Sudan University of Science and Technology

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Impact of Supplementary Readers on EFL Students' Performance in Exam (A Case Study of Third Year Secondary School—Northern State - Sudan)

أثر المطالعة المساندة الملحقة على الأداء في الامتحان لدارسي اللغة الإنجليزية لغة أجنبية (دراسة حالة الصف الثالث بالمرحلة الثانوية – الولاية الشمالية – السودان)

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استهلال أية قرآنية

بسم الله الرحمن الرحيم

قال تعالي:

(افمن يمشي مكبأ علي وجهه أهدى أمن يمشي سوياً علي صراط مستقيم)

صدق الله العظيم

سورة الملك الآية (٢٢)

Preface:

Opening Quranic verses:

In the Name of Allah

Allah the Almighty says:

"Is he who walks prone (without seeing) on his face, more rightly guided, or he who (sees) and walks upright on straight way**."**

Surah : Al-mulk   -Verse (٢٢)

Dedication

To the souls of my beloved father and mother (may Allah   have mercy on them)

To my brothers and sisters……

To my supportive wife Alaa………

To my daughters   Fatima and Marasy…….

To my colleagues and all my relatives…………………

To all who enlightened my mind and made this work

possible.

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Abstract

This study investigates the impact of supplementary readers on EFL secondary school Sudanese students' performance in exam. The researcher used the descriptive analytical and experimental methods. The data was collected by two tools: a questionnaire for secondary school teachers and exam paper for third year students at secondary schools. The sample of the study consists of hundred (١٠٠) secondary school teachers from Khartoum state and fifty one (٥١) third year secondary school students from Northern State. The students were chosen from both Dongla Secondary School for boys and Superior Secondary School for girls, for the academic year (٢٠١٧- ٢٠١٨). Thirty (٣٠) out of fifty one (٥١) have studied supplementary readers and the rest (٢١) haven't studied supplementary readers. The questionnaire was distributed to hundred (١٠٠) secondary school teachers. A statistical analysis was carried out to find out the relationship between teaching supplementary readers and their impact in students' performance. The data of the study was analysed by using the statistical package for social sciences (SPSS) program. The researcher has found out the following findings: teaching supplementary readers to secondary school students positively contributes to enriching the students' vocabulary. Teaching supplementary readers helps students to develop their comprehension skills and provides an authentic real context to teach grammar. Teaching supplementary readers develops students' critical

thinking, teaching supplementary readers contributes to develop the students' language standard and literary appreciation and the students who have studied supplementary readers scored higher marks than those who haven't studied them in the exam paper that contained the same questions, that is to say supplementary readers teaching has a positive effect in the standard of students. Based on the findings, the study recommends that: The Ministry of Education should choose books that are useful, interesting, motivating and suitable for students' age. Teachers of English language are recommended to encourage their students to study supplementary readers to improve their performance in English language. Moreover, teachers of English language are also recommended to teach English through literary texts. Teachers of English language should consider the students' linguistic abilities and to minimize the difficulties of vocabulary that their students might face during their study to supplementary readers. Supplementary readers should be used for the purpose of developing students' creative imagination and language skills. Finally, the researcher based on the findings and recommendations has suggested some topics for further studies on the same area.

المستخلص
(Arabic Version)

هدف هذا البحث الى تقصى اثر المطالعة المساندة الملحقة علي اداء طلاب المرحلة الثانوية في السودان كدارسين للغة الانجليزية كلغة اجنبية في الامتحانات, استخدم الباحث المنهج الوصفي التحليلي والتجريبي . وقد تم جمع البيانات باستخدام أداتين: استبيان لمعلمي المرحلة الثانوية وامتحان لطلاب الصف الثالث بالمرحلة الثانوية.وقد تكونت عينة الدراسة من مائة من معلمي المرحلة الثانوية بولاية الخرطوم وواحد وخمسون من طلاب الصف الثالث بالمرحلة الثانوية بالولاية الشمالية تم اختيارهم عشوائيا من مدرستي دنقلا الثانوية بنين والمتفوقات الثانوية بنات للعام الدراسي (٢٠١٧–٢٠١٨). ثلاثون من واحد وخمسين درسوا كتب المطالعة المساندة الملحقة بينما واحد وعشرون لم يدرسوا هذه الكتب.تم توزيع الاستبيان لمائة من اساتذة اللغة الانجليزية في المرحلة الثانوية.تم تحليل البيانات الاحصائية لمعرفة العلاقة بين تدريس هذه الكتب واثره في ترقية اداء الطلاب.استخدم الباحث لتحليل البيانات برنامج الحزم الاحصائية للعلوم الاجتماعية,حيث توصل الباحث الي النتائج التالية:

تدريس المطالعة المساندة الملحقة يساهم ايجابيا في زيادة ذخيرة الكلمات لدي طلاب المرحلة الثانوية, تدريس المطالعة المساندة الملحقة يساعد علي الطلاب علي تنمية مهارات القراءة ويوفر صيغة حقيقية واقعية لتدريس القواعد, تدريس المطالعة المساندة الملحقة ينمي التفكير النقدي لدي الطلاب, تدريس المطالعة المساندة الملحقة يساهم فى تنمية اللغة وتذوق الادب, حيث اثبتت الدراسة ان الطلاب الذين درسوا كتب المطالعة المساندة الملحقة قد احرزوا درجات اعلي مقارنة باللذين لم يدرسوا هذه الكتب في الامتحان التحريري الذي اشتمل علي نفس الاسئلة , وهذا يدل علي ان هنالك علاقة موجبة بين هذه الكتب والاداء الاكاديمى للطلاب. واخيرا توصل الباحث معتمدا علي النتائج الي التوصيات الاتية:

يجب علي على وزارة التربية اختيار الكتب المفيدة الممتعة والمخفزة والتي تتناسب مع اعمار الطلاب, يجب علي معلمي اللغة الانجليزية تشجيع الطلاب لدراسة المطالعة المساندة الملحقة لتحسين ادائهم قي اللغة الانجليزية,كما يجب عليهم استخدام النصوص الادبية لتدريس اللغة الانجليزية, يجب علي معلمي اللغة الانجليزية مراعاة مقدرات الطلاب اللغوية وتقليل صعوبة المفردات التي تواجه الطلاب خلال دراستهم للمطالعة المساندة الملحقة,كما يجب استخدام المطالعة المساندة الملحقة بهدف تنمية الخيال الابداعي ومهارات اللغة لدي الطلاب واخيرا اقترح الباحث معتمدا علي النتائج التوصيات بعض المواضيع للدراسات المستقبلية في نفس المجال.

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

١.٠ Background of the Study

Teaching English through literary text in L٢ has begun to receive attention in the EFL course in the last few years. So there is a general agreement that literary texts can provide a context for the process of teaching English as a foreign language. It is believed that the learners of English in Sudan are not exposed to language practice satisfactory to help improve their standards. Within the context of literary texts teaching much of the vocabulary needed for smooth communication will be acquired and they can serve as an appropriate vehicle for enhancing language learning, provided that the focus will be on authentic and realistic situations. The use of literary texts as a technique for teaching both basic language skills (listening and speaking) and language areas (vocabulary and grammar) is very popular with in the field of foreign language learning and teaching nowadays. According to Cellie and Slater (١٩٩٠:٣), there are four main reasons which lead a language teacher to use literary texts in the classroom. These are valuable authentic material, culture enrichment, language enrichment and personal involvement.

The status of the English language in the Sudan passed through several stages, from being a second language to its current status as a foreign language. Since the independence of Sudan the status of English language in Sudan has not been constant due to changing educational policies and lack of well trained teachers. English language in Sudan has been taught for numbers of decades as a foreign language. Even it is the medium of instruction in some universities and colleges, the most prevailing approach was through reading and writing, little attention was

paid to the spoken and listened language as a result the learner's listening and speaking competence is poorer than their writing and reading.

In order to understand the educational situation in Sudan today, it is necessary to go back to the early days of constructed educational policy, those who finished secondary schools had to take the British GCE (General Certificate of Education) examination before they entered Gordon College. (Sandell, ١٩٨٢:٧) In ١٩٤٦ two secondary schools were opened. English was the medium of instruction in the secondary school and number of British teachers came to teach in those schools. During the next ١٠ years the number of secondary schools increased to about ٥٠. English continued to be the medium of instruction for all subjects in secondary schools and great care was taken with teaching English as subject in the intermediate schools.(Sandell١٩٨٢:٥) states that the administration of British rule had begun and with it the English language found a foothold in an alien land dominated by Arabic and Islam."At that time, the British administration in the Sudan had very focused goals of having local civil servants who could successfully operate the system of civil service, so they established schools and colleges which provided the amount of study necessary to produce the required cadre. Study in those institutions was mainly in English language (Sandell١٩٨٢:٦.)

In this study which is entitled impact of supplementary readers on EFL secondary school Sudanese students' performance in exams, the researcher manipulated this research on the secondary school English teachers in Khartoum locality who are considered to be a sample of EFL teachers and the students who sat for Sudan School Certificate in Northern State, in the academic year (٢٠١٧-٢٠١٨). Accordingly the researcher investigates them to elicit their points of view on the impact of supplementary readers on EFL secondary school Sudanese students'

performance in examinations on the background of the pretty bad deterioration in secondary school students' English language level basing on the previous negligence of the curriculum designers of teaching the supplementary readers, so the study is tackling the problem from the angle of the literary texts or literature impacts on EFL learners' language skills. The study is an attempt to add something new.

 The term literature can be defined in many ways, the simplest suggests that anything written is literature; however no clear accurate meaning can be rendered since it extends at large and covers almost all life aspect. The Collins Dictionary defines literature as "written material such as poetry, novel etc…especially works of imagination characterized by excellence of style and expression and by themes of general interest. In Oxford dictionary, the word literature is defined as bellow:

 It is an imaginative or creative writing, especially of recognized artistic value; the class of writings distinguished for beauty of style or expression, as poetry, essays, or history. (Oxford Advanced Learner's Dictionary, ٢٠٠٠)

Thus the supplementary readers are simplified books which help integrate the usage of English language by means of short interesting stories, poems, vocabulary, creative writing and context writing through compositions. These Literary texts serve to develop the linguistic and literary skills. It is important that any SL student to build up the four competences: reading, listening, speaking and writing. In their native language, people are unaware of having acquired these competences since it is a complex innate process. Firstly, reading competence helps build and extend the vocabulary and improve understanding during listening and writing. Secondly, reading competence includes some sub skills such as:

comprehending the lexis, determining the key words, speculating the meaning of unknown words from the context, identifying the grammatical categories of nouns, adjectives, verbs, etc. Understanding the denotations and connotations of the material, using generic knowledge and the lexical and grammatical cohesive means to link the topic and the focus, identifying the key message and the gist. If literature were used as a source material while studying a foreign language, students must be equipped with the necessary information to understand and analyze its key principles. They ought to learn to recognize cohesive means to link the topic and the focus its peculiar indications in a literary text and find a meaning from the diverse. Anxhela Starja (٢٠١٤).

It is known that English literature is always present in the heart of the Sudanese curriculum as a supportive subject for the English language syllabus in general education since the days of the condominium rule up to the year ١٩٩٢. When the conference of educational policies was held in ١٩٩٠ and according to its recommendations, the ladder of the educational system was changed to(٨-٣)instead of (٦-٣-٣)and that change was accompanied by the complete neglect of English literature or supplementary readers in secondary schools. Supplementary readers have again been rejoined to support English syllabus in the year ٢٠٠٥, but the voice of neglect is still there echoing. Adding to that the schooling years of the general education has lost a whole year and this may open a new door for researchers to investigate.

١.١ Statement of the Problem

Experts and teachers have noticed that, the students' performance in English language has deteriorated and their standard has declined particularly among secondary school Sudanese students. Students' weakness is so clear and noticeable

inside the classroom when they do different tasks and activities in English language lessons whether spoken, written or read ones and accordingly poor understanding of what they read or listened as well as when they express themselves whether speaking or writing.

This study is intended to investigate the problem considering the negligence of supplementary readers by the curriculum designers since ١٩٩٠ up to ٢٠٠٥ is the major reason of such deterioration. So the problem of the research is enclosed in studying the phenomena by investigating the impact of supplementary readers on EFL secondary school Sudanese students' performance in exams.

١.٢ Objectives of the Study

The main objectives of this research are:

a-To find a link between teaching supplementary readers and enriching students' vocabulary items.

b- To identify how supplementary readers improve students' reading comprehension skills.

c- To investigate the different aspects of using supplementary readers in enhancing students' language regarding grammatical constructions.

d- To clarify how supplementary readers develop students' critical and creative thinking through team work by sharing responsibilities, roles rehearsing.

e- To illustrate the impact of supplementary readers on elevating the student's sense of appreciating literary works.

۱.۳ Questions of the Study

This study intended to provide answers to the following questions:

a- To what extent does teaching supplementary readers enrich the students' vocabulary with lexical items?

b- How can supplementary readers improve the students' reading skills and strategies which help them to answer reading comprehension questions?

-Prediction questions.

-Interpretive questions.

-Vocabulary questions (Lexical and grammatical relations)

-Opinion questions.

-Recall questions.

c- What is the effective role that teaching supplementary readers play in enhancing the performance of students' in language regarding grammatical constructions?

d-To what extend can teaching supplementary readers develop the students' critical and creative thinking?

e-To what extent does teaching supplementary readers elevate students' sense of appreciating literary works?

۱.٤ Hypotheses of the Study

This study attempts to test the following hypotheses:

a-Teaching supplementary readers to secondary school students positively contributes to enriching the students' vocabulary with lexical items.

b-Teaching supplementary readers improves students' reading comprehension skills which help them to answer comprehension questions.

c- Teaching supplementary readers enhances the performance of students' in language regarding grammatical constructions.

d- Teaching supplementary readers develops the students' critical and creative thinking through team works.

e- Teaching supplementary readers has positive effects in developing the students' language proficiency and literary appreciation.

١.٥ Significance of the Study

This study concentrates its pivotal targets in emphasizing the importance of teaching supplementary readers in enabling students to answer comprehension questions, increasing learners' vocabulary and learn grammar rules implicitly. It also describes to what extent that these books could develop students' critical thinking and literary appreciation, how these books could lead students to develop their English language as learners of English as a foreign language, hoping to move a stone of learning English as a foreign language and attracting the attention of teachers to give their awareness to the issues of vocabulary and grammar of language when they plan their lessons. Remembering that these supplementary readers have rich language resource. It consolidates the importance of teaching supplementary readers in enriching students' vocabulary as foreign language learners, regarding that vocabulary facilitates understanding what is read to students and enhances speaking, reading and writing skills. So it is highly essential for English teachers in secondary schools in the Sudan to benefit as much as possible from these books as a very effective tool in teaching English language that is because literary texts at least are a precious field for language learning. This study also could open a door to attract other researchers ' attention to invade the field of teaching English literary texts in learning English language.

١.٦ limits of the Study

This study is limited to the performance of students in examinations. It focused on:

(a) The performance in reading comprehension skills.

(b) The performance in tenses.

 Besides inquiring teachers about the impact of teaching supplementary readers in enabling them to answer comprehension questions and increasing learners' vocabulary. Also how these books develop students' critical thinking and literary appreciation. The target group is third class students who sat for secondary school examinations in Dongla Locality, Northern State from both Dongla Secondary School for boys and Superior Secondary School for girls, for academic year (٢٠١٧-٢٠١٨), so the populations of the study are secondary school English teachers and students, both males and females. The time of the study is ٢٠١٨.

١.٧ Methodology of the Study

Data was collected through the analysis of examination papers answered by students. There was also a questionnaire to the teachers. The study follows the descriptive and analytical approach as well as experimental method in which data are presented statistically and the result described according to the conclusions which are achieved in order to answer the research questions and verify the hypotheses. In this research a descriptive and experimental method is used. As such it's a comparison of two groups of students.

So the participants of this study were the secondary school students in Northern State. The researcher used two different classes; one class represented the control group and the other represented the experimental group. The total number of the subjects in both groups were (٥١) students. The exam was administered to both groups.

(a)Those who have studied supplementary readers and took examination. (b)Those who haven't studied supplementary readers and took examination. The gender of the students is not considered in both groups.

١.٨ Definition of key terms

١. **Supplementary readers** are simplified books which help integrate the usage of

English language by means of short interesting stories, poems, vocabulary, creative writing and context writing through compositions.

٢. **Exam paper** is a test designed by the researcher.

١.٩ Summery of the chapter

This chapter introduces the study and includes background about the study, statement of the problems, the objectives of the study, questions of the study, the hypotheses of the study, significance of the study, methodology ,limit of the study and definition of key terms.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS RELATED STUDIES

CHAPTER TWO

LITERATURE REVIEW

AND PREVIOUS STUDIES

٢.٠ Introduction

In this chapter the researcher presented the literature review in the field of teaching literary texts and how graded readers are designed. This chapter mainly concentrates on the related topics which generally focus on literature learning. It provides an overview for investigating the impact of using supplementary readers on EFL secondary school Sudanese students' performance in exams. Firstly the researcher introduces some definitions for the word literature and the importance of literature for students and teachers in general, and then how graded readers are designed. In addition to that, the researcher presents the theoretical framework with necessary issues related to graded readers accompanying Sudanese textbook, English courses in the Sudanese education system, what are graded readers? , why do use we graded readers? , how extensive readings improve our student's level? How to use graded readers in the classroom?, Macmillan readers features, what are graded readers? , why are Macmillan readers so popular? How are readers graded?, and some commentary on each component of literature.

The researcher reviewed ١٨ previous studies in the field of teaching literature to get benefit related to teaching literary texts from the experience of other researchers and to provide a general survey of the literature on the research topic. These studies were arranged in a chorological order from the most recent to the

oldest, it may be appropriate to close this part by reviewing some academic researches that have been carried out.

(Section one)

٢.١.١ Definitions of Literature

It is workable for the sake of this research, to begin chapter two by attaching some definitions, of the word " literature " because it is one of the key words of the research. In Oxford dictionary, the word literature is defined as below:

a-The body of all the written works.

b-The collective creative writing of a nation, people, or group culture.

c-All the papers, treatise etc…published in academic journals on particular subject.

d-It is an imaginative or creative writing, especially of recognized artistic value; the class of writings distinguished for beauty of style or expression, as poetry, essays, or history. (Oxford Dictionary, ٢٠٠٠)

So there are many definitions of literature and the simplest suggests that anything written is literature, however, no clear and accurate meaning can be rendered since it extends at large and covers almost all life aspects. The Collins Dictionary defines literature as "written material such as poetry, novels, essays, etc, especially works of imagination characterized by excellence of style and expression and by themes of general or enduring interest."

''English literature is literature written in English. It is not merely

the literature of English or of the British isles , but a vast and growing

body of writing made up of the work of the authors who use the English language as a natural medium of communication" Burgess Anthony (١٩٧٤).

Anthony Burgess assures the fact that literature of a given language is also playing a considerable role in reflecting that peculiar language standard usage in communication whether spoken or written. Nevertheless literature is a vast field to practicing language, and adding to that, he touches the varieties of English language, the wide spread spoken language as a mother tongue for English people and a second language for many others and as a foreign for others too. Norman (١٩٩٨) stated that "*the definition of literature is far from simple which describes anything that is written down, but literature (upper case) seems to be reserved for a particular kind of written language*".

-*"Literature could be said to be a sort of disciplined technique for arousing certain emotions." (Iris Murdoch, the listener, ١٩٧٨)*

-*"Literature is the question minus the answer."(Roland Barthes, ١٩٧٨)*

-*"Literature is primarily a work of imagination" in this view, literature is distinguished by a set of conversations according to which readers accept that what they are reading is not literary true.(Alex Thomson, ٢٠٠٥.)*

The definitions examined above show that literature in English and the English language are tools in the hand of each other, while language is a tool by which literature establishes an existence, literature serves as a tool through which language propagates it. The relationship between language and literature is an interdependent one; literature does not and cannot exist independent of language because language is the conveyor of literature .An understanding of the nature and structure of language would enable us to appreciate a literary work much better because language and thoughts are the raw materials of literature. Literary writers

use language in their works. Literature can be used to teach language, for instance, drama and poetry can be used for the teaching of speech, while prose can be used to teach summary and comprehension. New words and expressions are acquired through literature. Through this means, vocabulary development is enhanced.

On my point of view that no one who involves himself in writing a research about the impact of literature on the performance of students and its other components could neglect that masterpiece stylistics and the teaching of literature which had been written by Widdowson (١٩٧٥). That he writes in his first introductory pages that his book might be described as an exercise to applied stylistics analysis. Its principal aim can be stated quite briefly; to present a discussion of an approach to the study of literature and an approach to the study of literature and a demonstration of its possible relevance to the teaching of literature.

> And (ibid) added that:*" this approach of stylistics which plays a better role in linking the role of linguists in interpreting literary works and that role of the literary analysts in the same pedagogical perspective of teaching literature* "

 By stylistics Widdowson means the study of literature discourse from linguistics orientation and I shall take the view that what distinguishes stylistics from literary criticism on the one hand and linguistics on the other is that it is essentially a means of linking the two that yet at least there is no autonomous domain of its own.
 So Widdowson has solved that long debatable conflicts amongst literary analysts and linguist scholars by his stylistic approach relying on Halliday(١٩٦٦)

> "Linguistics *is not and will never be the whole of literary analysis, and only the literary analyst- not the linguist- can determine the place of linguistics in literary studies. But if a text is to be described at all, then it should be described properly; and this means by the theories and methods developed in linguistics, the subject whose task is precisely to show how language works*."

In Halliday's view the description of the linguistic elements that occur in a piece of literary writing, the account of it exemplifies the system of the language, is part of the analysis of the piece of writing as a literary work or a literary text. This aspect of view obviously shows that linguists interpret literature text as a piece of language and accordingly it should represent English language system, if it deviates from that system and doesn't respect the language grammar rules; they consider that the ungrammatical text should in principle makes no sense. Widdowson claimed:

> "*But ungrammatical sentences in literary writing do make sense and a poem which deviates from grammatical rules as a text is nevertheless interpretable as a discourse."*

Then, he mentioned that deviation of language system would not happen randomly in the literary work but pattern with other linguistic features both regular to form a whole. By that, Widdowson has put an end to the hard conflict between the linguists and critical analysts, and dealing with the literary works as a text and a discourse, to enrich the interpretability of literary wok textually and contextually.

٢.١.٢ Place of Literature in ELT

From the ١٩٥٠s to the early ١٩٨٠s English language teaching was dominated by discourses that advanced very pragmatic approaches to language, where communicative competence and specific practical and functional purposes were the main concerns. Approaches focused on using language in social situations and syllabuses were designed along 'functional/notional lines' (Brumfit, ١٩٨٥ p. ٦). There was little space for creativity and literature in such language teaching context. (Cited in Lima ٢٠١٠:p.١١٠).But the ١٩٨٠ decade saw a remarkable revival of interest in literature in language courses. Many researchers claim that literature has created a fresh and impressive atmosphere in which never before have literary texts been as highly regarded as one of the most valuable resources available in EFL classrooms.(cited in Thom ٢٠٠٨:p.١٢٠) In the last decades of the twentieth century and the beginning of the twenty-first things began to change and literature started to be considered as a potential source for language development (Hall, ٢٠٠٥), perhaps even because teachers on the ground always suspected that there was something wrong in neglecting such a rich source of language input (Lima, ٢٠٠٥,cited in Lima ٢٠١٠:p.١١٠). Therefore, literature still has a strong place in the mainstream of language teaching materials.

٢.١.٣ The Reasons of Using Literature with the Language Learners:

According to Collie and Slater (١٩٩٠) the language teacher uses literary texts with his or her classes for four reasons these are: Literature is valuable authentic material, cultural enrichment, personal involvement, literature is a motivating material, literature develops student's interpretative abilities, literature educates the whole person and literature encourages students to acquire language.

٢.١.٣.١. Literature is valuable authentic material

One of the main reasons is that literature provides learners with a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than lasting. It is relevance moves with the passing of time, but seldom disappears completely. A literary work can transcend both time and culture to speak directly to a reader in another country or different period of history. It is "authentic material" which means that the most work of literature are not fashionable for specific purpose of teaching a language. Recent course materials have quite rightly incorporated many "authentic" sample of language. For instance, travel time tables, city plan, cartoons, and advertisement, newspapers or magazines articles. Learners are thus exposed to language that is as genuine and undistorted as can be managed in the class room context. It is "authentic" because in reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony ,exposition ,argument ,narration and so on.

٢.١.٣.٢ Cultural enrichment

For language learners, the best way to widen their understanding of life in the country where the language is spoken to visit or extended stay. Some may stay learning a language knowing that they are unlikely ever to set foot in an area where is spoken by the majority of inhabitants. For such learners, more indirect ways to their form of understanding must be adopted so that they gain an understanding of the way of life of the country: radio programmers, films, or video, newspapers and literary works. It is true of course that the world of a novel, play, or short story is

a created one, it offers a full and a vivid context in which characters from many social back grounds can be depicted. A reader discovers their thoughts, feelings, customs, possessions; why they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world gives the foreign reader a feeling that structures a real society so literature is perhaps best seen a complement to other materials used to increase the foreign learners' insight into the country whose language is being learnt.

According to lazar (١٩٩٣) literature helps the students to access in the culture of the people whose language they are studying. But there is some sort of complexity here because, the relationship between a culture and its literature is not at all simple, since novels or poems could claim to be a factual document to their society. Some novels, short stories and plays may represent reality, but at the ends works of fiction. It has been said that poetry has more indirect link with the real world, since it creates its meaning by an orientation towards language itself. (Widdowson, ١٩٨٤, P.١٤٩.)

Literary text reflects its culture and rich and fascinating diversities of our world. They are written by authors living in many different countries and widely divergent culture, so reading literature in English encourages students to become broadly aware of social, political and historical events which form the background of plays and novel, moreover literature provides them a way of contextualizing how a member of a particular society might behave or react in a specific situation.

٢.١.٣.٣ Language enrichment
Reading literary work exposes the students to many functions of the written language. Literature provides a rich context in which individual lexical or

syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language. The formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas that broaden and enrich their own writing skills. The extensive reading required in tackling a novel or long play develops the students' ability to make inferences from linguistic clues, and to deduce meaning from context, both useful tools in reading other sorts of material as well.

Lazar (١٩٩٣ point out that using literature with the students can help them to become more sensitive to some of the overall features of English.

٢.١.٣.٤ Personal involvement
Literature can be helpful in the language learning process because of the personal involvement it fosters in readers core language teaching materials must concentrate on how a language operates as both a rule- based system and a socio-semantic system. Very often, the process of learning is essentially an analytic, and at the level of the personality, fairly superficial. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to inhabit the text. He or she is drawn into the book.

According to Gillian Lazar (١٩٩٣) literature provides wonderful source material for eliciting strong emotional responses from our students. Using literature in the class room is fruitful way of involving the learners as a whole person, and provides excellent opportunities for the learners to express their personal opinions, reactions

and feelings. Also he added that students may relate ideas, events and things found that in a literary text to their own lives. This will help ignite their imagination, develop their critical abilities and increase their emotional awareness. On the other hand, when students have enjoyed reading literary text, they will be motivated, interact with the text and ultimately their reading proficiency will be enhanced. Through their reading of literary texts, the students are helped to make inferences; by drawing on both content of what they are reading and their private experience.

٢.١.٣ .٥ Literature is a motivating material

Lazar (١٩٩٣) believes that literature exposes students to complex themes, ideas, unusual uses of language, through reading novels or short story. He thinks that different genres of literature will provided unique experiences for example, a play engages them in complicated mature dilemmas, a poem may elicit powerful emotional responses from student, short stories will make them involved in what they read and think about how the plot and characters have been developed. Lazar thinks that good selection of literary texts makes the students feel that what they do inside the class is more relevant and related to their real lives.

٢.١.٣.٦ Literature develops students interpretative abilities

According to Lazar learning a new language involves the learners in forming of the hypotheses, and drawing inferences, whether these relate to a particular idiom is used, how far the grammatical rule can be generalized and what is the implied behind the literal meaning of someone says in a conversation.

It has been argued that literature is a good source for developing students' abilities to infer meaning and to make interpretations. This is because literary texts are rich in multiple levels of meaning.

٢.١.٣.٧ Literature educates the whole person

Lazar (١٩٩٣) stated that literature has a wider educational function in the classroom because it helps them to stimulate the imagination of our students, develops their critical abilities and increases their emotional awareness. The students will be more confident, if we ask them to response personally to the text we give them, they express their own ideas and emotion in English freely. They will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.

٢.١.٣.٨ Literature encourages students to acquire language

Lazar added Literature provides appropriate way of stimulating language acquisition besides providing meaningful and memorable contexts for processing and interpreting new language. Students with low levels are unable to cope on their own with an authentic novel or short story in English. Any extensive reading they do outside the classroom would probably need to be graded material, such as readers, but in higher levels students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language. The reading of literature becomes an important way of supplementary the inevitable restricted input of the classroom. Students can acquire a great deal of new language from recorded literary material.

Inside the class the use of literary texts is a successful way of promoting activities where students need to share their feelings and opinion such as discussion and group work, because literature is very rich in multiple level of meaning.

As Savvidou (٢٠٠٤) point out that there are many benefits to using literature in the EFL classroom. Apart from offering a distinct literary world which can widen

learners' understanding of their own and other cultures, it can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure. Moreover, an integrated approach to the use of literature offers learners strategies to analyze and interpret language in context in order to recognize not only how language is manipulated but also why. An integrated approach to the use of literature in the language classroom offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types. The use of literary texts in the language classroom can be   a potentially powerful pedagogic tool.

٢.١.٤   Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

Appropriate selection of literary texts is the corner stone for success in using literature in EFL/ESL classes; according to Collie and Slater (١٩٩٠) in selecting literary text for study the language teacher should take into consideration the needs, interests, cultural background, and language level of the students. The most important factor to take into account is a particular work able to reveal the kind of personal involvement by a rousing the learners' interest and eliciting strong, positive reactions from them. If it is meaningful and enjoyable, reading a literary text has a long-term and valuable effect upon the learners' linguistic and cultural knowledge. It is important to choose books, which are relevant to the life experiences, emotions, or dream of the learner considering the language difficulty because they have both a linguistic and a cultural gap to bridge. In the absence of curriculum or exam constraints, it is much better to choose a work that is not too

much above the students' normal reading proficiency. If the language of literary work is simple, this facilitates the comprehension of literary text.

٢.١.٥ Approaches to Using Literature with the Language Learners

Lazar (١٩٩٣) mentioned some approaches which help us to select and design materials for classroom use:

٢.١.٥.١ A language- based approach

 Studying the language of the literary text will help to integrate the language and literature syllabuses more closely. Detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it. At the same time, students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical categories to make aesthetic judgments of the text. Material is chosen for the way it illustrates certain stylistic features of the language but also for literary merits.

