بسم الله الرحمن الرحيم

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Impact of Teaching Literature to Enhance EFL Sudanese Secondary School Students' Linguistic Competence

أثر تدريس الأدب الأنجليزي في تعزيز القدرة اللغوية

لدي طلاب اللغة الاجليزية لغة اجنبية بالمدارس الثانوية السودانية

A Thesis Submitted in Fulfillment of the Requirement for the Degree of PhD in English Language (Applied Linguistics)

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بسم الله الرحمن الرحيم

Opening Quranic Verses

بسم الله الرحمن الرحيم

قال تعالى:

﴿وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿31﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿32﴾﴾

سورة البقرة (31 – 32)
صدق الله العظيم

"And he taught Adam the names – all of them . then He showed them to the angels and said " In from of the names of these. If you are truthful " (31) They said Exacted one you: we have no knowledge expect what you have taught us. Indeed, it is you who is the knowing. The wise"

(32) Surratt Albagarah (31 – 32)

I

Dedication

To my parents

To my lovely sister's soul Associate Professor Mahasin Mohammed Alfahal

I am offering her this work

Acknowledgement

Abstract

This research is conducted to shed some light on the important role of teaching English literature in Sudanese secondary school English language instructural courses to show how it can contribute to improving the learners' linguistic competence of English language with reference to the present hazy state of literature teaching at the Sudanese secondary schools. The researcher used the descriptive analytic method in collecting data of the questionnaire – in addition, a test for the students of the secondary schools, each group consisted of (30) students. To analyze the data the researcher has used the statistical package for social science (SPSS). The finding of the study revealed that teaching literature plays a major role in enhancing that EFL – Sudanese secondary students' linguistic competence, promotes their understanding of the culture of the target language and develop their linguistic competence. In the light of the findings of study, the researcher recommends that teachers should use English literature that suit the levels, needs and interests of the students in order to help them acquire a native–like competence and increase their language awareness and develop their language skills. There are also suggestions for further studies.

Abstract

(Arabic Version)

مستخلص

تم إجراء هذا البحث لإلقاء بعض الضوء على الدور المهم لتدريس الأدب الإنجليزي في المدارس الثانوية السودانية في دورات اللغة الإنجليزية لمعرفة كيف يمكن أن يساهم في تحسين الكفاءة اللغوية للمتعلمين للغة الإنجليزية مع الإشارة إلى حالة الأدب الضبابية الحالية للتدريس في المدارس الثانوية السودانية. استخدمت الباحثة المنهج الوصفي التحليلي في جمع بيانات الاستبانة – إضافة إلى اختبار لطلاب المدارس الثانوية ، حيث تكونت كل مجموعة من (30) طالباً. لتحليل البيانات استخدمت الباحثة الحزم الإحصائية للعلوم الاجتماعية (SPSS). كشفت نتائج الدراسة أن تدريس الأدب الإنجليزي يلعب دوراً رئيسياً في تعزيز الكفاءة اللغوية لطلاب المرحلة الثانوية السودانية في اللغة الإنجليزية كلغة أجنبية ، ويعزز فهمهم لثقافة اللغة المستهدفة ويطور كفاءتهم اللغوية. في ضوء نتائج الدراسة ، توصي الباحثة بضرورة استخدام المدرسين للأدب الإنجليزي الذي يتناسب مع مستويات الطلاب واحتياجاتهم واهتماماتهم من أجل مساعدتهم على اكتساب الكفاءة اللغوية وزيادة وعيهم اللغوي وتطوير مهاراتهم اللغوية. وهنالك بعض المقترحات لدراسات مستقبلية.

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1.0 Background

This chapter involves introduction to the study, problem, questions, objectives, hypotheses, significance, limitation and methodology of the study.

1.1 Overview

Much of the professional writing on the teaching of literature on elementary and secondary schools has in recent years, focused on reader response theory and on multiculturalism in literature for children and young adults. Reader-response theory has provided the foundation for instructional approaches that emphasize the role of readers in constructing meanings and interpretations of texts, while multiculturalism has called for an expanded repertoire of authentic literary works to reflect the cultural diversity that characterizes of global society.

The professional writing on the role of multicultural literature in classrooms has primarily focused on the need to make visible underrepresented groups and to counter negative images and stereotypes. The main educational benefit of these strategies for readers who are members of such groups has been presumed to be that such literature would, by legitimating their images, their heritage, and their cultural experiences, provide opportunities for building self-esteem. This would in turn lead to improved scholastic achievement, particularly in regard to written literacy.

Apart from this and particular in environments where English is used as a second or foreign language the aim is to improve learners communicative

competence trough exposure to authentic literary works that would stimulate love for reading.

Reading across cultures or presenting students with literary works portraying diverse cultural viewpoints helps to fill a gap by presenting stories of actual classrooms and the ways that teachers and students in those classrooms, from third grade to college, make and take meanings from a variety of texts. In so doing it takes us well beyond being satisfied with merely exposing readers to a variety of texts. It reminds us that the goal of multicultural education, and the role of literature within that context, is ultimately to help "to make our world anew," to transform society into one in which social justice and equity prevail, and that reaching that goal will require schooling in which teachers and students are able to confront and critique some of the thorny issues and -isms (such as racism and sexism) that are at the root of past and continuing inequities.

Literature for children adults Children's literature continues to develop as a popular and enriching cultural and educational experience, and as a valued resource for literacy teaching in schools. More and more computer-based activities related to children's literature are now becoming available, but the evidence is that the majority of teachers, even younger, recent graduates, are in need of guidance in seeking to make effective use of the computer facilities that are now widely accessible in their schools and classrooms. At the same time, more and more children routinely use computers outside of school to access their interests. The burgeoning of children's literature sites on the internet reflects not only the popularity of children's books but also the integral part played by the internet in children's experience of such books. The popularity of the computer connection with children's literature is also

reflected in the recent production of new CD-ROM versions of classic children's books such as *Alice's Adventures in Wonderland* and *The Little Prince* and popular contemporary stories such as *Stellaluna* and *The Polar Express*. Exciting new forms of digital narrative for children are also appearing in CD-ROM format and on the World Wide Web (www) and more and more children are communicating their experience of story via email, and various forms of electronic forums and chartrooms.

No Literature academic, long established or just beginning, can be unaffected by the 'culture wars' that in the last two decades or so have ravaged our scholarly community, and indeed the Humanities generally. Western governments' neglect of the Humanities, even to the point of repudiation, and their concurrent outpourings of resource for research and teaching in the so-called productive areas of the higher education curriculum – business, technology, the applied sciences – undoubtedly galvanized many humanists, but in ways that commentators (especially in North America)1 have identified as an aspect of 'the crisis' itself. That is, in such a situation of dwindling resource for the discipline and perceived loss of its status within the academy, colleagues tended to turn on each other

> *in culture wars and canon wars that feature campus radicals versus conservative publicists, proponents of multiculturalism versus defenders of tradition, scholars who insist on the political construction of all knowledge versus those who would preserve the purity and beauty of a necessarily nonpolitical, because objective, truth.*

So, in introducing literature in classroom settings classroom practitioners have to guard against questions of culture and try to filter out all cultural views inconsistent with the learners' cultural legacy as apparently this would help develop lack of interest in literary works.

Reading aloud to students is a simple but highly effective way to enrich all learning. It assists language development, increases comprehension skills, and expands vocabulary. Reading aloud is one of the best ways to help children develop an interest in reading, improve the quality of their writing, and create a bond of common experience and enjoyment between you and your students. Definitely there are numerous classroom techniques which can be incorporated her to help teachers impart their classes. Opportunities to examine books of their own choosing encourage students to develop independent reading habits at their own level of emerging literacy (growing ability to read and write). Most of the children "read" the illustrations and follow the story by looking at the pictures. Other can read a few words and practice their decoding (sounding out words phonetically) and context analysis skills (guessing word identity from their knowledge of the other words that surround it). A few are accomplished readers and enjoy flexing their reading skills with the easy reader (limited vocabulary) chapter books stocked in the library.

When students have selected their books, they stay at their tables for the entire reading time. There are always plenty of books to read, because other children at the table put the books, they have completed reading in the middle for everyone to share. Children are usually interested in what their classmates have chosen and are often exposed to books they otherwise might not have selected for themselves.

Many works of earlier periods, even in narrative form, had a covert moral or didactic purpose, such as the Sanskrit *Panchatantra* or the *Metamorphoses* of Ovid. Drama and satire also developed as urban culture provided a larger public audience, and later readership, for literary production. Lyric poetry (as opposed to epic poetry) was often the specialty of courts and aristocratic circles, particularly in East Asia where songs were collected by the Chinese aristocracy as poems, the most notable being the *Shijing* or *Book of Songs*. Over a long period, the poetry of popular pre-literate balladry and song interpenetrated and eventually influenced poetry in the literary medium.

