetical constitutional ; appended or interpolated structures such as occur in casual speech.

### **C . Figures of Speech:**

In literary text analysis, students consider language features which are departing in some way from general norms of language code; is the challenging task, for literary appreciation and literary analysis. For the explication of regularities of normal patterning and deviation

From linguistic code. Acquiring the traditional figures of speech are Useful for an enjoy reading and motivating. Also, the knowledge of them could help students appreciate, interpret and analyze the literary writing.

### **1. Grammatical and lexical schemes:**

1.1 Are there any litotes to denied or soften a message?

1.2 Are there and everyday life situation (understatement)?

1.3 Are there any structures that draw students attention used sparingly

hyperbole or alliteration which are often used for emphasis?

1.4 Does the work contains any cases of formal and structural Repetition (anaphora or parallelism)?

1.5 Does the work points to complex problem to be indirect reference

To event, person or specific social (allusion)?

1.6 Is the rhetorical effect of these one of antithesis, reinforcement, climax, etc.

### **2. phonological schemes:**

2.1 Are there any phonological patterns of rhyme, alliteration, assonance, etc?

2.2 Do vowel and consonant sounds patterns or cluster in particular way?

2.3 How these phonological features effect on the meaning?

### **3. Tropes:**

3.1 Are there any structures or departures from the linguistic code ? Such Deviation of lexical collections?

3.2 Does the text contain any simile, metaphor, or personification?

#### **4. Cohesion and context:**

##### **1. Cohesion**

4.1.1 is the text written in logical order ? Or other links between the sentences such , coordinating, conjunction, or linking adverbials ?

4.1.2 What sort of use is made of reference pronouns (he ,it, they), by substitute forms (do, so, etc)? Is there any use made of repetition by substitution of description phrase ,e.g. ‘ the old lawyer’or ‘ her uncle ‘ substitute for the repetition of an earlier ‘Mr Jones’

4.1.3 Are meaning reinforced by repeating words and phrases or by repeating words from the same semantic field ?

##### **2. Context**

4.2.1 Can the reader get the meaning directly or through the acute thoughts of some fictional characters?

4.2.2 Are there any linguistic clue (e.g. first person pronouns, I, we)for the reader to share the writer’s experience ?

4.2.3 Does the author imply any attitude towards the subject? Or thoughts that represented by direct speech (direct quotation)?

4.2.4 Are there any prominent changes of the style(mimic or any action) that can lead the reader pay attention to specific situation?

##### **Note on Words categories :**

**a-** Words complexity, usually measured by counting morphemes. For instance, the word un-wit-ting-ly contains four morphemes, and only one segment constitutes the root. But, according to the wisdom ‘any basis has up normal one’s’ . Determining the number of morphemes in some words can be, especially with words of foreign classes or origin as preparation, for this reason, counting the number of syllables per word is more convenient measure of

complexity. Morphemic and syllabic complexity are reasonably equivalent but, this cannot be applied to individual word ; such as *six-th-s* . It contains three morphemes but, only one syllable; the word *establish* on the other hand contains only one morpheme and three syllables .

**b-**An idiom which is the sequence of two or more words, the meaning cannot or impossible to guess from the meanings of the constituent words; e.g. the phrase '*be in the same boat*' its literal meaning is easy understand, but also has a common idiomatic meaning: 'We are all in the same difficult or unfortunate situation.'

**c-**Register is a common word that is used for language variation, such as the different between polite and familiar language; spoken and written language; religious and scientific language, etc.

**c-** Verbs classification in terms of their relation to other elements in the clause refer to lexical choice, which is closely linked up with semantic relation between nouns phrases in the clause. Fillmore. (1968) investigated under the heading of ' case' and by Halliday. (1967) under the heading of 'transitivity' That is n '*he marched the prisoners*' the prisoners are actors, but he is initiator of the action. In 'the prisoners marched' however, the participant roles of an actor and initiator are combined .

**d-** The traditional classification of adverbs and adverbials are adverb of time, place, manner, frequency, etc. But, language as changeable, there is more systematic classification. Quirk and Greenbaum. (1973) made a major distinction between adjuncts, disjuncts, and conjuncts.

**e-**The modern grammatical theory also can be used to treat the



participial gerund clauses and, infinitive constructions. Nugud, A. (2005) exemplified by these sentences ‘ *Eating people is wrong*’ ‘*a woman destined for greatness*’, ‘I’m sorry to hear it. Quirk and Greenbaum. (1973) said that “All these are regarded s non-finite clauses” (P.17).

**f-**The teacher should remind their students that, in English language word may occurs in different places in the same passage but, in more than one class. For instance, *that* is a determiner (a demonstrative determiner) in ‘ *that time nothing happened*’ , and a pronoun in ‘ I know that’, and a conjunction in ‘*I know that he’s wrong*’. Quoted by Nugud, A. (2005) Quirk and Greenbaum(1973) they asserted that “ the overlap between the pronoun and the determiner classes is very striking.” (P.78).

**g-**The reference be made to treatment of these figures of speech. Leech, (1969) said that “ reference is used to treat (paradox, metaphor, irony, etc)” (P: 10).

**h-**The connectivity of the element of the text is essentially evidence of the meaning and the reference. In stylistics, the interest in the formal means by which these connection are signaled.’ *The princess loved the hunter, But she could not marry him .*’ The second sentence explain the two major kinds of linear cohesion . The pronouns she and him are example of cross-reference , and the conjunction but, is an example of linking, . Leech and short. (1981) viewed the classification of cross-reference as linkage. Whereas Quirk and Greenbaum.(1973) viewed sentence connection which is treated for more extended analysis is cohesion in English.

The following passage is the terminology and general views of grammar represented in Quirk, and Greenbaum's(1973) 'University Grammar' that used by leech and Short (1981) to enable students analyze the text to collect the data on systematic basis. An example:

### **'The Secret Sharer'**

Through this section the categories will be applied selectively through Joseph Conrad's 'The Secret Sharer' . According to Leech and Short(1981) the analytical procedure as follows:

\*The learners should begin with general impression of the passage .

\*Then, make selective use of the checklist to bring the attention to what is the most significant style used of the passage .“On my right hand there were lines of fishing –(stakes)resembling a mysterious system of half-submerged (bamboo fences) incomprehensible in its division of the (domain) of tropical fishes, and crazy of aspect as if abandoned forever by some nomad tribe of (fisherman) now gone to the other end of the (ocean;) for there was no sign of human habitation as far as the eye could see (1). To the left a group of barren (islet,) suggesting (ruins) of stone walls, towers and block houses, has its foundations set in blue (sea) that itself looked solid, so still and stable did it lie below my feet; even the track of light; from westering sun shone smoothly, without that animated glitter which tells of an imperceptible ripple (2). And when I turned my head to take a parting glance at the tug which has just left us anchored outside the bar, I saw the straight line of the flat (shore) joined to stable (sea,) edge to edge, with perfect and unmarked closeness, in one leveled floor half brown, half blue under the enormous dome of the (sky) (3).

Corresponding in their insignificance to the (islets) of the (sea), two small clumps of trees, one on each side of the only fault in the impeccable joint, marked the mouth of the (river) Meinam we had just left on the first preparatory stage of our homeward journey; and, far back on the island level, a larger and loftier mass the groove surrounding the great Packnam pagoda, was the only thing on which the eye could rest from the vain task of exploring the monotonous sweep of the horizon (4) . Here and there gleams of a few scattered pieces of silver marked the windings of the great (river;) and on the nearest of them , just within the bar , the tug steaming right into the land became lost to my sight , hull and funnel and masts, as though the impassive (earth) had swallowed her up without an effort, without a tremor (5). My eye followed the light (cloud) of her smoke , now here , now there , above the plain , according to the devious curves of the stream, but always fainter and farther away, til I lost it at last behind the mitre-shaped hill of the great pagoda (6)./ And then I was left alone with my ship, anchored at the head of the (Gulf) of Siam (7).”

According to Leech and Short .(1981) plan for passage analysis, the readers should paid attention to the detailed setting of the passage of the scene of the story. Using his mind through the specific description made by the writer. Ohman .(1968) stated that the sense of the potential of human’s observation is of “*a mind energetically stretching to subdue a dazzling experience outside the self, in a way that has innumerable counterparts elsewhere in Conrad*” (P:152). The remarkable that the given description is not simply of a scene but, the reader can make an account of the relation between the words of the passage and his observation to

comprehend and interpret it. The reader could use his intuition of the repetition of the word eye itself, and relates it to the abstract nouns that implying perception (sign, aspect, ripple, glitter, and glance) and the relations expressed by verbs like see, mark and look. Another point, Cornad avoid to use verbs with a human agent. He assumes that the eye as if with a will of its own; becomes subject- agent ; as far as the eye could reach(1) ‘My eye followed the light cloud’(6) The remarkable use on which the eye could rest’(4). And the example of the agentive verb with a human subject is ‘I turned my hand’(3). Other verbs involve agency but, deprived of their active by being used in the passive form : abandoned, anchored. In the other hand, the stative verbs in the passage are quite frequent

Such as: resembling, lie, shone, looked marked,...In generally even the narrator alive to the setting or environment , is detached in the face its the immensity.

Also, there are other uses in the occurrence of adjectives which express the lack of definition; by using negatives form: half-submerged, mysterious, incomprehensible, unmarked, devious. To these other negative expressions could be added such as, insignificance, no sign, without tremor. Or other adjective such as, still, monotonous, stable, ,which have a negative meaning (not moving, not varied) indicate to featurelessness of the scene.

### **\*Lexical Features:**

#### **Sentence length:**

The writer finalizes the fiction by powerful end, by placing effective short sentences. Whereas, other sentences related to the writer’s observation to the setting , and thereupon summarizes what

has been related to the rest of the paragraph. Although the expression 'I was alone' which makes the reader felt the isolation of the hero in the last of track of human life and disappeared , also, the reader test the charm of author's style and can understand the force of the statement (And I then I was left alone with my ship, anchored at the head of the Gulf of Siam.)

**Sentence length:**

**Nouns:** The striking is that the concrete nouns (stakes, bamboo, fences, fisherman, ruins, etc) are matched by nouns which, more abstract in one way or another. Also it is noticed that most of the concrete nouns refer to geographical areas and point of focus: domain, ocean, islets, sea, shore, sky, river, earth, cloud, gulf, etc. Other abstract locative nouns indicate geographical features such as: lines, division, end, track, head, edge , joint, sweep, curve,...All these nouns refer to objects of vision. Other sense may excluded to indicate the reason the narrator seems to stand as apart from the scene to make the reader live the experience.

**Sentence structure:**

The two sentences (1)-(6) are quite complex and have similarity of structure . Sentence (6) has an introductory adverbial clause which can provides the reader a point of guidance that can lead the reader to the main clause. The two sentences (1)-(5) are elaborated by coordination and subordination as it follows the movement of observer's eye . Actually this can be seen in sentence (1) which illustrates this characteristic effect . The phrase ' On my right hand ' indicates that the observer as the point reference . The sentence structure then develop into six degrees of subordination each of them representing a further step away from starting point

towards the horizon , or beyond it. According to the progressive distancing description , there is a distancing from the graspable reality , an

increasing emphasis on what cannot be known or explained:’ resembling...mysterious...incomprehensible...crazy of aspect as if abandoned...no sign ‘ Other sentences have similar structure type , tend to end in a similar excitement as the eye reaches its limit of vision : ‘under the enormous dome of the sky’ ; ‘ as if the huge ‘ earth had swallowed her up without effort, without a tremor’; ‘ till I lost it at last behind the mitre-shaped hill of the great pogoda’.

### **Figures of Speech:**

#### **Simile:**

Although in this passage Conrand does not use conventional similes of the male like female, he uses many of structures which express the similarities : ‘ resembling , some mysterious system ‘(1)’ as if abandoned forever ...’ (1) ‘suggesting ruins of stone walls...’ (2) , ‘looked sold ...’(2) ‘ corresponding in their significance’ , ‘ as if a few scattered pieces of silver...’ (5) as though the earth had constructions suggest the explanation which is not true .Also the eye’s exploration of the scene is an active and imaginative.

#### **Metaphor:**

The feeling of the beautiful view comes from two kinds of metaphor:

the civil metaphor which allows island to have foundation (2), the sea to be stable (3) , the sea and land to constitute a floor (3)and the sky dome (3) . such metaphors indicate unreal calm, because they present powerful of the nature in terms of things which are familiar, solid. In contrast, other metaphor make reference to

vivacious. The metaphor the animated glitter (2), the impassive earth(5), the devious curve(6) . These small hints of life give an uneasy impression of, what lifeless may have undisclosed resources of activity. The second metaphors represent the observer's eye which is unlike the observer himself. because his eye conducts like an independent agent ; it reaches(1), its seeks rest from the vain task of exploring (4), and it follows the cloud of smoke of the tug. In addition to the eye is restless and energetic.

### **Cohesion and context:**

Firstly there isn't any remarkable use of logical and referential links between the sentences: for instance , there are no linking adverbial or demonstrative sentence and few third-person pronouns. The definite article is a mark of co-reference : for example, the ' islets of sea'(4) refers to a group of barren islets (2) and the greater river (5) refers back to the river Meinam (4). The conspicuous, the description depends largely on the observer. Most of the sentences refer to actual or imply to the first-person narrator such as , 'On my right hand...' (1) , 'To the left...' (2), 'And then I turned my head...' (3), ' My eye followed...' (6), ' And then I was left alone...' (7). Through this description, the reader builds up the reasonable view around the main points in (4) and (5), the eye focuses on a particular point ; the distant river and vanishing tug, whose disappearance from the scene reinforces and the narrator's isolation In the final sentence the readers' attention brought back to observer himself.

### **Classroom Reading Activities:**

Studying the literary text is one way of teaching and learning linguistic style, and the student will be expected to read helpful books

of literary field on their own. The suggested approach is that the students will be given worksheet to accompany class and home reading Collie and Slater (1987) said that the worksheet should be varied in their format and usually designed up to help with interpretation of the passage on the level of the style. Also, it should

raise questions of response, interpretation, and shared feedback or discussion the way leads to follow-up activity.

The easiest way of preparing a worksheet is question-and – answer which is more familiar. The teacher should use simple question that leads to a particular point in the text, where the answer is easily to be found. Also the students should be allowed to share the answer for a time to compare how many answers can be shared one question that many ways of interpretation can be provided to one passage. This the way of discussion concerning the style of the text.

Let students to have their choice and ask them to justify their choice also a helpful way to make them aware of processing the literary text.

### **Classroom Reading with sheet:**

The teacher having analyzed the passage in the way proposed by Leech and Short (1981) could provide half the class with even-numbered questions, and other half the odd-numbered.



The students

are told to write down their answers as they read through the passage (The Secret and Sharer). For example , the worksheet (s) could be:

**The questions:**

1 . Pick out three concrete and abstract nouns:

Concrete nouns 1.....2.....3.....

Abstract nouns 1.....2.....3.....

2 . Which nouns and verbs establish the relationship between the visual world and the narrator ?

1 . nouns.....

2 . verbs.....

3 . Find out two examples in which the eye become subject-agent

1 .....

2 .....

4 . The stative verbs such as resembling, lie , shone, etc indicates that the narrator is .....

a) powerless in the face of nature

b) a live to the environment

c) both (a) and (b)

5 . There are some adjectives which express strangeness or lack of definition . write them down.....

6 . What do the adjectives still , monotonous , and stable stress?

7 . What does (7) summarize?

8 . Which sentence establishes the narrator as the point of reference?

a) sentence (6)

b) sentence (7)

c) sentence (1)

**Worksheet :Class reading**

In the new experience the teacher should involve the students in classroom discussion by dividing the class into two groups , and each student is paired with someone who received a different worksheet . In turn , they ask their questions ,and the monitor answer given by the other student. Then the teacher could interfere to initiate discussion on student’s answer.

**Home reading with worksheet :**

**an example:** This example is based on ‘ *The Secret Sharer*’, it provides students with worksheet, in which the worksheet can be prepared to accompany student’s home work reading for each half of the class , for students to exchange the worksheets with the other half of the class.

1 . The author uses a number of structures which express similitude. Pick out three examples.

- a)
- b)
- c)

2 . Read these lines and underline three metaphorical expressions and then explain what they mean.

*‘And when I turned my head to taking a parting glance at the tug which had just left anchored outside the bar , I saw the straight line of the flat shore joined to the sea, edge to edge, with perfect and unmarked closeness, in one leveled floor half brown , half blue under the enormous dome of the sky’.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 . Write down examples of metaphors which are expressed through modifying adjectives.

.....  
.....  
.....

4 . what metaphors associate with the narrator's eye ? Give two examples .

.....  
.....

5 . What is the effect of making the eye the subject of some verbs?

.....  
.....  
.....

6 . What figures of speech are the following phrases?

- a)large and loftier(4) .....
- b)without an effort, without a tremor (5).....
- c)fainter and farther (6).....
- d)animated glitter (2).....

7 . Why do you think consonants and vowels are repeated in these phrases?

- a)solid , so still and stable (2)
- b)sun shone smoothly (2)
- a).....  
.....
- b).....