According to Carter and Long, this approach is the most common one in teaching literature in the EFL classroom .This model helps EFL students enhance their knowledge of the target language by working on familiar grammar, lexical, and discourse categories, indirectly paving the way for a better understanding of a text and the formulation of meaningful interpretations. These will facilitate a sensible and aesthetic appreciation of a text. Such an approach enables students to access a text in a systematic and methodical way to study examples of specific linguistic features, literal and figurative language, and direct and indirect speech. There are many techniques and strategies used in that approach. Some of them are: jigsaw reading, matching, gap-filling, and reading aloud. Jigsaw is borrowed from

language teaching. It is easy to prepare and comprise re-ordering of a text which has been scrambled. It may suggest some sort of games and stimulates learner-learner interaction in the problem-solving technique. In this respect the term jigsaw is appropriate as it indicates a series of small increments which when added together will complete the picture (Carter and Long, ١٩٩١:٧١).

 Matching exercise is another wonderful technique in which students are expected to match phrases, pictures, words, sentences. The main aim of using this technique is to enable students to use responses to the parts to build up sensitivity to the whole. Carter and Long (١٩٩١:٧٥). Students in secondary schools enjoy such activities especially when conducted in groups. Cloze or gap-filling is another technique in language based approach in which teachers use this activity in their classes and exams. The aim is to draw student's attention to the language and form of a text. Another aim is to draw attention to the use of particular linguistic features such as connecting words between sentences or signal words across paragraphs. Students must focus on the function and the use of these words. This technique has many advantages. Firstly, it changes the ordinary role of the teacher. Cloze makes the teacher encourager, supporter, stimulator, attentive listener, manager and motivator. Secondly, it leads to involvement with the text. Thirdly, it is a productive way of increasing the student's awareness of the patterns of words in a literary text. Finally, the strategy of cloze emphasizes the role of students as the centre of learning process (Carter and Long, ١٩٩١:٨٠). Reading aloud is another technique used by both teachers and students. It is very important for teachers to open their reading task by reading the first paragraph aloud. A good teacher should read aloud in order to clarify some difficulties (Carter and Long, ١٩٩١:٩٤-٩٧).

٢.١.٥.٢ Literature as content

This is the most traditional approach, frequently used in tertiary education. Literature is the content of the course, which concentrates on areas such as the history and characteristic of literary movement; the social, political and historical background to a text. Students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them. The mother tongue of the students may be used to discuss the texts, or they will be asked to translate texts from one language to into the other. Texts are selected for their importance as a part of a literary tradition.

As Carter and Long (١٩٩١) cited, this model helps EFL students deal with a literary work in relation to the target culture, such as literary history or genre. It requires that students explore and interpret the social, political, literary, and historical context of a specific text. This model provides an opportunity for students to explore cultural background, which leads to a genuine understanding of literary works and encourages students to understand different cultures and ideologies in relation to their own.

٢.١.٥.٣ Literature for personal enrichment

Literature is a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition. Excellent stimulus for group work. Material is chosen on the basis of whether it is appropriate to students' interests and will stimulate a high level of personal involvement. Material is often organized thematically, and may be placed alongside non-literary materials which deal with a similar theme.

According to Carter and Long (١٩٩١), it's called the personal growth model, or enrichment model, attempts to bridge the language model and the cultural model by focusing on the particular use of language in a text while simultaneously placing it in a specific cultural context. This model makes connections between their own personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps students develop knowledge of ideas and language content and formal schemata through different themes and topics. This function relates to the theories of reading expressed by Goodman (١٩٧٠), which emphasize the interaction of readers with texts. As Cadorath and Harris point out, "text itself has no meaning; it only provides direction for reader to construct meaning from the reader's own experience" (١٩٩٨, p. ١٨٨). Thus, learning is said to take place when readers are able to interpret texts and construct meaning on the basis of their own experience. From the above discussion, it can be said that these three models of teaching literature differ in terms of their focus on texts. In the language model, texts are used as a focus for grammatical and structural analysis; in the cultural model, texts are used as cultural artifacts and in the personal growth model, texts are considered a stimulus for personal growth activities. Each approach has different strengths and weaknesses. For example, Savvidou (٢٠٠٤) comments that the cultural model tends to be teacher-centered, and there is little opportunity for extended language work. Therefore, what is needed is an integrated approach model comprising key elements of all three models so that literature becomes accessible to EFL students and most beneficial for their development.

٢.١.٦ Literature and the Language Teaching

Literature and language go hand in hand. Literature constitutes language. Literature reading has been identified as a commutative activity. Literary texts are

authentic examples of language use. Gillian Lazar rejects the idea of the existence of a specific literary language and claim that "the language used in literary texts is common language with high concentration of linguistic features like metaphors, similes, lexis, unusual syntactic patterns, etc."(Lazar, ١٩٩٣). These features are not specific to any one kind of literature but are universally used in various varieties. Therefore, it can be said that a literary use of language materializes out of literature.

Literature encourages interaction because the text is rich in multiple layers of meaning and can be effectively mined for discussion and sharing of feelings and opinions. It is also useful in expanding awareness among the students of second language by looking into the norms of language in both creative and not-so-creative examples. Ultimately literature should evoke interest and pleasure from the language which is being taught. Verbal response is intellectual and text related whereas in creative response learners need to predict what comes next and to create a scenario for a text or a creative writing. Literature is by definition authentic text and both verbal response and creative response are genuine language activities. It is not contrived around fabricated texts. Moreover, current methodology for 'communicative' language teaching favors group activities and learner interaction. Prediction, creating a scenario, debating topics on and around a text all seems to develop naturally out of literary texts while it is not possible with texts favored by 'English for Specific Purposes.'

According to Duff and Maley, the grammatical approach focused on understanding the form, grammar rules and lexical items as they appeared in the literary text. The focus was not on content. However, this method was gradually replaced and the ESL teachers also switched to different other ways of teaching the

language. Michael N Long in his paper "A Feeling for Language: The Multiple Values of Teaching Literature" suggests that the structural approach did not encourage the use of literature. This methodology is based on the premise that to learn a foreign language it is important to learn the structures of sentences rather than focus on vocabulary learning. This approach does not encourage reading and writing. Thus, Duff and Maley are inclined towards three criteria which can justify the use of literature in ESL classrooms. The Linguistic criterion supports that literature should be used in teaching language, because the learner gets authentic examples in the form of different genres with a wide range of approaches, text types and registers. These help the learners to be aware of their presence and function. The second refers to analysis and evaluation. This can be carried out by interaction. Interactive classrooms are vibrant and the learner is propelled to communicate. A learner can derive multiple meanings from the text as per his/her understanding of the genre being discussed. The classroom becomes a hub of activities. The third norm is motivation.

Teaching in ESL classroom can be difficult if looked at from the perspective of teaching only grammar or focusing only on cultural backgrounds. However, this can be proved void if literary texts are selected with care; interest and keeping in mind the level of the students.

Murat (٢٠٠٥) points out that literature plays an important role in teaching and promoting the four language skills (reading, writing, listening and speaking), and he indicates that using literature in the language classroom, skills should never be taught in isolation but in an integrated way. They have to teach the basic language skills as an integral part of oral and written language use, as part of oral and written production of words, phrases and sentences.

٢.١.٦.١ Literature and reading

Reading is one of the four skills which can be developed through literary texts. Literary texts provide students with valuable experience that would not be found in real lives. The teachers of ESL and EFL should adopt a dynamic, student-centered approach towards comprehension of a literary work. In reading lesson, discussions begin at the literal level with direct questions of fact that regarding settings, characters and plot, which they answer them by specific reference to the text. Students who mastered literal understanding move to inferential level, Making interpretations concerning the settings, characters and theme, and also where they produce the authors' point of view after comprehending a literary selection and the literal and inferential levels, students are ready to do a collaborative work. They share evaluations of the work and their personal reactions to its characters, theme and the authors' point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussions deriving from questions can be the foundation for oral and written activities(Stern ١٩٩١:٣٣٢)

٢.١.٦.٢ Literature and writing skills

 Teaching writing through literature provides a rich and valuable foundation for writing composition. Stern (٢٠٠١) believes that literature can be a powerful and motivating source for writing in EFL/ESL language classrooms, both as a model and as a subject matter. He explains this by saying literature as a model occurs when students writing becomes closely similar to original work or clearly imitates its content, theme, organization and style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges

from, is creatively stimulated by, the reading, literature serves as a subject matter. Murat, in his paper entitled "Teaching English through Literature" (٢٠٠٥), stated three kinds of writing which can be based on literary text as a model:

a-Controlled writing.

This involves controlled model- based exercises which can be used at the beginning level writing, here the students are asked to rewrite passages in an arbitrary way to practice specific grammatical structures. For example, students can be reporters doing a live newscast, or rewrite a third person passage into first person from characters' point of view.

b- Guided writing: which is appropriate for intermediate level ESL/EFL learners, here students are asked to respond to a series of questions or complete sentences and when the sentences are put together they are supposed to retell or sum up the first model. In some cases, students complete the exercise after they receive the first few sentences, or the topic sentence of a summary, paraphrase, or description. Guided writing exercises, especially at the literal level, enable students to comprehend the work.

c- Reproducing the Model: This type of writing involves many techniques such as; paraphrasing, summary, and adaptation. These techniques are very useful ESL/EFL writing exercises. In paraphrasing students are supposed to use their own words to rephrase the things they see or hear. Summary work is suitable to realistic short stories and plays, where events normally follow a chronological order and have concrete element like plot, setting, and the character to guide students writing. This a adaptation requires rewriting play or a scene into narrative. This activity

enables students to be aware of variations between written and spoken English as Stern (۱۹۹۱) said.

Literature can be used as a subject matter for writing, since writing has no subject matter of its own. So that finding suitable material for writing, since writing classes is so difficult for composition teachers.

In a composition course whose reading content is literature, students make inferences, formulate their own ideas and try to find evidence from the text to support generalizations, so they learn how to think creatively, freely and critically. This kind of training helps students in other courses which demand logical reasoning, independent thinking and careful analysis of the text (Spack ۱۹۸۵:۷۱۹).

As Murate points out there are two types of writing based on literature as subject matter: writing: "on or about" literature and writing "out of" literature. These categories are suitable and useful for ESL/EFL learners.

(a)Writing "On or about" literature.
This type of writing involves the traditional assignments, written Responses to questions, paragraphs writing in-class essays, and take- Home composition, here students analyze the work or in which they speculate on literary devices and style. Writing "on or about" can occur before students begin to read a work. The teacher discusses its theme or an issue it raises and the student write about it with reference to their own life experience. This helps interest them in the work and makes them reading for reading and writing about it. Most writing assignments done during as well as after the reading. They make many forms, such as questions to be answered, topic to be expanded, discussion groups to be established.

(b)Writing "out of" literature

This means taking benefits from using a literary work for writing compositions, creative assignments developed around plot, characters, setting, theme, figurative language. This kind of writing has many forms such as adding to the work, changing the work, drama-inspired writing and a letter addressed to another character, etc.

-Adding to the work: This involves writing imaginary episodes, or in the case of drama, filling in scenes for off- stage actions that are only referred to in the dialog.

-Changing the work: Students can make up their own endings by comparing the authors' ending to their own. Students are asked to rewrite short stories in whole or in part from the point of view of a character versus a third person narrator or of a different character.

-Drama-Inspired writing: Here the students try to derive drama- inspired writing activities from plays, short stories, novels and poetry. The students steps into the consciousness of a characters' attitudes and feelings.

-A letter –A addressed to Another character:

 The students write a letter to one of the characters in which he/she gives the character personal advice about how to overcome a particular problem or situation (Stern ١٩٩١:٣٣٦)

٢.١.٦.٣ Literature, speaking and listening

As studying literature in a language classroom is mainly associated with reading and writing ,literature can also play an equal role in teaching both speaking and listening: oral reading, dramatization, improvisation, role -playing ,discussion and group activities may center on a work of literature ,so reading literature helps students to develop their speaking abilities and improve their pronunciation.

-Oral Reading: The language teachers can make listening comprehension and pronunciation interesting ,motivating and contextualized at upper levels, playing a recording or video of a literary work or reading literature aloud themselves .Reading literature a loudly contributes to developing speaking and listening ability , beside improving their pronunciation , during or after the reading.

Stern (١٩٩١:٣٣٧) claimed that literature-based dramatic activities are very useful for ESL/EFL learners. They facilitate and accelerate development of the oral skills as they motivate students to achieve a clearer comprehension of a works' plot and a deeper understanding character. Drama in the classroom can assume many forms, which can be classified into three main types:

(a) Dramatization:

Dramatization demands classroom performance of scripted materials as it has been stated by Stern. Students can form their own scripts for short stories or sections of novels, adapting them to the real text. Based on the story, students guess what the characters would say and they would say it. Scripts written by students are also assigned sections of dialog in advance and be able to answer questions about characters and plot. They should indicate vocabulary, Idioms, dialog they don't understand and words they cannot pronounce. Students next rehearse the scene

with their partners, although they don't memorize it, they can learn it well to make eye contact and say their lines with meaning and feelings. Moreover, they discuss semiotic aspects of staging the scene (i.e. facial expressions, gestures and physical aspects).Finally dramatization is presented before the class.

 (b) Improvisation and Role playing:

These both can be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity i.e., a dramatization without a script. However in the role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion.

(c) Group activities:

 Here in this case the teacher makes each student responsible for facts and ideas to be contributed and discussed, group activities stimulates whole participation. All students are involved and the participation is multidirectional when teaching English through literature, some of the group activities used in language classroom: are general class discussion, small-group work, panel discussions and debates, all above mentioned activities develop the speaking abilities of the students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during acting such activities in order to correct their errors (Stern ١٩٩١:٣٣٧).

٢.١.٧ Pedagogical Advantages of Literature in the SLT Process

 Lazar (١٩٩٣) claims that SL acquisition may get a move on by focusing students on tasks that allow them to work autonomously, encourage them to express their opinions, because literature motivates, fosters acquisition, cultivates linguistic

consciousness, develops interpretation skills and educates the students. So integrating literature in the foreign language classroom has so many advantages:

a-Literature provides students with concrete patterns and it represents the language at its best and thus provides an ideal model for language learning.

b. Literature helps students develop their language awareness and knowledge about language.

c. Themes and fables of literary materials promote meaningful debates, discussions that develop the linguistic and communicative competences.

d. Literature provides an authentic source to teach grammar and vocabulary.

e. Literature fosters motivation in SLL because it develops the reader's imagination and emotions.

f. Literature provides students with knowledge about the cultural values and norms embodied in the language.

g. The study of literature affects the student's knowledge and worldview.

h. Implementation of several techniques and learning activities as exercises such as gap filling, with some potential answers and reading in the study of literature give students opportunities to develop their language skills and increase interaction with texts.

j. Comparison of the literary with the non-literary texts allows students to shift from the known to the unknown; literature thus becomes accessible.

k. The combination of the study of literary texts with creative language activities (such as rewriting the story end, participating in role plays, rewriting a story from a different perspective) makes the literary text more accessible.

L. Students cannot develop their literary competence unless the linguistic competence develops. Integration of linguistics and literature fosters language competence among the students.

According to **Penny (١٩٩٦),**teaching literature in language classroom has so many advantages as he stated: literature can be very enjoyable to read, literature provides examples of different styles of writing, and presentation of various authentic uses of language, it's a good basis for vocabulary expansion, literature fosters reading skills, literature can supply an excellent jump - off point for discussion or writing , it involves emotions as well as intellect which adds to motivation and may contribute to personal development. It is a part of target culture and has values as part of learners' general education; literature encourages empathetic, critical and creative thinking, also literature contributes the world knowledge, in addition to that it raises awareness of different human situation and conflicts.

(Ur) ibid stated some disadvantages or problems with literature teaching:

Much literature is written in language that may be difficult for foreign language learners to read, we can use simplified versions, but these are a poor representation of the original, many literary texts are long and time consuming to teach. The target language culture on which the literature is based is a lien to learners and may be difficult for them to relate to. By using texts as a basis for language teaching, we may spoil learners' enjoyment and appreciation of them as literature. Students of science and technology may find literature irrelevant to their needs.

٢.١.٨ Benefits of Different Genres of Literature to Language teaching:

٢.١.٨.١ Benefits of using drama to language teaching

Using drama in a language classroom is a good resource for language teaching. It is through the use of drama learners become familiar with grammatical structures

in contexts and also learn how to use the language to express, control and inform. The use of drama raises the students" awareness towards the target language and culture. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. The language learning should be culture-free that is the context of the drama should fuse into a language learning process with high interest, relevance and enjoyment. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way (Sarıçoban ٢٠٠٤:١٥). The educational benefits of drama, according to (Lenore ١٩٩٣), are as follows: stimulates the imagination and promotes creative thinking, develops critical thinking skills, promotes language development, heightens effective listening skills, strengthens comprehension and learning retention by involving the senses as an integral part of the learning process, increases empathy and awareness of others, fosters peer respect and group cooperation, reinforces positive self-concept, provides teachers with a fresh perspective on teaching, transforms the classroom strict atmosphere into a humorous atmosphere, exposing the learners to the target culture as well as to the social problems a society may be undergoing, helping learners improve their level of competence with respect to their receptive and productive skills, In other words, the use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more coulorful, motivating and interesting, can make use of drama in their language classes.

٢.١.٨.٢ The benefits of short stories in language teaching

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, a variety of registers and tones. The world of short fiction acts as mirrors and illuminates the human lives (Sage ١٩٨٧:٤٣). The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits (Arıoğul ٢٠٠١:١١-١٨): Makes the students" reading task easier as it is simple and short when compared with the other literary genres, illuminates the students to write short stories.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage ١٩٨٧:٤٣)

٢.١.٨.٣. Benefits of using poetry to language teaching

Poetry can pave the way for the learning and teaching of basic language skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. There are at least two learning benefits that can be derived from studying poetry: The appreciation of the writer's composition process, which students gain by studying poems by components. Developing sensitivity for words and discoveries that may

later grow into a deeper interest and greater analytical ability Saraç (٢٠٠٣:١٧-٢٠) also explains the educational benefits of poetry as follows:

a. provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.

b· triggers unmotivated readers owing to being so open to explorations and different interpretations.

c· evokes feelings and thoughts in heart and in mind.

d· makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

As Çubukçu (٢٠٠١:١) mentions, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey "love and appreciation for the sound and power of language." At this juncture, it can be stated that students become familiar with the supra segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry. Through poetry, students can also study the semiotic elements in the target language. Semiotic elements constitute a cultural training as well. As Hiller (١٩٨٣:١٠) states, poems should be seen as hyper signs of which constituents, "semiotic signifiers", come together in their common relationship and lead to the "symbolic level" and this level is the one inclined to be signified in a poem. This notion can be described as follows:

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                              signifier
          Semiotic level ----------------------
                              signifier
          POEM-HYPERSIGN ----------------------------
          Symbolic level   signified
```
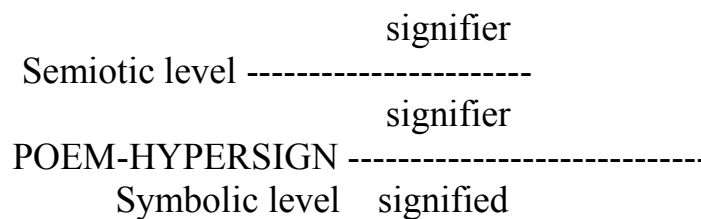
Moreover, poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on

feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements allusions, vocabulary, idioms, tone that is not easy to translate into another language (Sage ١٩٨٧: ١٢-١٣).

٢.١.٩. Literature in Second Language Teaching

According to **Geoff Hall (٢٠٠٥),** Literature is too often viewed by the second language educator as a source of activities, as 'material', with too little concern for the wider curricular issues which can help us understand what is going on when a student reads (or fails to read) literature. In this section I argue that both foreign language teaching and communicative language teaching have often missed (different) learning opportunities in using literature in ways which fail to coordinate the literary and the linguistic. Broadly speaking:

• literature is typically used in more traditional ways in university *foreign language education*. 'Literariness' is emphasized and linguistic elements underplayed;
• in *second language teaching situations*, where language is required more immediately for communication, and at lower schooling levels, literature is more likely to be integrated into a *communicative curriculum*, where language issues are focused on and 'difficult' or distracting literary features are played down;
• it follows that better balanced and better integrated approaches may
have much to offer.

٢.١.١٠ Useful Techniques to Apply Literature in the Language Classroom

a. Analyzing: the centre of attention is the language of the text.

b. Comparison and contrast: students have to find similarities and/or differences between two topic-related texts. In this case, the meaning is more relevant.

c. Expansion: students have to add certain elements to the text, for instance, what happens after the story finishes?

d. Matching: students are given two groups of items, which they must link taking into account both syntax and meaning.

e. Media transfer: a text is transformed from one medium to another, for example from poetry to prose or from written to oral.

f. Reconstruction: students have to re-establish certain elements in a text which have been omitted, or jumbled.

g. Reduction: contrary to 'expansion', students have to remove certain elements from a text so as to make it shorter, though still meaning the same.

h. Replacement: some elements of a text must be replaced with others of the same kind.

٢.١.١١ Literature and Culture

Anthropologists agreed upon the fact that literature reflects the culture of the members of societies, communities or groups that speaks a language.

Everyone has a culture. Until early in the twentieth century the word" culture" was used to indicate the refined ways of elite and powerful people who were knowledgeable in history, literature, and the fine arts were said to posses culture. No longer is culture viewed so narrowly. Anthropologists define culture as a way of perceiving, believing, evaluating, and behaving, Goodenough (١٩٨٧)

"it provides the blueprints that determines the way
we think, feel, and behave, in society. " culture is in
us and all around us , just as the air we breathe"

Erickson(١٩٩٧) what appears as the natural and only way to learn and interact with others for instance respond to our parents is determined by culture. Generally accepted and patterned ways of behavior are necessarily for a group of people to live together. Culture imposes order and meaning on our experience, it allows us to predict how others will behave in certain situations.

Culturally determined norms guide our language, behavior emotions and thinking in different situations; they are the do's and don'ts of appreciate behavior within our culture. Whereas we are comfortable with others who share the same culture because we know the meaning of their words and actions, we often misunderstand the culture cues of people's different cultures. Culture is so much a part of us that we do not realize that not everyone shares our culture. This may, in part, because we have never been in cultural settings different from our own. This lack of knowledge often leads to our responding to differences as personal affronts, rather than cultural differences, these differences may appear insignificant to an observer, but they can be important to participate. Examples include how loud is too loud, how late one may arrive at an event, and how close one can stand to another without being rude or disrespectful. The difference is not so much in how the eye-brows are raised but in the act meaning of culture Spradeley and Rynkiewich (١٩٧٥).

Language itself is a reflection of culture and provides a special way of looking at the world and organization of experiences that often ignored in translating words

from one language to another. Many differences sounds and combination of sounds are used in the languages of different cultures. Those of us who have tried to learn a second / foreign language may have experience difficulties in verbalizing the sounds that were not part of their first language. These patterns are shared by members of the culture and often seem strange and improper to non-members.

From the above mentioned literature review, we could easily say as a deduction that learning second or foreign language (ESL/EFL) enables learners to be open minded and expose themselves to the beautiful colorful roses of the gardens of the world cultures.

٢.١.١٢ The Use of Literary Text Inside the Classroom

Literature is an art of dealing with the needs of the students. A literary piece is not an end in itself but the means of beginning a creative process in the minds and emotions of the student, if we let the student place himself in that particular literary world and atmosphere, he can relate to the socio psychological context if he learns through the use of literature to control one moment of his thought processes, he feels the power and possibility of contributing positively to a larger world than just his own. For many students literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. The successes, of course, in using literature greatly depend on the selection of texts which will not be difficult on either linguistic or conceptual level. The use of literary texts, from language teaching point of view, will be useful, because these texts show how language works in contexts. Beside they show how, language should be used in which conditions and situations. The use of literary texts in language teaching can be summarized as follows:

a. Literary texts will help not only to improve reading but listening, speaking and writing skills as well.

b. It is possible to understand and get general information related with experiences and events in real life by using and analyzing literary texts.

c. Literary texts will help to realize the individual and social developments. They make the readers to improve themselves culturally and educationally in accordance with their emotional features. They also remove mother tongue interferences.

d. Literary texts make the students acquire analyzing and criticizing skills.

 Needless to say using literary texts is very helpful for the students to acquire, or learn, how language works in real contexts. But the following criteria should be taken into consideration:

a. The texts should be chosen carefully, because it should not be forgotten that in these texts there may be grammatical, linguistic, and literal difficulties.

b. Literary texts should include the structures and vocabulary previously learned. In that there should not be difficult and ambiguous structures.

c. You should deal with linguistic and grammatical sides as well and avoid making the lesson as if the author teaches.

To use literary texts in language teaching is, of course, very difficult, but it cannot be disregarded that to make use of easy and understandable literary passages will make the teaching business easy, effective, retainable and beneficial.

٢.١.١٣ What is our role as English teachers?

Our main concern as teachers is not to teach about literature, but to develop learners' abilities to make them capable of using the language of literature for a variety of communicative purposes by realize the fact that our goal is not teaching English literature, but teaching a language. By reading a piece of literature, learners can understand the diverse use of words, phrases, phrasal verbs, multiple meanings, idioms, etc. They learn use familiar words in new contexts with new meanings. Widdowson argues that: "Language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching."

٢.١.١٤ Using Literature in Teaching English as a foreign/Second Language

How teachers can make their lessons using literature. First we will see a sample lesson plan format with different ideas for each stage. Then we will turn to the potential problems of using literature in the class. Accordingly to Macmillan (٢٠٠٤) there are five stages for making lessons:

a. **Stage one: Warmer.**

Two different possible routes can be taken for this stage:

١- Devise a warmer that gets students thinking about the topic of the extract poem. It could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between you and the class or a brain-storming of vocabulary around the topic.

٢- Device a warmer that looks at the source of literature that will be studied. You should discover what the students already know about the author or the times he\she was writing in. You have to give the students back ground

information to read don't try to make it too long. You should explain in what way this piece of literature is well-known.

b. Stage two: Before reading.

This stage could be optional or a part of the warmer. It includes the following activities:

١- Pre-teaching very difficult words. The vocabulary should be approached carefully. The teachers sometimes kill a text by spending too much time on the pre-teaching stage. You have to limit the amount of words you cover in this stage.

٢- Predicting. Try to give the students some words from the extract and ask them to predict what will happen next. Try to do so from the play, by giving them a couple of lines of dialogue and ask them to make predictions.

٣- Giving students a "taste" Read the first bit of the extract (with their books closed, or turned over) at normal speed, even quickly. Ask them to compare what they have understood in pairs. As students to reply back to you. Repeat it again. Then ask the students to open the book and read it for themselves.

c. Stage three. Understanding the text, general comprehension

Giving students extracts or poems to read the whole thing so that they get more of a "feel" for the text. With very evocative pieces of literature or poetry this can be quite powerful. Then let students read it to themselves. It is very necessary to let students approach apiece of literature the first time without giving them any specific task other than to simply read it. The aims of teaching literature are to evoke interest and pleasure from the language. If the students have to do a task at every stage of a literature lesson, the pleasure can be lost.

١-When the students have read the extracts or poems once; the teacher can set comprehension questions or ask the students to explain the significance of certain key words of the text. Another way of checking the students' comprehension is asking them to explain to each other in pairs what they have understood. This could be followed up by more subjective questions.

d. Stage four: Understanding the language

١- At this stage get the grip of more difficult words in the text. Try to find out the unfamiliar words students can guess from context by giving them some clues.

٢-The teacher can look at certain elements of style that the author has used. You should remember that there is some use in looking at non standard forms of language to understand.

٣-If appropriate to the text look at the connotation of words which the author has chosen.

e. Stage five: Follow up activities

Once you have read and worked with a piece of literature it is normally lead to follow up activities. Here are some ideas about poems:

١-Let the students read to each other the poem a loud and at the same time, check for each other's pronunciation and rhythm.

٢-Ask students to write poem, changing the meaning but not the structure.

٣-Make students write or discuss the possible story behind the poem, who was it for? What led to the writing of this poem?

٤-Have a discussion on issues the poem raised and how they relate to the students' lives.

٢.١.١٥ Problems in Teaching English Literature

Pattison (١٩٦٤) claimed that there are three distinct problems:

The treatment of specially written material in literary form for language teaching.

Arraying directed experience of particular works produced originally for the authors' own speech community, trying to secure a fuller response to them, and so encouraging students to go on reading and to their reading in the future. The study of works in reading to each other's and to their contexts, leading perhaps to generalizations about literature as an art and as a human activity.

Pattison (١٩٦٤) continues his argument about these problems that the important requirement in specially written material to be used as aid to language teaching is that each specimen should, in addition to including previously learned language, repeat several times a structure or other systematic feature of the language to be learned. This requirement is not always met by course books, which follow up reading passages with grammatical items scarcely represented in them. According to Macmillan (٢٠٠٤) there are three potential problems in teaching literature:

a.The first problem: Where do I find material?

You may have a novel or book of poetry that you have been dying to use for a long time. But where can you get more material? The internet brings you instant access to many works of literature.

b.The second problem: How do I choose material?

The following factors help you to choose a piece of literature to use with students:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class?
- Does it fit with the rest of your syllabus?
- Is it something that could be relevant to the learners?

- Will it be motivating for learners?
- How much cultural or literary back ground do the learners need to be able to deal with the text?
- Is the level of language in the text too difficult?

c.The third problem: Is the text too difficult?

The teacher is not willing to use a text that is completely beyond the learners. This could ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in   a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given carefully though, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of apiece of literature, not just the text).

٢.١.١٦ Changes in Language Courses in Sudan

●The 'Old Syllabus'

Although there were language courses that preceded it, the most remembered and accredited one is that which has come to be known as the 'old syllabus'. This course had the following as its components:

a. J A Bright Handwriting Book for teaching basic literacy and writing skills. This book was designed by Mr. Bright in Bakht-er-Ruda Institute, a college of teacher training that shouldered the responsibility of designing syllabuses and training teachers in all school subjects.

b. Part One of First Year English for Africa by F.G. French for teaching speaking.

c. Part Two of First Year English by F.G. French for teaching reading.

d. Michael West Readers (from Reader Two – Reader Six). Reader One was replaced by two books (White Nile One and White Nile Two) written by J.A. Bright.

e. The New Method Practice Books (N.M.P. Books), a series of books for teaching oral skills by Harold E. Palmer

f. Junior English Grammar and Composition, a book written by J.A. Bright for teaching grammar and composition.

It is to be noted that this course taught the language skills separately. The books even had separate periods on the class timetable. (Sandell, ١٩٨٢: ٣٢-٣٩)

- **The NILE Course {New Integrated Long man English}**

In order to set a frame for this study, a quick review of the situation of English language in the Sudan has to be presented. In the late ١٩٧٠s, a new course was introduced to replace the 'old syllabus'. It was the NILE course for the Sudan. NILE stands for 'New Integrated Longman English'. The authors of the series were Martin Bates and Julian Corbluth. The NILE Course was an integrated course in that it taught the

four skills in an integrated way. All of the language skills were in one student book. The series comprised ٦ books; ٣ for the intermediate schools and ٣ for the secondary schools (Sandell, ١٩٨٢: ١٢١-١٢٣)

The SPINE Course {Sudanese Practical Integrated National English}

But in the early ١٩٩٠s, a new series was introduced. That was the SPINE series, SPINE stands for 'Sudan Practical Integrated National English'. This series was written by a number of Sudanese experts helped by some experts who are native speakers of English and who helped in the designing and editing of the series. Those were Helen Cuthbert and Jeoffrey Butteril. The series is composed of ٦ books; ٣ for the Basic Level and ٣ for the Secondary Level. SPINE is the current course now and it has been in use since ١٩٩٢.But it is planned to be replaced by Smile.

Casting a quick look over the past attempts to rectify the situation would reveal that the focal point of all of them was the syllabus. It was changed from the so-called old syllabus (the Michael West Readers + The NMP Books + J A Right's Junior Grammar and Composition) to the NILE Course Series (designed by Longman) , and finally the SPINE Series (designed by Sudanese experts) – which is still in use, beside Smile which is under experiment. All of the attempts focused mainly on changing the syllabus. Very little attention was given to the learners

themselves and the way they learn. It is now time to give attention to the learners – the centre of the whole teaching/learning process - and to the way they learn.

٢.١.١٧ What are graded readers?

Most people agree that exposure to a language is their key to effective learning. However, it is also vital to success that learners feel motivated, that they enjoy learning the language and that anxiety levels are as low as possible.

Graded Readers meet the needs of today's language learners by maximizing reading opportunities in an enjoyable, relaxing and accessible way. The range of titles and genres available, the Readers' visual attractiveness, the quality of illustrations and their practical size are all additional factors that add to their immediate appeal.

٢.١.١٨ Why use graded readers?

Much of the reading our learners do in the classroom is based on individual sentences and short reading passages from course books or exam practice papers. These are generally used as a focus for language; students are asked to concentrate on vocabulary or structure, and possibly to practice or develop specific reading skills such as scanning, or guessing the meaning of unknown words in a particular context. This kind of reading is widely known as intensive reading and is important in preparing students for the extensive reading they can do outside the classroom. Extensive reading, on the other hand, is about content and meaning, and refers to the kind of reading learners may already do in their own language e.g. reading a great variety of longer texts such as novels, non-fiction or reference books for pleasure, to increase their general knowledge or to think about the issues raised. The aim of extensive reading in language teaching is 'to get students reading in the

second language and liking it'. According to Day and Bamford (١٩٩٨.)

٢.١.١٩ How extensive readings improve our student's level?

The value of extensive reading in language learning is considerable. Reading extensively in a foreign language can result in:

a- Faster, more 'fluent' reading.

b- Greater vocabulary acquisition and familiarity.

c- A better understanding of how the language works and is used.

d- Better writing skills.

e- Improved confidence and motivation, greater independent learning.

f-A more positive attitude to the foreign language in general.

١. Improving reading fluency.

Recent studies have proved that extensive reading in language learning increases reading speed and proficiency. When we read in our own language, we often read several words or whole blocks of words together, with one eye movement taking in several words at a time. The more familiar the words the faster we read, because we automatically recognize what we see and do not have to process it. Many learners reading in a foreign language move from one word to another. They do not 'automatically' recognize vocabulary and this can slow down their reading considerably. It can even prevent comprehension of the text as a whole. By the time they get to the end of a paragraph they have forgotten what they have read at the beginning. With Graded Readers, we enable students to read and understand more of the text by simplifying the language, controlling the amount of information and repeating new vocabulary systematically and naturally. As key vocabulary is repeated and recycled, it is 'over-learned' and becomes so familiar that students don't need to process it - it becomes 'automatic.' The more students

read, the easier it becomes for them to transfer their native language reading skills to the foreign language they are studying..

٢. Vocabulary acquisition

For many students, trying to read longer texts, such as articles from newspapers and the Internet, or short stories in magazines, ends in frustration and demotivation because of their inability to understand many of the words. Graded Readers, however, allow the learners to read extensively with a limited vocabulary. By seeing words in different contexts, students get a more complete understanding of their meaning and the ways in which they are used. Although students might not recognize all the words in a graded reader, they will be able to make reasonable guesses at the meaning of the unknown words and understand most of the text. Also, the more frequent collocations - words which often go together such as verbs and prepositions, or particular adverbs and adjectives - become familiar as learners meet them again and again. Such collocations are now considered an essential part of language but they are not easy to learn in other contexts. As the number of new items is limited in a Graded Reader, anxiety levels are much lower than with other kinds of longer text, so when the learner meets an unfamiliar word or phrase, they may think of it as an interesting challenge, rather than a frustrating obstacle. This helps builds motivation, confidence and a feeling of success.

٣. Language construction

Another important function of extensive reading is that students gradually become more aware of how the language is constructed. They begin to recognize how sentences combine to form paragraphs and, in turn, how paragraphs are arranged to form whole texts. Much of the reading students do in class is at sentence or paragraph level, but learning a language is far more than just learning vocabulary

and grammar structures; studies increasingly stress the importance of encouraging learners to work with whole texts as a holistic view of the foreign language. By reading longer texts, students will learn to see the foreign language as a piece of text that is actually communicating ideas, opinions, or even emotions to them. For many students, this will be their only contact with 'real' language use outside the classroom. Also, for certain students, particularly those with more interpersonal or introspective, visual learning styles, using Graded Readers is the perfect complement to the dynamic, interpersonal, communicative language classroom experience.

٤. Improving writing skills:

A growing amount of research has shown that extensive reading over a continued period of time can have a direct influence on other language skills such as writing, particularly when it is supported by motivating while-reading and post-reading activities. Not only do learners produce better written work, but they are also more willing to experiment with the language. It is difficult to measure the exact influence extensive reading has on writing. However, a clear link has been established between the amount students read and their ability to write clear, coherent English.

