

Sudan University of Science & Technology
College of Education

**Role of Teaching Literature in Development of Speaking
Skill for Higher Secondary Schools Students – Khartoum State**

**دراسة بعنوان: دور الأدب الإنجليزي في تنمية مهارة المخاطبة
لدى طلاب المدارس الثانوية بولاية الخرطوم**

**A Thesis Submitted in Fulfillment of the Requirements
For the Degree of M.Ed in English Language**

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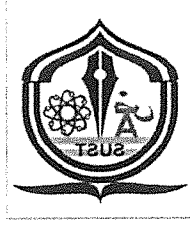
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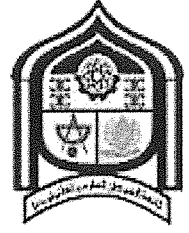
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Declaration

I, the signing here-under, declare that I'm the sole author of the (M.Sc.) thesis entitled... *Role of Teaching Literature in Development of Speaking Skill for Higher Secondary Schools Students - Khartoum State*

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إقرار

أنا الموقع أدناه أقر بأنني المؤلف الوحيد لرسالة الماجستير المعنونة *دور الأدب الإنجليزي* عن تنمية مهارة المحادثة لدى طلاب المدارس الثانوية بولاية الخرطوم

وهي منتج فكري أصيل . وباختياري أعطى حقوق طبع ونشر هذا العمل لكلية الدراسات العليا - جامعة السودان للعلوم والتكنولوجيا، عليه يحق للجامعة نشر هذا العمل للأغراض العلمية .

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Dedication

This work is dedicated to:

All of my family members,

**Dr. Mahmoud Ali Ahmed, the supervisor of this research
and all of those who helped me design this research in
this remarkable way.**

Acknowledgements

I gratefully acknowledge the great effort of Dr. Mahmoud Ali Ahmed, the supervisor of this research, for his generous help and support which means the backbone of this research.

Sincere thanks for all who contributed in this study: my brothers and my family members.

Special thanks ... for Sudan University of Science and Technology, for awarding me this peerless chance to substitute my higher education.

Abstract

This study entitled the role of teaching literature in developing speaking skill of higher secondary schools students of Khartoum state. Due to the effective role of the performance of the speaking skill, the researcher tries to explore ways of teaching literature to improve the speaking skill. The researcher adopted a descriptive and analytical method of investigation.

The researcher used the questionnaire for collecting data and carrying out this study. The study comes out with these findings: Literature has a vital role in developing the language skills in general and speaking specifically, school library should be positively fixed and the teachers should encourage the students to gain the furthest benefit from it, textbooks should be well designed to suit the students standard and literature should be a part of the curriculum, not an optional subject.

مستخلص الدراسة

هذه دراسة بعنوان دور الأدب الإنجليزي في تطوير مهارة المخاطبة لدي طلاب المدارس الثانوية العليا بولاية الخرطوم. إيمان الباحث بالدور الحيوي الذي يلعبه الأدب الإنجليزي في تطوير مهارة المخاطبة، جعله يحاول إيجاد طرق لتدريس الأدب الإنجليزي لتنمية مهارة المخاطبة. لقد إتبع الباحث طريقة الوصف التحليلي للوصول للنتائج النهائية.

لقد إستخدم الباحث في هذه الدراسة طريقة الإستفتاء لجمع البيانات. خلصت الدراسة الي هذه المعطيات: الأدب الإنجليزي له دور حيوي في تنمية مهارات اللغة بصورة عامة ومهارة المخاطبة بصورة خاصة. يجب أن تعد المكتبة المدرسية بطريقة إيجابية، وان يحث المعلمين طلابهم علي الإستفادة القصوي من هذه المكتبة، وأن تصمم الكتب الراسية بطريقة مميزة حتي تتناسب مع قدرات الطلاب علي ان تكون مادة الادب الإنجليزي ضمن المقرر الدراسي وليست مادة إختيارية.

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CHAPTER ONE

INTRODUCTION

Chapter One

1.1 Background:

Any person shares others in a society needs a language. It is a mean of communication to each other. There are many languages exit in the World. English language has become an international language that is used by two thirds of of the World population. It has an important role in this era of science and technology. English language has a great popularity all over the World including Sudan as the language of science, medicine and aviation. Anywhere in the World, English language is taught either as a second language or a foreign language not only, but also is the lingua-franca (A medium of communication between people of different languages).

1.2 Statement of the problem:

The researcher who is one of nowadays society members, notices that, students of higher secondary schools are really weak at using English language as well as it supposed to be used, which aroused the researcher to shed light on this important matter hoping to find suitable clues for solving the problem.

1.3 Objectives of the study:

- The shows the great role that literature plays in developing the language.
- The researcher finds out, whether the absence of literature has a negative role in developing the language or not.
- The study covers the differences between learners who chose literature in English language courses and those who do not.

1.4 Questions of the study:

- To what extent does literature occupy an important place in the classroom language?
- How does the inclusion of literature develop the students' skills of the language?
- How can literature contribute to skills development?
- What are the differences between the learners of English Language who are taught literature as a part of their lessons and those who are not?
- To what extent does secondary school teacher neglect using literature to develop the learners' skills.

1.5 Hypotheses of the study:

- Literature has a great role to play in language teaching as it helps in improving students overall knowledge of language.

- The inclusion of literature in English language instruction helps in developing the students language awareness.
- Teaching literature contributes to skills development.
- Literature has a significant difference between the scores of the students who study literature and those who do not study it.
- Secondary schools teachers neglect the use of literature to develop students' skills.

1.6 Significance of the study:

To enable learners to the language effectively in addition to the use of it as a mean to keep pace with worldwide development in the field of the foreign language, also to expand their thinking and language abilities as well as it will be an addition to the scientific research.

1.7 Limitation of the study:

The study will be limited to teachers of higher secondary schools in Khartoum state. Teachers of Bahry Governmental School of the year (2013-2014), will be taken as a sample of the study.

1.8 Methodology of the study:

The researcher will use the quantitative technique in the collection of data and information through using the questionnaire. The descriptive analytic approach will be adopted and **SPSS** will be used to analyze the data.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two

Literature Review

2.1. The Importance of English Language:-

No one denies the importance of English today as a global language. It has fundamental role in the era of technology and information. It is clear that English language has become more dominant around the world. Everywhere it is taught either as second or foreign language. It is language of medicine, business and aviation 47% of international calls are made in English and 39% of mail (letters , faxes, Emails) are written in English language widespread. In addition, many reasons which contributed to rising of English speaking, for example, it is used for communication between people around the world. As well as is the language of modern times. On other hand, English is language of science, technology and information. There is no doubt that English is language of communication between people with different cultures. It's also the language of computer that helps to communicate with people around the World through internet, which is regarded information and

communication revolution. Also one of the reasons that contributed to the spread of English, that it the language of the modern era. Where people use it in various field of life such as; economy commerce, medicine, aviation, politics and as a school subject. These reasons motivate people to learn English. **Brown (1983)** argued “language is systemic means of communication by the use of sounds or conventional symbols”. It is the code we all use to express ourselves and communicate to others. It is the mental faculty or power of vocal communication. It is the system for communication ideas specially, human speech, and the expression of ideas by the voice and sounds articulated by the organs of throat and mouth is a language. Research by **Abbott and Wingard (1981)** support this is a system for communication by saying “ a language is the written and spoken methods of combining words to create meaning used by particular group of people”. Language so far as we know, is something specific to human that used to say the basic capacity that distinguishes human from all other living beings. Language therefore, remains potentially a communicative medium capable of expressing ideas and

concepts as well as moods, feeling and attitude. A set of linguists who based their assumptions on physiological mode claims that language is nothing but “habit formation” through practice in their view, the more one is exposed to the use of language, the better of learns.

2.2. Importance of English language as a foreign language:

Bygate,(1987) claimed that, “English as a second language alternatively known as a foreign language (EFL) and English for speakers of other languages (ESOL), refer to an intensive English language learning program taken by speakers of other languages”. ESL is a course that is designed to teach English to individual whose native language is not English or who are not proficient in this language or who cannot fluently speak, read or write English. People all over the World take ESL courses for different reasons. Sometimes it may be for the successful completion of high school education course. In some instances, it may be to join in occupational course to enhance their career. In short to

make an individual proficient in the use of English language. English as a second language course is designed with techniques and methodologies to develop listening, speaking, reading, writing and vocabulary skills with regard to English language.

In this research we try to investigate the problem of Sudanese Secondary schools students in speaking skills. So as to find out the reasons behind this serious problem.

2.3. Definition of Literature:

There are possible ways to define literature:

A.Literature could be a sort of disciplined technique for arousing certain emotions.Murdoch (1978).

B.The word, literature comes from the Latin word littera, Essentially this word means acquaintance with letter (www.google.com)

C.Literature is generally taken to mean those of writing which despite the passing of years of the countries still inspire admiration reflection and emotion in readers (www.google.com).

D.Literature is a word with qualitative implication not just neutral term for writing in general. Without this implication and without a belief on the part of author that some qualities of literature are best appreciated when it is presented in the litter point in a literary history. This effort to put the most memorable English writing in an intelligible historical perspective is offered as an aid to public understanding. The reader, it is assumed will like literature and be curious about it **Alexander(2000)**

E.Lit is the knot of written works and not bound publish sources.

F.Lit as a rhetoric enjoying the human sense desire and emotion and covering ideologies and message(www.google.com).

