Chapter one

General framework

Literature is anywritten or spoken words. No one can deny the importance aimsof literature to language because it gives and adds a vivid sense and lovely pictures to the language, in addition to it reflects the design values of the previous societies.

In this study the researcher is interested in teaching literature in secondary level because literature has ability to stop the language deteriorations in various branches of English language; instead of teaching grammar implicitly we can teach it explicitly, more over literature broaden students' knowledge because it has good expressions and plentiful vocabularies, this results in widen students brain by considering the pictures which are made by writers.

1-1 Statement of the problem

Since the researcher is teaching English language in secondary schools, he discovered that students have many difficulties in reading and expressing themselves.

Also he discovered that theydon't havea background about the culture, traditions ,customs, and habits and believes of the different nations.

A deep and careful thinking was done by him lately he has discovered that the problem had not been included teaching literature in this level. literature reflects the human culture , customs , tradition , habits and believes and it can develop the four skills of the language above all it can develop imagination creativity of students by thinking and contemplating of the pictures and the expressions which are done by the writers .

1-2 Research Questions:-

This study attempts to find out answer for the following question:-

1-what the role of literature in secondary schools in improving the student's level of English language?

2- What is the role of teaching literature todevelop the students reading skills?

Based on observation during the lesson and the previous questions, the researcher formulates the hypotheses of this study in the following operational and testable phrases.

1-3 Research hypotheses:-

1-Teaching literature in secondary schools improves the standard of the English language.

2- Teaching literature develop students' reading skills.

1-4 *Significance of the Research*

The significance of this research comes from the following stand points:-

The lack of studies in this field of the research.

1- Promote the standard of English language among Sudanese students.
2- Attract students to English language and to stop the great reduction.

An English person have different culture, tradition, customs, and habits and believes from period to another, so studying literature among Sudanese secondary schools would be the best to make students more familiar with these things

1-5 *Objectives of the research*

1- Developing student's desire and ability to learn English

2-Ensure that students improve their ability to read in English with good understanding with help of their teachers.

3- Enhance the student's appreciation for beauty in written communication.

5-Improve the students reading comprehension through discussion of the material and oral reading to increase the student's vocabulary and writing skills.

6-Help student understanding the role of theme, plot, imagery and figurative language in literature.

7-Identify strengths and weaknesses of the approaches used by the teachers to teach literature in ESLclassroom.

1-6   the methodology of the research:

The descriptive and analytical method will be used and then the data will be collected and analytically discussed.

1-7The Tools of the research:-

Questionnaire will be the main used tools in this research for teachers in secondary schools –sharjelneel locality for eight schools.

1-8   Limitations of the research

This study is limited to the following factors:-

Period:

The study be conducted during 2012 – 2014

Location: Khartoum state schools –Sharjelneel locality –secondary schools administration.

Chapter two

Theoretical framework and literature review

2-0-Introduction:-

The teaching of literature can thus be seen as a means of introducing learners to such a serious view of our world of initiating them in the process of defining themselves through contact with others' experience.

One of our main aims in the classroom should be to teach our student to read literature using appropriate literary strategies.

this involves them not in reading for some practical purpose for example to obtain information but rather in analyzing a text in terms of what it might mean symbolically or philosophically ,students may have already acquired this kind of literary competence on their own language in which case we simply need to help them to transfer these skill .

If not we need to find ways of engendering the necessary competence.

Literature is an appropriate, valuable, and valid medium to assist **ESOL** student in accomplishing important goals. Literature provides students with motivation to learn and models of high-quality language while it enhances student's imagination, interaction, and collaboration.

Motivation:-

Literature motivates students by touching on themes they care about such as love ,fear ,communication, character ,and hopes for a peaceful world in the future .Good literature is about the human experience it is meaningful to students from different linguistic and cultural backgrounds.

Models:-

Carefully chosen literature provides models of high-quality language with sophistication and complexity appropriate to student's age Levels .literature offers new vocabulary in context and servers as a source for learning about the mechanics of language in authentic contexts as, they are used by masters of that language.

Imagination:-imagination isone of the abilities that make us fully human. Literature can give students the means to imagine and think creatively. Literature demand that the reader step into the author's word;   good literature demands thought from the reader. Students who are new language need and deserve the challenges to their imagination that appropriate literature provides.

Interaction and collaboration: -

Language is learned best in a setting in which it is put to us Literature provides a common text from which student can negotiate meaning.

Well-selected literature addresses issues that are vital to young readers and that stimulate lively discussion among students.

Using literature in combination with collaborative activities helps students understand the literature better relate to their own ideas and experiences and go beyond the literature to produce their own literature-related products.

It is very important   for the teacher to have sense of why they teach literature, however it can be taught and what works are important to use in classroom.

2-1- literature as general:-

Literature is generally seem to play a valid role in language teaching, and therefore should have its place in the language curriculum however, before a subject can be taught successfully it is essential to have an ascertain the worth of literature in the context of language teaching for translation students and to examine the criteria we need to consider in selecting literary texts.

To attempt a detailed definition of literature examining its ramifications and potential pitfalls we shall now turn to the question of the role of literature in language teaching for translation students.

One of the fascinations of literature lies in the enjoyment that it offers.

Literary texts provide us with much aesthetic intellectual and emotional pleasure in that the writers often seek to delineate their vision of human experience through a creative emotive use of language.

They contrast sharply with the pedestrian figures and insipid dialogues of language textbooks whose meanings as(Widdowson1982:p212) remarksare made explicit andarecarefully prepared for easy assimilation. Because of its symbolic density literature provides much impetus for languagelearningcertainlyought to be included in the curriculum of language teaching, also literature serves to enhance the students' language competence.

Because of its capacity for providing pleasure and enjoyment the subject can increase the students' motivation to interact with a text and thus, ultimately increase their reading proficiency (McKay1982p:531). Indeed literature offers the student's ample opportunities to develop their interpretative power an important asset in language learning and translation both of which disciplines greatly involve the skill of comprehension.

In degree rather than in kind literature distinguishes itself from other types of academic discourse. In the latter in particular non-fiction essays the writer supplies as much detail as possible to make his meaning direct and clear (Irmscher, 1975:p108). But in the former the writer leaves much for the reader to conjecture and imagine and things are often deliberately left unexplained. The literary text is less explicitly contextualized and less linear (Gajdusek, 1988p:231) than other written texts, Its purpose the writer's vision it exemplifies is generally portrayed through a subtle and vivid Inferences formulate ideas and analyze a text closely for creative discourse evidence all Inferences formulate ideas and contribute to sharpening one's critical faculty.

Significantly, literary studies provide a good training ground for indeed recent schema theory has affirmed that reading is essentially "an interactive process between the reader's background knowledge and the text (Carrel and Eisterhold, 1983p:556). According to this theory the text does not by itself carry meaning; rather, it provides dire ions for the reader to construct meanings from their cognitive frameworks (schemata) composed of previously acquired knowledge , feelings, personality and culture(Carrel1and,Eisterhold,1983:556).

Fundamentally, this vigorousprocess characterizes all reading, irrespective of its purpose. Because it is more diffusive than ordinary discourse literature urges the reader to adopt an even more interactive approach. In reading a literary work one is often encouraged to recreate its meaning or the reality the writer attempts to represent through actively seeking evidence from the text and his own knowledge of the world. In this light literary studies serve as a considerable aid to language learning it deepens the learner's sensitivity to language through heightening their critical ability and creative power. As a vehicle for fostering interpretative skill literature has special relevance for translation students.

 Accordingto(Larson) is a craft which consists in the attempt to discover the meaning of the source text and to use receptor language forms which express this meaning in a natural way.

2-2- The role of literature in teaching:-

The use of literature in the ELT classroom is enjoying a revival for a number of reasons. Having formed part of traditional language teaching approaches literature became less popular when language teaching and learning started to focus on the functional use of language.

However, the role of literature in the ELT classroom has re-assessed and many now view literary texts as providing rich linguistic input effective stimuli for students to express themselves in other language and a potential source of learner motivation.

(John McRae 1994 p 78) distinguishes between literature with capital L-the classical texts e.g. Shakespeare Dickens – and literature withsmall which is refer to popular fiction fable and song lyrics. the literature used in ELT classroom today no longer restricted to canonical texts from certain countries e.g. UK, USA but includes the work of writers from a diverse range of countries and cultures using different forms of English .

Literary texts can be studied in their original forms or in simplified or bridged versions.

An increasing number of stories in English are written specifically for learners of other languages. The types of literary texts that can be

studied inside and outside the ELT classroom include:- short stories, poems, novels, plays, song lyrics.

Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles .texts can be supplemented by audio –texts, music CD, film clips, prod casts, all of which enhance even further the richness of the sensory input that students receive.

Literary texts offer a rich source of linguistic input and can help learners to practice the four skills –speaking, listening, reading, and writing –in addition to exemplifying grammatical structure and presenting new vocabulary.

Literature can help learner to develop their understanding of other culture awareness of difference and to develop tolerance and understanding.

At the same time the literary texts can deal with universal themes such as love, war and loss that are not always covered in the sanitized word of course books.

Literary texts are representational rather than referential (McRae, 1994) referential language communicates at only one level and tends to be informational. The representational language of literary texts involves the learners and engages their emotion as well as their cognitive. We should decide what kind of literature is appropriate.

Needless to say many factors such as proficiency level student needs and interest determine this.

As (McKay -1982 p 55) claim reading text may come from simplified version of exiting text or young adult literature. Furthermore she suggests we use the literature which is familiar to students in term of culture and theme.

Relevant to the familiarity of the literature in addition to British or American literature. There are many people who write literature in English although they come from non- English speaking countries

It is also possible to choose literature written originally in the students' L1but translated into English. a wide verity of texts can result in a deeper appreciation of literary works .

It is also important to give students a chance to select own texts , each student has different preference depending in background , their level of maturity , and L2 proficiency level, for instance ,in a year when a certain novel has been made into a popular movies , some student , might like to read that novel there for , with the leadership of English teachers , school libraries should make an effort to collect a wide verity of literary works ,so that even totally students can learn to select their own books (Rosenblatt -1995) .

Aesthetic reading can be also beneficial to writing (Spack -1998) and speaking (Gajudusek, 1988 and Tomlison, 1998).

Students can write about and discuss the topic before and after reading. For example student can engage in a free writing activity about the topic they are going to read, they can keep a journal about the book they are reading, they can write a book reports and present them orally

The possibilities are endless, in other words; aesthetic reading can be used not only for reading classes but can be successfully incorporated into writing and speaking classes.

2-3-1 Reading and literature:-

The literature of any society reveals the values the conflict experience both past and the present of its members through the literature of the people it is possible to gain some insight into their behavior attitudes, beliefs and problems.

Much of the human experiences in similar because basically all men have like needs. And the reader may find own concern voiced by a character in a novel writer centuries before. He may recognize his own search for meaning in the quest of a protagonist whose life and culture are geographically remote to him.