٥. Building confidence and independent learning

Intensive reading can develop the reading skills necessary for an extensive reading programme and both kinds of reading will complement each other on any language course. The reading strategies students are taught in the classroom can prepare them to become good readers outside the classroom.

Graded Readers help learners to prepare for ungraded reading, by providing

a midway stage between the short, graded texts of course books and ungraded, 'real-life' materials. This makes extensive reading more accessible. Learners reading novels, reference books, newspapers or web-pages in a foreign language may feel frustrated by the density of unfamiliar items and lose confidence, whereas Graded Readers are engineered to 'eliminate the hit-and-miss nature (of texts) picked up-in-the-street' (Scot Thornbury)

By using Graded Readers in an extensive reading programme, we are helping our students to become more independent in their learning and encouraging them to try out the skills and strategies on their own, leading them ultimately to the extensive reading of ungraded, complete texts. This builds confidence, and there is substantial evidence showing that such autonomy results in successful learning. Any activities you decide to use to support extensive reading should be designed to be motivated and encourage genuine feedback and personal opinion, rather than to test comprehension and potentially cause anxiety. Activities can also be designed to guide learners towards evaluating their own progress and learning. Obviously any progress that learners perceive is clearly motivating. The Macmillan Readers series provides teachers with a wide range of resources and ideas (at the end of the books, in this guide and at: www.macmillanenglish.com/readers) to help and inspire their students.

٦. Creating a positive attitude

It is widely quoted that the more you read the better reader you become. But what happens if learners don't actually like reading in a foreign language?

Recent studies have found plenty of evidence to suggest that attitude is a key factor in learning a foreign language. The wide choice of titles and genres in the Macmillan Readers series will appeal to a broad range of tastes and the ideas in the

supplementary resources should help to encourage a positive attitude to reading among your students.

٢.١.٢١ **How to Use Graded Readers in the Classroom**

Graded readers can be used in two ways:

A. As part of an individual reading programme in which learners take books from a class library and read them on their own. Individual reading allows the students to become much more independent in their learning. On the one hand, it allows them to read where, when and as fast as they want, and on the other, students are free to choose the kind of book they are interested in and to stop reading a book and choose another, if they don't enjoy a particular title. Titles at different graded levels should be available to suit all the learners' abilities.

B. as a whole class reading programme in which all the students in a class read the same Graded Reader, generally chosen by the teacher. The class reader is also a useful tool because it allows you to prepare the whole class for the reading they will be involved in. Reading - and discussing the reading - in a group can help build a team feeling and motivation to tackle the potential difficulties with understanding content, issues or vocabulary. After the learners have read the book, they can also discuss the book as a group in class. It is advisable to set a time limit for reading a book, however, as students will become demotivated if they have to wait too long for each other to finish before moving on to another book.

٢.١.٢٢ Macmillan Readers Features

a- Carefully-graded levels from Starter to Upper intermediate, so your students get the right reading material for their ability.

b. Extra exercises and Audio CD for selected titles.

c.A truly international range of simplified readers with a prestigious list of authors from around the world.

d-. Free support material: Worksheets, Worksheet Answer Keys, Answers to comprehension questions, Extra Exercises, Sample Chapters and Sample Audio.

 e.Author Data Sheets – these two-page sheets are aimed at teachers and students who want to find out more about the writers represented in our list.

٢.١.٢٣ Why are Macmillan readers so popular?

Originally launched as Heinemann Graded Readers over ٢٥ years ago, the series quickly set a new standard in EFL reading programmes with a wide range of titles and a wealth of support materials to help teachers and learners gain the most from extensive reading. Now relaunched as Macmillan Readers, the series today still contains many of the original and much-loved favourites but also includes an even wider range of titles to inspire learners: from thrillers and detective novels, romances, historical novels and humour to science fiction, horror, mysteries and legends. They include adaptations of classic tales, such as *Sense and Sensibility, Rebecca* and *Wuthering Heights*, and modern works such as the *James Bond* and *The Princess Diaries* titles. The range of lower level readers also includes several specially written and illustrated original stories. The original authors of the adapted works are from many parts of the world including France Alexandre Dumas, Stendhal), Ireland (Oscar Wilde), Zambia (Wilbur Smith), Nigeria (Chinua Achebe), South Africa (Peter Abrahams) and India (Chitra Banerjee Divakaruni),

as well as the United Kingdom and the United States. Macmillan Readers are deliberately designed to look like 'real' popular paperbacks, rather than school books, motivating students and building their confidence to read further both in and outside the classroom. Many are now available with Audio CDs for use in the classroom, at home or even in the car, so learners have greater opportunities to extend their English language learning. The Macmillan Readers series also continues to provide you with the very best support material to help you get the most out of reading programmes. Today's resources include Worksheets, Author Data Sheets, classroom project work activities and articles for the teacher. They are available free from website.

٢.١.٢٤. How are readers graded?

When reading a text in another language, we know that learners often face certain difficulties. These can include:

a- Complex or unfamiliar vocabulary or grammar. also, a lack of context for unfamiliar items.

b- Unfamiliar content.

c- Complex organization of text.

d- Unfamiliar text type, (Scott Thornbury, *beyond the sentence.* ٢٠٠٥. Macmillan) Graded Readers can overcome these problems by controlling language and content and, as their name suggests, by being graded into levels of difficulty.

١. Vocabulary, grammar and context

With Graded Readers there is a general core vocabulary that learners at each level should have met in their regular coursework the amount of new and unfamiliar vocabulary is controlled, and new items are repeated and recycled so that they become familiar to the learner. The illustrations (such as photos, drawings, maps

and diagrams) can give the student extra help in understanding difficult words and events in the story. From Pre- intermediate levels upward, Macmillan Readers offer further support through glossaries. All of these comprehension aids help the students to develop their reading ability without necessarily referring to a dictionary and thus interrupting reading fluency. The grammar in Graded Readers is also controlled and limited to structures that will be familiar to learners at each level.Macmillan{٢٠٠٤}

٢. Content

The amount of new information in each sentence, paragraph or chapter is limited. Descriptions are clear and vivid. Sub-plots are kept to a necessary minimum so that learners can follow the story easily and enjoyably. When we read in our native language, we bring an enormous amount of cultural and background knowledge to a text. For many learners, a lack of knowledge of the culture or background can interrupt their understanding of certain authentic texts. This is why the amount of cultural background included within the text of the Readers is limited. Where background information or references are needed, support can be given by the pictures illustrating the story (particularly at Starter and Beginner levels where the illustrations are an important feature of the Readers) and/or by a short summary with maps, diagrams, portraits etc. at the start of the book.

٣.Organization of the text

The organization of paragraphs and chapters, as well as the use of
illustrations, helps to break up the information into manageable chunks and aids chronology, so learners can follow the story more easily.

٤ .Text type

Macmillan Readers are mainly narratives with some dialogue. They may also include simple notes or letters. These are the most 'learner-friendly' text types and are familiar to most readers.

(Section two)

Previous Studies

The studies that I have taken into account is that one which was presented by:

٢.٢.١.Salah Eldin Hassan (٢٠١٦) ,in a PhD thesis, under the title "importance of teaching literature to secondary school students."The main purpose of the researcher in this study is to illustrate the importance of literature teaching in Sudanese Secondary Schools in particular and in educational centers in general. The researcher adopted both descriptive analysis and empirical methods in his research. In fact, the population of the study consists of (٥٠) students of secondary school, the third year and (٣٠) teachers from Khartoum Locality as well.

The methods used by the researcher to collect his data, are mainly tests, the questionnaire and the interview that contains some items relevant to his study. After analyzing his data, he concluded to the following findings:

a-Literature broadens the imagination of students and lots of experiences are gained when they are exposed to literature learning.

b-Literature develops the sense of criticism and creation among students.

c-Cultural orientation in real benefit gained through literature learning.

d-The teaching of literature in schools is very important.

e-The students who were exposed to literature scored higher marks compare with those who were not exposed to any literary text.

f-The majority of teachers emphasized the important role that the study of literature plays in promoting the students linguistic ability and fluency.

٢.٢.٢ Yousif Eltahir (٢٠١٥), in an M.A thesis, under the title "The Impact of Teaching Literature on Developing EFL Learners' Language Skills. The purpose of this study is to explain the impact of teaching literature on developing EFL learners ' language skills.

The researcher manipulates the descriptive analytical method and uses the questionnaire as a tool for collecting the research data from the population of the research who are the secondary school English language teachers in Khartoum locality, the research sample are thirty English teachers of Khartoum locality secondary schools during the school year ٢٠١٥. The questionnaires are distributed among them, then recollected and furthermore have been statistically analyzed. The tested hypotheses have shown positive results pertaining the effects of teaching literature on developing EFL learners' language skills. Depending on the whole processes and procedures of analyzing the collected data, the researcher has come to the following findings:

 (a)   Literature increases and enriches EFL students' vocabulary. Collie and Slater(١٩٨٨) stated that "*words are more memorable than being learned in   a text rather than being learned in a list"*

 (b) Literature develops students' language four skills (listening, speaking, reading, and writing) and through literature all the other elements of the language can be learned.

 (c)   Literature exposes students to different social cultures that authors and writers reflects their societies believes,   ideas, custom, traditions, religions, politics, love, hate… etc through literature.

(d)Literature motivates students' interest to learn English language.
(e)Develop students' sense of the language artistic beauty.
(f)Raising students' abilities of interpreting, and criticizing literary works.
(g)Enhances students' language learning.
(h)Widen student' thinking scope.
(i)Raising students' appreciation to literary works.
(j)Enable students to discover their talents in literature different genres.

٢.٢.٣ Wigdan Yagoub (٢٠١٤), in a PhD thesis, under the title "The use of literary texts to promote the process of learning English Language. This study aims at investigating teachers' attitudes towards literature and the problems they faced when using literary texts to teach language, providing models for teachers of literature to approach the literary texts differently, suggesting strategies to enhance the teaching of English through literature. Encouraging students to use literary text to develop their level of English. Thus the researcher in this thesis intended to examine the possibilities of using literary texts as spring board for development of English language via activities from the literary texts.

The study consisted of six hypotheses, which were as follows: firstly, teachers have different attitudes towards literature. Secondly, they use various types of activities in teaching literary texts, thirdly, they assume that maximum benefit can be obtained from using literary texts in language teaching, fourthly, some problems are faced in using literary texts to teach English, fifthly, some strategies can be adopted to enhance the teaching of English through literature, Lastly, students benefit greatly from their study of English literary texts.

To confirm or reject the hypotheses of the study, the researcher used three tools; two questionnaires and two tests (pre-test and post-test). A questionnaire for teachers, a questionnaire for students taking English as a field of specialization and tests were for the students. The samples of the study were thirty teachers and sixty students. The SPSS program was used to analyze the data that collected from the subjects.

The findings of the study proved that literary texts help in developing the standard of English and the teachers have positive attitude to literature. They include activities in teaching literary texts. The study confirms that teachers of literature benefit by using literary texts in teaching English, they faced problems when they use literary texts in teaching English, they agreed on the suggested strategies to enhance the teaching of English through literary texts. Finally students' responses have shown that they endeavored to use literary texts to improve their level of English.

٢.٢.٤ **Ahmed Abdalla .(٢٠١٣)** , in a PhD thesis, under the title "The role of English literature in enhancing EFT learners' creative writing. The main purpose of the researcher in this study is to investigate how teaching literature contributes to enhancing students' creative writing, it intends to explore the correlation that exists between the study of literature and developing student' creative writing of stories and poem. The study also attempts to underline the significance of creative writing in overall language development and literary understanding. To realize these objectives the study uses a descriptive analytical research design. Analysis of a literary text, creative writing test and teachers' questionnaire were used as data collecting tools.

The study first has examined how teaching literature enhances creative writing and develops students' imagination. It also tests the ways that can be adopted to develop writing stories and poems by students. The activities and methods that are to be employed by literature teachers to develop writing stories and poems were also examined. The study expounded the contribution of creative writing to students' language development. Finally teachers' attitude to literature was investigated.

The results indicate that teaching different genres of literature contributes to enhancing students' writing stories and poems. The findings reveal that exposing students to the models, styles and elements of different literary genres can be considered as good and useful ways to develop creative writing at university level. The results also have showed that training students in writing stories and poems in the early stages through assignments, group writing workshops is a good method that can be adopted by literature teachers to develop creative writing.

٢.٢.٥ **Amna Sid Ahmad. (٢٠١٢)** The research had been done in July under the title (The Role of Literature in Improving English Vocabulary for Secondary School Students), the researcher submitted the research as a partial fulfillment to be awarded her master degree in ELT from Sudan University of Science and Technology -*Khartoum.*The researcher mentioned the main objectives of the study is that:

(a) Literature can play an effective role in improving secondary school students' English language skills.
(b) Literature increases students' vocabulary.
(c) Literature improves the four language skills.

The researcher adopts the descriptive and analytical method of investigation. The research subject of this study is consisted of Secondary English School teachers of Karari locality. The researcher uses a questionnaire and oral interview as a tool for collecting data to carry out the study. Data has been calculated through a number of statistical procedures. Having finished analyzing the data statistically. The study comes out of these findings :

(a) Using literature in language courses helps learners to develop their language,

(b) Using literature in the language lessons is crucial to develop vocabulary that helps effectively in the learners' performance in English language.

(c) English language teachers should be encouraged to use oral literature's lessons during their plan to increase students' motivation and interest.

(d) English language teachers should teach vocabulary items and verify their techniques of teaching.

Finally recommended that teachers should have to use ICT tools in teaching literature to motivate student interest. I think it is a practical recommendation on the shadow of the technology revolution of century.

This study consolidates and supports some of my research aims, that literature plays a significant role in building up a large storage-room of words for the learners which support them when they speak, listen to comprehend, write or read. And in the direction of emphasizing that literature in its widest meaning is a rich field for students to build a great wall of vocabulary which enables them to be in advance level of English language usage.

٢.٢.٦.**Hovhanisyan** (٢٠١٢) in a paper entitled : Developing speaking skill through reading graded readers.

This study aimed at investigating the role of graded readers in developing the student speaking skill as well as the possible activities meant to develop the student speaking skill through reading graded readers. The primary purpose of the study was not only to report and inform about all these, but also to investigate and find beneficial outcomes of these practices and attitudes.

The research was carried out in the experimental English classes (EEC) in the developing of English programs. (DEP) at the American university of Armenia (AUA), two groups participated in the experiment; the experimental, which received the treatment by reading the books of graded readers series in addition to the text book and the control group which used only their text books.

The study comprises the quantitative data. The data were collected through a self-assessment checklist and pre – and post interviews (oral proficiency type interview). The data collected from the pre-test were analysed by implementing the Mann- Whitney and Wilcox on test, in order to compare the test results of both groups.

 The findings of the study indicated that graded readers are valid tools developing students' speaking skills. Furthermore, the result of the analyses of the post interview and self-assessment checklist confirmed that learners had positive attitude towards the graded readers, as they provided the students with a lot of interactive which created an environment that was fin, enjoyable and effective for improving the students speaking skills.

٢.٢.٧. **Hassab Alrasol (٢٠١١)**, in a PhD thesis, under the title "The Role of literature in Developing Sudanese Secondary Schools Students' Language

Proficiency. This research is conducted to shed some light on the important role of in corporating literature in the Sudanese Secondary Schools English language instruction courses to show how it can contribute to improve the level of achievement of the learners of English language at the Sudanese Secondary Schools with reference to the present hazy state of literature teaching at the secondary schools.

The researcher used the descriptive analytic method in collecting data of the questionnaire. In addition, empirical work was done at a secondary school regarding the effect of literature in developing students' language proficiency. Through the implemented research tools of questionnaire and field work, the study has revealed that the inclusion of literature in the English language courses:

a-is an important tool that helps fostering language awareness in general and is recommended by almost all teachers of English.
b-Helps in developing students' awareness of all language features especially the English language structures and vocabulary stock of the learners.
c-Presents the secondary school pupils with an input that makes literature teaching an excellent source of knowledge and fun as regards different features of language.

d-There are some problems as relate to the continuity in literature at the Sudanese Secondary School level and the availability of the text books and the accompanying aids. The important findings of this research can be summarized in the following points:

a- Almost all the responses of the questioned sample of teachers ensure the benefit of incorporating literature in English language teaching. These benefits include

general language awareness and it is the focus of this study the feature of grammar and vocabulary.

b- Learners (the secondary school pupils) are not reluctant to learn through literary material. On the contrary, literature works as an essential source of motivation to them.

c- The available text books for secondary level presently form   a comprehensible and satisfying input for the learners.

d- The suggested text books and the audio-visual aids are not available in almost all schools.

e- The inclusion of literature in the curriculum of the secondary schools has positive effect on the learners' vocabulary stock because the words are naturally contextualized in the text and employed in the activities.

f- The learners can better develop their peripheral awareness of the structures of English from the literary discourse they are presented with.

٢.٢.٨.   **Naim Muhammad Aref (٢٠٠٧),** in a PhD thesis, under the title, "Evaluating the teaching of English literature component in the English language curriculum at Al Quds university. This study aims at evaluating the teaching of English literature component in the English language curriculum in the English department at Al-Quds University. It attempts to examine the adequacy of the literature courses taught in the department. It also aims at investigating the teachers' and the students' attitudes and opinions towards these courses, the methods used for teaching them, and whether these courses are congruent with the students' needs and objective. In order to achieve this purpose, three hypotheses were proposed. The first hypotheses stated that the English literature courses taught in the English Department were adequate to the needs of the students as specified in the curriculum. The second stated that the methods used in the