8 .Most sentences begin a reference , actual or implied to the first-person narrator . Pick out one example for each type of reference.

.....  
.....  
.....  
.....

### **2-11 Benefits of Stylistic Method in Classroom Language Teaching**

Stylistic analysis of a text can find out the fact that its linguistic organization which, would help student, promotes their language skills in general and, their awareness toward literature in particular . Rogen (1969) quoted by brumfit and carter (1986) that linguistic analysis become an integral aspect of the process of understanding literature that means of formulating infusion , means of objecting it and rendering it easy to investigation and, is on doing a means of feeling out and revising our initial interpretation . It is true that the basis in language analysis could make the undergraduate acquire kind of language skills.

Although some proficient debate that there are limitation to the stylistic procedure. For example, some practitioners regard it as mechanical and distractive of both responsive and imaginative participation. But on the contrary, if the language choices are utilized, students awareness of the language can be inversed, and many skills as understanding interpretation and meaning investigating can be developed. Jacobson, R. (1960) debate from the long period which is just as relevant today to literature and language teaching debate "*a linguistic deaf to the poetic function of*

*language and literary scholar indifferent to linguistic problems and conversant with linguistic method are equally flagrant anachronism*".(p37) This section of literature has been devoted to the benefit student gain using stylistic approach in EFL classes from analyzing the author's style in term of language.

### **2-11-1 Exploring the Meaning of the Text**

The main aim of using stylistic analysis for teaching literature to encourage the learners, to discover the meaning in the text. So, student needs guidance when, they come to explore meaning of it. What is needed is a method by which student can enter in working text. Widdoson. (1975) maintained that "*when the teacher asks his /her student to explore the sophisticated uses of language, the teacher actually encourage them to think about the norms of language use. Knowledge about the subject matter of the text (context schemata) is also a key (to textual) for comprehension*". (P.27). When student reads (bottom up processing) and relating this information to what he already knows (top down processing). This background information is required through student experience of literary study. Nach. (1986) the step toward comprehension of the literary work. He said that paraphrasing is a useful language drill "*.... Paraphrase is a general term, covering a variety of techniques and practices, two styles are commonly apparent. One is the exploratory interpretive type that tries to express something in other words possibly with complementary illustrations .The other is mimetic , parotic type , depending on techniques of word-for-word substitution that often has comic results.*"(P.77). The process of meaning exploration as a movement towards the center ; this means, the students are drown into the text by their knowledge of

the language , identify its features, then they recognize what it means. Lazar,(1993) agree with Widdowson, (1992) that, students can be helped to explore or, realize the meaning of the text through examining the linguistic evidence in the text; this can be done by providing them with an identical tool. The teachers' role is to provide them with multiple language features of the text and help them to develop their capacity to infer the meaning. Doff and Malley, (1990) mentioned some linguistic merits of using literary texts with students in language classroom , the said *that " ... they offer a wide range of style and register ; they are open to multiple interpretation and hence provide excellent opportunities for classroom discussion; and they focus on the genuinely interesting and motivating topic to explore in the classroom."* (P. 6).

There are a number of procedures of stylistics by which the teacher can encourage the students to explore the meaning of the text such as these procedures :

- 1- Ask the students about the language the author has used.
- 2- Ask them about their impressions in the paragraph.
- 3- Ask students to make paraphrasing to the paragraph.
- 4- Ask them to dramatize it.
- 5- Ask them to rewrite a resemble paragraph of their own.

Such activities develop students' abilities to infer the meaning and make interpretations. What the teachers need is to design tasks and activities to achieve the goal, helping students to explore the meaning. Lazar, (1993) stated the following "*Literary texts are often rich in multiple levels of meanings and, demand that the learner is actively involved in 'teasing out ' the unstated implications and assumptions of the text.*"(P.321). Students to reach

the stage of working the meaning . Students' knowledge should enable them to understand phrases and sentences and the meanings to make their own expression . teachers have to help them internalized the grammar that used in the literary text, which could permit them to convert sequences into literary structures and meanings. The only technique that encourage them to become familiar with these are reading strategies is to get them make interpretation with reference to the features of the text . Widdowson .(1992,p.xiv) argued that what is important is not the interpretation itself ." *but the process of exploration of meaning ; not the assertion of effects but the investigation, into the linguistic features which seem to give warrant to these effects.*"

### **2-11-2 Developing Students' Language Awareness:**

Stylistics provides systematic training in language use. This is true because they use the interpretative method, which can increase students language awareness and appreciation of the writers' style. So, what do we mean by language awareness?

Carter ,(2003) identified language awareness it as " *The development in learners' of and enhanced consciousness of and sensitivity to the forms and function of language*" . (P.4). Made a distinction between language awareness and consciousness raising . But Bloch, B. (1953) claimed that language awareness, have to do with the raising of learners' awareness of the features of the text as he stated that" Its point of departure is input processing , exploring example of language in contexts , noticing silent points and patterns .(P.17). Donmall, & Van Lier .(1995) provided *similar definition of the term is that " A persons' sensitivity and conscious awareness of the nature of language and its role in human life"*

and the later saw it as "(P.134) Understanding of the human faculty of language and its role in thinking, learning and social life". Van Lier,(2001) identified three sources which language awareness stems"... *first a practical , pedagogically oriented language awareness more psycholinguistic focus on consciousness raising and explicit attention to language form and, third ,a critical , ideological perspective that looks at language and power ,control and emancipation.*" (P.161) . Sharwood. (1981) mentioned that the teaching of formal aspects of the language used in the text can be done by highlighting relevant aspects of language ; because language awareness assumes that some form or level of awareness about linguistic use , knowledge and learning is useful for students . What is needed is a n approach includes explicit way of teaching features (simile ,metaphor, paradox , ...etc ) and literary terminologies . The exploration of the foreign language with the analytical tools encourages students to find out how language works , enriches and expands students' knowledge of the language which is the ultimate goal . Bloch, B.(1953) stated that "*Everyone has a subconscious knowledge on the language they use ,but not anyone has managed to make that internalized language explicit ,by noticing and reflecting on the linguistic data all around them.* " (P.9). The analytical method of language awareness techniques can be used to, help students work on the writer's style .The most important procedure is 'linguistic problem-solving . In this step , Bourke (2008) assumed that the analysis may take place at input or the output stage .The input process provides a meaningful context to focus on the linguistic features text .Some consciousness activities which students analyze the text, and a set of examples in



order to recognize specific language features have been devised, by a number of practionors. In 2008, Nash, Lazar, Nunan, Bourke, to develop students awareness of word-order , collocation and relation between elements. Language awareness which sees as a dynamic process, involves students in studying and analyzing the language of the literary text . It provides students opportunities to explore grammatical and discoursal relationship in the text .

### **2-11-3 Acquiring Language for Communication**

Stylistic approach can create opportunities for personal expression , it provides strategies for analyzing and interpreting literary text in order to, know how the language is manipulated ,it enables them to develop systematically their linguistic skills . It increases their language knowledge in discourse types. Stylistics expands language knowledge, by giving evidence of extensive vocabulary usage and syntax . studying of lexis of the text is a key to the language learning . Wilkins ,(1977), pointed out that "*while without grammar very little can be said ,without vocabulary nothing can be conveyed.*" (P.6). This a approach has a useful procedure in classroom to gain great linguistic benefits . It helps the students make distinction between literary and non-literary language, by using literary texts as a source to examine the type of language used , promotes interesting language activities and achieve a number of language aims . (Obeidat ,1985, P. 31) mentioned in his research some benefits that students gain from studying the language of literary works .She states them as follows . May students tend to agree that literature helps them to acquire a native –like competence in English ,learn how English linguistic system is

used for communication , see how idiomatic expressions are used and become creative ,critical and analytical learners ."

#### **2-11-4 Effectiveness on Students' Literary Competence:**

Stylistics improves students' linguistic knowledge, and developments the literary competence. Culler (1975) said that learners who possessed literary competence" *An implicit understanding of, and the familiarity with, certain conventions which allow them to take the words on the page...and convert them in to literary meaning.*" (P.135). This affirm that students who have studied literary texts which is similar to conventions of English literary will help them to make sense of the texts even their linguistic knowledge is rather limited. Many scholars. In 1993. kramsch, Alderson, Urquhort, Carrell & Johnson. all of these practitioners have shown that cultural awareness plays a key role in developing students' literary competence , they also believed that the benefit of using literary texts with students rest in their potential for developing cultural awareness. To speak about the advantages of using stylistic method to develop cultural awareness, is essentially for improving literary competence, as a tool is used for distinguishing between various dimensions of culture. Celce-Murcia,(2003) made distinction between the cultural aspect, said"*...the aesthetic sense in which language is associated with literature ...the sociological sense in which language is linked to the customs and an institutions of a country ; the semantic sense in which a culture conceptual system is embodied in the language and pragmatic sense in which cultural norms influence what language is appropriate for what content .*"(P. 373) all these distinctions play a great role in developing students' literary

competency. Teaching literature is teaching about abilities which is bound up with the network of conventions (social, traditional ,aesthetic and pragmatic.) Brumfit ,(1986),viewed that the understanding of literary works, is actually depends on cultural context which may not found in the texts . Teaching literature needs strategies to improve students' literary competence. Therefore a set of procedures are provided by professionals .Lazar,(1993) advocated that the teacher should think about how far the students' cultural background and their social and political expectations will help or hinder the process of analyzing and their understanding of the text; and to consider how much background will be needed to provide for the students to have at least basic understanding of the text . The important of all. (Carter ,1986) ,mentioned that " *to recognize criterion such as the position of author. The extent to which the author pointed out narrator mediates between the text and the reader can be crucial to an understanding of or a response to the literary material* ".(P.41). The techniques for reading in depth. To provide background knowledge students have to read intensively and extensively to activate students schemata to facilitate conventions with and comprehensions of new concepts. To do these students can be given pre-reading questions to provide them connection with the text. Prumfit , (1986) emphasizes that What he calls ' *a mature reading process*' which is the response to the text in all its aspects. Then added " *The fundamental ability of a good reader of literature is the ability to generalize from the given text either to other aspect of the literary tradition or to the personal or social significance outside literature.* "(P.108). Deferent cultures values have different things; however , attention should be

given to the selection of material. The language specialists. In 1981, Lazer, Promfit, Leech and Short, all of them mentioned that stylistics analysis should not neglect to, provide students with important background information which; is required to make sense of the text. Prumfit , (1986), stated that " *Stylistics provides students with a method of scrutinizing text...opening up starting points for fuller interpretation . Basing interpretation on systematic verbal analysis reaffirm the centrality of language as the aesthetic medium of literature . –nonnative speakers possess the kind of conscious system of knowledge about the language which provides the best basis for systematic analysis.*" (P.103). these benefits which find some justification of using stylistic as analytical method in EFL classes . In many respect , therefore ,nonnative students are better at stylistic analysis than native speakers. Amos.( 2006),quoted by Lin,Benedic. "...most of them have a very high level of proficiency in English, a far higher percentage than normal coming from English-speaking homes " (P.104). Some scholars have debated on stylistic approach, as something very different from reading for enjoyment and aesthetic experience, his questions are about the usefulness of using stylistics in EFL settings . Gower . (1986), introduced such questions not for denying the role of stylistics to teaching literature but, to find out the impact of stylistic in teaching literary text clearly .His question was "*Can we , then in sense say that stylistic analysis helps the EFL students , when it declared aim is to illuminate the mechanism of a text under the microscope ...?*" (PP.129-130). The question that of whether or not to use stylistics in EFL classroom depend on its effectiveness of working the language in the text . She claimed that if it used just

to support the literary scholars , there is a little possibility that it will engage language learners or contribute to their enjoyment of the text ,on the other hand , it used to provide students as a tool to justify their own interpretation and opinions . She said that "...then the analysis of the text can be related to the students' own aesthetic reading of it." Whereas Widdowson gave clear comment on the practical method and its goal is to "simulate an engagement with primary text ,to encourage individual interpretation while requiring that this should be referred to the features of the text. "The two professional Kramersch and Kramersch (2000), they pointed out that literature is a unique way of increasing critical thinking , building massive vocabulary in addition to others specific function ; if English language teachers use effective procedures adopting such approach , the students awareness will be illuminate towards literature ," *the proficiency movement , and underline ,how it saw in literature ,an opportunity to develop vocabulary acquisition, the development of reading strategies and training critical thinking ,that is reasoning skill ; students awareness will be illuminate towards literature.*" (P.67).

## **2-12 General Benefits of Teaching Literature :**

Although the first function of literature is to bring the element of enjoyment and pleasure, literature has linguistic benefits and other advantages, as it characterized by its own language patterns, its specific stylistic choices, and its patterns of cultural orientation. Novels and short stories , for example, take advantage of their setting and plot to expand new degrees of realism . Plays in contrast, are mainly around characters and their interactions , and they are written to be performed on stage. However, poetry is

known of its various forms ; it controls standard expectation about usage. Literary genres have benefits long with language , these benefits are as follow:

### **2-12-1 Expanding Students' Language Awareness:**

Literature encourage students to think about the norms of language usage in order to understand the stylistic effect of language, students need to be aware of how ; language in literary texts is differ from the more common usage that language in literary text breaks common rules of syntax , collection and even cohesion. This means to be particularly true in poetry. In classroom teaching, literature support all areas of language art.

Listening to stories provides great opportunities for improving and developing all language skills. And the discussion through the classroom allow the learners express their thoughts , feelings as response for comprehending and move the students to communicative skills.

### **2-12-2 Literature Supports students with Knowledge of Language System:**

Literature provides stimulating way of presenting language skills listening, speaking , reading and writing . It provides student with massive of new vocabulary usage and some of good structures. It provides students with meaningful and memorable contexts for processing new language. Within the classroom, the use of the literary texts is often particularly successful way of promoting activities, where student needs to share their feelings and opinions; by using the new words in such discussion and group work .

### **2-12-3 Literature Provides Access of Learning Language Code:**

The enjoyment which is essential element in literature can motivate the readers to learn both the language and language code to reflect studying language features through literary texts. Reflecting people's values and their social , political and historical events that presented in literary text is essential element of literary genres to teaching language such as drama and, give opportunity to students to develop and sustain their habits of reading . Lazar ( 1993) stated that to meet the learners needs and stimulating their interest . “ *In fact, being made to read texts on a lien form their own experience and background only increase the students sense of frustration...we therefore, need to select texts ... which reflect the lives and interest of our student.*” (P:3).

### **2-12-4 Literature is an Access to Cultural Background:**

Literature represents an access to the cultural background of the people whose target language and, reflect the values , traditions and practices of the those people and their social , historical events which form people background. Rene and Austin, (1956) said that " *it is fairly easy to distinguish between language of science and language of literature . The more contrast between thoughts and emotion or feelings is however, not sufficient. literature does contain thought, while emotional language is no mean confined to literature .*"( P:22 ). Because, when students read literature they practice their comprehension skills in multicultural that, can help them to educate the people from different races , ethnic group and culture.

Teaching literature to student, enable them to gain useful perception about how the another describes the members of society

and their tradition. Pederson. ( 1995) mentioned some of the social cultural and behavioral benefits that students can gain from short story in classroom said that "*...students experience a vicarious feeling for the present as they gain insight into the motive and patterns of human behavior stories have numerous effective benefits for social and emotional development .*" (P:14 ) . In spite of literature has great benefits, this study is focusing on the literary merits and its effectiveness surround the area of teaching English language as second / foreign language classes. McKay ( 1986) stated three argumental points against using literature in language classroom. Since the goal is to teach the grammar of the language , literature due to its structural complexity and its unique use of language , does little to contribute to this goal. Said that :

“-The study of literature will contribute nothing to help our students meet their academic and occupational goals.

-Literature often reflects a particular cultural perspective.

- Much of what is the best in English literature derives from ages linguistically very distinct from modern English, and even modern writers present problem of comprehension, as they often break both writing conventions and the rules of English in the service of literary artifice.” Therefore , in literary text , the word needs stylistic skills by choosing the right word which have the correct conceptual meaning or basic meaning to the idea that a person want to express, or the words that can appreciate the following:

\*Lexical. The words and phrases with a particular through the text.

\*Format. the way in which the words are choosing and arranging to make the text.



\*Register. Appreciates the topic in conceptual area or of metaphor or, interest that words have special meaning in use in speaking or written language.

### **2-12-5 Literature Provides A Chance for Communication:**

Literature moves the students from learning the grammar rules, to the language usage appropriately, to communicate in varying contexts and, make them able to work the language in real life. Widdowson, (1984) suggested that literature could be used " *to mediate between structural and communicative orientation to language teaching.*" ( P:159 ). Cultural awareness and language awareness that students acquired from literature, enable students to communicate skillfully .