The researchers think that all these definitions give a general view if the term literature, therefore the researcher concludes that literature promotes and sustains language learning process generally and plays a vital role in developing skills specifically. This is an ideal and prefect way to define the term literature.

2.4 Some light on what is literature:

The quest to discover a definition for “literature” is a road that is much travelled, though the point of arrival, if ever reached, is seldom satisfactory. Most attempted definitions are broad and vague, and they inevitably change over time, in fact, the only thing that is certain about defining literature is that the definition will change. Concepts of what is literature change over time as well. What may be considered ordinary and not worthy of comment in one time period may be considered literary genius in another.

Generally, most people have their own ideas of what literature is when enrolling in a literary course at university, you expect that everything on the reading list will be “literature” Similarly, you might expect everything by known author to be literature, even though the quality of that author’s work may vary from publication to publication, perhaps you get an idea just from looking at the cover design on a book whether it is “literary” or “pulp” literature then, is a form of demarcation, however fuzzy, based on the premise that

all texts are not created equal. Some have or are given more value than others.

Most forays into the question of “what is literature” go into how literature works with the reader, rather than how the author set about writing it. It is the reception, rather than the writing, which is the object of enquiry. Largely, what we call “literature” is often a subjective value judgment, and naturally, value judgments, like literary taster, will change.

Etymological, literature has to do with letters, the written as opposed to the spoken word, though not everything that is written down is literature. As a classification, it doesn't really have any firm boundary lines. The poet Shelley wanted to include some legislative statues of parliaments under poetry because they created order and harmony out of disorder. There is recurring agreement amongst theorists though that for style. There is also general agreement that literature foregrounds language, and uses it in artistic ways. Terry Eagleton goes some way towards a definition of literature and its relationship to language: “ literature transforms and intensifies ordinary language. Deviates systematically from

everyday speech”. Just as architecture is the art form that arises out the human ability to create language.

The common definition of literature, particularly for university courses, is that it covers the major genres of poetry, drama, and novel/fiction. The term also implies literary quality and distinction. This is a fairly basic view of literature because, as mentioned in the introduction, the meaning of the term has undergone changes, and will no doubt continue to do so. Most contemporary literary histories show a shift from the belles lettres tradition, which was concerned with finding beauty, an elevated use of language, emotional effects and moral sentiments before something could be called literature.

The three main ways of approaching of literature are relativism, subjectivism and agnosticism. With relativism, there are no value distinctions in literature; anything may be called good literature. Subjectivism, as the term implies, means that all theories value are subjective, and that literary evaluation is a purely personal matter. Agnosticism follows from subjectivism, though it argues that though there may be real distinctions in literary value, our subjective value

systems prevent us from knowing anything about the real values.¹

2.5. Philosophy on teaching literature in Secondary Schools:

While the literature being taught must have value, the kind of literature is not as important as how it is taught. This might seem like an elementary conclusion, but in my experience, many people miss the point of teaching literature. Some people argue that the only valuable and “authentic” tests are those that fall under the umbrella term “classics”. Others feel that modern, relatable texts should be made available to kids, in order to teach them how to deal with the modern world that they live in I, however, believe that the nature, label, or time period of the text is secondary in nature to the real lessons being taught the ideas, values thoughts, issues, themes, skills, and bits of life that we can pull from the texts. The most basic goal of teaching literature is to facilitate the learning of language and communication skills. In order to read and understand texts, students

¹ http://dlibrary.acu.edu.au/staffhome/siryan/academy/foundation/what_is_literature.htm

must know enough language to be able to decipher the text, as well as to discuss it with others. This can then be applied to writing about the texts; all of these are critical language, expression, and communication skills that students will need to have in order to be contributing members of society.

Beyond language, literature teaches students important comprehension and analysis tools. Literature is necessary for “learning to evaluate, draw inferences, and arrive at conclusions based on evidence” (Carr,1988). Through literature students learn identify and analyze conflicts, themes, issues, people, and many more. Good texts whether they are classics or modern literature, contain some universal themes which either apply to the student present and future lives, or are important for them to be aware of. Take, for example, Romeo and Juliet which is in essence a typical story about two teenagers whose parents don’t want them to date each other. It is always important to show students that, no matter how old a text is, there are relevant themes to be found within them. Once they realize this, today’s youth

would be more engaged in the texts they are forced to read in school.

In order to achieve this understanding, however, learning the skills to decode texts is crucial, this does not mean that lessons should be composed of drills and worksheets. While this may be a challenge to the teacher, real learning will only take place if the teaching is done in such a way that students learn through application. Modeling, discussion, and critical thinking should be applied, as opposed to drilling and thoughtless memorization. Real teaching can be achieved through asking questions, anticipating and making predictions, and responding to the text. By engaging the students while still educating them, they gather a supply of tools for further use in literature and in life.

Once students are able to identify and analyze these themes and conflicts within a text, the next step is to use the same methods and tools for their own lives. “Students can be convinced of the worth of literature if they see it as relevant to their lives and concerns” (Hansen,1979). It is the teacher’s Job to help students learn how to do this. It might take some modeling and practice, but once

students become proficient in decoding written (or oral or visual , etc.) texts, they can learn to see life as a text. Teaching literature allows the teacher to teach anything. All issues and topics are accessible through texts. Sensitive issues can be addressed through talking about literature. English teachers are truly privileged.

A large focus of New York State standards is to shape students into functioning and contributing members of society. NYS standard number 4 States that “Students will read, write, listen, and speak for social interaction”. By reading , discussing, and writing in response to literature about the society, the country, the city, maybe even the neighborhood that the students live in, they are able to become more informed citizens. This deeper understanding of their own society and culture enables students to function better within it.

Teaching literature is a way to teach the world to students. Kids can learn about and analyze the past and the present, in order to prepare for the future. They can understand how certain things have changed (or have not changed) with time. However, literature should not only reinforce what students know and present them with

issues that are specific to their lives. There is a “need to learn and read across and between cultures” (Appleman, 2000). Through literature, students are presented with different cultures, and different ways of thinking.

By reading literature about other societies and cultures, students are able to compare and contrast their lives with those of others, leading to higher appreciation of the diverse world they live in. This can be achieved through the texts selected, as well as through group discussions of literature. A reading selection in a classroom should be as diverse as the students who populate it. Once students can apply texts to themselves, different lenses can be used to analyze how the same texts would be seen through other people’s eyes. Different views and interpretations are welcome and encouraged among students is one which promotes tolerance and understanding.

Most importantly, though, literature is a window to your own self. Each student reads a text like one else would, bring his or her own experiences and opinions into it. Appleman quotes Desai as stating that “We do not live in isolation, nor do we read and interpret in isolation.

We understand what we read through some combination of ourselves as readers and the text with which we interact” (Appleman,2000).

Reading is a personal interaction or event in a way that he or she can't quite explain “The reader brings to the work personality traits, memories of past events, present needs and preoccupations, a particular mood of the moment, and a particular physical condition. These and many other elements in a never-to-be- duplicated combination determine his response to the peculiar contribution of the text ” (Rosenblatt,1938). By learning how to read and respond to literature, kids are given the tools to understand why they react to certain things the way they do, which helps them understand themselves better.

Teaching literature is a crucial step in educating children in the ways of the world. It helps them make sense of their lives, and the lives of those around them, all over the globe. It helps students thinks critically about, react to, and analyze texts, and then apply this knowledge to the real world. Above all, teaching literature allows students to see themselves through the

text, and to begin to make sense of who they are love of reading is not a goal of teaching literature. It is a side effect. Once children learn that they can extract meaning, ideas, and relevant information regarding themselves from almost any text that they read, they might be encouraged to read more. My job as a teacher is to assist these kids in finding themselves by providing them with the tools to do so by showing them how to apply these tools to texts and their lives, and by making this an enjoyable enough experience that they are motivated to continue to do so on their own.

“so now do you see why books are hated and feared? They show the pores in the face of life”.

Fahrenheit 451, Ray Bradbury.

2.6. Literary Genres:

According to about(2009) literary genres deal with works of literature such as fiction, drama and poetry.

A.Fiction:

The term fiction is a general concept, which is used to refer to the art of storytelling that is recognized in the various fictional forms such as short story and novel. Fiction is a term of literature which is different from drama and poetry. However they are different literary genres of their own. Fiction is basically a narrative that is told in prose. Different forms of fiction have various purposes such as physiological problems, history of nations, the life of society or community, economic condition and super nature terrors. The short story is a form of prose fiction. It usually narrates a limited number of events with concentration on a single aim with one plot. It often involves a small number of characters. One main difference between short story and novel is that the short is more economical. Short story does not allow for elaboration. Usually there is one single main point around which the whole story revolves.

There are more detailed descriptions and elaborated treatment of character, setting and theme. The novel is an extended work of prose fiction. It describes human

life at large, the novelist tells about his or her personal option of life. It reflects human life in the universe around us in a kind of representation. The English novel has enriched English literature with many master pieces written by novelists.

B. Drama:

Drama is the form of genres of literature which is intended to be performed usually in some sorts of theatre. Drama is both similar to and different from the forms of literature. Drama is just like fiction and poetry in being a feat. This aims at communicating ideas about certain issues. However it differs from both fiction and poetry in several aspects. Drama has one characteristic peculiar to itself, it is written mainly to be performed, not to be read. Moreover, drama used dialogue. Most works of drama are divided into acts and scenes. Plays can be classified into different types, nevertheless it will specify into the major types such as comedy, tragedy and tragicomedy.