teaching of English literature in the English Department were appropriate and the last one stated that the attitudes of the students and teachers of the department were positive. Two questionnaires for students and teachers were used. An English literature test was also used for the students. They included a variety of questions and items which covered all the relevant domains of the study. The findings of the study showed that all the hypotheses were rejected, but the hypothesis which stated that the students attitudes towards literature were positive, was confirmed. The study also revealed that most of the students thought that some of the literature courses were incapable of developing their language skills and that there was a need to modify these courses to make them suitable for job market. The results also showed that the teachers supported the idea of introducing new literature courses in order to enrich and improve the existing courses. However, they did not see any need for seeking a help from foreign specialists to develop these courses. The study also exhibited that the current traditional teaching methods in the department did not meet the students' needs and that the teachers were not satisfied with the use of conventional teaching methods in teaching English literature courses. The study suggested that there is a need for investigating both the method of teaching English literature and the English literature curriculum in the English department based on real studies of the students' desires and needs, goals analysis and assessment of their level. The study also suggested that the teachers need to be trained to apply the thought of teacher-researcher.

٢.٢.٩ **Ali Mustafa Heiba.(٢٠٠٦),** in an MAthesis, under the title " The lack of literature component in high secondary schools syllabus and the decline of English standard. The main purpose of the researcher is to investigate the possible role of literature in developing language structure and reading skills in particular and also

to show how to exploit and make use of literature to help students to develop their other language skills. The researcher has come out with the following findings:

١-Variation and simplicity of task and exercises distract boring and encourage students to follow on reading because the appropriateness of language level depends to some extend on the task.

٢-Students are more interested in reading, when the reading materials are enjoyable, motivated and more excited.

٣-Reading texts are the good base that learners can depend on speaking.

٤-Spine six doesn't provide adequate aids with reading text to present new items.

٥-The reading passage in Spine Six is boring.

٦- To make connection between different skills is essential that is while reading asks students listening and while speaking asks them to write.

٧-Reading skill is important for improving other skills.

٢-٢-١٠ Paran (٢٠٠٦). The researcher in his study believed that learners do not learn in isolation, but absorb what is around them. The researcher included practical applications and case studies used to make literary teachings come alive in varied ESL/EFL classroom settings around the world. He also brought to life the organic connection between literature and language teaching. Believing that learners do not learn in isolation, but absorb what is around them, this study proved that language and literature do not have to be taught in separate realms. It showed how the study of literature can be successfully integrated with ESL/EFL teachings. It presented case studies with learners at the primary, secondary, and tertiary levels, as well as in teacher training, including creative methodologies, customized for different learners, texts, and lessons, as well as for other teachers. In this study,

the researcher described pedagogically sound activities using children's literature, fairy tales, popular songs, popular literature, autobiographies, poetry, and filmed versions of literary works. The researcher also discussed how to combine genres and technology to provide numerous activities that creatively use materials, foster in-depth discussions and team projects, and enhance language learning.

٢.٢.١١ **Murat (٢٠٠٥),** presented a paper entitled: "Teaching English through Literature." This paper aims at emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) in our times. Reasons for literary texts in foreign language classroom and the main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make reader familiar with the underlying reasons and criteria for language teachers "using and selecting literary texts. Moreover, literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) to language teaching and some problems encountered by language teachers within the area of teaching English through literature (i.e. lack of presentation in the area of literature teaching in teaching ESL/EFL programs, absence of clear-cut objectives defining the role of literature in ESL/EFL, language teachers not having the back ground and training in literature, lack of pedagogically- designed appropriate materials that can be used by language teachers in a classroom context) are taken into account. The writer concluded by saying that literature is not only a tool for developing the written and oral skills of the students in the target language, but also is a window which reflects the culture of the target language, building up   a cultural competence in students.

٢.٢.١٢. Qareeballah Hajoo and Dr. Syed Sarwar (٢٠٠٥) who were the members of language unit –College of Language and Translation- King Saud University in an article titled (Teaching Language through Literature :

 A diagnostic study on the teaching of English as a Foreign Language). In this study the researchers mentioned that most of the English teachers consider literature as a separate subject that has nothing to do with language learning. This assumption is based on a reductive interpretation of the concept of language teaching and learning. The fact, however, remains that there are several benefits that a language learner can derive from the inclusion of the literature in the educational curriculum for language learning.

The objective of this study is to investigate and analyze the importance of literary discourse in foreign language acquisition and that literature has remarkable effects on teaching English language. The research year was ٢٠٠٥ at King Saud University, the department of English language, the division of translation.

  Group of ٤٠ undergraduates of first year have been sampled in the Language Unit General English Programs, College of Literature and Translation, at the King Saud University. The students were then divided into two groups, the control group and the experimental group. Both of the groups were administered an identical pre-test which a uniformity in the result with very little variation – a fact that is too obvious to be ignored in any group of the learners.

  A syllabus based on literary texts including all the genres of English literature and covering all–kinds based language exercises was designed for the experimental group. For the control group, core language course books on the four skills covering the same components were selected for instruction. Both groups were imparted instruction for a full semester in the language course designed for them. At the end of the semester they were given a post-test in

accordance with the course material selected for their instructions .The result suggested that the literature –specific syllabus sounded good for the experimental group and therefore it fared far better than the control group.

The findings of the study also drew the instructor's and curriculum developers' and course designers' attention towards more literature centered language activities in the process of the language teaching, vital role and stimulating role in the acquisition of language in a relevant and causal sense.

The researchers concluded the research that literature or literary texts can play a vital role in developing language skills among the non-native speakers of English and helping them to use language for communicative purposes in the real world.

So this research supports my research in various directions as the importance of literature in developing non- native English language skills, but it adds more that the curriculum designers must have been aware of the significant role of literature for English language acquisition as a foreign or   a second language.

٢.٢.١٣ **Renzi (٢٠٠٥),** in a PhD thesis, investigated how teachers' beliefs about literature, students, and pedagogy affect their literature instruction in the high school English classroom. The researcher checked out what teachers choose to teach and how they teach within the context of a literature classroom is important. Teachers' perceptions of literature and literature instruction have been studied before. The current study added to the research in taking into account how community expectations, the school's expectations of students and teachers, and the teacher's own perceptions and beliefs work together to influence literature

instruction within the classroom. The study was grounded in qualitative research traditions with a focus on an interpretive descriptive process of thick description to create three case studies of teachers. Literature instruction in high school classrooms. Data sources included interviews and stimulated recall sessions, observations, audio and video tapes of classroom instruction, researcher's field notes, and surveys of students. Analysis was conducted to construct a case study of each of the three teachers and to understand how their beliefs and community influences affected their literature instruction. Cross-Case analysis was then conducted to search for emerging patterns between the three cases. These case studies suggested that there are several influences on teacher's literature instruction in the high school classroom. Teacher's beliefs were mediated by personal experiences in educational settings, their experiences of teaching in general, and teaching particular students within a particular setting. Their beliefs about literature instruction were influenced by community expectations, departmental mandates for content coverage, and their personal relationships with the texts being taught in their classroom. Each of these teacher's beliefs about what worked in the classroom (beliefs about pedagogy) and what students could and could not do (beliefs about students) were directly related to what their purpose for literature was in the classroom (beliefs about literature). The success of their instructional practices depended largely upon whether the teacher was apt in his or her beliefs about students.

٢.٢.١٤ **Pulverness** (٢٠٠٣), in an article, suggested a strategy, which can be employed to encourage students to study and read literature. He said that more literature students read and enjoy it, the more they will have the desire to read. He advised students to maximize pre-reading. He said that they should not only be

ready, but eager to read. They have to use warm-up activities in order to introduce topic, context or theme and prediction tasks to bring the students into the text. Teachers should minimize the duration of time, because if we have consumed a lot of time before we start, there should be little need to come between readers and text. He recommended drawing the attention of the students to stylistic, in order to appreciate linguistic special effects. He advised that students should be given opportunities to respond to what they read by inviting them to stop into writer's shoes. The researcher thinks that the students should be advised to maximize pre-reading and should be made eager to read literature.

٢.٢.١٥ **Ghosn (١٩٩٧),** in a paper, presented four good reasons for using literature in the primary schools and integrating it into English as a foreign language (EFL), especially in cases where language proficiency is the ultimate goal of the learning-teaching process and it is limited to the classroom and school. The researcher stated the following:

 (a) Authentic literature provides a motivating, meaningful context for language learning, and it presents natural language at its finest, promoting vocabulary development in context.

 (b) Literature stimulates oral language and involves the child with the text while exposing him or her to some aspect of the target language culture.

 (c) Literature can promote academic literacy and critical thinking skills and has the potential of fostering private interpersonal and intercultural attitudes.

(d) Good literature deals with some aspects of the human condition and attempts to come to some understanding of life, either symbolically or metaphorically, and can thus also contribute to the emotional development of the child.

٢.٢.١٦ **Hirvela and Boyle (١٩٨٨)** , in a paper, conducted a study to investigate non-native students' attitudes towards learning English literature. This study was carried out in China students. The study findings showed that:

- ‑٤٤٪ of the students enjoyed reading and studying novels.
- ‑٤٣٪ enjoyed reading and studying short stories.
- ‑٠٧٪ enjoyed reading and studying drama.
- ‑٠٦٪ enjoyed reading and studying poetry.

The results of this study showed that enjoying reading novels more than other literary genre.

Another study was carried out by Ruiquing (١٩٨٦) who studied the influence of studying literature on the Chinese students. Fifty-eight students participated in this study. Forty-two of them showed "a strong linking" for literature and "a great interest in it." The participants indicated that literature is on "inexhaustible" source of language phenomenon and experience of life. The responses of the science major's participants were all positive. They found that literature "enriching and relaxing". However, the responses of science. Major students were positive. To them, literature was enriching and relaxing. Literature presents good experience and a source of enjoyment to all participants. The findings of this study agreed with Ruiquing in the sense that students study literature to qualify themselves.

٢.٢.١٧ **Salih** (١٩٨٦), in a paper examined the attitudes of the students towards the English literature learning in order to find out how the language skills can be developed through studying literature. He discovered that students usually practice and exercise all language skills in literature courses. During a literature class, students are required to listen to a teacher saying, they could write down notes, and

often raise questions and participate in discussions, they have to read passages related to the ideas under consideration.

٢.٢.١٨ **Povey** (١٩٧٩), in a paper argued about using literature in EFL classes and he considered literature as a means and not an end. He pointed out to the methodology of presenting literature to English learners and the types of literature that should be adopted in EFL class. Techniques can be effective only when they are implemented to some certain target and actual situation. Povey took a story as an example she found that it serves as an environment for new vocabulary, expressions and a model of narrative techniques. He stated that curriculum designers, teachers and students must review a work of literature as an art in itself. The close attention of reading examines the language and its denotative and connotative forces and it happens to be ideal for foreign language learners.

٢.٣ Summary of the Chapter

In chapter two, the researcher presented the most essential topic related to teaching literature such as the different definitions of the term literature and how to improve four language skills through literature. The researcher, in addition, shed light on some approaches of teaching literature such as literature as content approach, Language-based approach and literature as personal enrichment approach. The researcher gave an explanation of the three components of English literature (the short story, poetry and drama), the benefits of using literary text in English class room, beside our roles as English teachers.

Also, the researcher presented the changes of curriculum in Sudanese educational system, as well as how Macmillan graded readers are used, the benefits of using

these graded readers and to what extend these graded readers help in developing language skills.

Then researcher presented the previous studies that dealt with the most important issues related to teaching literature indicating the values of teaching literature in English language class rooms and they agreed that through teaching literature students broaden their imagination and develop the sense of criticism, moreover the students who exposed to literature score high marks compared with those who don't expose. Teaching literature promotes students linguistic ability and fluency, enriches EFL students' vocabulary, develops four language skills and exposes students to different cultures.

Teaching different genres of literature contributes to enhancing students writing stories, poem and develop their creative writing, in addition to that literature motivates them to learn. On the other hand they stated that text books and audio visual aids are not available in all most all schools, the teachers need training and the curriculum designers must have been aware of the significant role of literature in language acquisition. So when we refer to the previous studies, the researchers' general conclusion can be summarized in the following points:

 a-Most of the findings of the previous studies supported the fundamental role of literature in developing the written and oral skills of the students in the target language. In addition to that, the realization of cultural enrichment can't be neglected when applying literature.

 b-Most previous studies proved the significant role of literature in helping the students to develop creative thinking skills.

c- The use of multi-media is essential in teaching literature.

d-It was also very clear that the application of the three approaches and strategies mentioned above is very important in literature teaching.

e-Some of the tools used in the previous studies depend basically on questionnaire, interviews, experiments and tests as means of data collection.

f-The previous studies were carried out in different places and by different nationalities from different corners of the world with different scientific degrees, that is to say, the resources of knowledge of literature is the same everywhere.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY OF THE STUDY

٣.٠ Introduction

The purpose of this chapter is to describe the methodology applied in conducting this study and used to test the hypotheses. It contains a description of data collection technique, population of the study, sample of the study, description of the sample, the instruments, procedures that the researcher followed to carry out this study, reliability and validity of these instruments. In this study the researcher used the descriptive analytical and experimental approach, which is an appropriate approach to describe the problem. The study is concentrating on investigating the impact of supplementary readers on EFL secondary school Sudanese students' performance in exams.

٣.١ Method of the Study

The researcher used the descriptive analytical and experimental approach to carry out the study. The descriptive research is designed to obtain relevant and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from facts discovered. This approach has been used in this study because it is the most appropriate one for helping the researcher to find out the main problems of the deterioration in standard of students' at secondary schools in Sudan as well as the questionnaire and the examination papers as tools to consider the following:

a- Supplementary readers positively contribute to enriching the students' vocabulary with lexical items.

b- Supplementary readers enable EFL learners to improve their reading comprehension skills which help them to answer comprehension questions.

c- Supplementary readers enhance the performance of students' in language.

d- Supplementary readers are effective techniques in promoting the students' critical and creative thinking through team works.

e- Supplementary readers have positive effects in developing the students' language proficiency and literary appreciation.

The data for this study was collected from the responses to:

١-A questionnaire directed to the teachers of English language at secondary schools (Khartoum, Khartoum locality)

٢- Analyzing the students' examination papers in third class secondary school in Dongla Locality, Northern State, from both Dongla Secondary School for boys and Superior Secondary School for girls. The researcher used these two methods mentioned above in addition to his personal experience in teaching English at secondary schools. The statistical package for social sciences (SPSS) was used to analyze the data.

٣.٢ Population of the Study

The population of this study is ١٠٠ English language teachers in Secondary school, Khartoum state, Khartoum locality and ٥١ students in Northern state, in Dongla Locality, they are third class students who sat for Secondary school Examinations, from both Dongla Secondary School for boys and Superior Secondary School for girls, the academic year ٢٠١٧-٢٠١٨.

٣.٣ Sample of the Study

I have chosen two samples to represent this study:

a- The first group consisted of Sudanese teachers of English from various secondary schools who responded to questionnaire.

b-The second group consisted of students and it included, third class students who sat for Sudan School Certificate Examinations, from both Dongla Secondary School for boys and Superior Secondary School for girls, in Northern state, the academic year ٢٠١٧-٢٠١٨, the researcher distributed the questionnaires to the whole population of the study sample. However, the total number who returned and well completed questionnaires was (١٠٠): (-٤ unreturned = ١٠٤). That is approximately (٩٢ %) of the teacher population were included in the study.

٣.٤ Instruments of the Study

In this research, two types of tools were used to collect the required data and information from the subjects of this study in order to look for the problem from variety of angles these instruments include:

a- The questionnaire which was given to hundred (١٠٠) Sudanese English teachers whom selected randomly from Khartoum state. The researcher used the questionnaire as a main instrument to achieve the aims of the study. The questionnaire consists of ٢٥ items classified into five sections dealing with investigating impact of supplementary readers on EFL Sudanese secondary school students' performance.

b - exam for the students of high secondary school in Northern state, the academic year ٢٠١٧-٢٠١٨.This exam contains two dimensions which are language regarding grammatical constructions and reading comprehension skills. The researcher chooses two groups: those who did not study supplementary readers as

a controlled group and those who studied supplementary readers as an experimental group.

٣.٤.١ Teachers' Questionnaire

The questionnaire is one of the main procedures that the researcher used to collect data from teachers and distributed to the teachers from both sexes. Seliger and Shohamy (١٩٨٩), mentioned some advantages of using questionnaire according to Seliger and Shohomy are that:

a-They are self administered and can be given to large groups of subjects at the same time. They are less expensive than the other procedures such as interviews.

b-When anonymity is assured, subjects tend to have information of a sensitive native more easily.

c-Since the questionnaire is given to all subjects, the data are more uniform and standard.

d- Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate.

However, one of the main problems with questionnaires is relatively low response rate (especially with mailed questionnaires), which poses questions about the reasons why certain subjects respond and other don't. A low return rate may therefore influence the validity of the findings.

Another problem with questionnaire is that they are not appropriate for subjects who cannot read and write. This is especially relevant to research in second language, as subjects very often have problems reading and providing answers in L٢ thus there is no assurance that the questions used in questionnaire have been properly understood by the subjects and answered correctly. The researcher was aware of some short coming and disadvantages of this method, but to minimize

this shortcoming, the researcher used closed questions in teachers' questionnaire to allow respondents to answer the statements quickly and more easily than in opened-ended questions.