The reader may become sensitive to environment, pressures which change men and cause them to act in ways more human or savage.

Through reading literature, it is possible to draw together some generalizations about human behavior and to understand more fully.

2-3-2the relationship between Literature and teaching:-

The relationship between Literature and English Language Teaching has been rather a difficult marriage throughout all these years. There have been moments of unfortunate separation and attempted reconciliations skillfully planned (Carter, 1988) which seem to foretell they will live happily for a while.

However all the controversies and different stances taken by linguist's literary critics and practitioners have not been able to hide the reasons for incorporating Literature into the English Language classroom?

Collie and Slater (1987p : 3-6) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages they move on to assert can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature.

Practitioners, that is, teachers in the "battlefield" (though the researcher do not mean a conceptual metaphor like (teaching is war) indicate that they use Literature in their English teaching practices.

A. Broadens students' horizons by giving them knowledge of the classics of literature.

B. Improve student's general cultural awareness.

C. Stimulate students' creative and literary imagination and to develop their appreciation of literature.

D. Introduce students to masterpieces in British and American literature as an educative experience and to add to students' knowledge of the world at large.(Akyel and Yalçin, 1990p: 175)

Following this trend, Carter and Long (1991 p:2-3) propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the possibility Literature brings into the picture as regards the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms.

Their second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and our society culture and ourselves as we function within that social matrix. With regards to this last model I the researcher interpret this aspect as one which covers the previous two since cultural understanding presupposes some cultural knowledge and in order to

engage with a text and evaluate it one must resort to language to achieve such a purpose.

Even though no general categories are put forward (Lazar1993p : 11) asserts that literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to cultural background. Literature, she moves on to say encourages language acquisition expands students' language awareness and interpretation abilities claims which might be connected to the role of stylistics in the study of literary texts (Alderson and Short, 1988; Short, 1988; Lazar, 1993; Cook, 1994; Short, 1996), and last, it educates the whole person, position which resembles the personal growth model described above.

Building on previous reasons for the teaching of literature in a second language Parkinson and Reid Thomas (2000; 9-11) add that it provides a good model for good writing it is memorable non-trivial and challenging and it also helps assimilate the rhythms of a language therefore facilitating intelligence and sensibility training.

Last it is further claimed that literature helps enhance the psycholinguistic aspect of language learning as it focuses on form and discourse processing skills and improves vocabulary expansion and reading skills. Literature in addition, has experienced a revival with the advent of communicative approach in language teaching as it

provides learners with authenticpleasurable and cultural material (Hall, 2005p :47-57).

The same justifications outlined above could be also used to justify the incorporation of a novel as one type of literary text in our syllabus our course plan. According to Lazar (1990p: 204-205), when using a novel teachers should look at both possible drawbacks and educational as well as linguistic opportunities. I will briefly mention the reasons behind the latter. First, a novel provides a more involving motivational source for pedagogic activities and it also engages learners intellectually, emotionally and linguistically.

Furthermore it provides a picture of another culture though some cultural background is deemed essential. Last the act of reading a novel enhances meaning making processes and language capacity (Widdowson, 1984p :246) in our learners.

Why do I use Literature in English Language Teaching? First, because I am a reader and I would love to share with my learners this enthusiasm and pleasure in reading fiction. Second, because I believe it can help students engage in the learning of English and at the same time improve their communicative competence. Third, because the researchers believe that Literature enables us to grow personally and socially raising cultural awareness. Last, but not least because the researcher believe that English should also let learners know that they can build bridges between their backgrounds in English Literature by

revisiting literary terminology together with other aspects involved in the study about Literature .

2-3-3Teaching Literature through language:-

Language through literature is a subject that has been discussed among academicians for quite some time. However the notion of literature through language may raise a few eyebrows.

 Many universities around the globe offer a number of literature courses as part of the undergraduate program. Teachers who teach these courses often use the traditional method of lecturing on topics like theme, characterization, plot, motifs etc. directly without giving any emphasis on the stylistic/linguistic aspect of the literary texts that they teach.

 Of course, students must be taught literature and it must be taught by creating an awareness of linguistic possibilities and sensibility. It is in this context that the idea of literature through language becomes relevant.

 Teaching and learning literature through language demands active involvement of both the teacher and the taught in bringing the literary text to life. The medium is language and the context and form of a literary work arouse interest in the meaningful use of that medium. the role of the teacher is crucial. His/her role is to support the students' efforts to establish intensive relationship with literary texts without interfering too much in their act of creating meaning.

2-3-4 Encourage language acquisition:-

In many countries around the world   literature is highly valued. For this reason student of English may experience a real sense of achievement at tackling literary material in the classroom if student are familiar with literature in their own language then studying some literature in English can provide an interesting and thought provoking point of comparison. This may apply equally well if students come from a culture with rich oral tradition where the body of written literature is fairly restricted.

(Gillian Lazar-literature and language teaching –guide for teacher and trainer p-17)

Asking student to retell short stories from their own culture, for example before getting them to read and authentic story in English on similar theme, could be highly motivating.

Literature expose student to complex themes and fresh unexpected uses of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unraveling the plot this involvement may be more absorbing for students than the pseudo –narrative frequently found in the books.

A play may engage student in complicated adult dilemmas.

 A poem may elicit a powerful emotion anal response from student. .If the materials are carefully chosen student will feel that they do in the classroom is relevant and meaning full to their own lives.

2-3-5- teaching literature in the classroom:-

Related to teaching literature at secondary level the teaching of literature has been influence bay diverse perspective which set at odds such issues as student vs. teacher –centered instruction an analytical prospective (associated which intellectual vigor and objectivity).vs. subjectivity of and personal growth ; and used of classical word vs. contemporary vs. .young adult literature . (Hawisher 1990) comment on the pervasive nature of confusion that surrounds the teaching of literature at the heart of the debate in the literature teaching seem to be what should be taught ,how this particular content should be taught , and finally , why it should be taught .

2-3-6- objective for teaching literature:-

Teachers who teach literature they named the following as objectives for teaching literature:-

1-Help better understanding of the nature of human relationship,

2- Faster universal values.

   3- Promote self-understanding.

4-promote better understanding of diverse culture.

5-Expose students to traditional, classic work.

6- Relate literature to history and to support learning across content areas.

7- Faster love of reading.

8- Promote writing development, and to encourage critical thinking.

Obviously the reason for using literature in the classroom are numerous and valid , depending on a teachers objectives we would argue that teachers must begin with clear goals and objectives to guide their decision about curriculum and instruction just as there are many possible reason or objectives for teaching literature there are many different ways to teach it particularly at middle and secondary levels educators often teach literature as if their main objectives were for students to learn about and extract information from it , and certainly there is a much information available to extract – about the genre , writer , writing style , historical context , teachers , themes and symbolism . This information –based approach to literature

2-3-7 general context of literature:-

. (Gambrel et al, 2000, p.2) summarized the characteristic of their approach to literature-based instruction as follow:-

Literature is used as an important vehicle for language arts instruction.

High quality narrative and informational literature provide the basis for consistent read –aloud program in which children or students are related to daily.

Literature is sole or primary basis for initial reading instruction or it significant supplement to a basal program.

Opportunities are provided for student to listen to and read books of their own choosing.

Students are provided with sustained time for both independent and collaborative books sharing, reading, and writing activities.

Discussion of the literature among students and teachers are commonplace.

Although this provides insight into the general context of literature – based language arts instruction it tell us nothing about the selection of materials and little about the specific approach to instruction adopted including the methodologies associated with reading aloud .

2-3-8- literature second language and foreign language development:-

It is widely believed that literature based instruction can positively influence the language development of second school student, including those from language minority background (Morror, 1992; Morror, Pressley, Smith &ET Smith, 1997).

Some writers in claiming that literature-based classrooms offers student with the language and visual appeal along with current , relevant and interesting information in meaning full contexts ,appear to believe the only alternative is basal driven instruction which involves the teaching a series of isolated rules and skill sequences (seeforexample,Cullinan,1992)

2-4- the difficulties that teachers of English as a foreign language inevitably face.

When attempting to base language teaching and learning on authentic literature.

Authentic literature provides motivating, meaningful context for language learning, since student naturally drawn to stories.

Literature can contribute to language learning, it presents natural language, language at the finest, and foster vocabulary development in context.

Literature can promote academic literacy and thinking skills, and prepare children for the English –medium instruction.

Literature can function as change agent, a good literature deals with some aspects of the humancondition can thus contribute to the emotional development of the student and foster positive interpersonal and intercultural attitudes. in observing that children's literature offers a natural and interesting medium for language acquit ion because it contain predictable repetitive patterns that reinforce vocabulary and structures provides relevant themes for young learners andis often highly generative   fail to note that literature intended for native speaking   student often includes in addition torepetitive structure patterns range of structure and vocabulary that can create barriers to understanding.

2-4 -1 literature in the teaching and learning of English principle of selection:-

One of the biggest challenges in using literature to facilitate the English language development of (native speakers and learners of English as additional language) relates to selections and methodology. These Issues involved in selection and using literature with language development as a primary aims are necessary very different context.

It is there for important to be clear not only about the intended audience but also about general and specific objectives and intended out comes.

In deciding whether and how to make use of literature, teachers of English need to take account of the national curriculum, the amount of in –class exposure that learner will have different stages .and the existing language competencies of their students. And another important consideration is the fact that literature designed for native speakers of a particular age may not be both linguistically and cognitively appropriate for language learners of the same age.

2-4-2 -the relationship between Literature and learning:-

Recently, some researchers have renewed the discussion concerning the role of literature in the achievement of linguistic proficiency, an important pedagogical factor which had been ignored in ESL programs whose central aim is the achievement of linguistic proficiency? These researchers maintain that literature can help the

ESL learners especially at higher Levels of education to improve their acquisition of linguistic skills.

By using literature as a Technique of teaching English it is meant the use of some literary texts such as short stories, poems, drama and novels to generate a series of tasks and activities to enable the learnerstofunction effectively in the acquisition of second language skills.

The rationale for the multidimensional benefits of using literature in the ESL classroom can be the conviction that literature can offer to the learner's aesthetic moral and spiritual values. Moreover, ESL learners view literature as something different from what they face ordinarily in their classical textbooks.

Literature can be appealing to them because it can express their natural feelings. Because literature expresses both cultural values and universal human values its study can promote internal as well as international communication (Marckwardt, cited in Spack, 1985p :705). Comparing non-literary text to literary ones, McConochie (cited in Spack, 1985:705) believes, "students read such texts [non-literary] but do not become humanly engaged in them; they do not view them as a meaningful use of language. ESL students deserve to discover that English can be a beautiful language, not just a practical and utilitarian one." In addition, according to(Littlewood 1976), literary texts, in contrast to "informational" texts, have a unique relationship to external reality. They depend upon it for their own

material and interpretability, and after selecting elements from it, aim to combine

These elements into a new portion of reality which exists only within the text.