## **2-13 Benefits of Teaching Literary Genres**

### **2-13-1 Benefits of Using Short Story to Language Teaching**

Short story is one of the greatest element that evoke students feeling towards language teaching. It grasps the undergraduate attention to complete the story and live in its events , also help them to practice grammatical rules , memorize vocabulary lists and translate sentence level discussion in order to traverse the long journey to the second language fluency . Stern, S.L., (1991) said that "*a supreme resource for observing not only language but life itself.*" ( P:219 ). In short story , character acts out all the real and symbol acts which, people carry out in daily live and, also do in a variety of register and illuminates human lives . Moody, ( 1971) assured that there is immense educational benefits of teaching short story . He said that " *the inclusion of short fiction in the ESL/EFL curriculum offers educational benefits*" ( P:15). Argamon ,( 2007) say that " *it makes the student , reading task*

*easier due to being simple and short when compare with other learning genres" ( P:71 )* the benefits of short stories represent the followings: It

- 1-gives the under-graduate a chance to use their creativity.
- 2-supports the undergraduate to explore their prior knowledge for advanced level of reading .
- 3-makes students reading task easier due to being simple and short when compared with other literary genres.
- 4-makes the undergraduate feel comfortable , and free.
- 5-helps students to go deep into words meanings to give specific expression .
- 6-enables students to broaden the advanced level of reading about different cultures and different groups of people .
- 7-promotes critical thinking in the readers.
- 8-helps students who come from various backgrounds communicate with each other because of its universal language.
- 9-facilitates teaching of foreign culture . It presents as a valuable instrument in attaining cultural knowledge of the selected community .
- 10-acts as a perfect transport to help the undergraduate to understand the positions of themselves as well as the others by conveying these gained knowledge to their own word.

The use of short fiction , seems to be very helpful technique in teaching and learning foreign language classes . As it short, it encourage the undergraduate reading task and enable the teacher, coverage easier. The important feature of short story is its being universal that put different students all over the world have

experienced on it , and can relate to them . Moreover , it makes contribution to develop their abilities .

### **2-13-2 Benefits of Teaching Poetry in Classroom Language:**

Poetry is a very distinctive and an ancient literary genres, organized before the recorded history about (3000) BC. The characteristics that made poetry is different and difficult is that it is a thought of as being complex, it is partly because of the writing of a certain author and partly because of its used of several specialized technique of figures of speech: ( metaphor, simile, personification, irony and parallel...). Poetry is mainly created to provide pleasure and offering prayers, as well as fulfilling the important social functions of commemorating lives, battles and historical events, but the most one is religious in nature. But recently, poetry has educational function for it evokes emotional response of students and to get this benefit. It should be incorporated with literary genres in language teaching to bridge the gap between language learning and the features of poetry, to facilitate the way of teaching and learning basic language skills. Poetry offers the following benefits :

- a-** From learning poetry students will gain an appreciation of writer's style.
- b-** The study of poetry develop the sensitivity towards words and some structures.
- c-** It provides the readers with different points of view to working the meaning of its language.
- d-** It arouse students' feelings and thoughts towards the specific situation or events.
- e-** It makes students familiar with figures of speech.

Maley, (2001) mentioned that " *poetry is rewarding enjoyable experience with the proprieties of rhyming and rhythm both of them convey love and appreciation for the sound and power of language*" (P.12).

f- It enables students to develop new ideas and insights in range of context.

### **2-13-3 The Benefit of Teaching Drama in Classroom Language:**

Drama is a form of literature usually involves conflict and emotion and always presented with an action. Drama has clear benefit. It builds confidence on student who takes his role to dramatize it, in a few time will be able to build selves- esteem and, no longer he will become confident to take his full active part in the play. Also it encourages students to listen to each other's ideas, thoughts and take their turn. These activities allow them to recognize the value of concentration. Student who participates in the play and keep on many songs will contribute to develop their language and will be encouraged to communicate. Drama has many educational benefits in teaching English language as follows:

- 1- It improves comprehension faculties and learning retention by involving the senses as integral part of learning process.
- 2- It heightens effective listening skill.
- 3- It stimulates the imagination and promotes creative thinking.
- 4- It increases the empathy and awareness of others.
- 5- It fosters respect and group cooperation.
- 6- It provides teachers with fresh perspective of teaching and enable teachers and students to communicate with each other through the classroom or out of the yard.
- 7- It paves the way for teaching target language.

8- It increases students' motivation to read in their own.

9- It helps students to master the communicative skills, acquire information, identify the problems to arrive at effective decision then the solution.

### **2-14 Literature and Communicative Needs:**

In recent decade there have been an increasing needs and, desire towards learning a foreign language, many learners identify their personal needs to, communicate in spoken and written English language. But, learners differ from one to another according to their attitudes , abilities, needs and, value of learning a foreign language. Learners involve themselves in learning foreign language to, provide with a wide social needs which available through studying literary genres . The communicative movement in ELF encompasses all modes of language use. The concept of knowing foreign language and, being able to use should demonstrate how the language items that is used in the literary texts are appropriately lead to this competence then, introduces it to the learners. Students who involve in literature will be able to understand and use the language because literature provides an authentic material about their needs , experience , survival , safety , personal fulfillment. So, they will be able to interact and communicate successfully in the new community.

In classrooms practice spoken foreign language is needed to involve the learners in interpreting and assessing what they hear and constructing appropriate response depend only of the language in put in relation to the text book they have been learnt . This implies activities of fluency in which students will determine the content of what they say in the interaction with other students and

develop a pattern of language interaction within the classrooms. Literature provides learners with essential items and many sentence structure, and many distinctive features of language that emphasizes on literary texts , it provides the learners with the ability to interpret and produce the language appropriately what is called social linguistic. Enable student to know what is to say and be able to express the ideas according to the social conduct . e.g " can I have some water?" versus " give me some water ? " .

### **2-15 Literature and Language / Cultural Awareness:**

Knowing other culture gives the undergraduate an opportunity to gain the awareness of other culture , the different ways of life , and understand the relative of social values and judgment . Nuttal. (1982 ). Elaborated that " .... *Cultural goals may be divided into four categories developing greater awareness and a broader knowledge about the great culture acquiring a command of the etiquette of the target culture , understanding the differences between the target culture and the student culture , and understanding the value of target culture.* "(P.96).

Literature has sources of authentic material, present real language that not simplified and provides real knowledge of the target culture .Through literature efficiency of reading and understanding using schematic progressing for instance, while reading a text in foreign language a learner is rapidly looking for schemata in his mind that suit the ideas he is reading. Valdes.(1990) stated that "*In order to understand the message, the reader must find a common schemata with the other who is trying to communicate by presenting the unfamiliar through overt and covert comparisons with familiar in his own schema of the world. This can be*

*accomplished only through the readers' understanding, in some depth of the culture of the author."* (P.28) Rosaldo,R. (1989). also commented on this truth quoted in Widdowson.(1975) situation"... *whatever is presented the learner, whether linguistic or cultural, it should be an authentic representation of language or culture of the foreign country (countries)."*(P.32).

Native culture with others enables students to know and appreciate other people's ways of life, this will improve their understanding of foreign language. Cultural comparison may offer and individual insight in to his/her on culture; it may shed light to the area he/she never noticed or understood before in his/her native culture. Valdes. (1986 ) stated that "*comparisons to culture are not idle, however, as they often result in real consideration of one's on cultural values where blind acceptance has existed before for students and sisters alike.*" (P.110).Language is consider an essential part of any culture. It is conducted throw which culture is communicated and transmitted. Language is the most important system of any culture , without it no other system of culture will exist. The existence growth, and the development of all aspects of the cultural phenomenon are based on the resources provides by the language .

Language form , structure and the use reflect the cultural values of those who speak it. Leaners should become familiarized with the linguistic construction in *different cultural context*. Peek. (1984) said that "*culture shapes our view of the world. And the language is the most representative element in any culture. Any item of behavior, tradition or pattern can only understood in light of meaning to the people who practice it.*" (PP.3-4) Knowledge the

codes of behavior of another people is important for the students to fully communicate in the target language. Van Lier,(2000) emphasized that the importance of culture for second / foreign language pedagogy He point out that " *The relationship between cultural meanings 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 meanings embodied in the foreign language are learnt by acquiring the language itself.*"(P.117). Some linguists see the internalization of the cultural system of the target language as a prerequisite for learners success in mastering that language and literature is assured as a tool for possessing the information of any culture and people traditions. Failing to acquire cultural patterns will result in failure of learning language through literature for the purpose .Acton and de Fleix, (1985), pointed out that " *Schuman went even further in suggesting that unless second language learners are ' driven ' to internalize the culture as well ,they will not go far in learning the language .Knowledge of the target culture.*"(P.193). Is essential to understood the spoken and written manifestation of that language. Cultural clues are very important as they give words and meaning and other dimensions not to be found in their equivalents in native language .

Valette ( 1986 ) stated that " *in order to understand a conversation among the speaker of the target language or an article in target language magazine it is frequently necessary to interpret cultural referents* " (P.198)

The interest of learners in other culture may enhance their foreign language experience. And the inclusion of cultural features in



language syllabus make it both appealing and interesting to learners the things that will be reflected positively on their understanding . Valdes ( 1990 ) stated that " *attention to cultural details doubles the usefulness of the lesson , not only adding another dimension , but also in making the lesson more interesting and therefore easier to learn .*"(P.121).

The danger of elimination of culture in these textbook lies in teaching linguistic codes that are voiding of meaning to which the learners may associate unsuited leaning or apply undesired shades of meaning taken from their native language . Robert Pulitzar cited in his book ( 1986 ) warns *against* leaving culture out of language criteria , he stated that " *if we teach language without teaching culture at the same time the culture in which it operates , we are teaching meaningless syllabus symbols to which the students attach the wrong meaning for unless he warned , unless he receives culture instruction, he will associate American concepts or objects with foreign syllabus.*" (P.23). Understanding cultural structures, norms, traits and the values behind others, behavior is the determinant factor behind the successful interaction in the foreign language .

The knowledge of sounds, grammar and vocabulary is not a guarantee that communication with foreign speakers will be fruitful . Morian (1986) noted that " *the critical factor in understanding has to do with cultural aspects that exist beyond the lexical aspects that include many dimension of nonverbal communication.*" (P.64) To succeed in interacting with people from different social background using language that suits the cultural context of the foreign language , it very important to internalize the cultural

convention that govern such interactions. Culture is spread in all parts of language and language teaching and learning. Whether the focus on the lesson is on grammatical, philosophical, syntactic, semantic or any other levels of language, culture is inevitably will be embedded in the context. Valdes. ( 1986) added that " *every language lesson, from repetition drills and fill in the blanks to sophisticated compositions in advanced classes, must be about something, and almost invariably that something will be cultural, no matter what disguise it travel under.* " ( P.20)

### **2-16 The Effectiveness of Some Values on Literary Students:**

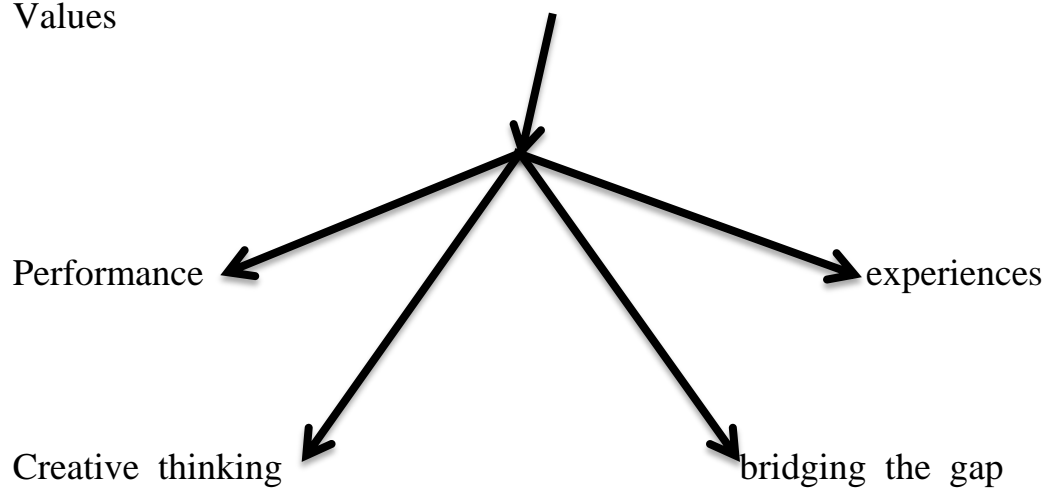
Through reading literary genres, there are so many influential positive effects that are learners obtained when implementing the stylistic approach and strategies inside the classroom. These effects can be summed up in the following points :

- 1-Better language performance.
- 2-Increase creative thinking.
- 3-Re-bridging the gaps among students to have better understanding for each other .
- 4-Enrich the experience of the students.

It is known that, the linguistic benefits obtained from the implementation of this approach, and its effects can be seen strongly and clearly in the students' linguistic performance, their influence and the amazing limited vocabulary. In addition to, the wide educational function inside the classroom, the imagination for the students is to be stimulated to extend their critical thinking ability and, the emotional awareness also will be increased, then a real confident that enable them to express their ideas, concepts, and aspiration. (Gllian, 1999) stated that "By exposing

*students to the rich language of the text , we can expand their language awareness , their overall knowledge of how words and grammar can be used . By presenting students with the complex themes in the literary texts .We can motivate them to reflect the imaginative in their own experience and, on that of writer's in different societies .By gently encouraging them to make their own interpretation of a text. We can develop their confidence informing well-reasoned interpretations of the language that they read and hence.”(P.103)*

Values



**Figure (7)**  
**Literary Values**

There are a number of problems encounter learners as well as teachers when they are teaching and learning literature. Here are some of these problems accompanied by some suggested solutions . According to the researcher's own point of view, one of the major problems that are face teachers of literature is the text . In some texts, the length and the time that is needed to teach are incomparable . Coping with the length of some novels is a real problem that face teachers as well as students in literary courses .

So, teachers resort to solve it, by asking the students to read some chapters at home and, discuss them with his colleagues in classroom to, shorten the length of time . This step itself problematic. Another problem is concerning with complexity and difficulty of the vocabulary that, used by some writers . Sometimes , the readers faced by strange words especially in poetry which is not only difficult for the students but even to teachers themselves .Some words are no longer in use . Sometimes teachers are supposed to finish the long novel in specific period of time, and the teacher may find himself in real obstacle to accomplish his task. The teacher has to encounter his students to look up through dictionaries from time to time to discover by themselves how to deal with difficult words . The socio-culture barriers are another problems that can be added to the picture. There are huge gap between the students and the text due to the socio-cultural differences and political understanding. The role of the teacher appears at this stage as facilitator, educator to bridges the gap and the students to be culturally oriented. Culture orientation does not just about understand foreign behavior. But it is about minding their own behavior as well. What is considered to be acceptable in a country may be considered offensive in another one. With an increasingly competitive environment, it is important to have an individual approach in working with students. Employees, executive , merchants people are often go to negotiate with Spanish- speakers with little or no understanding of the cultural differences in the way people communicate and do business. On the other hand, Dosh(1912) asserted that “ *in his paper argued that, most of the times, the socio-cultural differences, linguistics, authorial barriers or*

*gaps and not overcome by students.”* (23). As the result, they do not feel at home with certain writing. They find no much for them both personally and academically in the text and not take them into heart. The syllabus designs and the teachers of English must have relevant background knowledge of the psychology, society, linguistics and philosophy most related to the adult learners and their texts. However, one of the main arguments against the use of literature related to Brumfit and Carter. (1986) pointed out that "*literature as a resorts in the ESL classroom is quite useless as many of the ESL learners do not possess the necessary linguistic and literary competency to handling the text.*"(P.45). Cater and Long added that "*Cross-cultural references a long with insufficient cultural knowledge of the target culture also lend a hand in the poor comprehension and appreciation of the text. The readers are often seen as the first point of exposure to the real of literature for the ESL learners.*"(P.75). There is another problem rises where teaching large classes and taking their attendances.

### **2-17 Additional of Meta language Knowledge :**

No doubt, that literature provides students with methods and devices that they can increase their knowledge of the distinctive features of the literary context and appreciate aesthetically. Students can easily learn the items as they are familiar with in their own language. This can be assured by Leech & Short. they assumed that the reader has stylistic competence like linguistic competence; the capacity which student possess and train unconsciously; with continuous training on literary text, it can turns the knowledge of a language usage. They argued that.” *The analogue holds in so far as stylistic competence like linguistic competence, is a capacity*

*which students possess..."* (P.61) The procedure which are used to interpret literary discourse are essentially the same for interpreting any type of literary genre. Widdowson. (1997) said that ( *This is true if its admitted that the use of figure of speech is natural and common phenomenon in all languages.*" (P.51) Hence figures have serious function in language. "*figures are integral to the functioning of the language and indispensable not only to literature but to all fluid of discourse "* (Prasad, 1953, P. 331). Two categories of figurativeness has been identified:

1-figures of speech,

2-figures of thought

Abrams. (1978) stated that "*...figures of thought; in which words are used in a way that, affects a decided change or extension in their standard meaning ; and figures of speech or rhetorical figures, in which the departure from standard usage is not, primarily in the meaning but in the order and rhetorical effect of words.*" (P.63) So students need to be alerted to the importance of language of literature to identify how the meta language can help them to process the literary text and understand the writer's style. Lazar,(1993) saw that the focus should be on term of figures of speech which are common in every language and each term should be presented with its definition and some examples. The useful technique that help to get students check the definition of the term with the example is a adopted activity from Hill, and Parasat. (1986).