C.Poetry:

Poetry is a form of genres of literature. It is an art. the funny verse is also used to refer to poetry in general. Poetry like fiction and drama has its own dements. Some of which are similar to those of the other and some are different. There are different poetic forms such as dramatic poetry, narrative poetry should be figured out during study if poem for instance structure and form figurative of speech sound.

2.7. Literature and the Teaching of language skills:

According to about (2009) literature plays an important role in teaching four basic language skills reading, writing, listening and speaking. However, when using literature in the language classroom skills should never be taught in isolation but in an integrated way. Teacher should try to reach basic language skills as integral part of oral and written language use. As a part of the means for aerating with both referential and interactional meaning not morally as an aspect of the oral and written production or words, phrases and sentences.

2.8: The Use of Literature in Language Learning:

There are several reasons for using literature with language learners, literature should be used with students because it's very motivating materials. In many countries around the world, literature is highly valued for this reason, students of English may experience a real sense of achievement at taking literacy materials in the classroom if students are familiar with literature in their own language and then studying some literature in English can provide an interesting point of comparison. Asking students to retell stories from their own culture could be highly motivating. Literature exposes students to complex themes and fresh an expected uses of language. A good novel or short story may be particularly gripping in that. It involves students in the suspense of unraveling the plot. This involvement may be observing for students than the pseudo materials found in course books. A play may engage students that are complicated adult dilemmas. A poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that

what they do in the classroom is relevant and meaningful to their own lives. About (2009)

2.9: Teaching Literature Genres:

2.9.1: Teaching Fiction:

Teaching fiction mainly concentrates on short stories and novels they are often introduced in high school language classes. In teaching fiction the teacher often tends to focus entirely on the plot and other literacy considerations.

a. Pre-reading activities:

Pre-reading activities helping students with cultural background that is represented in: Reading comprehension about the other life or historical or cultural background to the story. Creating students Interest in the story by letting students make very general predictions about the story.

b. While Reading Activities:

Reading activities is helping students to understand the plot by providing students with two or three overall questions to check they have understood the gist of the story that is helping students to understand characters choose from a list of adjectives which ones are more appropriate for describing particular characters also students try to rank characters in the story according to certain traits. Teaching helps students with difficult vocabulary and help students with language and style.

c. Post - Reading Activities:

Post-reading activities mainly focus in interpretations of the main themes of the story providing students with different critical interpretation of the story which they discuss.

Post-reading activities helps students to understand narrative point of view, writing activities in using certain stylistic features of linguistics and the novels flower,(1997).

The story: Reading and discussion of critical literacy writing about the authors of the story or his or her works in general.

2.9.2: Teaching Poetry:

Poetry is introduced early in the student's language career. At first it is primarily used as a device for improving pronunciation.

a. Pre - Reading Activities:

Students predict the theme of the poem, then discuss anything relevant to the theme of the point to the teacher what to stimulate students' interest in the poem, by providing them with the necessary historical or cultural background; another genre of the poem are literacy movement and helping students with language of the poem.

b. While -reading activities:

Jumbled version of the poem students read only one use try to predict what coming next and speculate metaphorical meaning also answering comprehension question about meaning of words or phrases in the poem.

c. Post -reading activities:

It helps the students to understand the interpretation of the poems, further follow-up activities by re-write the poem in different discourse. Students make discussion or role play based on the theme or subject of the poem. Bordingmath, (1970) and G(1983).

2.9.3: Teaching Drama:

According to About (2009). Plays are often introduced language classes because they are written in a dialogue, which the students are expected to find easy to understand. However students fail to enjoy plays because

they cannot visualize the story and the text of the play usually basis on the figure of speech.

a. Pre-reading Activities:

Students are given the situation in the extract, setting relationships between characters, they develop their own role play around it, the teacher outlines the social, political background to the play. Teacher explains how the genre of the play is taken, and students try to identify the character speech.

b. While -reading activities:

Understating the setting, social background of the play students are given the play writer's description of the setting of the play and edge to jot down any association or any expectations they may have of what the play could be about, understand characters, and their relationship is very important, while understanding the plot represented in a given summary of the first view scenes of the play is very crucial.

c. Post -reading Activities:

Students always discuss the main ideas of the play which is the subject of the play. Student would be divided in two groups or pairs to invent biography of characters play music and discuss the several of world view.

2.10: Developing Speaking Skills in the Young Learners Classroom:

Introduction:

Speaking skills, like listening skills, are often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations,

motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Developing speaking skills definitely deserves a closer look and the article provides a few guidelines to keep all the students involved and interested.

A.The Basics:

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One of the rules that apply here is: slowly and steadily, through constant revision and recycling. Furthermore, I always strive to achieve a positive and relaxed atmosphere in my young learners' classroom, as this proved a decisive factor in achieving maximum results. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and

rhymes students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into my teaching practice, I try to keep in mind that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

B. Shadowing a Tape or a CD:

Many textbooks for young learners offer shorter texts written as comics, introducing characters learners can relate to and through which they get to know the language, the culture and the people of a certain country. Instead of simply following the text (with books either open or closed), I often divide the class into various parts or teams (e.g. A and B, depending on the number of roles in the comics) and then the learners read with the tape. Choral reading has always proved a lot of fun and children are excellent at imitating, thus producing brilliant copies of the original. Do not forget to change roles after the text

has been read a few times. Further on, as you see learners getting familiar with the topic and vocabulary, make them work in pairs. If they want to, they can also perform in front of the class - keep in mind that at an early age they are mostly extroverts and love showing off their English. However, there may be students who are terrified of being exposed, some are in the so-called silent phase - never force these students to speak in front of the whole class. Instead, give them some other role -e.g. they "act" as a ringing phone in the comics, appear as the voice of a dog or the like. I can tell from my own experience that this does bring results and eventually also these students come out of their shell and express themselves in English. Needless to say, each and every attempt should be accompanied by our approval and appraisal, the same being the case with other speaking activities the learners are involved into. Do encourage them constantly as this builds their motivation and self-awareness.

C.Learning the Dialogues:

Textbooks are usually filled with situation dialogues, helping the students learn language in real-life situations, therefore offering them the tool which opens many doors to various subjects. But learning these dialogues by heart is a definite no-no. It is much better and far more useful to substitute the words so that they are true to students and their world. Thus each student uses his/her own variation, there is an obvious transition from pure imitation to conscious changing, which speeds up remembering and offers varied communicative opportunities. By imitating, sharing and discussing students benefit - modeling, understanding and picking it up seem to be natural. Through imitating, interacting and internalizing the process is later on understood explicitly on a higher level, by practicing social phrases in everyday situations the learners are building a basis on top of which new information is to be added from lesson to lesson. Note: with young learners, grammatical points should be taught implicitly only, after they are 11 and up, the explicit approach can be used as well.

D.Songs, Poems, Rhymes and Chants:

Throughout our English lessons students are learning to speak, express ideas, share opinions and exchange information. Using songs, poems, rhymes and chants is a wonderful way of making students sing talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation. Try to include the above-mentioned activities by providing learners with those that require total physical response, shortly known as "TPR". Year by year, children get highly enthusiastic about songs like: "Row, Row, Row Your Boat" and "Head, Shoulders, Knees and Toes") where (excessive) body movements are required. Confidence and motivation are built through the process. Sometimes new lyrics can be added to traditional songs, making things a bit different and out of the expected, e.g. "Row, row, row your boat" can easily be changed into "Fly, fly, fly your plane" the movements change accordingly and so does the rest of the lyrics. It is basically the teachers' call what and how to change the song, and it is always welcomed by the learners.

After telling them the new lyrics is your own invention, maybe they can try and come up with another version as a part of their home assignment (trust me: even parents get involved in the process and the list of newly written songs has become endless and a true inspiration when a bit bored with the originals). Note: There never seems to be enough of the TPR-based activities in class - they are a great tool in satisfying different learner types: visual, aural and kinesthetic (the so-called VAK distinction), further expanding positive opportunities for the varied classroom.

E. Conclusion

Young learners in the communicative classroom should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning

styles, a teacher should provide them with a proper environment that would help them develop their skills, independent of their basic characteristics and diversity.

(<http://iteslj.org/techniques/klancar-speakingskills.html>).

2.11: Creating a Positive Environment for Speaking Skills:

The key to encouraging speaking skills in the classroom is creating the proper environment. Children should feel relaxed, and social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

- To speak clearly with proper pronunciation in order to communicate with others
- To speak expressively with feeling and emotion and avoid the monotone
- To speak effectively in different situations: with individuals, small groups, and the whole class

- To utilize speaking in all the communication arts and content areas to further learning.

To achieve these goals, the teacher organized her instructional program around two criteria: a positive, receptive teacher attitude and a physical environment conducive to language use.

2.12: Speaking Skills: Strategies and Activities:

Most oral language instruction takes place indirectly; that is, the teacher creates the positive climate and the motivational activity, and the students do the rest.

2.12.1: For transactional literature discussions, the following six steps are a good guideline for students:

1. *Get ready.* Skim the book for topics to discuss, using pictures, chapter names, etc. Make oral predictions and test the reasons for each prediction.
2. *Read and stop to think aloud.* The teacher models what he or she is thinking as the group reads in order for students to learn how to think about the text as they read.

3. *Write a response.* Time is given to students to write short responses to the reading on Post-its. These are self-selected responses, not responses to a set of teacher-directed questions.

4. *Engage in a discussion.* Students spend 15 to 30 minutes discussing their responses using the RQL2 strategy (Respond about likes or dislikes; Question aspects of the story they did not understand; Listen to classmates; Link story to one's life).