In ancient India, literature originated from stories that were originally orally transmitted. Early genres included drama, fables, sutras and epic poetry. Sanskrit literature begins with the Vedas, dating back to 1500–1000 BCE, and continues with the Sanskrit Epics of Iron Age India. The Vedas are among the oldest sacred texts. The Samhitas (vedic collections) date to roughly 1500–1000 BCE, and the "circum-Vedic" texts, as well as the redaction of the Samhitas, date to c. 1000–500 BCE, resulting in a Vedic period, spanning the mid-2nd to mid 1st millennium BCE, or the Late Bronze Age and the Iron Age. The period between approximately the 6th to 1st centuries BCE saw the composition and redaction of the two most influential Indian epics, the *Mahabharata* and the *Ramayana*, with subsequent redaction progressing down to the 4th century AD. Other major literary works are Ramcharitmanas & Krishnacharitmanas.

So, students should be encouraged to read different literary works from different parts of the world so long as the rationale is to develop interest in reading and hence enhance communicative competence.

1.2 Statement of the Problem

English has spread widely all over the world, first because of the influence of the British Empire and, second due to the pre-eminence of North American influence in the world. In Europe, English has advanced as an international language especially after World War II, leaving behind other preeminent languages such as French.

English is now used by millions of speakers for a number of communicative functions across the world. It has become the preferred language in a number of ambits like international business, it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion.

In order to help learners, maintain a reasonable grasp over learning English for purposes of enhancing communicative competence the teaching of literature should be given its due importance. Old good standards of English amongst Sudanese students were largely due to the incorporation of the teaching of literature. The absence of literature from classrooms has dramatically affected the standards of learning the thing which urged many educators and experts to think of reintroducing literature. Many Sudanese experts believe that introducing literature at an early stage of education can have a remarkably positive effect on the learning of English as a foreign language. To improve the deteriorating standards English literature has to be introduced all over again from as early as basic level.

The English language is now the lingua franca of the modern world. English is the main medium of world trade, information technology, global universities, and globalization. Most contracts binding multinational

companies are drafted and written in English, including major international laws, treaties, and agreements that have major effects on global politics and wide-scale trade and industry. Because of the far-reaching effects and influence of globalization, whose official language is English and whose official tool is IT, nations are now looking at many ways to cope with fast-paced international developments, and of which is by uplifting the quality of their education to global standards.

1.3 Questions of the Study

The following are the questions posed by the present study which will subsequently be put into hypothetical statements:

1. To what extent do EFL teachers try to help their students to use English literature texts to improve their overall communicative competence?
2. What is most likely   age or level for introducing English literature for communicative purposes?
3. To what extent can the teaching of literature at the secondary level help students to enhance their communicative competence?

1.4 Hypotheses

1. Teachers try to help their students to use English literature texts to improve their overall communicative competence.
2. Early age is the most likely   age or level for introducing English literature for communicative purposes
3. The teaching of literature at the secondary level help students to enhance their communicative competence.

1.5 Objectives

This study sets out to address a number of clearly defined set of objectives including the following:

1. Introducing literature at the secondary level can help enhance students overall communicative competence.
2. A new methodology should be adhered to in order to make the maximum use of the texts used.

Teachers should be made aware of the importance of literature for their classes and how they should work to see this particular objective realized.

1.6 Significance of the Problem

What makes the current research as significant is the fact that very few studies were carried out in the secondary school addressing the issue in question. This study sets out with the aim of   exploring whether the use of literature can improve students' communicative competence orally or written at the secondary level. Undoubtedly, teachers at secondary schools hardly pay attention to this important question. Teachers should help their students practice reading literary books quite considerably drawing their attention to their effective role in good communication in general. The result of this study might help the teachers, educators, experts, supervisors and syllabus designers to get benefit from the findings of this study. Third, this study tries to encourage students to develop their writing and promote them to write good extended topics in stories, for example. Fourth, this study also attempts to provide teachers, educators, supervisors and experts with feedback to improve the curriculum and the students' performance. The ultra-rapid rise of IT fueled

the proliferation of the culture and trends of globalization that is now the dominant system of global trade and industry.

1.7 Methodology

In this study, experimental methods will be adopted. The proposed experiment will be conducted at   secondary schools both girls and boys schools. Students at third year will be given a test focusing mainly on the grammatical rules, vocabulary and a few cohesive devices to measure their linguistic competence. Then, later after inducing the remedies and the desired changes the same test will be used again. The experiment is expected to take two months. Comprehension question are directly taken from literary texts. A questionnaire will be administered to   teachers. Furthermore, some language classes will be observed. The researcher will also confirm the validity and the reliability of the research tools before their application.

1.8 Limitation of the study:

The study is limited to the subjects selected from schools in Khartoum State, East Nile Locality. The sample is chosen from Alkhansa Model Secondary School in Alhaj Yousif.

Chapter Two
Literature Review and Previous Studies

Chapter Two
Literature Review

This chapter reviews relevant literature on the issue of introducing literature in classroom settings as an important aid to learning and teaching on the part of tutors. It tries to discuss how teacher at secondary school classrooms can be creative enough as to facilitate the teaching and learning process. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part one: Theoretical framework

Part two: Related previous related works

1.1 Overview

The process of developing effective learning is compared to building a house. A house consists of individual bricks and requires solid foundations otherwise it will collapse when under strain. Learning is the same – if the foundations for learning are not in place the learner will have difficulty when coming across new and challenging learning tasks. Again, for effective work to take place it is important to plan   so that the learner is ready and prepared for new and more challenging learning tasks. Yet in practice what we find is that perhaps the curriculum is planned and the teaching is usually planned and but the learning (namely, how a learner interacts with the new material) is not. In practice it is often left to chance!

Some of the things that we should bother about is the manner in which the learning task is met and presented. How the task appears to the learner can be

important. Some learners can switch off within seconds of seeing a task because it looks too formidable; the sentences are too long or the vocabulary is too complex. How learners react to a task can tell us much about them, their learning styles and their learning preferences. Independent learning is one of the most important indicators that effective learning has taken place. If learners can work independently this means that they have fully understood the task. They are able to make decisions on how to tackle new learning based on their background understanding and their capacity for independent learning. This is the beginning of creativity is to work things on one's own. The learner who repeatedly asks someone rather than tries to work through the solution themselves can in fact be: off-loading the pressure of thinking to someone else, or at least sharing it. For some learners this is important as they need to articulate the problem before they can even begin to solve it. Or perhaps they may be utilizing the skills of others because they have not acquired those skills themselves. They simply do not have the 'know how' to think through the problem and work out the steps themselves.

A question that should be asked is – does the education system promote independent creative learning? Many people are unable to work through a problem themselves. This may be due to the type of education they received because this education shaped their learning preferences and made them dependent on others. In recent years there has been a more obvious thrust towards problem-solving activities in the curriculum. This involves making decisions and thinking about and justifying decisions. This is the key to independent learning and often this is embedded in the learning ethos in a school.

The word "creative" is used frequently in schools. Virtually all of us, as teachers or students, have had experiences with creative writing. Teacher stores abound with collections of creative activities or books on creative teaching of various subjects. Such sources frequently provide interesting and enjoyable classroom experiences without tackling the fundamental questions: What is creativity? Where does it originate? What experiences or circumstances allow individuals to become more creative? Although collections of activities can be useful, without information on these more basic issues it is difficult for any teacher to make good decisions on classroom practices that might encourage or discourage creativity in students.

There has been a great deal of attention paid to different styles of learning – visual, auditory, kinesthetic and tactile – and the assumption is that each person has a preferred mode of learning. This may well be the case for some and is usually referred to as one's learning style. A useful definition of learning styles is that it is a relatively stable indicator of a person's cognitive and environmental preferences for learning. This can include the visual, auditory and kinesthetic, as well as factors such as attention and memory and environmental aspects such as time of day, light, background noise and classroom seating arrangements.

1.2 Literature and Culture

There are several definitions for culture; it can be defined as a way of how people live, how they think, act and behave. Consequently, culture covers the entire domains of humans' life, religious, social, literal, scientific, education and knowledge. It includes people's preferences, customs and traditions. In addition, it describes people's trends and fads. It goes without saying in that

it distinguishes enormous styles of lives. Individually, it identifies each person, the way he/ she acts towards different situations, how she/he thinks, transact with others.

Religiously, culture means people's beliefs. Socially it indicates how people interact and communicate with each other. Literally it refers to individual's trend for arts. Scientifically, culture relates to scientific inventions which is created, constructed and developed by particular group of people. It demonstrates a comprehensive method of knowledge and values, which shows individual behaviors.

Generally, culture is the most part of community which is made by all humans through their experiences. Culture has certain elements which are shared by all people such as language salutation. Culture is an integrated samples of people's knowledge, beliefs and attitudes that relay on the ability to learn and transmit to future generations. Culture is an organization of actions and thoughts and feelings expressed through symbols or language that hired and transmitted through generations. There's strong relationship between community and culture. There's no community without culture and no culture without community. Each community is characterized by its own culture. According to the researcher's point of view culture represents all dimensions of humans' life such as their values, beliefs, attitudes, customs, traditions, the way of living, housing, communicating. In this respect the off-shoots of culture as apparent in culture of education, culture of food and social culture are definitely taken into account. All humans' unique achievements fall under the scope of culture. So culture has a broad definition. Culture is reflected by language, which represents only window through you can see all countries around the world.