**Definition of Meta language :**Meta language are the words and phrases that people use to talk about or describe language or a

particular language such as: metaphor, simile, personification which are mentioned previously and the following statements:

**Paradox:** Statement which appears to be contradictory or absurd, but may be true.

**Example:** '... Mrs. Spragg herself wore as a complete an air of detachment as if she had been a wax finger in a shop-window.' (Edith Wharron, *The Custom of the Country*.)

**Oxymoron:** A combination of neighboring words which seem apparently contradictory or incongruous.

**Example:** ' O! heavy lightness serious vanity!' (W. Shakespeare, *Romeo and Julie*.)

**Metonymy:** A figure of speech in which the name of a thing is substituted for another thing with which it is usually associated.

**Example:** '... His crypt the cloudy canopy...' (Thomas Hardy, *The Darklin Thrush*.)

**A postrophe:** The direct addressing of an abstract quality, object or absent person.

**Example:** 'Milton ! Thou shouldest be living at this hour.' (W. Words Worth, *London*, 1820).

**Alliteration:** The repeating of the initial consonant sound in two or more consecutive words.

**Example:** ' I should have been a pair of ragged claws  
Scuttling across the floor of silent seas,' ( T. S. Eliot, *The Love Song of J. Alfred Prufrock*.)

**Assonance:** The repeat ion of identical or similar sounds, usually in the middle of the words.

**Example:** 'Dorothea by this time had looked deep into ungagged reservoir of Mr. Casaubon's mine...' ( George Eliot, Middlemarch.)

These activities can make students feel quite easy and confident if it is designed according to the students level and the aim of the lesson.

Literature is the device that enable students to be aware of meta-language and more closely to analyses the text.

## **2-18 Previous Studies**

**2-18-1 Ali, M. I. (2001)** conducted a comprehensive mixed study with the titled *Exclusion of literature from Sudanese Secondary Schools English language Syllabus and its Adverse Effects on the EFL Learners* “ *The reasons were mentioned to justify the exclusion of the literature component from the Syllabus. These reasons were described in details by the theories themselves, and the most prominent of these reasons were three: a) the exclusion does not affect teaching language and grammar due to the structural complexity of literature and its unique use of language, b) the study of literature does not help students meet their academic or occupational goals, and c) literature often reflects a particular culture perspective*” (P:16). In the contrary to the above stated justifications for the exclusion of the literature component from the notion Syllabus of English language. The findings of Ali's study stressed the importance ‘ the cultural contents’ in language teaching. The researcher claimed that language and literature are twins to the extent that they inseparable at any level of language teaching and literature as motivate students to learn English language.



**2-18-2 Ali, E. A. and Abu Adam, O. M. (2012)**, have conducted a comprehensive quantitative study on the effect of using literature to address some grammatical rules. The study was carried under the title “ The Impact of Teaching English Past Tenses through literature in Sudanese EFL Classrooms on the Promotion of Students Performance”. The subjects were (85) Secondary School students in Gadarif province. They were placed into two groups. The first group was taught past and perfect tenses through literature. For the second group, ‘ Sudan Practical National English ‘(SPINE) was used to teach the same grammatical items. The results of the post exams showed a significant difference to the better on side of literature group over their counterparts in the other group, indicating the effectiveness of literature as a tool for language teaching. On the basis of these findings . The study recommended establishing on English language Syllabus that introduces language grammar through literary texts at secondary school level. Furthermore, the researchers are recommended that simplified copies of English literature such as, Olive Twist, Great Expectations, Things Fall Apart, Treasure Island ...etc. Are very much recommended as formal literary teaching.

**2-18-3 Bader, J. F. In (1992)** : had surveyed the most controversial issue regarding the effectiveness of literature courses in the English department curricula in the Arab countries (world). He discusses both the views those which is call for teaching and inclusion of literature courses in the department's curricula, and those which are against literature and for linguistic courses. On the bases of a student survey, he demonstrates that literature courses do not contribute to the improvement of the student's performance Murno,

P. (1983) stated that the emphases is still on the ( *contents rather than on the mode of expression.*) (p.56) He then suggests that if English department in Arab world and in the third world countries are serious about achieving their primary objective, to graduate competent users of English. Zaghoul, 1985), a change or shift in emphases in the curricula and the teaching method is mandatory. Moreover, literary text should be utilized to improve the students basic language skills and modern literature is preferred by students to improve their communicative competence.

These results partially match the result revealed in this study not literature courses are ineffective and do not contribute to students' performance. It's true that some literature and linguistic courses are in appropriate and do not improve the students basic language skills

**2-18-4 Barada, D. C.** (2009) carried out a research by using ICT to teach English and literature entitled “ Experimenting ICT in teaching English Language and Literature”. This study represents a new change in the pedagogy of English language teaching EFL by using ICT possibilities in the classroom . The researcher invest the dealing with pragmatic aspects of using ICT with students community of business management and humanities. The expensive use of web components internet, age-group, SMSs, emails, e-dictionaries , encyclopedia , power point presentations, and audio-vidio as teaching tools; by employing OHP projector with printed transparencies of sketched of images related to the important scenes from the novel . Also, he used CD, DVD player with TV for viewing movie downloaded from web. The researcher found out that through using ICT, students respond of commerce and management, students help the teacher to go beyond horizons in

Experimenting in innovative practices in the classroom . Even though, from the researcher view the best approach to I prove proficiency of students in criticism is through applied criticism and learning theories in practices criticism in literary work. The researcher himself commented at the end by saying the following:

- Research needs to have solid foundation (this normally).
- Software needs to be based upon relevant pedagogical and design principles for them to be effective .
- Research focus should be go beyond anxiety, attitudes, vocabulary acquisition, language production.
- More researches needs to be conducted in t6 less explored skills area such ad speaking and listening and culture.

**2-18-5 Rahma, M. S.** (2012) in research paper entitled “An Investigation of Literature Teaching Methodologies of Higher Levels Educational Institutions in Oman” the aim of her study is to the effectiveness and stimulating approach for teaching literature in Sultan Qaboos University. She adopted a semi-interview . She explored that the most negative argument is about teacher-centred approach and the most positive approach that the teacher who used a combination of method. The students says that through it the class was varied and stimulating and students can involve in in the text analysis. She assured that the integrated approach is the suitable and the practical one . She cited by Divsar & Tahriri. (2009) that “ *linguistic approach which utilizes some of the strategies used in analysis exploring texts, literary and non-literary, from the perspective of style and its relationship to context and form.*” (P.142) The purpose of this work is to make comparison with previous findings which is relevant to the research designed to

identify the effectiveness of the selective approach for teaching literature at tertiary levels. Comparing the findings the researcher can conclude that stylistic approach can involve students' culture and their background knowledge in classroom discussion in comparing without passing value judgments the text culture with their culture . Rahma said that “ *the teacher can use this approach to value these learners as cultural beings with valid experiences and perspectives on life. While s/he encouraged comparison between cultures, s/he was not biased against the students' culture .*”(P.71)

**2-18-6 Elyagot, M. A. (2012):**

in a thesis (M.A) under the title "literature to develop reading comprehension skills" the main purpose of his research is to find out a practical approach using literature in developing reading comprehension skills .He adopted both descriptive analysis and empirical method in his research . In fact , the population of the study consist of (60) students of the first year in (SUST) and (30) teachers from (SUST) as well. For data collection the studier has used tests (pre-test and also ,he implicated a questionnaire that contains sometimes relevant to the study . After analyzing data ,he concluded the followings:

- using literature in language course helps students to develop reading comprehension skills.
- using literature in reading lesson help students to build massive vocabulary .
- literature presents a valuable material for teaching reading comprehension lesson.
- using literature in classroom language enhance students confidence to express their responses effectively during teaching process .

-using literature develops students' reading strategies , in terms of skimming and scanning .

When we refer to the previous study. The researcher's general conclusion can be summed up in the following points:

-Most of the findings of the previous the researcher supported the influential role literature will develops the written an oral skills of the students in the target language.

-Most of previous study proved the significant role of literature in increasing and developing students' critical thinking .

-The use of multimedia is essential in teaching literature.

-It was also obvious that the application of stylistic approach and the strategies of teaching literature is very important in teaching literature .

-Using two tools the test and questionnaire are specific ways of data collection for specific results . These procedures also match the measures of this study.

**2-18-7 Hwang ,D. R . and Embi ,M. V.(2007):**

the research entitled "Approaches Employed by Secondary School Teachers to Teaching Literature component in English " This research enable one's to see and understand how the literature component in English is taught . The more importantly , it exposes the fact that teachers who are at the front line of teaching, are forced with different circumstances leading them to their choice of approaches . To elaborated further , the findings of the study confirm that the choice of one's teaching approaches is largely attributed to many universities. Namely , the teacher-centered approach where the teacher plays the main role , speaking most the time on explaining different concepts ,author's biography , ideas ,

concepts and the themes included in a piece of literary work. Teachers are also face dilemma , they cannot get rid of their traditional approach to see how the professional , scholars , educators and practitioners who concerning with teaching literature are emphasized on to find a practical method . And teachers should be remind that there is indeed for them to gauge their approaches so that, the aims and objectives of teaching literature component in English language will be successfully accomplished . The purpose of this study is to make comparison with other findings relevant to the research designed to identify the effectiveness of the selective approach for teaching literature .

**2-18-8 Fattash, M. M. (2001):**

Fattash's study entitled investigation of the problems facing language, linguistic and literature in courses offered by An-Najah University. His results has revealed that the curriculum planners , policies and decision –makers at ANU do not take into careful consideration the learners aims and needs. Also the department does not make use of the method or modern technology in teaching and the students as well as the teachers expressed their dissatisfaction with the way literature and language courses are taught. The major findings of this study show that at Al-Najah University curriculum planning as decision making is made by the University administration ; needs analysis as essential component of the writing curricular does not occur; and classroom interaction does not systematically maintained. There is dissatisfaction among the students as well as teachers of the department with the way both literature and linguistic courses were taught. Then Fattash proposes a number of recommendations such as needs analysis, careful

planning, adopting student- centered curriculum , teaching process and encouraging teachers development methods. Fattash's findings match the results revealed in this study regarding carry out needs analysis and adopting stylistic approach.

**2-18-9 Rafuil , S. J.** (2012). His study is about “use of Literate in Language Teaching and Learning: Acritical teaching Assessments “. It was concerned to show the importance of literary works when it selected according to the students' needs, level , and age of them, then literature will be the effective resource for teaching and learning languages. Khatib, Rabjbar, and Fathi, 2012, P.13) ,they said that “...*literature is a valuable authentic material which offers “authentic “ samples of languages”* (P.54) for samples of language. For example, travel timetable, city plans, forms, newspapers...etc. The researcher pointed out two books for data collecting. One is overly difficult in its linguistic or conceptual level and the other with appropriate language, then the researcher claims that literary texts are essential to language teaching. So, they have to bear in their mind the language, when they were read it. Then the researcher handles the students to read and, leads them to an open discussion. The researcher adopted a questionnaire to collect the information about the effective book in teaching. The major conclusion is that the learning depend on literary books which rich resources of language learning . Because it can provide a key to motivating them to read in English. So, teacher of should help the students to promote the integration process between language and literature; by choosing the literary books a according to students’ needs . The researcher concluded that, students’ interesting depend on the effective a d appropriate usage of the language for students

can know a new ways to view the world a round them by constructing meaning from the texts. This study is relevant to the research . Because both of them search about the impact of teaching the language of literature and how can promote the four skills of the language.

**2-18-10 Sadig, A. H. and Abdurrahman, G. A. (2007):**

conducted an experimental study entitled "Developing creative thinking ; cognitive approach to the teaching of English literature" the study was conducted to investigate whether the application of cognitive teaching tools, strategies and techniques through cognitive teaching model can help developing creative thinking and other higher order thinking skills of the students of literature at master's level. The study comprised two stages : stage (1) was a survey while stage (2) was experimental. In stage (1) survey questionnaire was prepared one for the students and the second for teachers , the third for the chairperson of English, the questionnaire were used for data collection about the existing teaching literature methods. In Sudan University for Science and Technology and colleges the data collected tabulated and analyzed on main score and calculated to find out the central tendency of the responses. According to the study the researcher believes that the application of cognitive teaching strategies and techniques through cognitive teaching model could develop creative thinking and other higher - order thinking skills of the students of literature.

The most significant findings from this investigations is that the student's creative thinking skills, which include originality, elaboration, flexibility and creative problem solving were enhanced. The results also revealed that the proposed cognitive teaching model had positive effect on the



students confidence, independence and communicative skills. The study conclusion pointed to the fact that, the development of creative thinking and other higher- order thinking skills of the students will contribute in the development of human resources in Pakistan. These individuals may add into the well-being of society by influencing people around them in changing the conventional of structures of their thinking and believes.

**2-18-11 Salih, A. F.(2017).** Conducted a research at Al Imam Al Mahadi University it is entitled “ The Impact of Teaching Literature on EFL Sudanese Secondary School Students “ . This study ص explains how can literature encourage the students to learn English language through teaching it and how can it enhance the standard in EFL learning and it can help them mastering reading and writing skills. The researcher used two tools for collecting data, a written test for females Sudanese Second class Secondary School students from Al Gadida Secondary School in Kosti at white the White Nile State in the Sudan and the survey by using a questionnaire for English language teachers . The findings confirmed that students who study literature were better performers , thinkers , and with lots of experiences . All the teachers of English literature agree that teaching English literature at Secondary Schools leads to the development of students' standards in English language and enhanced students mastering both reading and writing skills . This view noticed by Strong. (1996) argued that literature should form an important part in teaching English language. The researcher concluded that this research is relevant to the study because the two research come to that literature can help in developing students general performance in language learning and enhancing the skills of the language.

## **2-18-12 Spigelmire, I. V. (2006):**

The researcher thinks that the important part of learning to write is developing learning style to make decision about diction, syntax and arrangement. She claims that most of the research in the area of style has focus on sentence combination and this is not particularly useful in teaching writing. To find out good ways of teaching style, the researcher conducted a survey for data collection from newspapers and magazines and asked them to define style as they used the term in their daily judgments about prose. The result indicated a wide spread recognition of clarity as universal quality of good prose style. The survey confirms that beyond basic requirement of clarity, orderings and fluency. Educators think that the best writers are those who have a clear conception of their audience. The survey indicated that the editors consider voice and tone are the most important elements of good prose style. This result, according to the researcher the survey suggests several views of how teachers convey information about style to students Writers . The teachers should themselves whether to train advanced writing students to write expressively ,to develop their own voice and tone , or whether they are interested in teaching students to write prose with objective stylistic qualities . the researcher presents the following recommendations :

- The teachers needs to learn more about the teaching of style .
- The teacher needs to examine the stylistic goals which appears in his/her textbooks .
- The teacher needs to analyze what it is he / she coveys to students about voice and tone in the classroom .

-The teacher must learn more about the awareness students have about matters of style .

The researcher confirms that if the teacher replied to these recommendations he will be able accomplish teaching literature which represented in diction ,syntax ,arrangement , tone . voice . they may also able to describe more accurately what happens in a course when they expose students to prose model to teach style , and when they discuss the topic of style .

# **CHAPTER THREE**

## **Research Methodology**

## **Chapter Three**

### **Research methodology**

#### **3-0 Introduction**

This chapter deals with methodology of the study which provides a complete description of what has been done by the researcher . It states the setting , the subject of case study , the sample , the tools that are used for collecting the data , the procedures that are followed , and the ways which are used to assure the validity and reliability that applies. The researcher uses the most specific approach to collect the data ; to find out the value of the new method. Therefore , an approach of (pre-test and post-test) has been applied as the tool to receive the information and, highlight the variety between the literary discourse and conventional method .

#### **3-1 The Proposed method :**

In the proposed method, the researcher applies the stylistic analysis ( techniques and strategies ) to see the differences between the traditional method and stylistic analysis to, help both teachers and students . Also, to promote the process of teaching and learning literature . So, the researcher teaches the literary book “Animal Farm” in two stages. Firstly, the researcher teaches the first five chapters of the literary book by using the traditional approach (teacher-centred) then, presents a pre-test to the purposive group to, collect the primary data . Thereafter , the researcher revises grammar rules and teaches elements of style , literary devices, and author’s style then, explains the role that they are playing in learning and comprehending the literary work . Then, presents the components of the story in details with some examples they have read before etc (Jane Eyre, Treasure Island,...) and, illustrates that these represent the elements of each story, such as “Animal Farm”

which we are going to study . Moreover, the researcher teaches literary techniques that the writers use when, they write any literary works such as, allusion which “ Animal Farm” is represented . For instance as under-graduates to understand the essence of “Animal Farm” and feel it more excited and enjoyable in children also, it carries a message to any society suffers from injustice. The teacher compares the main characters of the story with the various leaders of Russian Revolution . For Example :

Mr Jones : represents Tsar Nicholas the final emperor of Russia

Old Major : the founder of animalism represents Karl Marx the founder of Marxism theory.