The literary these elements into a new portion of reality which exists only within the text. The literary reader's creative (or rather, 'co-creative') role, and the imaginative involvement engendered by this role, encourage a dynamic interaction between reader text and external world.

Consequently the possibly static and unquestionable reality of the informational text is replaced by a fluid, dynamic reality, creating an environment with a strong potential for a meaningful dialogue with the text or at group level, about the text (Cited in Brumfit and Carter, 2000: 14-15).

The issue of teaching literature classic or any artistic work written in English as a part of EFL/ESL curriculum has been much debated since the sixties. Today with the Interdisciplinary outlook in the academics there is a renewed concentration on the use of literature in the classroom.

(Maley 1987, cited in Carter, R. & Walker, R., 1989) makes a valuable distinction between the study of literature and the use of literature as a means of language learning and asserts that the former involves an approach to texts as cultural artifacts while the latter involves starting

From this conviction that literature is language in use and can therefore be exploited for language learning purposes. (Maley1987) states that in the literary critical approach for the first purpose we focus on the literariness of the texts we study –on plot, characterization, motivation, value, psychology, background, etc. This is the traditional approach familiar to most of us from our own education (Cited in Carter: 11). According to him achieving this goal requires the students to have already attained a level of competence in the language and familiarity with the literary conventions which would allow them access to literary texts for this purpose. Maleycounts a number of special virtues for learning English through literature, the most important of which are:-

1. Universality:

No known language is without literature (oral or written). The themes literature deals with are common to all cultures though the treatment of them may be different death, Love, Separation, Beliefs, Nature…. The list is familiar. Even the genre, conventions, and devices employed by literature are common across cultures (though of course there is no one-to-one correspondence.)

2. Non-triviality:

Many of the more familiar forms of language teaching inputs tend to trivialize texts or experiences. Literature does not trivialize or talk down. Literature is a about things that mattered to the author when he wrote them. It offers genuine as well as merely authentic inputs.

3. Personal relevance:

Because it deals with ideas, things, sensations and events which either form part of the readers' experience or which they can enter into imaginatively they are able to relate it to their own lives.

4. Variety:

Literature includes within it all conceivable varieties of the language, and all possible varieties of subject matter. Within literature we shall find the language of law and of mountaineering of medicine and of bullfighting of church sermons and nursery talk Students may be exposed to as much as or as little of this as desirable but they never lack for variety.

5. Interest:-

Literature deals with themes and topics which are intrinsically interesting because they are parts of the vast domain of human experience and treats them in ways designed to engage the readers' attention.

6. Economy and Suggestive Power:-

One of the great strengths of literature is its suggestive power. Even in it's simplest forms it invites us to go beyond what is said to what is implied. Because it suggests many ideas with few words literature is ideal for generating language discussion. Maximum output can often be derived from minimum input.

7. Ambiguity:-

Because it is highly suggestive and associative literature speaks subtly and delivers different meanings to different people. It is rare for two

readers to react identically to any given text. Using literature as a language learning tool has two benefits in this respect. On one hand we may say that each learner's interpretation has validity.

On the other hand, since each person's perception is different an almost infinite fund of interactive discussion is guaranteed. The very fact that no two readers will have a totally convergent interpretation creates the tension necessary for a genuine exchange of ideas in class discussions. However, some linguists do not agree with using literature in language classes and ignore the important role of literary texts and material as means of language improvement. Linguists such as(Topping 1968) argue that literature should be excluded from the ESL curriculum because it has a complex structure, does not confirm to standard grammatical rules, and includes remote cultural perspectives.

In other words, these linguists believe that literature does not contribute to ESL students' practical goal of achieving linguistic proficiency. Other linguists do not reject the role of literature in enhancing learners' proficiency completely. However, they question the efficiency of a literature-based program for different levels of proficiency particularly the lower levels. For instance (Leech 1973: cited in Lazar1994) believes that many literary texts, whether prose or poetry are written in a language which includes vocabulary, grammatical structure, and syntax considered too complicated to be included in the syllabus for learners at lower levels. There may be rhetorical or literary devices in the text (such as complex metaphors

and other figures of speech) which might present difficulty for the students to unravel. Culler (1975 cited in Lazar 1994) also objects to using literature at lower levels and relates this objection to the literary competence of the students, and hence their ability or rather inability to generate valid interpretations of a text. But as Lazar (1990) states, "the last decade has seen renewed interest in using literature in the language learning classroom" (207) and many linguists and language teachers approve the significant role of literature as a language input, among which one can cite the followings:(Ruth K.A. Delvin (1996) in "Developing Language Skills in Second Language learners through Literature discussions" has concluded that the inclusion of literature in a one-year ESL program an experiment which she has Conducted can greatly improve the students' overall languages kills.(GinalDeblase,2005) in Teaching Literature and language through guided discovery and Informal Classroom drama has also utilized drama to generate a productive learning process. Literature-based Activities and Language Socialization in an elementary ESL Classroom, (Kemhard Harry Hess 1999) in "Poetry as an Intercultural Peace Bridge for Teaching ESL," and Susan Louis Stern in "Teaching Literature in ES/EFL: an Integrative Approach" have all elaborated on the multidimensional advantages of teaching literature to

Improve ESL skills (Lazar,1993: p1-14) in *Literature and Language Teaching,*emphasizes the efficiency of using Literature and gives some reasons for the productive use of literature used in the language Classroom.

He outlines these advantages as the following:

a. It is very motivating.

b. It is authentic material.

c. It has general educational value.

d. It is found in many syllabuses.

e. It helps students to understand another culture.

f. It is a stimulus for language acquisition.

g. It develops students' interpretative abilities.

h. Students enjoy it and it is fun.

i. It is highly valued and has a high status.

j. It expands students' language awareness.

k. It encourages students to talk about their opinions and feelings.

Gajdusek (1988p: 227-254) in an article entitled Towards Wider Use of Literature in ESL: Why and How advocates the use of literature especially for a wide range of mature ESL Students.

In her article, Gajdusek examines literature in terms of current ESL theory (discourse analysis context and contextualization schema theory, and class-cultural awareness).

She also presents an orderly four-step approach to any literary text an approach that obliges students to take responsibility for building their own successively more complex schemata, which allow them to explore a text on successively more demanding levels." These classroom techniques are:

1. Rereading activities: essential background information and vocabulary.

2. Factual in-class work: who, where, when, and what.

3. Analysis: aspects of structure, theme.

4. Extending activities: in-class activities that extend the ideas or situations encountered in the Yle text: written response.

Describing a BA language development course in a TESL program, (Elliott 1990:p 191-198) also believes that literature can be beneficial in the language classroom. In this program the course integrates language and drama activities with literature in a mutually supportive we in the belief that literature provides advanced language learners with highly motivational material of an incomparably rich nature. In the concluding part of his article, Elliot discusses the rationale for integrating language literature and drama. He asserts that advanced language learners need material of a high motivational value in order to make significant progress. The second assumption is that literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they should effectively internalize the language at a very high level. Elliot further asserts that the multidimensional quality of literature offers advanced students a unique and worldwide input, especially when students can genuinely engage within its thoughts and emotions and appropriate the importance of developing student-response and literary competence Indeed, literary texts provide natural and rewarding opportunities for group work and or open-ended exploration by the individual student.

It is significant to notice that the contribution of literature to language study and teaching is mutual. Thus, an awareness of the paradigms surrounding the interaction and integration of literature and linguistics on the part of the teacher can facilitate the process of teaching literature for language purposes. According to (Brumfit and Carter 2000p : 20):

Teachers need to contextualize suchintegration:-

(a) by recognizing the importance or linguistic and non-linguistic criteria in text selection.

 (b) by using language-based or linguistic and non-linguistic criteria in text selection.

(c) by recognizing that some areas of language organization can create greater problems than others especially in the case of foreign students (e.g. lexis with the many social and cultural associations it can convey.

 (d) by according a due contextualization to social, historical, biographical and political background to text study where appropriate, while at the same time recognizing the contrasting methodological problems this can produce background studies often involve trans missive teacher-centered exposition.

They further maintain, however teachers will recognize that the kinds of competence thus developed have to be located within a framework which incorporates culture –specific assumption, relations between literature and ideology notions of a canon of texts and the linguistic and other issues provoked by the existence of literatures in English

alongside English literature – a framework, in other words, with direct implications for syllabus design and methodology in language *and* literature.

As (Trengove) argues the development of awareness of varieties of English in use is crucial to an adequate teaching of literature in a foreign language, and that literature study should also enhance awareness of language functions (Cited in Brumfit and Carterp: 38). (Trengove) further asserts that teaching activities based on literary texts can provide for ESL students "both a clue for investigation of and a focus for application of aspects of the linguistic competence which teachers seek to develop in their students. In addition to learner text relationship the teacher-learner/learner relationship should also be explored. It is very imperative for the teacher to know how to set up the procedures where and when to make to a direct input, and when to rely on a learner-centered activity. The teacher's role can be compared to a writer who should be able to exploit the capacities of a literary text to express shifts in social context, role relationships, attitude to subject matter, emotional associations and so on" (Long p 38).

2-4-3Conclusion:-

Thus, the rationale for using literature in language teaching can be stated as the following:

1. Teaching literature contributes to the EFL/ESL students' intellectual social and moral development.

2. Reading a genuine, imaginative work assists the students' internalization of the linguistic points already learned.

3. Literature increases the level of motivation and interest in students' linguistic acquisition.

4. Employment of a genuine text contributes to the students' efforts at natural communication and enhances their degree of linguistic competence.

5. Finally constant exposure and re-reading of literary texts provide the students with the necessary intuitive awareness about language in use and can promote relevant oral and written responses this study therefore, proposes that there is a strong case for using literature as a part of language teaching syllabus. It, further, attempts to point to some approaches and strategies which can facilitate the use of literary texts in language classroom. These approaches concern text selection, text organization, directives for presenting material in class, and finally the assessment process.

To read literature and enjoy its beauty to the fullest student must be encourage to reflect on concepts of human emotion and to have an awareness of personal need.

As student read various literary genres, they grow in their understanding of universal themes andcommonalties among peopleof different culture.

Teachers encourage students to deep their love of literature and to improve in the ability to read it by:-

1-Teaching rich and subtle meaning of words in verity of context.

2-Stretching the multiple meaning of words.

3-Developing the understanding of figurative language.

4-Reviewing concepts of story structure should talk about and well understood on an oral basis as student deal with written content. The teacher may use real objectspicturespantomimestruesand other devices to ensure meaning .students may be encourage to role play or to dramatize part of their material.

Dialogue between characters may be memorized and acted out in classoften the teacher will want to read exciting or difficult passage to the students and allow the students the full enjoyment of beautifulauthentic language.