2.1.2 Literature, Language and Culture

Culture is not only understood as the advanced intellectual development of mankind as reflected in the arts, but it refers to all socially conditioned aspects of human life (cf. Snell-Hornby, 1988: Hymes, 1964). A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and do so in any role that they accept for any one of themselves. Culture, being what people have to learn as distinct from their biological heritage, must consist of the end product of learning: knowledge, in a most general, if relative, sense of the term. By definition, we should note that culture is not material phenomenon; it does not consist of things, people, behavior, or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models of perceiving and dealing with their circumstances. To one who knows their culture, these things and events are also signs signifying the cultural forms or models of which they are material representation.

It can be summarized that this definition suggests three things: firstly, culture seen as a totality of knowledge and model for perceiving things, secondly, immediate connection between culture and behavior and events, thirdly culture's dependence on norms. It should be noted also that some other definitions claim that both *knowledge* and *material things* are parts of culture. (Koentjaraningrat, 1996: 80-81) and Hoijer (1967: 106).

According to Snell-Hornby (1988: 40), Wilhelm Von Humboldt first formally formulated the connection between language and culture. For this German philosopher, language was something dynamic: it was an activity rather than a static inventory of items as the product of activity. At the same time

language is an expression of culture and individuality of the speakers, who perceive the world through language. Related to Goodrulgh's idea on culture as the totality of knowledge, this present idea may see language as the knowledge representation in the mind.

Halliday and Hassan (1985: 5) state that there was the theory of context before the theory of text. In other words, context precedes text. Context here means context of situation and culture (Halliday and Hasan, 1985: 7). This context is necessary for adequate understanding of the text, which becomes the first requirement for translating. Thus, translating without understanding text is non-sense, and understanding text without understanding its culture is impossible.

Humboldt's idea, Sapir-Whorf hypothesis, and Halliday's idea have far-reaching implications for translation. In its extreme, the notion that language conditions thought and that language and thought is bound up with the individual culture of the given community would mean that translation is impossible. We cannot translate one's thought which is affected by and stated in language specific for a certain community to another different language because the system of thought in the two languages (cultures) must be different. Each language is unique. If it influences the thought and, therefore, the culture, it would mean that ultimate translation is impossible.

Another point of view, however, asserts the opposite. Ironically this also goes back to Humboldt's idea about inner and outer forms of language. Later it is developed into the concepts of deep structure and surface structure by Chomsky. Inner form and deep structure is what generally known as idea. Following this concepts, all ideas are universal. What is different is only the

surface structure, the outer form. If it is so, translation is only a change of surface structure to represent the universal deep structure. Accordingly, translation is theoretically always possible.

All in all, we are faced with two extremes. Which one is right? The answer, according to Snell-Hornby (1988: 41) lies not in choosing any of the two. If the extremes are put at the ends of a cline, the answer lies between the two. In brief, theoretically the degree of probability for perfect translation depends on how far the source language text (SLT) is embedded in its culture and the greater the distance between the culture in (SLT) and target language text (TLT), the higher is the degree of impossibility.

2.1.5 a. English as a global Language

According to David Crystal (2009) the importance of English language pops to the surface despite the fact that English is a native language of few countries which are United Kingdom, United States, Canada New Zealand and Australia but it is considered as international language which is spoken all over the world. In some countries it is used as an official language, which should be spoken in offices and schools as in southeastern Asian countries. It is also used as diplomatic language of the European Union, the United Nations, NATO and the European Free Trade Association countries English is spoken as second language in many countries such as Norway, Sweden, and Denmark, Germany and Holland or foreign language in a large number of countries. Approximately 1. 5 billion people speak English world-wide and more billion are learning it.

2.1.5.b English Furnishes the Learners with New Vistas

Speaking English fluently is an asset for any potential employee and a genuine addition to one's profession. Speaking English well, certainly means having more chances to work or to study in English speaking countries. You won't face any challenges like those who don't speak English. If you don't speak English you will feel lost, you will have difficulties with basic needs such as public transportation, ordering for food and communicating with people.

2.1.5. c More Desirable to Employers

It goes without saying that whenever one applies for any job, one's CV should include languages the prospective applicant is capable of speaking. English as an international language will make an applicant more desirable and can hence get the job moderately straightforwardly. So to be a fluent English speaker is necessary since it is spoken by many countries. To be a businessman, you have to be a good English speaker because is the most common language of business. Learning English language is required even if you don't intend to study or work in a foreign country. You may need it in your country when being among multinational companies or among native speakers of English. It is needed for many purposes such as:

(i) Business meetings – where you can find people who speak different languages, in this situation English language is used. Another situation, if you represent a group of people in a foreign community, or you are talking to a multinational group, you have to speak English language fluently.

(ii) Customer service and sales –If you are working as a shop assistant you need to help customers as they are shopping so you have to speak in English.

This is an advantage which is very helpful in communicating with multinational customers and you will earn the trust of the employer.

(iii) Marketing and communications – your cultural knowledge is required when working in commercial companies which markets their products to English-speaking countries. In addition to other issues that depend on communication or translation. Therefore, is important to speak English well.

These are not exclusively the areas where English Language is excessively used. The need for English becomes much more essential at airports, for example. Even in learning teaching situations teachers with a high quality of grasp of their language and tools are preferred to their deprived counterparts. Another more important factor is that good command of English provides learners with a chance in higher education in the most well-known universities in the world, Oxford, Cambridge, Harvard and MIT; one needs to be a good English speaker because the language of education in these universities is English. Before admission, you have to pass a placement test which determines the level to the academic environment. So, if you speak English fluently and confidently, it is easy to get a chance to study at one of these famous universities.

One more salient merit is that to learn about different countries literature, one should learn English. Most of literary works of famous writers in the world for example Shakespeare's works; Emily Bronte's Wuthering Heights and her sister's Jane Eyre, George Orwell's 1984 and Animal Farm, Jane Austen's Pride and prejudice. Learning English language through literature will increase your knowledge. Learning English will enable learners to know

about cultures all over the world through movies, songs and music. The most popular movies of Hollywood are performed in English language.

2.1.6 Attending International Conferences

English is the language used in many international affairs such as conferences. It is also used by broadcasters in sport competitions as the Olympics. So, learning English is useful and influential without which you can find a lot of difficulties in understanding sport competitions and in attending conferences which may be a part of your career.

Moreover, English is the language of the internet. Over fifty of websites are written in English, it is impossible to get knowledge from any resource if you don't speak English. It is also the language of scientific books and papers. To get more information and enrich your knowledge you should speak English. Certainly, around two thirds of post-graduate students at Oxford's university come from non-English speaking countries. This large number shows their full awareness of the importance of English learning. According to scientific information 95% of articles are written in English. Almost half are written by English-speaking countries the rest are written by non-speaking countries. This shows the equality of both native and non-native English countries.

2.1.8 Communicative Competence

The issue of communicative competence is greatly connected with culture in an intertwined manner. Communicative competence can be defined as the repertoire that a language user possesses in linguistics, sociolinguistics, discourse, and other communicative strategies that enable one to participate skillfully in any social context. It demonstrates the capability of a person to

send and receive messages appropriately to a specific setting. *Communicative competence* therefore, refers to the way in which a person understands a discursive message, whether in spoken or written language, and the capability of a communicator to participate with an interlocutor in an accepted way to both the rules of grammar, as well as the rules of use.

The term *competence* has been used widely for about four decades in Applied Linguistics. It was firstly used by the famous American linguist Noam Chomsky to stand for the knowledge of the underlying system and other linguistic elements that native speakers possess in their language. Chomsky defines competence as "the speaker-hearer knowledge of his language" (4). While the ability of using the underlying system with interlocutors is relating to what Chomsky called *performance*. Chomsky excludes other elements needed for appropriate communication, for example, the rule of use. While Chomsky built the cornerstone of the term, flourishing of the terminology has come about by Dell Hymes to become *communicative competence*. Hymes, the first sociolinguist who coins the term communicative competence, focuses his definition on both *knowledge* and *ability for use*. Hymes defines competence as "the most general term for the capabilities of a person ...Competence is dependent upon both (tacit) knowledge and (ability for) use" ("On Communicative Competence" 64). Unlike, Chomsky, Hymes associates competence to include the capability of a language user to apply the underlying system knowledge and other aspects of speech events in real situations.

Competence in the Chomskyan perspective is a static or absolute notion whereas it is a dynamic or relative in the Hymesian view. Savignon (qtd. in Taylor) states:

Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, then, communicative competence can be said to be an interpersonal rather than an intrapersonal trait (163).

On the other hand, Taylor views competence as a static and absolute notion. Therefore, he considers *proficiency* as a dynamic or relative (166). Some linguists prefer to use other terminologies to refer for the repertoire that a person has in languages. Stern concerns with the outcome of the learning process. Therefore, he introduces the concept *proficiency* measuring the language learners' competence in four categories:

1) The intuitive mastery of the forms of the language, 2) the mastery of the linguistic, cognitive, affective and sociocultural meanings, expressed by the language forms, 3) the capacity to use the language with maximum attention to communication and minimum attention to form, and 4) the creativity of language use (346).

