

# CHAPTER ONE

## INTRODUCTION

### **1.0 Background of the Study**

A lot of persons want to learn English especially literature as they can. For some learners, it is only a matter of learning and reading for the sake of enjoyment, but many people want to be able to read literature and understand its content in the easiest way accompanied by the utmost sense of enjoyment and pleasure. The aim of this study is to find out how literary competencies of students who learn English literature can be enhanced by using some approaches and strategies in classroom. This chapter focuses on the background and the significance of the study, definition of terms, research questions, objectives and the general outlines of the study.

Literature reading in schools, universities or educational centres inside Sudan and in many other countries witnesses a real neglect and marginalization, especially at secondary schools and in many educational centres. It is noteworthy that, literature is the most neglected subject. The researcher would like to write about a topic that might attract the attention of educationists in general and literature teachers in particular. To tackle the problems and difficulties in learning, more emphasis will be given to literature teaching. We all know the powerful and significant role that literature plays in the promotion of language acquisition. Literature is a useful tool that encourages the students to express their own ideas, feelings and experiences. Literature enriches one's vocabulary and above all educates the whole character linguistically and culturally.

Literature is a very complicated and it is generally considered as one of the most difficult subjects to teach. There is no right or wrong way to teach a literary class; however, there is an intelligent way to teach it. The purpose of literature

is not just to get an answer; it is to learn what is behind words, and encourage the student to think and give creative answers. The job of the teacher is not to teach the student, it is to lead the student. Literature learning is very crucial for learners and particularly for the students and teachers who study it.

The study investigates the sources of obstacles and difficulties encountered by both teachers and students in learning literature. Some suggested solutions are offered to tackle such difficulties. Three approaches with other three strategies are chosen and explained. To tackle the problems when introducing literature to students, they need to be guided to know how to deal with vocabulary, meaning, notions and etc. This research is, to a large extent, very important for students, scholars as well as educationists when one deals with the magnificent world of literature. Most teachers consider literature as a separate subject that has nothing to do with language learning. This assumption is based on a misinterpretation of the concept of language teaching and learning. The fact, however, remains that there are several benefits that a language learner can obtain from the inclusion of literature in educational centres.

### **The Main Three Approaches**

- 1- Language based approach.
- 2- Content based approach.
- 3- Literature for personal enrichment.

### **Literature Teaching Strategies**

- 1- Authentic learning.
- 2- Collaborative Learning/Team work.
- 3- Close Reading and Text Analysis.

The above approaches and strategies are to be fully covered and discussed in details and after that a novel is selected, in which these above approaches and techniques are to be implemented. A lesson plan is designed to show how to deal with literature inside the classroom in order to grasp the attention of your students. A case study of the students who study in the first academic year 2013 in their secondary education is included. A novel is chosen to be taught to students as a typical example in which the above approaches and strategies are to be introduced and fully covered. Some examples of the strategies that are practised in classroom to introduce literature are associated with the use of modern technology. Modern electronic means are represented in computer, Power Point, Internet, and etc. The importance of teamwork and suitability of literal texts are illustrated and discussed in details.

### **1.1 Statement of the Problem**

Many students in Sudan are characterized by poor knowledge of literature learning. They even ignore its influential impact on learning and behaviour. The study investigates the difficulties faced by both teachers and students when studying any literary text in prose or poetry. Many approaches and strategies are used to teach literature and, of course, the consequences touched in the students' knowledge are amazing. A lot of teachers consider literature as a separate subject that has nothing to do with language learning. This assumption is based on the misinterpretation of the concept of language teaching and learning. The fact, however, remains that, many benefits a language learner can derive from the inclusion of literature in educational curriculum to acquire languages.

Literature application in syllabi creates some difficulties to the students as well as for the teachers. Sometimes the students have a poor understanding of literary texts. Besides that, they are not familiar with the text as there is no real sufficient exposure to literary texts especially in English literature.

The teachers face many problems in delivering their lessons because they do not know the best way to teach literature. Besides that, perhaps they aren't familiar with the literary text itself which makes them need more time to prepare for the lesson. Sometimes, this preparation needs real knowledge and experience for both teachers and students and in this case the task is complicated.

## **1.2 Objectives of the Study**

The main objectives of this study are:-

- 1-To explain the approaches and the strategies that are used to acquire literary competence.
- 2-Teachers are to be acquainted with the above mentioned approaches and strategies to indicate their effectiveness in the promotion of language learning.
- 3-To illustrate the importance and the effect of literary values on students.
- 4- To indicate the main values of literature in:
  - a- educating the whole person.
  - b- gaining new experiences.
  - c- developing criticism and creativity.
  - d-promoting language fluency and acquisition.
5. To clarify the importance of the use of ICT , IT or multimedia material in literature teaching.

## **1.3 Questions of the Study**

- 1-How is literature useful in encouraging students to acquire a language?
- 2-To what extent does the reading of literature promote the students' creative thinking?

3-Does the study of literature help students to understand each other?

4- To what extent does the reading of literature affect the students' experiences?

## **1.4 Hypotheses of the Study**

The study hypothesizes the following values:

1-The implementation of literature inside classroom means better language performance.

2-Literature helps students to develop creative thinking.

3-Literature plays an important role in re- bridging the gaps among students to have better understanding for each other.

4-Literature is a useful tool that encourages students to enrich their experiences.

## **1.5 Significance of the Study**

First, the study hopes to be a real contribution to knowledge and to be of a great importance to teachers, students, learners and researchers. Furthermore, the study will explain and indicate how to practise the approaches and strategies in teaching literature inside the classroom to solve some of the problems encountered by students. They are enlightened and encouraged to enter this, enchanting, magnificent and influential world of literature. The significance of the study is to help teacher trainees to prepare themselves to teach literature in school during their teaching practice. Besides that, this study is also conducted to identify the strengths and weaknesses in literature learning. It also seeks how to prepare yourself as a teacher of literature to make a proper lesson plan putting in your consideration the appropriate approaches and strategies to be practised in classroom. And as we know, every literary feature needs a certain strategy or approach to implement. One of the main goals for literature application in classroom is to invite students into the ongoing discussion about some issues in

the culture of the society. These discussions within the classrooms should prepare them to take responsibility and express themselves fluently without any help of their teacher. That means fluency is achieved and many values are realized.

## **1.6 Procedures of the Study**

To answer the research questions, the researcher is supposed to follow the following steps:

1-Reviewing previous literature for the theoretical foundations of the current study. That means the researcher is supposed to read the previous written profoundly and thoughtfully to make use of it and add new ideas and new dimensions to the study.

2-Designing and validating the tools of the study:

- a) A questionnaire prepared by the researcher.
- b) Tests prepared by the researcher.

3-Administering the questionnaire to a population of students in order to recognize their opinions concerning the literature learning.

4-Developing the content area or topics for literature learning based on the results of the diagnostic test and the questionnaire.

If we want to develop literature learning, there are some steps that should be taken into consideration:-

5-Define the concept of literature learning.

6-Review the strategies and approaches in practiced in literature learning.

7-Define the objectives of literature that can help to introduce literature to students.

8-Identify potential teaching strategies and approaches used in literature learning.

9-Identify the possible values of literature learning.

10-Conduct the statistical analysis to draw out the findings of the current study.

## **1.7 Scope of the Study**

The research investigates the importance of literature in respect to the approaches and techniques used to teach literature and how teachers as well as students benefit from this study. Educationists, in general, are also supposed to benefit from this study. The main objective of the study is to develop the standard of language acquired by teachers, learners and students. In addition to that, the role of literature as a mirror that reflects the culture of people is identified and explained. In other words, cultural orientation is an important benefit that the researcher should shed some light on. The research also investigates the obstacles encountered by both teachers and students when learning any literary material.

## **1.8 Research Methodology**

- 1 In order to examine the research hypotheses, the following tools were used:
- 2 1-Aquestionnaire for teachers.
- 3 2-An interview with educational directors.
- 4 3-A written test was given to secondary school students.

The tools that are to be implemented in this study are questionnaires, tests and interviews. The chosen samples are teachers and students. . A test was distributed to two secondary schools in Omdurman district. The first school is Idress Secondary School where the students studied literature and the other one is Um Baddah Secondary School where the students didn't study any literary texts.

**CHAPTER TWO**  
**LITERATURE REVIEW**  
**PART ONE**

**2.0. Introduction**

At the beginning, it is very important to define the term “literature review”. Precisely, it is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarize, evaluate and clarify this literature. It is expected to add and give a theoretical basis for the research and helps us to relate our own research by shedding some light on the previous studies. The whole chapter is divided into two parts that deal with the review of literature related to the area of this study. This chapter mainly concentrates on the studies which generally focus on literature learning. It provides an overview of the relevant literature associated with some strategies, approaches and solutions for the problems that encounter the students in literature learning. The first part introduces some definitions for the word ‘literature’ and the importance of literature for all individuals in general and teachers and students in particular, is discussed. The aims of teaching literature, the main three approaches and strategies accompanied by some activities are discussed. The ways in which they are practiced inside the classroom are clarified with examples, resulted in effective values.

It is worthy of note that, the research depicts deeply into the problems that are to be faced when teaching literature. Some solutions for these problems are offered to tackle the areas of weakness. Part two, is totally dedicated to illustrate the previous studies that strengthen the researcher’s point of view.

The researcher hopes that this chapter will satisfy the urgent need for teaching literature in our educational institutions in general and in secondary schools in



specific. The approaches and strategies are resulted in effective values on the performance and attitudes of teachers, students as well as readers. Also, the researcher would like to emphasize that, he thoughtfully and critically surveyed relevant literature on the topic of the research in order to convince all that his topic is worth reading.

## **2.1. Definitions of Literature**

According to many, this question is not so easy to answer and it is an area of controversy. It is clearly noticed that defining literature is so difficult, and that there is a considerable controversy among literary theorists, critics and even educationalists as to how to define and teach literature. Here are some definitions offered by some authors. The first things that come to one's mind when we want to introduce an exact definition for the word literature are novels, short stories, plays and poems. Of course these four areas play a considerable role in shaping the literary world.

Literature could be viewed and defined in several different ways. This however would depend on different factors such as the function of literature and how it is used. So, for the importance of it.

According to Gillian (1993) literature is described as

*"a world of fantasy, horror, feelings, and visions . . . Put into words. It means to meet a lot of people, to know other different points of view, ideas, thoughts, minds . . . to know ourselves better".*

One of the best definitions for word literature is offered by Bennet and Royle, (1999).

*"Literature serves to provide an exquisite excitement of emotions and a very deep insight into the nature of reality. It translates various experiences of life into various patterns and thus helps readers discover meaning in their lives. It provides them with insight to deal with the people and world around them. The literary world is regarded as a mingling of fact and fiction."*

Here are a number of other quotations that defined the word literature:

1. Literature could be said to be a sort of disciplined technique for arousing certain emotions. (Iris Murdoch)
2. Great literature is simply language charged with meaning to the utmost possible degree.(Ezra Pound, How to Read, Part II)

3." *In the allocation of the label 'great literature' to a literary work we cannot be making a judgment which is objective or factual, however much we like to think that we are. A value judgment is constituted by the social and historical conditions which determine our particular ideology. The teachers and professors who have the power to decide which books make up an English Literature syllabuses reflect in their choices, and in the knowledge of literature they purvey, a fundamental structure of which beliefs and interests which reflect the particular culture or section of society into which they were born and in which they grew up". (Brumfit and Carter (1986.)*

According to the researcher's own point of view, literature is considered as a beautiful, and at the same time, tragic world that one can live in and benefit from it linguistically, culturally and emotionally.

## **2.2 The Importance of Literature or why we teach it?**

As we all know this question should be asked by everyone for the importance of literature cannot be ignored. It is needed from the earliest stages in order to raise students' awareness of the cultural and social use of the target language. From the first class and when teaching literature, there should be a clear purpose (an intention is supposed to be hidden). Every literary line should reflect a certain purpose. The purpose of teaching literature needs to be interpreted according to the reason and the intention behind incorporating literature in the learning syllabus. Studying literature without a clear purpose, is useless and a waste of time.

---

Yaqoob (2007) cited that, literature though transports us to the world, created by imagination, yet evokes our emotions of love, sorrow, joy, and pity, and thus enhances our appreciation and understanding of life.

Literature is seen as the main medium in which the students can develop their language without any doubt. The four skills, reading, writing, speaking and listening can be developed in a noticeable way that attracts the attention of the educationists. Studying literature, on the whole, is a mutual and an interaction between the reader and the writer.

The study of literature has always been viewed as complex and unattainable. This leads to a situation where literature needs to be clarified in its broadest sense to make it more accessible to students in view of the growing interest in the use of literature in language classrooms. As a subject, Widdowson (1975) states *that*:

---

*“Literature has as its principle aim the development of the capacity for individual response to language use. Hence students who are supposed to have already developed awareness to literary discourse can convey unique personal messages.”.*

This fact is expressed other researchers like Brumfit and Carter (1986) who state that:

---

*“As far as ‘literary’ studies are concerned, students also acquaint themselves with the nature of literary discourses and therefore are studying literature in a very primary and essential sense.”*

---

In other words, focusing on literature is an important contribution to the study of language. At the same time it helps students to discover its imaginary and magnificent world.

In a study by Abdullah *et al.* (2007), they stated that:

---

*“The importance and the principle aim of literature learning as the promotion of an aesthetic text-approach in text reception. In order to achieve this aim, teachers may have to create interest in literature or in a literary text, to facilitate entry into literary texts, to safeguard involvement in literary texts, to encourage a self –critical attitude and to sensitize students to the language of literature.”*

---

The teaching of literature is often considered as a way to help students to get acquainted with the culture of other people. The students are asked to concentrate on the positive good sides of the culture of society. The negative bad sites are totally ignored and avoided.

To indicate the importance of literature, Gillian (1993) states that:

---

*“Literature encourages language acquisition. In many countries around the world students have fairly limited access to spoken English, and the written English in this case must be well planned and cleverly chosen to help in promoting language acquisition. In this case, literature plays a vital role in an appropriate way of stimulating this acquisition. Literature is expected to provide meaningful and coherent context for processing and interpreting new language.”* He continues to say that “literature plays an effective role in the access to the cultural background of any people That is to say; literature can enlighten the students about the culture of the people and the way of their life.”

---

Educationists in the past as well as present are thinking about the best way of making people better human beings. As matter of fact, literature enables us to recognize the best part of ourselves and motivates us to contribute positively in life. Literature gives pleasure, elevates and transforms experience, and functions as a continuing criticism of values. The aesthetic delight of literature serves to purify emotions and morals, and illumine the intellect. In other words literature gives knowledge and understanding. Thus, it is considered an important part of

education. Literature serves to provide an exquisite excitement of emotions and a very deep insight into the nature of reality. It translates various experiences of life into various patterns and thus helps readers discover meaning in their lives. It provides them with insight to deal with the people and world around them. According to the researcher, literature learning is of a real importance especially in foreign countries, because the medium of communication to the students is not the mother language .Here literature can be of a great importance to help the spoken and the written language in a very effective way.

In general literature teaching should:

1. Promote active participation by students.
2. Development of critical thinking in students.
3. Encourage students to think and shape their own ideas, and exchange viewpoints.
4. Encourage students to obtain linguistic enrichment as well as pleasure and enjoyment.
5. Enable the students to understand, analyze the text, and extract more ideas and concepts.

The role of literature in promoting language learning is too great to deny. In fact, the use of literature promotes language learning and when we teach literature, we deal with three main areas for interaction, the teacher, the students and texts selected to be taught. Of course, the texts should be suitable and appropriate to fulfill the needs of the students.

When we use literature to teach language, the selected texts should not only grip the readers imagination, but also prepare for examination according to Carter and Brumfit (1986).

Littlewood (1984) also states that:

---

*"Although such texts were predominantly valuable for developing reading skills, it could be exploited for purposes such as explaining grammar teaching and indicating various types of language usage."*

---

It is believed that, when literature is practised inside classroom, it will definitely help the students to express their own thoughts and ideas. This process will help them to acquire confidence to express their ideas and emotion fluently. The characters in the taught subject may affect the whole attitude of the learner linguistically and emotionally. That is to say, the student may be admired by a character that may change his behaviour for the best. As a result, the society is expecting a good citizen and a healthy community. The meaning and the spelling of the literary written words can help the students to write and speak correctly. The students are expected to understand what behind the written lines and think deeply to get acquainted with the concept of symbolism. To recognize the real meaning of abstract ideas given by the literary writer in merely hints. The result with no doubt will be a real touchable improvement in the linguistic and literary understanding of the students who study literature. In fact, literature offers a wide range of language structures, which can enhance our understanding of the range of language usages. This understanding has a direct impact on the learners' ability to learn and use language not for mechanical repetition, but for the expression and reflection of emotion and ideas.

From a cultural point of view, literature or literary texts can re-bridge gaps among the nations and help them to understand the ways of thinking, habits and traditions of the individuals. That to say, literature can be used as a tool for understanding of normal and natural human differences. It can provide students with access to the culture of the people while studying literature.(Brumfit and Carter ,1986) clarified that the learning of language

through literature may improve the students' acquisition of particular language skills such as inferring meanings from clues in the text, reading between the lines and coping with figurative and ambiguous language use. The language of literature requires hard work on the part of the students whose task is to re-contextualize the textual basis of literary texts. Teachers of literature in language classroom therefore need to guide the students whenever necessary.

Literature creates a new world in addition to the already existing one and thus, is distinguished from other writings. In literature, the readers will discover three worlds, the emotional, the intellectual and the one that stands for pleasure. In her thesis Yaqoob (2007) cited the comments on the aesthetic value of literature as:

---

*“Literature, though transports us to the world, created by imagination, yet evokes our emotions of love, sorrow, joy, and pity, and thus enhances our appreciation and understanding of life. Literature is not a religious, moral and political document, but it is concerned with morals, religion and politics.”*

---

It is known that literature is an act of creation, thinking and beauty. The literary artists are trying to do their best in providing moral and intellectual ideas that serve to enable the readers to travel in the world of art. Yaqoob's study also discussed the views of Barnett and Showalter about the significance of literature.

Showalter (2003) observes teaching of literature, for the educationists in the past as well as present, is considered *“a way of making people better human beings.”* That to say, literature enables us to see the best part of ourselves and behave in a proper way for the good of society. Literature gives pleasure for all people, young or old and in this pleasure lots of values are acquired indirectly. The beauty of literature is only represented linguistically; ethics and morals are to be learned by the individuals. Literature is expected to promote and develop

the skills of thinking and intelligence. In other words literature gives knowledge and understanding and helps the students to make up their minds. For this reason it is considered as a basic part of education

According to the researcher, there is another side that can be added to the picture to indicate the great role of literature in learning. It is the translation of the literary texts which can be seen as a window through which one from different ethnic background can see the world or a passage that links the different world to re-bridge the gap of misunderstanding among the nations. Translated literature can introduce us to new ideas, new concepts and new techniques used by the literary authors.

The students get acquainted with new ideas and cultures. The cultures must be authentic, because they speak for those communities and should enlighten the students and lead them to the appropriate, good and decent behaviour.

---

According to Gibson (2010), there are some of the things that English teachers may want to find in their students when practicing reading in general and literature in particular:

- 1- Pleasure in language: at levels of both production and reading. A delight in irony, wit, pun, verbal facility, registers shifting, code switching.
- 2- Discursive flexibility: attention to style and register (oral or written) as appropriate to both subject matter and audience.
- 3- Flexibility of mind: an ability to move between interpretations or conceptual possibilities.
- 4- Athletic reading: an enthusiasm for diverse kinds of books (including long ones).
- 5- Patience: tolerance of anxiety generated by ambiguity or uncertain meanings and for there being no hard and fast rules.



- 6- Going with patience for the exigencies of verbal craft: willingness to draft, edit, re-draft.
- 7- Impatience for cliché, stale and hackneyed language.
- 8- Ability to pick up a wide range of cultural and historical resonance (religious, mythological, historical).
- 9- Risk taking: willingness to try new texts, new approaches  
Open-mindedness about possibilities.
- 11- Interest in ideas. Could probably even say that they are expected to like and use long or surprising words when appropriate.

In a study by Neranjani (2011), she mentioned what Amose (2008) states that:

*“Many research studies bring out the benefit of using literature in learning. There is evidence that using literature motivates the students and engages them in learning. It also brings out the importance of the learning task provided by the teacher for the success of language learning and for the success of literary understanding. The scaffolding provided by the teacher in setting up the task and in the process of learning is important”.*

### **2.3. Literature General Approaches**

There are various approaches that can be employed in the teaching of literature, namely the information-based approach, language-”. Based approach, personal response approach, content-based approach, moral-philosophical approach, the stylistics approach and so on.