5. *Write.* Based on the discussion, students are given time to write in their journals.

6. *Review.* As a group, the students review what they learned about human nature, about things in nature, about themselves, or about any concepts in the reading.

2.12.2: Brainstorming:

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to

creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly.
- Designate one person in the group as the recorder of ideas.
- Accept and record all ideas or suggestions.
- Build on other people's ideas.
- Do not criticize anyone else's ideas.
- Remember that, initially, quantity of ideas is more important than quality.

Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough. Plan to make the brainstorming strategy part of your teaching practices. Model the process for students as follows:

- Begin with a whole-class brainstorming session where each student records his or her own ideas.
- Provide a problem question as a stimulus and a time limit to eliminate frivolous ideas and daydreaming.

- When time is called, let each student share his or her list. Second, open up the brainstorming session to everyone.
- The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder.
- You may begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem.

2.13: Drama and Oral Language Development:

Television has made us a nation of spectators. The current craze for video games has intensified this situation. It is more important than ever that we make opportunities available for children to experience participation in the arts. Drama is truly one of the great oral communication forms.

Drama can take many forms in the classroom, from the simple dress-up play of preschoolers to full-blown theatrical productions with costumes, scenery, and memorized scripts. Whatever the form, the objectives of drama in the classroom remain the same:

- To encourage creative and aesthetic development

- To improve children's abilities to think critically
- To create an environment in which social and cooperative skills flourish
- To improve the general communication skills of students.
- To enhance the individual child's knowledge of self.

2.13.1: Pantomime:

Pantomime is the art of conveying ideas without words and incorporates gestures and expressions. It is more like theater acting in the sense that an entire story can be told through the movements of the characters. Props and simple costumes can be used, but no speaking is allowed.

In preparing for their skit, students plan and talk among themselves. They choose parts; decide on the movements they will use to convey their story; and make simple props, signs or costumes, if necessary. This aspect of the preparation involves verbal communication. But once the group gets onstage (the front of the class), no

talking is allowed. This is the real challenge of pantomime.

Another kind of group pantomime skit can be based on a familiar story that the class has heard or read.

2.13.2: Choral Speaking:

There are several kinds of choral speaking activities to choose from:

- *Antiphonal or dialogue:* Poems with two parts or a question-and-answer format are appropriate here. Often the deep voices take one part while the light voices take the other. This usually means the dialogue takes place between a group of girls and a group of boys.
- *Line-a-group or line-a-child:* In this approach, individuals or small groups read one line of a poem at a time. They work to keep in harmony and tempo.
- *Refrain:* Narrative poems with a chorus are good candidates for refrain. A teacher or student can recite the story, with the other children in the class joining in on the chorus.

- *Unison:* Although unison speaking appears simple, it really requires skill for the students to keep together. Since everyone speaks every line,

2.13.3: Storytelling:

Storytelling is one of the oldest forms of entertainment. It was the television and radio of long ago. Today the art of storytelling has been revitalized in the United States. Professional storytellers are appearing at festivals (like Weber State's Storytelling Festival in November!), in concerts, and in elementary and secondary classrooms to share their art form. Teaching children to tell stories to their classmates is one of the most effective ways to develop speaking skills in young children.

To teach storytelling to children, it is not necessary to be a great storyteller yourself. It is helpful, however, if you can demonstrate to children some of the characteristics of an effective storyteller. A good storyteller should do the following things:

- Select a story that he or she really enjoys and that is appropriate for the audience.
- Be thoroughly familiar with the story; memorize only key phrases, not the entire story.
- Be imaginative and include gestures and facial expressions to convey meaning.
- Speak with expression, feeling, and emotion.
- Look directly at the audience; gaze about so that everyone feels involved in the story.

After you have demonstrated storytelling techniques, divide your class into small groups and have students practice telling stories to one another. Storytelling is an art form that develops through practice. When ready, the children can share their stories with the entire class.

2.13.4: Improvisation:

In improvisation, the dialogue of the various characters is improvised by the actors as the story unfolds; however, an improvisation is not totally

unplanned. Generally the story is known in advance, and the actors alter the dialogue as they see it. In improvisation, unlike theater acting, a script does not have to be memorized. However, simple props, costumes, and even scenery can be used, and students enjoy creating these in class.

Readers Theater:

This is another form of dramatic presentation that increases children's comprehension of literature as well as develops oral language. Readers Theater is a presentation by two or more participants who read from scripts and interpret a literary work in such a way that the audience imaginatively senses characterizations, setting and action. Vocal intonation and facial expressions can also be used to enhance the quality of the presentation. A narrator is often used to direct the various reader-actors on and off the stage and to communicate scene changes to the audience.

Children's literature is a treasure chest of material to use with readers theater. Adapting the book to create a

script entails. a lot of conversation and collaboration. Sometimes creating an entertaining script calls for adding new dialogue and new scenes, utilizing students' imaginations and sense of story.

2.13.5: Theater Acting:

Theater Acting includes many of the previously described oral language activities. It also adds perhaps the most difficult aspect of acting: the memorization of a script. It is recommended that theater acting come after students are already familiar with the other forms of oral expression. A school play or program should be part of the learning process that leads children to a greater appreciation of literature. It builds confidence in oral communication abilities and enhances social growth, including cooperative learning skills.

To introduce theater acting it is best to begin with discussion. Talk about the work to be performed. Encourage children to make suggestions and decisions about characters, the setting, the staging, and so on. Then improvise the play or story until everyone has a sense of the action, the movement of characters, and the overall

theme of the play. Do not be afraid to revise lines, to change parts, or to recast characters.

Theater acting represents the culmination of a dramatics unit. It brings together and integrates listening,² Speaking, reading and writing skills like no other single activity. It gives students a heightened awareness of the power of literature to evoke emotions from an audience.

It engages youngsters in critical thinking and discussion. However, choosing to do a full-scale play production in your class means a commitment of time and energy. You cannot squeeze it between spelling tests, worksheets and basal reader lessons. The sacrifices you make, however, are balanced by the excitement, enthusiasm, and genuine learning that takes place when students discover their talents as actors.

² (Notes from *Integrating the Language Arts*, 3rd Ed. 2004
Yellen, Blake, & De Vries
Holcomb Hathaway Publishers, Scottsdale, AZ)

2.14: Some Techniques and Samples of Teaching Literature:

There are some popular techniques in teaching literature which have come to existence through slow innovation processes.

These processes are adapted according to the context in which the learning teaching process occurs. As Farah (2011) suggests, "Each of these methods is directed towards certain functions such as transmitting information, developing discussion skills ... etc."

Their final target, learners in a way that differed from the closed grammar classes.

a. The Interaction Approach:

One of the popular techniques of teaching literature is interactive approach that uses small groups of learners that hold discussions with personal feedback. Each of the members of each group is given the chance to study the text on his own to achieve certain understanding and

appreciation during an ample period of time. The teacher in this method is only a facilitator and a guide in the discussion. His/her role is to provide entrances into the text for the learners who are supposed to do the rest of the work such as the general knowledge of the text, the interpretation, and the critical appreciation.

b. Lectures:

Another technique used in teaching literature according to Short (1986) is the lectures.

This method is widely used with the classes of large numbers of students for the purpose of exposing the literacy text. In this method the lecturer transfers as Short puts it, "lectures are perhaps the most used methods in teaching literature, especially for exposition of individual texts groups of texts to large numbers of students". The problem with method of lecture is that there are not enough chances for the learners to participate. They sit bench-bound listening to the lecturer and taking note so passively that there is no guarantee what

they are listening or following. However, the success of lecture is not easy. Thus each of the learners must have his/her own understanding according to this psychological condition, his mental faculties, and general knowledge, interests and linguistics competence. All these can be attributed to the individual differences among the learners and the problems of the memory in addition to many other factors.

c. Workshops:

Also one of the techniques adapted this pedagogic device the work always takes, role-play and simulation. The tasks are prepared to show clearly what the students are supposed to do in order to achieve specific goals and outcomes. Thus the learning process is controlled by certain guide stone. The workshop methodology as sense offers types of investment and satisfaction to the students. The element of learner's involvement is, actually very essential for talking and discussing their own points of view. The participation and freedom given to the

participant also create satisfaction which leads to further stimulation. Hence, the demand on them to work hard in order to arrive at certain understanding and assessment.

2.15: Pros and Cons of Literature Teaching:

2.15.1: Pros of literature Teaching:

According to About (2009) there are several advantages for teaching literature. They could be stated as follows:

- Literature can be very enjoyable to read.
- Literature provides example of different styles of writing and representative of various authentic uses of language.
- It is a good basic for vocabulary expansion.
- Literature fosters reading skills.
- It can supply an excellent jump of point discussion or writing.

- Literature involves emotions as well as intellect which adds to motivation and may contribute to personal development.
- Literature is a part of the target culture and has value as a part of the learner's general education.
- It encourages thinking.
- Literature contributes to knowledge.
- Literature raises awareness of different human situation and conflicts.

2.15.2: Cons of Teaching Literature:

- Much literature is written in language that may be difficult for foreign language learners to read.
- Can use simplified version, but there is poor representation of the original.
- Many literacy texts are long and time consuming to teach.
- The target language culture on which the literature is based is alien to learners and may be difficult for them to relate to teach.

- By using text as a basis for language teaching may spoil learner's enjoyment and appreciation of them as literature.
- Students of science and technology may find literature irrelevant to their needs.