On the contrary, Halliday rejects the term competence and considers language as *meaning potential* (*Language as Social Semiotic* 38-39). Along with Hymes' definition of communicative competence, the majority of linguists in the field of second language teaching and acquisition accept that communicative competence means more than just grasping the underlying system of the target language. For example, Savignon uses the term *communicative competence* to demonstrate the language user's meaningful

interaction with other participants in a specific situation ("State of the Art" 264). Similarly, Canale and Swain integrate sociolinguistic rules with rules of grammar in their definition of communicative competence. Also, Saville-Troike asserts the role of the social setting to be determined whenever a person wants to communicate. Likely, Usó-juan and Martínez-flor pay a lot of attention in their definition to both the culture and the underlying system; and Widdowson refers to *usage* and *use* as components which form a competent communicator in using the language *(Teaching Language* 4).

Communicative competence is viewed *not* only from the perspective of the learner's knowledge in grammar but also to what Hymes refers to as *the ability for use*. Both of basic components are mentioned in this definition of communicative competence:

> It is a linguistic term which refers to a learner's ability in using language. It not only refers to a learner's ability to apply and use grammatical rules, but also to negotiate meaning with other language speakers, to express one's views regarding certain issues, and to know what and how to use certain utterances appropriately according to certain situations (Radzi et al. 5).

Communicative competence is also defined as "a threshold concept with a focus on the attainment of sufficient knowledge, judgment, and skills to meet communication goals and participate within key environments" (Light and Mcnaughton 3).

Scarcella, Andersen, and Krashen (qtd. in, Mustadi 14) state that along with the foremost scholars is Hymes who coins and uses the concept of communicative competence, where he asserted that the Chomskyan theory of

linguistic competence lacks the reflection that most linguistic capability is to create and figure out messages in suitable social contexts. Communicative competence, according to Mustadi is the capability to verbalize one's message proficiently and appropriately paying attention to both the linguistic system and the social context (14).

Canale and Swain define competence as the knowledge of grammar and other language use. In their definition of competence, they have deviated from the limitation that Chomsky made as he considered competence to be a set of grammatical rules that one has in one's first or second language. In sum, the definitions above agree that communicative competence includes the ability of a language user to interact with others accurately and appropriately.

2.9 Literature and Creativity as global concepts

Across the globe countries face economic, political and human challenges at daunting scales. The world is changing at breakneck speed. Howard Gardner, well known for his theory of multiple intelligences, has written a book called *Five Minds for the Future* (2007), outlining five types of thinking, or "minds," that will be necessary if humankind is to survive and thrive in our changing world. Not surprisingly, one of those is the "creating mind." Sir Ken Robinson (2001, 2005), senior advisor to the Getty Foundation, talks about two great crises in our climate. The first crisis is global warming, threatening our environmental resources. The second he describes as a cultural crisis that impacts our human resources, the climate of fear and risk aversion in our educational system spurred by overemphasis on single standardized measures. He says, "The educational reforms really needed now are actually being held

back by the attitudes to education that many policymakers learned when they went to school—20, 30, or 40 years ago.

Many seem to believe the way to the future is simply to do better what we did in the past.

The truth is we need to do something completely different for today's students" (2005, p. 2). Robinson believes that only with experiences in creativity will our students be able to prepare for the shape-shifting world they must embrace. It is interesting to note that in Robinson's home country of Great Britain, the government, with his assistance, has established Creative Partnerships, "the Government's flagship creative learning programme, designed to develop the skills of young people across England, raising their aspirations and achievements, and opening up more opportunities for their futures" (Creative Partnerships, 2008). On the other side of the world, the Taiwanese Ministry of Education aims to make Taiwan a "Republic of Creativity" in which creativity is "indispensable to everyone's life" (Niu, 2006, p. 381). It would seem if we want our young people to be successful in the world they will inhabit, they will need more than the knowledge we can measure on traditional tests. They will need the skills, attitudes, and habits required for solving problems unimaginable today. They will need to see varied viewpoints and understand people across the globe. They will need to think flexibly and with imagination. They will need to be creative.

2.10 Psychoanalytic Theories

Psychoanalytic theories explain human behavior, development, and personality traits as shaped by powerful unconscious processes. Such theories

attempt to uncover the unseen needs that motivate individuals' actions, often looking to childhood events to comprehend adult behavior.

2.10.1 Freud's Approach

Of course, the grand daddy of psychoanalytic theory is Sigmund Freud. Freud believed that human behavior could be explained by examining conflicts between unconscious desires and acceptable outward behavior. He postulated three aspects of human personality: the ego (logical conscious mind), the id (primitive unconscious drives), and the superego (a conscience-like force that acts as mediator between the other two). Freud tied creativity and much other behavior to the sublimation of drives deriving from the id. If an individual cannot freely express his or her desires, those desires must find release in other ways or be sublimated. Freud believed that beginning in childhood, a person must repress his or her sexual desires in order to fit into conventional society.

Thus, he saw these sexual urges as particularly powerful forces that must be countered by psychic defenses. Many of the defense mechanisms, he postulated, resulted in unhealthy behaviors and various neuroses. Creativity, on the other hand, represented a healthy form of sublimation, using unfulfilled unconscious drives for productive purposes. In discussing creative writers, he stated:

> "We may lay it down that a happy person never phantasies,
> only an unsatisfied one. The motive forces of phantasies
> are unsatisfied wishes, and every single phantasy is the
> fulfillment of a wish, a correction of unsatisfying reality.
> These motivating wishes vary according to the sex,
> character and circumstances of the person who is having

the phantasy; but they fall naturally into two main groups. They are either ambitious wishes, which serve to elevate the subject's personality, or they are erotic ones. In young women the erotic wishes predominate almost exclusively, for their ambition is as a rule absorbed by erotic trends. In young men egoistic and ambitious wishes come to the fore clearly enough alongside of erotic ones. (Rothenberg & Hausman, 1976, p. 50)

Although we may speculate about the effects of Victorian society on Freud's assessment of the differing genders' needs, it is clear that he viewed fantasy and creative writing as the results of unfulfilled wishes, a continuation of childhood play. Heroic characters may express the need for conquest, and romantic heroines may express the need for love in a representation of the writers' daydreams. Personal desires for sex or power are cloaked in story, allowing writer and reader to experience pleasure without unacceptable guilt.

2.10.2 Kris *and* Kubie

Later psychoanalysts developed variations on Freud's theories. Kris (1952/1976) asserted that the basic process of creativity is regression, that creative individuals are able to recreate a childlike state of mind in which unconscious ideas are more accessible to the conscious mind. Kris believed that freely wandering fantasy may serve the id in relieving unconscious desires, but unlike Freud, he emphasized regression in service of the ego. That is, he believed that the childlike state involved in reflective thinking, the problem solving, and creativity may be undertaken purposefully, under the control of the creator. He postulated two phases of the creative process: an

inspirational phase deriving from uncontrolled unconscious processes and an elaborational phase directed by the conscious ego.

Kubie (1958) extended psychoanalytic theory in two major breaks with Freud. First, Kubie postulated that creativity has its roots, not in the unconscious, but in the preconscious system fl owing between the conscious and unconscious. In his view, both the conscious and unconscious are rigid functions distorting or disrupting creativity. The symbolic processes in the conscious mind are limited to the recall of past experiences shaped by our use of language. Without the limitations of language, he postulated, our memories could be richer in sensory and emotional data. The processes of the unconscious are seen as similarly rigid, frozen by unconscious needs and desires. The painter who paints the same picture over and over again was seen as expressing an unconscious need, but as unable to find the flexibility necessary for true creativity. This flexibility, according to Kubie, is found in the preconscious state on the fringe of consciousness. This is the state we experience between sleep and wakefulness or during daydreams. He believed that to encourage creativity, we must strengthen preconscious processes.

The goal is to free preconscious processes from the distortions and obstructions interposed by unconscious processes and from the pedestrian limitation of conscious processes. The unconscious can spur it on. The conscious can criticize and evaluate. But creativity is a product of preconscious activity. This is the challenge which confronts the education of the future. (Kubie, as cited in Rothenberg & Hausman, 1976, p. 148)

2.11 Reading aloud as an Effective Technique

As someone involved in the profession of teaching, even if we are convinced that reading aloud is important to students, you are most likely preoccupied by the expectations for children to develop reading competencies (visit any state standard list to view the numerous expectations) and the dismal awareness that there is little time for reading aloud in today's assessment-driven classrooms. Because of these dominant worries, I first discuss ways to find opportunities for reading aloud and independent reading before delving into the benefits of reading aloud and independent reading. I doubt that you would care about the benefits if you believe you don't have time for these reading activities. To carry out this type of work properly, write down your daily schedule and to think about daily block transitions and activities that students might accomplish independently, like writing in a journal.

In my experience, motivated teachers have found creative ways to build in a daily read aloud. In one school, having found it impossible to fit in a daily read-aloud, teachers chose to extend their day a bit. Because the majority of children in their school qualified for the free and reduced breakfast programs, teachers took advantage of this time and read aloud while children ate breakfast in the cafeteria. A different teacher read daily, typically the teacher who was scheduled to supervise breakfast. For most teachers, this meant a twice-a-month commitment and did not lengthen their teachers' workday. In a variation, teachers at another school had children collect their breakfast and come back to their classrooms to eat while their teacher read to them. These smaller groups allowed for increased student discussion. In my visits, teachers were enthusiastic about the before-school reading; it was a nice transition to

the schooldays and, because it took place before the traditional day began, they felt freer to just enjoy books with their students.

