



The Role of Novel in Enhancing Linguistic and Intercultural Aspects, for Sudanese EFL undergraduates (A case study of 4th year students of English, College of Languages, Sudan University of Science & Technology.)

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ABSTRACT

This paper aimed at studying novels in improving linguistic and intercultural aspects, it also influences in promoting The teachers' responses about reading novel that agree with the followings: Sharpened the students' memory and improve the ability to understand, there is also High correlation between teaching novels and improving the students' understanding . Novels enable students to develop and enrich their English language skill. The researcher has come out with the following : Students should be involved in reading novels in order to expand their linguistic cognitive skills. Students should read novels because they allow them to be aware about how information is organized in English reading texts. Novels should be used in teaching to provide much intercultural aspects as other genres. We should pay attention about the role of novels in promoting the cultural aspects. Students should read novels in order to boost their opportunities to understand language.

Key words: intercultural aspects, teaching novels, linguistic cognitive skill.

المستخلص:

هدفت هذه الدراسة إلى تحسين علم اللغة والمواضيع الدراسية ذات الصلة وكذلك على ترقية إستجابة الأساتذة حول قراءة الرواية والتي تتفق مع التالي: جعل ذاكرة الطالب بأن تصبح أكثر حدة، وتحسين المقدرة على الإستيعاب، أيضا وجود ترابط بين تدريس الروايات وتحسين فهم الطالب. فقراءة الروايات تمكن الطالب من تحسين وإثراء مهارة اللغة الإنجليزية، وبناء على ماتم ذكره فقد توصل الباحث الى بعض النقاط وهي حث الطالب على قراءة الروايات من أجل زيادة مهارات الإدراك المعرفي، فقراءة الروايات تمكن الطالب من كيفية تنظيم النصوص الإنجليزية. وعلى الطالب قراءة الروايات وذلك من أجل تعزيز الفرص وذلك من أجل فهم اللغة.

الكلمات المفتاحية: الموضوع الثقافي، تدريس الروايات، مهارة الإدراك اللغوي.

1.0 Introduction.

This paper concerns with the use of novels in scaffolding linguistic and intercultural aspects and its influence in elevating the students language awareness and competence for undergraduate students. The main purpose of this paper is to investigate how novels contribute to promote linguistic. The paper also attempts to underline the significance of novels in overall language development and literary understanding.

The novels is probably the most pleasurable of *the literary genres for young people.*

novel can be understood and appreciated at many different levels. novels can provide as much intellectual stimulation as the other genres but it is much easier to appreciate. It has a beginning and an end, the satisfying familiarity of narrative and is a complete experience in itself. Its brevity and line hold the interest of young readers without taxing their patience. In fact it is because of its length that it so readily lends itself to the teaching of the reading skills that students need in their study of literature.



Teachers may also find novels easier and more interesting to teach and a good introduction to the demands of the novel. Novels allow instructors to teach the four skills to all levels of language proficiency. Emily Bronte: *Wuthering Heights* (1847) indicates that “novels” can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency” (p. 9). He explains why novels should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues. Tony Morrison: *Song of Solomon* (1977) affirms that literature helps students to write more creatively .

Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues (Ernest Hemingway: 1926 *The sun also rises*) or more complex writing activities if students have reached a high level of language proficiency. Short stories allow instructors to teach the four skills to all levels of language proficiency.

As EFL learners go on reading novels, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning (Charles Dickens *Oliver twist* (1837-1939) He satirises the hypocrises of his time . Therefore, the use of novels need to be given preference while selecting vocabulary teaching and learning strategy. The use of novels for developing EFL learners’ vocabulary is also advocated because the activities based on novels for developing vocabulary offer opportunities for EFL teachers to integrate them with the productive skills like: speaking and writing. Story-telling also provides a platform for EFL learners to tell their own moral novels

, and thus to express and enhance their own responsibility through the process of authoring (Jane Austen 1811) *Sense & Sensibility*, the use of novels is also regarded as an interesting method which can attract EFL learners to learn more, not only remembering each words but also the culture, moral values, and elements which are contain a novels and the most main is their reading comprehension. Therefore, the use of novels should be given the preference while teaching, developing and enriching the vocabulary of EFL learners. Also the Writer Virginia Woolf wrote about novels many books .

1.1 Statement of the paper:

The researcher looks for some methods that can increase linguistic and intercultural facets for Sudanese EFL undergraduates, through reading literature According to researcher’s experience in teaching this kind of literature, there is a weakness in reading comprehension and not capable of learning. The arising question is, what are the best method that can enable the students who use EFL to master and elevate linguistic through reading correctly? The researcher is going to probe the main factors behind the aforementioned probe, so the researcher is looking after how can he find a suitable ways for increasing their linguistic proficiency and intercultural aspects.

1.2 Questions of the paper.

The present paper tries to answer the following questions

- How far do the teaching of EFL with novels affect on the performance of the students ?
- What are the benefits of reading novels?
- Can students manipulate their weakness through reading novels?

1.3 Hypotheses of the paper.

The paper hypotheses are:

- The teaching of EFL with novels affect on the performance of the students.

- Students can gain many benefits when read novels.

-Through reading novels extensively students can manipulate their weakness.

1.4 Objectives of the study:

This study aims to:.

- To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formative research studies).

- Search for techniques to understand novels.

- Find if writing & reading are satisfactory to understand novels.

- Plans to correct language skills through reading novels.

1.5 Methods and materials.

This paper uses the descriptive analytical method to analyze the data. The population are undergraduate students, 3rd year, college of languages, Sudan University of Science and Technology.

1.6 Conclusions:

The researcher concluded that:

1. Sharpens students' memory.

2. Improves the ability to understand, use English and answer questions.

3. There are high correlation between teaching novels and improving the students' understanding.

4. Enable students to develop and enrich their English language skill.

2. Recommendations:

The researcher has come out with the following recommendations:

1. Students should be involved in reading novels in order to expand their linguistic cognitive skills.

2. Students should read novels because it allow them to be aware about how information is organized in English reading texts.

3. Novels should be used in teaching to provide much intercultural aspects as other genres.

4. Students should read novels in order to boost their opportunities to understand language.

5. Should pay attention about the role of novels in promoting the cultural aspects.

6. References:

7. Charles Dickens, 1837 Oliver Twist

8. Emily Bronte,(1847) Wuthering Heights now it's a classic of English literature.

9. Ernest Hemingway, 1926, The sun also rises.