Reading is not word-calling (simply decoding words) reading is not eyes simply tracking across pages of print in order to get from one page to anotherreading is understanding orif you will, comprehending.

The international reading association (IRA) supports this perspective in its 1986 definition of reading, which is state(comprehension)

1-An active, constructive process.

2-Athinking process before, during, and after reading;

3-An interaction of the reader, the text, and the context, the essential nature of reading is inferring meaning from text (Norris &Phillips.1994 p.394).

These authors suggest that at the heart of reading is "the universal human activity of meaning construction (Norris &Phillips ,1994p-394;) there are many ways to support student reading ,teachers must ensure that student are prepared to read many authors , discuss the importance of using student prior knowledge and experience in preparation for reading a text as a way to promote . Student connections with it .

However, we believe it is important to emphasize the important of effectively introduction.

(Diane Lopp-James Flood-and Nancy farnan—content area reading and learning –instructional strategies –p 129)

Literature in such a way that student will not only be readybut also eager to read.

A cold oral reading by students is hardlyifevenappropriate.

Instead a teacher can set the stage for a work of literature in many ways.

One is by reading the first couple of paragraphs pages or chapter of particularly compelling text   stopping at a point which is leaves

students anxious for more which they then read in addition teachers can help students make initial connection to a book by posing a question about which they reflect write and discus .

Getting into pieces of literature is criticaland our focus is on how to support students understanding as they read for it is here that reader make inferences, construct meaning and monitor their understanding.

2-5- selecting and using literature in primarily English-speaking communities:-

In selecting appropriate literature in the context of primary language of instruction , teachers of young learners need to consider every aspect of individual developmentthis includes cognitive development generally and physical social emotional and moral development as-well as development of language and literacy (Raines,1994; Tomlison&Lynch – Brown,1996/2002; Johnson, 2003) .

According to (Vygotsky1974, p.86) material selected for student or children should be within their zone of proximal development.

2-5-1 using literature in the context of the teaching and learning of English as additional language:-

(Small Wood1988 , p.66) recommend that criteria for the selecting of literature for language learning should include " age-appropriate them,simple language ,limited use of metaphor and unfamiliar experiences , use of rhyme ,unambiguous plot , realistic but simple dialogue ,potential for reading aloud ,brevity ,and good illustration . Interestingly, given the significance of the fact that the stress- timed

nature of English can present major difficulties for speakers of syllabic languages, no reference is made to rhythm.

furthermore what is meant by simple language 'I s an issue that requires detailed examination ,as does that of what is meant by good illustrations' and 'potential for reading aloud .

Smallwood's expansion for these criteria (pp.70-72)' which is summarized below' makes little reference to text –types other than the novel and short story and genres other than the narrative genre and remain so general as to be a little value to teacher who are searching for criteria that will be of genuine in the context of language program design and implementation .

- Books (including illustration) should be age –appropriate in term of theme, topic or story line.

- Language and sentence patterns should be fairly simple and somewhat controlled, with tenses, structures and vocabulary repeated often through a book.

-There should be limited use of metaphorical language and limited references to unfamiliar experiences.

-As many books as possible should include rhyming , this is an excellent toll for memorizing (always helpful in language learning) and for visual phonetic transfer this can be done in mature way, with songs and poems in picture-book format .

- The plot should be very starlight forward, chorological in order and unambiguous.

Action should predominate, with characters and descriptions clear but not complex.

Dialogue should be used as much and as realistically as possible, but books with dialects and excessive use of idiomatic expression should be avoided.

- books should be successful read – aloud most literature for ESL student should be introduced orally, with the teacher reading so those students are exposed to the stimulation of language beyond their reading level.

Books should be fairly short (either as whole or by chapters) so that they can be completed in 5-10 minute sitting.

Books should be fairly single volumes, as opposed to part of collection, wherever possible. This applies most often to fairy tales, poetry and songs.

Illustration should be clear and dramatic, ideally able to all most tell the story on their own. Both the teachers and the students depend on these pictures to explain new vocabulary or experiences .the amount of text per page should be limited, with illustrations be predominant. With increased language proficiency, the balance should shift to more text.

In later publication, Small Wood (2002, para.3) .restate these criteria, adding others:-

*- Does the book help meet curriculum objectives or enhance the thematic unites being studies?

*- is the books content appropriate to the Student age-and intellectual Level?

*- Does the book used the language that is at or slightly

above the level of the learners?

*-Does the book contain repeated, predictable language

Patterns?

*-Are there clear illustrations that help tell the story?

*-will the book add to the collection of the bilingual and multicultural books in the classroom that represent the diverse language and cultures of the students?

Small Wood notes that language and sentence patterns should be fairly simple ; slightly above the level of the learners ' and somewhat controlled ; the modifiers suggesting a lack of   genuine in-depth understanding of the factors involved in language teaching and learning . This is equally trace of most of other points made.

(Brown 2004,para .2) claims that appropriate selection of [children literature] give student exposure to new illustrated vocabulary in context provide repletion of key word and phrase that the students can master and learn to manipulate   and provide a sense of accomplishment , That finishing a single unit in a text book cannot provide "it is impossible to determine on what basis the writer makes the judgment that the completion of a unit in a text book is necessarily

less effective in providing learners with the sense of accomplishment the completion of a story.

After all there are text book that include story telling along with arrange of related tasks which provide exposure to new language and derision of existing language , that include well and appropriately illustrated .

(Brown 2004, oara.4) argue that when evaluating children literature with language teaching in mindteachers should pay careful attention to each of the following:-

- Length and complexitysimple, short stories with repetitive language work best.

For youngEFL learners.

-type size and the number of words on each page:

If the of type is too small or there are too many words on page, young student may be intimidated.

- The level of vocabulary: -

If students know less than 75% -80% of the v for youngEFL learners.

Vocabulary they may lose confidence in their ability to understand the story.

-The nature of illustrations:-

Illustrations should be interesting and should help the students to understand both the vocabulary and the story.

- Personal enjoyment:-

it will be difficult to convince students to be enthusiastic about the story you don't like in claiming that "simple , short stories with

repetitive language work best for young EFL learners Brown ignores the potential value of wide range of other text – types and genres . Furthermore, there is no empirical support for any of the above claims, including the very specific claim that the 75%_80% of vocabulary should be familiar.

Notes that decision about the use of children's literature in the teaching of language should be account of learners' cognitive development and language proficiency. She does not ,however , discuss what she mean in this context by ,language proficiency' , a term which is generally applied to overall language competencies are realized (Johnson , 2004   para.4) she goes on (para.3)to list other factors which she considers important , providing as indicated below

*- Rich illustration:-

Student should be able to understand the content of the story with the support of illustrations.

*- familiar stories:- student should be able to acquire the language easily through familiar stories ..Treasure Island and soon.

* -Repetitive sentence structure: - students can easily   acquire sentence structures from reputedly reciting the sentences of the stories.

*-Rhymes: - stories containing many rhythms make language learning fun and easy.

Songs with rhythmic beat: - teacher can teach language through traditional songs, such as, old MC Donald has a farm and fire little

monkey and student can easily understand the stories associate with such songs.

*-cognitive type book: - students can make pictures books with flash cards or self –painted pictures based on a theme of their choice, the associated language may be simple vocabulary or easy sentences such as this is my ………. I see………. These self- made books are comprehensible and easy to learn from.

*-interest and fun: - books that are fun attract student's attention.

*- Big books: - big books based on children's literature are more visits

2-5-2 theusing of literature in the classroom:-

It can be argued that reading literature in English does encourage student to be came broadly aware of the social, political and historical event which form the background to particular play or novel.

At the same time , literature does seem to provide away of contextualizing how a member of particular society might behave or react in a specific situation .Adscription of a form in the outback , for example in short story by an author might familiarizes student with the typical scenery and social structure to be expected in such a setting .

More interestingly, it could provide them with insights into the possible relationship, emotion and attitudes of the inhabitants of the farm. in other words , using literature with our students may enable them to gain useful and often surprising perception about how the members of a society might describe or calculate their experience .

But as this description is very likely to be only partial one , we should encourage students to treat it critically .in fact ,our response to the culture aspect of literature should always be critical one ,so that , the underlying   cultural and ideological assumption in the text are not merely accepted and reinforced , but are questioned , evaluated and , if necessary , subverted .

2-5-3 the relationship between literature and culture:-

Language is the principal means whereby we conduct our social lives, it is bound up with culture in multiple and complex ways.

To begin with a word people utter refer to common experience , they express facts, ideas or event that are communicable because they are refer to stock of knowledge about the world that other people share . Word also reflects their other's attitude and beliefs, their point of view that are also. These of others. In both cases, language expresses culture reality.

But member of community or social group do not only express experience, they also create experience   through language   .

They give meaning to it through medium they choose to communicate with one another   , for example. Speaking on the telephone or face to face, writing the letter, or sending an e-mail message, reading the newspaper or, interpreting a gopher or a chart.

The way in which people use the spoken written, visual medium itself create meaning that are understandable to the group belong to , for example through speaker tone of voice , accent , conversational style, style gesture and facial expression .

Through all it verbal and non-verbal.

Aspects also, languages system of signs that is seen as having itself a cultural values.

Foreign language learning iscomprised *o*f several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture. For scholars and laymen alike, cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country, is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. It could be maintained that the notion of communicative competence, which, in the past decade or so, has blazed a trail, so to speak, in foreign language teaching, emphasizing the role of context and the circumstances under which language can be used accurately and appropriately, 'fall[s] short of the mark when it comes to actually equipping students with the cognitive skills they need in a second-culture environment' (Straub, 1999: 2). In other words, since the wider context of language, that is, society and

culture, has been reduced to a variable elusive of any definition—as many teachers and students incessantly talk about it without knowing what its exact meaning is—it stands to reason that the term communicative competence should become nothing more than an empty and meretricious word, resorted to if for no other reason than to make an "educational point." In reality, what most teachers and students seem to lose sight of is the fact that 'knowledge of the grammatical system of a language [grammatical competence] has to be complemented by understanding (sic) of culture-specific meanings [communicative or rather cultural competence]' (Byram, Morgan et al., 1994: 4).

Of course, we are long past an era when first language acquisition and second or foreign language learning were cast in a "behaviorist mood," being the products of imitation and language "drills," and language was thought of as a compendium of rules and strings of words and sentences used to form propositions about a state of affairs. In the last two decades, there has been a resurgence of interest in the study of language in relation to society, which has led to a shift of focus from behaviorisms and positivism to constructivism to critical theory (see Benson &Voller, 1997: 19-25). Yet, there are still some deeply ingrained beliefs as to the nature of language learning and teaching—beliefs that determine methodology as well as the content of the foreign language curriculum—which have, gradually and insidiously, contrived to undermine the teaching of culture.