2.16: Summary:

The researcher considers the above mentioned studies have a good deal and play a significant role in developing language learning process. Therefore, the researcher would like to pay a great attention to the study of literature which contributes in the improvement of language skills in general and the speaking skill in specific way according to its importance for nowadays societies who used English language more than those of previous times.

Chapter Three

Methodology of the Research

3.1. Subject:

The population of the study is chosen from Sudanese secondary school English language teachers. It includes thirty teachers with remarkable experience in the field of teaching.

The population is selected randomly to represent teachers who teach English as second or foreign language in Sudanese secondary school, particularly in Khartoum state.

3.2. Tool:

The questionnaire is used as data collecting tool. It is composed of fifteen items in order to attain the objectives and the aims of the study. The researcher believes that the questionnaire is the most suitable data collecting tool in this study. This will help the researcher to obtain reliable data which lead to obtain reliable finding at the end the study.

The questionnaire will be designed in away to realize the aims it intended to achieve.

3.3. Procedures:

The questionnaire is constructed and distributed to thirty teachers who teach English as a second (ESL) or foreign language (EF). They respond according to their point of view by putting a tick (√) on the appropriate alternative. Then, the researcher will use the statistical packages for social science (SPSS) to analyze the results of the questionnaire.

3.4. Reliability:

The questionnaire is reliable because it makes us concentrate. It is composed of fifteen items, each one tests and measures specific area. Being consistent can account for the reliability of the questionnaire.

CHAPTER FOUR

DATA ANALYSIS

Chapter Four

Data Analysis

4.1 Introduction

The data analysis for the study contains the description of the study's population and its sample while the statistical treatments that used the methodology of the study will be shown.

The questionnaire is used to measure the attitudes and opinions of the higher secondary schools teachers about the role of teaching literature in developing the speaking skills of secondary schools students.

The results of the data are analyzed, presented and discussed.

The final results will be set ready for further comments and recommendations.

4.2 Data Analysis procedures:

In order to satisfy the study objectives and test its hypotheses, graphical figures and frequency distribution are used.

To obtain accurate results, Statistical Packages for Social Science (SPSS) was used.

4.3 Data Analysis:

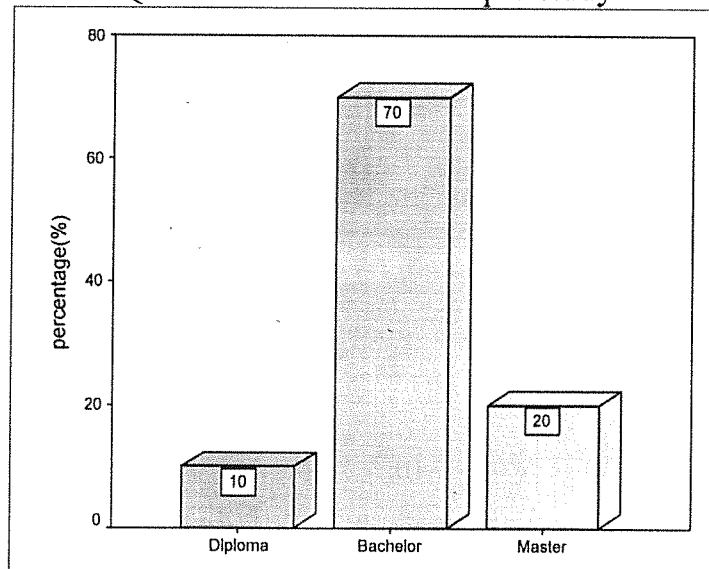
The aim of this questionnaire is to discover secondary schools teachers' opinions on secondary school literature and its role in developing the speaking skills among the students.

Data analysis, Results and Discussion

Table (1) distribution the frequencies and percentage of the valid Qualification of the sample study

Qualification	Frequency	Percent (%)
Diploma	3	10.0
Bachelor	21	70.0
Master	6	20.0
Total	30	100.0

Fig (1). distribution the frequencies and percentage of the valid Qualification of the sample study

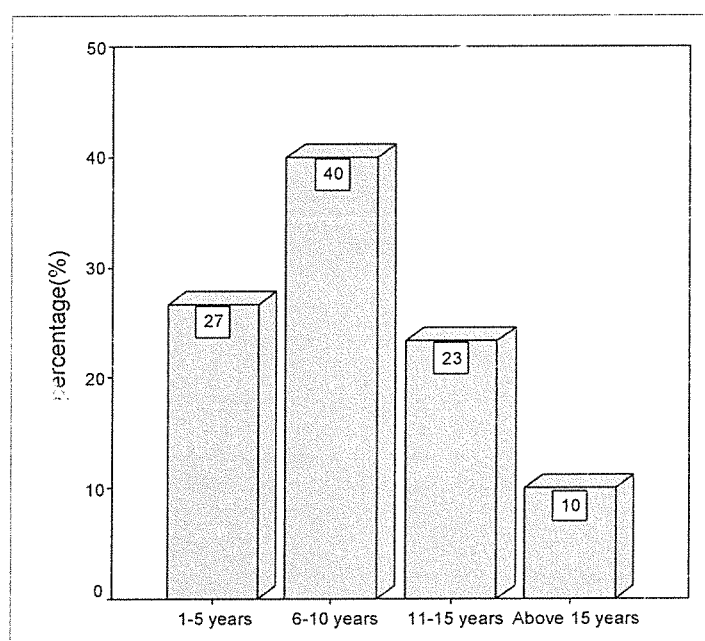


The result in the above table and figures point that the frequency and percentage of valid qualification of the sample study and shows 10% from the sample study qualification diploma and 70% from sample study qualification bachelor and 20% qualification master and so that most sample study qualification bachelor .

Table (2) distribution the frequencies and percentage of years of experience of the sample study

Experience	Frequency	Percent (%)
1-5 years	8	26.7
6-10 years	12	40.0
11-15 years	7	23.3
Above 15 years	3	10.0
Total	30	100.0

Fig (1). distribution the frequencies and percentage of years of experience of the sample study

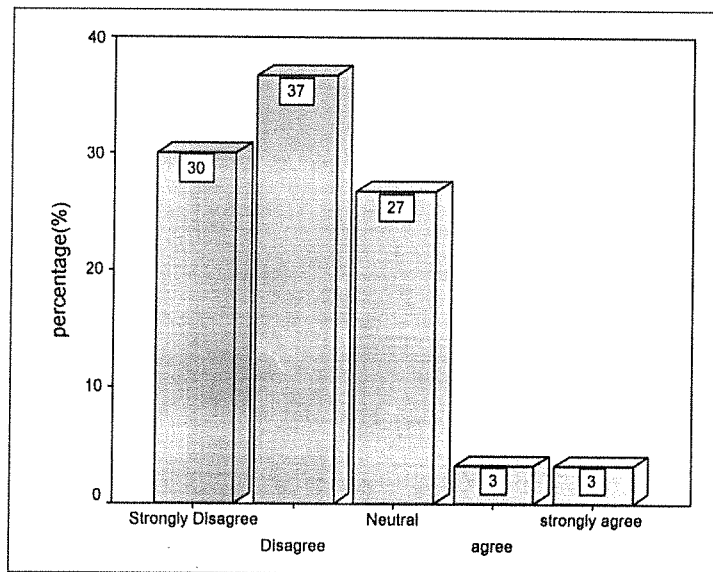


The result in the above table and figures point that the frequency and percentage of valid years of experience of the sample study and shows the 26.7% from the sample study the experience range to 1-5 years and 40% from sample study the experience range from 6-10 years and 23.3% experience years rang from 11-15 years and 10% from them experience years above the 15 years and so that most of the sample study experience years ranged from 6-10 years .

Table (3) Secondary school students generally have little interest in reading

Statement	Frequency	Percent (%)
Strongly disagree	9	30.0
Disagree	11	36.7
Not sure	8	26.7
Agree	1	3.3
Strongly agree	1	3.3
Total	30	100.0

Fig (3) Secondary school students generally have literature interest in reading

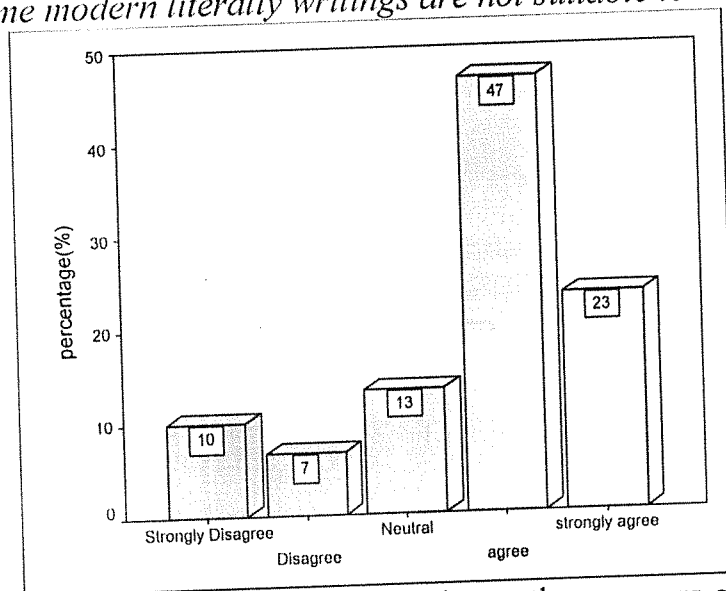


The result in the above table and figures point the answers of sample studies of statement, show percentage in strongly disagree and disagree which are exemplified in (30%) and (36.7%), respectively equal (66.7%) are high ,so the highest percentage (66.7%) is going to negative direction of the statements and all answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully.