Napoleon: represents Joseph Stalin the revolutionary who rose to power upon Lenin’s death and ruled by terror.

Also , the teacher teaches elements of the story that the writers employ to form the literary piece such as, plot , setting , character ,...and literary techniques etc (allusion , parallelism , simile , metaphor,...and characterization ). Then , divides the learners into four groups and gives them some instructions to read , answer the questions, discuss and analyze the language of literary texts as student- centred . Whereas, the teacher sit as the director and answers students’ questions. Then , the teacher exposes the rest of the chapters in consecutive studies for discussion in groups freely . The students read , work the meaning, explain , analyze . At last , the post-test was given to collect the final data . Then the final work is made to measure the reliability of the test. There are many benefits that are expected to be achieved through using stylistic approach :

**a**-teachers develop their performance in order to prepare themselves to perform perfectly when, they teach literature and, participate efficiently in the development of the educational programs

**b**-students may increase their knowledge of working the meaning, analyzing the literary contexts and prepare themselves to communicate . Moreover , all teachers of literature are called to impart their students to communicate freely through teaching

literature, but how? firstly , the teacher has to make some kinds of real effects on students most emotionally and intellectually . This involve pre-teaching of new words and new structures which, are essential for understanding . Also the teacher has to bear in mind that teaching and learning apiece of literary work; is a process containing four stages: impact, understanding familiarization , analysis interpretation , and communication . Lee, (2000) claimed that " *when students undertake analysis knowledge of the terminology and literary criticism there is no need to help...*". (P.54) there is no need to help them. Secondly, the teacher should take in account, that there are different levels of students' language knowledge such as , syntactic, semantic, phonology, grammatical and graphical. Each of these choices has to be reinforced through teaching literary texts. To get the value of stylistic approach, the teacher has to set an example of literary discourse a long side example of conventional discourse and device exercises which, leads the learners to make explicit comparison between them. Because, using control passage of a conventional type, will enable the teacher to establish the general character of both literary and conventional kinds of discourse. The teacher has to create less problematic , what at first seems difficult to examine to, integrate a discussion on discourse function into the literary analysis. This will lead appropriately to the features of literary communication discussed already.

The strategy should fulfill the following :

- 1-under-graduates' knowledge of the language system reinforced.
- 2-under-graduates know the language use in ordinary discourse as, opposed to the distinctive of the language of literary discourse.
- 3-under-graduates recognize the unique use of language in literary discourse as opposed to ordinary discourse .
- 4-the teaching strategy help the students discover an interpretative techniques which, they could later on applies to other examples of literary discourse.
- 5- the new teaching strategy move teachers of literature to represent literary texts in actual method which, makes students fully interpret and comprehend all sort of literary work.

### 3-2 The Procedures

The researcher applies an experimental method of pre-test and post-test design as a tool for data collection then, utilizes a descriptive statistical method in the first step and, inferential statistical. The researcher carried out a scientific experience of teaching a literary book, in second level, Faculty of Art, at AL Nahdah College, in Khartoum State in (2018). This involve teaching a literary book “Animal Farm”.(for it is rich of the objective points) into two stages in order do particular activities and, to highlight the students’ reaction towards stylistic approach. In the introductory stage, the researcher asks the students, whether they read the story before to, make sure that the students have or haven’t any information about it. Then, emphasizes on the author’s style, the background information of the fiction. Then, gives a summary of critics’ opinions on it. Thereafter, the teacher presents the first five chapters, in consecutive lectures by using teacher-centred approach, etc.(introduces new words, writes, reads, translates and explains, when the students sit as listeners . Then, the teacher presents some questions to evaluate students’ comprehension. And presents the pre-test to the focuses group. In the second stage, the researcher teaches figures of literature etc. (allusion, parallelism, simile, metaphor, rhetorical questions, personification...) which cannot be avoided in any literary work) to help students understand and, work the meaning of literary piece. But, how are these worked. For example (1):(George, O,1945, P.7).

“ *Beast of England*, *beat of Ireland*.

*Beast of all the land and skies*,

*Listen to my joyful message,*

*How the golden future lies.”*

The underlines phrases are grammatically similar in the construction and repeated. In literary devices, this technique called

Literary parallelism. Old Major used the parallelism to make the speech compelling, rhythmic and, the repeating makes the idea stand out in animals’ mind as well as memorable and, make the idea easier for the students to process in another example.

Example (2): “ *I kissed thee ere I killed thee* ”.



The word (I) and the word thee are pronouns. The words kissed and killed are both verbs and their phonetic are relevant. They have initial sounds

/k/ followed by /I/sound. The words final by /t/ sound /d/sound . The two verbs share three distinctive phonetic features (a) they are both plosive, (b) both of them alveolar, (c). Only the /t/ sound makes them different . /t/ voiced and /d/ voiceless. Thus, these sentences are phonetically parallelism.

In the new experience, the researcher introduces the new difficult words and new structures. Then the teacher involves students in classroom discussion, by dividing them into (4) groups and, gives some

instructions to students to read, analyze the literary texts and linguistic features to work the meaning in group.

### **3-3 The Subjects of the Study**

The population of the study are the entire English language students, Faculty of Art, at Al Nahdah College, in Khartoum State. The total number of students is (178). All of them learn English language and other requirement or sub courses. The aim of qualifying them as English teachers by the end of semester eight. The researcher selects (40) students as group of the study. They have the same MT which is Arabic. Moreover, the group is selected homogeneously with regard to the age, educational level, and linguistic background. The elected sample as representative population is ( 20) students. The researcher adopts a random sample that is because each element in the subject has an equal and independent opportunity of the selection . So, the inference down from the sample can be generalized to the whole population. (20) elements of them have been chosen as the sample from the focus group, they were selected randomly from the subjects of the study, that is because each element in the population has had an equal and the chance of the selection in the sample. This includes the sample who responded to the two tests.

### **3- 4 The Tools:**

The researcher designs achievement test for (pre-test and post-test) from literary book (Animal Farm) as a tool to collect the data. The test consists of four questions, with sub branches . It aims to check students' responses towards stylistic approach for teaching literature, the knowledge of eliciting and literary devices, their ability to appreciate and, analyze the literary context, assuming that it will reveal students' development when, they deal with literature; to grammatical , punctuation and, lexical , at different linguistic and stylistic level and students' ability to analyze literary text. The researcher adopts Statistical Package for Social Sciences (SPSS) to, analyze the data collected. Then, uses post-test as a tool to confirm the reliability of the data obtained. There are some reasons for selecting the particular procedures

**a-** It gives clear information about students' response , towards the new literary context analysis , strategies and techniques that are used under stylistic approach.

**b-** It provides the undergraduates and the teachers with systematic comparison

between teacher-centred approach and stylistic approach.

**c-**It examines to which extent does this method affect on students' performance positively.

**d-**It is very useful tool for data collecting , analyzing the literary text , and represents a distinctive method to point out students' attitudes towards the new practice . The degrees of the test are subjected to some norms of evaluation ; within the analysis that has been chosen to, investigate the students' responses, which are based on assumption that, each response value in terms of relating to the comprehending and working the meaning and analyzing the literary passages to, the effectiveness of method under the research . The norms are very-high / high / normal / low / and poor . Then, the results obtained were treated statistically through the statistical method and inferential statistics.

## **The questions:**

### **Questions (1)**

Provide short answers

- 1- What is the author's name ?.....
- 2- What's his real name?.....
- 3- Why did he change his name...?.....
- 4- Where did animals hold the meaning?.....
- 5- Why did Napoleon take the dogs' puppies from their mothers?.....
- 6- Did animals find the harvest easy ?.....
- 7- What is the phrase that all animals kept in heart?.....
- 8- Who controlled the meaning ?.....
- 9- What is the cleverest one of the pigs, do you think?.....
- 10- Write down the meaning of the word spy.....

### **Question (2)**

Choose the correct answer, a, b, c, or d

- 1- When Clover talked to Mollie, to give her a word of honor, she...  
(a) galloped in (b) galloped away (c) galloped with (d) galloped out
- 2- To get animals attention, Old Major asked : friends  
what is the nature of this life of ours? Then answered, our lives  
are miserable . In literary techniques , this is called.  
(a) simile (b) personification (c) rhetorical question (d) irony
- 3- Old Major.....after three days of his speech.  
(a) died (b) dies (c) die (d) is dying
- 4- Snowball named the committee of the rats and rabbits 'Re-  
education  
committee' because they .....  
(a) want less efforts to be educated  
(b) are difficult to be educated  
(c) no need to educate  
(D) will not educate
- 5- Mr Jones had.....back after seven days.  
(a) get (b) gets (c) got (d) getting
- 6- The phrase ' easy come, easy go' is called.....in literary devices  
(a) parallelism (b) imagery (c) metaphor (d) simile
- 7- The.....of what happened in animal farm has spread.

(a) new (b) news (c) now (d) know  
8- Animals were asked to rebel.....people.

(a) for (b) with (c) to (d) against  
9- Snowball is the pig who.....the seven laws.

(a) write (b) writes (c) wrote (d) written  
10- Old.....dream.  
(a) Majors (b) Majors' (c) Major's (d) Old

**Question (3)**

Write T, or F

1- My brother is a fox. This feature of the literary device is called personification.

.....( )

2- The conflict is struggle between the opposing force.....( )

3- The idea of animalism, animals were different.....( )

4- pigs were not selfish and unfair.....( )

5- The story of 'Animal Farm' refers characters outside the story so, its allusion.

.....  
.....( )

6- The setting of the story refers to protagonist.....( )

7- By the word 'two legs' animals mean the people.....( )

**8- Mollie was spy for Mr Jones.....( )**

9- The speech always end with long life 'Animal Farm'.....( )

10- The story ended with sadness.....( )

**Question (4)**

Re-write the following passage by putting the correct punctuation.

A- the soil of England is fertile its climate is good it is capable of offering food in abundance to an enormously greater number of animals that now habit it.

.....  
.....  
.....  
.....

**B-** The pigs were generally recognized as being the cleverest of the animals, so they were naturally the ones who taught and organized the other. There were two pigs who were very active. They were Snowball and Napoleon, the good pigs for selling. Napoleon was large and looked rather fierce. He did not seem to talk much, but he usually got what he wanted. Snowball was a more lively pig than Napoleon and was more ready to talk of his ideas. It was generally thoughts that Napoleon had the stronger character.

A-From the previous extract. Write down an example by changing the underline word into human names.

1-The pigs were generally recognized as the cleverest of animals.

.....

2-There were two pigs very active. They were Snowball and Napoleon.

.....

3-They were naturally the ones who taught and organized the others.

.....

4-He usually got what he wanted.

.....

5-It was generally thoughts that Napoleon had the stronger character.

.....

.

### 3-5 Statistical Method:

Table (3-1) shows the norms of evaluation of test degree:

Average Ratio	Note(Statistical Terminology)
40-36	Very high
35-30	High
29-24	Normal
23-20	Neutral
19-0	Very poor

### Table 3-2 The Descriptive Statistics:

Table (3-2) displays the students' scores in pre-test

St.No	Short answer	Multiple choice	True and False	Fill in	Previous
1	1	7	8	7	27
2	6	8	7	4	22
3	5	7	7	3	22
4	2	5	6	4	17
5	1	8	6	6	21
6	1	7	6	2	16
7	4	8	9	5	26
8	5	5	8	3	21
9	4	6	7	5	22
10	3	5	7	4	19
11	5	9	6	3	23
12	4	6	4	2	16
13	3	8	8	4	23
14	0	5	6	3	14
15	5	8	6	3	22
16	4	5	7	4	20
17	3	6	2	3	14
18	1	4	5	3	13
19	3	6	6	1	16
20	1	4	7	1	13
Total	65	128	127	70	377

**Table (3-3) shows the results of the purposive sample in post-test:**

St.No	Short answer	Multiple choice	True and False	Fill in	Students' scores
1	7	10	10	8	35
2	8	10	10	7	35
3	5	9	9	6	29
4	5	7	5	3	20
5	8	6	7	4	25
6	3	8	10	7	28
7	4	10	10	9	33
8	6	8	9	4	27
9	6	8	10	6	30
10	2	5	7	3	17
11	5	10	8	6	29
12	4	7	5	2	18
13	5	9	10	8	32
14	1	6	8	3	18
15	7	10	5	5	27
16	3	10	7	7	27
17	2	8	5	4	19
18	0	5	6	3	14
19	2	7	6	3	18
20	0	6	4	2	12
Total	83	159	149	100	491

### **3-6-1 Validity and Reliability of the Study Tools:**

To ensure the test validity, the researcher submitted the test to the following professors. Professor Mohammed Bakri, the around professor, at Nile Valley University, the associated Dr. Salih Abdalrahman, and associated Dr. at Al Imam Al Hadi University, and Dr. Abdalrahman Mohammadein , at Al Imam Al Hadi, to examine its proportion of the eliciting the required data. All of them confirmed the validity of the test.

## Reliability

To ensure the reliability of the test. The researcher selected randomly small samples about (20 students from the selected subjects, and retest them . And then applies the Statistical Package for Social Sciences , According to the (test and retest) method and, the application of SPSS of the processing case, the summary of the two tests scores the results assured that the test is reliable.

**Table (3-4) explains case processing summary:**

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded	0	0
	Total	20	100.0
a list wise deletion based on all variables in the procedures			

Table (4) explains the total subjects of the study which is (20) items no one excluded or deleted to confirm the reality of the procedures. To obtain the data required to confirm the reliable results.

**Table (3-5) provides the statistics of pre-test and post-test:**

Statistics			
		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		18.9500	25.5500
Mediam		19.5000	27.5000
Mode		16.00a	29.00
Std Deviation		4.86096	6.58127
Variance		23.629	43.313
a Multiple modes exist. The smallest value is shown			

Table(3-5) shows descriptive statistical analysis of some variables, The mean, the number of observations such as, mediam, mode and, the Std deviation in pre-test verses post-test . The items that strongly students' response to the use of stylistic approach to teaching literature is higher (23.629vs 43.313).



**Table (3-6) gives the inter-item correlation:**

Inter-item Correlation		
	Pretest	Posttest
Pretest	1.000	0.458
Posttest	0.458	1.000

The inter-item of the t-test is calculated for the difference between the pre-test and post-test the result indicates that the inter-item correlation is variables . According to the results of the items of the correlation and the variables assigned . The stylistic method achieve an effectual role in teaching literature and acquiring language use for communication.

# **CHAPTER FOUR**

## **Data Analysis, Results and Discussion**

## Chapter Four

### Data Analysis, Results and Discussion

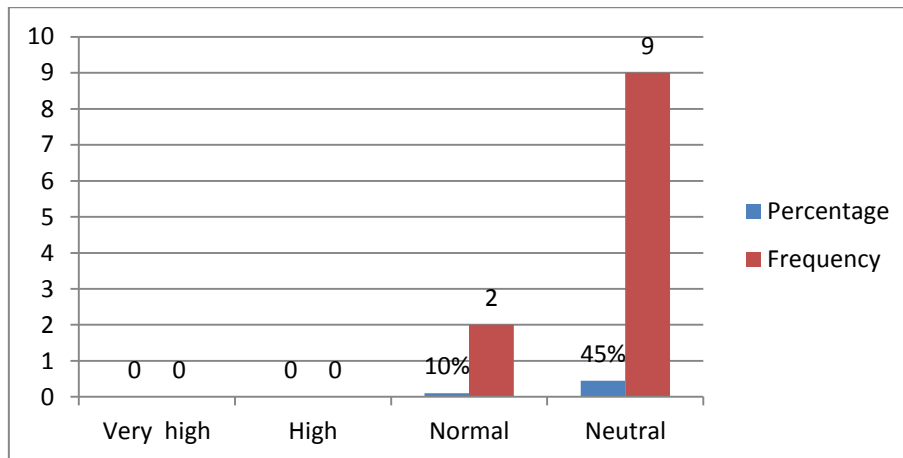
#### 4-0 Introduction:

The analysis is an attempt to give precise account of the prevailing attitudes towards the stylistic approach as. an effective method for teaching literature. The researcher uses the advantage of the computer application to facilitate the process, by using the data based system Statistical Package for Social Sciences (SPSS). The general results of the analysis of the pre-test and post-test, came to alight that comparing and contrasting the results obtained with the stylistic analysis on the subject area; the variable is (23.620vs43.313) . The test P-value of (0.05) indicates that a 95% probability of increasing. According to the researcher accept increasing in each statement because, the P-value is less than the moral level (0,05).

