



**The Effectiveness of Using Stylistic Approach in Teaching Literature at Tertiary Level In Some Universities In Sudan** (A case Study of the State of Khartoum 2018-2019 )

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**ABSTRACT:**

This paper aims to investigate the effectiveness of using stylistic approach in teaching literature at tertiary level in some universities in Sudan, to find out a way of integrating the two subjects English language and language of literature. According to the researcher's own experience and observation most of English learners are not able to absorb literary texts. The researcher used an experimental method of pre-test and post-test design then, presents it to (40) students from the second level, Faculty of Arts at ALNahda College. The data was analyzed by using SPSS for Social Sciences (SPSS). The study revealed that there was a remarkable variance of students' scores in the two tests (23.629 vs 43.313) which demonstrates that students' scores in post-test were higher than pre-test. Thereby, the researcher concluded that stylistic approach has profound effect in teaching and learning literature at tertiary level.

**KEY WORDS:** stylistic approach, literature, experimental method, PhD student.

**المستخلص:**

هذه الدراسة تهدف إلى التعرف على أثر طريقة التحليل الأسلوبي في تدريس الأدب الإنجليزي في المستوى الجامعي، وذلك لإيجاد الطريقة المثلى التي تعمل على دمج تدريس اللغة الإنجليزية و لغة الأدب من خلال لقطعة الأدبية في ان واحد. جاءت فكرة الدراسة من خلال خبرة و ملاحظة الباحث اذ ان معظم الطلاب الجامعيين غير قادرين على فهم و نقد النصوص الأدبية. استخدم الباحث المنهج التجريبي بالتصميم القياسي القبلي و البعدي لمجموعة الدراسة التي تتكون من ( 40 ) طالب و طالبة في المستوى الثاني، كلية النهضة قسم دراسة الأدب الإنجليزي و عولجت المعلومات عبر احصاء و صفي و استدلال و اشتمل على المتوسطات الحسابية و الانحرافات المعيارية. التحليل الاحصائي اشار الى ان هنالك فروقا واضحة بين القياسين القبلي و البعدي (23.629 vs 43.313) و النتيجة لصالح القياس البعدي. و من خلال التحليل الاحصائي توصل الباحث على ان الاسلوب التحليلي له اثر عميقا في تعليم و تدريس الأدب الإنجليزي في الجامعات. الكلمات المفتاحية: الاختبارات التجريبية، اسلوب التحليل، الأدب الإنجليزي، طالب لنيل درجة الدكتوراه.

**INTRODUCTION :**

Recently, the continuing demand of how to teach literature has become increasingly directed by one objective of improving the students' communicative skills. Moody,

(1971:15) emphasized that " the essential educational principle we are approaching here is that literary work must always be related to students capacities at any stage...".



Also ,many of writers documented this change trend as anew orientation in the second language teaching . Strevens , (1977: 89) , said that ‘‘ there has been a major change of language teaching as a hand maiden of literary study ...towards conception of teaching and learning the practice command of language unrelated to aspect of culture ... ’’. Collie, J. and Slater, S. (1987: 51) argued that ‘‘ literature has a useful and important play in the teaching in purely instrumental and the students have little knowledge and experience of literature’’. Because literature is a skill subject which can be used when the students left the school.

#### **Statement of the problem :**

According to the researcher’s own experience and observations , English language learners are not able to understand literary texts or work the meaning because, most of the Sudanese of EFL students when asked to arrive spontaneously at appreciation of its literary qualities . The learners are often too busy writing translation of unfamiliar words , phrases idiomatic expression ...so on to respond to literary texts ; as the result that literary texts are not presented properly or effectively at most of universities in Sudan . Tomlison, B.(1998: 156-157)said that ‘‘These problems include language problems, meaning ,that if students’ knowledge of English is poor , then , their reading is will also be poor and naturally also their reading comprehension ‘’. In the researcher’s view this problem traces back to the method of teaching literature which is based on lectures where an English

teacher plays the main role (teacher-centred ) and students just listeners . Whereas , throughout the world continually conferences are held to support English language teachers with effective techniques ,strategies , and approaches of how to teach literature in away that improve students’ communicative skills and move them to critical thinking.