One of the misconceptions that have permeated foreign language teaching is the conviction that language is merely a code and, once mastered—mainly by dint of steeping oneself into grammatical rules and some aspects of the social context in which it is embedded—'one language is essentially (albeit not easily) translatable into another' (Kramsch, 1993: 1). To a certain extent, this belief has been instrumental in promoting various approaches to foreign language teaching—pragmatic, sociolinguistic, and communicative—which have certainly endowed the study of language with a social "hue"; nevertheless, paying lip service to the social dynamics that under gird language without trying to identify and gain insights into the very fabric of society and culture that have come to charge language in many and varied ways can only cause misunderstanding and lead to cross-cultural miscommunication.

At any rate, foreign language learning is foreign culture learning, and, in one form or another, culture has, even implicitly, been taught in the foreign language classroom—if for different reasons. What is debatable, though, is what is meant by the term "culture" and how the latter is integrated into language learning and teaching. Kramsch's keen observation should not go unnoticed.

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making

evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. (Kramsch, 1993: 1)

The teaching of culture is not akin to the transmission of information regarding the people of the target community or country—even though knowledge about (let alone experience of) the "target group" is an important ingredient (see Nostrand, 1967: 118). It would be nothing short of ludicrous to assert that culture is merely a repository of facts and experiences to which one can have recourse, if need be. Furthermore, what Kramsch herself seems to insinuate is that to learn a foreign language is not merely to learn how to communicate but also to discover how much leeway the target language allows learners to manipulate grammatical forms, sounds, and meanings, and to reflect upon, or even flout, socially accepted norms at work both in their own or the target culture.

There is definitely more than meets the eye, and the present paper has the aim of unraveling the "mystery," shedding some light on the role of teaching culture in fostering cross-cultural understanding which transcends the boundaries of linguistic forms—while enriching and giving far deeper meaning to what is dubbed "communicative competence"—and runs counter to a solipsistic world view. I would like to show that the teaching of culture has enjoyed far less "adulation" than it merits, and consider ways of incorporating it not only into the foreign language curriculum but also into learners'

repertoire and outlook on life. The main premise of this paper is that we cannot go about teaching a foreign language without at least offering some insights into its speakers' culture. By the same token, we cannot go about fostering "communicative competence" without taking into account the different views and perspectives of people in different cultures which may enhance or even inhibit communication. After all, communication requires understanding, and understanding requires stepping into the shoes of the foreigner and sifting her cultural baggage, while always 'putting [the target] culture in relation with one's own' (Kramsch, 1993:p 205). Moreover, we should be cognizant of the fact that '[i]f we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning…' (Politzer, 1959: 100-101).

2-6- English as international language:-

English is currently enjoying a prominent position all over the world, it's the first international language of science and technology and business so learning English has become very important to everyone, and the importance of it is increasing as demand of higher education grows, since English as international language , people in many parts of the world use it in a certain situation to express themselves and explain their social , cultural ,and political issues , so English is a means of communication   and cultural exchanges .

English is also the language of business and commerce, so, a good knowledge of English is a requirement for getting a good job.

English functions as an international communication tool and is widely used in a number of settings by both native and non-native speakers of English. Most notably, English is used extensively on the Internet nowadays. English as an international communication tool has had some impact on the teaching of college English reading. Specifically, more and more emphasis is placed on English reading for the purpose of accessing and obtaining up-to-date information shared in the world.

 English reading courses were generally literature-based mainly because those classes were taught by professors with literature backgrounds. But due to the utilitarian view of the English language, reading such materials as newspapers and academic articles are becoming increasingly popular over literature. For example, Suzuki (1975) claims that we should exclude literature in college English. As an educator, we have been bothered by the overemphasis on English reading for gaining factual information because there is a danger that students may form one-sided view of the English language by being exposed to a specific register of writing or discourse style. With such limited exposure to English texts, the language may be perceived as a somewhat lifeless, dry tool to obtain information. Certainly English is an extremely rich language and can convey love,

despair,joy, anger, pity and agony as much as it can express cold hard facts and academic discourse.

I believe the reading of literature has a vital role to play in teaching foreign language readers that it is a living, rich language and that literary works such as novels, poems, dramas, and short stories are full of feelings and emotions, along with imagination and creativity.

2-7- learning English through culture: -

Culture can be described as totality of thought processes, belief, system and behavior patterns of community, handed over to them by previous generation, culture is communities specific, it is the peculiarities of the people, who have developed a world view according to their needs, their modes of living shaped by their geographical and social environments.

The role of literature and culture in the classroom is undergoing a dramatic evolution in light of the developments of the twenty-first century. The changes brought about by the global economy and the precipitous growth of technology has transformed the role of literature and culture for today's world. Literature is no longer seen as an isolated discipline worthy of the humanists alone; culture is no longer seen as an all-inclusive phenomenon. As a result, educators and scholars alike must reevaluate the ways we think of literature and culture. These include, but are not limited to, the ways they are taught, their influence on other disciplines, their holistic appeal, their

broadening scope, and their overall imprint on how we view ourselves and others.

Literature and culture are not exclusive to each other, but rather an integrated portal to the mores of societies past and present.

Cultural Materialism," uses literature as an insight to modern events and brings the lessons of history into the modern age.

One can argue that literature is often the conveyer of culture, in terms of content, politics, pedagogy, perspective, recount, and language. Simply by reading or translating literature, one inevitably learns about culture. However, the role of literature in the communicative foreign and second language classroom has been questioned in recent years in light of an increased emphasis on listening and speaking skills. In addition, students have been expected to complete a regimented curriculum of composition, conversation, and grammar courses before being deemed "ready" for the literature classroom. However, recent views see that literature can actually be used to enhance the modern language classroom, as illustrated in "Literature in the Modern Language Syllabus." The proliferation of computer technologies has even further enhanced the opportunities to integrate language and culture.

Indeed, thanks in part to the digital age, student populations are more diverse than ever before, resulting in the varied teaching practices, as

in "Icon Poetry: Literature for the Non-Literate," and learning strategies geared toward special and gifted education groups.

Also, the presence of diverse populations enriches our classrooms and promotes dialogue on subjects ranging from international teaching styles to larger issues of race, class, and gender and the educational environment.

As this issue of Academic Exchange Quarterly demonstrates, the integration of culture and literature into the consciousness of research and scholarship can only serve to enrich our understanding of others and ourselves.

2-8- Learning English language through different cultures:-

Literature can provide students with access to the culture of the people whose language they are studying.
But this is an area of some complexity.
To begin with the relationship between cultures it is literature is not at all simple , since few novels or poems could claim to be purely factual documentation of their society.
Some novels short stories and plays may achieve this illusion of representing reality, but re in the end work of fiction.
It has been argued that poetry has possibility an even more indirect link with the real world, since it creates it meaning by orientation toward language itself (widdowson, 1984.p.149).

Secondly , if we do assume that literary text in some way "reflects" its culture, then exactly what aspect of that culture is being mirrored and how reliably ? There is a danger that that student will fall into the fallacy of assuming that a novel, for example, represent the totality of the society, when in fact it is highly atypical of one particular milieus during a specific historical period.

If we considering the issue of how far a literary work genuinely represent it culture , then we are inevitably drawn into a question of how culture is define .

Is our definition to be an anthropological one in which culture is defined loosely as the values, tradition and social practices of particular group which are then revealed in the literary text? Or do we define culture as discernment and knowledge –traditionally possessed by the well –educated, enlightened and cultivated native speaker which is passed on in good literature.

What then the place of popular culture, which may in fact, be of greater interest to many of our learners?

Further issues to consider is that English is now used globally as first, second and foreign language, how far the language can be separated from culture is difficult and intriguing question.

 Literary texts in English the rich and fascinating diversities of our world. They are written by the authors living in many different countries and widely divergent cultures.

By exposing our student to literature in English, it seems that we should be asking them to think about the range of culture from which

literature in English language is produced, but frequently, the teaching of literature is identified with imposition of particular imperialistic values.

- It found in many syllabuses

- It help student to understand another culture

-it develops students   , interpretative abilities

-students enjoy it and it is fun

 - it is highly valued and has highly status

- It expands student language awareness

- It encourage students to talk about their opinion and feelings

2-8-1 the role of multiculturalism in teaching:-

Multiculturalism definition: -
 Multiculturalism is based on the belief that varying cultural dynamic are the fourth force –along with psychodynamic, behavioral, and humanistic forces –explaining human behavior.
Since the ability to recognize our own and other's cultural lenses is essential to all learning, it must be taught, along with communication and thinking skills, as prerequisites to learning.

The most important tasks for educator's experts in multicultural education frequently emphasize the importance of using literature to increase cultural awareness .(Piper 1986) found that using traditional folklore from various cultural source help students developed awareness of different language and cultural backgrounds . thoughcar

fully selected and shard literature , student learn to understand and to appreciate literary heritage that come from many diverse backgrounds. Through this literature, student learns to identify.

with people who created the stories , whether from the past they discover folks sales ,fable , myths and legend that clarify the values and beliefs of the people they discover the great stories , on which whole cultures have been founded . from the presents they discover the threads that waves the past with present and the themes and values that continue to be important to people . Of equal value are the personal gains acquired by students they read great works from their own cultural backgrounds and those of other cultures .they gain understanding about different beliefs and values system.

They developed social sensitivity to the needs of others and realized that people have similarities as well as differences.

student gain aesthetic appreciation as they learn to understand.

2-8-2 basic elements: -

The national council for social studies, in its curriculum guidelines formulate cultural education list, the key functions for multicultural education as:-

1- Providing students with a sharp sense of self.

Helping students understanding the experience of ethnic and cultural groups in history.

Helping students understanding the conflict between ideals and reality exist in every human society.

Helping students develop decision –making, social participation, and citizenship skills.

Achieving full literacy in at least two languages.

"multicultural" is broadly understood to include experiences shaping perceptions common to age ,gender , religion , socio-economic ,status ,and exceptionality of any kind , as well as cultural ,linguistic ,and racial identities .

2-8-3 multiculturalism at school:-

Teaching multiculturalism in class room is important .specially when the total number of international and ethnic student enrolled in the school.

At the basic level multiculturalism education provides a fundamental education for all students, with purpose of eliminating discrimination because of ethnic origin and background. by incorporating many cultures in the classroom , school can celebrate diversity , learn about cultures around the world and raise awareness .

The four steps to bring multiculturalism into your classroom:-

1-provide a basic education for all students, keep in your mind that there are stereotypes for international students. by understanding that you will be teaching student from many different walks of life , tribes , you will have won half the battle . There for don't far or ignore multicultural students specifically, you may feel like you should favor these students so you can teach them more, but it is

important to treat all of your students, with the same respect and understanding.

2-Address language and cultural norms   :-

*- dispel myths that are often associated with certain cultures.

*-Avoid using jargon while speaking.

*-be willing to use multiple forms of communication to convey ideas.

*-Repeat and recap information.

*-use visual aids for clarity.

