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The Development of Students of Secondary School Capabilities and Culture of English Language by Teaching them Novels and Short Stories in North Jebel Marra Locality

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Abstract

The paper aimed to develop capabilities and cultural of secondary school students level in English language through teaching them novels and shorts stories in North Jebel Marra locality to establish a good teaching environment in order to participate in capabilities and cultural students in English language. The study adopted the descriptive analytical method, and used questionnaire as a tool of data collection, The questionnaire analyzed by using the Statistical Package for Social Sciences (SPSS). The sample of the study consisted of (50) teachers of English language chosen randomly from the secondary schools. According to the statistical results, the study found that English as a foreign language need to develop their capabilities by teaching novels and short stories. Classrooms environment discourage to reflect social nature and cultural for the students of secondary school. The study recommended that the necessity of using English language and link it with its culture via teaching of novels and short stories.

Keywords: Development of Students Jebel Marra Locality

مستخلص:

هدفت الورقة الى تطوير قدرات وثقافة طلاب المرحلة الثانوية في اللغة الإنجليزية من خلال تدريسهم الروايات والقصص القصيرة في محلية شمال جبل مرة. هدفت الدراسة على الكشف عن أهمية تدريس الروايات والقصص القصيرة لطلاب المرحلة الثانوية للمحلية المعنية لإنشاء مناخ تدريسي جيد ليساهم في تطوير قدرات وثقافة الطلاب في اللغة الإنجليزية ، اتبعت الدراسة المنهج الوصفي التحليلي ، واستخدام أداة الاستبيان لجمع البيانات، تم تحليل البيانات بواسطة برامج الحزم الاحصائية في العلوم الاجتماعية (SPSS). تكونت عينة الدراسة من (50) معلم ومعلمة في اللغة الإنجليزية للمرحلة الثانوية وتم اختيارهم عشوائيا. توصلت الدراسة الى عدد من النتائج أهمها ، أن اللغة الإنجليزية كلغة أجنبية محتاجة الى تطويرها بواسطة تدريس الروايات والقصص القصيرة للطلاب. لا تشجع بيئة الفصول الدراسية الحالية على الانعكاس الطبيعي والثقافي والاجتماعي لطلاب المرحلة الثانوية. أوصت الدراسة على ضرورة استعمال اللغة الانجليزية وربطها بثقافتها بواسطة تدريس الروايات والقصص القصيرة.

1.0 Background:

Teaching novels and short stories in English language learning has advantages of providing a huge information about the English language, novels and short stories, increased learners acquaintance within the classrooms (Coilie and Slater 1991) , and fosters learners ability to interpret discourses in different social and cultural contexts (Savvidou 2004:142). By learning novels and short stories students can be able to see world through other eyes, observing that others are living in a very different societies. Teaching through novels and short stories enable learners to be much deep in their English cultural acquaintance. The study investigated the values of teaching of novels and short stories for the development of students capabilities in English language through teaching novels and short stories at secondary school in North Jebel Marra Locality. It also tries to overcome the students acquaintance in general.

1.1 Statement of the problem:

Students face difficulties in dealing with English language within the classrooms at secondary school level in Northern Jebel Marra Locality. The study investigated the methods and techniques of the development of students cultural acquaintance in English language. The study tried to examine the effectiveness of using novels and short stories as (fictions and nonfictions) texts to develop students cultural capabilities in English language learning.

1.2 Objectives of the study:

1. To develop students English language and its cultural capabilities.
2. To ensure the importance of creating good English language classrooms environment through teaching novels and short stories.
3. To develop English language capabilities and other required skills for students of secondary school level of North Jebel Marra Locality.

1.3 Questions of the study :

1. How can we develop the capabilities of English language students of secondary school level at North Jebel Marra Locality?
2. How can the classrooms environment affect English language learning by applying novels and short stories.
3. How can the students of secondary school level of North Jebel Marra Locality will develop their acquaintance of English language.

1.4 Hypotheses of the study:

1. English language students of North Jebel Marra Locality need to develop their capabilities and cultural knowledge of English language.
2. Classrooms environment affect students English language capabilities much more.
3. Through literary works students gain knowledge about the cultural aspects of the target language in addition to the other four principle language skills.

1.5 Importance of the study:

The study directed the reader's attention towards the importance of the development of English language and its cultural capabilities of secondary school students of North Jebel Marra Locality. Through teaching novels and short stories within classrooms for developing of students acquaintance and capabilities in English language.

1.6 Methodology of the study:

The study adopted the descriptive analytical method, the data collected by the means of questionnaire, which distributed to the teachers of English language in the secondary level in the North Jebel Marra locality. The questionnaire analyzed statistically by (SPSS) program.