#### **Previous studies:**

Many researches have been conducted to serve these views .( Sadig,& Abdurrahman.,2007: 126, personal communications). Whose search to develop creative thinking by using cognitive approach to teaching English literature. Their findings revealed that ‘‘the students’ creative thinking skills , which include originality , elaboration , flexibility and creative problem solving were enhanced ‘’. The results also found out that ‘‘ the proposed cognitive teaching model has positive effect on students confidence , independence ,and communicative skills’’. They said that ‘‘The major conclusion that pointed out that the development of creative thinking and the higher-order thinking skills of students will contribute in the development of human resources in their country’’. (Alyaghout , M., 2012:23 unpublished data ) whose thesis entitled ‘‘ literature to develop reading comprehension skills’’. The main objective of his research is to find out practical approach to use literature in developing reading comprehension skills . The researcher adopted empirical method for data collection (pre-post-test ).



The findings confirmed that using literature in language course helps students to develop reading comprehension skills. The major conclusion is that the choice of one's teaching approach attributed to many universities is time consuming. (Fattash, M., 2001:76 personal communications). Who investigated problems facing language, linguistic and literature in courses offered by Al-Najah University. His findings of data analysis revealed that "needs analysis should be considered as essential component of writing curricular to finalize the dissatisfaction among the students as well as teachers of the department with the way both literature and linguistic course were taught". Widdowson (1975:17) said that "the interpretation of literary discourse can be seen as extension of this ability. Granted the skill for learners of literature, the crucial question remain: How do learners develop the skill of literary appreciation". All the findings of previous studies are relevant and match to the objectives of the research designed of the selective approach for teaching literature. This study intends to help English language teachers to improve their performance and to contribute to develop the standard of teaching literature in the Sudan.

#### **Objectives of The Study :**

The study tries to realize the following objectives :

The main objective of the study is to investigate the effectiveness of using stylistic approach in teaching literature at tertiary level to :

\*identify the advantages of using stylistic approach in teaching literature .

\*develop teachers' and students' performance in teaching and learning literary subjects.

\*involve the students in classroom discussion, etc. students read, understand, appreciate, work the meaning, and analyze literary textual, (student-centred) .

#### **Hypotheses of the study :**

The researcher aims to investigate the impact of using stylistic approach in teaching literature at tertiary level to improve teachers' and learners' performance in teaching and learning literature so far from teacher-centred. Therefore, the researcher assuming that :

\*Stylistic approach provides linguistic based activities that can guide students into making linguistic stylistic analysis .

\*Using stylistic approach in teaching literature provides teachers with techniques and strategies that can facilitate problems encountered by teachers and students .

\* it will play a great role in developing English language for communication .

#### **MATERIALS AND METHODS:**

The researcher applied a pre-test and post-test design then, utilizes a descriptive statistical method in the first step and, inferential statistical method to code and analyze the data collected. The researcher carries out a scientific experience of teaching a literary book, in second level, Faculty of Art, at Al Nahdah College, in Khartoum State in (2018)



This involves teaching a literary book (Animal Farm), (for it is rich of objectified points) into two stages in order to do particular activities and to highlight the students' reaction towards stylistic approach. In the introductory stage, researcher asks the students whether they read the story before to make sure that the students have or haven't any information about the story, then emphasizes on the author's bibliography, a background information of the fiction. Then, gives a summary of critics' opinions on it. Thereafter, the teacher presents the first five chapters in consecutive lectures by using teacher-centred approach, etc. (introduces new words, writes, reads, translates and explains) when the students sit as listener. Then, the teacher presents some questions to evaluate students' comprehension. Thereupon, a pre-test was given to the focus group. In the second stage, the researcher teaches literary devices in isolated lecture, etc. (allusion, parallelism, simile, metaphor, rhetorical questions, personification... (which can't be avoided in any literary work) to help students understand and work the meaning of literary piece. But, how these are worked. For example(1):

Beast of England, beast of Ireland,  
Beast of all the lands and skies,

Listen to my joyful message,  
How the golden future lies.

The underline phrases are grammatically similar in construction and repeated. This technique called literary parallelism. Old Major used parallelism to make the speech compelling, rhythmic and the repeating makes the

idea stand out in animals' mind as well as memorable and makes the idea easier for the students to process in another example.