Busato (2010) states that:

*“ There are numerous approaches to teaching literature nowadays, thankfully. We have everything before us, as Dickens said. There is not one right approach to face the challenge, but we do have every chance of going right when we engage the students in practices that make sense to them and that lead them, like the poet Adrienne Rich says, to an act of re-vision. Hence, the act of re-vision, that is, the “act of looking back, of seeing with fresh eyes, of entering an old text from a new critical direction”, becomes vital in a literature classroom (RICH, 1979).*

Hwang and Embi (2007) in their study asked an important, basic question. What is an approach? They illustrated the point view of Whitehead (1968) who states that:

*"One factor that goes a long way in determining students' lifelong learning towards reading is how the teacher approaches the teaching of literature."*

As illustrated by Gillian (1993) in the application of literature, here are some approaches that can be used to teach some literary items for the students. The approaches can also help to evaluate the suitability of the material chosen and develop the educational standards of the selected students of literature. The first approach that is to be discussed is language-based approach. It deals with the integration of language and how it is used. In other words, it concentrates on how to use literature to build up the students' language and how to use it in contextual situation.

### **The three basic approaches to be discussed are:**

1. Language-Based Approach
2. Content-Based Approach
3. Literature for Personal Enrichment

#### **2.3.1-Language Based Approach**

This approach represents the study of literary text and analyzing its language is fruitful in expanding the students' awareness as well as increasing their understanding of language. Also it develops their abilities of interpretation and education. Studying the literary text can break the more usual rules of syntax, collocation and cohesion. It also helps students to predict further meaning as in poem and this enables them to infer the obscure meaning. Moreover it gives them the ability to make aesthetic judgment of the text. Language-based

approach involves different proceedings and several goals. Some specialists believe that the integration of language and literature in classroom enables the students to improve their knowledge and proficiency in English. Many different points on how-to view about the ultimate goal of this approach, some of the proponents focus on studying the literature itself without giving any attention to the language of the literary text.

The reason to use some activities for the literary text is that, they offer an expanding range of style and registers. Also they help interpretation and provide chances for classroom discussions, more over they depend on real interesting and motivating topics. A language-based approach concerns with different techniques which aiming at providing the students with instruments and tools that they need to interpret a text and to make a critical judgment. In this area stylistic analysis is adopted. It is concerned with the study of linguistic features in order to reach an understanding of transmitted meaning. Another group argued that the students aren't ready to undertake stylistic analysis, but certain language-based study skills can act as initial activities to study literature.

Carter and Long (1991) argue that LBA is not a conventional method used in teaching literature in the classroom. By incorporating LBA into literature classes the text becomes an interesting piece of work to be analyzed as the approach allows students to go one step further in analyzing its content which includes manipulation, transformation, experimentation and dissection.

McRae (1991) illustrates below the features of LBA for teaching literature to ESL learners. This framework below serves as the basis in designing the activities.

Table (2.1) McRae's Framework

Lexis	Choice of words in the text and their meaning potential.
Syntax	Word order - the way words are organized.
Cohesion	System of links throughout the text: temporal, verbal, pronominal
Phonology	Sounds of and within the text.
Graphology	The form, the shape and the script in the text.
Semantics	The study of the meaning and how the meaning is achieved through negotiation of textual and contextual elements.
Dialect	Variation in language.
Register	Degree of formality associated to who is speaking to whom.
Period	When the text was written, for whom, tone, style used.

Abdullah *et al.* (2007) pointed to the importance of literary texts by saying that, literary texts can prove to be very useful in the classroom language for a variety of reasons. Firstly, they stimulate the mind by offering students examples of real language use. This allows for group discussions and individual exploration and is essentially more dialogic. Secondly, literary texts enhance students' reading skills by focusing their attention on combination of words. Thus it develops in students a feeling for language and the awareness of the different types of language usage and levels of discourse.

### **2.3.2- Content- Based Approach**

There are three important questions that come to one's mind when content-based approach is to be discussed. How to teach context in literature – and what to teach and how?

According to Met (1999), the most salient example of a content-driven language program is immersion, an educational model most commonly found in elementary schools where students are educated in a non-native language. The focus of instruction is on content—it is expected that students will master the regular school curriculum, even though they are learning it in a language that is new to them. Elementary school immersion programs depend on parents voluntarily enrolling their children, and few programs would survive if they did not produce expected levels of academic achievement. In total immersion, the entire school curriculum is taught initially through the foreign language, with content instruction in the L1 gradually increasing through the grades; in partial immersion, at least half the school day is spent learning school subjects in another language.

According to Gillian (1993) in this approach, literature itself becomes the content of the course that concentrates on the history and characteristics of literary movements. It tests the political, social and historical background of the studied text. It examines the biography of the author and its relevance to his/her writing. Many language teachers argue that this approach is useful and may be successful with the specialists of literature rather than with language teachers. When using any literary text the amount of background information that given depend on many factors, as the time available, to what extent the text refers to historical events or characters, the interest of the students in the literary characteristics of the text. It is found that background information facilitates the way of understanding literary text, for example, to know the context to which a

poem or a play may relate and make it easily, understood and more vivid. In this approach there are many areas that should be taken into consideration: such as the intuition of the teacher to predict, to understand the text and how to present this information.

Background information provides:

1-.biographical information about the author

2-the features style of the author.

3-name of the text.

We can sum up the whole approach in these points:

A-texts are selected for their importance as part of a literary canon or tradition.

-concentration on history, the characteristics of literary movements, the social, political, historical background, literary genres and rhetorical devices

B- Political, historical and social background against which the text is written.

C- Places, objects or what referent to in a text. So when dealing with literature in classroom, it is important that the students read literature using appropriate literary strategies.

In general and when we talk about the text or content, the researcher agrees, to a large extent, with many writers who believe that grade the thought, not the content: When marking papers, you need to be aware that Literature is not like most other subjects where the content is what is essential.

---

### **2.3.3- Literature for Personal Enrichment**

Literature is a useful tool that encourages the students in expressing their own opinions, feelings, and experiences. In this approach, the literary material is

chosen according to the suitability and the interest of the students in the taught literary subject. To a large extent, this will help the acquisition of a language and promote it in a very astonishing way. This approach tends to involve the students in the literary text to stimulate their imagination and to develop their critical abilities. This is supposed to be relevant to the students' experiences through many ways such as giving them individual work to be carried out according to the chosen text. It is also very important to know how to attract the attention of the unwilling students to respond and involve them in what is going on inside the classroom. It is to be achieved through participating in pair works or in groups

How to encourage students to respond:

- 1-Ask the students to guess the central theme before reading.

---

- 2-Give them an outline of a situation in a text, then ask them about their own experiences concerning the mentioned situation.

- 3-Provide them with questionnaires about some issues, then ask them to discuss it in their own view.

- 4-Ask them to complete sentences, which guide them into the main topic.

The whole approach can be summed up in these points:

- 1-material is chosen on the basis of whether it is appropriate to students' interests and will stimulate a high level of personal involvement

- 2-material is often organized thematically .and may be placed alongside non-literary materials which deal with a similar theme

- literature as a tool for encouraging students to draw on their own personal experiences, feelings, and opinions

- it helps students to become more actively involved both intellectually and emotionally and hence aids acquisition

-excellent stimulus for group work

### **Examples of activities that may accompany these approaches:**

1-Students are given a piece of descriptive writing from a novel or a short story from which all adverbs and adjectives are moved. They are asked to rewrite the text adding the links those they think will live it up, and compare their version with the original one. They may use dictionaries to help them.

2-Students are given three short poems in English, but without their titles .They are also given a list of six titles, three genuine and three invented. After reading the poem they have to decide which title is more appropriate for each poem.

3-Students read a dialogue from a play or a novel and then improves their own role play of what happen next. These are only three examples of language-based activities which can be practised when teaching a literary text in classroom.

According to the researcher, literature to a large number of students, is considered as one of the difficult subject due to its complicated use of language. With time it is noticed that the students' lack of interest in literature is very clear. Literature is also often said to be unclear because in some cases the teachers insist on using a certain method of teaching and neglecting others. Literature can be used as a kind of art or can be used in a funny way to attract the students. One of the major obstacles in learning literature is caused by the text itself which is sometimes written in a difficult vocabulary for the students to understand and content behind the students' language ability. Here appears the role of some activities that clarify the literary text.



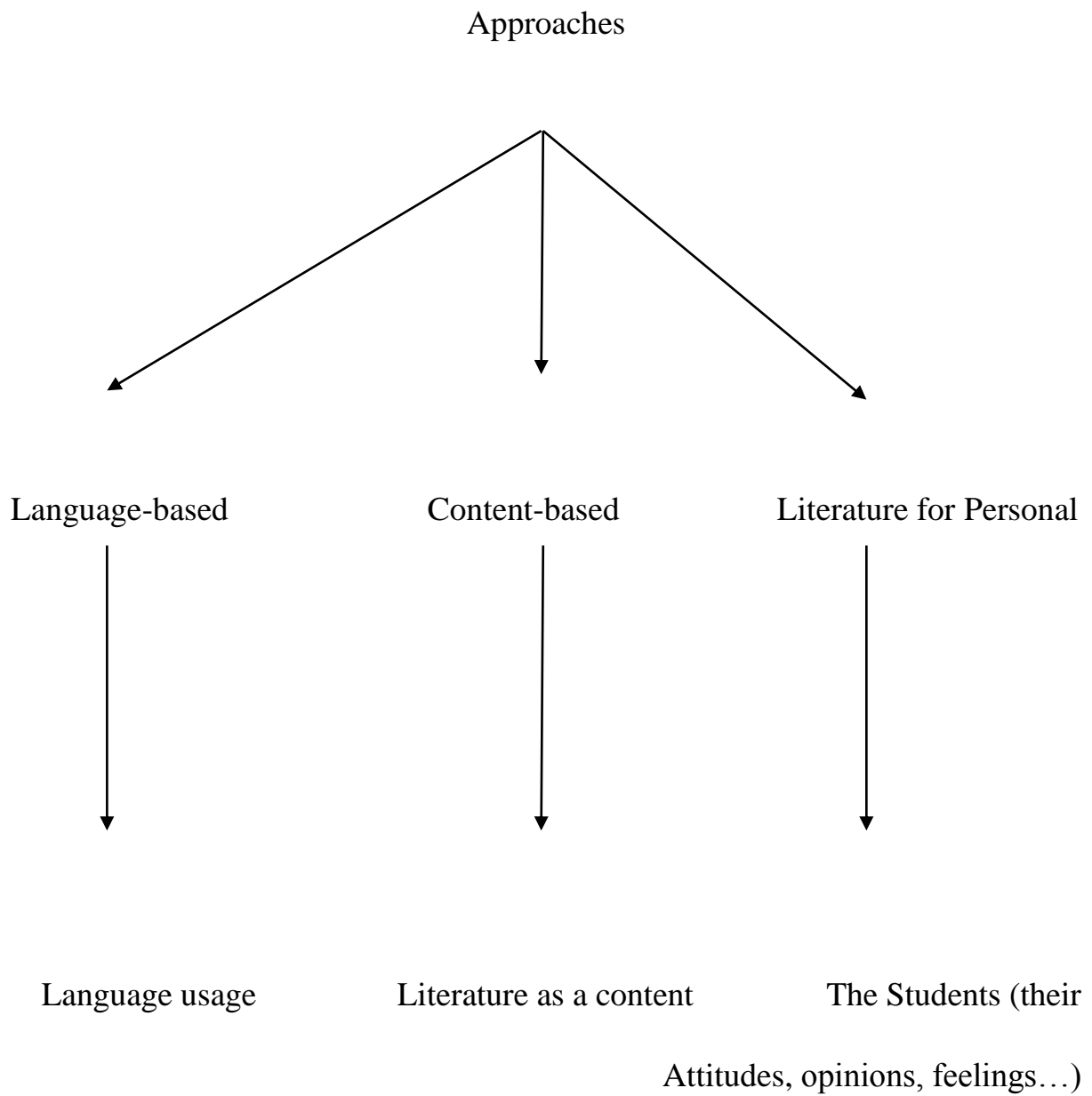


Fig (2.1)

Literary Approaches

## **2.4. Literature Teaching Strategies**

1. Authentic learning.
2. Collaborative Learning/Team Work.
3. Close Reading and Text Analysis.

### **2.4.1 Authentic Learning**

Educational research has believed that authentic learning experiences give learners the ability to turn information into useful meaningful knowledge to enrich learning. By using technology within contexts learning is enhanced.

#### **Authentic Learning Benefits**

- 1-Encourage learners to discover the world by using the means of technology and by learning in a real situation.
- 2-Learners are helped to discover new different settings, activities and collaborate.

According to Collie and Slater (1990), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

It is noticed to most of us that authentic learning is a modern strategy that can be used in literature teaching. It deals with the use of technology in all its real components to facilitate learning in general and literature in particular.

The researcher believes that, the materials provided for authentic learning include power point slides, computers, internet or any means of technology to be used in teaching literature. The teacher can use the power point slides to explain all the elements of his novel or his poem through the plot, setting, characters, lessons learnt and the emotions evoked by the story. It is the role of the teacher to exploit these resources. There is an urgent necessity to balance the need for learning and the need for learning to be fun. Hence in exposing the pupils to plot, character and etc. The teacher can try to make fun by allowing students to role play or even to dramatize the story.

The researcher thinks that, authentic learning can be used in the world of literature, to a large extent, to facilitate literature learning and make it more interesting and enjoyable. That to say, one can introduce ICT or IT in the literary learning processes.

According to Stevenson (2005), the electronic tools alter the substance of a professor's lecture or approach to a literary text, or are these tools peripheral to course content? She has found that hypertext theory and the web do, in fact, change her teaching of literature? Even in a traditional classroom where the only technology is a piece of chalk and a blackboard. The electronic revolution has altered her teaching of the relationship between literature and its textual presentation. Authors taught in English literature survey classes would never have imagined that they would be immortalized in such vessels as a Penguin paperback classic or a Norton Anthology. Indeed the medium through which our students are introduced to literature is usually not the medium the author employed when creating the literary work. Technology and hypertext theory provide students with a glimpse back to the original creation and reception of a text, thereby providing them with a history of literacy. That to say, the various types of learning resources ( e.g. computer software, electronic books, library

resources, the internet, audio and video recordings of the various aspects etc.) should be available to enrich the learning and teaching process.

In general the whole topic can be summed up by saying that, whenever these techniques are used, they are to promote the teaching-learning of literature.

Literature can be taught by using pre-teaching projects of geographical, political, and historical aspects of country, collection of pictures, stamps, use of films, dramas, computer-aided language laboratories, internet, blogs, World Wide Web, and some other innovative techniques of teaching literature. Such creative techniques can enhance students' involvement and love of English literature.

#### **2.4.2 Collaborative Learning/ Teamwork in the Classroom**

As a matter of fact, the team is a group of people working together to accomplish a certain task. In today's world, almost everything is accomplished in groups and teamwork can be seen in every walk of life, in business, in education, work and etc. In the field of education, we find that teachers and curriculum designers work in teams and, of course, in their collaboration the idea of unity can be witnessed.

According to Webster's New World Dictionary teamwork is defined as "a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group." This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is accomplished when all the students work in harmony; help each other and work together to fulfill a certain task.

The researcher believes that teamwork has become an important issue in the field of education. It is important because either the task done by the students is

sufficiently complex and requires a team with multiple skills to produce. Therefore, social interaction is involved in the process of learning and the students at the same time learn from each other.

So that teamwork should be included in every classroom, sometimes the teachers face some problems from the students due to their unwillingness to cooperate in work. Here appears the real role of the teacher to persuade and encourage his students to contribute in the process of learning. . The teacher needs to deal with his students with trust, which can only be achieved through honesty, openness and encouragement.

In an article, Curtis (2001) illustrated that, Johnson & Johnson (1998) had listed the following major types of behaviours in collaborative learning situations:

A- giving and receiving help and assistance;

B- exchanging resources and information;

C- explaining elaborating information;

D- sharing existing knowledge with others.

E- giving and receiving feedback;

F- challenging others' contributions (cognitive conflict and controversy leading to negotiation and resolution).

G- advocating increased effort and perseverance among peers.

H- engaging in small group skills.

I- monitoring each other's' efforts and contributions.

In teamwork strategy, the students can be divided into groups. Each group is then responsible for reading a different chapter summarizing the contents for the whole class. The role of the teacher is to help the students cope with difficult words or expressions in literary texts.

Gibson (2010) explains that ‘small group teaching’ and ‘seminar teaching’ are used to refer to teaching in which small groups of students (the range is usually 10 to 30) meet regularly under the guidance of a lecturer or postgraduate teaching assistant to discuss a particular topic. Often, students will have been expected to do some preparatory work prior to the session.

The purpose of the session itself will usually be to develop students’ abilities to formulate and debate arguments and/or to refine their critical understanding of a particular topic. Typically, then, students in a small group will find out new information about the content of the module (from you, from their peers and from materials distributed in class); they will explore and develop their own ideas about the material in discussion; and in doing so, they will respond to ‘feedback’ (responses to their ideas) from their classmates and from their lecturer.

### **2.4.3 Close Reading and Text Analysis**

According to a Power Point presentation introduced by Jered Slusher in which he explains these points which deal with close reading:

1-Literary Analysis requires that one not only read the text, but look closely at what the author is saying as well as how the author is saying it.

2-When close reading, it is important to look at the small details and understand how they work together in the piece to create meaning.

3-Underline or highlight or take notes on passages that stand out.

4-Things you might look for:

Symbolism Repeated images, words or ideas, Words or phrases that jump out as important, Words or phrases that can be interpreted in more than one way, Irony or ambiguity, Passages you don't understand, Figurative language.

Barbara *et al.* (2014) in their study state that, in close reading, teachers minimally introduce the text with the goal that students read and make sense of what the text says for them. However, Catherine Snow, a leading researcher in the field of literacy, cautions against what she calls cold close reading in which students read a text without any introductory activity that warms them to a topic or task, orients them, or cultivates enthusiasm.

Teachers will need to provide some motivator for students and an appropriate level of support (e.g., not too much, not too little) so as to engage them in close reading of challenging text.

In the researcher's own point of view, the text chosen to literary students is supposed to be rich language text that satisfies the students' linguistic and cultural needs.

Text analysis strategy depends on the suitability of the chosen text and the vocabulary that included in to it. When dealing with a vocabulary in a certain text ,the amount of difficult vocabulary within the text should be suitable for the students while reading and they should extend their own vocabulary. The students don't need to look up the meaning of every word. A chosen vocabulary that doesn't impede the understanding of the novel. The students are supposed to have a general idea rather than a specific idea or being distracted by difficult words.

The novel which is chosen by the researcher is called" Wuthering Heights'' that was written by Emily Bronte. A general lesson plan for the novel is illustrated and conducted. The exact time that the novel is going to take is fixed and

arranged. As we know, the novel involves sequences of events, linked by a lot of relations, causes and effects. The researcher is supposed to take all this into his consideration. Of course, the description of events in the novel is shaped by the narrator and its language is supposed to be highly effective.

When teaching the novel "Wuthering Heights", the students may come across the following difficulties that the teacher should notice:

1-The large, scattered cast of the characters.

2-Narration is told from different perceptions.

3-Highly complicated plot.

4-The method of narration can sometimes appear to be more complex.

The above problems can be solved by implementing the following methods:

1-Copying with the length of the novel.

Obviously, the amount of the time that you spend in class reading the novel depends on your syllabus. The teacher has to encourage the students to carry out most of the novel reading at home, for example, a chapter every night from the chosen novel "Wuthering Heights". This will save much time for the teacher to do more and more tasks inside classroom.

Here are some of the activities that the teacher should take into his consideration when applying some of the mentioned approaches and strategies when teaching "Wuthering Heights". Emily Bronte is now well accepted as a resource for the teaching of languages in many programs around the world and that is the reason behind the choice of this author.

These are the activities to be practiced in classroom in a period of few weeks or months:



1-Pre-reading activates.

A-helping the students with cultural background.

B-interest stimulation.

C-pre-teaching activates.

2-While-reading activates.

A-help the students to understand lot.

B-help the students to understand the characters.

C-help the students with difficult vocabulary.

D-help the students with style language.

3-Post reading activates.

A-help the students to interpret ate the text.

B-understand the narrative point of view.

C-follow-up fluency practice.

Following Lazard's guidelines (1999) the researcher prepared different types of strategies that should be practised in classroom and these activities can be arranged as:

- 1) Warm-up
- 2) Vocabulary activities
- 3) Comprehension activities,
- 4) Activities concerning the language of the text
- 5) Activities to encourage inference and interpretation.
- 6) Activities to encourage creative writing.