1.7 The limitation of the study:

The study is limited for the students of secondary school level in North Jebel Marra locality – Sudan 2020.

2.0 : Introduction:

The chapter investigated the development of English language capabilities of North Jebel Marra locality's students through teaching novels and short stories. It also investigated the effectiveness of some teaching strategies that develop students capabilities of cultural aspects beside that it casted lights on the effective classrooms environment that increase students willingness to communicate.

2.1 Gaining knowledge about cultural aspects of the target language:

According to Pardede (2010 :41) the forms and the uses of a given language reflect the cultural values of the society in which the language is spoken. Moreover, language learners need to be aware of the culturally appropriate ways to address people express gratitude , make requests , and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order to communicate they must be successful and the language use must be associated with other culturally in appropriate behavior. According to Kramsch (1993 : 51) cultural information should be presented in a judgment fashion, in a way that doesn't place value of judgement on the distinctions between the students' native culture and the culture that explored in the classroom. Kramsch (1993: 54) described the third culture of the language classroom – a neutral space that students can create and use to explore and reflect on their own and the target culture and language. They have to understand that, in order to communicate successfully the language use must be associated with other cultural appropriate behavior.

2.2 Strategies of teaching culture:

Presenting culture in the classroom requires using teaching strategies that stimulate students to the teaching materials. According to Mckay (1986:12) cultural activities and objectives should be carefully organized and in cooperated into lesson plans to enrich and inform the teaching content , here are some teaching techniques for teaching foreign culture.

2.2.1 Using authentic materials:

Using authentic materials from the native speech community to help students to gain authentic cultural experiences, materials include films, news broadcasts, and televisions shows, videos audios, websites and photographs, magazine....ect and other printed materials. Teachers can adapt the use of authentic materials to suit the age and the language proficiency of levels of the students.

2.2.2 Proverbs:

Discussion of common proverbs on the target language could focus on how the proverbs are different form or similar to proverbs in the students native language and how differences might underscore historical and cultural background. McKay (1986 :16) argues that, using proverbs as a way to explore culture also provides a way to analyze the stereo-types about and misperception of the culture as well as a way for students to explore the values that are often represented in the proverbs of their native culture.

2.2.3 Role play:

In role plays, students can act out a mis-communication that based on cultural differences. For example, after learning about ways of addressing different groups of people in the target culture, such as people of the same age and order people , students could role play a situation in which an appropriate greeting is used. Other students observe the role play and try to identify the reason for the mis-communications.

2.2.4 Using novels and short stories:

The current use of literary works in ESL/EFL classes is to improve communicative competence and for the development of critical thinking and aesthetic appreciation, Bretz (1990:335 - 338) argues that , reading literary texts like novels and short stories, create students capabilities on the culture and society of the relevant country. According to Brumfit and Carter(1986 :15) teaching novels and short stories is suitable and valuable to language teaching in many contexts of using novels and short stories to teach English as a foreign language's students.

2.2.5 Cultural Awareness :

Teaching novels and short stories allow teachers to teach the four skills to all levels of language proficiency. According to Murdoch (2002 : 115) claims that , to Carter various learning styles, it is necessary to devise various kinds of tasks and activities. All of them are carried out in English to immerse students in English speaking environment novels and short stories are very useful to improve students vocabulary and reading. However, by reading a literary text, the readers obtain virtual access to the culture and discover the ways that the characters view the world.

Adding to the above benefits Malay's (1989:117) proposed reasons for using literary texts in a language classrooms students universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, and ambiguity.

2.3 Learning Process in the classroom as culture :

It is now widely accepted that education must be ultimately concerned not only with teaching but also with learning too. On consequence of this is that what happens in the classroom would involve the learners and would be judged in terms of its effect on them, Lave and Wenger (1991 : 47) stated that: “ Conventional explanations view learning as a process by which a learner internalizes knowledge , whether discovered, transmitted from others or experienced in interaction”

Since education is concerned with making available to the next generation what is regarded as the most valuable aspects of culture, the designers of the curriculum need to be aware of what is to be taught as culture. So, the syllabus must be planned to ensure that an appropriate selection

from culture is made. This is clearly observed in as a learning curriculum. Lave and Wenger (1991:97) stat that, “ A learning curriculum is a characteristic of a community.” When using the term cultural entities, besides assuming that a member in community or communities has different interests which make contributions to activity, which considered as a member of participation. It is not something that can be considered in isolation manipulated in arbitrary didactic terms or analyzed apart from the social relations. Considering this such as texts which reflects aspects of cultural background whether it is native culture or environmental. Wilkins (1972:183) argues that : teaching within the class rooms, must be planned in such a way that learning becomes an interesting even at times entertaining process.”