Example(2): I kissed thee ere I killed thee.

The pronoun (I) and the word thee are repeated. The words kissed and killed are both verbs and their phonetic are similar. They have initial sound (k) followed by (I) sound. The words final by /t/ sound and /d/ sound. The two verbs share three distinctive phonetic features (a) they are both plosive (b) both of them alveolar (c) Only the /t/ sound makes them different /t/ voiced and /d/ voiceless. Thus, these sentences are phonetically parallelism.

In the new experience the researcher introduces the new difficult words and structures then, Then, the teacher involves students in classroom discussion by dividing the students into (4) group and gives some instructions to students to read, analyze the literary texts and linguistic features to work the meaning in groups. At last, the researcher presents the post-test to the purposive group.

#### Population :

The population of the study consists of (40) students. These students study English language, the second level, Faculty of Art at Al Nahdah College in Khartoum State.

**Sample :** The sample consist of (20) students are selected randomly from the subject of the study, that is because each element in the population has had an equal and independent chance of selection in the sample.

This includes the samples who responded to the two tests.

**Instrument :**

An achievement test.

**Methodology of the study:**

The methodology of the study provides a complete description of what has been done by the researcher in the methodology . It particularly ,presents the target subject , research methodology and , the procedures for data collection . Then it goes further to present the validity and content of the test . The researcher adopts statistical packages for social sciences ( SPSS ) to analyze the data collection of the pre-test and post-test . Then uses post-test as a tool to confirm the reality of the data obtained . The method also, explains the steps that used in the study and the conclusion with the summary . An experimental descriptive method is adopted and the sample of (20) subjects were selected and assigned as one group for pre-test and post-test design to collect the data from the same students' scores in pre-test and post-tests .

The pre-retest content four questions .It designed with simple and clear language to collect the data required .

**RESEARCH PROCEDURE :**

The researcher uses a pre-test and post-test to collect the data . The test contains four questions which is subjected to two experts to measure the validity and suitability and its appropriateness . Each question aims to check students' ability of literary comprehension ,the knowledge of literary devices and , their ability to appreciate and analyze the literary

context. The researcher uses the following procedures to achieve the objectives of the study :

Firstly, the researcher teaches the literary book (Animal Farm) in two stages , using conventional method (teacher-centred ) approach , then presents a pre-test to the purposive group to collect primary data . Thereafter , the researcher teaches elements of story , literary devices , and author's style to show how these are affected on literary texts comprehension and literary analysis . Also, the researcher exposes the rest of the chapters in consecutive lectures he involves the students to read ,work the meaning and analyze the texts freely in groups .Whereas , the teacher sits as the guidance and director to steer the readers into classroom discussion . Then , presents the post-test which is the same one given for collecting data . The researcher uses the data collected from the selected sample to complete the procedures and , finalizes the work to measure the reliability of the test .

The following terms are helpful for procedures comprehension :

**N** : number of the units .

**Std**:level of acceptable quality .

**SPSS**:the statistics package for social sciences .

**RESULTS :**

The primary concern of this step is to analyze and discuss the results of the students' responses of the pre-test and post-test of the focuses group .The researcher employs an eclectic approach in terms of quantitative and qualitative method to analyze and interpret the data obtained by the two tests .

**The inferential hypotheses :**  
The inferential hypotheses of the study can be stated as .

\* The data in test (1) students' scores in test (1) and the data in test (2) students' scores in test (2) were

**The Descriptive statistics :**

**Table (1) shows subjects' results in pre-test (1)**

St.No	Short answer	Multiple choice	True and false	Fill in	Students' scores
1	5	7	8	7	27
2	6	8	7	4	22
3	5	7	7	3	22
4	2	5	6	4	17
5	1	8	6	6	21
6	1	7	6	2	16
7	4	8	9	5	26
8	5	5	8	3	21
9	4	6	7	5	22
10	3	5	7	4	19
11	5	9	6	3	23
12	4	6	4	2	16
13	3	8	8	4	23
14	0	5	6	3	14
15	5	8	6	3	22
16	4	5	7	4	20
17	3	6	2	3	14
18	1	5	4	3	13
19	3	6	6	1	16
20	1	4	7	1	13
Total	65	128	127	70	377

treated statistically through the inferential statistics in order to reach to a decision about the hypotheses testing .