This questionnaire included a covering page which introduces the topic of the research and identifies the researcher. It uses likert ٥-point scales (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The statements are about the impact of supplementary readers on EFL secondary school Sudanese students' performance.

The questionnaire is designed as a tool for collecting information about the problems from the English language teachers, in Khartoum Locality, the academic year ٢٠١٧-٢٠١٨. And it included ٢٥ statements given to Secondary English teachers from different schools. It's judged by experienced professors and doctors from some universities. The response for the questionnaire is given to an expert in statistics and the results are as in the tables of analysis.

١.٤.٢ Subjects of the Study

The subjects of the study are English language teachers and the students who sat for Sudan School Certificate Examinations, in Northern Sudan, the academic year ٢٠٧-٢٠١٨.

 A- Teachers:

١٠٠ teachers of English language from Khartoum State were chosen as subject of the study, so the original subjects are the teachers of English language at Secondary schools.

B-Students

A total of ٥١ students have participated in this study. The group exclusively consisted of third class students. The participants have taken Sudan school certificate examinations. The respondents were ٢١ students who didn't study supplementary readers and ٣٠ students studied these readers. They have taken the examination in the same year which makes items eligible for the study. So the participants of this study were the secondary school students at Northern State. The researcher used two different classes; one class represented the control group and the other represented the experimental group. The total number of the subjects in both groups were (٥١) students. The exam was administered to both groups.

٣.٥ Procedures of the Study

After confirming the validity and reliability of the tools, the researcher distributed copies of the tool to samples of the population target.

a- The addressed samples were basically from both Northern State and Khartoum State.

b-The questionnaire for teachers of English language at secondary school was distributed to these samples. Many of these had considerable experience in teaching English.

c- The researcher modified some statements.

It's worth mentioning that the samples of this research were all selected from Khartoum State and Northern State.

٣.٦ Validity and Reliability of the Test

٣.٦.١ Validity of the test

The exam was checked by experts.

٣.٦.٢ Reliability of the test

To estimate the reliability of the test, it was verified through the test – retest to make sure that the test is reliable in term of objectives and that it is in line with the aims of the study measure what the study for. Thus the final copy of the test was developed and administered to the subjects. The researcher conducted the exam to some secondary students. The third year students in high secondary school were asked to answer all questions. They were not allowed to ask each other.

٣.٦.٣ Validity of the Teachers' Questionnaire

To ensure its content validity, the copies of the questionnaire designed for teachers of English Language at secondary schools addressed to experts of English language-head departments from different universities, one of the consulted experts was professor in Sudan University. Three were PhD holders working at Sudan University and Al - Née lain University (see appendix- page ١٣٨). The experts were requested to check the validity of the questionnaire and to give their view and advice. After two weeks they returned their judgment and ensure its appropriateness, some of them suggested some modifications in the arrangements of some items and expressed satisfaction with the drafting of the statements and agreed that it has no ambiguity (see appendix- page-١٣٩).They approved the original copies and the necessary modification were done according to their recommendations.

٣.٦.٤ Reliability of the Teachers' Questionnaire

To ensure the reliability of teacher's questionnaire the researcher has used Cronbach Alpha equation to calculate the reliability coefficient of the scale in the questionnaire, the researcher distributed (١٠٠) questionnaires to respondents. Accordingly reliability was found out to be (.٩٩٣) which is high reliability coefficient and it indicates the stability of the scale and the validity of the study, so this was within the accepted limit and appropriate for the purpose of the study and the results have been showed in the following table:

Table (٣-١) Case Processing Summary.

Case Processing Summary

		N	%
	Valid	١٠٠	١٠٠.٠
Cases	Excluded	٠	.٠
	Total	١٠٠	١٠٠.٠

a. List wise deletion based on all variables in the procedure.

T**able (٣.٢) The** Cronbach Alpha of Scale items.

Reliability Statistics

Cronbach's Alpha	N of Items
.٩٩٣	٢٥

The results in the table above show that the reliability coefficients of this questionnaire are very great with correlation (.٩٩٣).This explain that the questionnaire is characterized by high reliability; therefore, it reflects credibility of statistical analysis.

٣.٧ Study Piloting

The pilot study was conducted to check out the instrument used before their final administration. The aim of piloting was to determine the functionality of the questionnaire. A group of randomly selected ten teachers were requested to fill in the questionnaire and feel free to write any comments or observation they think necessary. The English language teachers at secondary schools participated in the pilot study and it is conducted for the following aims:

١. To determine the appropriate length of time and effort needed to fill in the questionnaire.

٢. To Find out whether the questionnaire items actually elicit the required information for the study.

٤. To find out if any of the items need to be rephrased in order to make them more comprehendible.

After conducting the pilot study, the researcher put into consideration all the comments of the participants.

٣.٨. Summary of the Chapter

In this chapter, the researcher has attempted to shed light on the methodology and procedures that have been adopted in order to accomplish the research objectives. The study has employed two tools:

a- analyzing the exam papers as a sample of the study.

b-The questionnaire for secondary school English language teachers in Khartoum State, these tools were fully described.

For the research questions and the hypotheses were actually derived from the theoretical frame work of the research. The researcher specified the study population who were the teachers of English language in different schools in Khartoum State and the students who sat for Sudan School exams, in Northern Sudan, the academic year (٢٠١٧-٢٠١٨), so the sample was third year students, totally ٥١ students. Next the researcher described how the sample of the study was selected and what procedures were used for that purpose.

The validity of these instruments was checked by experienced university teachers all of them were PhD holders, the reliability of these instruments are also explained along with the Statistical instrument "SPSS" which was used to analyze data.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSIONS AND RESULTS

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION

AND RESULTS

٤.٠ Introduction

In this chapter, the data collected as regards the questionnaire and exam paper which are presented and analyzed statistically. Regarding the questionnaire the researcher has tested the standardized characteristics of the scale and its items for verification.

٤.١ Data Analysis and Results

This chapter focuses on the analysis, presentation, interpretation of data of the study drawn from conducting the students' exam paper and the teachers' questionnaire on investigating the impact of supplementary readers on EFL secondary school Sudanese students' performance in exams. And concluded with the results and discussion of statistical analysis. The data was obtained from two main instruments preciously described in chapter three, when it was explained that questionnaire was conducted for the teachers of secondary schools. The second instrument is exam for secondary school students, third class. The analysis and interpretation of data was carried out in two steps with reference to the study hypotheses. The first step was based on the results of the questionnaire. The teachers' questionnaire consists of five sections. The analysis of data for the questionnaire followed the quantitative method. The researcher used a set of statistical techniques to evaluate the data which was analyzed by the computer using the statistical package for social studies (SPSS) programme. Data was

collected from (١٠٠) English teachers at secondary schools in Khartoum locality and (٥١) students at secondary schools, third class in Northern state.

The questionnaire for teachers' of English language was used to obtain their responses depending on their experience related to the research problem and questions.

٤.٢ Responses to the Questionnaire

The responses to the questionnaire of the ١٠٠ teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

٤.٣ Analysis of Teachers' Questionnaire

This questionnaire consists of five interrelated sections which designed to address a specific issue. Respondents are of different professional experience in relation to their term of years on the job, so their overall assessment is absolutely reliable and it's conducted so as to obtain teachers' views on the research questionnaire's statements. Depending on their long experience in teaching English language they could assist in offering answers to the raised questions that may confirm the study hypotheses.

In this part the researcher displayed the result obtained from the statistical analysis of the teachers' responses. The questionnaire consists of (٢٥) statements. The teachers have been asked to say whether they strongly agree, agree or disagree, strongly disagree to the various items related to the impact of supplementary readers on EFL secondary school Sudanese students' performance in examinations.

Section one: Teachers' views on the contribution of supplementary readers in enriching the students' vocabulary.

Item (١): Teaching supplementary readers encourages students to have a clear interpretation for some words.

Table (٤.١) Supplementary readers help students to interpret words.

Variables	Frequency	Percentage
Strongly agree	٦٠	٦٠٪
Agree	٣٦	٣٦٪
Neutral	٣	٣٪
Disagree	٠	٠٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
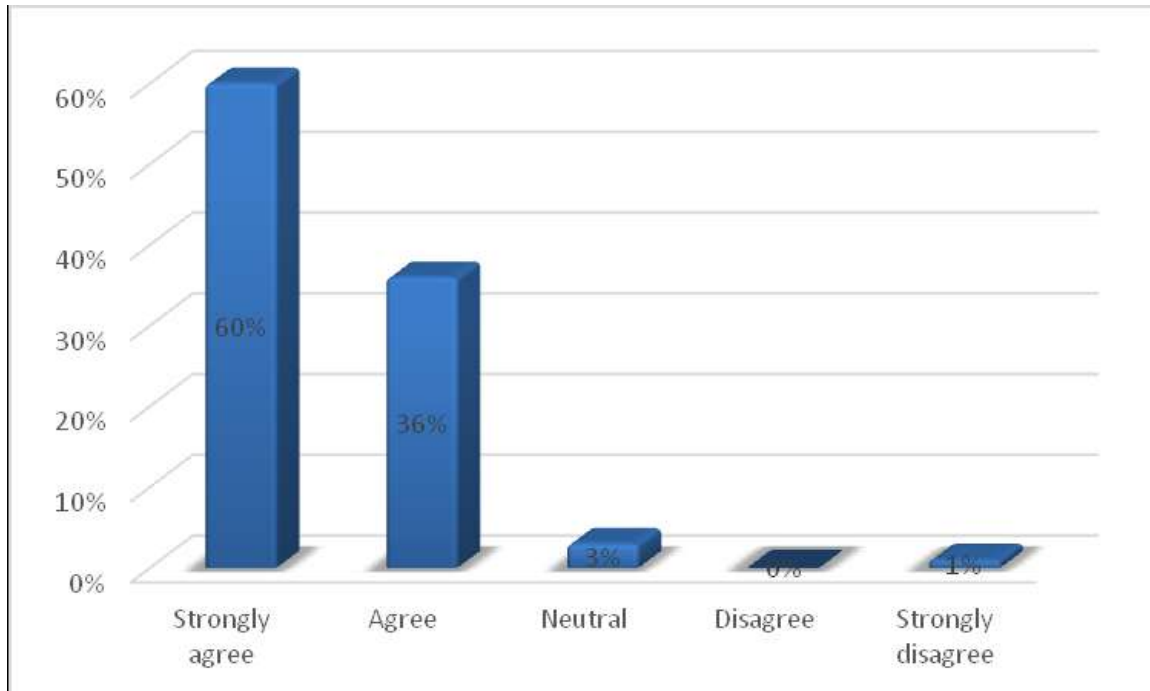
Figure (٤.١) Supplementary readers help students to interpret words.

 The item of the questionnaire shown in table and fig (٤.١) ٩٦ respondents representing ٩٦٪ agreed that teaching supplementary readers encourages students to have a clear interpretation for some words, ٣ respondents (٣٪) were neutral and only one respondent (١٪) strongly disagreed. This positive attitude to the role of supplementary readers in encouraging students to have   a clear interpretation for some words is strong proof that the English language teachers believe teaching these books has a great importance in this.

Item (٢): Supplementary readers can be a medium of presenting meanings of words through a natural discourse.

Table (٤.٢) Supplementary readers are a medium for presenting meanings of words.

Variables	Frequency	Percentage
Strongly agree	٤٠	٤٠٪
Agree	٥٠	٥٠٪
Neutral	٧	٧٪
Disagree	٢	٢٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
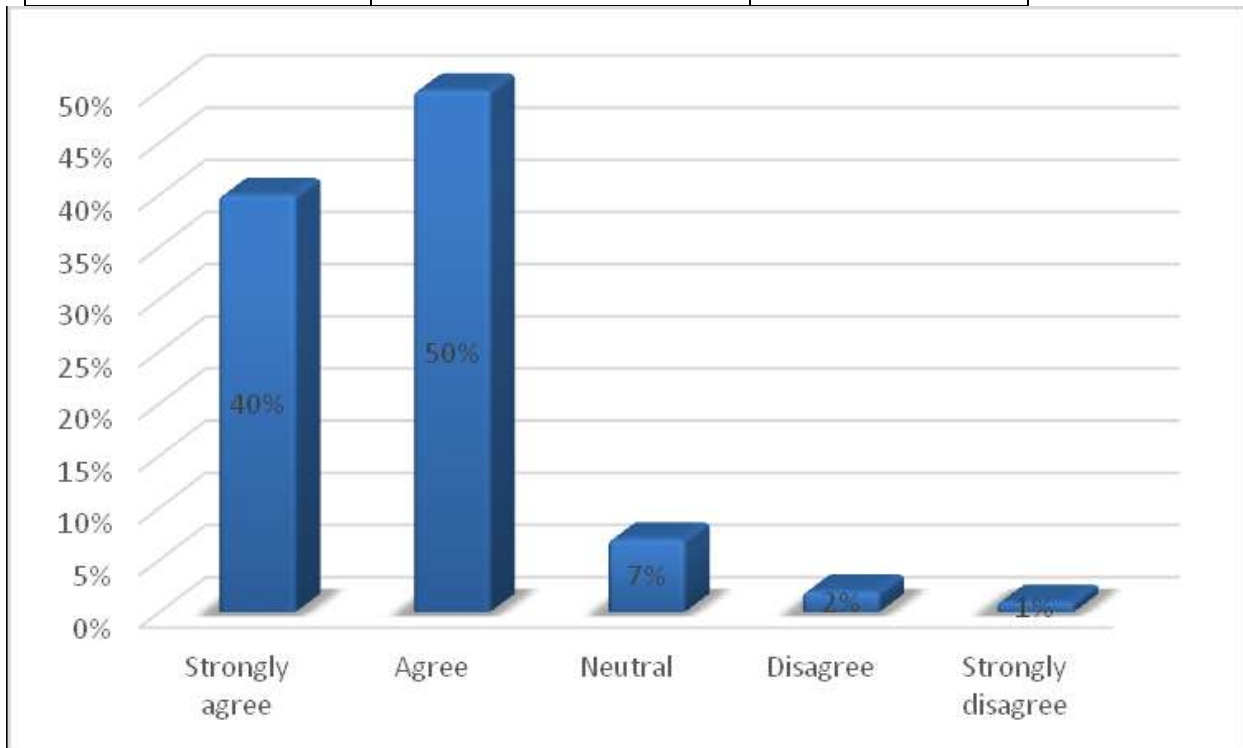
Figure (٤.٢) Teaching supplementary readers is a medium for presenting meanings of words.

As for the second statement the table and Fig (٤.٢) prove that ٤٠ respondents in the study sample (٤٠٪) strongly agreed that supplementary readers can be a medium of presenting meanings of words through a natural discourse. ٥٠ respondents (٥٠٪) agreed with the statement.٧ respondents (٧٪) were neutral.٢ respondents (٢٪) disagreed and only one was strongly disagree. This result reflects that the using of supplementary readers in teaching English can provide ground as a medium for presenting meanings of words.

Item (٣) The vocabulary presented in supplementary readers suits students' level.

Table (٤.٣) The vocabulary in supplementary readers suits students' level.

Variables	Frequency	Percentage
Strongly agree	٢٨	٢٨٪
Agree	٤٩	٤٩٪
Neutral	١٨	١٨٪
Disagree	٤	٤٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
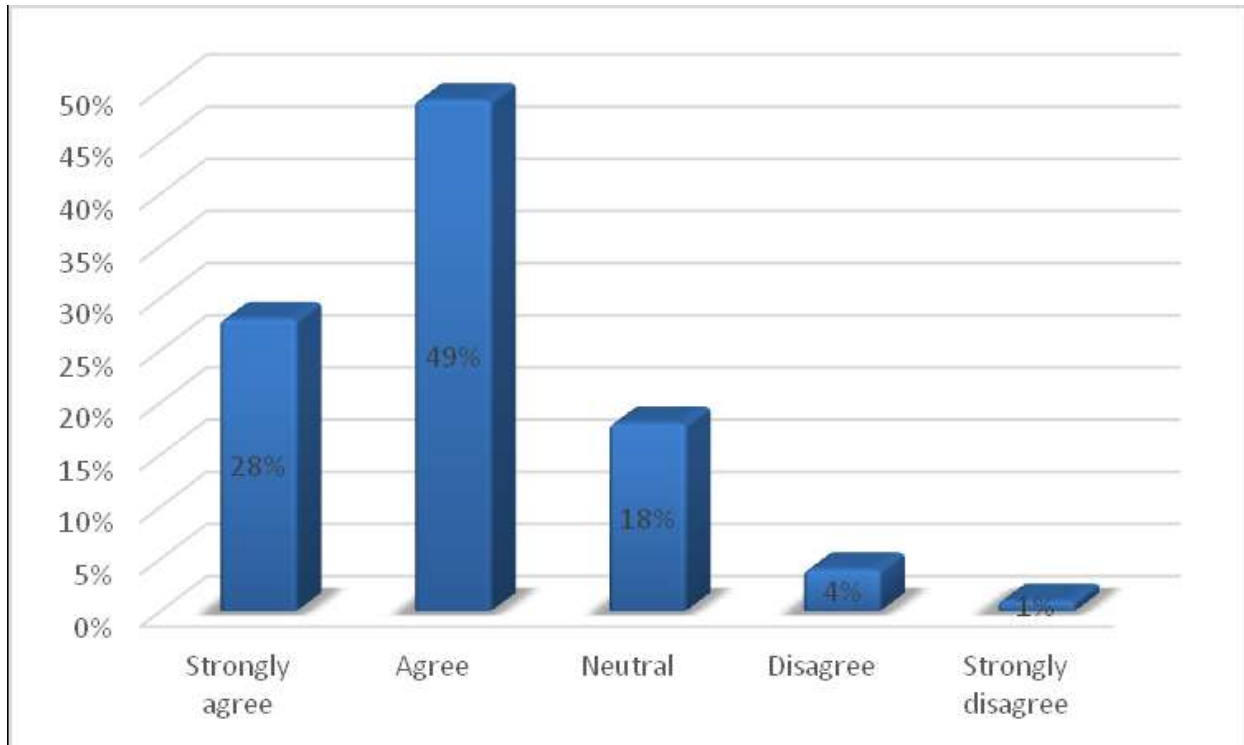
Figure (٤.٣) The vo cabulary in supplementary readers suits students' level.

Regarding responses to statement three table and fig (٤.٣) reveal that ٢٨ respondents (٢٨٪) of the study sample strongly agreed with the statement, ٤٩ respondents ٤٩٪ positively agreed, ١٨ respondents ١٨٪ were neutral, ٤ respondents (٤٪) were disagree and only one respondent was strongly disagree. This demonstrates the value of using supplementary readers in presenting vocabulary which suits students' level.

Item(٤) Teaching supplementary readers increases learners' vocabulary

Table (٤.٤) Supplementary readers expands students' vocabulary.

Variables	Frequency	Percentage
Strongly agree	٦٣	٦٣٪
Agree	٣٣	٣٣٪
Neutral	٤	٤٪
Disagree	٠	٠٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
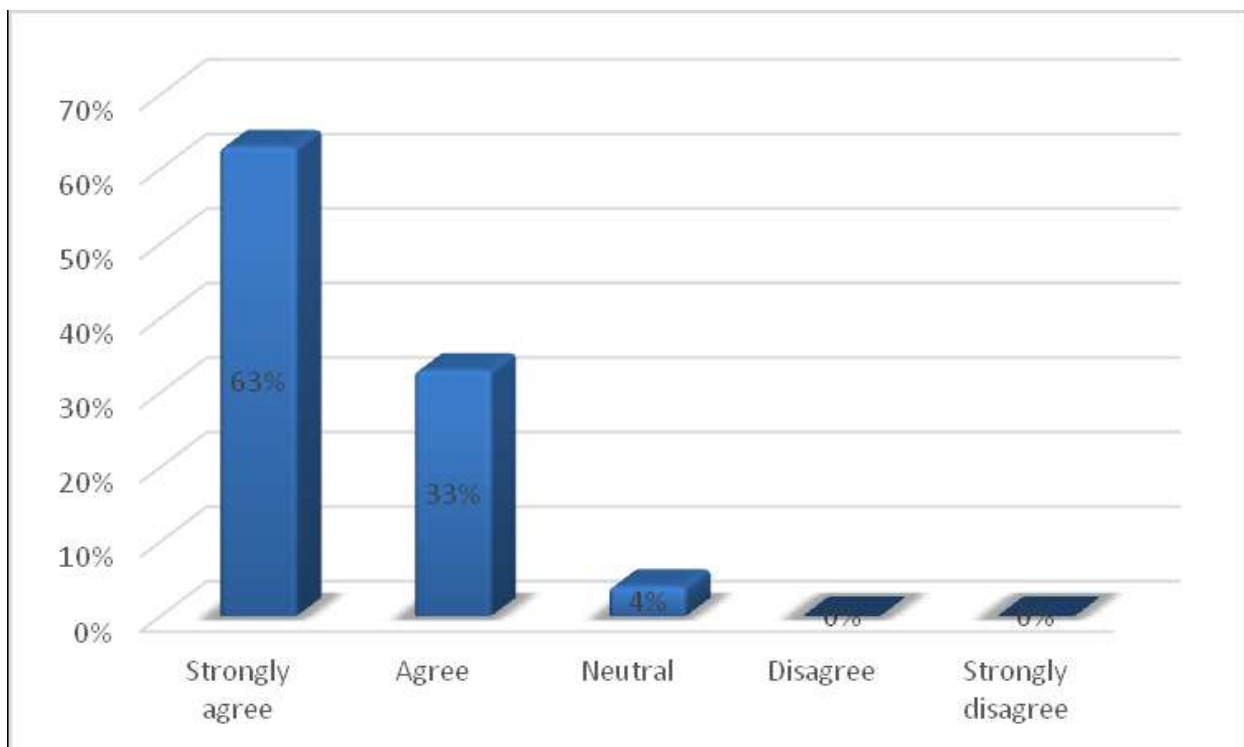
Figure (٤.٤) Supplementary readers expand students' vocabulary.

Responses to statement ٤, table and fig (٤.٤) display that ٦٣ respondents (٦٣٪)

strongly agreed with the set statement, while ٣٣ participants (٣٣٪) agreed and ٤ respondents (٤٪) took neutral. This result indicates that teaching supplementary readers has great benefits in increasing learners' vocabulary

Item (٥) Supplementary readers are useful tool for encouraging students to learn new language items in context.

Table (٤.٥) Supplementary readers help students to learn new language items.

Variables	Frequency	Percentage
Strongly agree	٤٤	٤٤٪
Agree	٤٨	٤٨٪
Neutral	٨	٨٪
Disagree	٠	٠٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
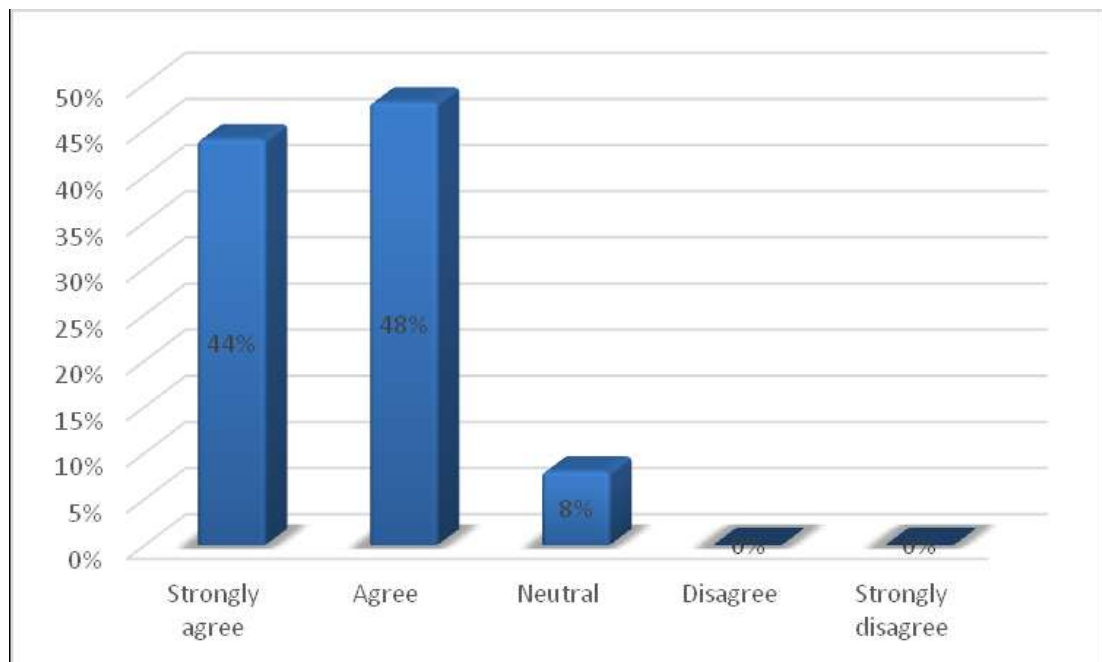
Figure (٤.٥) distribution of fifth item: supplementary readers encourage students to learn new language items in context.

Regarding statement five, table and fig (٤.٥) show that ٤٤ respondents (٤٤٪) strongly agreed, ٤٨ respondents (٤٨٪) agreed and only ٨ respondents (٨٪) took neutral. According to this result teaching supplementary readers is a useful tool for helping students to learn new language items in context.

From the above results it can be confirmed that the first hypothesis is valid, since it has been accepted by most of the respondents, an obvious indication of this is that (٩٦٪) of the participants agreed that teaching supplementary readers encourages students to have a clear interpretation of some woods.٩٠٪ of the respondents agreed that teaching supplementary readers can be a good medium of presenting meaning of words through a natural discourse. While ٧٧٪ of the respondents believed that the vocabulary presented in supplementary readers suits students' level. Further, (٩٦٪) of the respondents agreed that teaching supplementary readers increases students' vocabulary. Finally ٩٢٪ of the participants agreed that supplementary readers are useful tool for encouraging students to learn new language items in context.

Section Two: Teachers' point of views on the benefits of using supplementary readers in improving students reading skills.

Item (١): Teaching supplementary readers helps EFL students to master reading skills that enable them to develop their comprehension skills.

Table (٤.٦) Supplementary readers help students to improve their comprehension skills.

Variables	Frequency	Percentage
Strongly agree	٥٢	٥٢٪
Agree	٤١	٤١٪
Neutral	٦	٦٪
Disagree	١	١٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
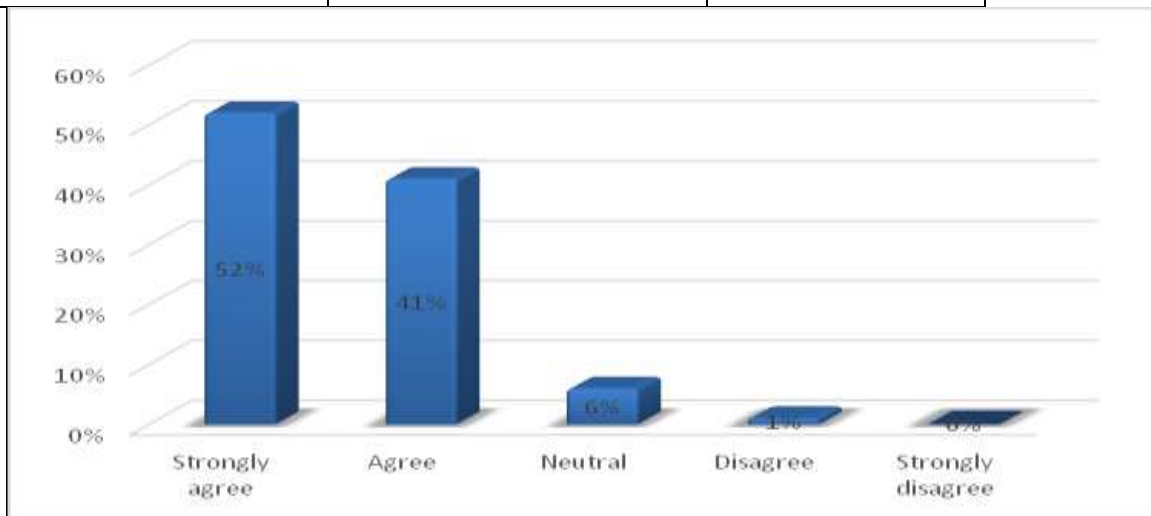
Figure (٤.٦) Supplementary readers help students to improve their comprehension skills.

The item of the questionnaire shown in table and figure (٤.٦) which investigates the teacher view about the role of supplementary readers in improving students' comprehension skills, the responses came out with the following: ٥٢ respondents (٥٢٪) strongly agreed,٤١ respondents (٤١٪) agreed with the item statement,٦ respondents (٦٪) took neutral and only one respondents (١٪)was strongly disagree. Those who strongly agreed and those who "agreed" are ٩٣ respondents which represent (٩٣٪). The final result directed towards "agree" with high percentage (٩٣%), to record that supplementary readers could help students to master reading skills that enable them to develop their comprehension skills. This result also supports the issue that supplementary readers develop students' reading skills.

Item (٢): Supplementary readers help students to read deeply between lines and work out the hidden meanings of texts.

Table (٤.٧) Supplementary readers help students to work out the hidden meanings.

Variables	Frequency	Percentage
Strongly agree	٣٧	٣٧٪
Agree	٤٤	٤٤٪
Neutral	١٤	١٤٪
Disagree	٥	٥٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
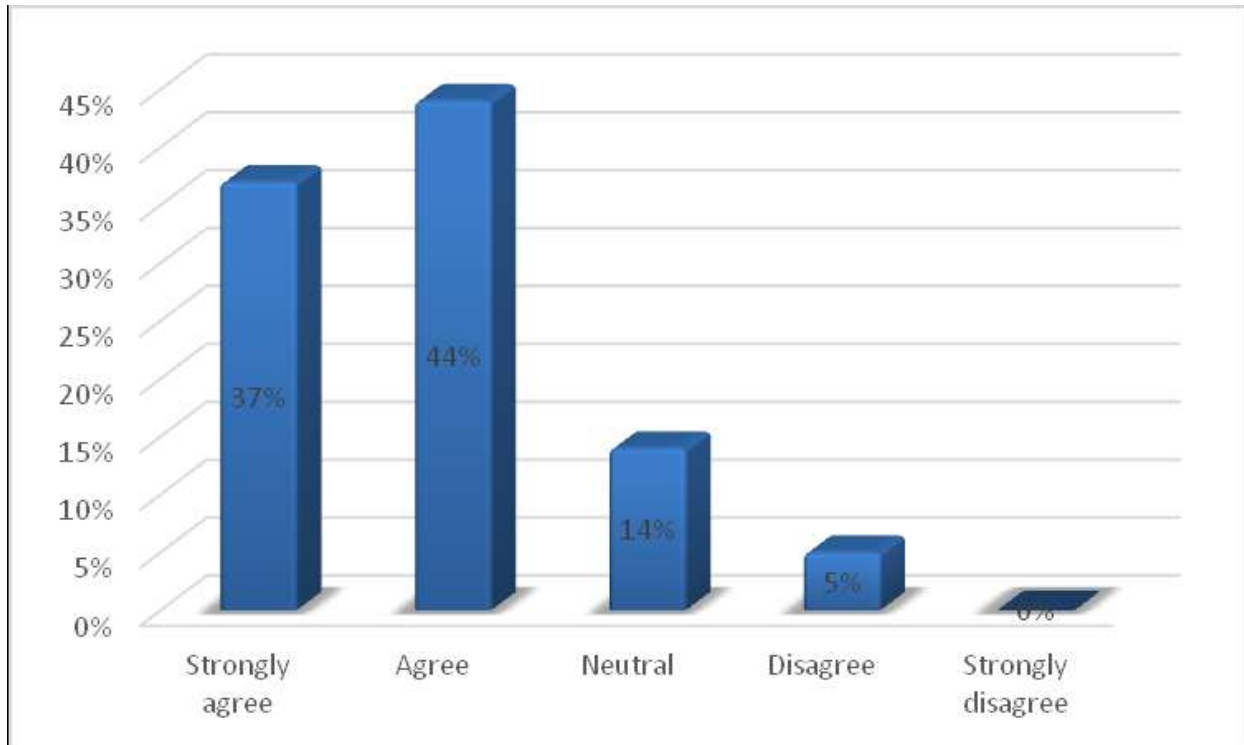
Figure (٤.٧) Supplementary readers help students to work out the hidden

meanings. As

can be seen from table and figure (٤.٧) the distribution of the study sample responses is like that; ٣٧ respondents (٣٧٪)strongly agreed, ٤٤ respondents (٤٤٪) were agree , ١٤ respondents (١٤%) took neutral and only ٥ respondents disagreed with the statement. By adding those who "agreed" to those who "strongly agreed" as a positive result in percentage they equal (٨١٪). It indicates that the hypothesis is successfully achieved. According to this result; supplementary readers help students to read deeply between lines and work out the hidden meanings, and this could support the objective that supplementary readers improve students reading skills.

Item (٣): Teaching supplementary readers encourages students to predict the meaning of words.

Table (٤.٨) Supplementary readers encourage students to predict meanings.

Variables	Frequency	Percentage
Strongly agree	٤٥	٤٥٪
Agree	٣٩	٣٩٪
Neutral	١٤	١٤٪
Disagree	٢	٢٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
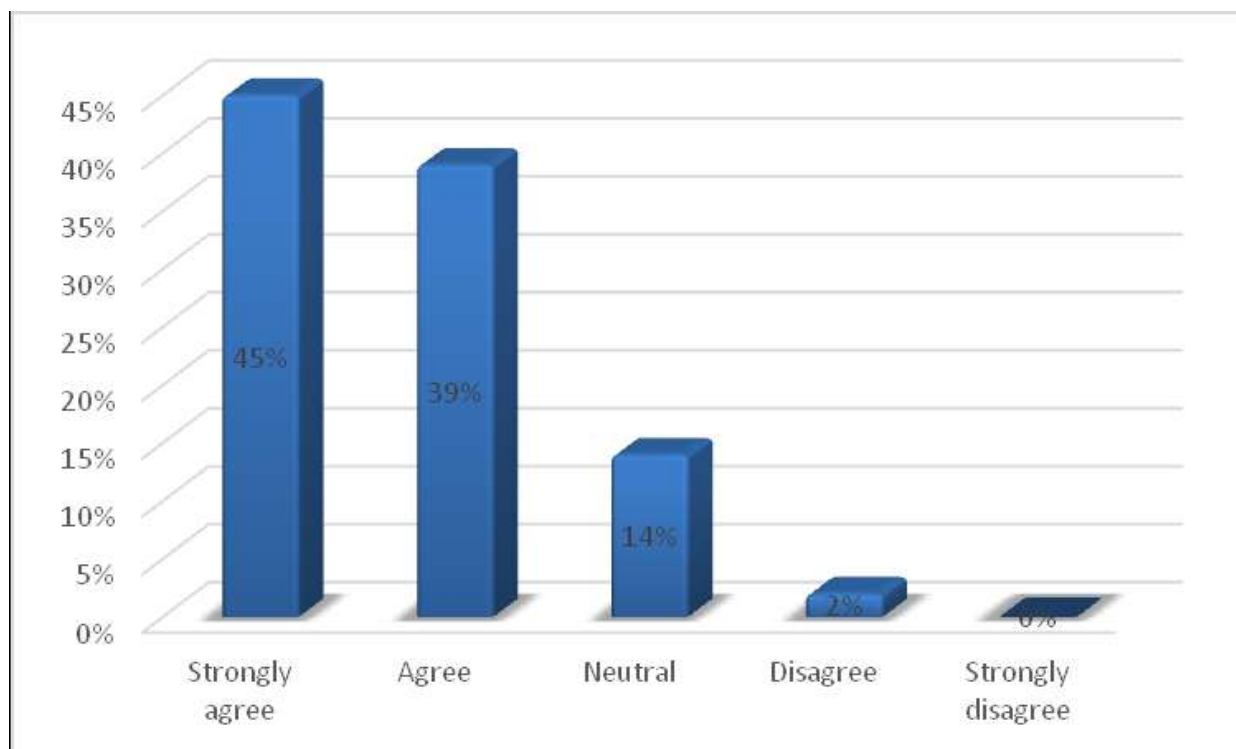
Figure (٤.٨) Supplementary readers help students to predict meanings.

Basing on, the statistical analysis of the sample study of this statement, the result which is illustrated bellow in table and figure (٤.٨) illustrates that percentage of those who mark for " strongly agree" are ٤٥ respondents (٤٥٪) and ٣٩ respondents (٣٩٪) for agree, they both respectively equal (٨٤%) reporting the highest level. ١٤ respondents were neutral and only ٢ respondents (٢٪) strongly disagreed So, the responses of the sample study individuals are agreeing positively. Therefore this hypothesis is successfully achieved.

Item (٤): Teaching supplementary readers assists the students to answer opinion questions.

Table (٤.٩) Supplementary readers assist students to answer opinion questions.

Variables	Frequency	Percentage
Strongly agree	٣٢	٣٢٪
Agree	٥٣	٥٣٪
Neutral	١٤	١٤٪
Disagree	١	١٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
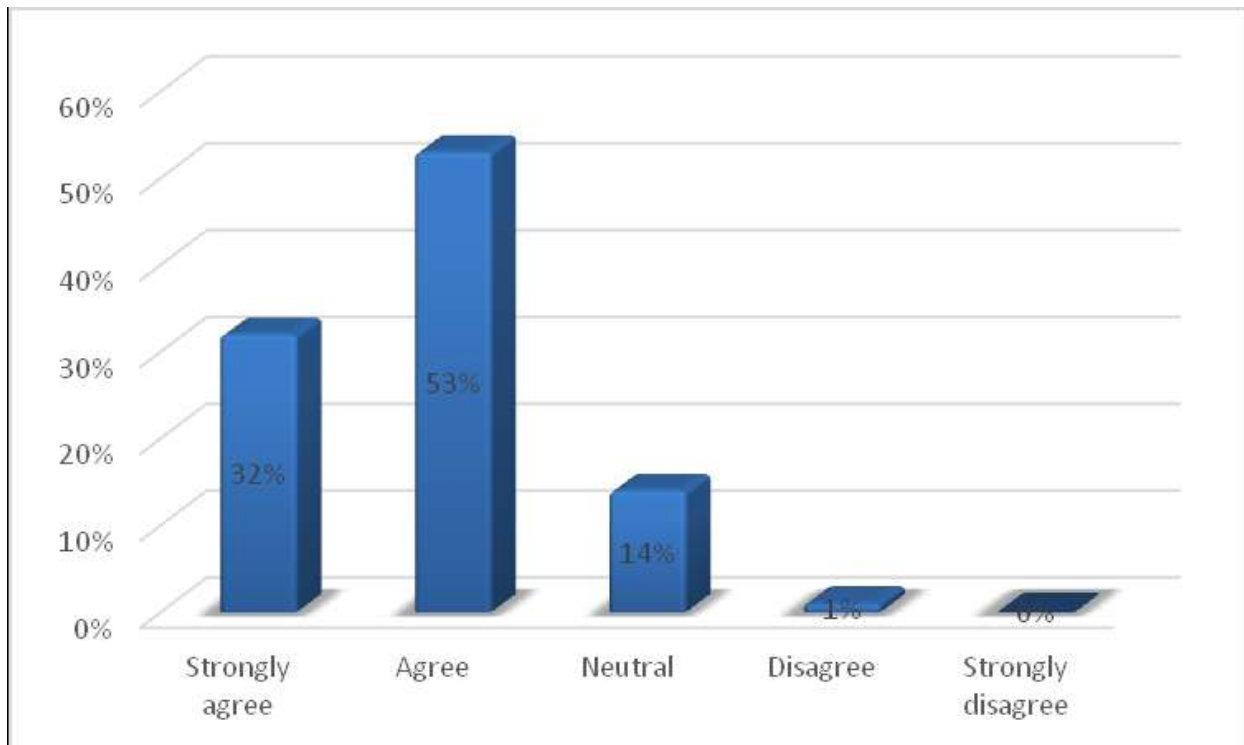
Figure (٤.٩) Supplementary readers assist students to answer opinion questions.

Concerning the statement which says teaching supplementary readers assists students to answer opinion questions. The survey in table and figure (٤.٩) shows the following: ٣٢ respondents (٣٢٪) strongly agreed with the item statement, ٥٣ respondents (٥٣٪) agreed, ١٤ respondents ١٤٪ were neutral, only one respondent ١٪ was disagree none of the respondents strongly disagreed with it. Accordingly the result in percentage shows those who agreed and those who chose strongly agreed collectively equal (٨٥%).This result gives a successful achievement for that hypothesis. So, supplementary readers could play an effective role in assisting students to answer opinion questions.

Item (٥): Teaching supplementary readers helps the students to answer recall questions.

Table (٤.١٠) Supplementary readers help students to answer recall questions.

Variables	Frequency	Percentage
Strongly agree	٣٣	٣٣٪
Agree	٥١	٥١٪
Neutral	١٢	١٢٪
Disagree	٣	٣٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
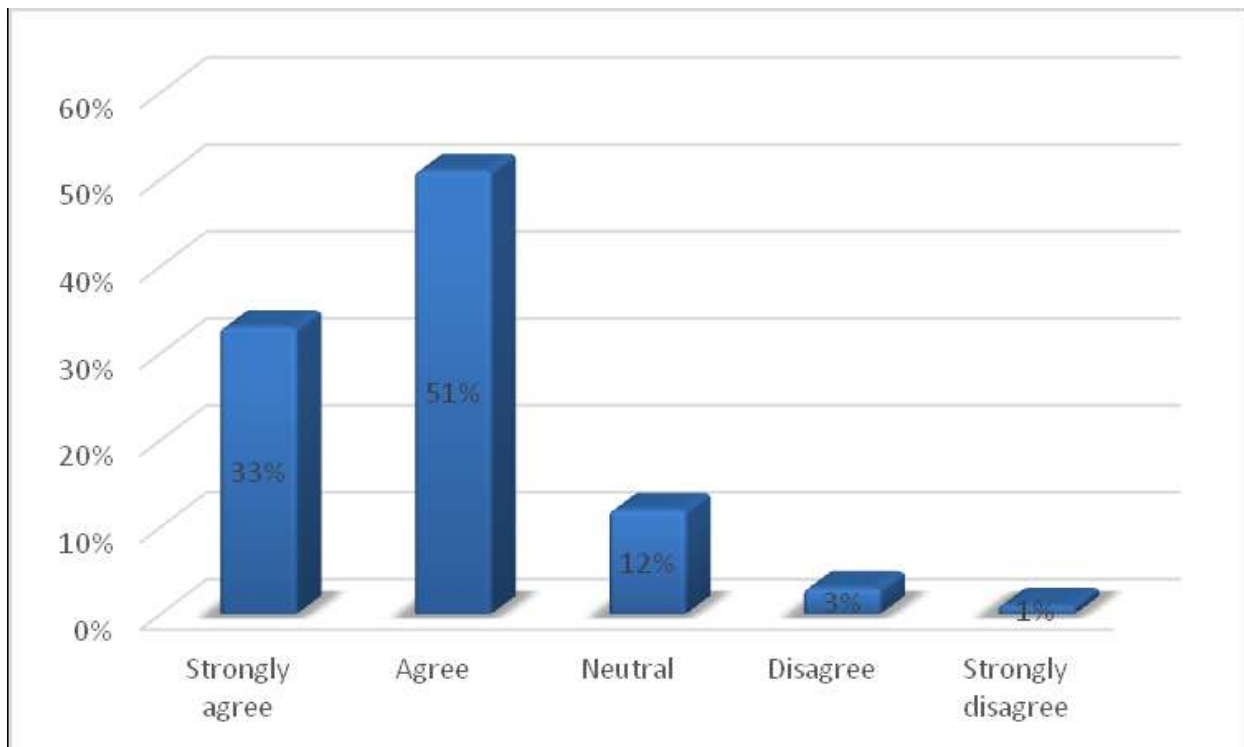
Figure (٤.١٠) Supplementary readers help students to answer recall questions.

Regarding teaching supplementary readers helps students to answer recall questions, the respondents were as following: ٣٣ respondents (٣٣٪) strongly agreed, ٥١ respondents (٥١٪) agreed, ١٢ respondents (١٢٪) were neutral, ٣ respondents (٣٪) disagreed and only one respondent (١٪) strongly disagreed as shown in table and figure (٤.١٠). The percentage in strongly agree and agree were added together because they give a positive direction result. The result will be a high one (٨٤%) pointing a successful result on the stated hypothesis. This result too supports teaching supplementary readers improves students' reading skills.

Section Three:

Teachers' perceptions on the benefits of using supplementary readers in promoting students' language skills regarding grammatical constructions.

Item (١): Teaching supplementary readers provides an authentic context to teach grammar.

Table (٤.١١) Supplementary readers provide an authentic context to teach grammar.

Variables	Frequency	Percentage
Strongly agree	٢٩	٢٩٪
Agree	٥٢	٥٢٪
Neutral	١٢	١٢٪
Disagree	٤	٤٪
Strongly disagree	٣	٣٪
Total	١٠٠	١٠٠٪
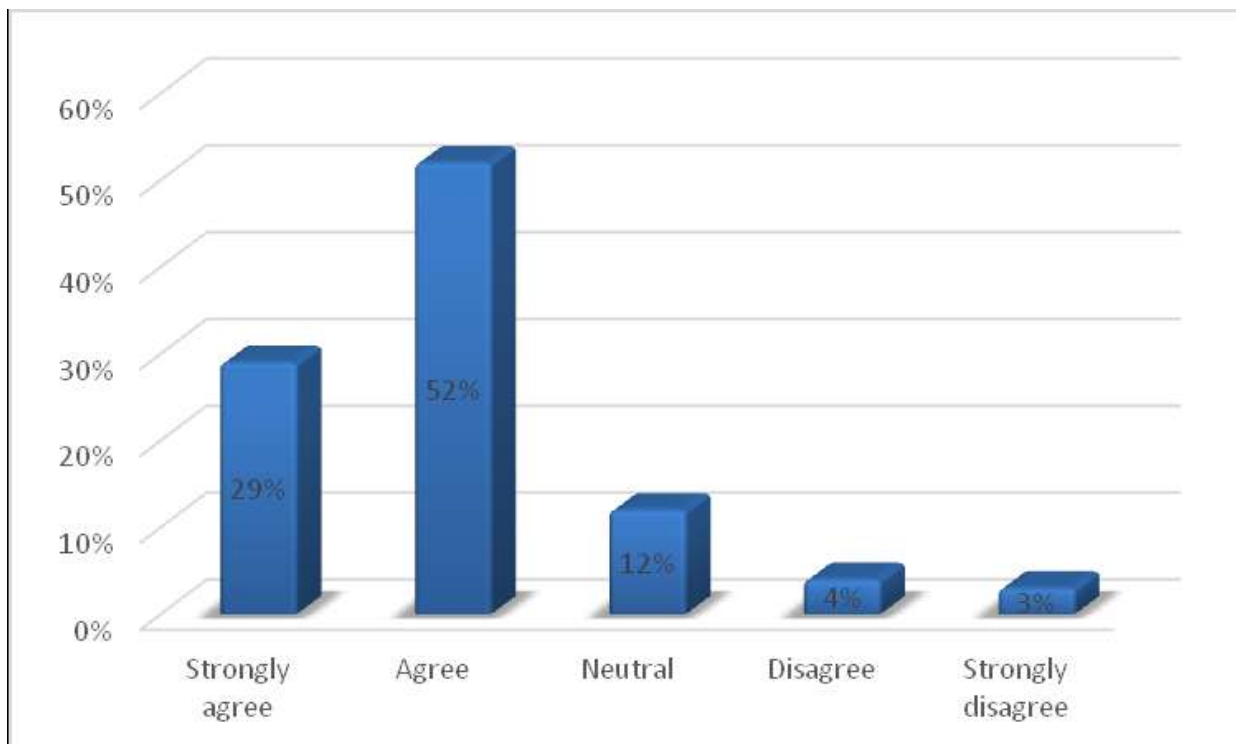
Figure (٤.١١) Supplementary readers provide an authentic context to teach grammar.

On the item concerning teaching supplementary readers provides an authentic context to teach grammar. ٢٩ respondents (٢٩٪) strongly agreed with the statement, ٥٢ respondents ٥٢٪ agreed, ١٢ respondents (١٢٪) were neutral, ٤ respondents (٤٪) disagreed and only ٣ respondents (٣٪) strongly disagreed .So most of the respondents agreed with the item which revealed the hypothesis that says teaching supplementary readers enhances the performance of students' in language regarding grammatical constructions was true.

Item (٢):. Teaching supplementary readers contextualizes the language to help learners to acquire grammatical rules implicitly.

Table (٤.١٢) Supplementary readers help students to acquire grammar rules implicitly.

Variables	Frequency	Percentage
Strongly agree	٣٢	٣٢٪
Agree	٤٨	٤٨٪
Neutral	١٧	١٧٪
Disagree	٢	٢٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
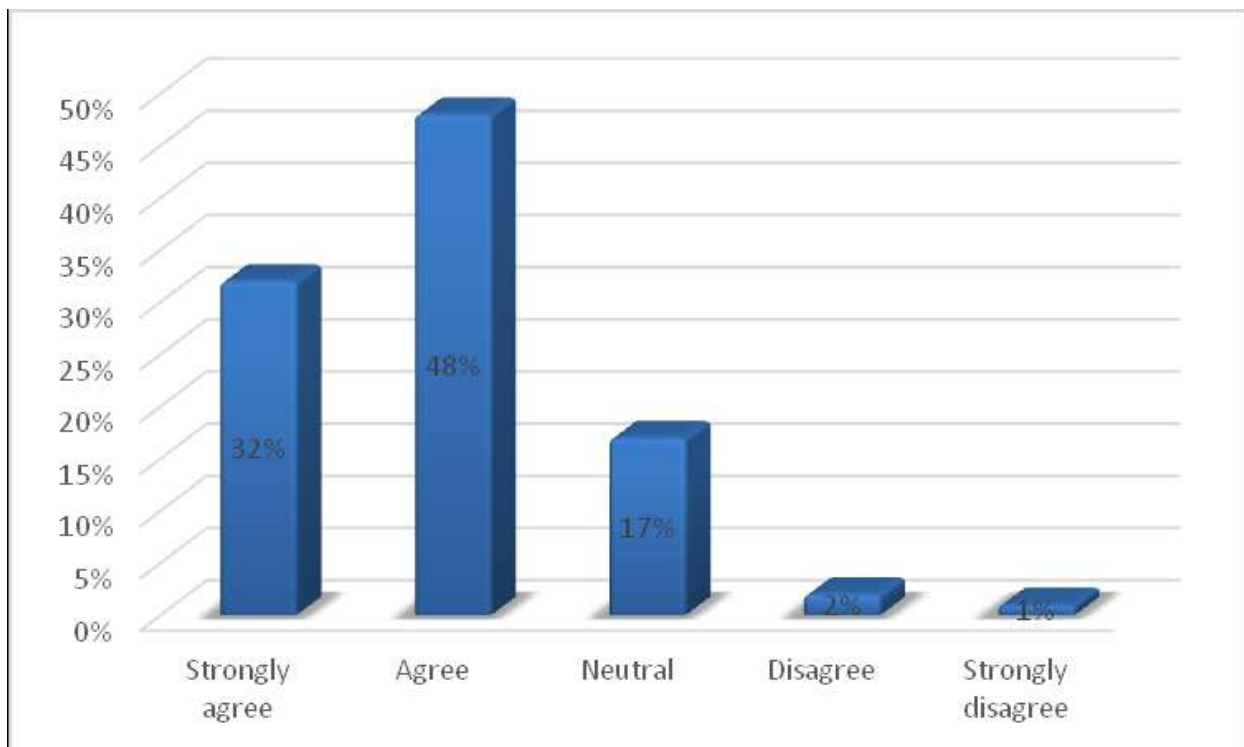
Figure (٤.١٢) Supplementary readers help students to acquire grammar rules implicitly.

The distribution of the sample study answers responding to this statement as was clarified in the table and figure above that; ٣٢ respondents (٣٢٪) chose strongly agree, , those who chose agree are ٤٨ respondents which exemplify in percentage ٤٨% , and those who marked for neutral are ١٧ respondents equaling ١٧%, ٢ respondents (٢٪) disagreed and only one was strongly agreed. So, that those who agreed and strongly agreed are correlated since they were both directed towards positive result, accordingly being sum up in percentage they equal ٨٠٪. Therefore as a result this hypothesis is successfully achieved.

Item (٣):. Supplementary readers could be used as a technique to expand students' language awareness of grammar rules.

Table (٤.١٣) Supplementary readers expand students' language awareness of grammar rules.

Variables	Frequency	Percentage
Strongly agree	٣١	٣١٪
Agree	٥٢	٥٢٪
Neutral	١١	١١٪
Disagree	٤	٤٪
Strongly disagree	٢	٢٪
Total	١٠٠	١٠٠٪
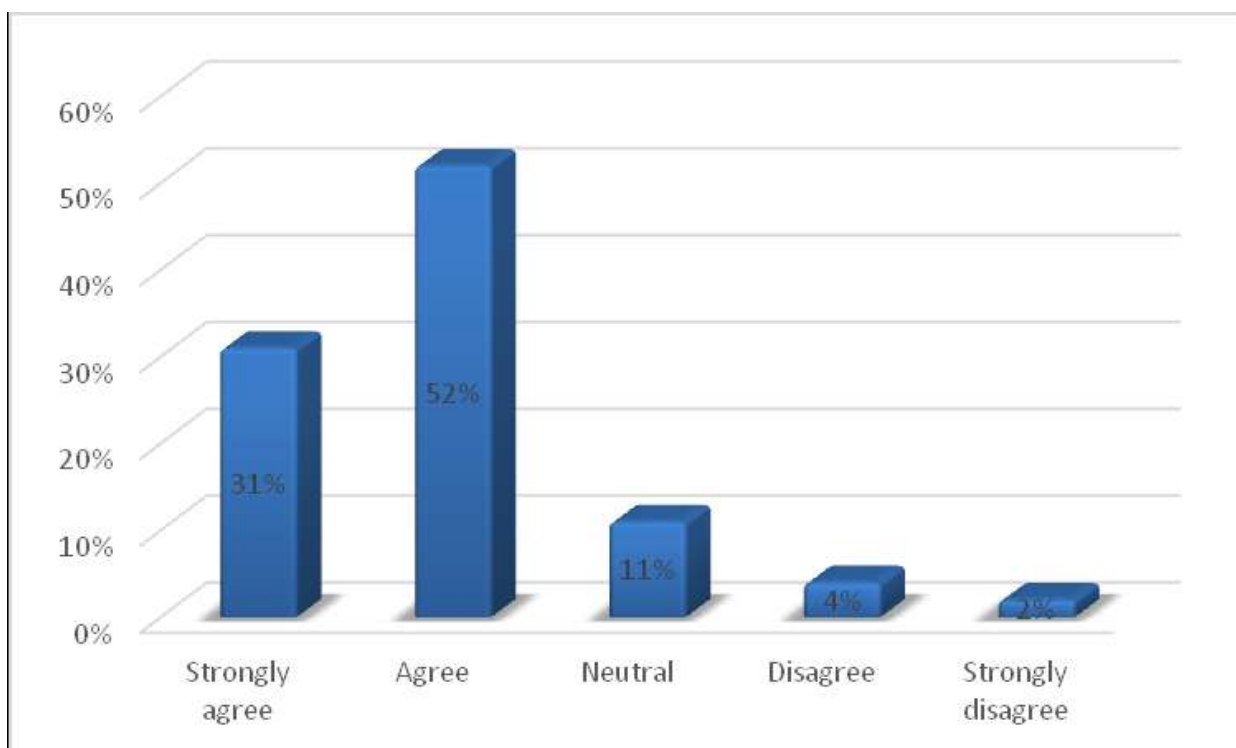
Figure (٤.١٣) Supplementary readers expand students' language awareness of grammar rules.

Table and figure (٤.١٣) explain the responses of the participants with regard supplementary readers could be used as a technique to expand students' language awareness of grammar rules. The outcome of the survey shows that ٣١respondents ٣١٪ strongly agreed, while ٥٢ respondents ٥٢٪ agreed with the statement, ١١ respondents ١١٪ were neutral, ٤ respondents ٤٪ disagreed and only ٢ respondents ٢٪ strongly agreed. So those who strongly agreed and agreed equal ٨٠٪. Supplementary readers are important and influential element in the process of teaching English as a foreign language. It was revealed that they can be used for developing language proficiency and awareness among English secondary school students. This result indicates that teaching supplementary readers expands students' language awareness of grammar rules.

Item (٤):. **Teaching Supplementary Readers to EFL students will enhance students' linguistic competence.**

Table (٤.١٤) Teaching Supplementary readers enhances students' linguistic competence.