When the material for a novel to be taught is available, the first step that should be taken by the teacher is to design the material and identify the problems of his students. Tasks and activities should then be designed to help the students through these activities.

Here are more activities advised by many researchers to be practiced inside classrooms when teaching the novel “Wuthering Heights”.

1-Interpretation of the main concepts of the novel.

A-providing the students with different interpretations of the novel to be discussed by them.

B-providing the students with the expected general questions to debate.

C-the students are asked to take their own notes.

2-Helping the students to understand the narrative point of view.

A-the students may be asked to describe the narrator of the novel.

B-the students write their diaries or letters describing the novel events, or the characters.

3-Writing activities

A- Writing few paragraphs on the novel.

B- Writing a review of the novel.

4 -Discussions.

A-Critical analysis can be done about Emily Bronte.

B-Make the students act a scene from the novel.

C. Make the students evaluate the novel as whole while depicting good values, moral disciplines, or acquiring better habits to improve their study as well as their behaviour. Before the beginning of teaching, the researcher urges the teachers to have a lesson plan, so a lesson plan is prepared for the novel

Wuthering Heights” (chapter 24-25). The implementation of the mentioned techniques and activities include the following points:

A- Brain storm for the previous chapter.

B- Short discussion relevant to the previous chapter.

C-The teacher begins reading the first paragraph.

D-The teacher asks his students to read silently from a certain point to another then some questions on what was read by the student are to be asked.

E-Group discussion is encouraged, for example, are you with or against Heathcliff’s deeds(a character in the novel)?

F-The teacher will stop at a certain point and then make his students predict what will happen next.

An example-What will happen to Catherine?

G-Follow-up activities.

H- Write a summary for the whole chapter.

I- Conducting interview with characters, e.g. Heath Cliff and Catherine.

Designing the materials to be used in the novel" Wuthering Heights" .In this table the researcher follows the trace of Allison “Lazar Literature Language Teaching.”

It is noteworthy that when teaching the novel" Wuthering Heights"to our students, all these approaches, strategies and activities should be introduced in accordance with the use of modern technology. In other words, technology or multimedia can be used as a tool that aids educators by improving access to different types of multimedia that dominate nowadays. Technology is used to bring our literary text into real-life situations and helps learners to understand

the literary text. PowerPoint presentations, webcasting, and audio-video are helpful means that can be used inside the classroom as teaching tools to teach literature in general and “Wuthering Heights” in particular.

Table (2.2) Literary Activities

Pre –activities	Examples
Wuthering Heights’	a-Who is Emily Bronte? b-Mention some of her works?
Vocabulary of the novel	Some words from the chapter are chosen and explained.
Creating anticipation	Stop reading at a certain point then ask the students to guess what will happen next.
During reading activities	a-Help the students with difficult paragraph, write it all on the board. b-Time reading in class up to a certain point.
Follow-up activities	a-The students write comprehension for each other. b-The teacher may concentrate on some of the grammatical points.
Written home work	a-Summarize the main points in this chapter? b-Write about some characters from the novel.

Note: These activities can be carried out in each chapter till the teacher reaches the last one.

## 2.5. The Effect of Some Values on Literary Students

In the researcher's own point of view, there are so many influential positive effects that are to be obtained when implementing the above mentioned approaches and strategies inside classroom. These effects can be summed up in the following points:

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

It is known that, the linguistic benefits obtained from the implementation of these approaches and their effects can be seen strongly and clearly in the student's linguistic performance, his fluency and the amazing limitless vocabulary. In addition to the wide educational function inside class room, the imagination of our students is to be stimulated to a large extent. Their critical abilities and their emotional awareness are to be developed. They are expected to develop a real increasingly confident about expressing their own ideas, emotions and aspirations. The students respond to these effects into values and traditions that are reflected in their own societies.

Gillian (1999) explains 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 text we can motivate them to reflect imaginatively on their own experience and on that of writers in different societies. By gently encouraging them to make their own interpretations of a text, we can develop their confidence in forming well-reasoned interpretations of the language that they read and hear”*

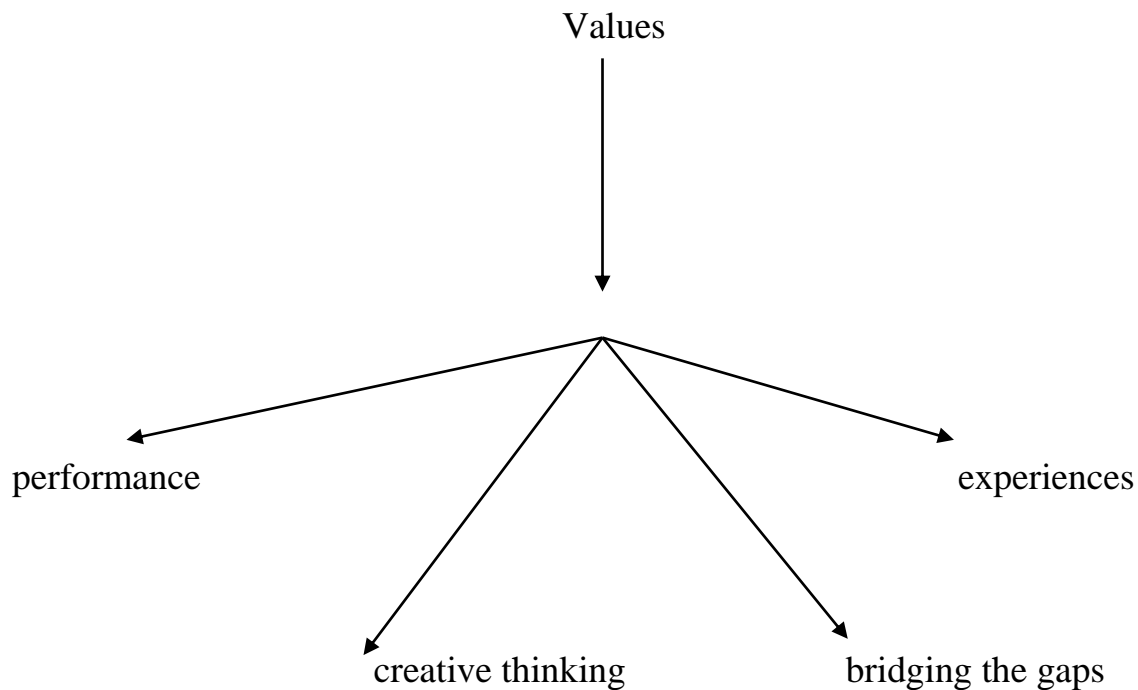


Fig (2.2) Literary Values

## 2.6. Problems in Literature Teaching and Solutions

A number of practical problems encounter teachers as well as students when learning literature and here are some of these problems accompanied by some suggested solutions. According to the researcher's own point of view and from his past experience in teaching for more than twenty years in the field of education, one of the major problems that face the teacher of literature is the text. In some texts, the length and the time that is needed to teach literature. Coping with the length of some novels is a real problem that faces teachers as well as students in literary courses. As a solution for this problem, the teacher may ask his students to read some chapters at home and discuss them with his students in class to shorten the length of time that to be spent in teaching any literary topic.

Another problem may appear that concern the complexity and difficulty of the vocabulary that used by the writer. Sometimes the reader is faced by strange words especially in poetry. It isn't only difficult for the student, but also the

teacher himself. Some of the words are no longer in use. Sometimes a teacher is supposed to finish along novel in a specific period of time, and he may find himself in a real obstacle to accomplish his task. The teacher is supposed to encourage his students to look up dictionaries from time to time and discover by themselves how to deal with difficult words.

The socio-cultural barriers are other problems that can be added to the picture. There is a huge gap between the students and the text due to the cultural, social differences and political misunderstanding. The role of teachers appears at this stage as a facilitators, and educators to bridge this gap and the students are to be culturally oriented. Cultural orientation does not just about understand foreign behavior, it's about minding your 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, executives, sales people, and technicians are often sent 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, Dash (2012) in his paper argues that, most of the times, the socio-cultural, temporal, linguistic, authorial barriers or gaps are not overcome by the pupils. As a result, they do not feel at home with certain writings. They find 'not much' for them both personally and academically in the text and do not take them into heart. The syllabus designers and the teachers of English must have the relevant background knowledge of the psychology, society, linguistics and philosophy mostly related to the adult learners and their texts.

However, one of the main arguments against the use of literature is related to its literariness.

Brumfit and Carter (1986) points out that literature as a resource in the ESL classroom is quite useless as many of the SL learners do not possess the

necessary linguistic and literary competency to handle the texts. Carter and Long add that cross-cultural differences along with the insufficient cultural knowledge of the target culture also lend a hand in the poor comprehension and appreciation of the text. Graded readers are often seen as the first point of exposure to the realm of literature for the ESL learners.

There is another problem that arises when teaching large classes and taking the attendance.

### **2.6.1 Solutions to Teaching Large Classes**

The Schreyer Institute for Teaching Excellence (1992) reported the craft of teaching large classes as practiced by teachers at Pennsylvania (Penn) State in the USA. It was pointed out that a lesson presented to 20 students is probably not much different from a lesson presented to 100 students. However, the teachers at Penn State suggest three broad areas of attention in the teaching of large classes that include:

a- creating a small class atmosphere in a large-class setting.

b- encouraging class participation.

c- promoting active learning, with associated activities, as Target Teaching-Stance and Suggested Activities.

1. Creating a small-class atmosphere in a large-class setting.

a- learn student names

b- move around the classroom

c- elicit students' feedback

d- freely interact with the students

2. Encouraging class Participation - divide class into small groups

a- plan participation

b- students contribute materials for the lesson

c- award participation points

3. Promoting Active Learning - write the lesson outline and objectives on the board or transparency



- a- give a “think break”.
- b- show your own enthusiasm for the subject
- c- design a lesson around a problem-solving model

Other strategies adopted, such as increased lesson duration, have got minimal potential to facilitate learning, because they are mostly employed to aid content coverage.

As teachers encounter a large class problem, there is a real need to shift focus from content coverage to quality and quantity of what is covered.

When dealing with literature and technology, the following are some factors that should be taken into consideration and they are expected to prevent teachers from using technology in a proper way. A number of early studies investigated why teachers do not use computers in teaching.

In a recent report (1999) written by Prof .Blurton from the University of Hong Kong, explains that:

*“Lack of teacher technology training has been the failure of most schools trying To grasp technology and harness the power that technology can bring to the classroom. However, successful technology training can be accomplished only through effective administrative leadership. These leaders must be knowledgeable in the use of technology and must show support by providing access to the equipment and materials necessary for successful integration.”*

(Murphy and Gunter, 1997)

To solve the above obstacles, the researcher recommends the following:

- 1-Teachers who deal with ICT or technology in general are supposed to be trained in order to know how to deal with it.
- 2-All means of technology must be made available for teachers as well as students.
- 3- Financial support to education must be a priority in every country.

Neranjani (2011) states in his research that the author Long (2000) has pointed out to two problems the teachers face in teaching English Literature for the learners whose first language is not English. Most Literary texts were unfamiliar and inaccessible to the non-native speakers of English. On the other hand, modern English is easier for the students to comprehend, but they too present problems of comprehension for they mostly break language rules and writing conventions.

Lazar (1993) points out the difficulties that the second language learners face when learning literature in a foreign language. Students may be able to relate to a text written by an author who has a similar background as to them than of an author who is from a different cultural background.

In conclusion, Hill (1986) has pointed out to the same problems faced by the EFL and ESL learners due to slang, idiomatic language and dialect in English literary texts. Students are able to recognize stylistic norms only if they have had experience of reading material of a literary nature. The author may choose words which are appropriate to his/her purpose but it may be understood only from the context. The author may use certain technical terms or 32professional jargon that is necessary to make his/her work more realistic.

## **PART TWO**

### **2.7. Review of Previous Studies**

**1..Dr.Qareeballah and Dr.Sarwar** (in an article titled “Teaching Language through Literature: A diagnostic study on the teaching of English as a Foreign Language” utilized two different syllabi for teaching English language Skills. Group A was exposed to a language syllabus that contained canonical instructions and exercises on language skills with little or no exposure to literary discourse. Group B, on the other hand, was exposed to an experimental syllabus that included the different literary genres such as excerpts from novels, short stories, drama and poetry.

This syllabus was designed mainly to develop English language ability in the learners through literature or literary texts.

#### **Procedure**

The two groups were administered a Pre-Test to measure the targeted language skills that was to be taught to them. These groups were selected for instruction for a complete semester. After the end of the semester these groups were given Post-Tests based on their different instruction materials.

The results prove that the experimental group scored higher marks due to the usefulness of literary texts they studied during the whole semester.

This result indicates that the standard of the Experimental group has risen remarkably in the acquisition of the language skills taught to them. In other words, this result demonstrates that there are the important gains to be achieved in including literature in the curriculum of the non-native learners of English.

Both literature and language teaching involve the development of feeling for language or spontaneous responses to the literary texts.

Reading and interpreting literary texts help the learners to retain in memory useful quotations and phrases which they can use in their everyday speech.

Moreover, the literary texts integrate linguistic competence with communicative competence by putting language into use in different social Situations.

The educationists, therefore, should make an appropriate selection from literature to meet the learner's needs, level, ability and interests at all stages. For example, for the primary pupils, simple verses, sayings, one-act plays and games would be fun for them. Generally, young learners acquire a useful contextualized language and keep by heart simple wisdoms, songs, proverbs and short stories. The researchers conclude that literature or literary texts can play a vital role in developing language skills among the non- native learners of English and helping them to use language for communicative purposes in the real world.

**2. Wang** (2007) wrote an article titled "Cooperative Teaching Studies" and the main purpose of this study was to introduce how a college English teacher conducted cooperative learning techniques and compared them with the traditional teaching methods. In this study the teacher as a researcher employed cooperative learning strategies: Students Teams-Achievement Divisions (STAD). Jigsaw II, Number head together and learning together (LT). The researcher employed a qualitative approach with on-site observations, interviews, and reflections instructions to understand the effectiveness of teaching in EFL cooperative learning classroom. Based on the empirical findings from cooperative learning and traditional teaching methods in EFL classroom, the difficulties were presented to solve the instructional problems and to meet current need effectively in our global society. Finally, the researcher presented some considerable recommendations for implementation of cooperative learning and the traditional teaching methods are discussed.

**3. Hwang *et al.* (2007)** in an article titled "Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English" allows one to see and understand how the Literature Component in English is taught in urban secondary schools.

More importantly, it exposes the fact that teachers who are at the front line of teaching, are faced with different circumstances leading to their choice of approaches. To elaborate further, the findings of the study confirm that the choice of one's teaching approaches is largely attributed to six factors namely the exam oriented culture in the Malaysian school setting, students' language proficiency, selection of literary texts, large group classes, attitudes of students and the training received by teachers. With the factors identified above, these teachers are also placed in a dilemma – there is a need for them to gauge their approaches so that the aims and the objectives of the Literature Component in English will be attended to and hence, successfully accomplished and not a mere futile exercise. The purpose of this article is to report on findings of a study designed to identify approaches employed by teachers to teaching the literature component in selected secondary schools in Sabah.

The study aims to gain a general overview of the approaches employed by teachers in teaching the Literature Component in English. The classroom observations of both teachers revealed a high tendency of using the periphrastic approach and the information-based approach in teaching the Literature Component in English. It was clearly noted that students were asked to read aloud the literary text to the entire class. This was followed by the teacher giving explanation of what was being read. However, it was noticed that teacher P would read the text aloud again, going through every unfamiliar terms found in the text. Teacher Q would explain and summarize the entire text in simple language after the student has completed reading the text. In approaching the literary text, both teachers were seen to paraphrase difficult words and terms

into 'layman' language which also involved the use of Bahasa Melayu and sometimes in Chinese. This was carried out by making elicitation to generate students' response as a way to check their understanding. Below are three evidences that illustrate the approaches adopted by the two teachers in their respective literature lessons. Furthermore, the exercises were given as individual work where students copied the questions on the board in their exercise books and made an attempt to answer them whilst teacher P walked in the class or sat down to do her work. Similarly, teacher Q was seen to use the similar type of activities throughout her literature lessons.

Throughout the observations, she made more references to the workbook than the novel and then proceeded to further explanation and clarification like teacher P. In addition, teacher Q set individual work for her students. Normally, she would get her students to answer certain questions in the workbook within a very short period of time. On a worrying note, it was observed that teacher Q would give all answers from the workbook to students in the form of a dictation. The findings presented above depict the nature of activities carried out in the literature classroom. Basically, it can be summed that reading aloud, comprehension exercises (in the form of WH-questions) and teacher re-telling and explaining the literary text were the three activities evident to all the classroom observations.

**4.Wan *et al.*,( 2007)** conducted a research titled “A new Teaching Model to Literature for the TESI” .This research was carried out to determine the current practice and perception that teachers and students have about the Literature Component incorporated into the English language subject designed for the *Kurikulum Bersepadu Sekolah Menengah(KBSM)*. The information acquired from this research was used to propose a suitable teaching model that could be adopted in the training of pre-service teacher trainees in teaching English as a Second Language (TESL) programme in University Teknologi Malaysia. For

data collection, two sets of questionnaires were designed. The first set was distributed to 26 secondary school teachers; while the other set was circulated among 420 form one to form five secondary school students in the area of Johor Bahru. The overall findings of this research show that both teachers and students have very positive perception of the teaching and learning of the Literature component in the English language subject. However, a significant finding of this research shows that there is a difference in the methodological approaches applied in the teaching of literature by experienced English language teachers as opposed to the inexperienced ones. Based on the results of this research, a teaching model suitable to be used to teach literature in the Malaysian context was recommended to be used in the training of the future. The research urged the TESL teachers to become more creative and confident in using literature in teaching the English language.

**5. Sadig and Abdurrahman** (2007) conducted an experimental study titled “Developing Creative Thinking: A 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 help develop creative thinking and other higher-order thinking skills of the students of literature at Master’s level. The study comprised two phases: phase I was survey, while phase II was experimental. In phase I (survey) three questionnaires were prepared: one for the students, second for the teachers, and third for the chairpersons of English departments. The questionnaires were used to collect data about the existing literature teaching methods in Pakistani universities and colleges. The data collected were tabulated and analyzed on mean score and calculated to find out the central tendency of responses. According to the study the writer believes that the application of cognitive teaching strategies and techniques through cognitive

teaching model could help develop creative thinking and other higher-order thinking skills of the students of literature.

The most significant finding from this investigation is that the students' 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 a positive effect on the students' confidence, independence, and communicative and collaborative skills.

The study conclusion pointed to the fact that, the development of creative thinking and other higher-order thinking skills of 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 structures of their thinking and behaviour.

**6.Blakolo and Anthony.** (2002) conducted an experimental study titled “The Effect of Literature-based Reading on Gifted Students in Botswana” on a sample of 20 students (ten males and ten females) selected from Community Junior School in Gabarana, Botswana. For the researchers creative reading involves gap filling, making connections, critical evaluation, synthesizing and problem solving. The study used the Torrance Test of Creative Thinking (TTCT) to measure fluency, 68 originality , elaboration and other components of giftedness. On the basis of the results illustrating significant achievement of students, the study concluded, “literature-based reading improves creativity, attitude and reading skills of the gifted children”



**7. Professor Feng** (2007) in a research paper titled “Literature Review of the Student-Centred Teaching Approach: National Implications” asked two questions: How the student-centred teaching approach was defined by individual researchers; and what the main findings were in those studies.

Twenty eight studies were selected for the literature review.

The main findings of the review indicated that the student centred teaching approach took a variety of forms, or it was individually defined, and wide differences were also found in the main findings of the studies.

In this group of studies, the student-centred teaching approach was applied to teaching various school subjects at multiple school levels.

Some of the findings of these studies concentrate on:

1. Teacher covered the curriculum first; students worked in small groups, chose a question, did research and discovered the answer.
2. Students used computers and had project-based activities.
3. Students learned the material with the teacher.
- 4-Instructors used problem-solving, collaboration, multiple intelligence, real world applications and technology.
5. Students analyzed and interpreted historical documents, worked in teams,
6. Students led discussions and worked in small groups.

**8. Agee** (2000) conducted a research titled “What is Effective Literature Instruction? A Study of Experienced High School English Teachers in Differing Grade- and Ability-Level Classes”. In this study Agee examined how experienced high school English teachers defined and gauged effective literature instructions well as how their perspectives affected their students' experiences with literature. The research focused on 3 questions: (a) How did these teachers define effective literature instruction? (b) What kinds of evidence did they look for to gauge their effectiveness? and (c) How did their perceptions of effective literature instruction inform their decisions about texts and ways of reading

them with students in different grade and ability-level classes? Profiles of 5 teachers showed that they used differing models for literature instruction against which they gauged their effectiveness. Flexible, student-centred models allowed teachers to address differences among students. Inflexible, teacher-centred models often limited teachers' ability to address student needs effectively. The kinds of models the teachers used determined whether or not they were willing to listen to feedback from students and to use it to make changes in their literature curriculum.