Reading aloud has many advocates. Among the most passionate, vocal, and eloquent are Mem Fox, Jim Trelease, Ralph Peterson and Maryann Eeds:

Mem Fox

The fire of literacy is created by the emotional sparks between a child, a book, and the person reading. It isn't achieved by the book alone, nor by the adult who's reading aloud—it's the relationship winding between all three, bringing them together in easy harmony. (2008, p.10)

Reading aloud and talking about what we're reading sharpens children's brains. It helps develop their ability to concentrate at length, to solve problems logically, and to express themselves more easily and clearly. The stories they hear provide them with witty phrases, new sentences, and words of subtle meaning. (2008, pp.15–16)

Jim Trelease

Whenever I visited a classroom, I'd save some time at the end to talk about reading. I'd begin by asking, "What have you read lately? Anybody read any good books lately?"To my dismay, I discovered they weren't reading much at all. I slowly began to notice one difference. There were isolated classrooms in which kids were reading –reading a ton. In every one of the turned-on classrooms, the teacher read to the class on a regular basis. (2006, p. xxi)

We read aloud to children for all the same reasons we talk with children: to reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to

inspire. But in reading aloud, we also: Condition the child's brain to associate reading with pleasure;

*Create background knowledge;

*Build vocabulary; and

*Provide a reading role model. (2006, p.4)

Ralph Peterson and Maryann Eeds

Reading aloud is also meant to promote pleasure and enjoyment—to bring joy to life in school. (2007, p.⌐8)

Reading aloud also gives children the opportunity to take up ways of thinking about a story that can deepen their understanding. Sometimes a comment by the teacher or another student following a selection read aloud can illuminate meaning for all. (2007, p.10)

2.11.a Reading Fiction Aloud

Most adults remember those moments when their teacher read aloud to them. For many, it was the best part of the schooldays where they could escape to some exotic location, share in funny events, or wonder why a character did what he or she did (Bandré et al., 2007). Students were often unaware that when their teacher read aloud, they were learning. In these circumstances teachers introduced a book, most often fiction, and then read it from the beginning to the end on successive days. Sometimes students were encouraged to chat about the book as it was read, and other times they were to remain quiet until the end of the reading event.

Typically, the fiction read-aloud is guided through the selection of a good book that might be related to a theme that is being explored or just one that the teacher feels will be valuable or enjoyable for students to hear. The teacher might share his or her thinking as the book is read; for example, "I am confused. What is happening here?" She or he might then reread and engage in a discussion to clarify the plot. The teacher may stop reading at other times to allow room for students to make connections or to pose questions (Manning, 2005). In some classrooms, students return to follow-up the read-aloud by writing or drawing in a read-aloud journal. Through this process, students have a record of their feelings or ideas as they worked through a book or poem (Manning, 2005).

Gunning (2010) offers teachers a few suggestions to prepare for a read-aloud. Of primary importance is designating a location in the classroom for read aloud. It may be that students join the teacher on the carpet in an area near the classroom library or remain at their desks or tables. Typically, teachers of younger children have them move to the carpet, where they can sit together. This practice is less common in intermediate classrooms. Teale's (2008) research showed that students sitting closest to the teacher reaped the most benefit during a read-aloud, so it is important to periodically change seating places, so that all children have equal opportunities to sit close to the teacher. Placement is also important to consider when students remain at their desks or tables during read-aloud. The teacher could vary his or her location during reading to accommodate all students.

Prior to the read-aloud, it is important for the teacher to read the book selected. By previewing, a teacher can determine whether the book is appropriate for the class and can anticipate where reading can stop in order to engage students

in discussion. Also, by knowing the story in advance, the teacher can evoke emotion in his or her voice to correspond with the action (i.e., reading with excitement or reading quietly and calmly).

When the read-aloud begins, the teacher starts by sharing the cover (front and back), per textual elements like the front and back pages, dedication, and information about the author/illustrator. Some of these elements may be missing if the teacher is using a paperback copy of a picture book. When reading a picture book, it is important that students see the pages as the text are read. This showing of text and illustration is less important in novels, unless they qualify as graphic novels where illustrations are equally important. If the illustrations are very complex, the teacher may want to place the book on a projector so that students can see the details as the book is read. It is vital that books that are read be available for students' independent reading so that they can spend more time on their own with text or illustrations.

2.11.b Communicative Literature Teaching

According to Bambang, (CLT) is a language teaching tradition which has been developed in the United Kingdom in 197s. The aims of CLT are; a) to make the communicative competence the goal of language teaching and b) to develop procedure for the teaching of the four language teaching skills that acknowledge the interdependence of language and communication.

The emphasizes the communication makes the proponents of this approach, pay attention to functional as well as structural aspects of language. It is believed that no single set of procedures or text, that is accepted as typical procedures of CLT. Different people have interpreted, the concept of the combination of functional and structural aspects of language in different way.

CLT means an integration of grammatical and functional teaching while for other, the approach means using procedures where learners work in pairs or groups employing available language resources in problem solving tasks.

The first concept suggests that language items are presented in situations in the classroom to ensure that their meaning is clear and then practiced as formal structures by means of exercises of sufficient variety to sustain the interest of the learners and in sufficient numbers to establish the structures in the learner's memory. The concept of CLT is not regarded as the right assumption of CLT since the aim of communicative teaching is not only the ability to compose correct sentences but also the ability to communicate. The second concept seems to be not the only aim of CLT. Language learner should do more than working in-groups to learn to use language in communication.

The concept of CLT can be traced back by looking at the concept of communication itself. states that communication only takes place when we make sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statement of different kinds, to describe, to record, to classify, and so on, or to ask questions, make requests, give orders. It implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other words, in CLT language teachers should consider the formal structures in situational setting in the classroom. Even though it may be argued what type of contextualization (signification or value) can be provided to the students in the classroom suggests, that whatever the contextualization the teacher provides will help the student learn the communicative function of the language. Another way of teaching a foreign language as a means of communication, based on Allen and Widdowson.

2.11.c Reading Informational Texts Aloud

Nonfiction read alouds, like those for fiction, require the teacher to establish a comfortable place to read, preread the selection, and offer opportunities for student conversation. Young (2009) makes several additional recommendations for reading aloud informational text:

Cover to cover. These books are high quality and are appreciated as works of literature. They may tie to a unit of study and their content extends understanding, or they may be a genre focus, like biography, and should be read cover to cover. *Theodore* (Keating, 2006), a Picture book biography, is a good example. The author has Theodore Roosevelt tell about his life by talking directly to the reader—for example: "My mother named me Theodore, but everyone remembers me as Teddy" (unpaged).

Chapter or excerpt. This sharing is noted as "bits and pieces" (Moss, 2003, p. 61) where the teacher shares specific parts of text that is targeted to student learning. For instance, the teacher may read just a short section from a Lincoln biography clarifying his childhood. Another reason for sharing just a small piece of text is to motivate students to read the rest of the book or to prepare them for a different text on the same topic. An example of a book that would best be read in pieces is *Something Out of Nothing: Marie Curie and Radium* (McClafferty, 2006). The book begins by exploring the early life of Marie Curie with photos of her and her siblings. This bit of reading provides enough interest for students to pursue this book on their own.

Participatory. Students may read part of the text. This works especially well with diaries or dialogue. The *My America* series offers the opportunity for students to read journal entries from children. For example, using *A Perfect*

Place: Joshua's Oregon Trail Diary (Hermes, 2002), a student might read just one or two of Joshua's journal entries describing his experience, with the teacher continuing the reading thereafter.

Captions. The teacher skims through the book highlighting illustrations, photos, maps, and captions. This kind of reading gives students a preview of the content of the text. *Komodo Dragons* (Reeder, 2005) is a perfect vehicle to share illustrations and captions because they are found on every page.

Reference material. The teacher highlights the table of contents, index, or glossary of a book. For example, the teacher might have children select a term from the glossary and then move to where it is explained in text, thus modeling how a glossary supports meaning. *Komodo Dragons* (Reeder, 2005) is a good example because it allows teachers to share the table of contents, glossary, and index.

Modeling informational text features. A teacher may just read the sidebars, headings, or captions or identify different type fonts to model how they contribute to nonfiction. Morley's (1995).

How Would You Survive as an Ancient Egyptian? Serves as an example of a book where teachers can share sidebars and headings, and point out a wide variety of font formats. Each page contains multiple sidebars and captions.

2.11.d Combining Genres in Read Aloud

Teachers might consider a themed approach to read-aloud events (Gunning, 2010). For instance, on one day the teacher might read an informational book about dragons like *Komodo Dragons*. On other days, the teacher may select from the following genres that target real or imaginary dragons (see Figure

2.2). By grouping texts in this way, students come to understand the differences between fiction and informational text and the genres related to each.

In this set, students' study Komodo dragons and other animals and compare them with fictional dragons. They also explore fictional tales of dragons, an immigration story in *The Dragon's Child: A Story of Angel Island*, stories about Chinese New Year, and poetry in *The Dragons are Singing Tonight*. The books range in complexity from simple (*Komodo Dragons* and *The Knight and the Dragon*) to complex.