Variables	Frequency	Percentage
Strongly agree	٣٢	٣٢٪
Agree	٤٧	٤٧٪
Neutral	١٤	١٤٪
Disagree	٦	٦٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
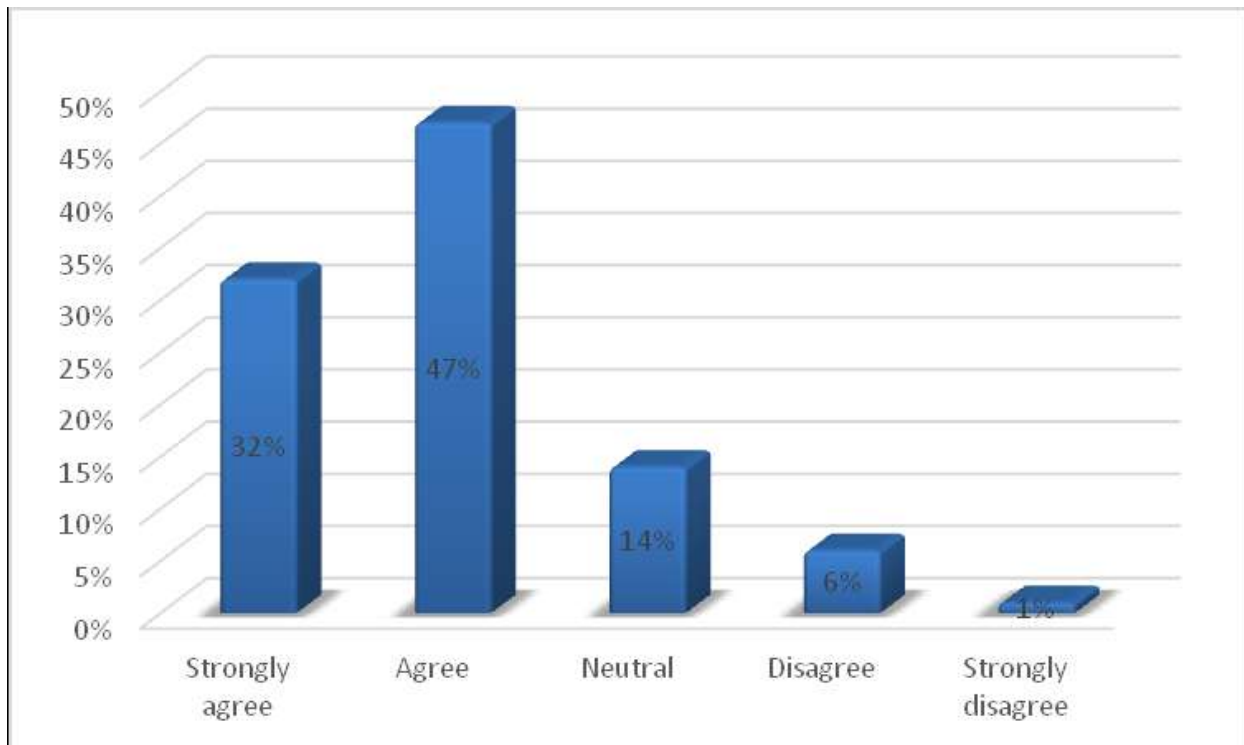
Figure (٤.١٤) Teaching Supplementary readers enhances students' linguistic competence

Depending on the statistical analysis as was shown in the table and figure (٤.١٤) the result demonstrates that the answer of the sample study of this statement, clarify the percentage in" agree and strongly agree" which are exemplified in (٣٢٪ and ٤٧%) respectively equal (٧٩٪), ١٤ respondents (١٤٪) were neutral,٦ respondents (٦٪) disagreed and only one (١٪) strongly agreed. This result gives a high agreeing point among the respondents with the statement. Therefore this result supports the issue of the impact of teaching supplementary readers to EFL students in enhancing their linguistic competence. Apart from linguistic benefits we cannot forget the wider educational function of supplementary readers in building confidence, that is to say if we ask the students to respond personally to the text we give them, they will become increasingly confident about expressing their own emotions in English language.

Item (٥):. **Teaching supplementary readers promotes language learning structure.**

Table (٤.١٥) Teaching Supplementary readers promotes language Learning structure.

Variables	Frequency	Percentage
Strongly agree	٣٨	٣٨٪
Agree	٥٢	٥٢٪
Neutral	٧	٧٪
Disagree	٣	٣٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
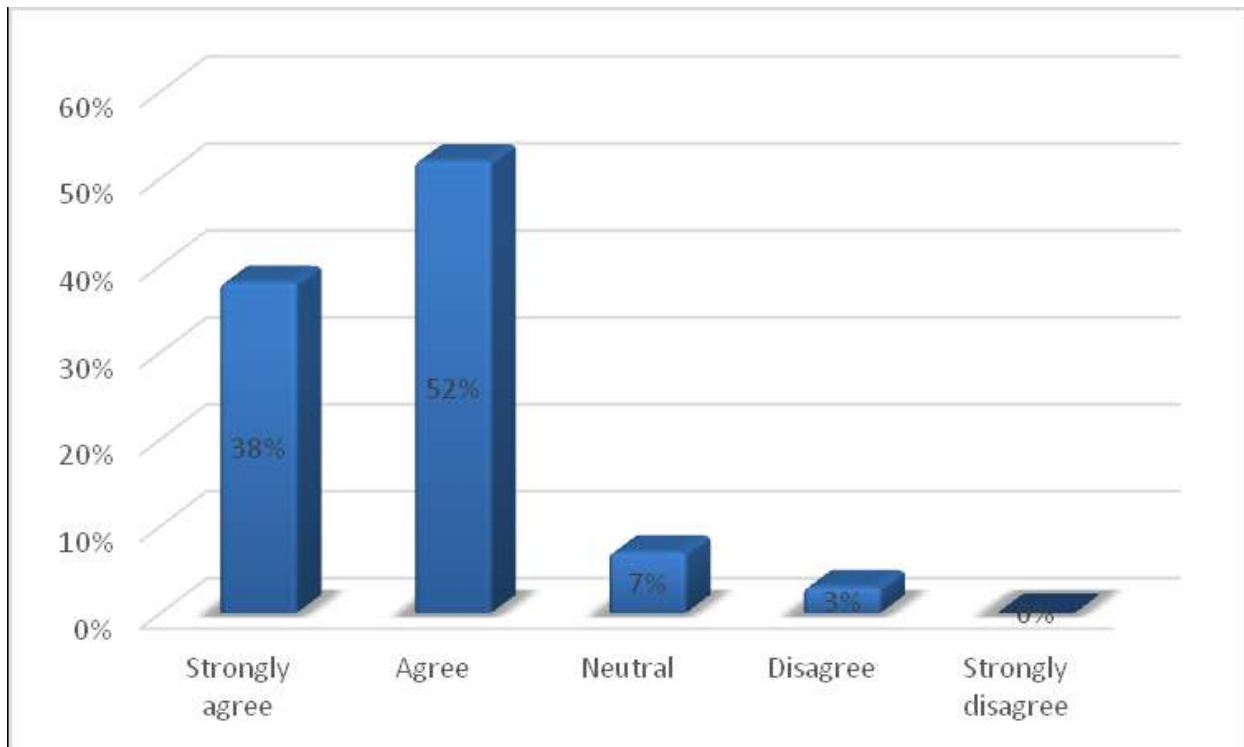
Figure (٤.١٥) Teaching Supplementary readers promotes language learning structure.

Depending on the statistical analysis in table and figure(٤.١٥) which illustrate the answers of the sample study to the statement indicating percentage in strongly agree and agree which are exemplified in (٣٨٪) and (٥٢%) , by being added together because they give a positive direction result. The result will be a high one (٩٠%) pointing a successful result on the stated hypothesis. This result too, supports teaching supplementary readers promotes language learning structure.

Section Four: Teachers' attitudes and perceptions towards using supplementary readers to develop students' critical thinking.

Item (١): Supplementary readers broaden students' critical way of thinking.
 Table (٤.١٦) Supplementary readers broaden students' critical way of thinking.

Variables	Frequency	Percentage
Strongly agree	٣٨	٣٨٪
Agree	٤٦	٤٦٪
Neutral	١١	١١٪
Disagree	٥	٥٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
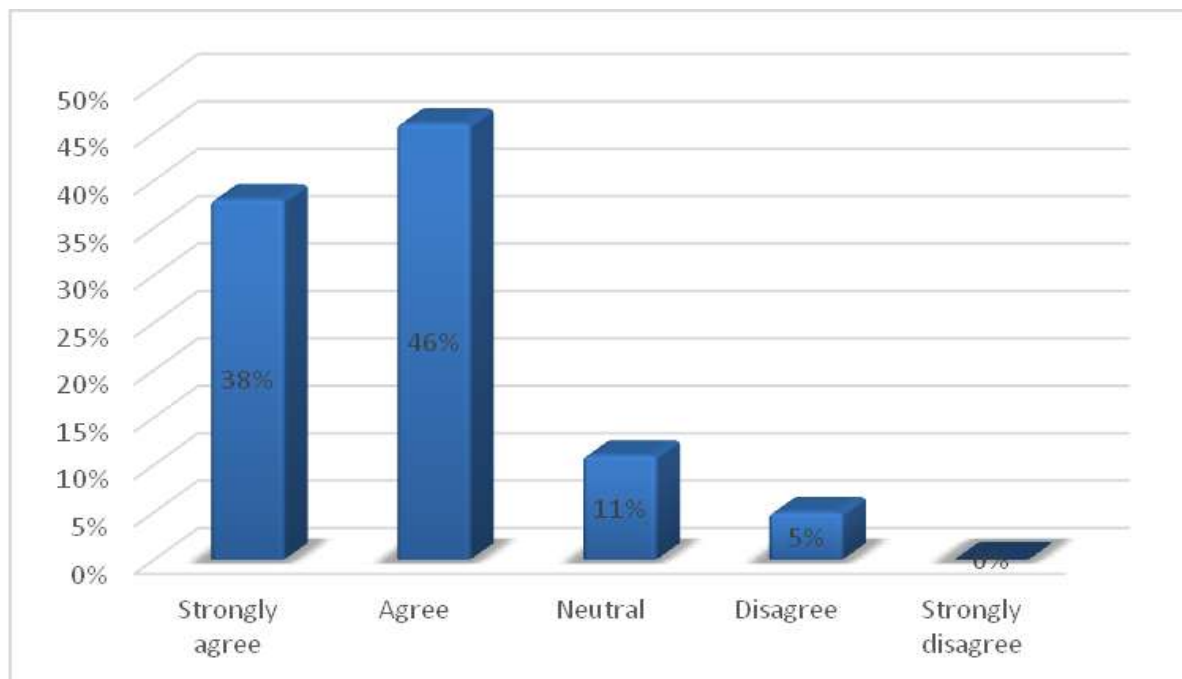
Figure (٤.١٦) Supplementary readers broaden students' critical way of thinking.

By critical thinking I mean how students could criticize literary works not in a deep eroticization manner like that should be required from the university level; I mean the simplest level of criticism which could encourage students in their future to follow that route of art studies. According to the statistical analysis of this statement. The result as was illustrated in the table and the figure above is that ١١ respondents of the sample study were neutral in percentage they represent ١١% of the sample study,٥ respondents ٥٪ disagreed, ٣٨ respondents (٣٨%) strongly agreed , and ٤٦ respondents agreed (٤٦%), to sum up the two positively answers in percentage equal (٨٤%). This percentage of agreeing among the sample study shows a high indication as a successful result . So that this hypothesis is successfully proved.

Item (٢): Teaching supplementary readers gives the students an opportunity to make use of their creativity.

Table (٤.١٧) Teaching supplementary readers gives the students an opportunity to use their creativity.

Variables	Frequency	Percentage
Strongly agree	٤١	٤١٪
Agree	٣٨	٣٨٪
Neutral	١٨	١٨٪
Disagree	٣	٣٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
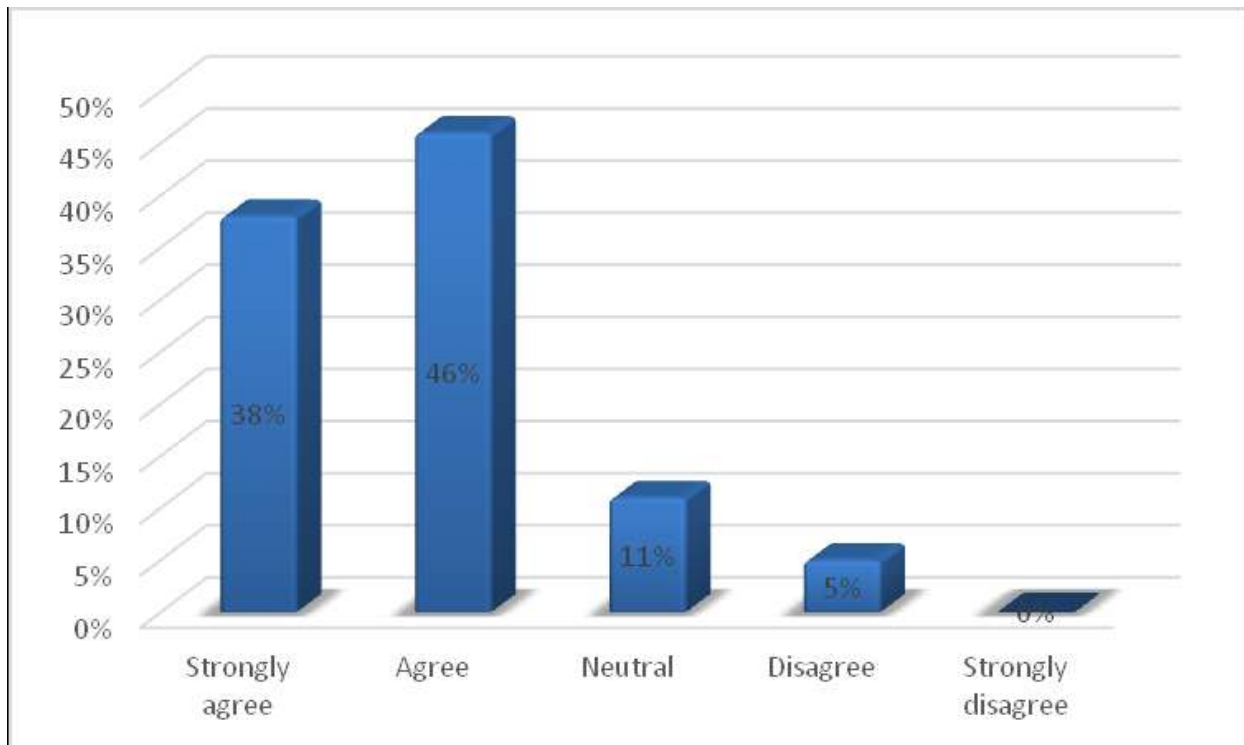
Figure (٤.١٧) Teaching supplementary readers gives the students an opportunity to use their creativity.

The statistical analysis shows the distribution of the sample study answers and that was clarified in the table and figure above. The number of those who chose strongly agree are ٤١ respondents which exemplify (٤١%), and those mark the answer agree are ٣٨ respondents exemplifying ٣٨% , the two groups of these answers are considered to be a positive result   so, they equal ٧٩%,١٨ respondents(١٨٪) were neutral,٣ of them (٣٪) disagreed and the same percentage strongly disagreed. The responds which support this hypothesis is a successful one. Therefore the hypothesis is positively approved and then supplementary readers could play a wonderful role in developing students' creativity.

Item (٣): Supplementary readers broaden the imagination of students as lots of experiences are gained when they are exposed to literature learning.

Table (٤.١٨) Teaching supplementary readers broadens students' imagination.

Variables	Frequency	Percentage
Strongly agree	٣٦	٣٦٪
Agree	٥٢	٥٢٪
Neutral	٨	٨٪
Disagree	٣	٣٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
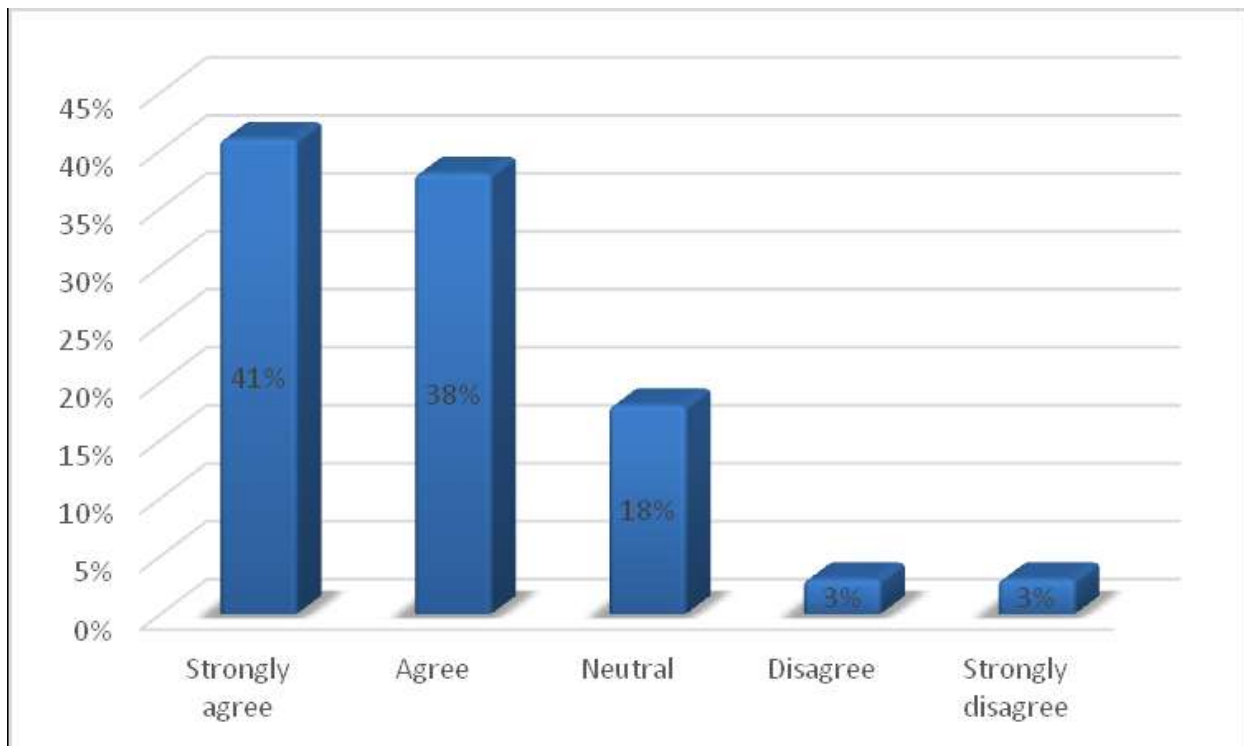
Figure (٤.١٨) Teaching supplementary readers broadens students' imagination.

As indicated from by the result, from table and figure (٤.١٨), about ٥٢ respondents (٥٢٪) chose agree as the highest percentage, the result also revealed that ٣٦ respondents (٣٦٪) chose strongly agree, so those who agreed and strongly agreed equal ٨٨٪ therefore this statement is accepted, ٨ respondents (٨٪) were neutral whereas ٣ of them (٣٪) disagreed and only one (١٪) was strongly disagree. The result of this statement revealed that the respondents do believe that teaching supplementary readers broadens students' imagination.

Item (٤): **Teaching supplementary readers strengthens the sense of creation among the students.**

Table (٤.١٩) Teaching supplementary readers strengthens students' sense of creation.

Variables	Frequency	Percentage
Strongly agree	٤٢	٤٢٪
Agree	٤١	٤١٪
Neutral	١٥	١٥٪
Disagree	١	١٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
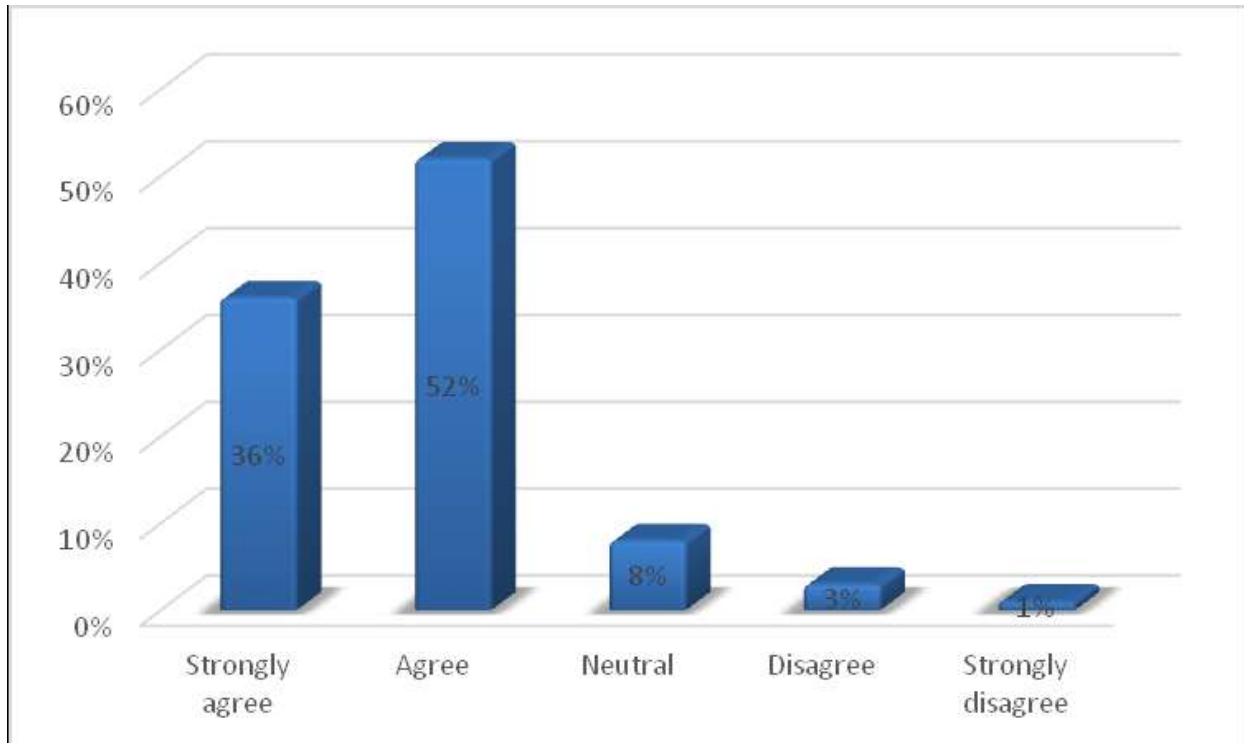
Figure (٤.١٩) Teaching supplementary readers strengthens students' sense of creation

It is quite clear from the result which is based on the sample study responses as illustrated in table and figure (٤.١٩) above. Those who strongly agreed are ٤٢ respondents exemplified in percentage (٤٢٪) and those who agreed are ٤١ respondents representing (٤١٪), both results as a positive direction equal (٨٣٪).١٥ respondents (١٥٪) took neutral. The negative direction responses are: disagree (١٪) and strongly agree١٪. The final results directed towards agree with high percentage (٨٣٪), so the majority of the respondents are extremely in favor of the idea that teaching supplementary readers strengthens students' sense of creation. Considerations should be given to those who neutrally. This result also supports the issue that using supplementary readers develop students' critical thinking.

Item (٥): Supplementary readers encourage students to express their feelings.

Table (٤.٢٠) Supplementary readers encourage students to express their feelings.

Variables	Frequency	Percentage
Strongly agree	٤٧	٤٧٪
Agree	٣٩	٣٩٪
Neutral	١١	١١٪
Disagree	١	١٪
Strongly disagree	٢	٢٪
Total	١٠٠	١٠٠٪
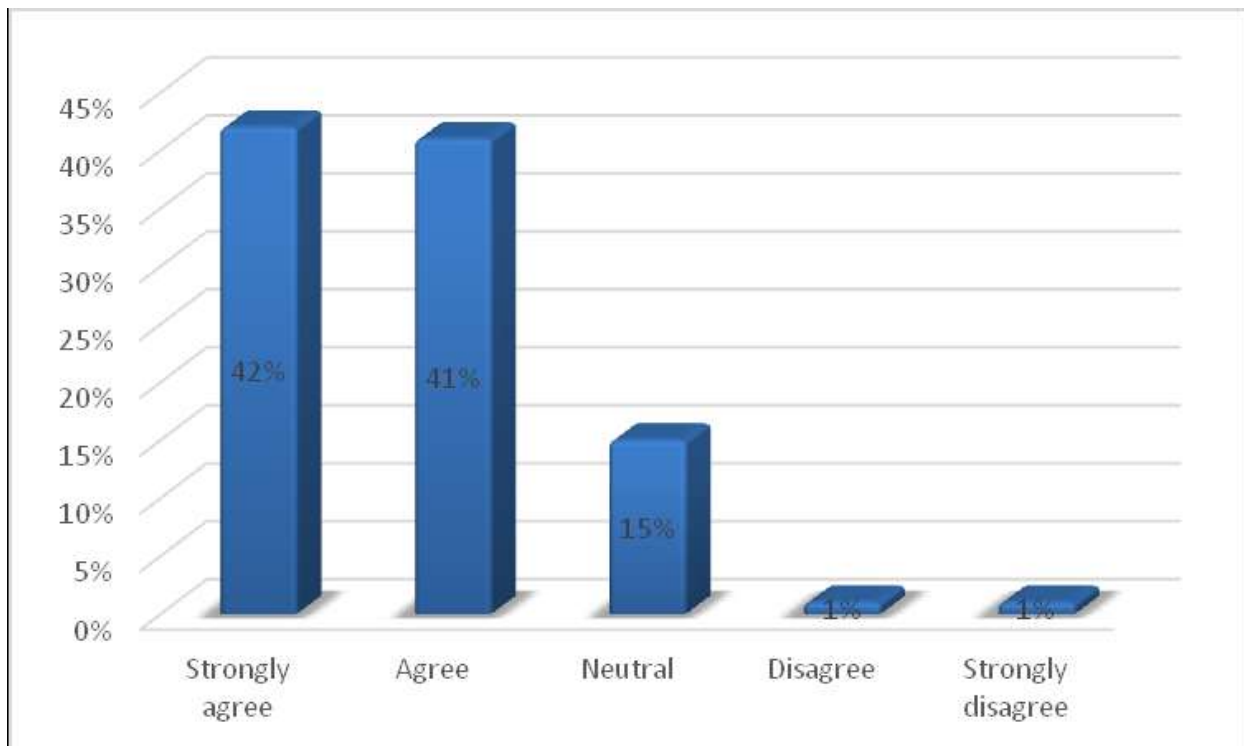
Figure (٤.٢٠) Supplementary readers encourage students to express their feelings.

The result in the table and figure (٤.٢٠) demonstrates clearly that the sample study of the statement show: ١١ respondents of the sample study are neutral in percentage they represent (١١٪), only one (١٪) disagreed, ٣٩ respondents (٣٩%) agreed, and ٤٧ respondents (٤٧٪) strongly agreed, to sum up the two positively answers in percentage equal ٨٦٪.This agreeable percentage result supports that supplementary readers encourage students to express their feelings. This hypothesis is successfully proved.

Section five:
        Teachers' opinions towards using supplementary readers in elevating the students' sense of appreciating literary work.

Item (١): Supplementary readers develop the intellectual ability of the learners which exposes students to a variety of literary expressions.

Table (٤.٢١) Supplementary readers develop students' the intellectual ability.

Variables	Frequency	Percentage
Strongly agree	٣٤	٣٤٪
Agree	٥٥	٥٥٪
Neutral	١٢	١٢٪
Disagree	١	١٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
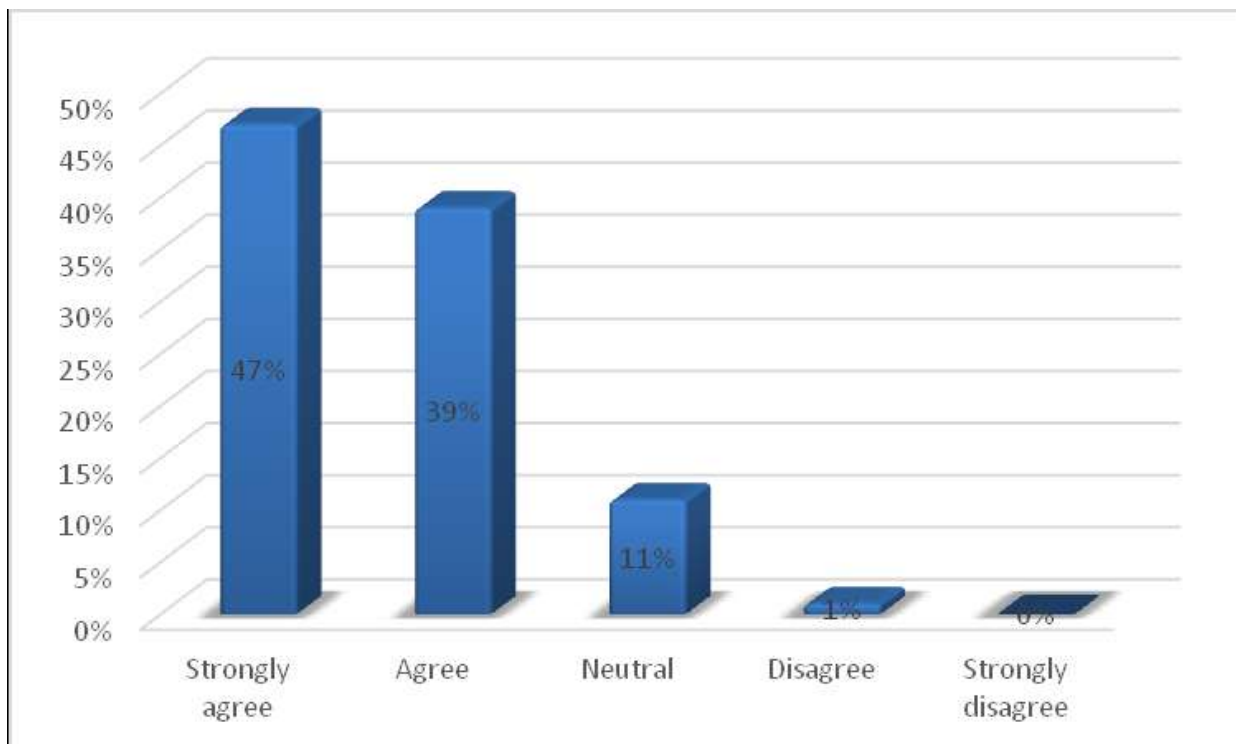
Figure (٤.٢١) Supplementary readers develop students' the intellectual ability.

The item of the questionnaire shown in table and figure (٤.٢١) investigates the teachers view about how supplementary readers develop the intellectual ability of learners. The survey shows the following: ٥٥ respondents (٥٥٪) agreed, ٣٤ respondents (٣٤٪) strongly agreed, ١٢ respondents (١٢٪) were neutral and only one representing (١٪) was strongly disagree. According to the result those who agree and strongly agree equals (٨٩%) which shows a high percentage that evaluates positively the statement which says supplementary readers develop students' the intellectual ability.

Item (٢): Supplementary readers are a valuable source for motivating learners for personal interpretations.

Table (٤.٢٢) Supplementary readers motivate students for personal interpretations.

Variables	Frequency	Percentage
Strongly agree	٤٠	٤٠٪
Agree	٥١	٥١٪
Neutral	٨	٨٪
Disagree	٠	٠٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
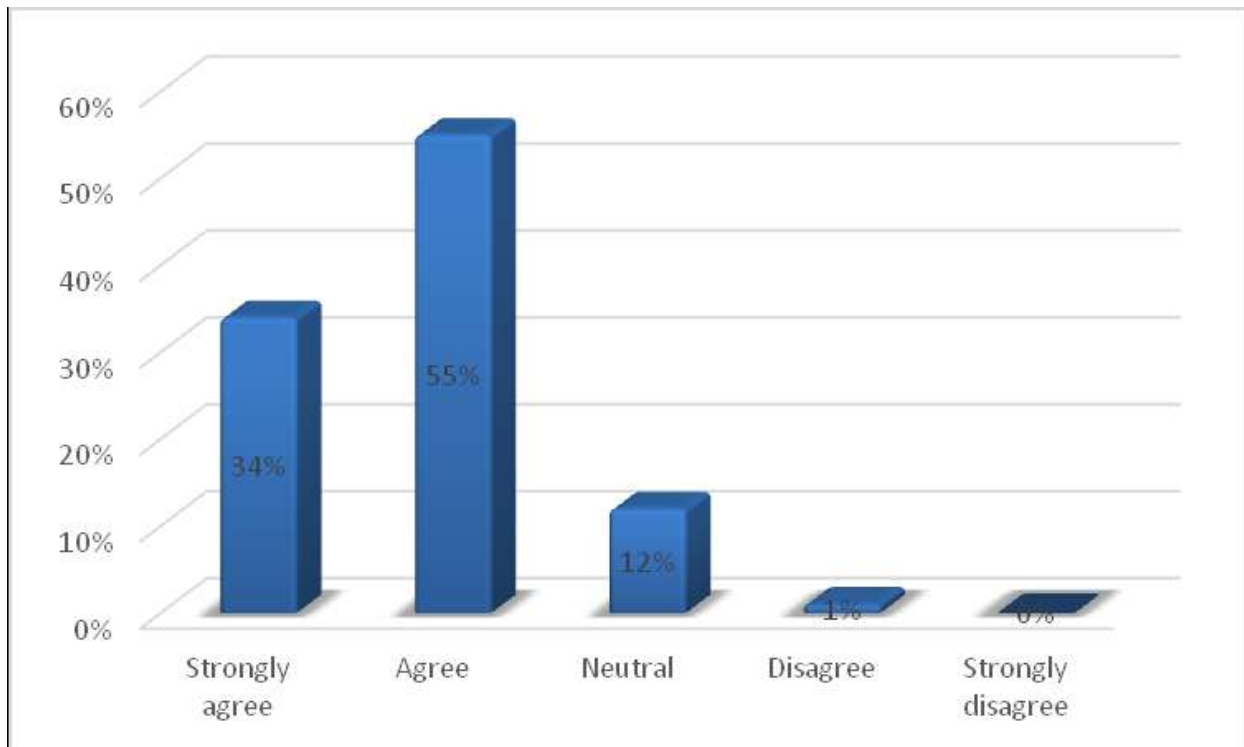
Figure (٤.٢٢) Supplementary readers motivate students for personal interpretations.

Depending on the statistical analysis here the above table and figure which illustrates the answers of the sample study to the statement indicating percentage in

("strongly agree" and" agree") which are exemplified in (٤٠٪) and (٥١%) , by being added together because they give a positive direction result. The result will be a high one (٩١%) pointing a successful result on the stated hypothesis, ٨ respondents ٨٪ took neutral and only one (١٪) strongly disagreed. This result too supports the idea of supplementary readers motivate students for personal interpretations.

Item (٣): Supplementary readers help learners to expand their ideas.
Table (٤.٢٣) Supplementary readers expand students' ideas.

Variables	Frequency	Percentage
Strongly agree	٥٠	٥٠٪
Agree	٤٢	٤٢٪
Neutral	٨	٨٪
Disagree	٠	٠٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
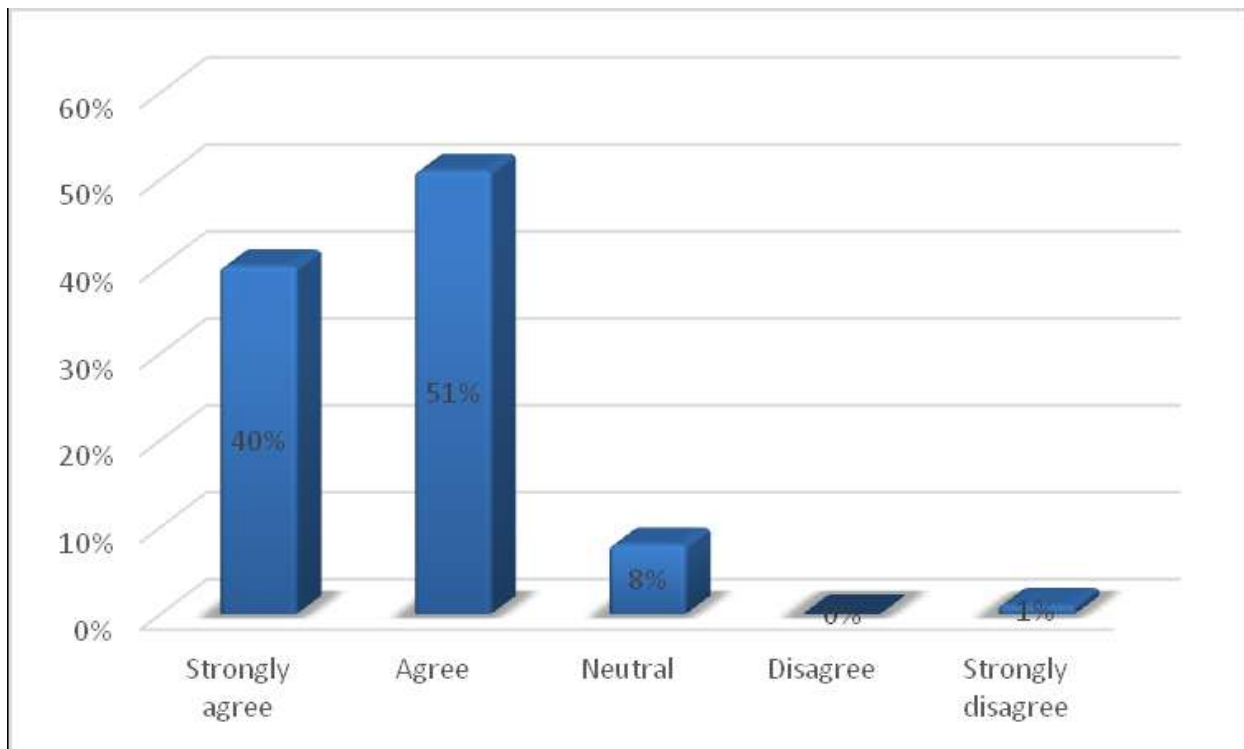
Figure (٤.٢٣) Supplementary readers expand students' ideas.

Based on the results presented in the above table and figure (٤.٢٣), it is shown that the number of respondents who strongly agreed with the item statement which says supplementary readers expand students' ideas was ٥٠ with percentage (٥٠٪), and the number of respondents who agreed with the statement was ٤٢ with percentage (٤٢٪),adding them together equals (٩٢٪) ,and those who neutral were only ٨ with percentage ٨٪,further more none of them chose neither disagree nor strongly agree. It is clear from the responses provided by the respondents supplementary readers are considered to be the main source for helping students to expand their ideas.

Item (٤): Supplementary readers elevate students' capability of analyzing literary texts.

Table (٤.٢٤) Supplementary readers elevate students to analyze literary texts.

Variables	Frequency	Percentage
Strongly agree	٢٧	٢٧٪
Agree	٥٥	٥٥٪
Neutral	١١	١١٪
Disagree	٦	٦٪
Strongly disagree	١	١٪
Total	١٠٠	١٠٠٪
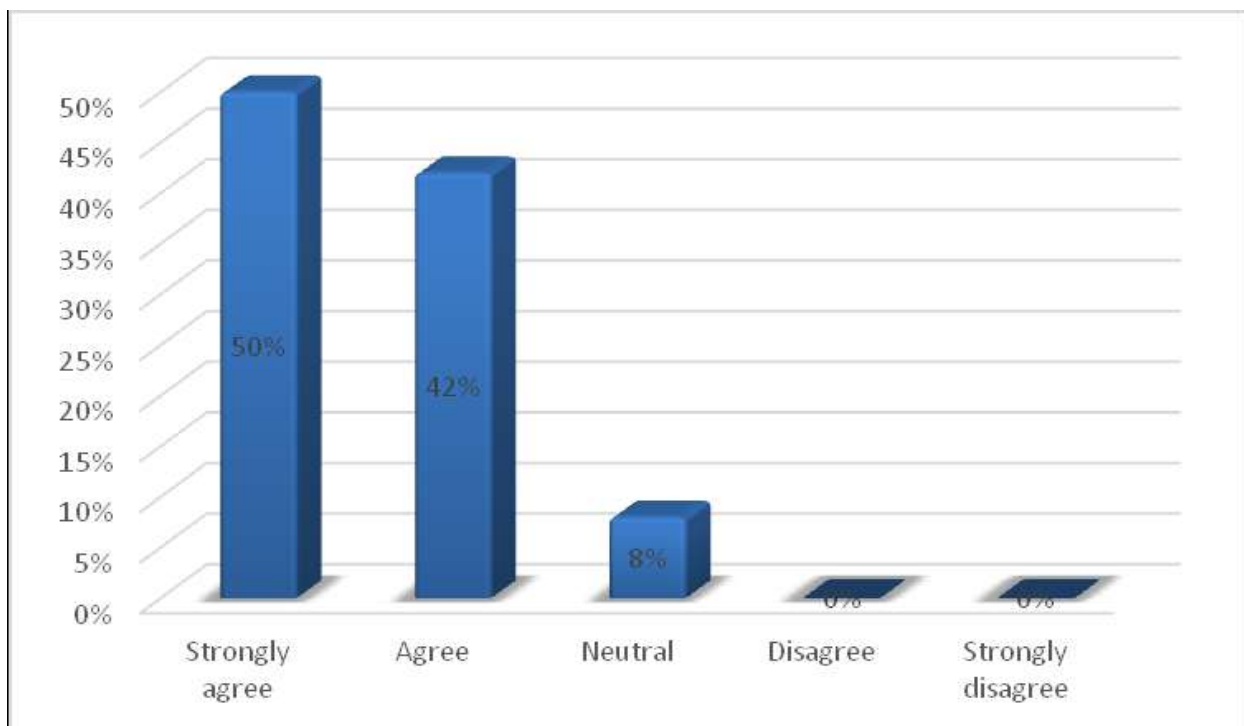
Figure (٤.٢٤) Supplementary readers elevate students to analyze literary texts.

As regards the issue of analyzing literary texts, considering the table and figure (٤.٢٤) above, it is shown that ٢٧ respondents with percentage (٢٧٪) strongly agreed that teaching supplementary readers elevates students capability of analyzing literary texts, ٥٥ respondents with percentage (٥٥٪) agreed with the statement, ١١ respondents with percentage (١١٪) were neutral, ٦ of them with percentage (٦٪) strongly disagreed, whereas only one disagreed with the statement. This result indicates that (٨٢٪) of the respondents see that, these supplementary readers support students to analyze literary texts. The results above have shown that teaching supplementary readers is an effective means for analyzing literary texts.

Item (٥): Teaching supplementary readers provides basis for students to appreciate literary works.

Table (٤.٢٥) Teaching supplementary readers enhances students to appreciate literary works.

Variables	Frequency	Percentage
Strongly agree	٣٦	٣٦٪
Agree	٥٣	٥٣٪
Neutral	١١	١١٪
Disagree	٠	٠٪
Strongly disagree	٠	٠٪
Total	١٠٠	١٠٠٪
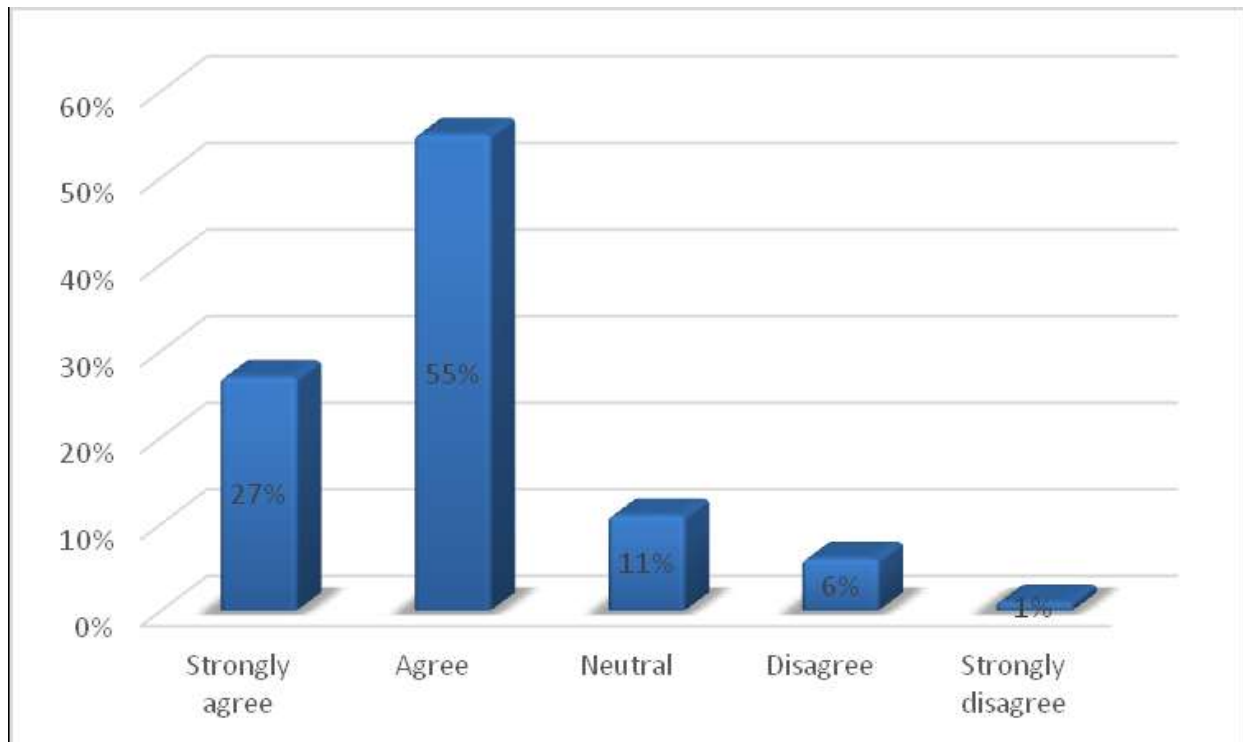
Figure (٤.٢٥) Teaching supplementary readers enhances students to appreciate literary works.

It is quite evident from the above table and figure (٤.٢٥), the majority of the respondents do agree with percentage (٥٣٪), and (٣٦٪) do strongly agree that teaching supplementary readers enhances students to appreciate literary works, Accordingly the result in percentage shows those who agreed and those who chose strongly agree collectively equal (٨٩%), furthermore ١١ respondents with percentage ١١٪ remained neutral to this variable, where none of them disagreed with the statement. So, this is statistically significant result and leads to the point that the majority of the participants believe that supplementary readers enhances students to appreciate literary works. This result confirms the fifth hypothesis which demonstrates that teaching supplementary readers has positive effects in developing the students' language proficiency and literary appreciation.

٤.٤ Descriptive Statistics of Students' Exam Paper

The exam was the second tool used to collect data of the study. This exam constructed and validated to investigate impact of supplementary readers on EFL Sudanese secondary school students' performance in exams, third year, at secondary school in Northern state.

After reading the passage all the students (Superior secondary school whom studied supplementary readers ٣٠ students compared with Dongla secondary school whom didn't study supplementary readers ٢١ students) answered the test questions A, B and C as resulted at the below table:

	Studied supplementary (N ٣٠) (experimental group)		Not studied supplementary (N ٢١) (controlled group)	
Question A	True answers	False answers	True answers	False answers
Q١	٣٠ (١٠٠٪)	-	٦ (٢٨.٥٪)	١٥ (٧١.٥٪)
Q٢	١٣ (٤٣.٣٪)	١٧ (٥.٦٪)	١٠ (٤٧.٦٪)	١١ (٥٢.٤٪)
Q٣	٢٨ (٩٣.٣٪)	٢ (٦.٧٪)	٨ (٣٨٪)	١٣ (٦٢٪)
Q٤	٢٨ (٩٣.٣٪)	٢ (٦.٧٪)	١٢ (٥٧.١٪)	٩ (٤٢.٩٪)
Q٥	٢٩ (٩٦.٦٪)	١ (٣.٣٪)	١١ (٥٢.٣٪)	١٠ (٤٧.٧٪)
Question B	True answers	False answers	True answers	False answers
Q١	٢٦ (٨٦.٦٪)	٤ (١٣.٣٪)	٤ (١٩٪)	١٧ (٨١٪)
Q٢	٢٨ (٩٣.٣٪)	٤ (١٣.٣٪)	٢٠ (٩٥.٢٪)	١ (٤.٨٪)
Q٣	٢٨ (٩٣.٣٪)	٢ (٦.٧٪)	١٦ (٧٦.١٪)	٥ (٢٣.٩٪)
Question C	True answers	False answers	True answers	False answers
Q١	٣٠ (١٠٠٪)	-	١٥ (٧١.٥٪)	٦ (٢٨.٥٪)
Q٢	٢٧ (٩٠٪)	٣ (١٠٪)	١٣ (٦٢٪)	٨ (٣٨٪)
Q٣	٢٧ (٩٠٪)	٣ (١٠٪)	١٢ (٥٧.١٪)	٩ (٤٢.٩٪)
Q٤	٢١ (٧٠٪)	٩ (٣٠٪)	٢ (٩.٦٪)	١٩ (٩٠.٤٪)
Q٥	٣٠ (١٠٠٪)	-	١٢ (٥٧.١٪)	٩ (٤٢.٩٪)

Q٦	٣٠ (١٠٠٪)	-	١١ (٥٢.٣٪)	١٠ (٤٧.٧٪)
Q٧	٢٦ (٨٦.٦٪)	٤ (١٣.٣٪)	٨ (٣٨٪)	١٣ (٦٢٪)
Q٨	٢٨ (٩٣.٣٪)	٢ (٦.٧٪)	١١ (٥٢.٣٪)	١٠ (٤٧.٧٪)

(N) Number of students
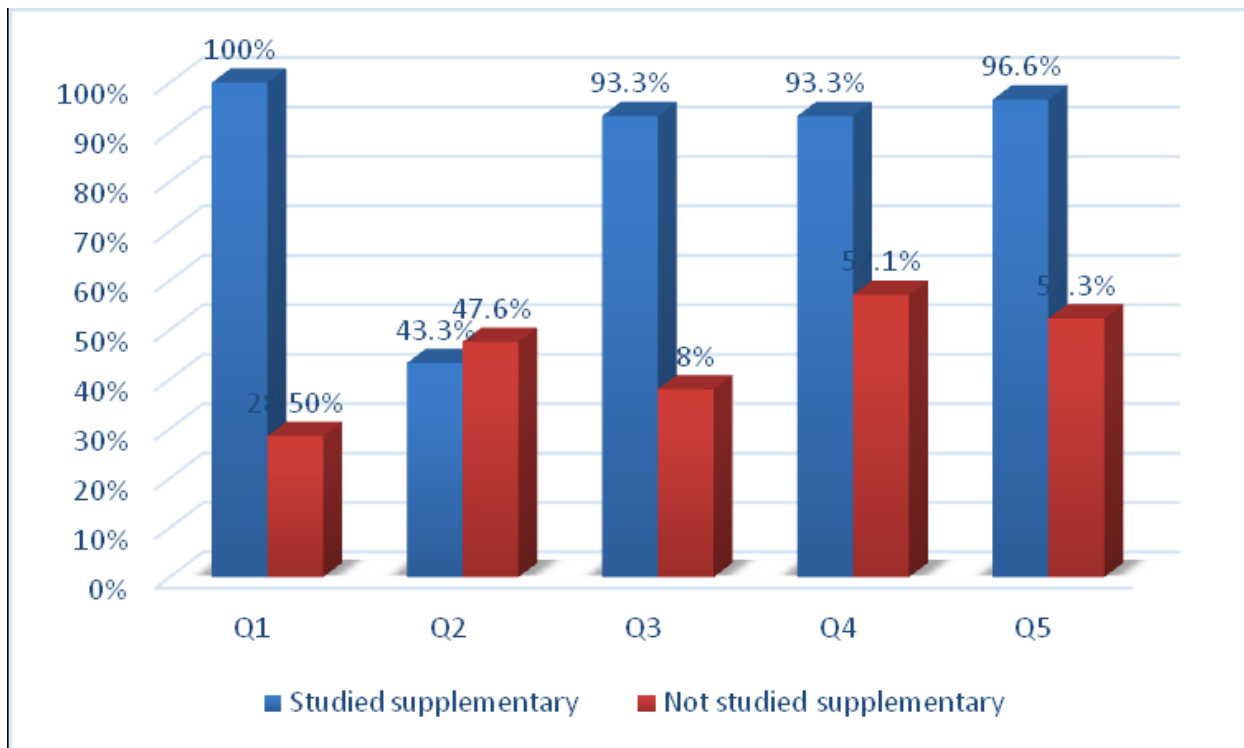
Figure (٤.٢٦) compare the true answers between both schools at question A
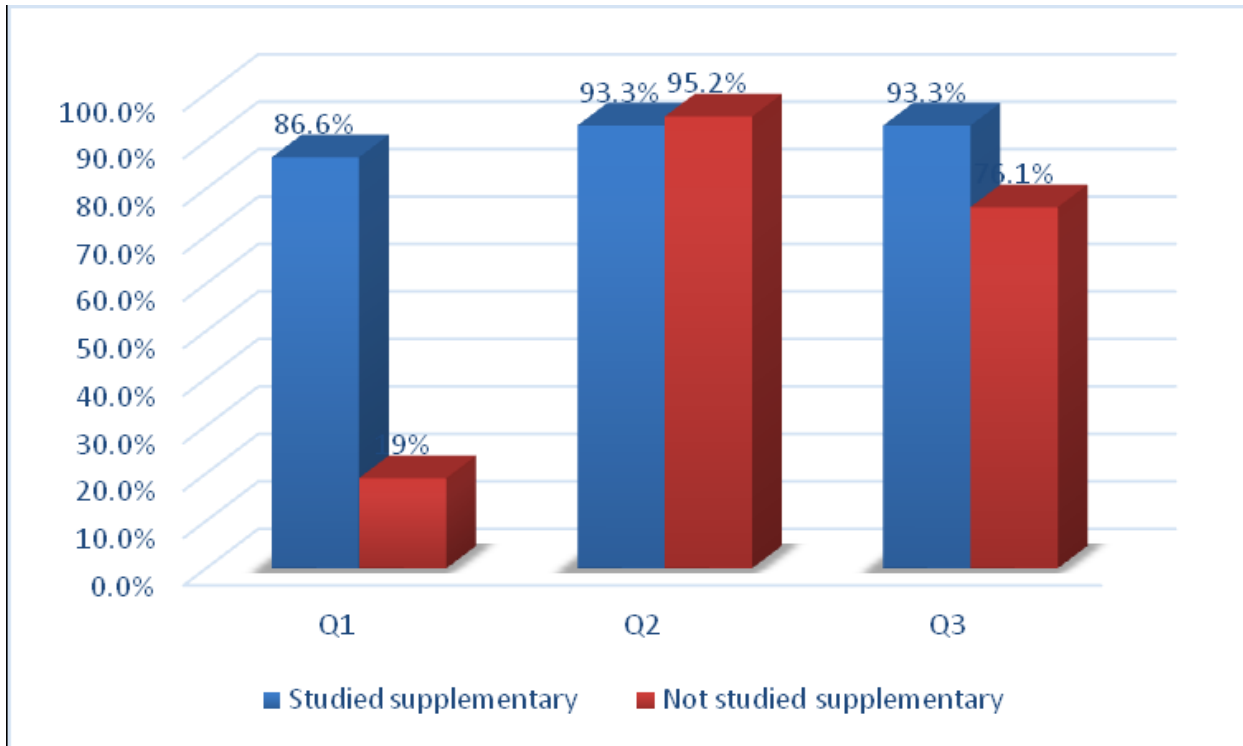
Figure(٤. ٢٧) compare of true answers between both schools in question B
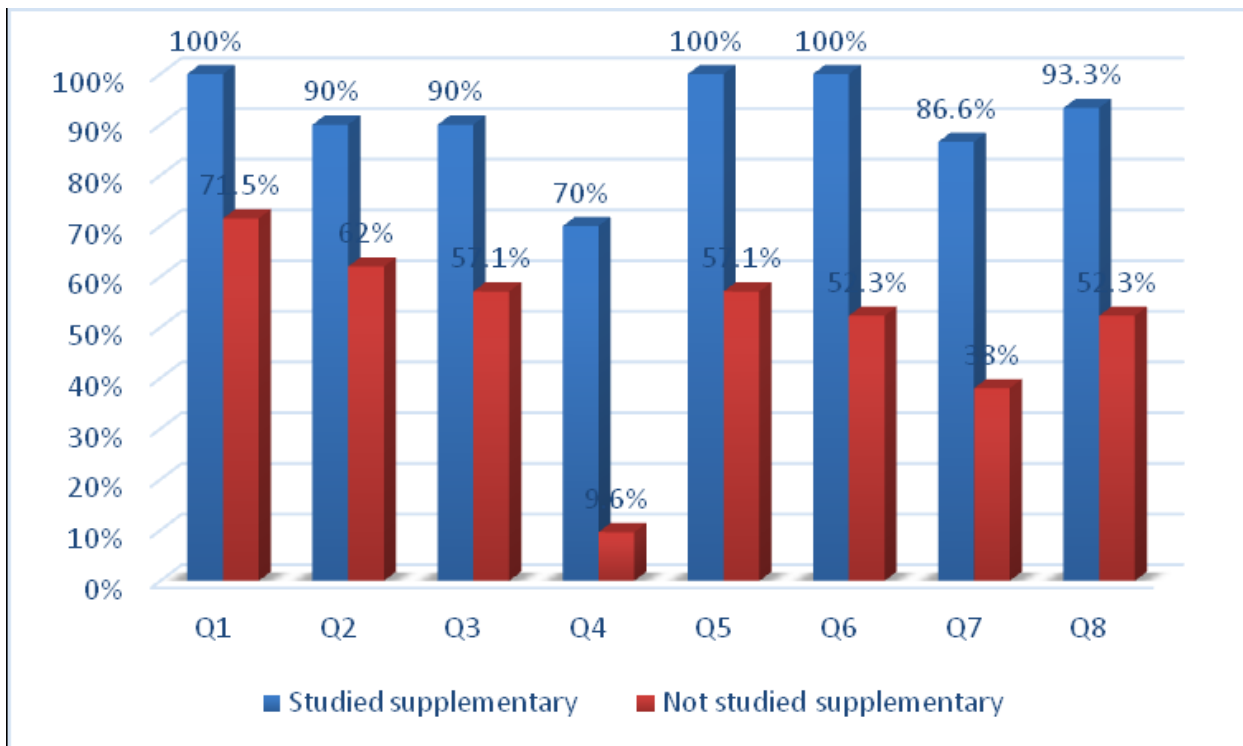
Figure(٤.٢٨) compare of true answers between both schools in question C.

Tables and figures above show a comparison of EFL students' performance on the exam (experimental and controlled group) for measuring reading comprehension skills. For comprehension question the percentage of true answers is (١٠٠٪) for experimental group, whereas ٢٨٪ for controlled group. For opinion question the percentage of true answers is (٤٣٪) for experimental group and ٤٧٪ for controlled group. For recall question the percentage of true answers is (٩٣.٣٪) for experimental group and (٥٢.٣٪) for controlled group. For interpretive question the percentage of true answers is (٩٣٪) for experimental group, compared with controlled group which is (٥٢.٣٪). For vocabulary question the percentage of true answers is (٧٠٪) for experimental group, compared with controlled group which is (٩.٦٪). For prediction question the percentage of true answers is (٩٠٪) for experimental group, compared with controlled group which is (٥٧.١٪). The percentage of true answers was very high for controlled group compared with experimental group, except the percentage of true answers in opinion question the controlled group percentage is higher than experimental group percentage, so we have to put this into our consideration. This result indicates that very clear significant differences in the performance of the students on this dimension between two groups.

Table (٤.٢٧)

The second part of the exam for grammatical constriction as resulted at the below table:

	Studied supplementary (N ٣٠) (experimental group)		Not studied supplementary (N ٢١) (controlled group)	
Question A	True answers	False answers	True answers	False answers
Q١	٣٠ (١٠٠٪)	-	١١ (٥٢.٣٪)	١٠ (٤٧.٧٪)
Q٢a	٣٠ (١٠٠٪)	-	٨ (٣٨٪)	١٣ (٦٢٪)
Q٢b	٢٩ (٩٦.٦٪)	١ (٣.٣٪)	٤ (١٩٪)	١٧ (٨١٪)

Q٣	٣٠ (١٠٠٪)	-	٧ (٥٧.١٪)	١٤ (٤٢.٩٪)
Q٤a	٢٨ (٩٣.٣٪)	٢ (٦.٧٪)	٨ (٣٨٪)	١٣ (٦٢٪)
Q٤b	٢٩ (٩٦.٦٪)	١ (٣.٣٪)	٩ (٤٢.٨٪)	١٢ (٥٧.٢٪)
Q٥	٢٥ (٩٣.٣٪)	٢ (٦.٧٪)	٤ (١٩٪)	١٧ (٨١٪)
Q٦	٢٣ (٩٦.٦٪)	١ (٣.٣٪)	٤ (١٩٪)	١٧ (٨١٪)
Q٧	٢٨ (٩٣.٣٪)	٢ (٦.٧٪)	٠ (٠٪)	٢١ (١٠٠٪)
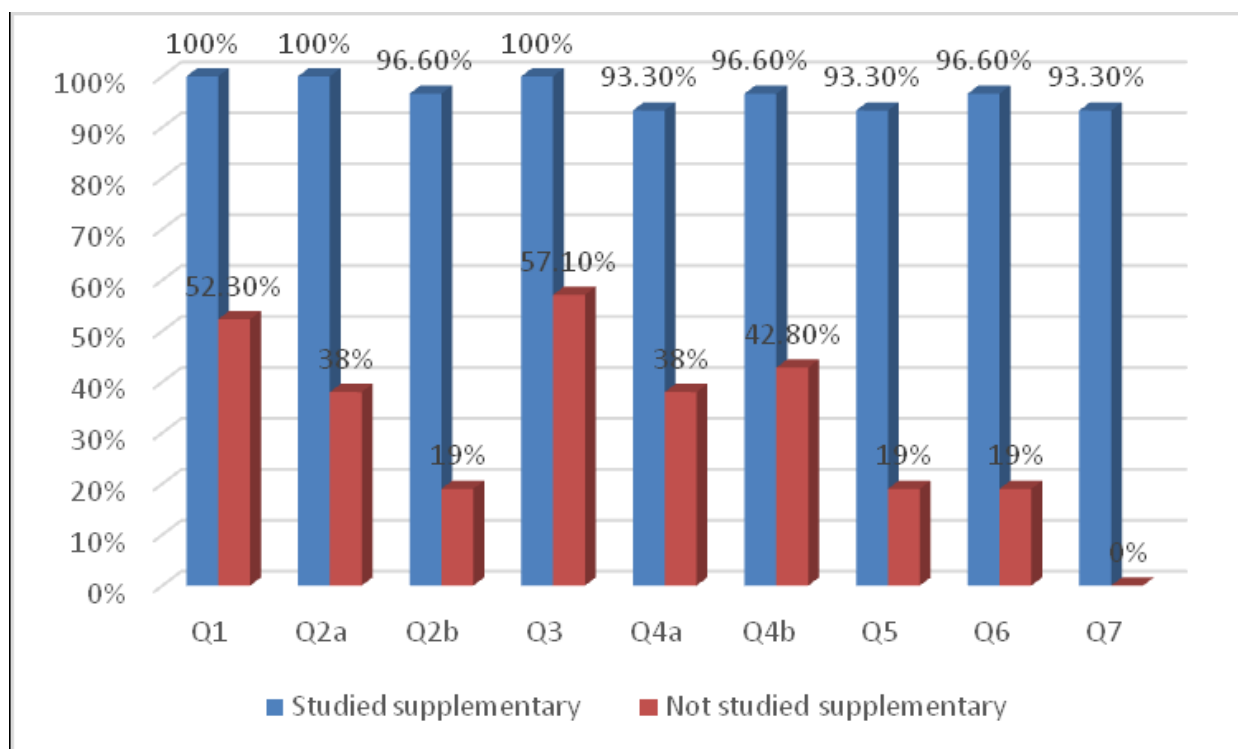
Figure (٤.٣٠) compare of true answers between both schools in grammatical constriction.

As can be seen in the table (٤.٢٧) and figure (٤.٣٠) that the percentage of true students answer on the second dimension of the exam (grammatical constriction) was over ٩٣٪ for experimental group while less than ٥٢% for controlled group and this indicates that students who studied supplementary readers have benefited a lot and this is very clear in their performance. The results of the exam paper have revealed that students who were exposed to supplementary readers scored higher

marks in exam which contained the same questions than those who weren't exposed to any literary text.

٤.٥ Verification of the Study Hypotheses

The hypotheses are tested by the responses of the sample of the research to the distributed questionnaires of twenty- five statements, and that was supported by the ideas and researchers points view as was reviewed in chapter two. All statements which are positive in these sections were either strongly agreed to or agreed to. So the topic tries to ensure and test the hypothesis that may answer the research questions.

First Hypotheses: (Teaching supplementary readers to secondary school students positively contributes to enriching the students' vocabulary with lexical items.)

To validate and confirm this hypothesis teachers' questionnaire was used, according to analysis, it was found out that teaching supplementary readers positively contributes to enriching the students' vocabulary. This hypothesis is successfully approved according to the teachers' responds to questionnaire statements that related to this hypothesis. It shows that according to the statistical analysis of tables (٤.١: ٩٦٪), (٤.٤: ٩٦٪), (٤.٥:٩٢٪), (٤.٢: ٩٠٪) and (٤.٣: ٧٧٪) the majority of respondents agreed with the statement. Therefore, the hypothesis is accepted.

Second Hypotheses: (Teaching supplementary readers improves students' reading comprehension skills which help them to answer comprehension questions.)

Students' exam paper and teachers' questionnaire were used to confirm this hypothesis. The questionnaire statements concerning this hypothesis have been

agreed, according to the statistical analysis of tables (٤.٦:٩٣٪),(٤.٩:٨٥ %),(٤.٨:٨٤٪),(٤.١٠:٨٤٪)and (٤.٧: ٨١٪).The majority of respondents agreed that teaching supplementary readers improve students' reading comprehension skills which help them to answer comprehension questions. Therefore, the hypothesis is accepted.

Third Hypotheses: **(**Teaching supplementary readers enhances the performance of students' in language regarding grammatical constructions.)
This hypothesis is positively approved referring to the teachers and students' response to the exam and questionnaires that the most questioned teachers and students agreed upon the statements. So according to the statistical analysis of tables (٤.١٥:٩٠٪), (٤.١٣:٨٣٪), (٤.١١: ٨١٪), (٤.١٢:٨٠٪), (٤.١٤:٧٩٪) and(٤.٢٧:٩٣٪). The majority of respondents agreed that teaching supplementary readers promotes students language skills regarding grammatical construction, as well as promoting the students' linguistic competence. Thus the hypothesis is accepted.

Fourth Hypotheses: (Teaching supplementary readers develops the students' critical and creative thinking through team works.)

Regarding the importance of teaching supplementary readers in developing the students' critical and creative thinking, there was a general agreement among the respondents that supplementary readers engage the student in critical reading. This in turn develops critical thinking skills and demands them to give their critical views about different works of arts. The above mentioned hypothesis is successfully approved, according to the statistical analysis of tables (٤.١٨: ٨٨٪), (٤.٢٠: ٨٦٪), (٤.١٦:٨٤٪), (٤.١٩: ٨٣٪) and (٤.١٧: ٧٩٪) the majority of respondents agreed with the statement. Therefore, the hypothesis is accepted.

Fifth Hypothesis (Teaching supplementary readers have positive effects in developing the students' language proficiency and literary appreciation.)

It was confirmed that most of the teachers had positive attitudes towards the role of teaching supplementary readers in developing the students' literary appreciation. This hypothesis is successfully approved that most teachers who represent the sample of the research have agreed upon this hypothesis. According to the statistical analysis of tables (٤.٢٣:٩٧٪), (٤.٢٢:٩١ %), (٤.٢١: ٨٩٪), (٤.٢٥:٨٩٪) and (٤.٢٤:٨٢٪). The majority of respondents agreed that teaching supplementary readers have positive effects in developing the students' language proficiency and literary appreciation. Therefore, the hypothesis is accepted.

٤.٦ Summary of the Chapter

This chapter presented the analyzed data of the study which consisted of analysis of teachers' questionnaire and students' exam paper, through tabulation of frequencies and percentages. The results of this chapter revealed that all section justify the need for teaching supplementary readers was highly rated to give a positive attitude towards English language by the secondary schools teachers in Khartoum state.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

SUMMARYOF THE STUDY, FINDINGS, RECMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSION

٥-٠ Introduction

This fifth and final chapter is devoted to summarize and conclude the main findings and results of the teachers' questionnaire and students' exam paper on the impact of supplementary readers on EFL Secondary School Sudanese Students' performance.This chapter also includes recommendations and some suggestions for further studies.

٥.١ Summary of the Study

This study includes five chapters, chapter one illustrates: the introduction which gives a background about the study, statement of the problems, the objectives of the study, the research questions, and the hypothesis of the study, besides significance, limitations and methodology of the study. The second chapter gives an account of literature review and previous studies related to the thesis covering the topic of the research from different aspects; it starts with an introduction about the definition of the term literature as viewed by some writers in Linguistic. In addition to that the researcher talked about graded readers. Chapter three describes the study methodology, including population, sample and procedures of the study. It presents the data collection, method used in the study and steps for data analysis, besides the reliability and validity of the study instruments which include the questionnaire and the exam paper. Chapter four dealt with the statistical analysis of

the data collected from the teachers' questionnaire and the students' exam. The results were presented in tables and figures with comments on the content of each table with discussions, ending with testing the hypotheses. Chapter five provides the main finding, a conclusion, a summary of the study followed by recommendations and suggestions for further studies.

٥.٢ Main Findings