A number of literacy educators have identified what is effective and ineffective in secondary school literature instruction. The investigated teachers also wanted their students to love literature as much as they did. Professional development or graduate courses might help such teachers develop strategic plans that would allow their students opportunities to become more culturally sensitive readers and to develop their own aesthetic for literature.

**9.Murat** (2005) presented a paper titled “Teaching English Through Literature”. This paper aims at emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking)and language areas (i.e. vocabulary, grammar and pronunciation) in our times. Reasons for using literary texts in foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers’ using and selecting literary texts. Moreover, literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) to language teaching and some problems encountered by language teachers within the area of teaching English through literature (i.e. lack of preparation in the area of literature teaching in TESL / TEFL programs, absence of clear-cut objectives defining the role of literature in ESL / EFL, language teachers’ not having the

background and training in literature, lack of pedagogically-designed appropriate materials that can be used by language teachers in a classroom context) are taken into account. The author concluded that Literature is not only a tool for developing the written and oral skills of the students in the target language, but also is a window opening into the culture of the target language, building up a cultural competence in students.

**10.Neranjani** (2011) conducted a study titled “Enhancing Library Competence Through Activity Based Literature Learning” and aim of this study is to find out how literary competencies of students who learn English Literature in Sri Lanka can be enhanced using activity based methods in the classroom.

A questionnaire for teachers was prepared considering the research findings.

A pre-test and a post-test were prepared based on the aspects of the literary competence in order to assess the existing literary competence of the students and their development after administering the activities in the classroom.

The participants of this study were selected from three schools in Gampaha District that offer English Literature for students in the G.C.E O/L classroom.

A pre-test and post-test was prepared based on the aspects of the literary competence in order to assess the existing literary competence of the students and their development after administering the activities in the classroom.

The participants of this study were selected from three schools in Gampaha District that offer English Literature for students in the G.C.E O/L classroom.

The findings of this study clearly indicated the need for more research on the following points:

- 1- Suitability of a revised intervention programme based on this study to develop the higher skills of students such as creativity and imagination.
- 2- A study on the needs and attitude of students to learning English Literature
- 3- Suitability of Using literary texts in the Sri Lankan Second Language learning classroom in order to develop the second language of the students.

4- Feasibility of integrating English language and literature as one component in the school curriculum in Sri Lanka.

5- Validity and suitability of the existing curriculum material in developing the literary competencies of the students.

**11. Peter** (2011) wrote a paper titled “Modernization of Literary Studies” in which, he developed a dialogue between two voices: the one arguing for the traditional way of teaching literature through a chronological survey that gives students a clear picture and comprehensive understanding of major movements and literary figures and how they developed over time; and the other claiming a need for critically addressing the former and considering various innovations in both content and form of teaching (such as reassessment of the canon, introduction of modular programmes, change of classical structure of classes, etc.) in order to better serve today’s students. The two voices represent what many may see as extreme positions; neither of us completely adheres to the claims we develop here. The whole paper is rather an attempt to inspire his colleagues to think about the ways in which the two teaching traditions can meet to produce dynamic and productive classes.

**12. Cruz** (2010) wrote an analysis titled “The Role of Literature and Culture in English Language Teaching”. The study is divided in two sessions of one hour and a half. The classroom where these sessions are meant to be developed should be properly equipped with a CD player and a multi-region DVD player, a video projector, a laptop, internet access, and a blackboard.

The author stated that the inclusion of literature and culture, however, must follow a pedagogic model, like those proposed by Rosenblatt and Byram that deal, respectively, with literature and culture. With these tools, teachers can create programs and lesson plans in order to avoid getting lost in the middle of factual data that can result in a sterile application of literary and cultural

elements that prevent students from interacting and Literature enhances ELT through elements such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. The analysis concluded that, developing any critical consideration on the mater, thus remaining simple recipients of linguistic symbols and codes.

**13.Norazman *et al***, (2010) conducted a paper titled “Learning and Appling the SHL3482 (Literature in ELT) BY UTM’S Test Trainees”

This study was carried out to investigate the content of Literature in ELT that have been taught to teacher trainees and to identify the benefits of the subject to teacher trainees. Besides that, this study was also conducted to identify the problems faced by teacher trainees in teaching literature during their teaching practice and to suggest the ways to overcome the problems. 31third year students of Bachelor Science and Education (TESL) were selected as the respondents of this study. A set of questionnaire was designed to collect the data from the respondents. The instrument used to collect the data is a questionnaire. The overall findings of the study indicate that Literature in ELT do benefits the teacher trainees in preparing themselves to teach literature as most of the respondents rarely face problems in their literature lesson.

**14.Adrian** (2009) wrote a book titled “World and Time: Teaching Literature in Context” and according to the writer, this book has been written particularly for those who may be beginning their careers as teachers of English and, specifically, of English Literature.

As the book’s sub-title – *Teaching Literature in Context* – suggests, *World and Time* is both about attitudes to teaching literature today and about questions that can provoke real anxiety. How should one teach context in literature – and why? And what contexts should one teach anyway? The writer hopes that the book’s arguments and its approaches to teaching literature in context will be thought

provoking and of use. He pointed out how should one teach context in literature – and why? And what contexts should one teach anyway?

He also recommended that Giving students time and guidance to explore the literary landscape; encouraging them to take risks with what they read and showing them how to find connections between texts.

**15.Lo Monico.**(2014). (Minnesota English Journal) in his article titled “Why We Teach Literature” illustrated that after many years of focusing on characters, plots, and theme in his own teaching, he found that a text-based approach helps students appreciate literature much more than any other method. And the best way to apply that approach is through performance. According to LoMonico, it wasn’t classroom discussions of plots, themes, and characters that made us want to become English teachers. It was probably a passionate, innovative, caring teacher who made a difference in our lives. He explained that engaging, in innovative methods will make it easier to get students to love literature and turn them into lifelong readers and playgoers. The author recommended that if teachers want their students to actually read assigned books, they have to go beyond that and have students look closely at the author’s actual words.

That is to say, focusing on the content is an important approach that can be used to introduce literature to your students. LoMonico pointed out that, rather than teach technology, the teacher should create assignments that get the students to engage with the technology. In other words, the use of technical means is crucial in literature teaching.

**16.Dilip** (2009) conducted a research paper titled “Experimenting ICT in Teaching English Language and Literature”. This research paper aims at sharing practical experiments with ICT in teaching English language and literature. It deals with the pragmatic aspects of using ICT with the student community of Business Management and Humanities. The extensive use of web components, internet,

blogs, e-dictionaries, e-groups, SMSs, emails, socializing portals, e-encyclopedia, power point presentations, webcasting, and audio-video, as teaching tools have been made in the classroom. The student community was motivated to make use of cyber cafes and GPRS mobiles to interact with the teacher. The research paper deals with very five main questions:

How far is ICT useful to student community? What is the role of ICT in teaching English language and literature? What kind of methods can be used to overcome students' problems? Can it empower student community? Can it improve their proficiency of learning?

The method of the writer depends on:

Use of OHP projector with printed transparencies of sketched of images related to important scene from the novel. CD/DVD player with TV for viewing movie downloaded from web portals

The writer believes that ICT can never replace teacher. A man is a better teacher than a machine. Neither text nor technology can replace a teacher. A good teacher will always be good, whether he uses. He also stated that, if the teacher uses ICT, it could improve the proficiency level of his students and empower them with better understanding of language and literature

He cited his paper with these findings:

- 1-Research needs to have a solid foundation in theories.
- 2-Software needs to be based upon relevant pedagogical and design principles for them to be effective.
- 3- Studies need to use well-established and reliable measures.

4-Research focus should go beyond anxiety, attitudes, vocabulary acquisition, and language production.

5-More research needs to be conducted in the less explored skills areas such as speaking, listening, and culture.

**17.Barbara and Richard** (2007) in an article entitled “Best Practices Involving Teamwork in the Classroom:

Results from a Survey of 6435 Engineering Student Respondents”. In this study a teamwork survey was conducted at Oakland University, Rochester, MI, in 533 engineering and computer science courses over a two-year period. Of the 6435 student respondents, 4349 (68%) reported working in teams. Relative to the students who only worked individually, the students who worked in teams were significantly more likely to agree that the course had achieved its stated learning objectives ( $P > 0.001$ ). Regression analysis showed that roughly one-quarter of the variance in belief about whether the objectives were met could be explained by four factors:

- 1) student satisfaction with the team experience.
- 2) the presence of instructor guidance related to teamwork.
- 3) the presence of slackers on teams.
- 4) team size.

Pearson product–moment correlations revealed statistically significant associations between agreement that the course objectives had been fulfilled and the use of student teams and between satisfaction with teams and the occurrence of instructor guidance on teamwork skills. These and other results suggest that assigning work to student teams can lead to learning benefits and student satisfaction, provided that the instructor pays attention to how the teams and the assignments are set up.



**18. Almekhlafi et al.** (2010) wrote a research paper under the title " Teachers' perceptions of the use of technology in teaching languages in United Arab Emirates' schools". The study investigated the effect of Computer Assisted Language Learning (CALL) on elementary-prep school students' improvement in English as a foreign language (EFL).

Eighty-three students in Al-Tamayoz Elementary-prep School, United Arab Emirates, were selected and divided into experimental and control groups (43 and 40 participants respectively). Results of Analysis of variance (ANOVA) showed a significant difference between CALL users and nonusers in favour of the experimental group ( $p < .05$ ). In addition, a questionnaire was administered to CALL users to investigate their attitude, perceived utility, and intention to use CALL in the future. Students in the experimental group had a positive attitude toward CALL, perceived its utility for helping them learn EFL, and had a strong intention to use it in the future. Results of this study have provided evidence of the effect of CALL on learning English as a foreign language and it is possible to include literature in this area.

**19. Elyagot** (2012) in a thesis (MA ) under the title "Using Literature to Develop Reading Comprehension Skills", The main purpose of the researcher in this study to find out the role of using literature in developing reading comprehension skills. The researcher adopted both descriptive analysis and empirical methods in his research. In fact, the population of the study consists of (60) students of the first year in (SUST) and (30) teachers from (SUST) as well.

The methods used by the researcher to collect his data, are mainly tests (pre-tests and post-tests) and also he chose a questionnaire that contains some items relevant to his study. After analyzing his data, he concluded to the following findings:

- 1-Using literature in language courses helps students to develop reading comprehension skills.
- 2-Using literature in reading lessons helps students to develop their vocabulary.
- 3-Literature presents valuable material to teach reading comprehension lessons.
- 4-Using literature in language classroom enhances students' confidence to express their responses effectively during teaching process.
- 5-Using literature develops students' interpretative abilities.
- 6-Using literature develops students' reading strategies in terms of skimming and scanning.

When we refer to the previous studies, the researchers' general conclusion can be summed up in the following points:

- 1**-Most of the findings of the previous studies supported the influential role of literature in developing the written and oral skills of the students in the target language. In addition to that, the realization of cultural enrichment can't be neglected when applying literature.
- 2-Most of the previous studies proved the significant role of literature in helping the students to develop creative thinking and other higher-order thinking skills.
- 3-The use of multimedia is essential in literature teaching.
- 4-It was also obvious that the application of the three mentioned approaches and the three mentioned strategies is very important in literature learning.
- 5-The importance of the instructor's guidance in teamwork strategy is of a great importance.
- 6-Some of the tools used in the previous studies depend basically on questionnaires, data collection, experiments and tests.

**6-**The previous studies were carried out in different places and by different nationalities from all corners of the world with different scientific degrees. That is to say, the resources of knowledge and information are varied, but the aim that indicates the importance of literature is the same everywhere.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter the researcher described the methodology used to conduct this research and he had illustrated the way in which he accomplished the study. The things to be discussed are the subjects, the research tools that are used to collect the data, procedures of data collection, validity and reliability of the research tools.

This chapter includes an overview, research design, detailed descriptions of the population, interviews, the instruments used in the study as well as the procedures of implementing the measurement tools including the pilot study. The validity and reliability of these tools were verified, methods of data analysis were illustrated and the chapter ended up with a concise summary.

#### **3.1 Population of the Study:**

The population of the study was (100) secondary school students who used to study English for more than six years. They were chosen from two secondary schools that happened to be in Omdurman district. They were divided into two equal groups. (50) Students who studied literature and another group of (50) who didn't. They were same level (3<sup>rd</sup> level).

#### **3.2 The Subjects of the Study**

The subjects of the study are divided into two groups:

1/ The students who were exposed to literature. They were given a written test to answer. They were given 20 minutes to answer all the provided questions.

The aims of the written test were the following points:

1- To measure the thinking performance of the students.

2- To measure the students' vocabulary.

3- To measure the way in which the students write.

The researcher encouraged the students to answer all the questions of the test to see whether the study of literature affected their performance positively or not.

2/The second group, those were the students who weren't exposed to literature during the past years. They were also given the same test to measure the same previous values (performance, thinking and vocabulary).The students of this group were chosen from a secondary school in Omdurman district.

The subjects in the research have been studying English as a second language for more than six years. That is to say, the students had some prior knowledge of English language and they were able to answer the questions of the test. The researcher divided them into two groups according to their knowledge of literature. The (100) secondary school students were chosen from two different schools in different areas. The students who were chosen to conduct this experiment were studying at the 3<sup>rd</sup> level. All the students who participated in this study were the same age and level. The students were divided into two groups. Fifty students who studied literature and the other fifty ones who didn't were chosen to conduct the experiment. That is to say, the literal group consists of (50) Students and another non-literal group consists of the same number of students.

The participants share these characteristics:

- 1-They are the same age and in the same level (3<sup>rd</sup> year secondary school)
- 2- The same location (Omdurman district in Sudan).
- 3-They are all Sudanese students.

### **3.3 Research Tools**

In this study three basic tools were used to collect data and they can be summed up as follows:

The tools used in this research can be described as follows:

- 1- A written test given to secondary school students.
- 2- A questionnaire for teachers.
- 3- An interview with educational directors.

#### **3.3.1 The Test**

The test consists of four questions and each one is highly required to measure one of the four hypotheses in the study. It takes about (20) minutes to be finished. The questions and the vocabulary in the test were suitable and clear for the students to answer. The test was given to two different students in different schools, the students who studied literature and those who didn't. The test was meant to measure the performance, thinking and the way in which the students write.

After the researcher obtained a permission from the two selected schools to test their third level students, he prepared a test to measure the main objectives of the study. A number of hundred students participated in the experiment. The students were divided equally into two groups. The students who answered the test were females. The students from both groups ought to answer a written test.

That is to say, the same test was to be answered by both of them. The first group was chosen from the students who were found to study literature. The second group consisted of (50) students who didn't study literature at all. The researcher informed the students to answer all the questions and to finish the test in twenty minutes time. The students were told the results of the test would be top confidential so as to lessen the fear of failure and embarrassment that the students might face. They are encouraged to answer the test in a very friendly atmosphere. The total number of the test questions was four to measure performance (passage general understanding), vocabulary, thinking and writing. Twenty marks were given to the test and the atmosphere of the test was comfortable and suitable. After the students finished, the papers were collected and marked. The scores were listed and analyzed.

### **3.3.2 The Questionnaire**

A questionnaire was designed for teachers who teach English at secondary schools. It consists of (20) points and has (5) options that range from “never” to “always”. The items are clear and can be easily understood by the participants.

The main purpose of this questionnaire is to investigate the importance of some literary values of teaching literature at Sudanese secondary schools in specific and educational centres in general. (30) Teachers were asked to participate in the questionnaire to enrich the study. Four items in the questionnaire were meant to measure one of the hypotheses provided by the researcher. In other words, the points of the questionnaire were mainly designed to serve the purposes behind the study. It is to investigate the teachers' attitudes towards all the activities, strategies, approaches and values of teaching literature to students in order to promote their performance, thinking and linguistic abilities. The questionnaire was distributed randomly to thirty English teachers from different schools. The researcher was certain that all the items in the questionnaire were

chosen by the participants and no variety was left unanswered. All the participants in the questionnaire were thanked by the researcher for their collaboration in completing the experiment. The questionnaire's data were analyzed statistically to measure the objectives and hypotheses of the study. The items of the questionnaire were reduced from (22) into (20) and the content of it was clarified so that it could be easily understood and answered. Four or three items of the questionnaire were required to measure one of hypotheses of the study. Luckily most of the teachers who participated in the questionnaire expressed a real sense of enthusiasm in answering all the items and this was a real pleasure to the researcher.

The questionnaire was given to secondary school teachers and it contained (20) items. Each item focused on the impact of literature on students. The questionnaire was only designed for teachers who teach English at secondary schools. It consists of (20) points and has (5) options that range from “never” to “always”. The items are clear and can be easily understood by the participants.

The main purpose of this questionnaire is to investigate the importance of some literary values of teaching literature at Sudanese secondary schools in specific and educational centres in general. (30) Teachers were asked to participate in the questionnaire to measure the success of the study. Four items in the questionnaire were meant to measure one of the hypotheses provided by the researcher. In other words, the points of the questionnaire were mainly designed to serve the purposes behind the study. It is to investigate the teachers' attitudes towards all the activities, strategies, approaches and values of teaching literature to students in order to promote their performance, thinking and linguistic abilities. The questionnaire was distributed randomly to thirty English teachers from different schools. The researcher was certain that all the items in the questionnaire were chosen by the participants and no variety was left unanswered. All the participants in the questionnaire were thanked by the



researcher for their collaboration in completing the experiment. The questionnaire's data were analyzed statistically to measure the objectives and hypotheses of the study.

### **3.3.3 Teacher's Interview**

In his thesis **Salih** (2014) pointed out to the interview as explained by " (Moster and Kalton, 1971; quoted in Bell 1993:91; Cited in Al-Samawi 2000).Tanveer (2007) states that:

*"The rationale behind the use of interview as a data collection tool was that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs. (Merriam, 1998: cited in Ohata, 2005)" .*

The research tool used in collecting the interview's data was a written interview of (4) questions with (10) educational English directors. Their experience in the field of education is more than (10) years. The directors who participated in the interview were told about the aims and objectives of it. They were also told that their participation would be top confidential and will never be used against them. Their participation was meant to enrich the study and would be directed to the purposes of it.

One of the interviewed teachers agreed with the researcher by saying that "literature teaching develops the students 'cognitive and mental skills .He also stated that, literature develops reading, analysis skills and widen the vocabulary of the students. He believes that the reading of literature is the only means of enjoyment for those who appreciate it. According to him literature usually deepens human thought, culture and behaviour of students. All the points mentioned by the interviewed teachers are typically identical with the researcher's own points of view when speaking about the significant role of literature.

Two interviewed teachers agreed with the researcher that, literature reading develops the four skills, broadens the students' vocabulary and develops their way of thinking. One of them said that literature helps the students to exchange knowledge and information , Another interviewed teacher believed that literature equips the students with new concepts, ideas about life .That is to say, they will gain new experiences. All teachers agreed that literature plays an effective and a positive role on the promoting the students' standard. An interviewed teacher clarified the experiences that the students gain when studying literature. He believed that the students would think of all the places they get to visit in reading, people they get to meet, situation they get to experience without leaving their rooms. Without reading about these characters and places, the students will never experience situations. Another interviewed teacher clarified the experiences that the students gain when studying literature. He believes that the students will think of all the places they get to visit in reading, people they get to meet, situation they get to experience without leaving their rooms.

Without reading about these characters and places the students will never experience new situations.

### **3.4 Data Collection Procedures**

Data collection procedures included the collection of questionnaire's data, written interviews with directors and a test was given to secondary school students.

The students were chosen from two different schools and they were given the same test. In each school (50) students participated in answering all the questions of the test. Then the papers were collected and each paper got a score. The written interviews were distributed individually and randomly to group Of directors of English language. The researcher interviewed most of them in their

own offices and benefited, to a large extent, from their experience in the field of education. They were helpful and polite and after the interview the researcher expressed to them his gratitude and thankfulness.

### **3.5 Validity and Reliability of Data**

#### **3.5.1 The Tools' Validity**

A test was distributed to secondary school students, a questionnaire was to be measured by (30) English teachers and an interview was to be made with (10) English directors. Some qualified teachers were asked to check every item in accordance with the objectives of the research .One of them suggested that (2) items out of the (22) should be omitted and some modifications were to be done within the items of the questionnaire itself. Then the researcher did all the required modifications in the questionnaire as well as in the test. Much modification was done till the researcher got the final version of the test and the questionnaire. All these points were judged and evaluated by a group of qualified teachers in English language teaching.