Teachers might also decide to partner two books together: fiction and information, poetry and information, and so on. For instance, *Flotsam* (Wiesner, 2006), a fiction book, centered on a camera that floats to the beach and *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Movement* (Burns, 2007), an informational book about trash and ocean movement, partner nicely. Another pairing is MacLachlan and Charest's (2006) book of dog poems, *Once I Ate a Pie*, showcasing dog behavior from a dog's point of view and *Good Dog! Kids Teach Kids about Dog Behavior and Training* (Pang & Louie, 2008). These genre pairings help students learn about genres and how they complement one another; and are easier for teachers to compile than a whole text set.

2.12 How to Choose Books

Choosing fiction and informational text to read aloud involves many decisions for teachers. First, the books need to be ones that students will enjoy and understand. It is also beneficial to select books tied to a current curricular theme so that each book builds upon the other and connects to important

content expectations. Moreover, teachers want to select from various genres within fiction, such as mystery, folktales, or poetry, and within informational texts, such as biography, photo essays, or memoirs.

Choosing informational books to read aloud requires additional guidelines to the general ones recommended for fiction. As Moss (2003) indicates, in most circumstances, teachers choose informational text that matches curriculum topics or provides support for student reports. She suggests that teachers extend this thinking because many students, like adults, see informational text as pleasure reading. With this added reason for informational text, it then regularly appears in the classroom library or is displayed in the room for student selection, and not necessarily only selected based on current curriculum topics.

Additionally, teachers' selection of informational text books should be based on several criteria (Moss, 2003). First, teachers should consider the *authority* of the author. Is the author an expert or has the author worked with experts on a topic? Second, is the information *accurate and up to date?* In most current nonfiction, authors list experts' books, or websites to support the accuracy of their information. A vivid example of information being up to date comes from the recent astronomy discoveries regarding Pluto. Older books do not present this new information and can thus be misleading to students. Third, the *appropriateness* of the book for the student audience must be considered. Books that talk down to students are never appropriate. They should also include information that is interesting to novice learners. Fourth, the book must be *artistic*. Readers should experience quality in text and illustration. Fifth, the *author's voice* should be clear and demonstrate a passion about the text.

Teachers may be gasping right now if they believe this process of selecting informational text is laborious and difficult. Most of the selection process requires skimming and is not time intensive. More careful reading might be required to ensure accuracy of information, especially if the text is long. In the following, I describe my book selection process for informational text using the book *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Movement* (Burns, 2007) as a model.

In this process, I first checked the authority of the author. Loree Burns has her PhD in medicine from the University of Massachusetts Medical School. I am thinking that she has a doctorate but not in oceanography, so is she an expert on this topic? In the author information provided, I discover that Burns made several research trips to the Pacific Coast for this book and worked closely with renown American oceanographer Dr. Curtis Ebbesmeyer, chronicling the development of his research program. I then check the book' references. Burns suggests books that students might enjoy and websites to explore and provides her reference materials and names of experts who helped her. *Tracking Trash* has also won the Boston Globe–Horn Book Award for nonfiction. On the basis of all this information, I conclude that Burns has author authority. With a publication date of 2007 I feel confident that the book is up to date and accurate. Also, the book's topic, ocean movement, is a fairly stable, constant branch of science. Burns assumes her reader is sophisticated and interested in wave movement and currents. She begins the book from a historical perspective, sharing Benjamin Franklin's interest in finding the fastest routes from Europe to the American colonies and his discussions with ship captains from whom he learned that traveling from West to East was faster than the reverse. Burns uses Franklin, a figure familiar to students, and

his real-life question as an entry to the book, thus appealing to students. Her chapters also build upon each other, with the reader positioned as a scientific detective. *Tracking Trash* is appealing not only for its topic but for its numerous visuals: photographs showing trash (often toys or shoes) and where it washed up and of scientists working and newspaper clippings. The text lends itself perfectly to be read in bits and pieces so that students can absorb smaller portions of information rather than being overwhelmed.

Although this selection process may seem laborious, I accomplished it quickly by scanning the author information, reading a few snippets of text, and skimming the book to note visual support. Importantly, this book will not be read on just one day; it will be returned to on numerous occasions. Students will explore this book independently as well, so the time spent evaluating it was worthwhile. Moreover, once this process is complete for a book, it can be used in subsequent years without the selection process, unless, of course, scientific changes have occurred in the meantime, rendering the book outdated.

2.13 Independent Literature Reading

In the Sudan there is a tradition of independent reading of very long standing. This seems to have stopped. Independent reading allows students to choose their own books and read at their own pace. Miller (2009) writes, "Reading is not an add-on to the class. It is the cornerstone. The books we are reading and what we notice and wonder about our books feeds all of the instruction and learning in the class" (p. 50). Her words highlight the centrality of independent reading to foster reading development. Opportunities to read independently support students in multiple ways:

1. Students gain practice in using the skills and strategies taught by their teachers and become better readers (Allington & McGill-Franzen, 2003).

2. Independent reading provides authentic literacy experiences where students can select their own books.

3. Students learn to select texts (Kelley & Clausen-Grace, 2009).

4. Independent reading enhances motivation for readers (Gambrell, 2009).

5. Students become lifelong readers (Tompkins, 2010).

Even with these strengths of independent reading, some teachers may still view it as a supplement to reading instruction. Gunning (2008) argues that there is no core reading program that provides sufficient fiction and informational material for students to fully develop literacy. Although the research on independent reading is robust in its support of literacy gains, it also indicates that students are spending less time reading in their classrooms and at home (U.S. Department of Education, 2005). Gambrell (1984) observed that first graders actually read for about 3 minutes per day and second and third graders about 5 minutes per day. More recently, Brenner, Hiebert, and Tompkins (2009) noted that third graders spend about 18 minutes per day really reading. Important to this research is that the amount of time reading on the Internet and composing e-mail or text messages was not included, so the time reported may not accurately reflect reading opportunities. This amount of time spent reading begs the question as to whether it is sufficient practice for novice readers to develop proficiency.

If, as a teacher, you believe as I do that these reported times for independent reading are not sufficient to develop engaged readers, the next question is, what can teachers do to increase these times? Teachers might first consider

the value of choice in independent reading, a critical element in developing motivation to read. Choice is the central theme in the book *Moxy Maxwell Does Not Love Stuart Little* (Gifford, 2008) and makes for a great read-aloud. In this story, Moxy has been assigned to read *Stuart Little* over the summer and knows there will be a quiz on it the first day of school. The whole book is about avoiding reading *Stuart Little*. Using humor, it emphasizes the importance of readers' choice and that students like to make book choice decisions, at least sometimes. *Moxy Maxwell* could serve as a discussion starter about choice and the importance of independent reading. Students will also have much to say about quizzes after reading and their influence on how a reader reads. Get ready for lots of feedback from students!

Rather than allowing students free choice, some teachers preselect a group of books from which students can choose, narrowing options but allowing students to read books that are somewhat related. This preselection might push students to choose a genre or an author they have not previously read. When I was in Mr. Bussoni's fifth-grade classroom (Barone, 2006), I observed this process in action. He preselected five books for independent reading: *Saving Shiloh* (Naylor, 1999), *Skitterbrain* (Brown, 1992), *Cousins* (Hamilton, 1992), *The Black Pearl* (O'Dell, 1996), and *Jeremy Thatcher, Dragon Hatcher* (Covill, 1991). Mr. Bussoni gave a short talk on each book, where he shared the author, other books by the author, an approximate reading level, and the book's genre. Once the book talks were concluded, students previewed each book during the day and signed up for their first and second choices. The next day students entered their classroom to find a copy of their first or second choice at their desks for independent reading and a contract for reading their choice book with other students. The contract suggested the chapters they

should read and an approximate time to complete them. Students were encouraged to talk daily with other students reading the same book and to record ideas in a notebook. Students, even those who were reluctant readers, were excited to begin reading and checked out what all of their friends were reading before they opened their books.

In other classrooms, teachers may require students to read from specific genres during the year. They may have all students select from one genre and read a selection during a specified period of time. Or they may just share a list of genres and allow students to self-select throughout the year. Another way to organize independent reading is to have students select a book that represents a theme for instruction. In this case, all students would read books about self-identity or the wilderness, for example. Both of these structures allow for student discussion across books as students; they could discuss a genre or how each character understood him- or herself. Teachers might have students explore numerous books by one author or illustrator to learn more deeply about the individual who has crafted them. As is easily seen, there is a multitude of ways to organize book selection while still offering students choice.

After books are selected, teachers need to find time for independent reading. Again, this does not need to be separate time, although that would be ideal. Rather, students can read independently when they are not working in small, guided reading groups with the teacher. It needs to be made clear to students that they are expected to read when the teacher is working with others. Teachers must also be careful that the books for independent reading are within the reading capabilities of independent readers so that students can

successfully read them. Suggestions for meeting the reading abilities of students are shared later in this chapter.