**Table (4-1) shows the percentages of students' scores in pre-test**

The norm	Frequency	Percentage
Very high	0	0
High	0	0
Normal	2	10%
Neutral	9	45%
Very poor	9	45%
Total	20	100%

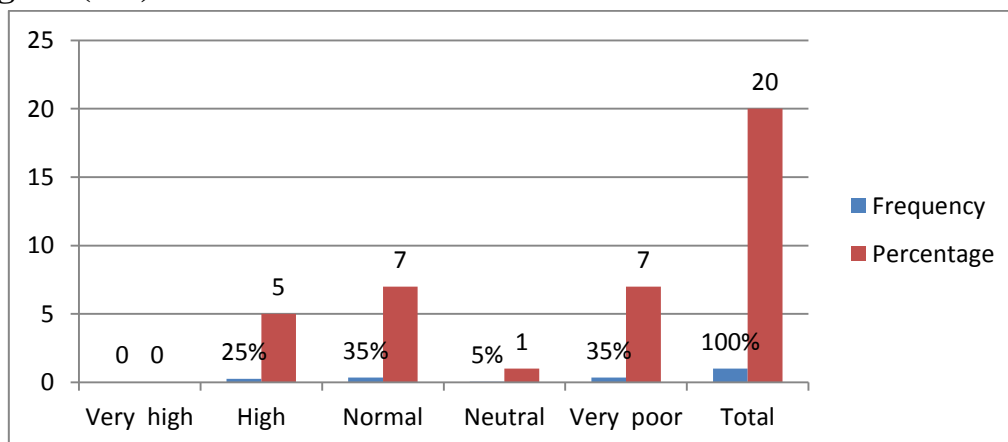
**Figure (4-1):**



**Table (4-2) provides the percentages of students' scores in post-test.**

The norm	Numbers of students	Percentage
Very high	0	0
High	5	25%
Normal	7	35%
Neutral	1	5%
Very poor	7	35%
Total	20	100%

**Figure (4-2):**



By comparing the data in the above tables (4-1 and 4-2) and their diagrams, the proportion of the participants who responded

with high is (25%) and normal is(35%)with total (60%) of the students have remarkable progress. Regardless this proportion, most of students have remarkable progression. They have added some degrees, even they have weak degrees .This indicates that the majority of the subjects preferred the stylistic approach to teaching literature because, it offers some procedures that can improve students' knowledge to comprehend and recognize the context of literariness. Through the two tests, the researcher finds out that the participants were reinforced in some aspects , when they study a literary work under the method of the research .The comprehend ability of the literary work were increased while they learn literary text. The knowledge of linguistic features is widened, and became enable to make appropriate analysis to the text. The result demonstrates that stylistic analysis provides techniques and strategies to solve the teaching and learning the literary language problem and linguistic ambiguities , to facilitates the process of teaching literature. Also, it prove that the traditional approach teacher-centred failed to provide the classroom with appropriate strategies for teaching and learning literature.

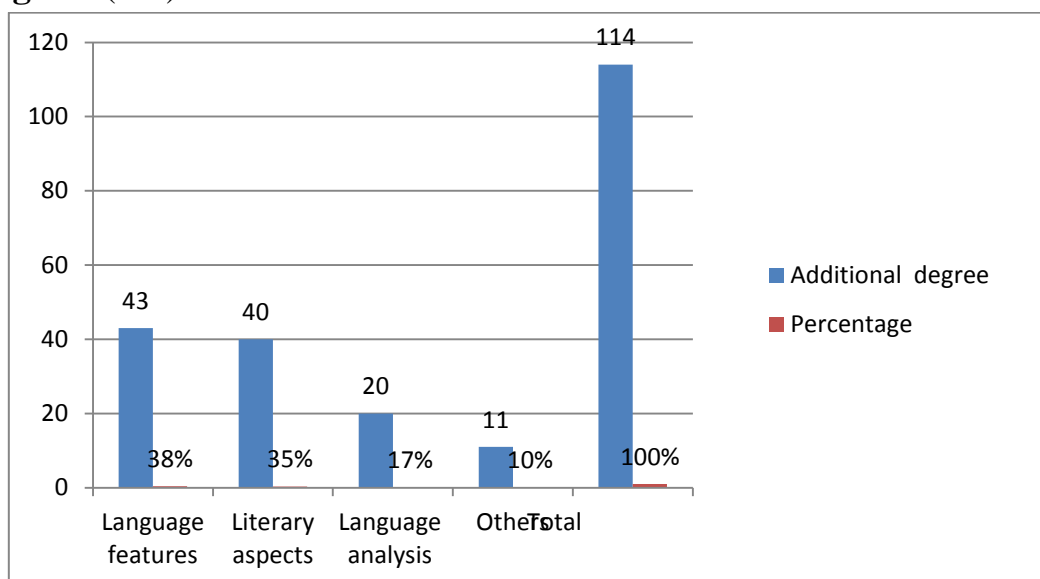
The followings tables , the diagrams and the statement that give some descriptions and justifications of students' achievements of some aspects in acquiring language:

#### **4-1-1 Additional degrees and percentages**

Table (4-3) provides the additional degree and percentages of students' scores in post-test:

Aspect of the language	Student's degree	Percentage
Language features	43	38%
Literary language	40	35%
Language analysis	20	17%
Others	11	10%
Total	114	100%

**Figure (4-3):**



From table (4-3) and figure (4-3) the results demonstrate that there are 43 degrees with proportion of 38% , indicates that the respondents have considerable additional degrees of language features reinforcement .Also, they have remarkable progression in literary aspects of 40 degrees with 35% . as in tht table students have positive response towards language analysis .This indicates that students acquire considerable knowledge of elements of literature, literary devices, and author’s style , through using stylistic approach . The results mean that the participants believe that the method could provide the learners with opportunities to revise grammar rules and increase their vocabulary. And make able to analyze the language of literature .

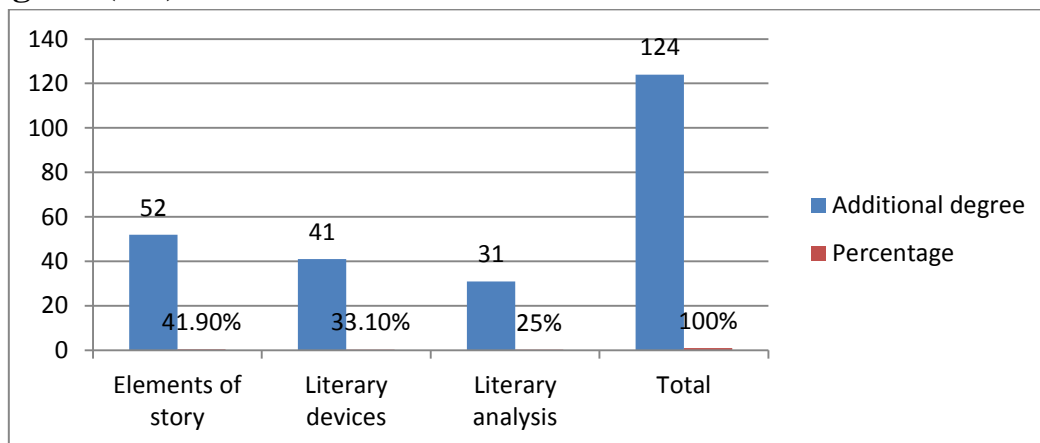
**4-1-1-1 The additional degrees of literary aspects:**

Types of literary reinforcements are consist of : Elements of the story, literary device , author’s style, and others .

**Table (4-3)shows the participants’ analytical reinforcements.**

Literary aspects	Student’s degree	Percentage
Elements of story	52	41.9
Literary devices	41	33.1
Literary analysis	31	25%
<b>Total</b>	<b>124</b>	<b>100</b>

**Figure (4-4):**



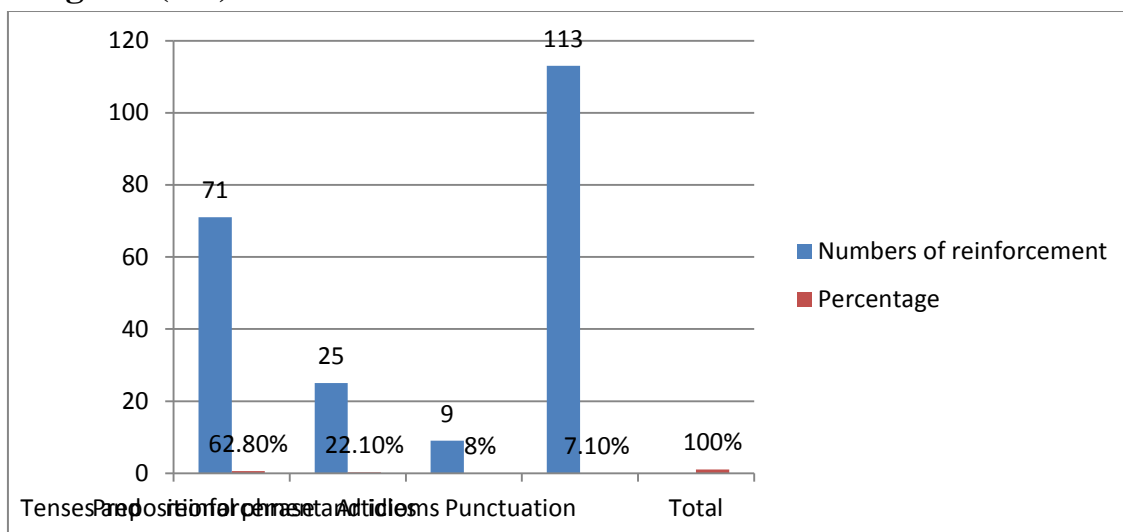
As displayed in figure and table (4-4), there is 52 additional degrees of literary devices with 42% . And 41 degree with 33% of elements of story. The target knowledge that students added 25% desire to conduct literary analysis. This indicates that students have positive responses to use literary terms in course of analysis. It confirmed that metalanguage could make students identify the prominent features of literary text . Also, it will help them comment on author’s style .

**4-1-1-2 Linguistic development:**

Table (4-5) illustrates the additional degrees of students’ grammatical features :

Types of development	Numbers of reinforcement	Percentage
Tenses	71	62.8%
Prepositional phrase and idioms	25	22.1 %
Articles	9	8.0 %
Punctuation	8	7.1%
Total	113	100%

**Figure (4-5):**



There is remarkable progression of 71 degrees to subjects' scores in the tenses with 62.8%. Moreover, there are additional degree in prepositional phrase and articles with 30%. The table confirms that students emphasize on punctuation that it has great function of regulating and clarifying the meanings of the different expressions by linking or separating words. This demonstrates that the respondents believe that, stylistic approach could provide students with opportunities to acquire many types of grammar that can help them to work literariness such as, descriptive grammar, prescriptive grammar, mental grammar and pedagogical grammar which aid them revising their grammar and vocabulary as, they reinforce their overall language awareness. The chance which is absent in the traditional approach teacher-centred , where the teacher concentrates in translation and illustrating some words and marginalized the basic elements.

**4-1-1-3 Lexical developments:**

**Table (4-4) provides the degree that students added in post-test:**

Type of the additional	Additional degree	Percentage
Lexical	56	17%

From the previous table it seems that students have positive responses towards stylistic analysis of 56 additional degrees with



17%. The answer which assured that stylistic approach provides techniques and strategies that enable students explain various dimensions and aspects of semantic level. Cohen .(1990) said that'' consist(ing) of constructed group of concepts which, constitute groups of concepts which constitute the generic knowledge about events, action, or objects...(and of ) relation together with slots , or variables, which can be filled with optional values.''(P,316).

#### **4-3 Verification of the Study Hypotheses:**

\*The first hypotheses assuming that the two approaches (teacher-centred and stylistic approach) have an equal impact in teaching literature. Thereupon,  $h_1=h_2$ . This illustrates that there is no different impact of stylistic approach and teacher-centred The result will be rejected.

\*The second hypotheses assuming that stylistic approach has different effect in teaching literature. So,  $h_1 \neq h_2$ . This means using stylistic approach in teaching literature produces different results. The achievement between the means of the scores in the two tests are variables. From the previous tables there are two accounts: the researcher, however, will attempt to guess about the scores and percentages that students added in post-test comparing to pre-test and the results of the analysis; to check if the results confirm the predictions. And this will be achieve by testing the hypotheses against the findings, or by comparing the predictions with the variables being studied. So, here are some hypotheses included in the research will be tested as the following:

#### **Hypotheses (1):**

It is clear that stylistic approach is used to provide teachers and students with techniques and strategies that lead them carry out deep analysis of style of literary text. According to the reference to the statistical results. The researcher finds out that, in table and figure (4-3), the degree that students added in post-test is (93) in elements of the story and literary devices with 74% support. Also, they score additional degree in literary analysis . In addition to their point of views in terms of supporting the assumption. However, the researcher could infer that hypotheses (1) is accepted.

### **Hypothese (2):**

Table and figure (4-4) provide the additional scores that students added of the pre-test and post-test. The whole additional degree is (124) with different literary features. 42% elements of literature, 33% of literary devices, and 25% of literary analysis . The results illustrate that to what extent do students agree with stylistic approach enable the use of literary terms in course of analysis. It is held that metalanguage would make under-graduates identify the prominent features of the literary text . Also, it help them comment on the quality of writer's style and, give their own points of views.

### **Hypothese (3)**

The useful piece of information, in table and figure (4-5). It shows to what extent do the under-graduates responded to the stylistic approach. They added 71 degree with proportion of 62.8% in tenses. 25 degree with proportion of 22.1% in prepositional phrase and idioms. Also, there are additional degree in other trends such, articles and punctuation. This result points out that the participants believe that the method could provide students with opportunities to revise grammar and vocabulary; as the result of reinforces their overall language awareness. The elements that are absent in teacher-centred approach , where the teacher emphasizes on the new words and translating the text.

### **Hypothese (4)**

From table (4-6)the researcher could infers that students have a remarkable reinforcement. Students could deal with the lexical items in many aspects. The participants score additional degree with proportion 56 degree with proportion of 17% .That means, the learners think that the more they examine the text the more they come closer to the meanings and increase their discourse and, linguistic knowledge and become challenging in processing any text . The process that missed in teacher-centred . The teacher doesn't emphasize on the text or carefully plans the analysis of the language and the style, therefore students' language is not reinforced.

### **Hypotheses (5):**

By comparing the results in table (2) and table (3) . The results demonstrate that teacher-centred failed to provide strategies that can steer and involve students in processing the language of the text . Because the majority of the respondents with various degree of skills have additional degrees . 18 elements from the subjects of the study with proportion of 90% believe that stylistic approach can help them to deal with the language through literary text and author's style in order to understand , work the meaning and appreciate literary context. It is quite clear that, all the hypotheses in the study conform the results. Because they are relationship between the predictions and the variables being studied. There is not any rejected hypotheses. Even though the rejected hypotheses will not lead the researcher to reject the alternative hypotheses. Marczyk et al (2005) stated that'' Rejecting the null hypotheses allows the researcher not to reject the alternate hypotheses and not rejecting a hypotheses is the most we can do in scientific research.(p. 54).

### **4-4 Summary of the Chapter:**

Here is a complete list of , what has been done by the researcher, on basis of the data analysis of, all possible score or values for variables, along with the number of times that, each value or score appears in the data, are illustrated in frequency tables and diagrams . Moreover , each variable in the score will be analyzed in percentage with reference to the frequency table and diagram. The samples of students' development , with the analysis of some increasing in each question.

1-According to the norms in table (1), students' scores are analyzed by assessing a number of the values to the students' responses . these values are assigning differently to norms very high, high, normal, neutral and poor. The very high response indicates that the most favorable response is given the highest score .For example, (5) is assigned to the response that indicates the highest score and, (2) is assigned to the poor response which, indicates the least favorable response towards the new method. By contrasting , the student who scores very high and high degree

with neutral and poor degree , which indicate she/he does not have a favorable, (12vs8). The result indicates that, stylistic approach plays clear positive role in teaching literature . Also, there is a remarkable change on students' performance in post-test through experimental term .According to the schedule above , the researcher's view that , the development through the experience does not depends on the highest norms only but, it depends on the degree that student added to the previous one such as (27-38) and (10-12). Accordance to the additional points that students added in test two; (93%) of them have positive response to the purposive approach.

2-Statistically, from table (3) could be inferred that all the pointed group for processing the data are presence , no one excluded in post-test .From the descriptive statistics could be inferred that there are many variant observation of the means, the mediam, the mode , and the standard deviation, which confirm that post-test scored higher than pre-test (18.950vs25.550).

# **CHAPTER FIVE**

## **Conclusions and Recommendations**

## Conclusions and Recommendation

### **5-0 Introduction:**

This study focuses on the practical approach (stylistic analysis ) in teaching literature. So, this chapter introduces some background information about the teacher-centred method which, so far is used in most of Sudanese EFL context when, teachers teach literary texts with the students. Also, it contains the conclusions and recommendations which are based on the data analyzed and the findings that the researcher obtained.

The teacher-centred approaches to teaching literature in general is completely failed in some universities to establish the procedures by which students can reach at an aesthetic appreciation of the literary text; the reason which make the scholars resorts to seek a unique and challenging approach, to help the learners interpret and work the meanings, in some aspect, to characterize the setting, plot, theme, narrative , viewpoint and style with effective procedures and explicit strategies. as to how to interpret or work the meaning. Because, the results is that students are involved in writing translation of unfamiliar words and structures to response to the text is time consuming . Also, the selection of the literary book that replies to the learners' need is very challenging; for students who come from different linguistic, cultural and literary background. Moreover, the books are too far from their experience, cultural background and beyond their linguistic level. For all these reasons the researcher is concerning on stylistic approach to reinforce the teaching of literature, to help students to read, work the meaning and, examine the style. Helping students to identify the Art language is particularly important for understanding and appreciating the quality of literary writing. So, a linguistic stylistic analysis is urgently required for investigating of the style of the context to create response in students' mind. The researcher finds out that this research is excepted to provide students with helpful procedures, by which the students can interpret and appreciate the literary context and author's style.