Table (4) Some modern literary writings are not suitable to our students.

Statement	Frequency	Percent (%)
Strongly disagree	3	10.0
Disagree	2	6.7
Not sure	4	13.3
Agree	14	46.7
Strongly agree	7	23.3
Total	30	100.0

Fig (4) Some modern literary writings are not suitable to our students.

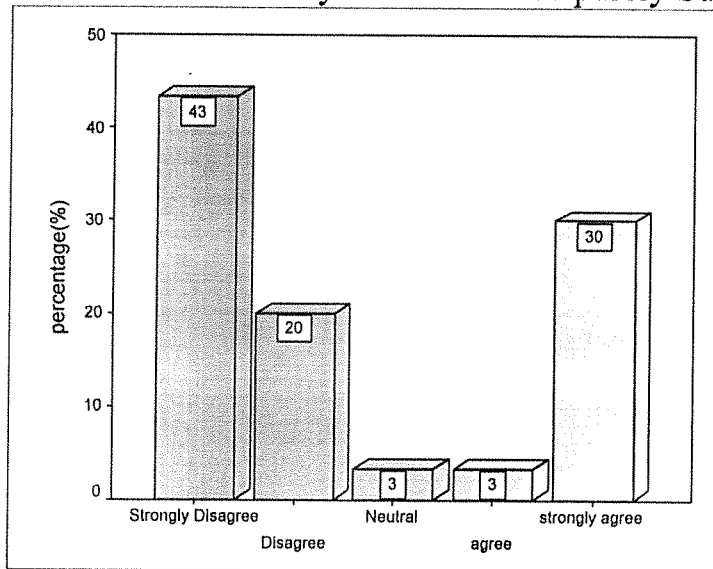


The result in the above table and figure shows the answers of sample study of the statement, and shows most answers of sample study are strongly agree and agree which are exemplified in (23.3%) and (46.7%) respectively equal (70%) are highest. and all answers of the sample study agreeable. Therefore this hypothesis is achieved successfully.

Table (5) literature in secondary school must be purely Sudanese.

Statement	Frequency	Percent (%)
Strongly disagree	13	43.3
Disagree	6	20.0
Not sure	1	3.3
Agree	1	3.3
Strongly agree	9	30.0
Total	30	100.0

Fig (5) literature in secondary school must be purely Sudanese's

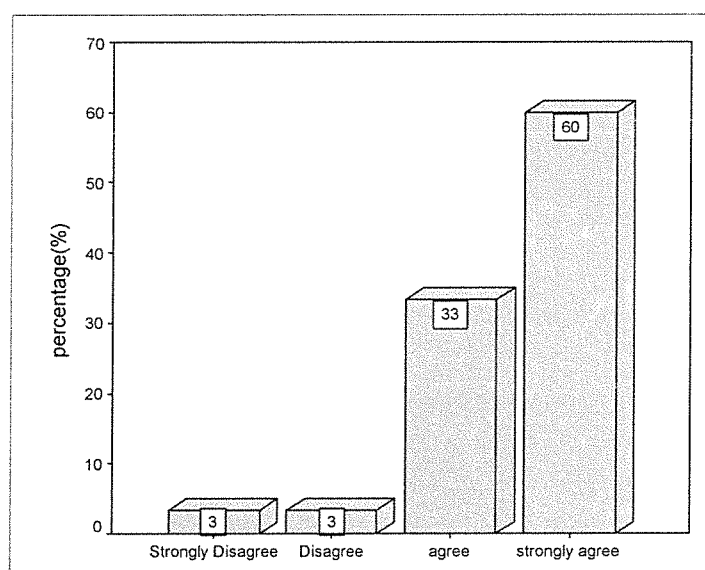


The result in above table and figure shows that the answers of sample study of the statement , and shows that most answers of the sample study are disagree strongly and disagree which are exemplified in (43.3%) and (20%), respectively equal (63.3%)are highest. The highest percentage (63.3%) is going to negative direction of statement and all answers of the sample study they not agreeable .Therefore this hypothesis is not achieved successfully.

Table (6) Holding English theater activities can help in improving students speaking.

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree	1	3.3
Not sure	-	-
Agree	10	33.3
Strongly agree	18	60.0
Total	30	100.0

Fig (6) Holding English theater activities can help in improving students speaking.

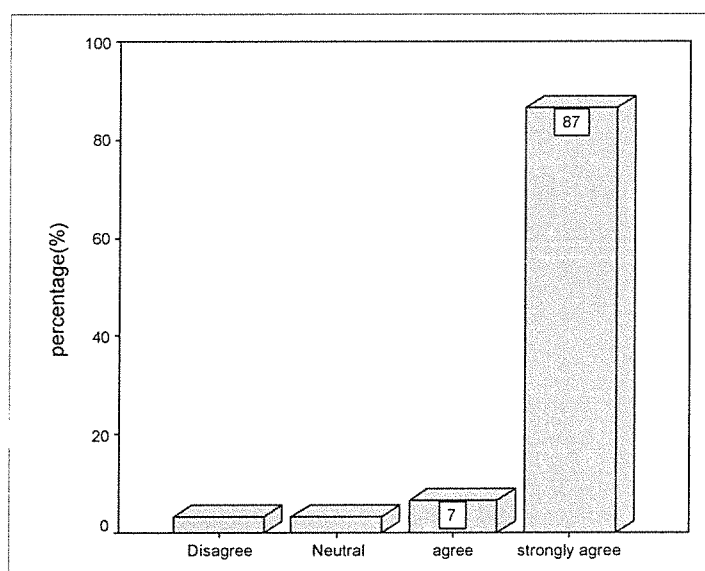


The result in the above table and figure points out that the answers of sample studies of the statement, show the percentage in “strongly agree and agree” which are exemplified in (60%) and (33.3%), respectively equal (93.3%) are high . So, the highest percentage (93.3%) is going to positive direction of the statement and all answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (7) Regular competitions in English plays improve the students speaking skills.

Statement	Frequency	Percent (%)
Strongly disagree	-	-
Disagree	1	3.3
Not sure	1	3.3
Agree	2	6.7
Strongly agree	26	86.7
Total	30	100.0

Fig(7) Regular competitions in English plays improve the students speaking skills.

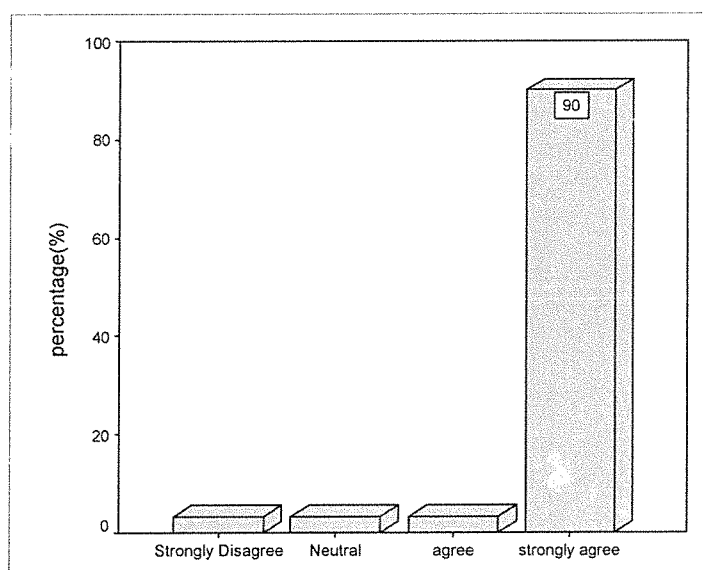


The result in the above table and figure points out that the answers of sample studies of the statement, show the percentage in “strongly agree and agree” which are exemplified in (87%) and (7%), respectively equal (94.4%) are high . So that the highest percentage (94.4%) is going to positive direction of statements and all answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (8) English library is very important for secondary school students.

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree		
Not sure	1	3.3
Agree	1	3.3
Strongly agree	27	90.0
Total	30	100.0

Fig (8) English library is very important for secondary school students

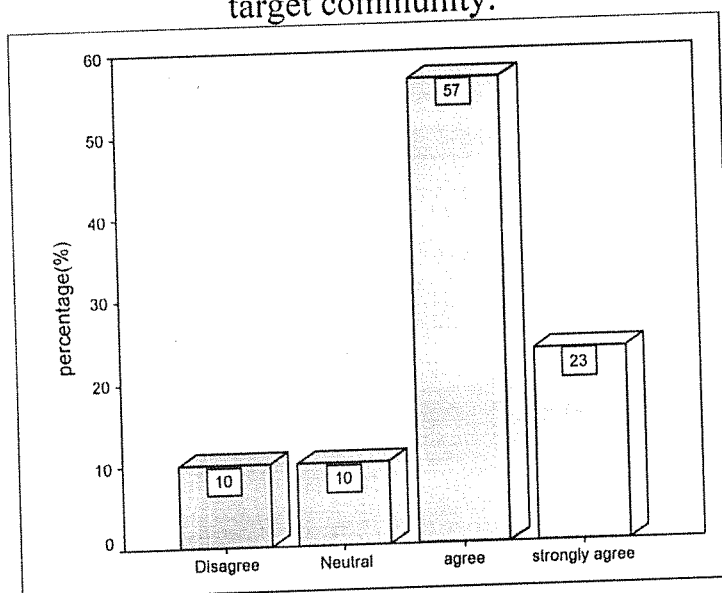


The result in the above table and figure demonstrates that the answers of sample study of the statement, show the percentage in “strongly agree and agree” which are exemplified in “(90%) and (3.3%), respectively equal (93.3%) are high. So, the highest percentage (93.3%) is going to positive direction of statements and all the answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (9) literature provides students with cultural background of the target community.