*-TESOL, of English to speaks

Multiple modes of learning, including logical mathematic al literate, music and special method.

*-Active listening may also when there is a moderate language barrier.

*-Reading material on cultural norms may also help with transitions.

3-Make it a learning experience:-

If you have just few international multicultural students in your classroom the best way to integrate the new perspective into your classroom is to integrate their cultures into the curriculums well. One of the best ways for younger students incorporating fairy tales and folklore into the learning.

Story telling is great ways to have your students learn about new customs.

*- other ways to connect:-

*-have agues speaker: - invite English man or French man into your classroom for a performance and question session. Students can watch the ethnic art and ask question about the countries, the performance is from after the show.

 *- pen pals:- using sincerely yours pen pal, your student can connect to other students the same age around the world.

*-poster projects :- encourage your students to get creative with paper and marker by having them research a country of their choice and make a poster about it , while these seems simple , the research your student will have to do will provide them with basic knowledge of places they may have never heard about .

*-interaction night :- you can host an interaction night in your classroom by incorporating many different cultures into one evening or you can choose just one country or province and have a themed night with stations and food that features the country or province of your choosing . Invite students and their parents to school to participate in the activities.

4-celebrate diversity:-

While initially it may seem difficult to incorporate many different cultures into the lesson planes of only one classroom, keep in mind that international students or multicultural student can teach you and your student s new things as well as they may tell you folk stories you would have never read it in books, or they may bring in food for snack that you otherwise would not have been able to sample.

2-9-perviousstudies:-

First study:-by Hasab Alrasol Farah Ahmed ,a thesis submitted in fulfillment of the requirements of Ph.D. In education (E.L.T 2011)under the title (The Role of The Literature In Developing Sudanese Secondary School Language Proficiency)

This study is about inclusion of English literature in the secondary school English language syllabus and it is effect on developing the learner's language proficiency since the main target is to enable learners to use the language communicatively in the everyday communication.

The study tries to facilitate an easy approach to contributeto the process of learning English .it focuses on the impact f including literature as an importantsubject in the course of English language teaching English in students secondary schools due to the fact that language awareness is of ramified aspect .

 Thefocus on two of the features of language, which are vocabulary and grammar.

The study highlight role literature can play as indispensible and as an appropriate resource for the English language learners at the secondary school in Sudan.it also provide learners with cultural background and illusion that make their communication in real world acceptable measured by the rules of appropriateness requiredby the cultural needs of the English speaking people.

Literature is believed to handle all the skills of the language in integrated form that can serve as the best substitute for the real life situation and context.

2- **The second study**:-

By Amana Sid Ahmed Youssef, thesis submitted in partial fulfillment of requirements for the degree of M.E.D in English language, the studies entitle {The Role of Literature in improving secondary schools students' vocabulary, due to the important and effective role of the performance of the four skills for language.

The researcher tries to explore ways of teaching to enhance the vocabulary acquisition, the researcher adapteddescriptive and analytical of investigation. Data has been calculated through a number of statistical procedure subjects of this study consist of secondary teachers of Karri locality.

The researcher used the questionnaire and oral interview as a tool for collecting data for caring out this study.

The study comes out with these finding:-

*- using literature in language course help learners to develop their language.

*- using literature in language lesson is crucial to develop that help effectively in the learner'sperformance in English language.

*- teachers should be encouraged to used oral literature lesson during their plan toincreasetheir students motivation and interest *- English language teachers should verify technique of teaching vocabulary items.

Recommendations:-

In the light of this study, the researcher may recommended the**following**:-

1- Secondary school literature should be taught widely in secondary school to improve English language performance.

2- Secondary school literature be interested in English language curriculum compulsory and should be examined regularly.

3- Teachers should encourage independent and wide reading among their students to enhance vocabulary building.

4- Emphasize student's active and informed role in the learning process.

5- Giving students tools to expand word knowledge independently.

6- Reinforce word learning with repeated exposure over time.

7- Stimulate student's awareness and interest in literature.

Third study:-

Hassab Alrasol Farah Ahmed in his study entitles the role of literature in developing Sudanese secondary school student's language proficiency stated that:-

1- almost all the responses of the questionnaire sample of teachers ensure the benefit in cooperating   literature in EFL , these benefit include general language awareness as it is the focus of his study , the feature of grammar and vocabulary.

2- Learners are not reluctant to learn through literary material, on the contrary literature work an essential source ofmotivation.

3- The available text book for secondary level presenting form of comprehend situation and satisfactory and input for learners.

4- The inclusion of literature in curriculum at secondary level has positive effect on learner's vocabulary stock, because the words are normally contextualize in the text and employed in the activities.

5- Learners can better develop their awareness of the structure of English from literary discourse that are presented with

Fourth study:-

By Elyagot Mohammed Ahamed,in his study , using literature to develop reading comprehension skills state his finding as follow:-

1- Using literature in reading lesson help students to develop reading comprehension skills.

2- Using literature in reading lesson help students to develop their vocabulary.

3- Literature present valuable material to teach reading comprehension lesson.

4- Using literature develop confident to develop their response effectively during learning process.

5- Using literature help students to develop standard, interpretative, abilities**.**

2-10- summary:-

In this chapter the researcher reviewed about literature as general, the role of the literature in teaching, reading and literature, the relation between literature and teaching, teaching literature through language. furthermore the researcher wrote about teaching literature in the class room, the objective for teaching literature, the relation , literature and learning, the relation between literature and culture, learning English through culture .Also he wrote about English as international language and the role of multiculturalism in teaching, school.

Chapter three
The Methodology.

3.0 Introductions:

This chapter provides description of study methodology, especially, the researcher will describe, the research tools, utilized for date collection, which include measuring instrument the population (subjects).

The procedures and the statistical analysis applied in this research, the researcher has followed the descriptive analytic method of his research, and he has used (SPSS) (Statistical Package Social Science). Programmed, to analyze his data.

3.1 research methodology

This chapter handles the research methodology, procedure and steps that have been used in order to evaluate teaching of English literature in secondary school of sharqelneel locality.

In This chapter the researcher attempts to introduce the method which is used to conduct the study and data collecting tools. Also he emphasizing the samples, instrument and the procedures which are implemented throughout the research conduction .the researcher adopted a descriptive analytic method and identified sampling procedures.

3.2 The sample of the study:-

The sample of this study are chosen from Sudanese secondary schools , English language teachers .

The first sample include thirty teachers of remarkable qualifications and experiences .the sample selected randomly to represent teachers who teach English language in sharqelneel locality schools .

The second sample are (100) students males and female, chosen from eight secondary schools.

3.3the instrument:

the instrument which used as data collection tool is questionnaire .it composed of four parts, the first parts one is personal information, part two is concerned with teachers and students included (10) question, part three focused on teachers and students the expression of the hypothesis literature help students to understand other cultures and contain (7) questions and part four contain three statements discussed the course books.

These four parts are designed in order to attain the objectives and the aims of the study.

The researcher believes that the questionnaire is the most suitable data collection tool in this case study. This will help the researcher to obtain reliable data which will lead to reasonable findings and results at the end of the study.

3.4 Research procedure:-

The questionnaire was constructed and distributed to thirty teachers who teach English as second or foreign language at the secondary level, then the researcher asked them to answer the question according to their point of view by putting a tick in the appropriate space opposite to one of the following choices strongly agree ,agree,

undecided, disagree ,strongly disagree. Then the researcher used the statistical package for social sciences' to analyze the result of the questionnaire

3.5 validity:-

After being written, the questionnaire was given to well qualified university teaching staff members to judge and give their opinions on the face validity of the questionnaire construction.

3.6 The validity and Reliability of Questionnaire.

The questionnaire reliability was calculated by a computer program. Called, statistical package for social sciences (SPSS).

To test questionnaire validity, it was examined by numbers of inspectors, and long experienced educators who gave comments on the questionnaire statements.

Also the questionnaire was viewed by 5 judgers who are teachers with long experience in this field.

3.7 - summary:-

The researcher adopted the descriptive method .the sample of the study was chosen randomly .they were thirty teachers who teach English as second or a foreign language in Sudanese secondary schools level .

The researcher used questionnaire as data collection tool , then it was distributed to teachers and students and were required to tick in appropriate space according to their views . the statistical method was used to analyzed the result of the questionnaire and it will be analyzed and interpreted in the following chapter.

Chapter four

4.0 Analysis and interpretation of the data

In this chapter the responses of the teacher, experts and students to the distributed questionnaire were analyzed to determine their opinions in regard to each survey statement.

one types is collected by means of questionnaire administered to the English language teachers, experts .

The data consists of a background information about respondent and the data dealt with the respondent opinion of teachers to the questionnaire.

The first part, teachers and experts questionnaire consists of twenty statements, ten of them concern students, seven deal with culture and three concern textbook.

For each item there is a table and a figure which explain the percentages of the responses of teachers and experts to the questionnaires

Encoding:

The respondentsanswers were coded so as to facilitate entered into the computer for statistical analysis according to the following weights:-

Words	Weight
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Default mean = $\dfrac{\text{the total weight}}{\text{Number}}$ = $\dfrac{5 + 4 + 3 + 2 + 1}{5} = 3$

The purpose of the expense of the default mean is compared the actual mean of the term, where, if the actual mean, to default mean, indicates that the respondents did not agree on the phrase.

Description of the research sample:

Personal information about teachers:

Table (1)

Teachers:

Table (1) shows the **ageoftherespondents surveyed**

	Frequency	Percentage
Less than 30 years	0	0%
30-39 years	16	53.3%
40-49 years	13	43.3%
50 years and more	1	3.3%
Total	**30**	**100%**

Figure (1) shows the **ageoftherespondents surveyed**
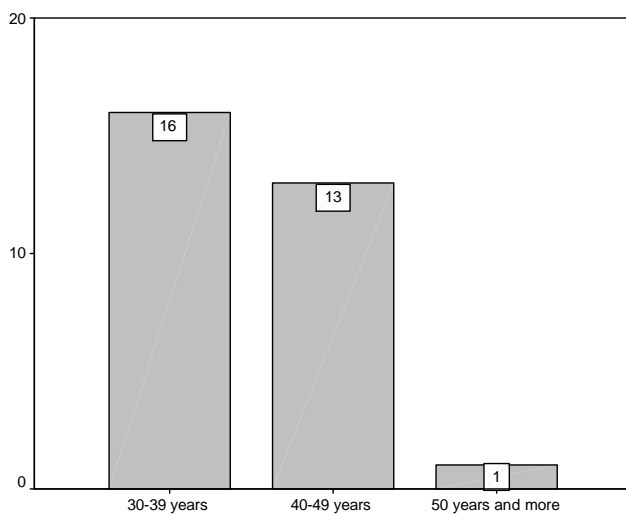
The data in the (1) figure (1)shows that 16 teachers their age between 30-39 years ,13 teachers their age between 40-49 years and one teacher his age is 50 years .