A well-ˈstocked library supports student independent reading. Teachers can borrow books and magazines from the school or community library for student reading as they develop their own classroom libraries. Teachers will also want a display area where they place books related to a theme of study. If teachers choose to read aloud the books shared about dragons, for instance, they would also display other dragon books and those read aloud for student independent reading. Students love to reread the book the teacher just read aloud to the class because they can understand the story or information and can read successfully. Displaying books, especially for younger readers, makes them appealing to choose from. In addition to print media, teachers will want to make online reading accessible to students by having sites or specific books bookmarked for easy access.

Teachers sometimes worry about management issues related to independent reading: Did the students really read? Although teachers have numerous ways to guarantee this, I have observed that teachers who ask students to record the books they read independently and write entries into a journal have the most success. Later in the year, students can return to these notebooks to determine the genre or the author/illustrator they prefer. The teacher might nudge them to experience other genres or authors/illustrators to build their reading repertoire. Students can also reflect on the comments they write or draw about books and learn about themselves as readers. For example, do they always write about the plot, or are they interested in how the book makes them feel?

Another way to ensure that students are actually reading is to have one-on-one conversations (Reutzel, Jones, Fawson, & Smith, 2008). Teachers might find time to chat with a student between guided reading groups. Although these conversations may seem arbitrary, they are carefully documented so that teachers know they have met with each student in the room. If teachers find that this transitional time for conversations is not very satisfactory for more in-depth discussion, they might decide to schedule one fewer guided reading group each day. During the time that was previously set aside for guided reading, they can chat with multiple students individually about their reading. These conversations allow teachers to notice what is most important to a student as he or she reads, whether the student is using previously taught comprehension strategies, what the student notices about an author or illustrator, and whether the student is personally enjoying the reading.

These conversations around reading, although they may appear to be easy, take practice. In order to foster students' critical thinking, teachers need to move away from the standard question-and-answer format—Who are the characters? What was the most exciting part? What facts did you learn?—and focus on questions that encourage conversation: What did you notice while you read? How do you think the character felt? Students take leadership in these conversations by sharing ideas or emotions that evolved from their reading. Through this type of conversation, teachers demonstrate that they are interested in their students' comments by responding to their ideas and serving as builders of meaning (Hassett & Curwood, 2009). For example, a student shares from his reading of *A Dog's Life* (Martin, 2005): "I hated the way people treated Squirrel. You would think that if they took him to be their pet they would at least feed him." The teacher responds: "I wondered if he would

ever find a family that was nice to him. Some even started off nice, and then they just left him. I think I felt as lonely as he did when he lived in the woods." From these initial comments, the conversation continued and both teacher and student shared their feelings and thoughts.

A second issue with independent reading is the need for books that students can successfully independently read. Children in classrooms with no books matched for their reading level will engage in pretend reading or will select books but never open them. Teachers need a variety of books that range from easy to difficult for student choice. They can also include magazines and Internet sites to expand the traditional resources available. Teachers can also make books on CD available; students can listen to these until they develop sufficient skills to read independently. In intermediate classrooms, Picture books must be valued as much as longer, more difficult text, so that struggling students are not embarrassed by their book choices. The result of these careful choices by teachers is that there is always a wide range of reading materials for students to select from.

2.14 Responding to Literature Books

Reader response happens as a person is read to or reads independently. Response is grounded in the belief that reading is an active process, with meaning being constructed continuously through intellectual and emotional connections. Three components influence response: the reader, the literature, and the context for response (Galda, 1988; Hancock, 2000). For example, the reader may be a student, who listens to a book read by the teacher, and is asked to respond freely in a journal. The reader brings to the text all previous experiences with reading, academic learning, personal experience, and so on.

For instance, in order for a reader to understand a fractured version of a fairytale, he or she must understand the original version. If not, a child interprets a fractured version as though it has no literary tradition. A child who never heard about Little Red Riding Hood will not appreciate the variant *Into the Forest* (Browne, 2004). The child most likely will not recognize that a boy is going into the forest and he has a red jacket, similar but different from the original, and any of the other subtle visual connections to other fairytales within the text.

The second part of this response triad is the literature. If children have only listened to or read fiction, then an informational reading event might prove difficult for them to understand. Genre, text structure, literary elements such as a writer's style, and the content of text all influence the reader.

The last component of the triad is the context. Teachers may expect students to respond in a certain way, for instance, providing a summary of what they read. If this is the regular expectation, children in this classroom will find it difficult to respond in other ways, because they have not been officially sanctioned as appropriate in the classroom. In classrooms where diversity of response is routine, students will be free to respond in ways they find appropriate to the text. A second aspect of context to consider is students' family backgrounds. For instance, religious beliefs might influence the way a child responds. For example, Jacob, whose family was very spiritual, wrote about the use of the word *underwear* in a book: "I don't think the author should use that word. It seemed wrong to read it in a book." Jacob abandoned this book because he was uncomfortable reading it and reconciling his personal religious beliefs.

Most teachers have become familiar with responding to literature through the work of Rosenblatt (1938, 2005). Rosenblatt identified two primary ways of responding to text: efferent and aesthetic. Efferent responding is more focused on understanding ideas or facts. Aesthetic responding is more concerned with emotional or artistic response. Important to this division of response is that most readers engage in both while reading. Readers engaged with informational text may appreciate the writer's style while acquiring information, or those engaged with fiction may wonder about details of the setting as they are appreciating the plot. Previous reading experiences and personal experience influence the way readers respond to a book. An addition to the ways of responding to text described by Rosenblatt includes critical response (Pearson, 2008). Critical response allows readers to challenge a text by considering the representation of a character, an event or issue, or the author's purpose.

A second influential voice on the topic of response is that of Iser (1978). His work focused on the gaps in literature and how the reader fills them. The first gaps are easily completed by the reader because they are based on real life. For example, the reader assumes that a character has two eyes, a nose, and so on. The reader also assumes that the author will share any unusual characteristics, such as a monster with one eye. The second gap is purposely left by the writer to stimulate reader participation. This gap may be difficult for some readers to complete because they lack sufficient background knowledge. For instance, in *Bud, Not Buddy* (Curtis, 1999), the reader has to know about segregation in the 1930s in a northern state. Without this knowledge, the reader will struggle with creating meaning. The third gap stimulates a reader's imagination. In *Holes*, Sachar (1998) tells readers

directly that he has left gaps for them to complete—"You will have to fill in the holes yourself" (p.231)—such as what happened to Stanley after he returned home with jewels and papers that were redeemed for a sizable sum of money. This gap is easier to complete because the readers are free to use their imagination to complete it.

Iser's work (1978) helps teachers recognize how the reader completes the text and how the text needs the reader to make meaning. In some cases the gaps are filled by common experience or the imagination. However, for gaps that require background knowledge, such as knowledge of a historical event, the teacher is critical in helping a student fill in these gaps when this knowledge is not internally held.

2.15 Exploring Narrative Genres

In the book *Wild About Books*, a librarian happens to take her bookmobile into the zoo. The animals are excited about reading, especially their favorites (it's always interesting to me how easy it is for animals to read). In rhyme, the author writes about otters liking *Harry Potter*, llamas enjoying drama, and the kangaroos preferring *Nancy Drew*. What is fun about this book is that it provides a brief, enjoyable introduction to genre (literature sharing common characteristics) and certainly could serve as a stimulus for students to talk about their favorite genres.

The first genre distinction made for children's literature is that children's literature, itself, is a genre (Nodelman & Reimer, 2003), a subset of literature in general. Thinking back to the discussion in   the definition of children's literature, it is obvious that a blurry boundary exists between children's literature and adult literature. The next blurry boundary is centered on genre

distinctions within children's literature, because they are complicated even when just considering the dichotomy of fiction and nonfiction or informational text (Lukens, 2007). For example, fiction is usually thought of as encompassing books that contain stories or poems and informational text as carrying Nonly factual information. However, some books combine these two genres. For example, *The Magic Tree House* series (Osborne) are fictional stories centered on two time-traveling characters, Jack and Annie, who bring what they learn to their readers. For instance, in *Buffalo Before Breakfast* (Osborne, 1999), the children travel back 200 years, befriend the Lakota, and learn about bison and the life of this Native American tribe.

Another similar collection written for young children is *The Magic School Bus* series (various authors). The main character, Ms. Frizzle, is a teacher who loves science and takes her class on numerous field trips where they learn about, for example, space, bats, the food chain, and germs.

Considering just these two popular series, it is easy to see how authors combine fiction and information. Although the fiction and informational aspects of these texts are clear—in *Buffalo Before Breakfast* information about bison is identified using a separate font—both are contained within a single book, thus making the categorizing of books as fiction or information problematic.

Although these broad divisions between information and fiction seem apparent to adults, they are not so clear-cut for students. For example, when I chatted with first graders about the *Magic Tree House* books, many assumed that everything in them was real. They believed that the children actually talked to the Lakota. A few others decided that the covers of the *Magic Tree*

House books make them stories because the images were drawings, not photos. An activity to help students with these grand divisions would be for teachers to provide a sample of fiction and informational books to small groups of students. For younger students teachers may select books that clearly sort into each category. For more experienced readers, teachers may choose poetry books that include poems about animals or books that include information and narrative so that students experience conflict in sorting and have to carefully reason through their decisions. Once books are selected, students would then be expected to sort them into binary stacks of fiction and information, noting the reasons for these categorizations. Teachers will become aware of how students make these decisions through their comments. They might even create charts noting the important parts of narrative or informational text. It will be interesting to discover whether they form these decisions from the cover art, from previous experience, or from a careful review of the contents of the book.