The Following are the major findings that have been generated from the analysis of teachers' questionnaire and analysis of the results of the students' exam paper. Depending on the study results the important findings that have been achieved are:

A-Based on the findings of the study, supplementary readers, if taught properly, greatly contribute in encouraging students to have a clear interpretation for some words. They can be used as a medium of presenting meaning of words through a natural discourse. As well, it helps in increasing learners' vocabulary. Also the vocabulary presented in these books suits students' level. More than that, supplementary readers are useful tool for encouraging students to learn new language items in context.

b-The results of the study have revealed that supplementary readers are effective medium for helping EFL students to master reading skills that enable them to develop their comprehension skill, they can be used as a good source of helping students to answer recall, interpretive, predict and opinion questions.

c- The results of students' exam paper and teachers' questionnaire have shown that teaching supplementary readers provides an authentic context to teach grammar; also it is an effective means to help learners to acquire grammatical rules implicitly, as well as promoting language learning structure.

d-It has also been shown that teaching supplementary readers develops students' critical thinking, helps develop creative imagination, encourages them to express their feeling and to reflect their own personal experience.

e-The results also have indicated that English language teachers believed that teaching supplementary readers contributes to developing the students' language standard and literary appreciation.

٥.٣ Conclusion

The main objective of this study is to illustrate the impact of supplementary readers on EFL secondary school Sudanese students' performance in exams. Teaching supplementary readers is a new aspect in the field of English language teaching to foreign or second language learners, we as teachers of English language in secondary schools, in Khartoum locality have noticed that there is a great deterioration in the English language standard among secondary school students, accordingly this study is conducted putting into effect, the negligence of supplementary readers in secondary school English language syllabus for a long period of time which has no doubt laid its black shadows on learners' language standard. Then later on supplementary readers have been again integrated in English language syllabus. So there is a general agreement that supplementary readers can provide a context for the process of teaching English as a foreign language. It is believed that the learners of English in Sudan are not exposed to language practice satisfactory to help improve their standards. Some values are

gained when students exposed to supplementary readers concerning performance in exams. These values include the following:

Supplementary readers enable students to achieve high marks in performance test. They also play a major role in developing the language awareness in its different aspects, so teaching them should be given priority in the English learning in our schools. These supplementary provide language within contexts as appeared in the real life. The structure of language will be rooted in supplementary readers' learners. The researcher has seen that teaching supplementary readers can improve students' comprehension skills and enriches their vocabulary. Supplementary readers should be selected to have a variety of different aims and interests. The study attempts to find a link between the language of supplementary readers and how it can promote the students' language standard. The findings analyses have confirmed the conclusion of previous studies; particularly literary students are better learners in terms of performance. It concludes that, the study of supplementary readers' influences on the students in a positive way to a large extent. The future study will support the finding concerning the impact of these readers on students' performance.

٥.٤ Recommendations

In the light of the findings of this study, the researcher has some important recommendations which are as follows:

(a)The Ministry of Education should choose books that are useful, interesting, motivating and suitable for students' age.

(b)Teachers of English language are recommended to encourage their students to study supplementary readers to improve their performance in English language.

(c)Teachers of English in general and supplementary readers in particular are recommended to teach English through literary texts.

(d)Teachers of English language should consider the students linguistic abilities and minimize the difficulties of vocabulary that their student might face during their study to supplementary readers.

(e)Students must be involved in selection of literary texts and they should be given freedom to design activities from the texts.

(f) Supplementary readers should be used for the purpose of developing creative imagination and language skills.

(g)Teacher of supplementary readers must be trained, so that they can adopt strategies and method that contribute to develop students' language.

(i)Depending on the results of the study, there is urgent need for integrating the language and supplementary readers more closely, whether English is taught as a second or foreign language.

(j)Students' interest in studying supplementary readers for the purpose of developing literary appreciations must be greatly encouraged.

To consolidate the study findings, it is of great importance to recommend the use of supplementary readers in the best possible manner in English language teaching.

٥.٥ Suggestions for Further Studies

The results of this study have shown that teaching supplementary readers is an effective tool for developing students' English. Therefore there is urgent need for using supplementary readers in English classes. This necessitates that further research must be carried out to confirm the usefulness of supplementary readers

in language teaching and the following points are the suggested for further investigations.

a-A great attention should be taken into consideration to tackle the problems that the students might face when they study supplementary readers.

b-Further research is urgently required to illustrate the great benefits of these graded readers in developing language proficiency and promoting students' standard.

c-Further research on different strategies and suitable approaches of teaching supplementary readers with in the Sudanese context is needed.

d-Further research can be conducted to test the impact of supplementary readers in English language instruction as regards the other features of language.

e-Further research is needed to illustrate the significant role of supplementary readers in developing students' English, in terms of performance and vocabulary enrichment.

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APPENDICES

Appendices

Appendix (١)

Validity of the Questionnaire and the test

The researcher drew advice from the Jury (who are specialized in English language), regarding the formation of the items presented in the questionnaire and the test. They approved the way the items are planned mentioning that both questionnaire and test are carefully prepared, very clear and don't present any ambiguity.

A jury of four from different Sudanese universities were consulted and their suggestions taken into consideration in the formation of the final version of both questionnaire and test. Those are:-

١- Prof: Mahmoud Ali Ahmed - Professor in applied linguistics, College of Languages, Sudan University of Science and Technology, Sudan.

٢-Dr: Ishraga Bashir Mohammed El Hassan.
Associate Professor of English Literature, Faculty of Arts, Al - Née lain University-Sudan.

٣- Dr: Abdalla Yassin Abdalla - Associate Professor in applied Linguistics, Department of English College of Languages,   Sudan University of Science and Technology, Sudan.

٤-Dr: Hilary Marino Veta– Assistant Professor, Department of English- Sudan University of Science and Technology, Sudan.

بسم الله الرحمن الرحيم

Teachers' Questionnaire

Sudan University of Science and Technology

College of Graduate Studies

Dear colleagues,

This questionnaire is for PhD study which is about the impact of supplementary readers on EFL secondary school Sudanese students' performance in examinations.

All your responses will be highly confidential and will be used only for intended research purpose, so you are kindly requested to answer this questionnaire which is the research tool that will be used in this study.

Your participation will be highly appreciated.

Iam Ustaz Taj edin Othman Mohammed Salih PhD candidate at Sudan University of Science and Technology

Please tick (✔) the appropriate box which reflects your views about each item below:

Section one:

Teaching supplementary readers to secondary school students positively contributes for enriching the students' vocabulary with lexical items.

No.	Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
١.	Teaching supplementary readers encourages students to have a clear interpretation for some words.					
٢.	Supplementary readers can be a medium of presenting meanings of words through a natural discourse.					
٣.	The vocabulary presented in supplementary readers suits students' level.					
٤.	Teaching supplementary readers increases learners' vocabulary.					
٥.	Supplementary readers are useful tool for encouraging students to learn new language items in context.					

Section two:

Teachers' point of views on the benefits of using supplementary readers in improving students reading skills.

No.	Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
١.	Teaching supplementary readers helps EFL students to master reading skills that enable them to develop their comprehension skills.					
٢.	Supplementary readers help students to read deeply between lines and work out the hidden meanings of texts.					
٣.	Teaching supplementary readers encourages students to predict the meaning of words.					
٤.	Teaching supplementary readers assists the students to answer opinion questions.					
٥.	Teaching supplementary readers helps the students to answer recall questions.					

Section three:

Teachers' perceptions on the benefits of using supplementary readers in promoting students' language skills regarding grammatical constructions.

No.	Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
١.	Teaching supplementary readers provides an authentic context to teach grammar.					
٢.	Teaching supplementary readers contextualizes the language to help learners to acquire grammatical rules implicitly.					
٣.	Supplementary readers could be used as a technique to expand students' language awareness of grammar rules.					
٤.	Teaching Supplementary Readers to EFL students will enhance students' linguistic competence.					
٥.	Teaching supplementary readers promotes language learning structure.					

Section four:

Teachers' attitudes and perceptions towards using supplementary readers to develop students' critical thinking.

No.	Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
١.	Supplementary readers broaden students' critical way of thinking.					
٢.	Teaching supplementary readers gives the students an opportunity to make use of their creativity.					
٣.	Supplementary readers broaden the imagination of students as lots of experiences are gained when they are exposed to literature learning.					
٤.	Teaching supplementary readers strengthens the sense of creation among the students.					
٥.	Supplementary readers encourage students to express their feelings.					

Section five:

Teachers' opinions towards using supplementary readers in elevating the students' sense of appreciating literary work.

No.	Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
١.	Supplementary readers develop the intellectual ability of the learners which exposes students to a variety of literary expressions.					
٢.	Supplementary readers are a valuable source for motivating learners for personal interpretations.					
٣.	Supplementary readers help learners to expand their ideas.					
٤.	Supplementary readers elevate students' capability of analyzing literary texts.					
٥.	Teaching supplementary readers provide basis for students to appreciate literary works.					

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

You are welcome to add comments about the topic.

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Appendix (٣)

School………………………….   Name……………………………….

Index number……………….   Centre No……………………….

<div align="right">

Subject:-English Language

</div>

بسم الله الرحمن الرحيم
Ministry of Education
Secondary School

Time……٣ hours……………………………………………………..

<div align="right">

Important Directives:-

</div>

١-Write your name, index number and school in the appropriate space.

٢-All rough work and final work must be done in the spaces provided

٣-No answer books will be provided and no supplementary paper must accompany this paper.

DO NOT WRITE ON THIS TABLE

Q.No	Marks	Marked by	Checked by
١			
٢			
٣			
٤			
٥			
Total			

Part one:-

(A). **Put the verbs between brackets in their correct forms.   (٧) marks**

١-How…………you…………..(go) to school every day?
٢-He generally………….. (wear) a black suit, but today he………………..(wear) a light one.
٣-Many universities……………………(build) in ١٩٩٤.
٤-While we …………………. (pass) an old farm, we saw a strange object. No one knew what it (be)………………
٥- Mother…………..never……………(cook) fish again.
٦-The news………………..never…………. (be) good for the last few days.
٧-When I reached the airport yesterday, I………...(remember) that I…………………. (leave) my ticket at home.

B) (I) Add the following prefixes at the beninning of each   sentence to form words which fit in the given space below. (٥marks)

| ir   -   mis   – over   – re   -   in |

١- You have to finish your work. It is……………. (complete).
٢-She failed in the exams as a result of…………… (confidence)
٣-The house was………………and so it looked new.(built)
٤-He is careless. He is………………… (responsible)
٥-People………………….water in their daily life.(use)

(C) (٢) **Add the following suffixes at the end of each sentence to form words which fit in the given space below.(٥marks)**

| -   less -   ing - ment - ion - ly |

١-Think carefully before you take any…………… (act)
٢-……………….is bad for your health.(smoke)

٣-Students always need help and…………….(encourage)
٤-Thousands of people were left…………….(home)
٥-Blood is………………needed in Elkher hospital.(urgent)

(d) **Choose the suitable words from the list below to complete the following text: (٥marks)**

which - with - sporting   -   agree - however

The countries of the world often find it difficult to……………with each other………………,in international sporting events, people try to forget the things………………divide them. They come together to enjoy competing…………………each other. The world cup and the Olympic games are the most international……………event.

 Part two:-

A-**Read the following passage carefully and then answer the following questions :-**

Agatha Christie (١٨٩٠-١٩٧٦) was born and brought up in Torquay in the south of England. She was educated at home. In ١٩١٤ she married Archibald Christie, but her marriage broke up in ١٩٢٦ .In ١٩٣٠ she married the archeologist Max Mallowan **whom** she accompanied on his excavations of sites in Syria and Iraq. During the First World War, she worked in a hospital pharmacy .That was to be useful when she started writing detective stories

Agatha Christie began to write at the end of the World War when she created Hercule Poirot, the little Belgian detective with the egg-shaped head and the passion for order-the most popular detective story since Sherlock Holmes. She introduced Poirot in her first detective story, The Mysterious Affair at Styles, which appeared in١٩٢٠.

Agatha Christie was extremely **talented** in designing a story that is full of suspense. You want to turn the pages quickly to find out what happens next. She was known throughout the world as the queen of

crime. Her novels have been translated into every major language, and the money from her books is counted in tens of millions. Most of her novels have made into films, radio plays and stage plays.

A- Give short answers:-
١- When did she begin to write detective stories?...........................
٢-Why do you think working at a hospital pharmacy was useful for Agatha?...
٣-What was Agatha Christie known as?...
٤- How old was Agatha Christie when she died?...............................
٥-What was the name of her first husband?.......................................

B- Write (T) for true and (F) for false:-
١-Agatha was a British writer……………………...……………..(   )
٢-She learned in France………………………………………… (   )
٣-According to the passage, Agatha got married twice….(   )

C-Draw a circle round the best alternative (A,B,C,or D):-
١-Agatha got the name Christie from her……………..
           A- family.   B-first husband.
           C- school.   D- second husband.
٢-Hercule Poirot's **nationality** was…………………
           A-English.   B-Syrian.
          D- Belgian.   C-Iraqi.
٣- The kind of **education** that Agatha Christie had was…….
        A-formal.   B-informal.
       C-self teaching.   D- none of the above.

٤-The underlined word **talented** has the meaning of ………………..
         A- literated.   B-famous.
         C- gifted.   C-having a lot of money.
٥-The underlined pronoun **whom** line ٥ refers to…………
          A-Hercule Poirot   B- Achibald Christie.
        C- Roger Acryod   D- Max Mallwan.
٦-From the passage a phrase which means **discover** is………….
         A- break up.   B-find out.   C-bring up. D-made into.

٧-Agatha Christie was born in the………..**century.**
A-eighteenth.   B-nineteenth.   C-twentieth. D-seventeenth.
٨- In which town was Agatha Christie **grew up**………………….....
                 A-London   B-Bristol   C- Torquay D- Madrid

Part Three:- (A) Composition   (١٥ marks)   Remember that the marks will be given for correct grammar, spelling,punctuation,tidy and neat presentation:-
Write a composition of about (١٢٠-١٨٠) words to tell us about the "Life In Rural Areas"
.Your composition should contain the ideas and information given below, but you can add to them if you wish.

      Life in rural areas: pleasant-healthy-peaceful- people friendly-visit each other's-cooperate with others- build houses -harvest crops together.
-Work: begin work after dawn-go to farms-grow-water crops-take care of their animals- return home- sun set.
-Roles; men work farms-women help men- clean-cook-look after their homes-children play –look after cattle and feed them.
-Advantages: easy life- no air pollution or traffic congestion -enjoy beauty of the nature- free from worries and anxiety.

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PartFour:- summary :(٨ marks)

Read the following passage carefully. Look for the main ideas and then, in your own words as far as possible, write a summary. Your answer should be a connected piece of writing.

Scientists have discovered that a lot of illness and deaths are caused by GERMS. They enter a person's body through food and water, in the air we breathe or through contact with an infected person. Thankfully, we can fight germs both inside and outside our bodies.

Germs can only be seen through a microscope. When germs enter our blood stream, our body produces special white blood cells which attack and try to destroy the germs. Often, in order to get well, we simply need to help our bodies to fight germs. We can do this by resting, drinking plenty of water or juice and eating nutritious food.

A-**In ٢٠ words summarize how germs enter our bodies.**
....
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....
....

B- **In ١٥ words explain how we can help our bodies fight germs.**
....
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....
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Part Five:- Supplementary readers or various questions from SPINE series(language):Choose <u>either</u> section (A) or (B). Section (A)Various questions from the Spine series.

- <u>Letter writing</u> --

Your name is Nadir.Write a letter to your friend who lives in Kassala inviting him to come and attend the wedding celebration of your sister: tell him about:

- Place, date.

-Give a short description of what will happen, special meals, a party singer, to spend enjoyable time.

Don't write your address.

Begin with: Dear …………

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D – <u>Complete sentences (B) so that it has similar meaning to (A)</u>

١. A –I like tea more than coffee.

Prefer B- I …………………………………………

٢. A –Although he is ill, he comes to work.

In spite B- ……………………………., he comes to work.

٣. A – Ali is not as tall as Ahmed.

Than B- Ahmed is…………………………………..

٤. A –Don't talk during the period.

Allow B- you …………………………………..

٥. A – This mountain is so high that we can't climb it.

Such B- it is…………………………………………………

C. Choose the suitable words from the list below to complete sentences: (٥ marks)

Off - by   - in –down -   for

١-Who was responsible……….the security?

٢- please turn the light…………..

٣- I loved travelling………air

٤- While we were traveling, the bus broke………..

٥-Please come ………..and sit down.

D-Read the following passage carefully. Look for the main ideas and then, in your own words as far as possible, write a summary. Your answer should be a connected piece of writing.

The commonest traditional dress in Southern Sudan is the (Laawo).Laawo is fashionable for both men and women. The main difference is that usually wear a plain or white laawo , while women wear decorated law. Another difference is that men tie the knots over their left shoulders so that the right hand can move freely if they are attacked by enemies. Women tie the knots over their right shoulders.

In not more than ١٥ words, write about the differences between men and women's Laawos

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

………………………………………………………………..

The book "Things Fall Apart"
(A) Answer the following questions:

١) Why did Okonkwo become famous when he was only eighteen years old?...

٢) Why did the clan in Umuofia decide to kill Ikemefuna?

…………………………………………………………………

٣) Who can bury the body of a clan member who commits suicide?..

(B) Draw a circle round the letter of the most correct alternative a,b,c or d:

١) In Umuofia a man could become a ……...as a result of his own work and ability.

a- priest   b- farmer   c- teacher   d- leader

٢) What did the clan men meant by "the iron horse"? they mean……

a- a strong man   b- Okonkwo

c- a bicycle   d- a good horse

٣) The main crop of the clan was:

a- sorghum   b- yam   c- cotton   d- date

٤) The first English missionary in Umuofia was:

a- Mr. Brown   b- Mr. Kiaga   c- Mr. Smith
        d- Miss Chielo

٥) This story took place in:

a- Nigeria   b- Niger   c- Maly   d- Sudan

(C) Match (A) with (B) by putting the letter of the right answer from (B) in front of (A) in column (C) below: (No. ١ is an example for you)

(A)	(C)	(B)
١- Ezinma	C	a- A person with no colour in his skin
٢- Obierika		b- The Priestess of Agbala
٣- The interpreter		c- Okonkwo's daughter
٤- A lbino		d- Evil forest
٥- Chielo		e- Mr. Kiaga
٦- Twins		f- Okonkwo's close friend

Treasure Island:-

(A) Answer the following questions:-

١- Who is the hero of this story?...

٢-Where did Jim Hawkins and his parents live?.........................

٣-What was Jim Hawkins's job on the ship?...........................

(B) Draw a circle round the letter of the most correct alternative a, b, c or d:-

١- Treasure Island is story of.....................

    a- war   b-adventure   c-an accident

d- a crime

٢- Who says, 'Pieces of eight. Pieces of eight"?

    a-a pirate   b-Ben Gunn   c- Jim   d- a bird

٣- How did Blind Pew die?

    a- the custom horse-men rode over him   b-the pirates rode him

       b- he drowned in the sea   d- he was shot by the sailors

٤-Who was the prisoner of pirates……………………………………

a-Jim   b- Long Silver c- Ben Gunn d- Dr Livesey.
٥-Where was Jim when he overheard Silver's plan to take the ship? He was in...
     a- the inn b- an apple barrel c- the bathroom d-the Stockade.

(C) Decide whether the following statements are true or false. Write (T) for the true statements and (F) for the false one :-

(١) Ben Gunn was a marooned pirate……………………...(   )
(٢) This story took place in the nineteenth century……....(   )
(٣) The treasure was found at the top of a hill…….…......(   )
(٤) Captain Billy was a drunken old pirate………………..(   )

All my wishes,,,,,,,,,,..