On the other hand , Broughton, et al (1978:169) pointed out that: : learning functions that appeal to learns and encourage them to talk about what concerns them will facilitate the learning process”. While students communicate with each other or practices activities which reflect cultural aspects in the class rooms through participations cultural aspects. So students involve culture besides learning language forms implicitly. Hence language learning and culture are interrelated as it was stated previously, and at the same time learning process in the classrooms is viewed as culture which emerges learning and learners implicitly. Within contexts that reveal elements of culture. Wilkins (1972 : 188) stated that:

“ Texts and activities are based on what is usually in lrstnrtd way of life and on the common socio cultural features, which enable them to grasp language linguistically in cultural activities which are presented in a way that entertains them while learning.”

2.4 Classroom Language as culture:

Classroom language intends, to explore culture in a way which can offer possible means for relating social and cognitive variables which may influence language learning. So the identification of some essential features of the culture of the classrooms language, in particularly their description will be explained, Breen (1989 : 7-23) stated that : “ the culture of the classroom is interactive, that it involves all its participants in verbal and nonverbal interaction, is that it is motivated by the assumption that people can learn together in groups. The language of the classrooms implies a linguistic interaction. It can also provide opportunities of genuine interaction through the target language. Secondly, the culture of the classrooms is collective. It represents a tension between internal world of the individual learner and the social world of the group. Both will contain an influence on the behavior of the individual just as the overt contributions of a teacher or a learner will fit or divert the workings of the class. Thirdly, the culture of the classroom is highly normative, the membership in any culture implies that people behavior will be evaluated against certain norms and conventions. Fourthly, culture of the classroom is immediately significant. What is significant for learners and teachers in the classrooms is not only their individual thinking and behavior nor, for instance, a longer mastery of a syllabus, but the day to day interpersonal rationalization of what is to be done, why and how. These are only selective features and there are other which reflect the socio-cognitive realities of a language class. A classrooms group will achieve interaction, collectivism, or significance in its own ways. But all of the features are overlap and interrelate.

The Sample :

The sample consists of (50) teachers from different secondary schools of North Jebel Marra locality. All of the teachers were given enough time for filling the questionnaire.

3.1 Validity of the questionnaire:

To ensure the validity of the questionnaire, it was judged by some teachers specialized in the evaluation of questionnaire of English language teaching methodologies. All of them agreed that the questionnaire was valid for investigating the aims that it was designed for.

3.2 Reliability of the questionnaire :

Reliability coefficient for all domains was calculated by using Pearson formula; it was (0.95). That was considered to be the highest reliability and sufficient for the purpose of the study. The study used Pearson's correlation and resulted as follows:

$$r_n = \frac{N(\sum XY) - \sum X \sum Y}{\sqrt{N((\sum XY)^2) - (\sum X)^2} \sqrt{N((\sum Y)^2) - (\sum Y)^2}}$$

where

r = correlation.

R : Reliability of the test.

N: Number of all items in the test.

X : odd scores.

Y : even scores.

$\sum \sum_R$ Sum

$$\frac{2xr}{1+r}$$

$$\text{Val} = \sqrt{\text{reliability}}$$

Correlation : 0.90

$$R = \frac{2xr}{1+r} = \frac{2(0.9)}{1+0.90} = \frac{1.8}{1.88} \quad \text{reliability} = 0.95$$

$$\text{Value} = \sqrt{0.95} \quad \text{validity} = 0.97.$$

The analysis shows that there was strong positive correlation between the answers given to the items.

PsQ = 0.90%.

3.3 Procedures:

The data collected from English language teachers of secondary schools of North Jebel Marra locality. The questionnaire was well organized, tabulated and analyzed by using (SPSS).

3.0 Introduction:

The chapter is intended to present the analysis and discussion of the data which collected by the questionnaire. It is also intended to test the research hypotheses against the research findings.

The data was analyzed by (SPSS) programme (Statistical Package for Social Science). The questionnaire which is designed to measure both teachers and students towards learning English in the secondary level in North Jebel Marra locality.

Table (4.1) using with quest in EFL classroom, develops language skills and aspects of the foreign language culture.

Options	Frequency	Present
Strongly agree	20	40.0
Agree	20	40.0
Not sure	3	6.0
Disagree	4	8.0
Strongly disagree	3	6.0
Total	50	100.0

Table (4.1) showed that , (80%) of the respondents agreed that using web quest in EFL classroom, develops language skills and aspects of the foreign language culture , with the statement, (6%) of the sample's answer were not sure and (14%) of the sample disagree with the statement.