This study intends to search the effectiveness of using a linguistic stylistic approach to teach a literary text to student-centred to

achieve the goal of the study. So, the researcher confirms that students' awareness of the literariness were promoted through classroom procedures under the experience carried out. The results of the research assert that the stylistic method is practical in creating good opportunities for students to revise some grammatical elements and vocabulary in addition to, it adds new information about elements of literature and literary device and how to work the meaning of the literary texts. Also, it paves the way to gain new ideas of how to process the language of literature. According to the findings, stylistic approach has profound effect on literary texts comprehension skills of learners of literature. It will enable students to reach to sensible level of literary appreciation. Moreover, it will provide students with an effective devices that can enhance students' skills to appreciate, analyze and discuss literary texts; it will lead them acquire English language. It also demonstrates that students' interest is absolutely increased, when the choice of the text is made . The more the teacher becomes clear about what the text offers to the learners, the more students show interest in the theme, plot, characters, ... etc. The interest of the work itself makes them want to study the stylistic approach. So, it can be said that stylistic approach will develop abilities to analyze literature which, is absence in most of our universities. It might enhance teachers and students performance to interact in classroom discussion.

## **5-1 Conclusions**

According to the data analysis and the findings the researcher concludes that the followings: stylistic approach has profound effect on literary text comprehension skills of learners of literature . Also, it will enable students to reach to sensible level of literary appreciation. Moreover, it will provide students with an effective devices, which can enhance students skills to appreciate and discuss literary text , the way that leads them acquire English language .Thus, stylistic approach will develop students' abilities to analyze literature which is absence in most of our universities . Also, it could enhance teachers and students performance to interact classroom discussion , the way that move the learners to become student-centred through teaching and learning process.



## 5-2 Recommendations:

The Recommendations are based on the results that have been obtained from the data analysis. These recommendations are stated as followings:

1-Teacher of literature should use the appropriate approach stylistic analysis in teaching literature to promote their performance; so as students to benefit from the authentic language of literary art.

2- Teacher should use the analytical stylistic approach in both language and language of literature . This will offer students opportunities to revise grammar and vocabulary so that their language skills can be increased.

3- Teacher should be provided the students with an explicit guidelines to, resolve the difficulties they confronted with areas of language.

4- The analytical procedures that the teacher followed, should serve to draw students' attention to the remarkable features of the language , so as to lead student to explore the features through the passage.

5-The teacher should guide his students to be acquainted with how to use their linguistic knowledge to make analysis of specific points of the style.

6- The procedures underlies the method should be followed practically and systematically, in a way that can train students recognize the literary aspects .

7-The teacher has to take into account his students' interest when, he chooses the literary text and make sure that the text is suitable with the method.

8- The Sudanese students who are studying English language , whether at universities level or school have to be encouraged to increase and widen their knowledge of the language features. Stylistic approach will make them use linguistic categories when they begin perform the analysis.

9- The teacher should prepare the students adequately for the task, for students to undertake the analysis of the style.

10- The teacher has to avoid teacher-centred approach when he teaches literature . Because, is time consuming.

The researcher suggests further studies, applying different approaches and techniques in teaching literature focuses on the role that literature plays in teaching English for .

# **BIBIOGRAPHY**

## Bibliography

- Abdalhag, F. K . (1982) *An Analysis of Syntactic Errors in the Composition of Jordanian Secondary Students*. Unpublished M A. Thesis, Jordan. Yarmouk University.
- Abrams, M. J .(1978) *A Glossary of Literary Terms*, Macmillan: India
- Ali, M . M . (2001)*Exclusion of Literature from Sudan Syllabus and its Adverse Effect on the EFL Learners*. Unpublished M.A. Thesis . Khartoum: Khartoum University
- Anthony, E. M. (1963) *Approach method and technique*. ELT Filesharing .Retrieved 21, May, 2017, from [httpScientific Research1.17](http://Scientific Research1.17), 63-67
- Ariogul, S. H. (2007) *The Teaching of Reading Through Short Stories in Advanced Classes*: Unpublished M.A Thesis Ankara: Hacettepe University.
- Argamon , S . J. et al . (2007) . Stylistic text classification using functional lexical features : Research Article .Jornal of the American Society for Information Science. Vol . 58, No. 58 : 802-8220
- Bader, Y. M. (2002) *Curricula and Teaching Strategies in University, English Departments: A need for change*. IRAL Vol. XXX 3
- Bloch, B. R. (1953) *Linguistic Structure and Linguistic Analysis*. In Report of the Fourth Annual Round Table Meeting on Linguistic and; Language Study : (Hill, A. A.),eds; Jeorgetown University Press pp:19-20
- Bloch, B. R. (1953) Linguistic Structure and linguistic Analysis. *In Report of the Fourth Annual Round Table Meeting on Linguistic and Language Study*: Usa: Georgetown University Press
- Bloomfield, L.(1935) *Language*, UK edn, Allen and Unwin.
- Bock, S. N. (2005) *Developing Material for the Study of Literature*. *Forum* ,retrieved 5, May ,2016,Vol.3, No.3,July, 2016.
- Bradford, R . V. (1997)*Developing Materials for the Study of Literature Forum* . Vol. 31 ,No. 13-18
- Brontte , D. N. et al (1831) .*Principles of Language Learning and Teaching* Englewood Claffs NJ : Hall Regents.

- Brumfit, C. J. and Cater, R. A. (1968) *English Literature and English Language in Literature and language Teaching*, London, Oxford University Press PP:3-4
- Burgess, A. E. (1973) *Joys' Prick: an introduction to the language of James Joyce*, Deutch
- Butler, R. O.(1992a). *Crickets. In A good Scent from Strange mountain Stories* (pp.59-64). New York: Henry Holt.
- Cadorath, A. A. & Harrison, G. D. (1998). Unplanned Classroom Language and Teachers Training , *ELT Journal* . Vol . 6. No. 3
- Carrel, P. G. (1985) *Facilitating ESL Reading by Teaching Text* *TESOL Quarterly* , Files retrieved 17,January,20,4.21-28
- Carter, R. E. (1986) *Linguistic Models, Language literariness: Study Strategies in the Teaching Literature. In Literature and Language Teaching: London*, Oxford University Press
- Carter, R. E. & Long, M. N. (1987). *The web of words: Exploring Literature through Language*. Cambridge: Cambridge University Press.
- Carter, R, E. and McRae, J. V . (1996) *Language, Literature and the Learner*. London, Longman.
- Celce- Murcia, M. G . (2001) *Teaching English as a second or foreign Language* (3<sup>rd</sup> ed.) Boston: Heinle and Heinle.
- Chew, K. D. and Wong, M. W. (1999) *A literature syllabus for Singapore secondary school*. Singapore: National Institute of Education, National Technical University.
- Chomsky, N. J . (1957) *Syntactic Structure*, Hague, Mouton.
- Cohen,G. V. (1990) Schemata. In M. W. Eysenck ,A. W. Ellis,E.B. Hunt , and P. N.Johnson-Lair (eds)*The Blackwell Dictionary of Cognitive Psycho÷3logy*. Oxford and Cambridge, MA: Blackwell. 316-7.
- Collie, J. C . and Slater S, (1987). *Literature in the Language Classroom: A resource Book of Ideas and activities*, Cambridge: Cambridge University Press.
- Cook, G. A. (1986) *Texts, Extracts. And Stylistic Texture. In Literature and Language Teaching*. Oxford, Oxford University Press, pp.150-166

- Crookes, G. R. and Chaudron C. F. (2003) *Guidelines for Language Classroom Institution. In Teaching English as a Second or Foreign Language:(Celce-Murcia, M.), eds; Heinle and Heinle Publisher pp: 29-34*
- Culler, J . R. (1975) . *Structuralist poetic ; Structuralism , Linguistics , and the Study of Literature*, Routledge and Kegan
- Cross, S. A . and Croft, H.(1997) *Literature Criticism and Style: A Practical Guide to Advanced Level English Literature*, Oxford, Oxford University Press.
- Divsar, H. V. & Tahriri, A. M. (2009) Investigating the effectiveness of integrated approach to teaching literature in an EFL context. *Pan-Pacific Association of applied linguistics*, 13(2), 105-116
- Donelson, K. L. and Nilson, A. D. (1980) *Literature for Today's Young Adults*. Scotland, Glenview.
- Donmall, G. R. . (1995) *Language Awareness*, London (CLT).
- Drake, H. J. (1939) *An Approach to English Literature for Students Aboard*, London, Oxford University Press.
- Duff, A. D & Maley, A. S. (1999) *Literature*. Oxford: Oxford University Press
- Dutton, R. C. (1984) . A method of analyzing prose style with a demonstration analysis of Swift's 'A modest proposal' , *in Love , G. A ., and Payne , M M.* Pp, 81-98
- Ellis, G. A. & Brewster, J. M. (1991) *The Storytelling handbook for primary teachers*. London: Penguin Books
- Fattash, M. M. (2001) *Investigation of the Problems Facing Language, Linguistic and Literature in Courses;* offered by An-Najah University. Sudan: Sudan University of Science and Technology.
- Fillmore, W. A .(1968) . *Narration as Human Communication Paradigm* . *Forum*, 51, No. 103 :1-12
- Fish, S. T. (1980) *Is there a Text in This Class? The Authority of Interpretive Communities*, Cambridge, Mass: Harvard University Press.
- Flaubert, E . K . (1957). *Techniques and Principles of Language Teaching* , Oxford University Press.

- Freeman, D. V.(1991) *Language teacher education, emerging discourse and change in classroom practice*, Hon Kong, Hong Kong Sity of Polytechnic.
- Fleix , S. W. (1985) . On defining style . In Enkivst, N. E. : ( Speccer, J. , and Gregory , M, J, eds : pp: 1-56
- Garvin, P. H. (1958) . *A Prague School Readers on Esthetics, Literary Structure and Style*, Washington, D. C. American University Centre.
- Goldenveizer , R . L. (1932) . Effects Reading Comprehension of Language Complexty and Cultural background of a text . TESOL Quarterly. Vol 5 ,No. 3 :199-301
- Gower , R . M .(1971) . Ageneral Coefficient of Similarities and Some of its Properties. Vol. 27 , No, 4.
- Hocket, C. A . (1958) *A Course in Modern Linguistics*, New York. Macmillan.
- Honeyfield, J. A . (1977) *Simplification. TESOL Quarterly* (Vol.11, No.4) 147-152
- Halliday, M. R.(1971) *Linguistic Function and Literary Style: an inquiry into William Golden's 'The Inheritor'*. In Chatman, S. (1971a) pp:330-365
- Halliday, M. R . (1975) *Learning how to mean: Explorations in the functions of language*. London: Edward Arnold.
- Halliday, M. R .(1994) *An introduction to functional grammar* (2<sup>nd</sup> ed.) London: Edward Arnold.
- Hartman , E . E. & Stork, G . D. (1972) . Linguistics and Intercultural Goals in EFL with Simplified Novel and their Films Adaptation . Forum Vol. 46, No . 3 : 24-25
- Hassan, R . A. (1985) *On teaching literature across cultural distances. The language-culture connection: Selected paper from the RELC Regional Seminar on Exploring Language, Culture and Literature in Language Learning*. Singapore: SEAMEO Regional Language Center.
- Hedge, T. H. (2000) *Teaching and Learning in the language classroom*. Oxford: Oxford University Press.
- Heliman , I . R . (1967) . Laguage London
- Hill, J. A . (1986) *Using Literature in Language Teaching*, London. (Vol.515, No.1) : 66-88

- Hockett, C. R. (1958). *A course in Modern Linguistics*, New York Macmillan.
- Holec, H. T. (1993) *Autonomy and Foreign Language Learning*, Oxford, Peragmann Press.
- Hwang, D. & Embi, M. (2007) *Approaches Employed by Secondary School Teachers: in Teaching literature components*. Sudan: Assalam College.
- Jakobson, R. R. (1960) *Closing Statement: Linguistics and Poetics*. In Sebeoc .
- Jakobson, P. K. (1981) *Effects on reading comprehension of language complexity and cultural background of a text*. TESOL Quarterly
- Kramsch, C. W. (1993) *Context and Culture in Language Teaching*, Oxford, Oxford University Press
- Krashen, S. A. (1981) *Second language acquisition and second language learning*. Oxford, Bergamon Press
- Lazar, G. F. (1993) *Literature and Language teaching*, Cambridge: Cambridge University Press
- Lazar, G. F. (1995) *Close analysis: An activity for using novels and film in the language classroom*. IATEFL Literature and Cultural Studies SIG Newsletter, 12,22-25.
- Lazar, G. F. (1999) *A window on literature*. Cambridge: Cambridge University Press
- Lee, J. F. (2000) *Tasks and communicating in language classroom*. Boston: Mcgraw- Hill.
- Leech, G. A. (1969) *A Linguistic Guide to English Poetry*, London: Longman
- Leech, G. A. (1974) *Semantics*, Harmondsworth, Penguin.
- Leech, G. A. and Short, M. H. (1981) *Style in Fiction*, London: Longman.
- Littlewood, W. P. (1986) *Literature in School Foreign Language Course in Literature and Language Teaching*, Oxford: Oxford University Press, pp: 176-183
- Lodge, D. H. (1966) *Language of Fiction*. Cambridge: Cambridge University Press.

- Marczy , G. N. et al (2005) *Essential of Research Design and Methodology* ,John Wiley and sons , Inc.,Hoboken ,New Jersey .
- Malley, A. S. (2001) *Literature in the Language Classroom*. In the Cambridge Guide to Teaching English to Speakers of Other Language, Cambridge: Cambridge University Press, pp: 180-183
- Martin ,K. T. (1963) Jr. Delivering the speech at the 1963 Washington
- Marshall, G. (1999) *Pretty Woman. United States* : Touchstone Pictures
- Martin, , K. (1963) Jr . Delivering the speech at the 1963 Washington D.C. Civil Rights March
- Massie, A. N. (1993) *The caravan siege*, The Oxford book of childrens' stories Oxford: Oxford University Press: pp.297-303
- Mattix, M. K. (2002) *The pleasure of poetry reading and second language learning: applied Linguistic* , Cambridge: Cambridge University Press, 23 (4),515-518
- McKey ,S. V. (1986)*Literature in the ESL Classroom. In Literature and Teaching* , Oxford :Oxford University Press .
- McRae , J. P. (1997) *Literature with a small (l)* Cambridge :Cambridge University Press .
- McGuire, P. F. (1995) *Enhancing English Teaching* Caldecott Award Book ,Forum (Vol .33,No.1) : 12-17
- Martani, Y. J. (1996) *Directions for reform: Perceptions of Indonesian Students Towards English Language Curriculum*. EDD Dissertation USA University of Massachusetts.
- Mail, D. I.(1999) *The Project Method in the Literature Classroom* . Paper published in Lounn Ried and Jeff Golub , Ed's . National Council of Teachers of English
- Mail , D . I. (2005). Beyond interpretation :*The Cognitive Significance of Reading. Cognition and Literary Interpretation in Practice*. Helsinki : University of Helsinki Press.
- Mills , M, P . (1995) . errors in Language Learning and Usage : *Exploring Errors Analysis* . Longman . London .
- Minis, N. V. (1971) . Errors in Language Teaching and the Usage : *Exploring Errors Analysis* . Longman London.