#### **3.5.2 Tools' Reliability**

Validity refers to the extent to which the data collection procedure measures what it intends to measure. To measure the reliability of the tools used in the study, the researcher followed these points:

1- The use of (SPSS) computer programme to analyze the data.

2-A test was distributed to a hundred students.

3- The directors were interviewed according to their vast experience to answer the written questions that concern the effective literary values of teaching literature to secondary school students. The interview was conducted to emphasize the researcher's own point of view about the effective role that the

study of literature plays on students' performance, experience, understanding and thinking.

### **3.6 Pilot Study**

To measure the standard characteristics of the items of the effect of literary values, a questionnaire which consisted of (20) items based on the experience of English teachers was distributed. The researcher examined a (100) secondary school students. After correcting the responses, data were entered to the computer. Then the researcher applied the content validity through checking the internal consistency of the items.

### **3.7 Research Procedures**

Concerning this part, the researcher provided a detailed account and explanation of all the procedures he used to collect the needed data for the study. The test, the questionnaire and the interview, accompanied by a clear detailed explanation, were meant to certify the reliability of the research.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS &DISCUSSION**

#### **4.0 Introduction**

The whole chapter is about the results of the questionnaire which was distributed to the English teachers and the test which was given to two different secondary schools. The results of both, the questionnaire and the test had been fully analyzed and discussed in details according to the statistical analysis attached to tables and figures. The outcomes of the study were also discussed and clarified.

The collected data were analyzed and discussed in details. The tools used by the researcher were a test for secondary school students, a questionnaire for English teachers and interviews with ten directors of English. The results and significance of the data will be discussed in details. The programme used to analyze the data was Statistical Package for Social Studies (SPSS).With tables and figures the results of the analysis will be presented and interpreted.

#### **4.1 Results of the Questionnaire**

A questionnaire was distributed to thirty teachers to investigate the effective role that the teaching of literature plays by choosing items related to the five hypotheses of the study. The responses in the questionnaire are arranged as (never, rarely, sometimes, often and always). The questionnaire contains twenty items and each one will be discussed in details.

#### **4.2 Frequency and Percentage of the Questionnaires ‘Participants**

**Item No.1, (Literature teaching is very important in promoting the four skills.)**

Table (4.1) Literature Teaching and the Promotion of the Four Skills

Items	Frequency	Percentage %
Never	1	3.3
Rarely	1	3.3
Sometimes	1	3.3
Often	10	33.3
Always	17	56.7
Total	30	100

Table (4.1) and figure (4.1) indicate the frequency and the percentage of the teachers' attitudes towards the importance of literature to literary students.

When the teachers were asked about item No.1, 17 out of 30 teachers (56.7%) responded 'always' while only two of them responded 'never' and 'rarely' with (3.3%).' (10) teachers chose 'often' frequency' (33.3 %).From these figures and percentages it is noticed that , literature learning promotes the four skills.

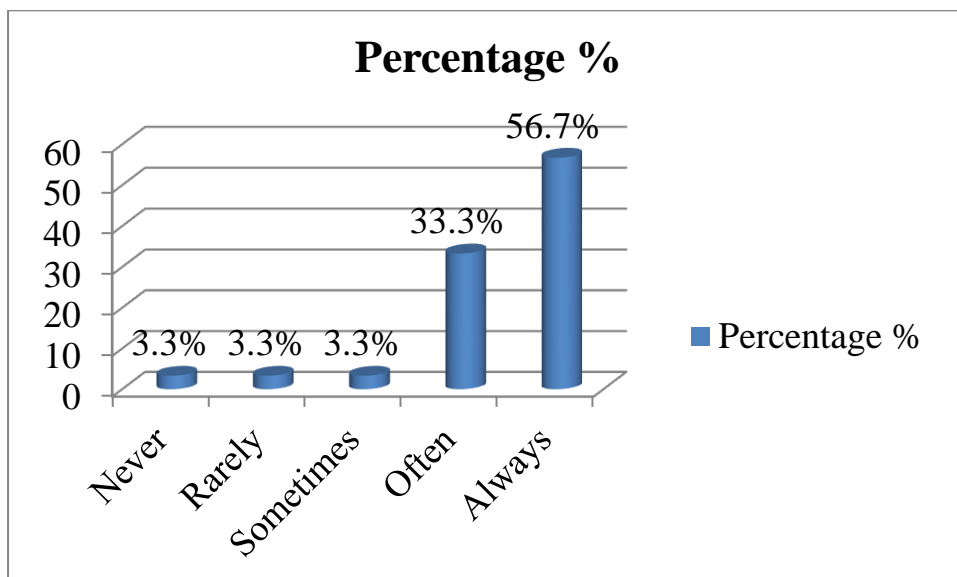


Fig (4.1) Literature Teaching and the Promotion of the Four Skills

**Item No.2, (Literature encourages students to learn new language structures from the content.)**

<b>Items</b>	<b>Frequency</b>	<b>Percentage %</b>
Sometimes	6	20
Often	9	30
Always	15	50
Total	30	100

Table (4.2): Literature and Language Learning

From the table and figure, and when the teachers were asked about item No.2, 15 out of 30 teachers (50%) responded "always" while 9 teachers responded "often" (30%) and only 6 teachers chose "sometimes" frequency (20%). Never and rarely frequencies disappeared and no participant chose. From these figures and percentages it is noticed that, literature helps in learning language new structures.

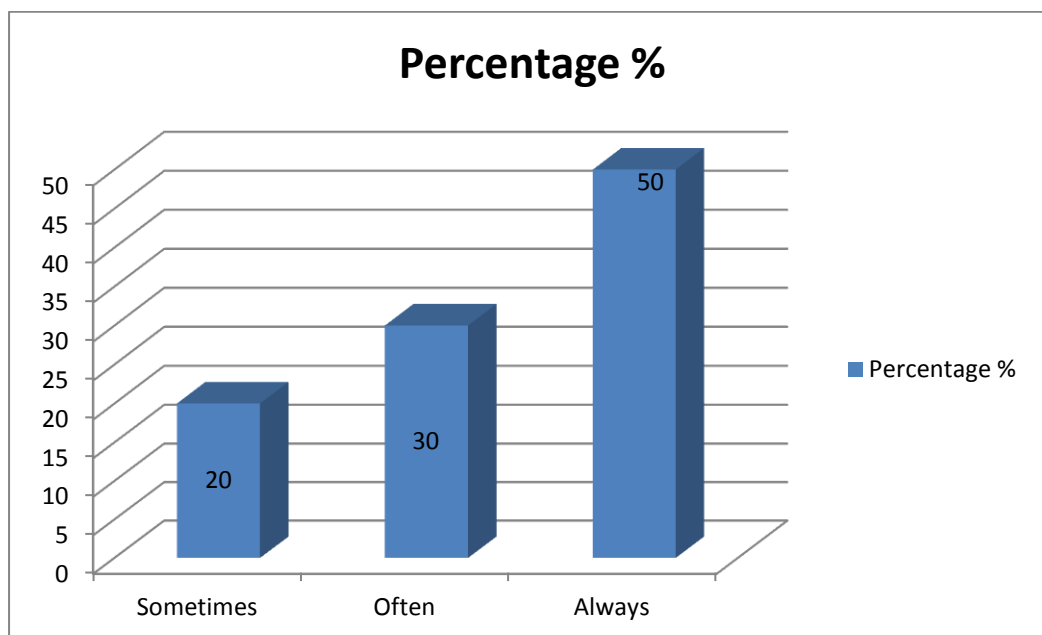


Fig (4.2) Literature and Language Learning

**ItemNo.3 (There is a relation between literature and fluency.)**

Items	Frequency	Percentage %
Sometimes	5	16.7
Often	15	50.0
Always	10	33.3
Total	30	100

Table (4. 3) The Relation Between Literature and Fluency.

The figure and table show the statistical analysis of item No.3, 15 out of 30 teachers (50%) responded "often" while 10 teachers responded "always" (33.3%) and only 5 teachers chose "sometimes" frequency ( 16.7) %."Never" and "rarely" frequencies disappeared and no teacher chose any of them. From these figures and percentages it is noticed that literature learning promotes fluency

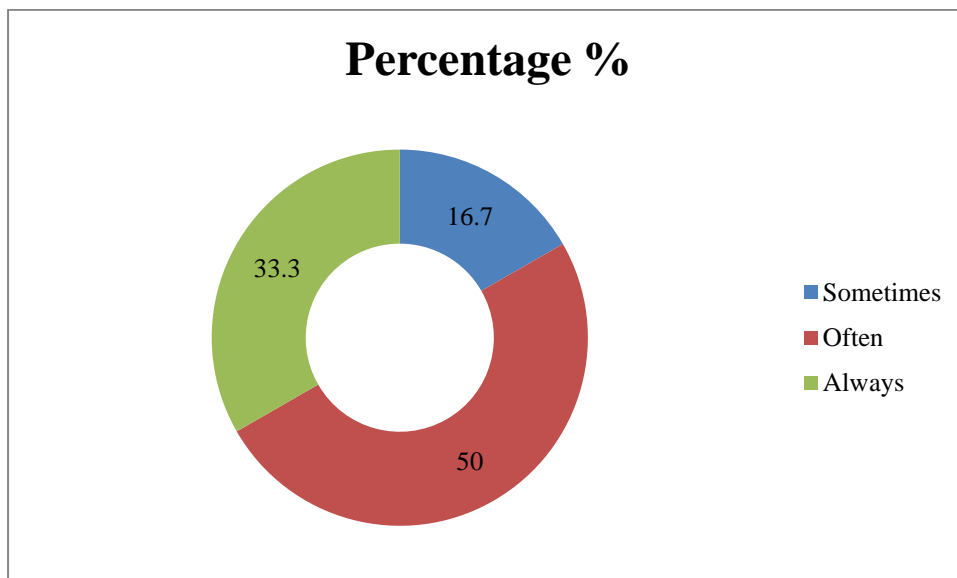


Fig (4.3) The Relation Between Literature and Fluency.



**Item No. 4 (Literature develops students’ understanding of correct language usage.)**

Table (4.4) Literatures ’Role in Developing Students’ Understanding of Correct Language Usage.

Items	Frequency	Percentage %
Sometimes	8	26.7
Often	8	26.7
Always	14	46.6
Total	30	100

When the teachers were asked about item No.4, 14 out of 30 teachers (26.7%) responded “always” while 8 teachers responded’ often’ (33.3%) and 8 teachers chose “sometimes” frequency (26.7 %). From these figures and percentages it is noticed that literature learning, develops understanding of correct language usage.)

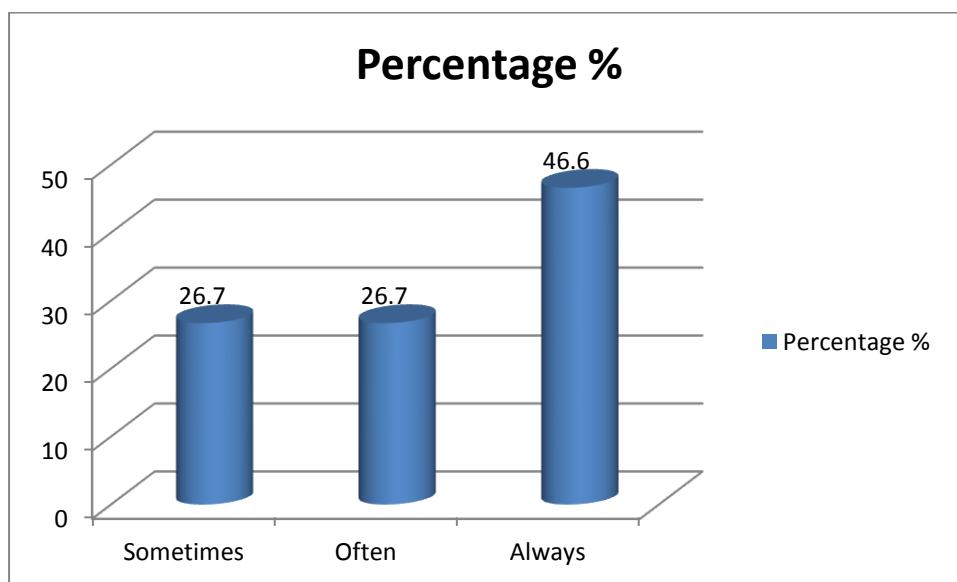


Fig (4.4) Literatures ’Role in Developing Students’ Understanding of Correct Language Usage.

**Item No.5 (Teaching literature improves students’ awareness about their behavior.)**

Table (4.5) Literature Teaching and Behaviour

Items	Frequency	Percentage %
Never	3	10.0
Rarely	4	13.3
Sometimes	5	16.7
Often	10	33.3
Always	8	26.7
Total	30	100.0

When the teachers were asked about item No.5 ,10 out of 30 teachers (33.3%) responded "often" while 8 teachers responded "always" (26.7%) and only 5 teachers chose sometimes frequency (16.7 %)."Never" frequency was chosen by 3 teachers (10%) and" rarely" frequency was chosen by 4 teachers (13.3%). From these figures and percentages it is noticed that, literature learning promotes the four skills.

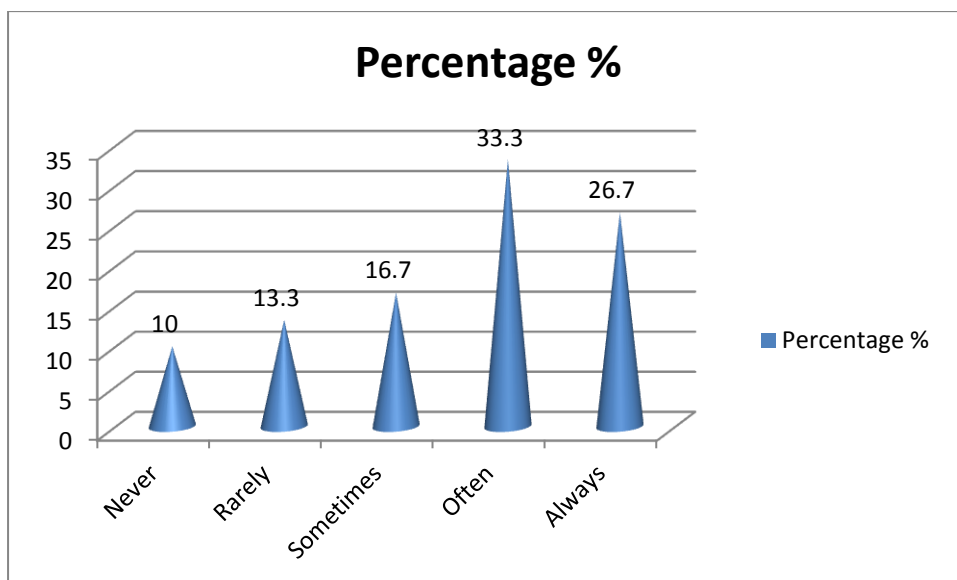


Fig (4.5) Literature Teaching and Behaviour

**Item No.6 (Literature helps students to think creatively.)**

Table (4.6) Literature and Students' Creative Thinking.

Items	Frequency	Percentage %
Rarely	1	3.3
Sometimes	9	30.0
Often	7	23.3
Always	13	43.4
Total	30	100.0

When the teachers were asked about item No.6, 13 out of 30 teachers (43.4. %) responded always while 9 teachers responded always (30%) and only one teacher chose" rarely "frequency (3.3%).Often frequency was chosen by 7 participants (23.3%).

From these figures and percentages it is noticed that, literature learning promotes the four skills.

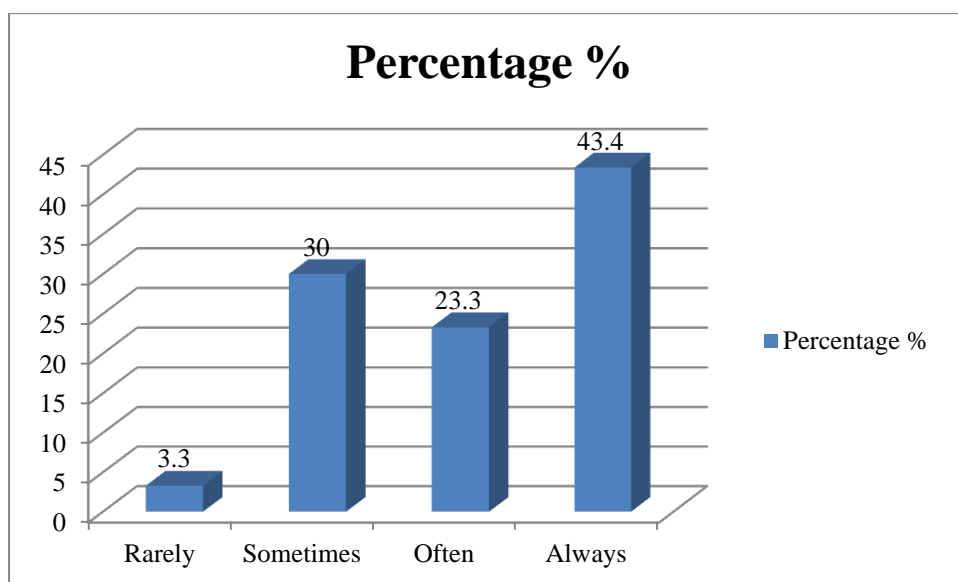


Fig (4.6) Literature and Students' Creative Thinking.

**Item No.7 (A literary text helps students to read deeply between the lines.)**

Table (4.7) Role of Literature in Helping Students Reading Between Lines

Items	Frequency	Percentage %
Sometimes	11	36.7
Often	8	26.6
Always	11	36.7
Total	30	100.0

When the teachers were asked about item No.7 ,11 out of 30 teachers (36.7%) responded "always" and also 11 teachers responded "sometimes" (36.7%) and only 8 teachers chose "often" frequency (26.6 %)" Never" and "rarely" frequencies were not included in this item. From these figures and percentages it is noticed that, literature learning helps students to read deeply between the lines.

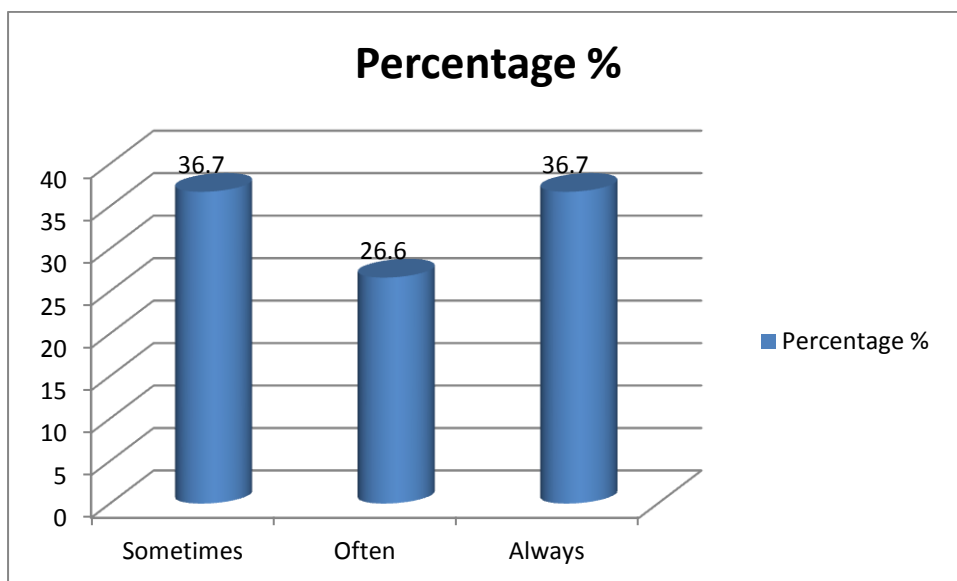


Fig (4.7 ):Role of Literature in Helping Students Reading Between Lines

**Item No.8 (Literature develops student’s personal ways of analysis.)**

Table (4.8) Role of Literature in Helping Students Reading Between Lines

Items	Frequency	Percentage %
never	1	3.3
rarely	5	16.7
sometimes	7	23.3
often	5	16.7
always	12	40.0
Total	30	100.0

Table (4.8) Literature and the Development of Student’s Personal Ways of Analysis

When the teachers were asked about item No.8, 12 out of 30 teachers (40 %) responded "always" while 7 teachers responded ‘sometimes’ (23.3%) and only one teacher chose "never" (3.3%). "Often" frequency was chosen by 5 teachers (16.7%) and also another 5 teachers responded the same frequency and percentage. From these figures and percentages it is noticed that, literature learning promotes analysis.