This shows that teachers have extended an experience in responding to the questionnaire.

Table (2) shows the **qualification oftherespondents surveyed**

	Frequency	**Percentage**
B. Sc	24	80%
High graduate	5	16.7%
Other	1	3.3%
Total	**30**	**100%**

**Figure** (2) shows the **qualification of the respondents surveyed**
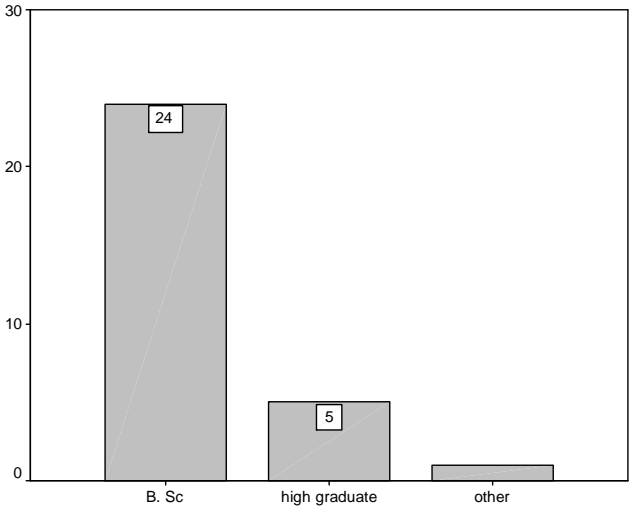
As regards statement (2) and figure (2) 24 teachers (80%) have Bachelor, 5 teachers (16%) have high graduate and one teacher (3.3%)has another the analysis shows that teacher are well qualified to respond to the questionnaire.

Table (3) shows the **years of Experience of therespondents surveyed**

	Frequency	Percentage
1-5 years	2	6.7%
6-10 years	14	46.7%
11-15 years	7	23.3%
More than 15 years	7	23.3%
Total	**30**	**100%**

Figure (3) shows the **years of Experience of therespondents surveyed**
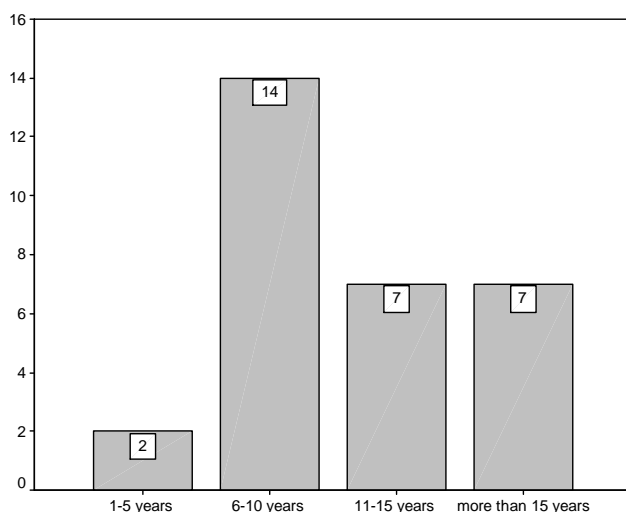
As regards in table (3) and figure(3)shows that 2 teachers (6.79%) have experience from (1-5) years ,14 teachers (46.79%) have experience 6-10 ,7 teachers (23.3%) have experience 11-15 ,7 teachers (23.3%)have experience above 16 . This shows that ratio of over 6-10 is higher than the others.

This indicate that teachers have an extended experience in teaching English literature.

Table (4) shows the **frequencies andpercentages of the responses of the sample examined (teachers), the expressions forthe first hypothesis (Teaching literature in secondary schools improving the standard of the English language)**

No	Phrase		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	Teaching English literature in secondary schools improves student's standard in English language	Frequency	22	7	0	1	0
		Percentage	73.3%	23.3%	0%	3.3%	0%
2	Teaching English literature improves listening skill	Frequency	8	16	1	2	3
		Percentage	26.7%	53.3%	3.3%	6.7%	10%
3	Teaching	Frequency	21	7	1	1	0

	English literature improvers reading skill	Percentage	70%	23.3%	3.3%	3.3%	0%
4	Teaching English literature improve speaking skill	Frequency Percentage	12 40%	9 30%	2 6.7%	4 13.3%	3 10%
5	Teaching English literature improves writing skill	Frequency Percentage	10 33.3%	15 50%	2 6.7%	3 10%	0 0%
6	Teaching English literature neglects listening and writing and	Frequency Percentage	5 16.7%	5 16.7%	2 6.7%	13 43.3%	5 16.7%

	concentrate on reading and speaking skill						
7	Teaching English literature neglects reading, writing, speaking and listening all together	Frequency Percentage	3 10%	2 6.7%	4 13.3%	10 33.3%	11 36.7%
8	In English literature lesson the students participate well	Frequency Percentage	5 16.7%	16 53.3%	3 10%	6 20%	0 0%
9	When I teach English	Frequency Percentage	9 30%	14 46.7%	5 16.7%	2 6.7%	0 0%

	literature students participate in reading						
10	When I teach English literature I discover that students prefer reading more than preferring listening and writing	Frequency Percentage	9 30%	13 43.3%	4 13.3%	4 13.3%	0 0%
	The total	Frequency Percentage	104 34.7%	104 34.7%	24 8%	46 15.3%	22 7.3%

Table (5) **Shows the mean, standard deviation, the value of chi square, degrees of freedom and the potential value of the responses of the sample examined (teachers), the expressions for the first hypothesis (Teaching literature in secondary schools improving the standard of the English language)**

No	Phrase	Mean	Standard deviation	Chi square	Freedom degree	Sig.
1	Teaching English literature in secondary schools improves student's standard in English language	4.6	0.6	23.4	2	0.000
2	Teaching English literature improves listening skill	3.8	1.2	25.6	4	0.000
3	Teaching English	4.6	0.7	35.6	3	0.000

	literature improvers reading skill					
4	Teaching English literature improve speaking skill	3.7	1.3	12.3	4	0.015
5	Teaching English literature improves writing skill	4.0	0.9	15.3	3	0.002
6	Teaching English literature neglects listening and writing and concentrate on reading and speaking skill	2.7	1.3	11.3	4	0.023
7	Teaching English literature	2.2	1.2	11.6	4	0.020

	neglects reading, writing, speaking and listening all together					
8	In English literature lesson the students participate well	3.6	0.9	13.04	3	0.004
9	When I teach English literature students participate in reading	4.0	0.8	10.8	3	0.013
10	When I teach English literature I discover that students prefer reading more than preferring listening and writing	3.9	0.9	7.6	3	0.055

Sours: Researcher, from data analysis, 2012

From the table (5), we find that mean expressions in the table is greater than the actual mean (3) for 8 phrases. This suggests that the answers of respondents about these words are going in a positive

direction which means their approval, and we find that the standard deviation of terms ranging between (0.6 - 1.3) and this is evidence of homogeneity in the answers of the respondents surveyed about these words. We also find in the table that the potential value of the chi square test level of significance less than 0.05 – except for one phrase - and this imply an endorsement of the sample examined, the phrases in the table.

Table (6) shows the **frequencies andpercentages of the responses of the sample examined (teachers), the expressions for the first hypothesis (Literature help student to understanding other culture through literary texts)**

No	Phrase		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Teaching literature reflect other cultures	Frequency	14	12	1	2	1
		Percentage	46.7%	40%	3.3%	6.7%	3.3%
2	Teaching literature focus on culture more than other skill	Frequency	5	8	4	11	2
		Percentage	16.7%	26.7%	13.3%	36.7%	6.7%
3	Students	Frequency	10	16	1	2	1

	benefit from English literature culture	Percentage	33.3%	53.3%	3.3%	6.7%	3.3%
4	English literature culture affects students behavior	Frequency Percentage	11 36.7%	10 33.%	3 10%	5 16.7%	1 3.3%
5	Teaching English literature consider students ethnicity honestly, realistically and sensitively	Frequency Percentage	4 13.3%	14 46.7%	6 20%	5 16.7%	1 3.7%
6	Multicultural students benefit from English	Frequency Percentage	8 26.7%	20 66.7%	2 6.7%	0 0%	0 0%

	literature lessons						
7	English literature considers individuals differences among students at schools	Frequency Percentage	7 23.3%	10 33.3%	8 26.7%	5 16.7%	0 0%
	The total	Frequency Percentage	59 28.1%	90 42.9%	25 11.9%	30 14.3%	6 2.8%

From the table (6), we find that 28.1%of

respondentsstronglyagreewithstatementsthat the second hypothesis

and 42.9% of them agree with the total approval

of71%versus14.3%disagree with the phrase of the hypothesis and

2.8% strongly disagree with the total disapproval

of17.1%towardstheneutralphrasehypothesismayhave 11.9%.

Table (7) **Shows the mean, standard deviation, the value of chi square, degrees of freedom and the potential value of the responses of the sample examined (teachers), the expressions for the first hypothesis (Literature help student to understanding other culture through literary texts)**

No	Phrase	Mean	Standard deviation	Chi square	Freedom degree	Sig.
1	Teaching literature reflect other cultures	4.2	1.0	27.6	4	0.000
2	Teaching literature focus on culture more than other skill	3.1	1.2	8.3	4	0.08
3	Students benefit from English literature culture	4.0	0.9	30.3	4	0.000
4	English literature culture	3.8	1.2	12.6	4	0.013

	affects students behavior					
5	Teaching English literature consider students ethnicity honestly, realistically and sensitively	3.5	1.0	15.6	4	0.004
6	Multicultural students benefit from English literature lessons	4.2	0.5	16.8	2	0.000
7	English literature considers individuals differences among students at schools	3.6	1.0	1.7	3	0.653

Sours: Researcher, from data analysis, 201

From the table (7), we find that mean expressions in the table is greater than the actual mean (3). This suggests that the answers of respondents about these words are going in a positive direction which means their approval, and we find that the standard deviation of terms ranging between (0.5 - 1.2) and this is evidence of homogeneity in the

answers of the respondents surveyed about these words. We also find in the table that the potential value of the chi square test level of significance less than 0.05 – except for two phrases - and this imply an endorsement of the sample examined, the phrases in the table.

Table (8) shows the **frequencies andpercentages of the responses of the sample examined (teachers), the expressions for the first hypothesis (Teachers and students stood on their toes to find literature included in the syllabus)**

No	Phrase		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	English books help to meet curriculum objectives and enhance the thematic units being studied	Frequency	4	16	6	4	0
		Percentage	13.3%	53.3%	20%	13.3%	0%
2	English books use language that is above learners level	Frequency	2	6	2	16	4
		Percentage	6.7%	20%	6.7%	53.3%	13.3%
3	English	Frequency	1	15	7	6	1

	literature books in secondary schools are in accordance with student's age and ethnicity	Percentage	3.3%	50%	23.3%	20%	3.3%
	The total	Frequency	7	37	15	26	5
		Percentage	7.8%	41.1%	16.7%	28.9%	5.6%

From the table (8), we find that 7.8%of

respondent'sstronglyagreedwithstatementsthat the second hypothesis and 41.1% of them agree with the total approval

f48.9%versus28.9%disagree with the phraseofthehypothesis and 5.6% strongly disagree with the total disapproval

of34.5%towardstheneutralphrasehypothesismayhave 16.7%.