Statement	Frequency	Percent (%)
Strongly disagree	-	-
Disagree	3	10.0
Not sure	3	10.0
Agree	17	56.7
Strongly agree	7	23.3
Total	30	100.0

Fig (9) literature provides students with cultural and background of the target community.

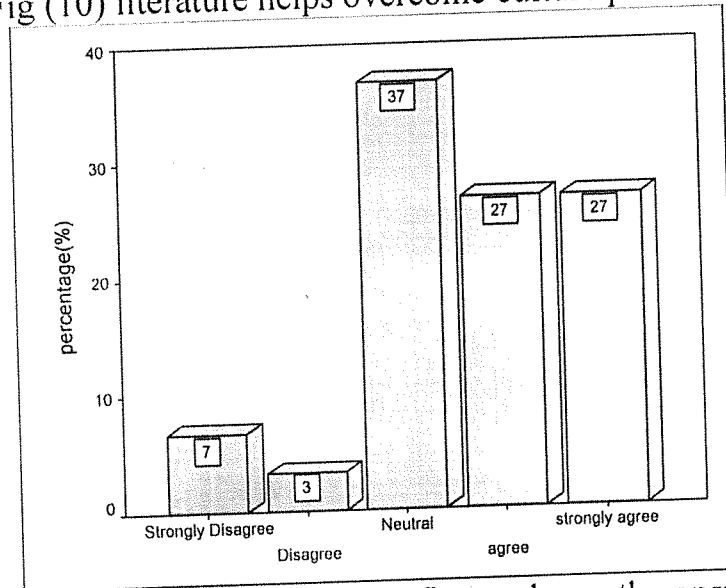


The result in the above table and figure illustrates the answers of the sample study of statement, and shows the percentage in "strongly agree and agree" which are exemplified in (23.3%) and (56.7%), respectively equal (80%) are high. So, the highest percentage (80%) is going to positive direction of statement. and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (10) literature helps overcome cultural problems.

Statement	Frequency	Percent (%)
Strongly disagree	2	6.7
Disagree	1	3.3
Not sure	11	36.7
Agree	8	26.7
Strongly agree	8	26.7
Total	30	100.0

Fig (10) literature helps overcome culture problems

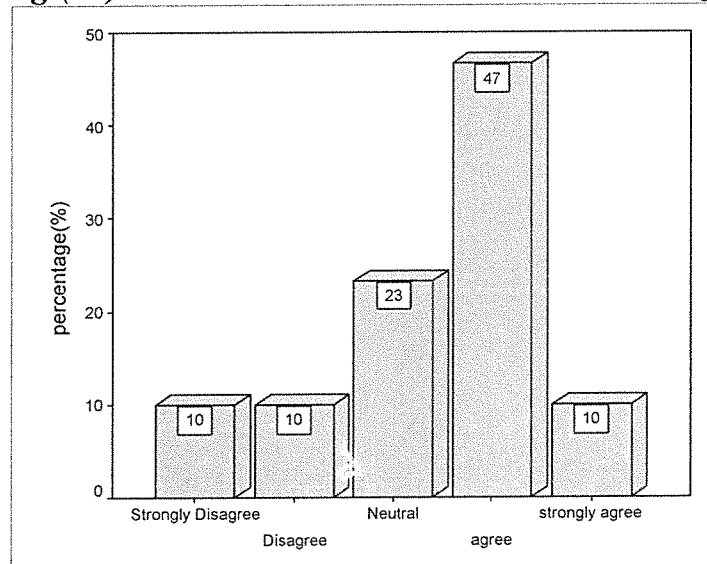


The result in the above table and figure shows the answers of sample study of the statement, shows the percentage in “strongly agree and agree” which are exemplified in (26.7%) and (26.7%), they respectively equal (53.4%) are high. So, that the highest percentage(53.4%) is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (11) literature contributes to world Knowledge.

Statement	Frequency	Percent (%)
Strongly disagree	3	10.0
Disagree	3	10.0
Not sure	7	23.3
Agree	14	46.7
Strongly agree	3	10.0
Total	30	100.0

Fig (11) literature contributes to world Knowledge

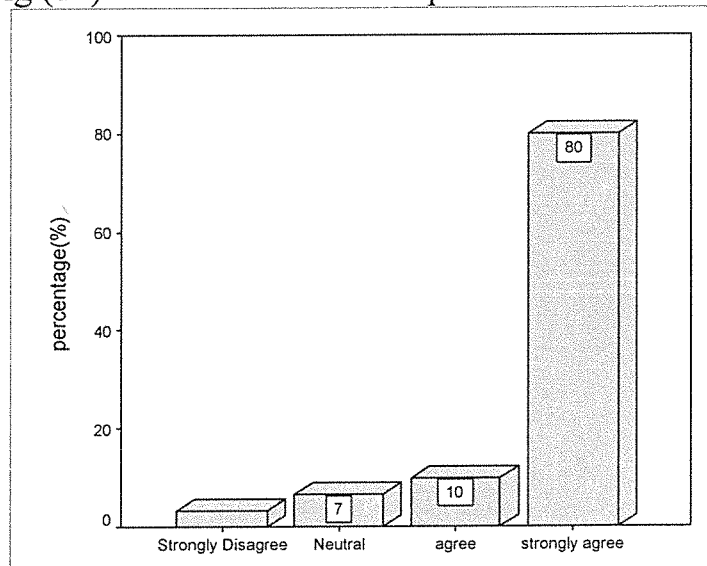


The result in the above table and figure illustrates the answers of sample study of the statement, shows that percentage in “strongly agree and agree” which are exemplified in (10%) and (46.7%), respectively equal (56.7%) are high . So, the highest percentage (56.7%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (12) literature should be a part of the curriculum

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree	-	-
Not sure	2	6.7
Agree	3	10.0
Strongly agree	24	80.0
Total	30	100.0

Fig (12) literature should be a part of the curriculum

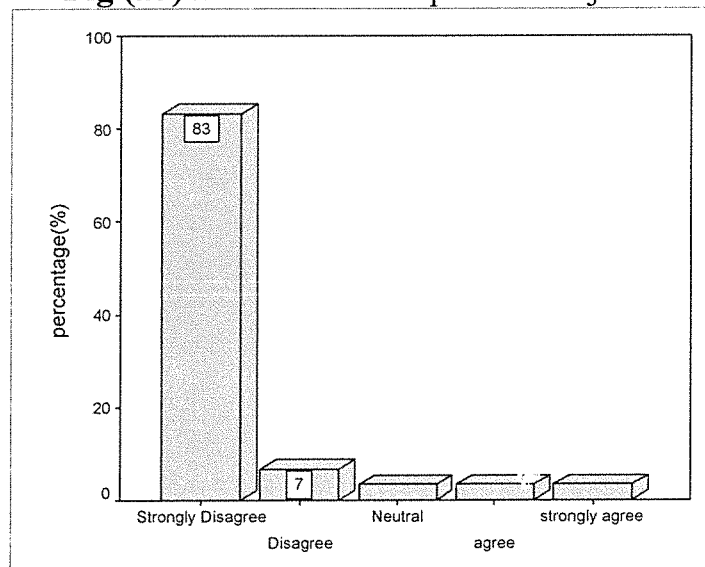


The result in the above table and figure illustrates the answers of sample study of the statement, shows the percentage in “strongly agree and agree” which are exemplified in (80%) and (10%), respectively equal (90%) are high. So, the highest percentage (90%), is going to positive direction of the statements and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (13) literature is an optional subject

Statement	Frequency	Percent (%)
Strongly disagree	25	83.3
Disagree	2	6.7
Not sure	1	3.3
Agree	1	3.3
Strongly agree	1	3.3
Total	30	100.0

Fig (13) literature is an optional subject

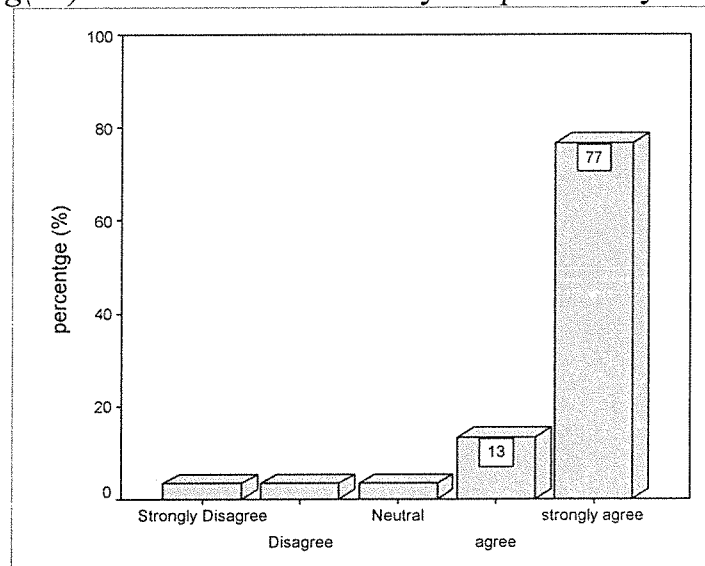


The result in above table and figure shows that the answers of sample study of the statement, and shows that most answers of the sample study are strongly disagree and disagree which are exemplified in (83.3%) and (6.7%), respectively equal (90%) are highest. The highest percentage (90%) is going to negative direction of statement and all answers of the sample study they not agreeable. Therefore this hypothesis is not achieved successfully.