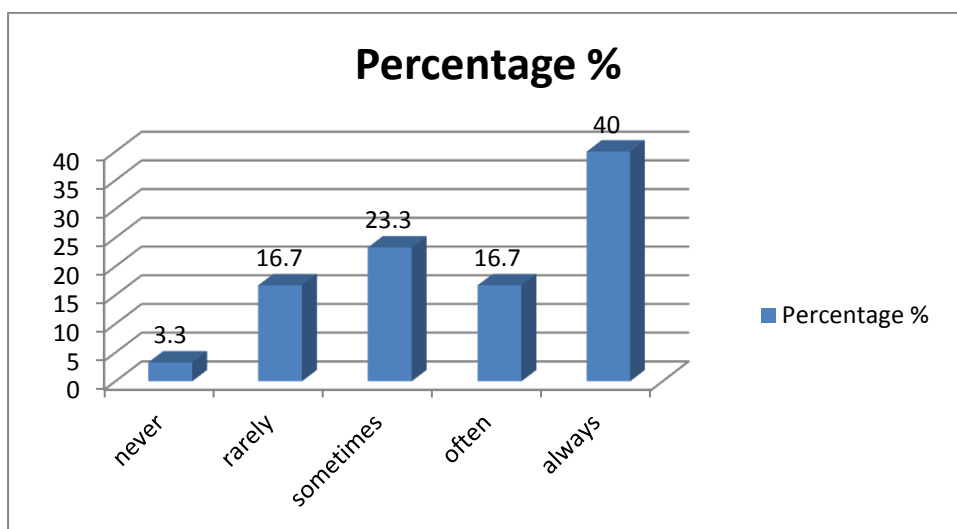


Fig (4.8) Literature and the Development of Student’s Personal Ways of Analysis.

**Item No.9 (Literature encourages students to predict things.)**

Table (4.9) Literature and Prediction.

Items	Frequency	Percentage %
Rarely	2	6.7
Sometimes	6	20.0
Often	16	53.3
Always	6	20.0
Total	30	100.0

When the teachers were asked about item No.9, 16 out of 30 teachers (53.3 %) responded "often" while 2 teachers responded "rarely" (6.7%) and only one teacher chose "never" frequency (3.3%). 'Always' frequency was chosen by 6 teachers (20%) and also 6 teachers responded "sometimes" with the same percentage. From these figures and percentages it is noticed that, literature learning encourages students to predict.

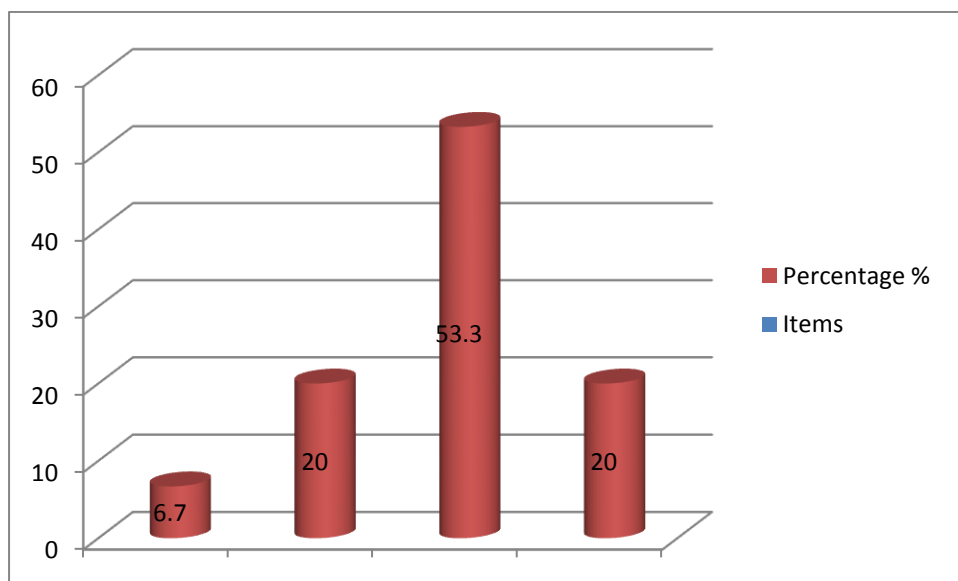


Fig (4.9) Table (4.9) Literature and Prediction.

### Item No.10 (Literature reading broadens students' critical thinking skills.)

Table No (4.10): Literature Reading and the Broadening of Students' Critical Thinking Skills.

Items	Frequency	Percentage %
Rarely	3	10.0
Sometimes	4	13.3
Often	8	26.7
Always	15	50.0
Total	30	100.0

When the teachers were asked about item No.10, 15 out of 30 teachers responded "always" (50 %) while 8 teachers responded 'often' (26.7%) and 4 teachers chose "sometimes" frequency (13.3%). "Rarely" frequency was chosen by 3 teachers (10%). From these figures and percentages it is noticed that, literature learning promotes thinking.

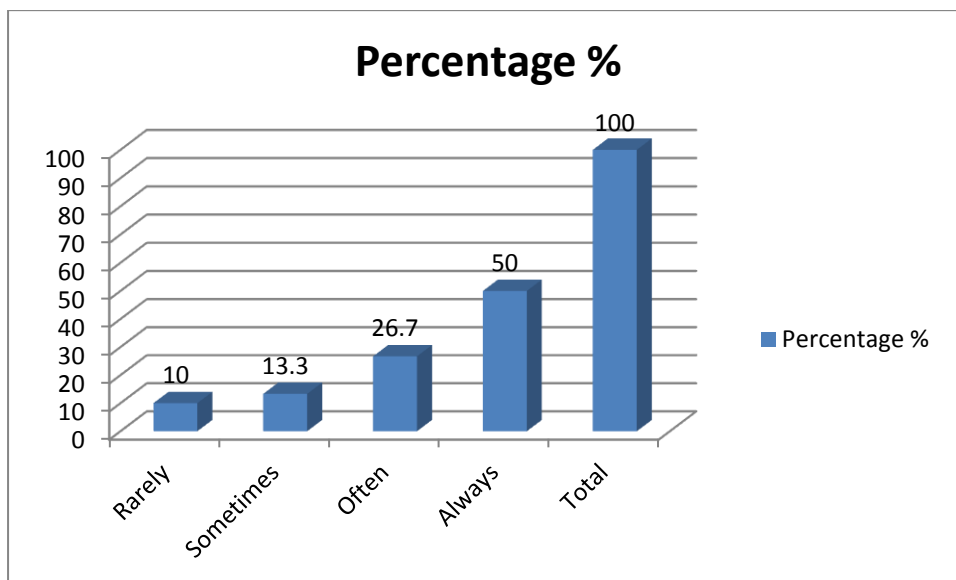


Fig (4.10) Literature Reading and the Broadening of Students' Critical Thinking Skills

**Item No.11 (Literature bridges the gaps among students to have better understanding for each other.)**

Table (4.11) Role of Literature in Bridging the Gaps

Items	Frequency	Percentage %
Never	2	6.7
Rarely	5	16.7
Sometimes	8	26.6
Often	9	30.0
Always	6	20.0
Total	30	100.0

When the teachers were asked about item No.11, 9 out of 30 teachers (30 %) responded "often" while only two teachers responded "never" (6.7%) and 5 teachers chose "rarely" frequency (16.7%). "Always" frequency was chosen by 6 teachers with (20%) and 8 teachers responded "sometimes"(26.6%). From these figures and percentages it is noticed that, literature learning promotes understanding.

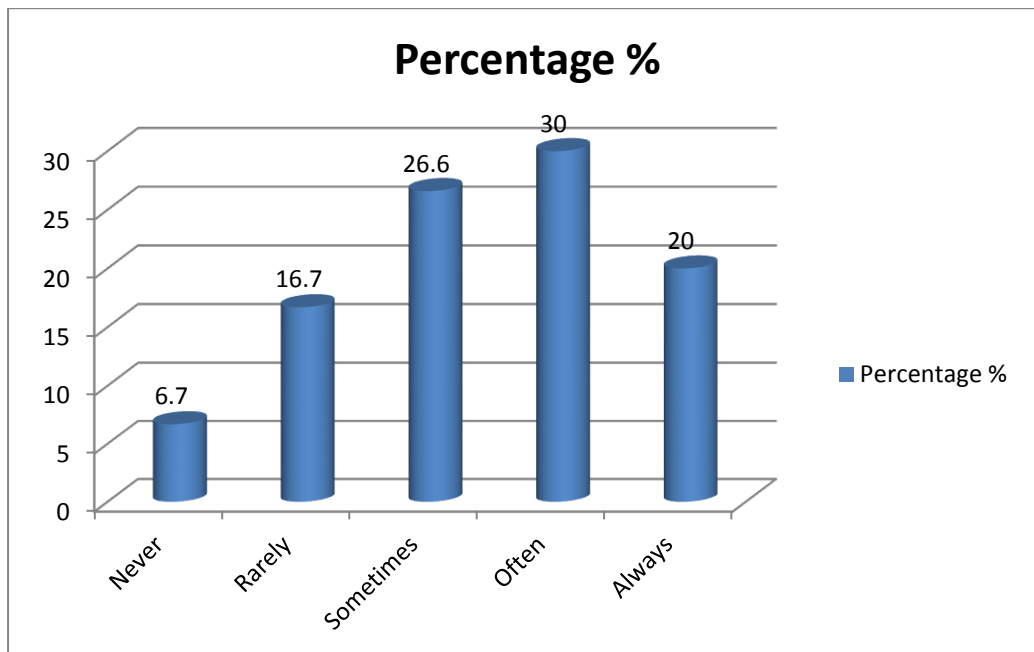


Fig (4.11) Role of Literature in Bridging the Gaps



**Item No.12 (Literature helps to bridge the students’ linguistic gap.)**

Table (4.12): Literature and the Students’ Linguistic Gap

Items	Frequency	Percentage %
Never	1	3.3
Rarely	4	13.3
Sometimes	5	16.7
Often	14	46.7
Always	6	20.0
Total	30	100.0

When the teachers were asked about item No.12, 14 out of 30 teachers (46.7 %) responded "often" while only one teacher responded "never" (3.3%). 6 teachers chose "always" frequency (20%). "Sometimes" frequency was chosen by 5 teachers (16.7%) and 4 teachers responded "rarely" (13.3%). From these figures and percentages it is noticed that, literature learning bridges linguistic gaps.

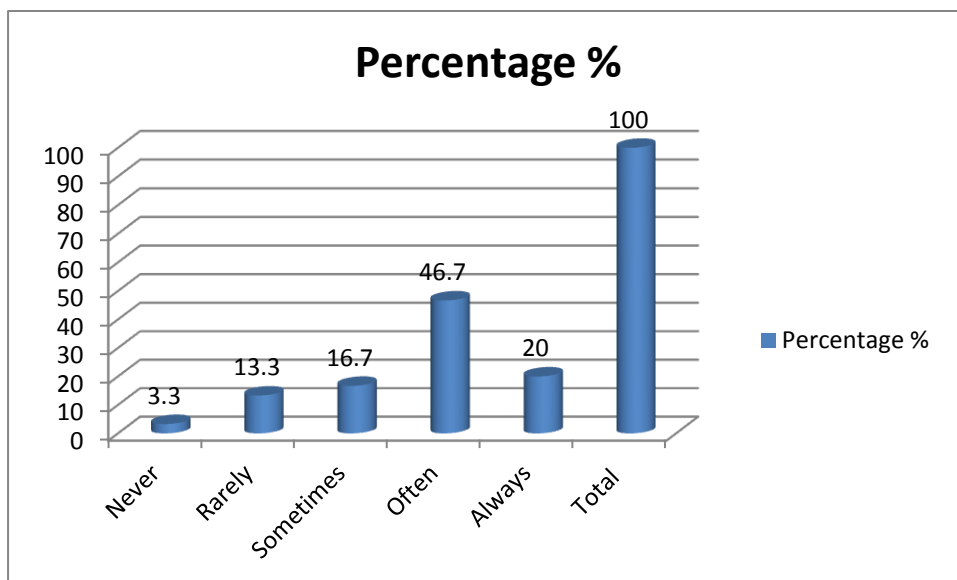


Fig (4.12) Literature and the Students’ Linguistic Gap

**Item No.13 (New ethics and values are to be exchanged among the students of literature in different locations.).**

Table (4.13) Literary New Ethics and Values

Items	Frequency	Percentage %
Never	1	3.3
Rarely	6	20.0
Sometimes	9	30.0
Often	10	33.3
Always	4	13.4
Total	30	100.0

The figure and table explain item N0.13. When the teachers were asked 10 out of 30 (33.3%) responded "often" while only one teacher responded "never" (3.3%). 4 teachers chose "always" frequency (13.4%). "Sometimes" frequency was chosen by 9 teachers (30%) and 6 teachers responded "rarely" (20%). From these figures and percentages it is noticed that, literature helps in exchanging ethics.

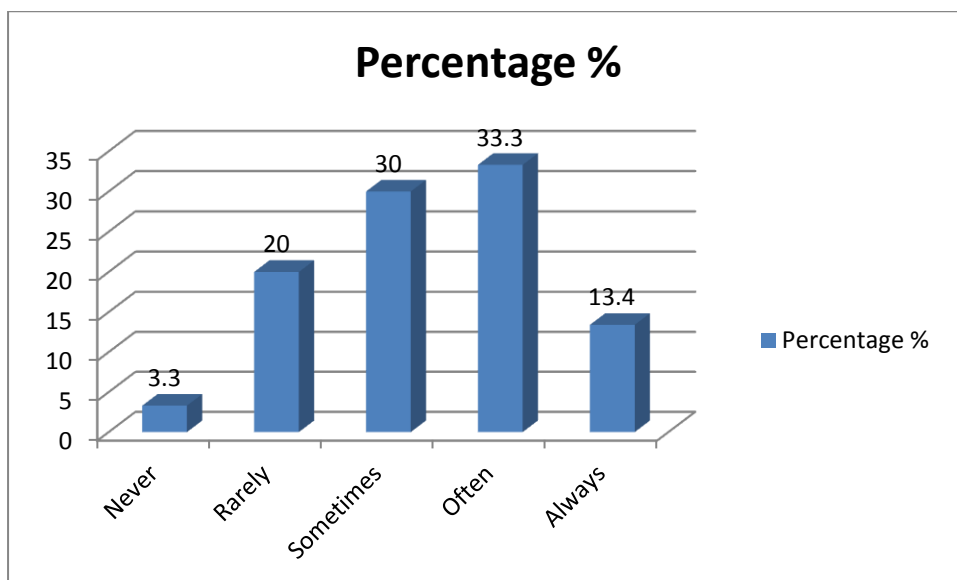


Fig (4.13) Literary New Ethics and Values

**Item No.14 (Literature helps students to have positive attitudes towards each other.)**

Table (4.14) Literature and Attitudes

Items	Frequency	Percentage %
Never	3	10.0
Rarely	3	10.0
Sometimes	11	36.7
Often	11	36.7
Always	2	6.6
Total	30	100.0

When the teachers were asked about item No.14 and from the (Fig and table (4.14), 11 out of 30 teachers responded "sometimes" and another 11 of them responded 'often' (36.7%) for each group. 3 teachers chose "never" frequency (10%) and another 3 responded "rarely". "Sometimes" frequency was chosen by 2 teachers (6.6%). From these figures and percentages it is noticed that, literature learning helps students to understand each other.

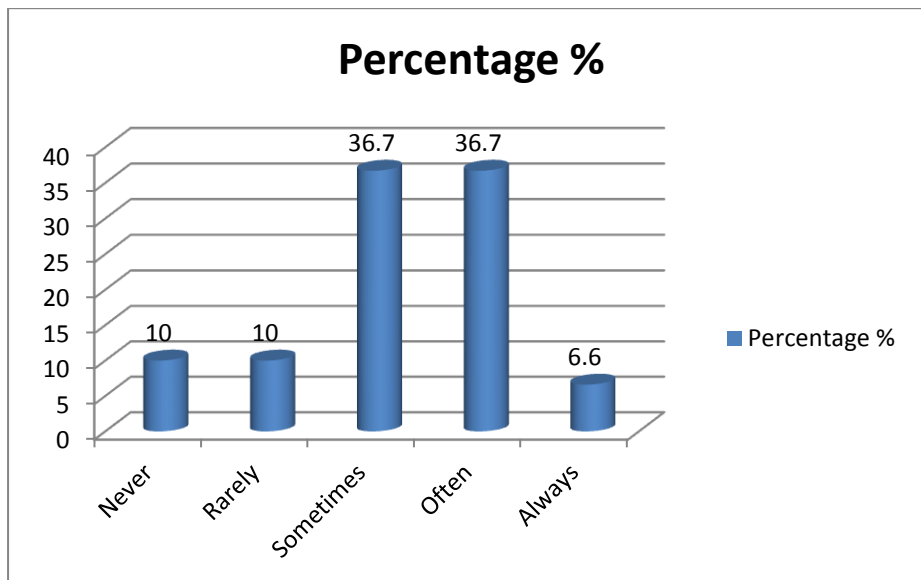


Fig (4.14) Literature and Attitudes

**Item No.15 (Literature helps to understand other nations' culture.)**

Table (4.15) Literature and Other Nations' Culture

Items	Frequency	Percentage %
Never	2	6.7
Rarely	2	6.7
Sometimes	3	10.0
Often	6	20.0
Always	17	56.6
Total	30	100.0

When the teachers were asked about item no.15, 17 out of 30 teachers (56.6%) responded "always" while only 2 teachers responded "never" and another 2 responded the same frequency with (6.7%) for each group. 6 teachers chose 'often' frequency with(20%). 'Sometimes' frequency was chosen by 3 teachers (10%). That is to say, these results confirmed the hypothesis to a large extent.

From these figures and percentages it is noticed that, literature learning helps to understand other cultures.

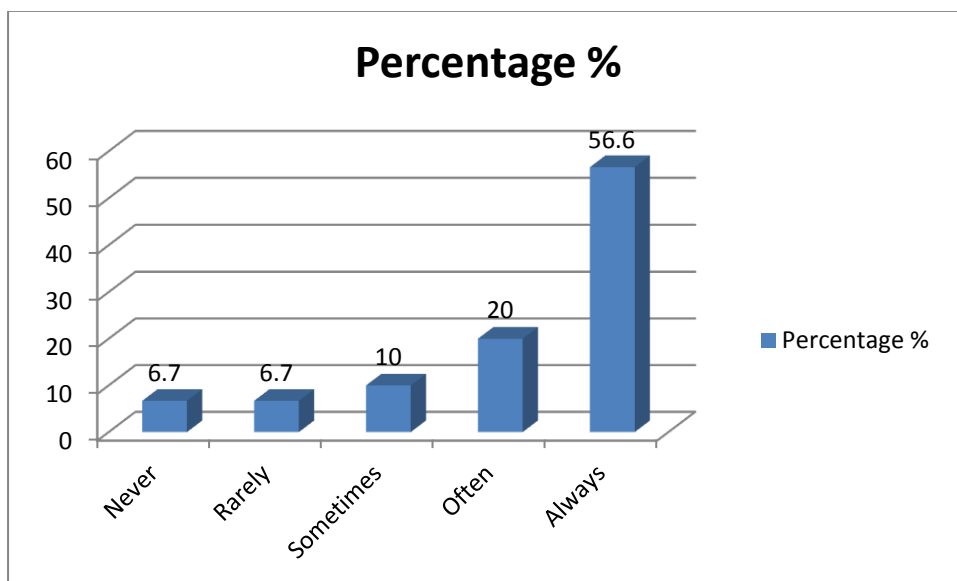


Fig (4.15): Literature and Other Nations' Culture

**Item No.16 (Literature encourages students in expressing their ideas, feelings and experiences.)**

Table (4.16): The Role of Literature in Student’s Self-Expression

Items	Frequency	Percentage %
Sometimes	6	20.0
Often	8	26.7
Always	16	53.3
Total	30	100.0

When the teachers were asked about item No.16,16 out of 30 teachers (53.3%) responded "always" while 8teachers responded "often" (26.7%). 6 teachers chose "sometimes" frequency (20%). From these figures and percentages it is noticed that, literature encourages self-expression.