\*The significance level of the test was set at 0.05.

**Experimental statistics :**

**Table (2) shows subject's results in the post-test :**

St.NO	Short answer	Multiple choice	True and false	Fill in	Students' scores
1	7	10	10	8	35
2	8	10	10	7	35
3	5	9	9	6	29
4	5	7	5	3	20

5	8	6	7	4	25
6	3	8	10	7	28
7	4	10	10	9	33
8	6	8	9	4	27
9	6	8	10	6	30
10	2	5	7	3	17
11	5	10	8	6	29
12	4	7	5	2	18
13	5	9	10	8	32
14	1	6	8	3	18
15	7	10	5	5	27
16	3	10	7	7	27
17	2	8	5	4	19
18	0	5	4	3	12
19	2	7	6	3	18
20	0	6	4	2	12
Total	83	159	149	100	491

#### Verification of the Study Hypotheses :

\* The first hypothesis assuming that the two approaches (teacher-centred and stylistic approach) have equal impact in teaching literature . Thereupon,  $h_1=h_2$ . This illustrates that there is no different impact of stylistic approach and teacher-centred .This will be disappointed .

\*The second hypothesis assuming that stylistic approach have different effect in teaching literature . Thereupon ,  $h_1\neq h_2$ . This means using stylistic in teaching literature

**Table (3) shows the summary of case processing .**

**Table: (3)**

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

This table shows the units that are selected form the appointed group for processing the data required to confirm the hypothesis.

produces different result to the achievement between the means of scores in two variables .

From table ( 3) it could be concluded that all the pointed group for processing the data were present , no element excluded in post-test . This demonstrate the validity of the two tests . Table (4) the descriptive statistics can be inferred that there are many variant observation of the means , the medium , the mode and the standard deviation ,which confirm that post-test scored higher than pre-test 18.950vs 25.550 .

**Table: (4) shows statistics description .**

Statistics			
		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		18.9500	25.5500
Median		19.5000	27.5000
Mode		16.00 <sup>a</sup>	29.00
Std. Deviation		4.86096	6.58127
Variance		23.629	43.313

a. Multiple modes exist. The smallest value is shown

**Table: (4)** above shows descriptive statistical analyses of the post-test and pretest.

**Table (5) shows the inter-item correlation .**

Inter-Item Correlation		
	pretest	Posttest
Pretest	1.000	0.458
Posttest	<b>0.458</b>	<b>1.000</b>

This table (5) shows the inter-item correlation of the pre-test and post-test. Clearly, there are differences in the direct correlation and there is a strong positive correlation to post-test. Students did well on the post-test. This proves second hypotheses which is stylistic approach considered as an effective approach in teaching literature.

#### CONCLUSION:

According to the data analysis and the findings the researcher concludes the followings :

- \*- stylistic approach has profound effect on literary texts comprehension skills of learners of literature .
- \*- stylistic approach will enable students to reach to satisfactory level of literary appreciation .
- \*- It will provide students with an effective devices that enhance students skills to appreciate , analyze and discuss literary texts , the way leads of acquiring English language .
- \*- stylistic method will develop students' abilities of analyzing literature which is absence in most of our universities .

\*- It might enhance teachers and students performance to interact classroom discussion and , this will move students to become student-centred through teaching and learning literature.

#### Recommendation:

The recommendation are based on the results that are concluded from the data analysis .They may contribute to enhancing teachers and students' performance .These recommendation is as follows :

- 1-Teachers of literature should to use the most appropriate approach (stylistic approach ) in teaching literature to promote their performance ; so as students to benefit from the authentic language that found in it .
- 2-In addition to teachers should to be encouraged and trained and present the universal conferences that deal with English language teaching and literature , which their turn to have the direct effect on their teaching and learning process and promote teaching methods in Sudan .





3-Educational institutes should have communication with the universal conferences which concern with teaching literature and English language to have the effectual instruments and ways that possible to be used in teaching literature to support teachers of literature with new techniques to promote their performance .

**FURTHER STUDY SUGGESTION:**

Teachers of literature should to take on consideration all the previous studies and researches round the approaches of teaching literature ; that found in library to find out the effectual method to facilitate problem confront teachers and students of teaching and learning literature .

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