Table (14) lower levels must study simple literary texts

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree	1	3.3
Not sure	1	3.3
Agree	4	13.3
Strongly agree	23	76.7
Total	30	100.0

Fig(14) lower levels must study simple literary texts

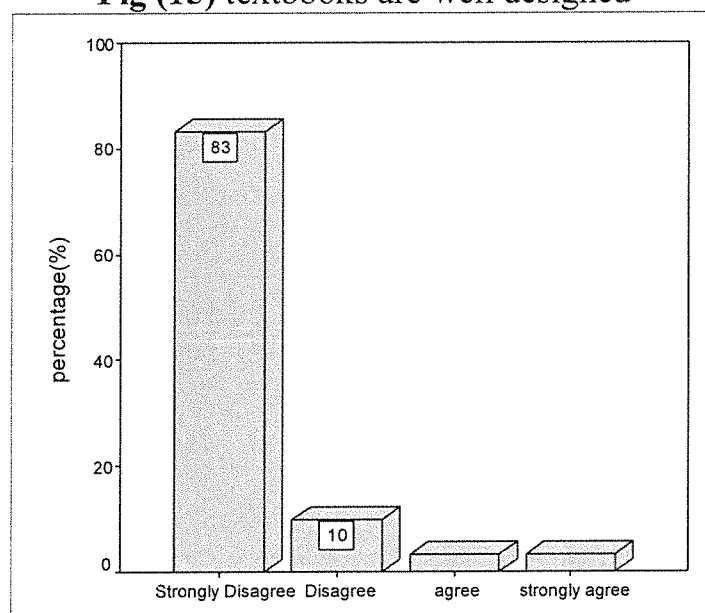


The result in the above table and figure points out the answers of the sample study of the statement, and shows the percentage in “strongly agree and agree” which are exemplified in (76.7%) and (13.3%). respectively equal (90%), are high. So the highest percentage (90%), is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis successfully is achieved

Table (15) textbooks are well designed

Statement	Frequency	Percent (%)
Strongly disagree	25	83.3
Disagree	3	10.0
Not sure		
Agree	1	3.3
Strongly agree	1	3.3
Total	30	100.0

Fig (15) textbooks are well designed

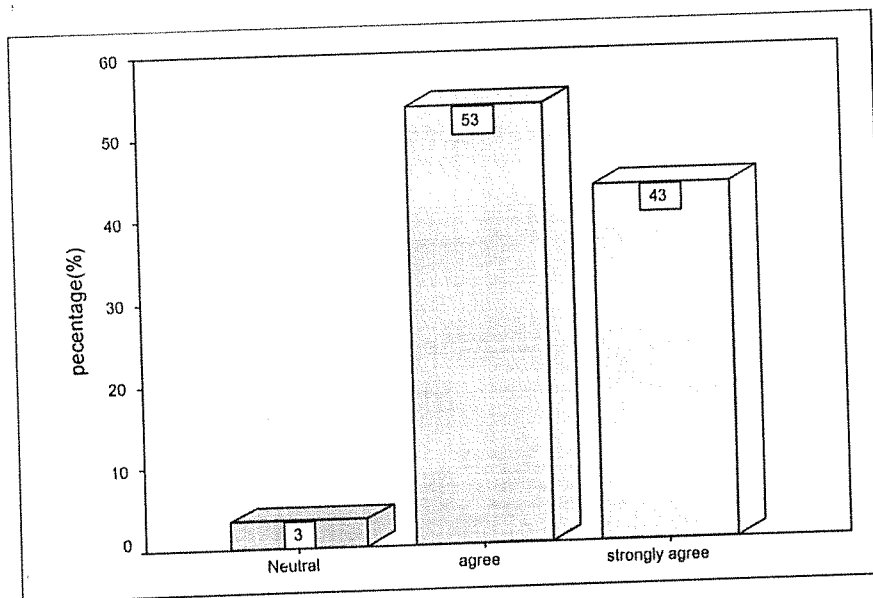


The result in above table and figure shows that the answers of sample study of the statement, and shows that most answers of the sample study are strongly disagree and disagree which are exemplified in (83.3%) and (10%), respectively equal (93.3%) are highest. The highest percentage (93.3%) is going to negative direction of statement and all answers of the sample study they not agreeable. Therefore this hypothesis is not achieved successfully.

Table (16) literacy teaching should be made in a way to suit the learners standard

Statement	Frequency	Percent (%)
Strongly disagree	-	-
Disagree	-	-
Not sure	1	3.3
Agree	16	53.3
Strongly agree	13	43.3
Total	30	100.0

Fig (16) literacy teaching should be made in away to suit the learners students.

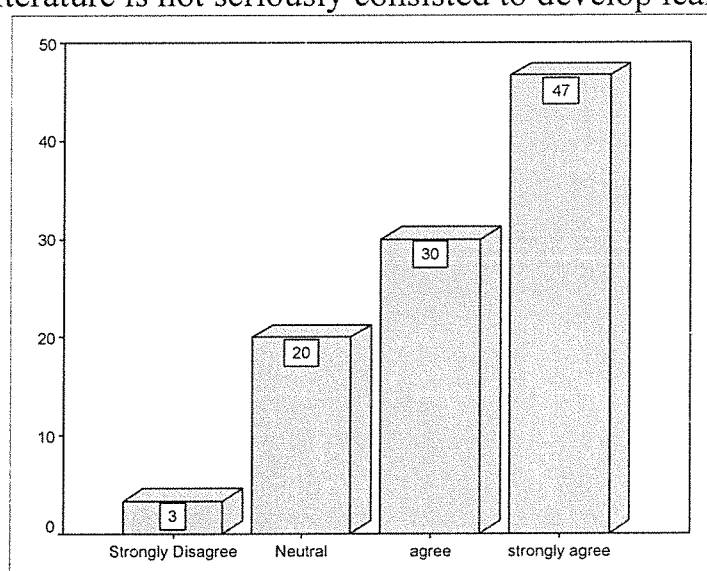


The result in the above table and figure illustrates the answers of the sample study of statement, shows the percentage in “strongly agree and agree” which are exemplified in (43.3%) and (53.3%), respectively equal (96.6%). are high .So the highest percentage (96.6%) is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (17) literature is not seriously consisted to develop learner's skills.

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree		
Not sure	6	20.0
Agree	9	30.0
Strongly agree	14	46.7
Total	30	100.0

Fig (17) literature is not seriously consisted to develop learner's skills



The result in the above table and figure illustrates the answers of the sample study of statement, shows the percentage in “strongly agree and agree” which are exemplified in (46.7%) and (30%), respectively equal (76.7%). are high .So the highest percentage (76.7%) is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

CHAPTER FIVE

FINDINGS, SUGGESTIONS & RECOMMENDATIONS

Chapter Five

Findings, Suggestions and Recommendations

5.1 Conclusion:

This chapter begins with summary of the findings followed by recommendations and suggestions for further studies and limitation of the study.

5.2 Summary of the Findings:

All of the teachers of the sample study expressed positive attitudes towards English Literature and its vital role in developing speaking skills. In addition to, that most of the respondents pointed to the obvious weakness of the textbooks in secondary schools which will not serve the speaking skills development.

Finally, as a conclusion of the analysis and description of the procedures that are carried out by the research and questionnaire, the study has come out with the following main results:

1. Literature has a vital role in developing the language skills in general and speaking specifically.
2. School Library should be well fixed and the teachers should encourage the students to gain the furthest benefit from it.
3. Textbooks should be well designed to suit our students' standard.
4. Literature should be a part of the curriculum, not an optional subject.

5.3 Recommendations:

Regarding this study, the researcher recommends the following:

1. Stimulate students' awareness and interest in literature.
2. Encourage students to parade their language on the theatre.
3. Students should be trained on how to expand their knowledge.

4. Reading more literary writings qualifies the students perfectly.

5. Selected literary topics should be more interesting.

5.4 Suggestions for Further Studies:

According to the results of the research, the researcher suggests the following:

1. Library with various books support students with the vocabulary that enable them to express themselves widely.

2. The problem of the weakness of the speaking skills can be solved by holding regular competitions in English and the activating English theatre.

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Appendix

Sudan University of Science & Technology

College Graduate Studies

Dear teachers,

I am conducting my M.ED research (The Role of Teaching Literature in Developing Speaking Skill of Higher Secondary Schools Students), so I will be grateful if you kindly put a () in front of the alternative which expresses your point of view. Your participation will be highly appreciated.

The Researcher

(A) Qualification:

(1) Diploma [] (2) Bachelor [] (3) Master []

Years of experience:

(1) 1-5 years [] (2) 6-10 years [] (3) 11-15 years [] (4) over 15 years []

Item	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1. Secondary schools students generally have little interest in literature.					
2. Some modern literary writings are not suitable to our students.					
3. Literature in secondary schools must be purely Sudanese.					
4. Holding English theatre activities can help in improving students speaking.					
5. Regular competitions in English plays improve students speaking skills.					
6. English library is very important for secondary school students.					
7. Literature provides students with cultural background of the target community.					
8. Literature overcomes cultural problems.					

9. Literature contributes to world knowledge.					
10. Literature should be a part of the curriculum.					
11. Literature is an optional subject.					
12. Lower levels must study simple literary texts.					
13. Textbooks are well designed.					
14. Literacy teaching should be made in a way to suit the learners' standard.					
15. Literature is not seriously consisted to develop learners' skills.					