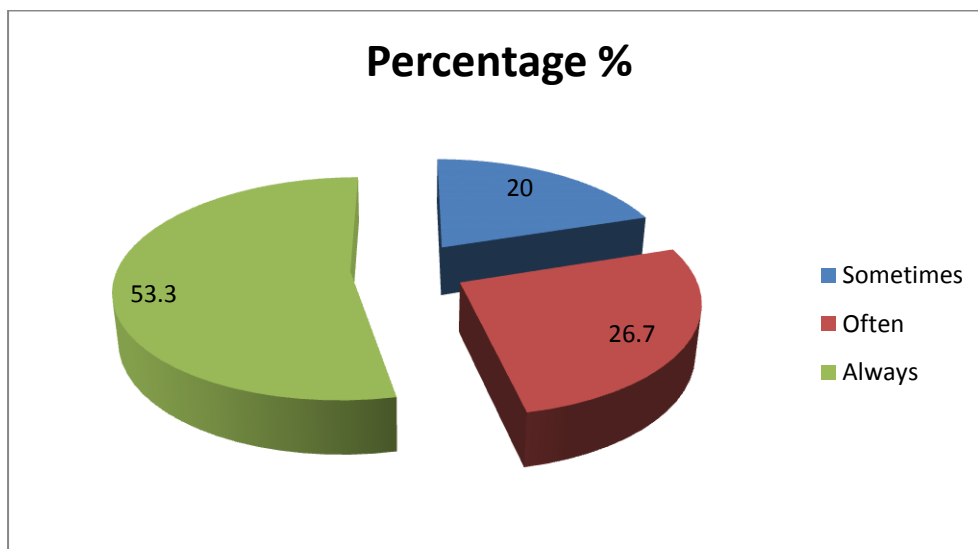


Fig (4.16) The Role of Literature in Student’s Self-Expression

**Item No.17 (Literature encourages students to have clear interpretation for some words.)**

Table (4.17) Literature and the Interpretation of Words

Items	Frequency	Percentage %
Rarely	2	6.7
Sometimes	4	13.3
Often	12	40.0
Always	12	40.0
Total	30	100.0

When the teachers were asked about ,12 out of 30 teachers responded "always" and another group of 12 teachers responded "often" (40%) for each while only 2 teachers responded "rarely". 4 teachers responded "sometimes"frequency (13.3%). From these figures and percentages it is noticed that, literature learning develops vocabulary.

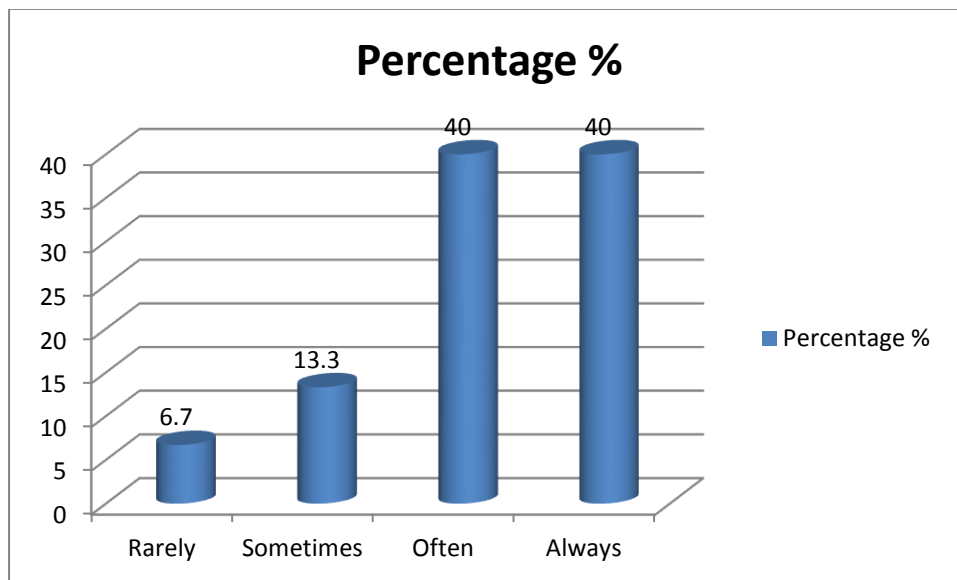


Fig (4.17): Literature and the Interpretation of Words

### Item No.18 (Literature helps students to share ideas.)

Table (4.18) Literature and Ideas Helping

Items	Frequency	Percentage %
Rarely	4	13.3
Sometimes	8	26.7
Often	10	33.3
Always	8	26.7
Total	30	100.0

When the teachers were asked about item N0.18 ,10 out of 30 teachers responded "often" (33.3%) while 4 teachers chose "rarely" frequency (13.3%). 8 teachers responded 'always' and another group of 8 teachers also responded "often"with (26.7%) for each. From these figures and percentages it is noticed that, literature learning helps students to share ideas.

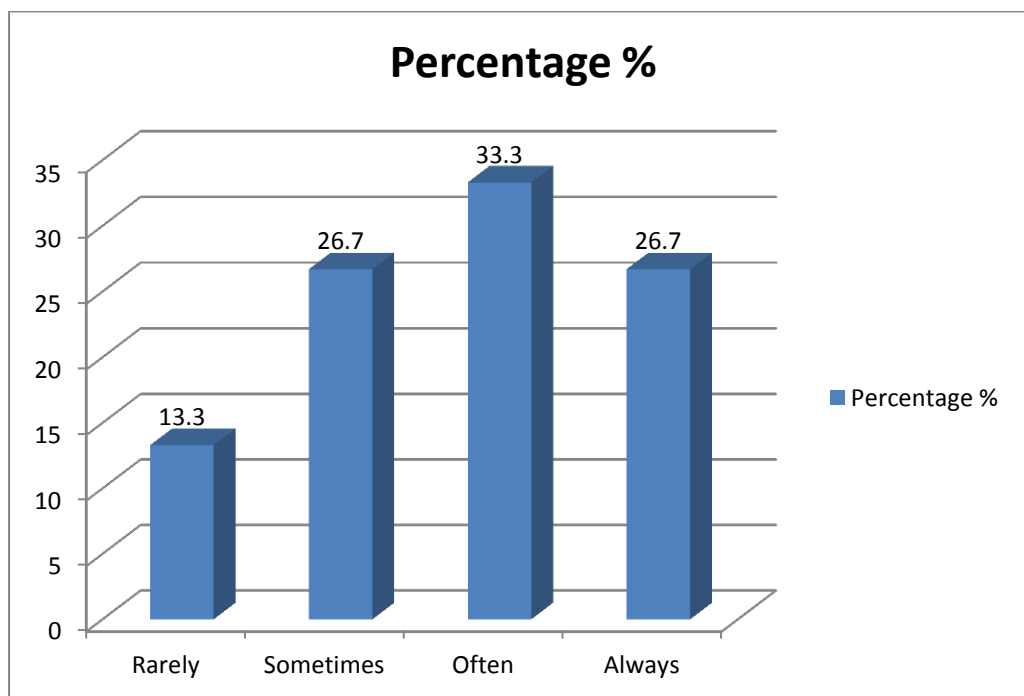


Fig (4.18) Literature and Ideas Helping

**Item No.19 (Literature helps students to recognize new cultural orientation concepts.)**

Table (4.19): Literature’s Role in Recognizing Cultural Orientation Concept.

Items	Frequency	Percentage %
Never	2	6.7
Rarely	2	6.7
Sometimes	4	13.3
Often	8	26.7
Always	14	46.7
Total	30	100.0

When the teachers were asked about item No.19, 14 out of 30 teachers responded "always" (46.7%) Only 2 teachers responded "rarely" and another 2 teachers also responded "never" with (6.7%) for each. "Sometimes" frequency was chosen by 4 teachers (13.3%). From these figures and percentages it is noticed that, literature learning promotes cultural orientation.

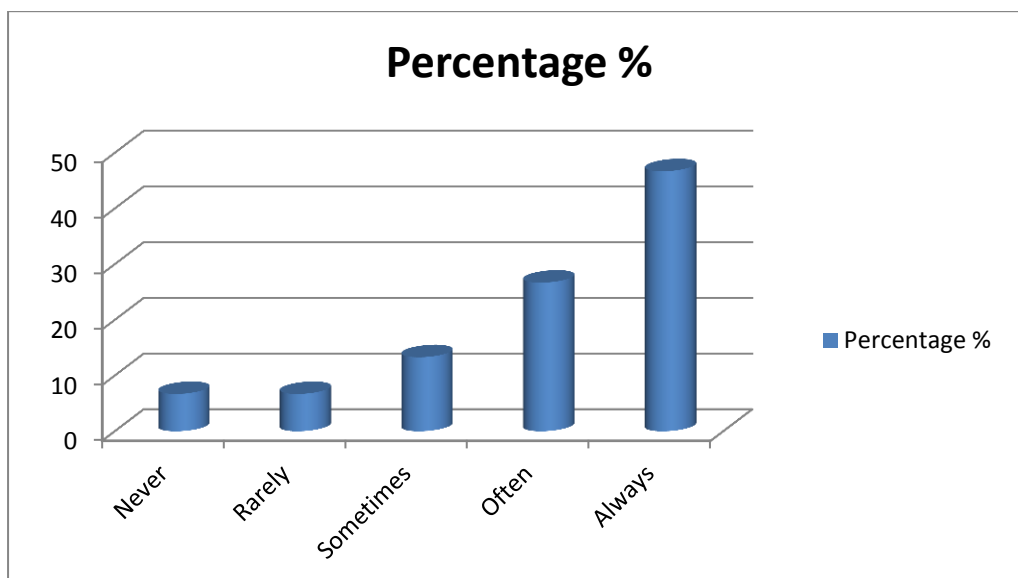


Fig (4.19) :Literature’s Role in Recognizing Cultural Orientation Concept.



**Item No.20 (Literature reading encourages students to share new experiences in their life.)**

Table (4.20) Literature Reading and the Sharing of New Experiences

Items	Frequency	Percentage %
Never	1	3.3
Rarely	3	10.0
Sometimes	8	26.7
Often	9	30.0
Always	9	30.0
Total	30	100.0

When the teachers were asked about item No.20, 9 out of 30 teachers responded "often" responded 'often' and another group of 9 teachers also responded "often" with (30%) for each. Only 1 teacher responded "never" (3.3) and "Sometimes" frequency was chosen by 8 teachers (26.7%). From these figures and percentages it is noticed that, literature learning encourages the exchange of experiences. Referring to all the above figures and tables, it is to be noticed that all the (20) items were confirmed, accepted and certified the study hypotheses

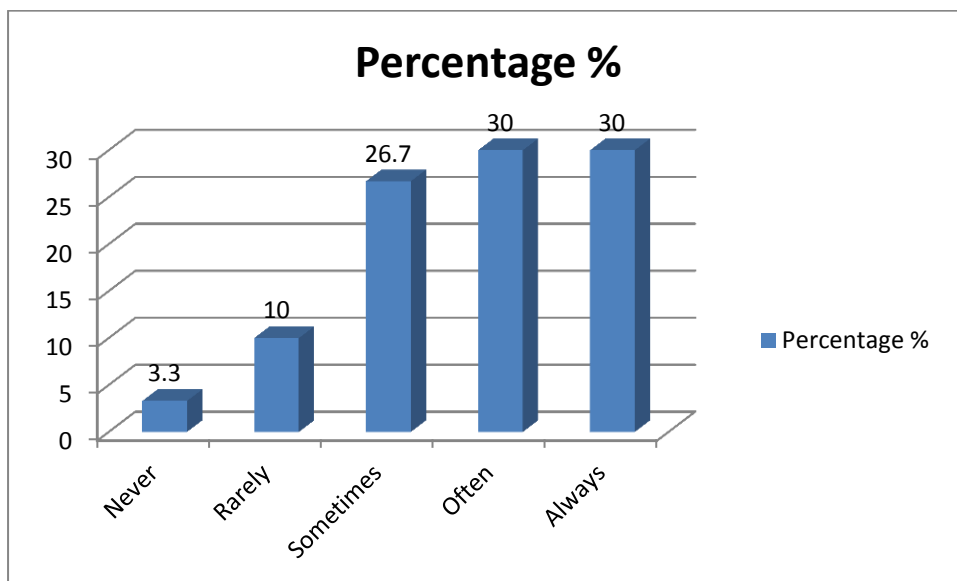


Fig (4.20) Literature Reading and the Sharing of New Experiences

## Years of Experience

Table (4.21) Years of Experience

Experiences years	Frequency	Percentage %
< 5 years	6	20.0
5 -10 years	9	30.0
>10years	15	50.0
Total	30	100

Table ((4.21) and figure (4.21) show that, the percentage of English teachers' years of experience who participated in the questionnaire is more than 10 years is (50%) (15 out of 30) teachers).From 5 to 10 years about 9 teachers contributed in the questionnaire (30%).Only 6 teachers whose experience is less than 5 years participated in the questionnaire (20.0).That is to say most of the teachers who participated used to teach English for more than ten years and their vast significant experience in teaching English illustrated the validity and the reliability of the study.

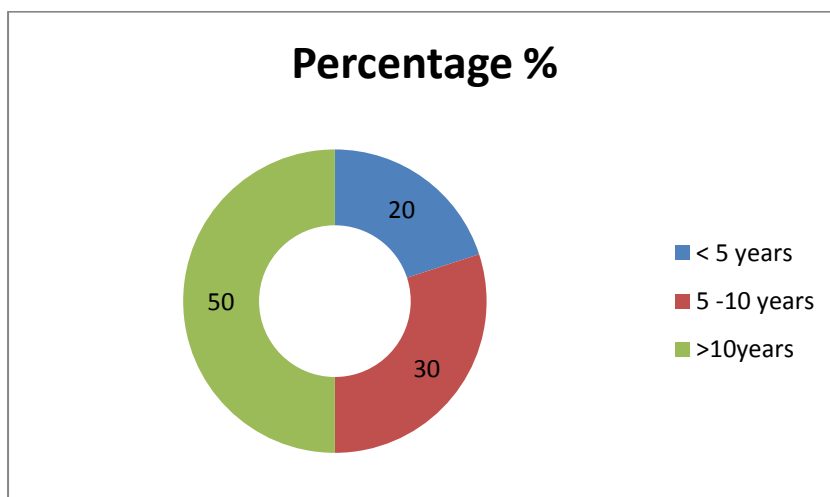


Fig (4.21) :Years of Experience

### 4.3 Verification of Hypotheses (Significance when P value is less than 0.05)

#### 1. Literature develops the students' personal ways of thinking.

Table ( 4.22 ) *P value* 0.037

Experience years	Items					Total
	Never	Rarely	Sometimes	Often	Always	
< 5 years	1	1	2	1	1	6
5 -10 years	0	1	2	2	4	9
>10years	0	3	3	2	7	15
<b>Total</b>	1	5	7	5	12	30

Table (4.22) shows that there is a significant statistical correlation between literature teaching and the students' ways of thinking. *Value* 0.037

That is to say, the hypothesis is accepted and confirmed. There is a significant statistical correlation between literature teaching and the students' ways of thinking.

#### 2. Literature Broadens Thinking

Table (4.23)*P value* 0.041

Experience years	Items				Total
	Rarely	Sometimes	Often	Always	
< 5 years	1	1	2	2	6
5 -10 years	1	2	2	4	9
>10years	1	1	4	9	15
<b>Total</b>	3	4	8	15	30

Table (4.23) shows that there is a significant statistical correlation between literature teaching and the broadening of thinking *value* 0.041. And this indicates that thinking is broadening when studying literature. That is to say the hypothesis is accepted and confirmed. There is a significant statistical correlation between literature teaching and the broadening of thinking.

### 3. Literature Re- brides the Linguistic Gap

Table (4.24 )*P value* 0.037

Experience years	Items					Total
	Never	Rarely	Sometimes	Often	Always	
< 5 years	1	1	1	3	0	6
5 -10 years	0	0	3	4	2	9
>10years	0	3	1	7	4	15
<b>Total</b>	1	4	5	14	6	30

Table (4.24) shows that there is a significant statistical correlation between literature teaching and the re-bridging of the linguistic gap *value* 0.037. That is to say, the hypothesis is accepted and confirmed. There is a significant statistical correlation between literature teaching and the re-bridging of the linguistic gap.

### 4. New Ethics and Values Exchanged Among Students

Table (4.25) *P value* 0.008

Experience years	Items					Total
	Never	Rarely	Sometimes	Often	Always	
< 5 years	0	3	2	1	0	6
5 -10 years	0	2	4	3	0	9
>10years	1	1	3	6	4	15
<b>Total</b>	1	6	9	10	4	30

Table (4.25) shows that, there is a significant statistical correlation between the exchange of new ethics and values and the learning of literature. And this indicates that new ethics and values are exchanged among students when they study literature.

That is to say the hypothesis is accepted and confirmed. There is a significant statistical correlation between literature teaching and the exchange of new values among the students.

### 5. Literature Helps Understand Other Nation Culture.

Table (4.26) *P value*(0.007)

Experience years	Items					
	Never	Rarely	Sometimes	Often	Always	Total
< 5 years	1	1	1	1	2	6
5 -10 years	1	1	0	3	4	9
>10years	0	0	2	2	11	15
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>17</b>	<b>30</b>

Table (4.26) shows that, there is a significant statistical correlation between literature teaching and the understanding of culture.

And this indicates that Literature helps students understand other nation culture. That is to say , the hypothesis is accepted and confirmed.

### 6. Literature Helps Students to Recognize Cultural Orientation

Table (4.27) *P value* (0.032)

Experience years	Items					
	Never	Rarely	Sometimes	Often	Always	Total
< 5 years	1	1	1	1	2	6
5 -10 years	1	0	1	2	5	9
>10years	0	1	2	5	7	15
<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>14</b>	<b>30</b>

Table (4.27) shows that, there is a significant statistical correlation between literature teaching and the recognition of the cultural orientation.

And this indicates that literature helps students to recognize cultural orientation. That is to say, the hypothesis is accepted and confirmed.

## 4.4 Students' Test Results

### Creative Thinking Results

Table (4.28): Students Creative Thinking Results

Literature study	Results		
	Pass	Fail	Total
Yes	48	2	50
No	22	28	50
Total	70	30	100

(‘Yes’ stands for the students who studied literature and ‘No’ stands for those who didn’t.)

When we talk about creative thinking, it is to be noticed that and from the table (4.28) and figure (4.22) the results of the students who studied literature were better compared with those who didn’t. 48 out of 50 students who studied literature passed the test and only 2 students failed. On the other hand, 22 out of 50 students who studied literature passed the test while 28 students failed in it.

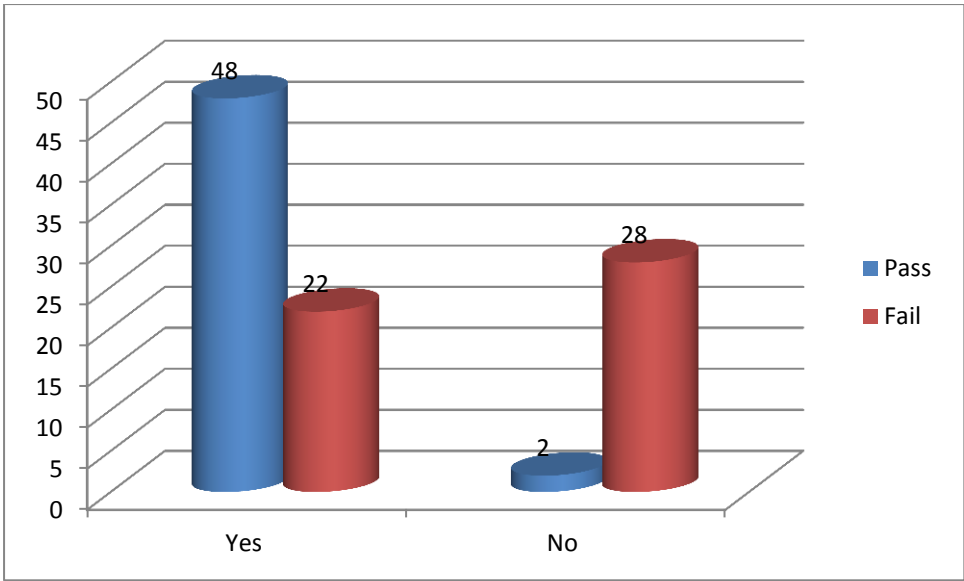


Fig (4.22): Students' Creative Thinking Results

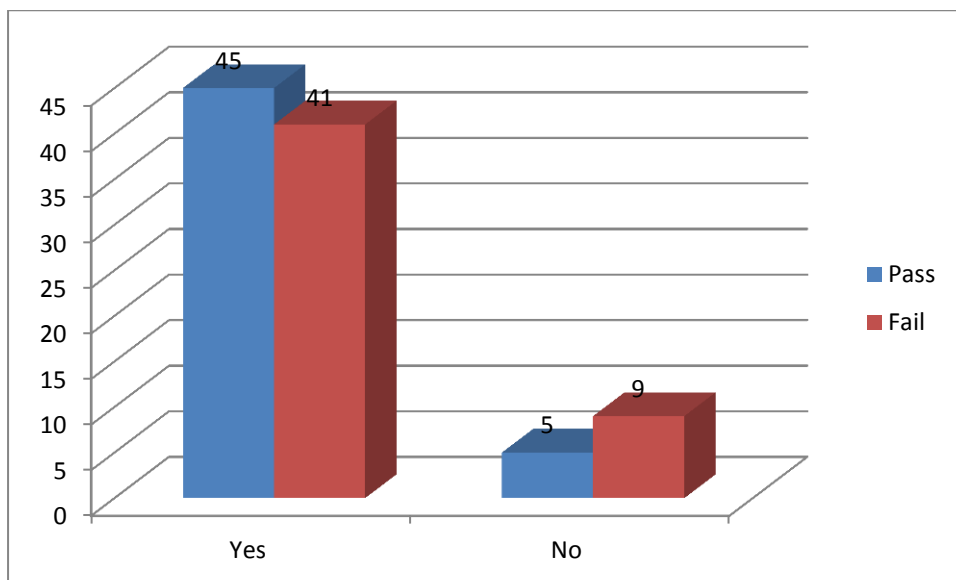
## Vocabulary Results

Table (4.29) Students' Vocabulary Results

Literature study	Results		Total
	Pass	Fail	
Yes	45	5	50
No	41	9	50
Total	85	14	100

(‘Yes’ stands for the students who studied literature and ‘No’ stands for those who didn’t.)