- Molish, I. J. (2017). *Literary Stylistics :Pragmatic and the analysis of Literature* , [http :courses-nus . edu . .sg / course /ellibst /22 . 22](http://courses-nus.edu.sg/course/ellibst/22.22).
- Moody, H. L. (1970) *Varieties of English: Practice in advance uses of English*. London: Longman group Ltd.
- Nash, W. D. (1986) *The Possibilities of Paraphrase in the Teaching of Literary Idiom*. In *Literature and Language Teaching*, Oxford: Oxford University Press, pp: 71-88
- Nuttal, C. V.(1982) *Teaching Reading Skills in a Foreign Language*. London: Heinman
- Ohmann, R. J.(1964) *Generative Grammar and the Concept of Literary Style*. *Word* (Vol.22, No. 258) :423-427
- Obeidat, N. M.(1997) *Language vs. Literature in English Departments in Arab World*. *Forum* (Vol.35, No.1): 30-37
- Pederson, M. G. (1995) *Storytelling and the Art of Teaching*. *Forum*
- Paran, A. A.(2006) *Literature in language teaching and learning* Maryland USA: United Graphic, Incorporated, Mattoon, Illinois USA.
- Parasat, P. K. (1953) *A Background to the Study of English Literature* India: Macmillan.
- Rafiul, , S. R. *Use of Literature in Language Teaching : Acritical Assessment*. Unpoplished thesis Dept of English language and literature, Jatiya Kabi Nazrul Istam University
- Rahma, M. N. (2012) *an Investigation of literature Teaching Methodologies at Higher Educational Institution in Oman* .Sultan Qaboos University: *TESOL Journal* Vol – 6, pp . 172-180
- Richard, R. T. (1994) *Selecting A Passage for the EFL Reading Class*. *Forum* ( Vol.32, No.1): 2-5
- Richard, C. L, and Rodgers, S. W. (2003) *Approaches and Method in Language Teaching*, Cambridge: Cambridge University press
- Riffatere, M. V. (1971) *Essaise de Stylistique Structural*, trans, D. Delas Paris, Flammarion
- Roberts, I . P. (1992) *Verbs and Diachronic Syntax: A Comparative Study of English and French* Dordrecht: Kluwer.
- Rodgers, T. K.(1998) *Methodology in the New Millennium*. *Forum* (Vol. 38 No.3): 24-29

- Rosenblatt, L. D.(1978) *The Reader, The Text, the Poem*. Carbondale III Southern Illinois University Press
- Sadig , M. H, and Abdurrahman, M. I.(2007) *Developing Creative Thinking: Cognitive approach to the teaching of English literature*. Sudan Nile Valley University.
- Savignon, S. J.(2003) *Communicative Language Teaching for the Twenty-first Century*. In *Teaching English as a Second Language* Heinle and Heinle, pp:13-27
- Scholes, R. N. (1985) *Textual Power: Literary Theory and the Teaching of English*, New Haven: Yale University Press
- Sharwood, M. V. (1981) *Consciousness - raising and the second language learner*. In *Applied Linguistics* 2:2, 159-168
- Short, M. H. and Candlin, C.N. (1986) *Teaching Study Skills for English Literature*. In *Literature and Language Teaching* Oxford: Oxford University Press, pp: 109-189
- Short, M. H. & Candlin, C.N .(1985) *Teaching study skills for English literature*. In Brumfit R . A. & Carter, E. (2004), *Literature and Language Teaching* (pp.89-109).Oxford University Press . The Internet TESL Journal, Vol. No. 12, December 2004
- Spiro, J. R. (1991) *Assessing Literature: Assessment in literature teaching: Review of English language teaching*. London: Macmillan.pp16-83
- Spigelmire, L. (2006) *The Best Stylists: A Survey of Editors and Implications for the Teaching of Style*. JAC (Vol.1,Issue.2)
- Shiba, S. R. (2009) *Stylistic Approach : An Alternative Approach to the Reaching Literature to the Teaching of Literature* Cambridge: Cambridge University Press
- Stern, S.L.(1991) *An integrated approach to literature ESL/EFL : Teaching English as a second or foreign language*, Boston: Heinle and Heinle.
- Stevens, R. G. (1977) *The British Novel since the Thirties* London: Patsford
- Tomlinson, B. C. (1998) *And now for something not completely different: An approach to language through literature*. *Reading in a Foreign Language*, 11(2), 177-189

Ur, P. L.(1991) *A Course AC in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press

Vale, D. R. (1993) *Story world ( Teacher's book)*. Oxford: Heineman

Vale, J. I. (1986) *Cultural Bound: Bridging the Cultural Gap in Language*. Cambridge : Cambridge Teaching Libraryd

Van Lier, L.S. (1995) *Introucing Language Awareness*, London: Penguin Books.

Van Lier, L. (2001) *Language Awareness*. In *Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge, Cambridge University Press,pp:160-165

Varaparasad, C. R. (1997) *Some Classroom Strategies :Developing Critical Literary Awareness*. Forum ( Vol.35, No.3):24-28

Vethamani, M. A. (1996) *Common Ground: Incorporating new literatures in English in language and literature teaching*. England : Longman.

Vincent, N. P. and Carter, R.E. (1986) *Simple Text and Reading Text*. In *Literature and Language Teaching*. Oxford: Oxford University Press, pp:208-215

Widdowson, G. H.(1975) *Stylistics and the Teaching of Literature*, London: Longman.

Widdowson, G.H. (1978) *Teaching Language as Communication*, Oxford: Oxford University Press.

Widdowson, G. H. (1986) *The Un trodden Way*. In *Literature and Language Teaching* . Oxford: Oxford University Press, pp. 3-4

Widdowson, G. H. (1992) *Practical Stylistics*, Oxford: Oxford University Press

Williams, R. B. (1986) *Top Ten Principles for Teaching Reading*. ELT Journal ( Vol.40,No.1) :42-49

Shakespeare,W.J. (1597) *Romeo and Juliet*

Wimsatt, W. R. ( 1941) *The Prose Style of Samuel Johnson*,*Yale Studies in English*,94, New Haven and London : Yale University Press

Wright, R. V. (1993) *Teaching Literature : A West African Perspective Forum* (Vol. 31, No.2):6-10

Zahhoul, M. R. (1985) *English for Higher Education in Arab World: A case study of needs analysis at Yarmouk University. ESP Journal*(Vol.4 No.2: 133-152

Yaghout, M. M. (2012) *Literature to Develop Reading Comprehension Skills*  
unpublished M A. Thesis, Sudan. Omdurman Islamic University

# Appendices

## **Appendix (1)**

### **Animal Farm**

#### **The author's biography**

George Orwell is a pseudonym, his real name was Eric Blair. He was born in June, 1903 in Bebgal, India. George Orwell was an English novelist, essayist, and critic. His famous novel is Animal Farm (1945). His father was Richard Walsley Blair; a civil servant, when Bengal was British territory. Ida Mahel Blair was her mother. Orwell's family moved to live in England with his mother and two sisters, when he was at age of one. He showed his talent from a young age at academic school. His family was from the middle class, he attended St Cyprian's on a scholarship. The clever boy faced many challenges in his life. He described them in his essay "Such, Such were the Joys". The challenge that he endured as a scholarship student among England's wealthy elite school; he referred to these challenges in his satires of social stratification in his literary works including 'Animal Farm'. George Orwell graduated from Eton in (1921). He died January 21 1950(London, England).

Orwell began his writing as a journalist, so his journalistic style is seen in his books. He doesn't use fanciful metaphors and flowering language. For example in the book 1984 he stated lines such as "He took scribbling pad on his knee" (p: 79). He doesn't try to recreate the look of the entire pad and doesn't describe how the character flourishes it with a wave of his hand to smooth the paper. Such is not necessary and not his writing style. Most of his books are very pessimistic. In the case of Animal farm there is no freedom of animals. This helps make the writing style transmit the meaning of the theme of the literary piece. This style of writing can be seen in most of his works. In 'Animal Farm' Orwell described, how Old Major used rhetorical questions to control the meeting, and persuaded animals to rebel, and to believe that he is right, with seemingly little emotion and very little imagination which transmit feeling. This is the perfect example which characterizes the rest of Orwell story. Orwell's style perhaps the

best illustration comes from his essay “ politics and English language “ in which he offered six rules for writers:

1- Never use metaphor , simile, or other figures of speech which you are used to seeing in print.

2- Never use a long word when a short one will do.

3- If it is possible to cut a word out, cut it out.

4- Never use the passive where you can use the active.

5- Never use foreign phrase , a specific word or jargon word if you can think of an everyday English equivalent.

The researcher tends to apply the strategies according to Leech and Short (1981), by using the analytical procedures of the effective activities that can involve students in classroom discussion , help them work the meaning , interpret and analyze the literary texts then, communicate freely through the language acquired. So, the researcher think that the good procedure is to divide the students into four groups , provides them some constructions to read and answer the comprehension questions . In the first step the researcher highlights the remarkable linguistic features and literary devices , and then makes some questions to draw studtns’ attention to the norms that are used to work the language of literature . Also, the researcher gives bachground information with pre-teaching of the vocabulary , revises the grammar rules that they have taught before . Then asks them to read freely . In the second step , the researcher introduces different questions for each group , to see to what extent do students get the meaning of the passage . Then involve them in different activities , which lead them into classroom discussion . So, ‘Animal Farm’ as an example , the students are introduced to make comparison between the life of animals and the life of oppressed people . They will soon remind the freedom , and how is the price of liberty is precious. This story is certainly allusion . It represents a distinct example for teaching the author’s style . Also, the students will discover that writing is a distinctive skill. And involving through an enjoy reading will help and supports the potential hobby in the learner.

## Appendix (2)

A model of analyzing a passage from 'Animal Farm', Old Major's  
Speech , chapter (1)

### Old Major's Speech

“All animals were now present except Moses, the tame raven, who slept in the kitchen behind the back door. (1) When Old Major saw that they had all made themselves comfortable and were ready to listen he cleared his throat and began, ‘Friends, you have heard already about the strange dream that I had last night. (2) But I will come to that dream later. I have something else to say first. I do not think, friends, that I shall be with you for many more months, and before I die,(3) I think it is my duty to pass to you as much of my own wisdom as possible. I have had a long life and have had a lot of time for thinking while I have lain alone in my bed. I do think that I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you .

‘now, friends, what is the nature of this life of ours? Let us be honest about it: our lives is miserable, full of labour, and short, We are born and we are given just enough food to keep us alive. Those who can are forced to work as hard as they are able. The moment we are no longer useful we are cruelly killed. No animal in England knows the meaning of happiness or free time after he is a year old. No animal in England is free. The life of animal is all misery and slavery. That is the plain truth.

‘But this simply part of the order of the nature ?Is it because this land of ours is poor that it cannot provide a good life for those who live upon it ?No, friends, a thousand times no! The soil of England is rich , its climate is good , it is able to provide much more food than is necessary for the number of animals that now inhabit it. This single farm of ours could provide enough food for a dozen horses, twenty cows, hundreds of sheep – and all of them could still live in comfort and dignity that is almost impossible to imagine now. Why then do we continue to live in this miserable way? Because nearly all that is produced by our labour is stolen



from us by humans. And there, is friends, is the answer to all our problems. It is found in a single word - man. Man is the only real enemy we have...

### **Old Major's Dream**

‘And now, friends I will tell you about the dream I had last night. (4) I cannot describe that dream to you. It was a dream of earth as it will be when man has gone. But reminded me something that I had long forgotten. Many years ago, when I was a little pig, my mother and the other pigs used to sing an old song of which they only knew the tune and the first three words. I knew that tune when I was young , but it passed out of my mind long ago. Last night, however, it came back to me in my dream. And what is more important, the words of the song came back – words I am certain, which were sung by animals of long ago and have been forgotten for many years. I will sing you that song now, friends, I am old and my voice is not good, but when I have taught you the tune, you can sing it better for yourselves. It called Beast of England ‘

Old Major cleared his throat and began to sing. As he had said, his voice was not good, but he sang as well as he could, and it was good , strong tune. The words ran:

Beasts of England, beasts of Ireland,  
Beasts of all the lands and skies,  
Listen to my joyful message,  
How the golden future lies.,  
Soon or late the day is coming,  
Animals will be alone,  
And gentle fields of England,  
Shall with happiness sown.  
Riches more than mind can picture,  
Wheat and barely, oats and hay,  
Clover, beans, and mangel-wurzel,  
Shall be our upon that day.  
Bright will shine the fields of England ,(4)  
Purer shall its water be,  
Sweeter yet shall blow its breezes,

On the day that sets us free.  
 For that day we all must labour,  
 Though we may die before it breaks(5);  
 Cows and horses, geese and turkeys,  
 All must work for freedom's sake.  
 Beasts of England, beasts of Ireland,  
 Beasts of all the lands and skies,  
 Listen to my joyful message,  
 How the golden future lies.”

\* The language of 'Animal Farm' Orwell used is simple, clear and accessible. Orwell did not use complex vocabulary in his description, and the dialogues are kept to a minimum. He avoided sentimentality, even the most heart-breaking sections of the text are very directed in polite style. His focused on telling the story, allowing the reader to concentrate on the lessons, he wants them to learn. Also, Orwell wants to show that how can ideas affected on others and could be conveyed from generation to generation.

The remarkable that the following description is simply of scene, and the reader can work the meaning with simple focus (1) 'When Old Major saw that they had all made themselves comfortable and were ready to listen he cleared his throat and began'. Also, Orwell tends to use the element of suspense, as such in(2) 'But I will come to that later'. (3 'I cannot describe that dream to you'. 'the most important, the words of the song came back'. That to make animals and the reader think of and wait to know what is in that dream. Major has great wisdom, when he used the one word 'Friends' it made all animals feel that they live in friendly life. Also, the expression (4) "I think it is my duty to pass to you as much of my own wisdom as possible". This expression plays in two direction.

**a-**The learner will learn from the pig's speech the wisdom that . little should take advise from the big ones

**b-** student can learn the present day language by changing some :word as in the following

.I think it is my duty to tell you the truth-

.I think it is my duty to visit you my aunt -

Many expressions that Old Major used can move students to communicate, if they bear in their mind that literature is the a resource that will answered their need, such –‘But this simply part of the order of the nature

Is because this land of ours is poor that it cannot provide a good - life for those who live upon it

.reminded me something that I had long forgotten-

The author showed how rhetorical questions can be powerful tool of manipulation. It used to encourage the animals and at the same time people to rebel. Old Major asked questions and then he provided the animals with the answers not directly; he wanted persuading them that he was right, and provoke them to rebel ‘friends what is of this life of ours? ...our lives is miserable, full of labor, and short’. The apology that Old Major introduced made the animals respect him more and listen to him to the end of speech. Also, the parallelism that Major used by revising the poem all some of phrase. Made the dream for animals to rebel and keep the song by heart is mandatory. Also, Old Major resorts to use the element of longing to lead the animals stay a long time to listen to him.

### **Lexical Features:**

#### **:Sentence length:**

The writer finalizes the chapter by effective short lines of a song with plain words and strong tune. Whereas, other sentences related to the writer opinion to the setting, and thereupon summarizes what should related to the rest of the chapter. Although, the expression ‘before I die’ which make the reader felt the isolation of the hero in the last life, also, the reader test the charm author’s style of the wisdom ‘I’ think it is my duty to pass to you as much of my own wisdom as possible.

#### **Nouns:**

Although, Orwell aims his satire at totalitarianism in all of its guise -communist, fascist, and capitalist- the striking is that the concrete nouns (Mr. Jones, Old Major, Napeoleon) represent some leaders of Russian Revolution. Much of what happen the novella symbolically parallels specific development in the history of Russian

communist , and several of the animals characters refer to on either real participants in the Russian revolution , due to the universal relevance of the novel theme.

**Sentence structure:**

In the line ‘Bright will shine the fields of England’ and ‘ Though we may die before it breaks’. These two lines need the reader test his mind to work the meaning of the underlines words . Also, the teacher should try to make the readers to taste the charm of author’s style to understand the force of the statement. the golden future lies.

**Figures of Speech:**

**Simile:**

In this chapter the writer does not use conventional metaphor, but the two lines .

‘Bright will shine the field of England, Though we may die before it break’. Here the metaphor comes of two kinds (pessimist and optimism) , when it shine , and he may not be present to taste the happiness of the freedom.

**Activity One**

**This is a worksheet** (s) according to the simple analysis. The students are should to write down their answers as they read through the passage

The questions:

1- Pick out three concrete and abstract nouns:  
Concrete nouns 1.....2.....3.....  
Abstract nouns 1.....2.....3.....

2- which nouns and verbs establish the relationship between the visual world and the narrator?  
1-.....  
2-.....

3- The stative verb such as resembling ,die, indicate that the narrator is.....  
a) optimistic  
b)pessimistic  
c) both ( a) and (b)

4- Give two word which provide plain description of the animals life :  
1).....  
2).....

**Home reading with worksheet:**

This example based on ‘ Animal Farm ‘ ,it provides student’s homework .The worksheet prepared to a ccompany student’s homework reading for each half of the class.

1- The author uses a number of rhetorical questions. Pick out three of them.

- a).....
- b).....
- c).....

2- The two lines .Underline the two metaphorical expressions and then explain what they mean?

Bright will shine the field of England,  
Though we are may die before it breaks;

.....  
.....  
.....  
.....  
.....

3- Write down examples of metaphors which are expressed through modifying adjectives .

.....  
.....  
.....

4- What figures of speech are the following phrases.

- a) easy come, easy go.
- b) beast of England, beast of Ireland,

5- What is the difference between the two phrases?

.....  
.....  
.....

6-The following phrases are called parallelism. Analyze them.

Beast of England, beast of Ireland,

7- Classroom discussion:

b- 1- Do you think that Old Major had had real dream?Why he  
?did not told the animal his dream

.....  
.....

.....  
Do you think this a real story ? What do we call this style of -2  
? writing

.....  
.....  
.....

.....  
.Compare this story to any one you know -3

.....  
.....  
.....

### **Appendix (3)**

Alnahdah College  
Faculty of Arts – the Second Level  
A survey test

Dear student,.....optional

Thank you for your response to this experiment with high motivation and excitement. It is conducted to find out the effectiveness of using stylistic approach for teaching literature at Sudanese tertiary level . The researcher will be grateful if you answer all the questions, after you read them carefully .The purpose of the test is for data collection only. And it will seriously kept.