Table (4.2) using novels and short stories develop English language students capabilities and its culture.

Options	Frequency	Present
Strongly agree	24	48.0
Agree	18	36.0
Not sure	4	8.0
Disagree	3	6.0
Strongly disagree	1	2.0
Total	50	100.0

The statistical analysis of statement (2) in the table (4.2) showed that , (84%) of the respondents agreed and (8%) were not sure, and (6%) were disagreed.

Table (4.3) collaborative work develops learners capabilities of English as a foreign language.

Options	Frequency	Present
Strongly agree	10	20.0
Agree	24	48.0
Not sure	9	18.0
Disagree	4	8.0
Strongly disagree	3	6.0
Total	50	100.0

From the above table it is noticed that (68%) of the respondents agreed and (18%) were not sure, and (14%) were disagreed.

Table (4.4) The use of communicative approach is importance to promote classrooms interaction.

Options	Frequency	Present
Strongly agree	30	60.0
Agree	12	24.0
Not sure	4	8.0
Disagree	3	6.0
Strongly disagree	1	2.0
Total	50	100.0

Table (4.4) showed that, (84%) of the respondents agreed and (8%) were not sure, and (8%) were disagreed.

Table (4.5) Teaching authentic materials (novels and short stories)from the native speech community helps to engage students cultural experiences.

Options	Frequency	Present
Strongly agree	22	44.0
Agree	14	28.0
Not sure	8	10.0
Disagree	6	12.0
Strongly disagree	3	6.0
Total	50	100.0

Table (4.5) showed that, (72%) of the respondents agreed and (10%) were not sure, and (10%) were disagreed.

Table (4.6) classroom discussion reflects social nature and culture

Options	Frequency	Present
Strongly agree	10	20.0
Agree	28	56.0
Not sure	6	12.0
Disagree	5	10.0
Strongly disagree	1	2.0
Total	50	100.0

Table (4.6) showed that, (76%) of the respondents agreed and (12%) were not sure, and (12%) were disagreed.

Table (4.7) Reading literary texts reflects the culture of the writer

Options	Frequency	Present
Strongly agree	14	28.0
Agree	22	44.0
Not sure	2	4.0
Disagree	7	14.0
Strongly disagree	5	10.0
Total	50	100.0

Table (4.7) showed that, (72%) of the respondents agreed and (4%) were not sure, and (24%) were disagreed.

Table (4.8) The cultural aspects motivate learners

Options	Frequency	Present
Strongly agree	26	52.0
Agree	13	26.0
Not sure	3	6.0
Disagree	5	10.0
Strongly disagree	3	6.0
Total	50	100.0

Table (4.8) showed that, (78%) of the respondents agreed and (6%) were not sure, and (16%) were disagreed.

ble (4.9) The cultural aspects motivate learners

Options	Frequency	Present
Strongly agree	10	20.0
Agree	22	44.0
Not sure	4	8.0
Disagree	8	16.0
Strongly disagree	6	12.0
Total	50	100.0

Table (4.9) showed that, (64%) of the respondents agreed and (8%) were not sure, and (28%) were disagreed.

Table (4.10) The cultural aspects motivate learners

Options	Frequency	Present
Strongly agree	15	30.0
Agree	22	44.0
Not sure	3	6.0
Disagree	6	12.0
Strongly disagree	4	8.0
Total	50	100.0

Table (4.10) showed that, (74%) of the respondents agreed and (6%) were not sure, and (20%) were disagreed.

4.0 Conclusion :

Using literary texts in English language teaching provide learners knowledge about the culture as an important required skill, because the learners learn English in order to see the world beyond their living world. Observing of human beings values and the different kinds of people and discovering people live differently in different societies and communities. Moreover, literary texts enable students to understand and appreciate other cultures, customs and traditions which are different from their communities, it encourages their personal gross and intellectuality.

5.1 Findings:

1. English as a foreign language's students in need to develop their capabilities and the cultural aspects of the target language by teaching them novels and short stories.
2. Classrooms environment discourses reflection of social and cultural nature.
3. Collaborative work develops learners capabilities of English as a foreign language.
4. Social and cultural contexts influence the learning process within the classrooms .

5.2 Recommendations:

1. English Language must be used and associated with other cultural appropriate behaviors by teaching them novels and short stories.
2. A relevant teaching atmosphere must be provided by the teachers.
3. Students must be operated in order to establish dialogues under certain socially organized oral activities.
4. Teacher's talking is important in order to facilitate learning and promote communicative interaction within the classroom.

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