When we talk about the students' vocabulary results, it is to be noticed that and from table (4.29& figure-4.23), the results of the students who studied literature were better compared with those who didn't. 45 out of 50 students who studied literature passed the test while only 5 students failed. On the other hand, 41 out of 50 students who didn't study literature passed the test while 9 students failed in it.



‘Yes’ stands for the students who studied literature and ‘No’ stands for the students who didn’t.

Fig (4.23) Students' Vocabulary Results



## Writing Results

Table (4.30) Students' Writing Results

Literature study	Results		Total
	Pass	Fail	
Yes	19	31	50
No	5	45	50
Total	24	76	100

(‘Yes’ stands for the students who studied literature and ‘No’ stands for those who didn’t.)

Concerning the students’ writing results and from table (4.30&figure4.24), it is to be noticed that, the results of the students who studied literature were better compared with those who didn’t. 19 out of 50 students who studied literature passed the test while 31 students failed. On the other hand, the students who didn’t study literature, only 5 out of 50 students passed the test while 45 students failed in it.

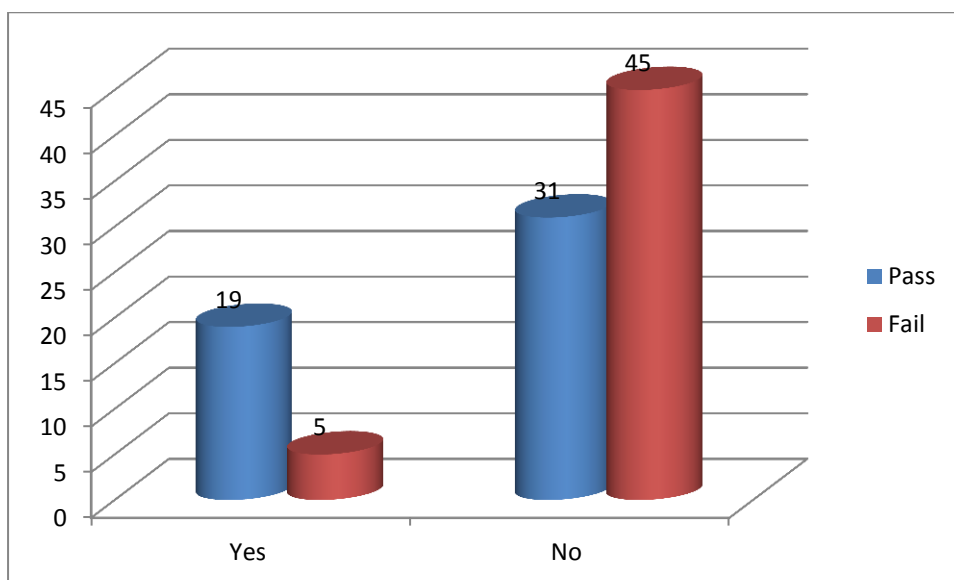


Fig (4.24) Students' Writing Results

(‘Yes’ stands for the students who studied literature and ‘No’ stands for those who didn’t.)

# **CHAPTER FIVE**

## **FINDINGS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter summarized the results of data analysis and the conclusion of the research. Recommendations for the learners, teachers and the students of English language were provided to indicate the importance of literature teaching. The researcher discussed the following points: A summary of the study, the major findings, and recommendations for EFL learners, teachers of English language administrations of higher education institutes and curricula designers to take into their consideration the importance of literature learning inside and outside the classroom. Some suggestions for further studies in literature teaching were explained.

### **5.1 The Research Results**

This study was conducted to find some answers to the questions of the research and test the four general hypotheses in this research. It has been conducted to investigate the role and the importance of literature.

The data was statistically treated by using SPSS programme. Mean and standard deviation were used to examine the effectiveness of literature studying on the students. It is clear that the students who study literature were found to be better performers, thinkers and with lots of experiences.

According to the above procedures, the researcher figured out the following findings:

- 1- Literature broadens the imagination of students and lots of experiences are gained when they are exposed to literature learning.
- 2-Literature develops the sense of criticism and creation among students.
- 3-Cultural orientation is real benefit gained through literature learning.
- 4- The teaching of literature in schools is very important.
- 5- The students who were exposed to literature scored higher marks compared with those who weren't exposed to any literary text.
- 6- The majority of teachers emphasized the important role that the study of literature plays in promoting the students' linguistic ability and fluency.

## **5.2 Research Conclusion**

The main purpose of this study was to illustrate the importance of literature teaching in Sudanese secondary schools in particular and in educational centres in general. Some values are gained when teaching literature. These values concern the thinking, the performance and the experience of the students.

The research is to investigate the importance of literature by comparing the degrees scored by the students in both schools. The study is an attempt and a contribution in the study of literature which had been neglected in many educational centres. It illustrates that literature reading enabled the students to achieve better results in performance tests or in communication situations. The analysis' findings of the study have confirmed the conclusion of previous studies, especially that literary students are better learners in terms of oral communication and performance. It concludes that, the study of literature influences on the students in a positive way to a large extent. The future

researches will support or extend the findings concerning the importance of literature in terms of the performance, the thinking and the education of students.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations are suggested:

#### **5.3.1 Recommendations for Teachers of English language**

- 1- Teachers of English language are recommended to encourage their students to learn literature in order to develop their performance especially in the four skills.
- 2- Teachers of English language should consider their students' linguistic abilities and minimize the amount of difficult vocabulary that their students face when studying literary texts.
- 3- The usage of suitable teaching methods, approaches, strategies and materials that suit the students in promoting the acquisition of a second language.
- 4- Teachers are required to modify the difficult literary texts to suit the student's vocabulary without losing the essence of the original text.
- 5- Teachers of English language are recommended to help their students discover the beauty and the importance of literature.
- 6- A teacher of English language is recommended to encourage his students to learn and act literature in classroom without fear or embarrassment.
- 7- When studying literature, teachers should maintain a comfortable and friendly atmosphere and design interesting activities that encourage students of literature to read, think and act.

### **5.3.2 Recommendation for administrations of Secondary Schools**

- 1- More emphasis on the importance of literature study is needed through the training of teachers of English language to know how to teach literature in a very effective way.
- 2- Encouraging the academic directors of secondary schools to deal with the problems of literature designing and teaching.
- 3- Many literary books should be available at schools' libraries.

### **5.3.3 Recommendation for Designers of English Curricula**

Curricula designers should alter curricula to take into consideration that literature should be included for its necessity and importance.

## **5.4 Suggestions for Further Studies**

The following points are suggested for further research:

- 1-Different strategies and approaches can be conducted to teach literature for foreign students.
- 2-A great attention should be taken into consideration to tackle the problems that the students face when studying literature.
- 3- Extra research on the importance of literature in promoting students' standard in terms of performance and vocabulary enrichment.
- 4-Further research is urgently needed to illustrate the significant role of literature in promoting the standard of students.

## **5.5 Summary**

This chapter can be summed up in the following points:

- 1/ The results of data collected by the researcher.
- 2/ Some recommendations for English teachers, the administrators of secondary schools curricula designers.
- 3/ Suggestions for further studies.

## REFERENCES

**Abdullah, T., Zakaria, H. M., Ismail, F., Mansor, A.W. and AbdulAziz, M.**(2010). *omputing in Education (AACE)*, Chesapeake, VA.

**Adrian, Barlow.**(2009). *Teaching Literature in Context*: Cambridge University Press 2009.

**Agee, J.**(2000).what is Effective Literature Instruction: DOI . *Journal of Literacy Research*, 32: 303.

**Amos, P. (2008)** (Ed.). Virginia. TESOL, Inc. Pp. 192. ISBN Approaches Employed By Secondary School Teachers The Literature Component In English. *Journal Pendidikan Pendelikon Jil*, 22, 1–23.

**Barbara, A. O., Hanna, M. D., Kuzmyn, O., Richard , M. and Felder , M. R.**(2014) The Electronic Revolution And The Teaching Of Literature .*The CEA Forum*,

**Barbara , D.Z. and Richard .**(2007). Best Practices Involving Teamwork in the Classroom: *Transaction on Education*, 50, NO. 3.

**Barlow, A. (2009).** “**World and Time: Teaching Literature in Context**” : Cambridge University Press.

**Bennett, A. and Royle, N. (1999).** Introduction to Literature, Criticism, and Theory. Second edition:Harlow: Pearson.

**Blakolo, A and Anthony S. (2002).** The Effect of Literature-based Reading on Gifted Students in Botswana . *Research in Education*, 68: 1.

**Blurton, C.** (1999). New Directions of ICT-Use in Education: UNESCO's World Communication and Information Report1999, on-line version.

**Bronte, E.** (1996). "Wuthering Heights". [Etext #768] .

**Brumfit, C.** and Carter, R.(1986). Literature and Language Teaching: New York: Oxford University.

**Busato, S. C.** (2010).Teaching Literature and Culture: The Spring of Hope or the Winter of Dispair,. 20:20.

**Carter, R** and Long, M.N.(1991). Teaching Literature: Harlow: Longman.

**Collie, J.** and Slater, S. (1990). Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: CUP.

**Curtis, D. D.** (2001). Exploring Collaborative Online Learning , *JALN*, 5, 1.

**Cruz, J. H. R.** (2010). The Role of Literature and Culture in English Language Teaching. [http://relinguistica.azc.uam.mx/no007/no07\\_art09.htm](http://relinguistica.azc.uam.mx/no007/no07_art09.htm).

**Dilip, P B.** (2009). Experimenting ICT in Teaching English Language and Literature. *Asia Call Online Journal*, 4 :1.

**Elyagot, M .** (2012). Using Literature to Develop Reading Comprehension Skills"Research . [www.sustech.edu](http://www.sustech.edu).

**Feng.** (2007).Literature Review of the Student-Centered Teaching Approach: National Implications: *National Forum Of Teacher Education Journal*, 1931185247.



**Feng, S. D.** (2010).Wheatley, W.F. and Cristiane Busato, S . (2010).Teaching literature and culture: “the spring of hope or the winter of despair, *Eletras*, 20:20.

**Gibson, J.** (2010).Small Group Teaching in English Literature 'A Good Practice Guide'ISBN9978 :([www.englishguide.headacademy.ac.uk](http://www.englishguide.headacademy.ac.uk)).

**Gillian ,L.**(1993). Literature and language teaching: A guide for teachers and Trainers . Camberidge University Press. ISBN 9780521404808.

**Hamdoun, H .** Qareeballah, and. Syed, H.S.(2012). Teaching Language through Literature: A diagnostic study on the teaching of English as a Foreign Language”: Website.

**Hernández Riwes, J.** (2010).The Role of Literature and Culture in English Language Teaching”: [http://relinguistica.azc.uam.mx/no007/no07\\_art09](http://relinguistica.azc.uam.mx/no007/no07_art09).

Hills, J.(1986). Using literature in language Teaching. London macmillan

**Hişmanoğlu, M.** (2005). A paper “Teaching English Through Literature”.*Journal of Language and Linguistic Studies*, 1:1.

**Hill, J.**(1986). Teaching literature in the Language Classroom. London: Modern English Publications, 1986.

<https://en.m.wikipedia.org>.(2007).Vocabulary- Wikipedia, the free encyclopedia

**Hwang, D.** and Embi, M.A. (2007). Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English: *Journal Pendidikan dan Pendidikan*, 22, 1 – 23.

**Johnson, D. W., Johnson, R. T. and Smith, K. A.**(1998). Active Learning: Cooperation in the College Classroom, 2nd ed. Edina, MN: Interaction.

**Jones, B , Chang S., Heritage, M. and Tobiason, G.** (2014).Supporting students in close reading: University of California.

**Kumar, D. P.** (2012). Teaching Literature to Adult Learners of ESL: Outlining Literature in Language Teaching and Learning. . *Voices- India*, ISSN: 2230-9136.

**Langer, J. A .** (1991). Literacy and schooling: A sociocognitive perspective. In E. Hiebert (Ed.), *Literacy for a diverse society*: New York: Teachers College Press.

**Lazar, G .**(1999). *Literature and Language Teaching: A Resource Book for Teacher and Trainers* :London: Cambridge University Press.

**Littlewood ,W .**(1984). *Foreign and Second Language Learning*: Published by Cambridge UnivPr, West Nyack, New York, U.S.A.

**LoMonico ,M.**(2014). Why We Teach Literature: *16 Minnesota English Journal*.

**Long ,M.**(2000). *Keys to Educational Psychology* . RoutledgeFalmer ,ISBN 0415239060.

**McRae, J .**(1991). *Literature with a small 'l'*: Nottingham: CCC Press.

**Met ,M.**(1999). Content-based Instruction: Defining Terms, Making Decision: Posted on the CoBaLTT website with permission from the National Foreign Language Center, <http://www.nflc.org>.

**Merriam- Webster.***et al* Com /dictionary / *talkative*. An Encyclopedia Britannica Company. Retrieved from [www.merriam-webster.com/dictionary/talkative](http://www.merriam-webster.com/dictionary/talkative).

**Murat.**(2005) .Teaching English Through Literature”*.Journal of Language and LinguisticStudies*, 1:1.

**Murphy , D.T., Weins, G.A. and Gunter,R.** ( 1997). Teaching pre-service teachers technology:An innovative approach. *Educational Media International Journal*,34(3): 136-139

**Mujawar, D.** and Dr.Anisa.(2013). Creative Techniques of teaching Literature” : ISSN 1930 29 40, 13:7.

**Neranjani, E. S.** (2011). English Literary Competence Through Activity Based Literature Learning . University of Colombo.

**Norazman, A., Shah, M. and Ashikin, N.**(2010) .Learning And Applying The SHL 3482 (Literature In ELT) By UTM’s TESL Trainees. : Malaysia, *International Journal of Distance Educuction*,

**Oblinger , G.** and Diana Lombardi, D . (2007).Authentic Learning for the 21st Century: An Overview, advance learning through IT innovation. The Educes Learning Initiative (ELI) , ELI Paper 1.

**Penda, P.** and Bijelic, T. (2011).Modernization of Literary Studies ”Banja Luka-17-19 (conference).

**Rich,C.**(1997). Literature for police academy: The series if I awere arich cop IMDb.

**Sadig, A** and Abdurrahman. (2010).Teachers’ perceptions of the use of technology in teaching languages in United Arab Emirates’ schools”:*Journal of Interactive LearningResearch* , ISSN 1093-023X Publisher: Association for the Advancement .

**Salih, A.A.** (2014).The Impact of Self-Confidence on EFL Sudanese Tertiary Level Students: El-Imam El-Mahdi University.

**Scheryer Institute for Teaching Excellence.** (1992).Teaching large classes-Scheryer Institute for Teaching Excellence.<http://Schreyer institute.pus.edu/Tools/Large/>.Accessed31.07.2012.

**Showalter, E.** (2003). Teaching Literature. Malden: Blackwell Publishing Ltd.

**Stevenson,B.**(2005). Electronic Revolution and Teaching Of Literature: *The CEA Forum Winter/Spring*, 34.

**Wan, M .T** and Marzila. (2007). A new Teaching Model to Literature for the TESl. *Research VOTE* NO 75167 , 2007.

**Wang, T.**(2007).Cooperative Teaching Studies. *The Journal of Human Resource and Adult Learning*, 3: 2.

**Whitehead, R.** (1968). *Children's literature: Strategies of teaching*. Englewood Cliffs, NJ: Prentice- Hall Inc.

**Widdowson, H. G.** (1975). Stylistics and the Teaching of Literature: London: Longman.

**Yaqoob ,M** .(2007). Developing Creative Thinking: Cognitive Approach To The Teaching Of English: National University Of Modern Languages, Islamabad.

## APPENDICES

### Appendix No.1 (The Test)

#### A Secondary School Student's Test

3<sup>rd</sup> Year August 2015

Make  I study literature Yes ( ) No ( )

---

---

School: ..... Total Mark: 20 marks

Name.....

Time allowed: 30 minutes

---

---

#### **Answer All The Questions**

**Read this passage and answer the questions below:**

Sugar cane was grown in India thousands of years ago. In Roman times it was known in Europe as a great luxury, and it was rare and expensive for many centuries after that. In 1493 Columbus took a sugar plant with him to the west of Indies, where it grew so well that huge plantations were started by Europeans and worked on by slaves. The slaves were shipped across the Atlantic from Africa, in chains, on a journey that took six weeks. Many died. The empty ships then carried the sugar back to Europe. So much money was made, that why sugar was known as 'white gold'.

Sugar is used to sweeten food and make sweets and chocolate. By the 16<sup>th</sup> century the English were the greatest sugar-eaters in history. *Elizabeth I* who sent Columbus lost all her teeth because she ate so much of it.

Question No.1. Answer the following:4m

1. Who took a sugar plant to the west of Indies?

1/.....

2. What is the good effect of sugar?

1/.....

3. What is the bad effect of sugar?

.....

4. Why did *Elizabeth I* lose all her teeth?

.....

Question No.2.

What do the following words refer to? They are underlined in the text? 2m

a) him .....

b) it .....

Question N0.3. State whether these statements are true or false.Make [✓] for

true, and [X] for false. 5m

1. Sugar cane was first grown in Europe [     ]

2. Sugar was known as 'white gold'. [     ]

3. The empty ships carried the sugar from Africa to Europe. [      ]
4. The journey of the ship took 45 days. [      ]
5. Sugar cane was grown in India for hundreds of years. [    ]

Question N0.3. Put a circle round the correct answer: 4m

1-*Elizabeth I* is a .....

- a) king                                      b) queen                                      c) prince

2-A century is .....

- a) 100 years                                      b) 40 years                                      c) 50 years

3-The word plantation means:

- a) cutting down trees                                      b) collecting trees                                      c) growing trees

4- The word luxury is a sign for:

- a) richness                                      b) poorness                                      c) homelessness





## **Appendix No.2 (The Questionnaire)**

Sudan University Of Sciences and Technology

College Of Graduate Studies and Scientific Research

Faculty of Education

A questionnaire on" **Importance of Teaching Literature to Secondary School Students**" presented by Salah Eldin Hassan El.Obeid Mohamed for the requirements of a Ph.D. degree in ELT.

(For Teachers)

Name :( *optional*)..... Sex ..... Experience.....years

Dear colleague:

The following is a set of statements which reflect the importance and the effect of literature teaching on students. Your cooperation is highly appreciated to measure the success of the study. Please tick (✓) one box for each of the items.

No.	Items	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
1	A literary text helps students to read deeply between the lines.					
2	Literature teaching is very important in promoting the four skills.					
3	Literature reading broadens students 'critical way of thinking skills.					
4	Literature re- bridges the gaps among students to have better understanding for each other.					
5	Literature encourages students in expressing their ideas, feelings and experiences.					
6	There is a strong relation between literature and fluency.					
7	Literature encourages students to have clear interpretation for some words.					
8	Literature helps to re- bridge the students' linguistic gap.					
9	Literature helps students to think creatively.					
10	Teaching literature improves students' awareness about their behaviour.					

11	New ethics and values are to be exchanged among the students of literature in different locations.					
12	Literature helps students to have positive attitudes towards each other.					
13	Literature encourages students to learn new language structures from content.					
14	Literature helps students to share ideas.					
15	Literature helps to understand other nations' culture.					
16	Literature develops the student's personal ways of analysis.					
17	<b>Literature</b> develops students' understanding of the correct usage of language.					
18	Literature encourages students to predict things.					

19	Literature helps students to recognize new cultural orientation concepts.					
20	Literature reading encourages students to share new experiences in their life.					

Thank you for your collaboration in completing this questionnaire. Your participation is a real pleasure for the researcher and definitely it will enrich the study.