Table (9) **Shows the mean, standard deviation, the value of chi square, degrees of freedom and the potential value of the responses of the sample examined (teachers), the expressions for the first hypothesis (Teachers and students stood on their toes to find literature included in the syllabus)**

No	Phrase	Mean	Standard deviation	Chi square	Freedom degree	Sig.
1	English books help to meet curriculum objectives and enhance the thematic units being studied	3.6	0.8	13.2	3	0.003
2	English books use language that is above learners level	2.5	1.1	22.6	4	0.000

3	English literature books in secondary schools are in accordance with student's age and ethnicity	3.3	0.9	22.0	4	0.000

Sours: Researcher, from data analysis, 2012

From the table (9), we find that mean expressions in the table is greater than the actual mean (3) except for second phrase. This suggests that the answers of respondents about these words are going in a positive direction which means their approval, and we find that the standard deviation of terms ranging between (0.8 - 1.1) and this is evidence of homogeneity in the answers of the respondents surveyed about these words. We also find in the table that the potential value of the chi square test level of significance less than 0. and this imply an endorsement of the sample examined, the phrases in the table.

Chapter five

Summary , conclusion and recommendations

5.1 summary :-

This study attempted to study the role of the literature in teaching English literature on learners at secondary schools in Khartoum state. this study also give a back ground about the role of culture in understandings literature and other culture ,furthermore ,the study discusses the role of the literature in reading skill , the role of literature in learning .

The sample of this study was drawn from many secondary schools teachers.

To collect data the researcher distributed a questionnaire to secondary schools teachers .the questionnaire included four parts. the first parts one is personal information, part two is concerned with teachers and students included (10)question, part three focused on teachers and students the expression of the hypothesis literature help students to understand other cultures and contain (7) questions and part four contain three statements discussed the course books.

These four parts are designed in order to attain the objectives and the aims of the study.

Statement (1) indicates that the majority of teachers and students strongly agree that teaching English literature in secondary schools improve student's standard in English language .

Statement (2) show that teachingEnglish literature improve listening skill with frequency 53%3 agree from the teachers, and frequency 55% strongly agree from the students .

Statement(3) indicates that teaching English literature improve reading skill with frequency percentage 70% strongly agree from teachers and students frequency percentage76% strongly agree and this show that literature improve reading skill .

Statement (4) indicates that teaching English literature improve speaking skill.

Statement (5) shows that the majority of teachers and students indicates that teaching English literature improve writing skill with frequency percentage 50%agree from teachersandstrongly agree from students with frequency percentage52%.

From the analysis of the Statement (6) the researcher observes that teaching English literature improve the four skill of the language .

Statement (7) indicates teaching English literature neglects reading ,writing ,speaking and listening all together the majority of the teachers and students strongly disagree and this shows that teaching English literature improves the standard of the language and this statement supports the first hypothesis.

Statement (8)shows that student   participate well in English literature lesson with frequency percentage 53% agree from the teachers and the students .

Statement (9) indicates that when the teacher teach English literature students participate in reading with frequency percentage46%.

Statement (10)form the result of the analysis the researcher discover that students preferring reading skill in teaching literature .

Statement (11) teaching English literatures reflect other culture from the analysis the researcher strongly agree with this statement which is support the second hypothesis.

Statement (12)shows that teaching literature focus on all the skills and not only on other culture .

Statement (13)the analysis of this statement shows that teachers benefit from English literature culture with frequency percentage 53.3%agree and the students strongly agree 65%.

Statement(14) from the result of the analysis the majority of the teachers strongly agree that English literature culture effects on student'sbehavior.

Statement (15) the analysis of this statement shows that teaching English literature consider the ethnicity of the students .

Statement(16)from the analysis the researcher notices that multicultural students benefit from English literature lessons with frequency percentage 66.7%agree .

Statement (17) from the analysis the researcher discovers that some teacher consider individuals differences among the students in the schools .

Statement (18) indicates that English books help to meet curriculum objectives and enhance the thematic unite being studied with frequency percentage 53.3% agree.

Statement (19) shows the majority of teacher disagree with statement that English books use language that is above learners levels .

Statement (20) shows that English literature books in secondary schools are in accordance with students age and ethnicity with frequency percentage50% agree.

5.2 conclusion :-

Foregoing section presented a summary of the study, in this section the researcher concludes by saying that teaching English literature enhance the standard of reading skill in secondary schools of many reasons first , general ministry of education included literature in syllabus and examinations. Secondthe course books are available, moreover there are two kinds of schools, model and geographical schools.

From the above we conclude that all the indications and reading from the result shown in the table refer to the approval of the sample.

5.3 Recommendation:-

 Drawing on the aforementioned analysis , discussion and conclusions , the researcher would like to propose the following recommendations for improving the stander of teaching English literature.

1- teachers should be aware of importance of literature in teaching .

2- teachers should motivate and encourage learners by designing appropriate literature course for them.

3- college of education must included literature course and training for the teachers .

4-ministry of education must hold session on how to design books according to the students' ethnicity .

6-ministry of education must hold session on how to design children's literature books .

7-course books must be available for the learners .

8-we must understand the significance of the role of culture identity in providing strong foundation for all social , emotional ,intellectual and spiritual development and demonstrate the ability to build on that understanding in our teaching .

9 -we must acquire and apply the skill needed to learn about local language (s) and culture (s) of the community in which they are situated .

10 - draw upon the traditional teaching roles and practices in the community to enhance the educational experiences of their students .

The Effective Questionnaire

An effective questionnaire was given to the pupils to measure their psychological attitude towards reading literature in English. The pupils were asked to show their opinion by putting a tick (√) under the number that, best agrees. With them.

The questionnaire consists of (20) statements, it was designed on likert scale of five points. the questionnaire was designed to elicit the information about the problems facing the pupils in reading literature

5 Strongly agree	4 Agree7	3 undecided agree	2 disagree	1 Strongly disagree

The score allocated for the responses as follows 5 scores for strongly agree, 4 scores for agree as mentioned before to scores 3 - 2 – 1 see above.

It should be mentioned that the subjects were given the Arabic version of the questionnaire because as precaution against any lack of understanding of the English version.

Teachers were also reminded that, the questionnaire had nothing to do with exams and that; they should answer frankly and honestly as possible.

Appendix (A)

 Questionnaire

Effective questionnaire to assess the effect of teaching English literature in secondary schools, the questionnaire is designed to measure teachers' attitudes towards teaching of literature in English.

 Show your opinion by answering the following items, put (√) under the number that you agrees with ,

 Pleas answer the statements honestly, bearing in mind that all information will be used for the research purposes only.

No	Items	Strongly agree	Agree	Undecided	disagree	Strongly disagree
1	Teaching English literature in secondary schools improves students' standard in English language.					
2	Teaching English literature improves listening skill.					
3	Teaching English literature improvers reading skill.					
4	Teaching English literature improves speaking skill.					
5	Teaching English literature improves writing skill.					
6	Teaching English literature neglects listening and writing and concentrate on reading and speaking skills.					
7	Teaching English literature neglects reading ,writing ,speaking and listening all together					
8	In English literature lesson the					

	students participate well .					
9	When I teach English literature student s participate in reading.					
10	When I teach English literature I discover that students prefer reading more than preferring listening and writing					
11	Teaching literature reflect other cultures.					
12	Teaching literature focus on culture more than other skill.					
13	Students benefit from English literature culture .					
14	English literature culture affect s student behavior.					
15	teaching English literature consider students ethnicity honestly, realistically and sensitively.					
16	Multicultural students benefit from English literature lessons.					

17	English literature considers individuals differences among students at schools.					
18	English books help to meet curriculum objectives and enhance the thematic units being studied.					
19	English books use language that is above learners level .					
20	English literature books in secondary schools are in accordance with student's age and ethnicity.					

Appendix(B)

الموضوع: استبيان

Student's Questionnaire (Arabic Version)

استبانة لقياس ميول طلاب المرحلة الثانوية نحو قراء الأدب باللغة الانجليزية الهدف من هذه الاستبانة هو معرفة مدى حب الطلاب للقراء باللغة الإنجليزية. بيّن رأيك الشخصي بالإجابة عن الأسئلة التالية ، بوضع علامة ( ) عند الإجابة التي تتفق مع رأيك.

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	الفقرات	الرقم
					تدريس الأدب الانجليزي في المدارس الثانوية يحسن مستوي الطلاب في اللغة الانجليزية	1
					تدريس الأدب الانجليزي يحسن مهارة الاستماع	2
					تدريس الأدب الانجليزي يحسن مهارة القراءة	3
					تدريس الأدب الانجليزي يحسن مهارة المخاطبة	4
					تدريس الأدب الانجليزي يحسن مهارة الكتابة	5
					تدريس الأدب الانجليزي يتجاهل مهارة الاستماع والكلام والكتابة ويركز في مهارة القراءة	6
					تدريس الأدب الانجليزي يتجاهل مهارة الاستماع والمخاطبة والقراءة والكتابة بالترتيب	7
					في درس الأدب الانجليزي الطلاب يشاركون بجدية	8
					عندما ادرس الأدب الانجليزي الطلاب يشاركون في القراءة	9
					عندما ادرس الأدب الانجليزي اكتشفت إن	10

					الطلاب يفضلون القراءة أكثر من مهارة الاستماع والكتابة	
					تدريس الأدب الانجليزي يعكس بعض الثقافات	11
					تدريس الأدب الانجليزي يركز في الثقافة أكثر من بعض المهارات	12
					الطلاب يستفيدون من ثقافة الأدب الانجليزي	13
					ثقافة الأدب الانجليزي تؤثر في سلوك الطلاب	14
					تدريس الأدب الانجليزي يضع اعتبار للاثنيات العرقية	15
					الطلاب متعددي الثقافات استفادوا من دروس الأدب الانجليزي	16
					الأدب الانجليزي يضع اعتبار للفروق الفردية للطلاب داخل المدرسة	17
					الكتب الانجليزية تساعد في الوصول إلى أهداف المنهج وتحسن سمات التي من اجلها تم وضع المنهج	18
					الكتب الأدب الانجليزي تستخدم لغة اكبر من مستويات الدارسين	19
					كتب الأدب الانجليزي في مدارس المرحلة الثانوية تتوافق مع أعمار الطلاب اثنيا وعرقيا	20

Appendix (C)

Information about the personal contacts:--

Name: ---

Age:-------------------------

Qualification:--

Years of experience:--

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