With the acknowledgment of the arbitrariness of genre sorting, identifying common elements of books and placing them into categories does help students develop background knowledge, or a road map for the structure of a text, that supports comprehension (Youngs & Barone, 2007). For instance, when reading a fairytale, students know that there are fanciful elements like talking animals, magic coaches, and so on; they know that there are good characters and evil characters; and they know the story ends with a happy resolution. In order for students to truly understand a genre, they must read widely within it as they determine its characteristics. Teachers can support students in genre learning by collaboratively creating genre charts with

students where they add additional characteristics with each exploration of a genre.

The fiction category includes traditional literature, fantasy, poetry, historical fiction, realistic fiction, multicultural literature, international literature, graphic books, and postmodern Picture books . Some of these categories, like international or multicultural literature, might also encompass fiction, but they just have an additional designation. Within each category, I share some familiar book examples so that teachers can feel satisfied with their knowledge of these books and can remember successfully sharing them with students. I also include newer books that may not be as well known but are worth exploring with students. I end the chapter with school-based genres. Only in schools are the genres of decodable, predictable, and leveled text used with regularity and commonly understood as categories of literature. Like books for young children, these school-based genres include narrative and informational text. To avoid redundancy, I included them in this chapter.

2.16 Exploring Non-fiction Genres

Reading non-fiction and providing time for students to read informational text results in several positive outcomes for students:

1. Support students in their success in school, especially in later grades, where informational texts are prioritized over narrative.
2. Support students in engaging in extracurricular reading, especially reading on the Internet.
3. Appeal to the unique interests of students.
4. Allow students to answer questions.
5. Engage students in learning about their physical and social worlds.

6. Build vocabulary, especially that targeted to specialized fields (e.g., social and physical sciences).

7. Expand opportunities for home-school connections.

8. Support students in developing different reading strategies, such as skimming and scanning. (Duke, 2004)

Teachers wonder about the differences between the terms *nonfiction* and *informational text* (Duke & Bennett-�raArmistead, 2003). Nonfiction is an umbrella label and includes texts that have factual information. Duke and Bennett-�raArmistead view informational text as a type of nonfiction that includes features like headings and technical vocabulary and shares information about the natural or social world. Based on their definition, biographies or how-to books would not be considered informational; rather, they would be classified as nonfiction. Within this chapter, I share nonfiction texts such as biography, memoir, and how-to books. Beyond these genres, I focus on informational text targeted to social studies, mathematics, art, music, and science. The informational text category also includes book-based genres, such as encyclopedias, all-about books, photo essays, and life-cycle books. I end the chapter with a discussion on multi-genre books, which offer collections of genres within a single text.

The overarching genre of nonfiction or informational literature is as varied as fiction. There are important criteria to consider when choosing informational text: The book must be accurate, well organized with lengthier text separated into chapters and sections, appealing in format and design, and written in a style that is clear in presentation. Informational text is processed in uniquely specific ways (Duke & Bennettꓺ Armistead, 2003). When reading informational text, students are not expected to process text linearly; rather,

they may view maps or figures, read text, and then reconsider the maps or figures. This reading is recursive in that it takes no direct path; it moves forward, allows for rereading, and takes advantage of multiple features that extend or clarify reading.

Taking time with students to investigate more thoroughly the graphic displays typical of informational text supports students' comprehension and enjoyment. Illustrators of informational text use a wide variety of graphic displays within a text. Figure 4.1 highlights many of the categories and types of graphic displays that students encounter. It is important to notice that each display highlights different information that supports students' comprehension; moreover, many texts include more than one graphic display. Students must be comfortable with reading graphic displays so they engage with them rather than ignore them.

Introductory lessons that focus on organization help students become aware of these structures. Teachers might share a simple informational text to draw attention to the various structures. The following books will facilitate this process:

Description. In the insect book *Super-Size Bugs* (Davies, 2007), most pages have an oversized illustration of a bug accompanied by descriptive text. For instance, the text for praying mantises reads Praying mantises are carnivorous insects. They come in all shapes and sizes, some have spooky, alien-like heads while others look just plain goofy" (p.ǐ€14) and teachers need to allow for this before focusing on the text organization. Students will invariably become very vocal about how disgusting many of these bugs appear in the magnified images. To reinforce learning, students can create a bubble map to record

information as the teacher reads, with each bubble representing a different bug.

Cause -effect. In the book *When Bugs Were Big, Plants Were Strange, and Tetrapods Stalked the Earth* (Bonner, 2003), the author shares how plants grew in coal swamps and evolved into more familiar plants, how oceans divided, how insects grew, and how dinosaurs became extinct. Each chapter focuses on a set of causes and the effects noted in the environment. This book lends itself to student discussion and writing about cause-effect events.

Time line. Sandler's (2008) *Lincoln Through the Years* is a perfect book to explore time sequences. Each page is rich with photographs that document events in the life of Abraham Lincoln. Teachers might share this book over several days, with students creating timelines to help remember important events.

Compare-contrast. I know students will love interacting with *Living Color* (Jenkins, 2007). Each page highlights a color and the way it shows up in various animals. For instance, on the red page readers learn about jellyfish, blood-red fire shrimp, the scarlet ibis, and other red animals. In a related activity, students, with teacher support, can identify differences across the animals sharing the same color.

2.17 Exploring Qualities of Text

In this part the researcher seeks to investigate the elements that are identified as qualities of narrative text. Lead with *plot*, because not only are most children's books driven by it, but, perhaps more important, readers are motivated by plot during the first reading of a book:

They want to know the outcome, and some even skim the final pages so that they can read through the suspenseful parts more comfortably (Nikolajeva, 2005; Nodelman & Reimer, 2003). A plot can't exist without *characters*, so the focus shifts to richly developed characters in children's literature. *Setting* is critical in some books and a backdrop in others. However, exploring setting allows readers to appreciate the narrative more fully. Because *theme, style*, and *point of view* are often more subtle to determine, I discuss these at the end of the chapter because these elements are typically focused on once there is clarity with the others. In addition, most readers do not read a book to discover its theme or message; this happens after the book is enjoyed (Nodelman & Reimer, 2003).

These narrative elements are identified so that teachers can share them with students in ways that transcend comprehension questions. Today, most core reading programs provide numerous questions that target each of these narrative elements. Students often view them as a quiz: Who is the main character? What was the plot? What was the setting? The goal of this chapter is to support teachers and students in more meaningful exploration of these elements and their importance to the story being read.

2.17 A Plot

A plot is the element of a book that evokes feelings of suspense in its readers; they want to know what happens next. "Plot is the sequence of events showing characters in action" (Lukens, 2007, p. 99). Authors can write plotlines that move from one adventure to another quickly, or they can extend an event so that readers live it for a long time. Nodelman and Reimer (2003) write:

Plots order stories in a variety of ways, but good plots almost always provide a two-fold pleasure—first, the pleasure of incompleteness, the tension of delaying and anticipating completion; and second, the pleasure of the completion. (p.65)

Plots have a beginning, middle, and end, although the end is not always neatly tied up and concluded. Some books leave the end open for the readers to determine, as seen in *The Garden of Abdul Gasazi* (Van Allsburg, 1979). In this story, Alan, a young boy, takes care of Miss Hester's dog, Fritz, while she visits her cousin. Alan takes Fritz on a walk and they wind up at Abdul Gasazi's home, a magician who does not like dogs. Gasazi convinces Alan that he turned Fritz into a duck, and Alan watches a duck snatch his hat and fly away. Alan returns to Miss Hester's home to find Fritz there, and Miss Hester persuades him that Gasazi could not turn a dog into a duck. But Alan's hat appears at Miss Hester's feet. So can Gasazi turn a dog into a duck? That question is left for readers to answer. Can you imagine how students will try to find a clear answer as they scan and rescan the pages of this book, hoping they just overlooked it?

For very young children, the plot is usually straightforward, with one event following another and a clear resolution. As writers create for more mature child readers, they invent more complex plots, perhaps using flashbacks or dream sequences, where the plot events are not linear and are more difficult to place into a logical order. They also leave the resolution open, enticing readers to reread the book to see whether they can determine a satisfying ending. Flashback or flash forward sequences are often challenging for readers to comprehend. To support readers, teachers can provide a simple

bookmark where students can record events during one time sequence on one side and events from a different time sequence on the other side.

Plots involve conflict and resolution. In children's books, conflict can occur between two characters, between a character and nature, and between a character and his or her own self (Norton, 2007). *Skippyjon Jones* (Schachner, 2003), an example of conflict between two characters, is a story about a Siamese cat who is struggling to behave in ways his mother deems appropriate. First, he sleeps in a birds' nest with a mama and her baby birds- Remember: He is a cat. His mother lectures him and banishes him to his room with this admonition: "You need to think about just what it means to be a Siamese cat" (unpaged). Skippyjon Jones does stay in his bedroom, but his imagination allows him to become a Chihuahua that speaks Spanish, not exactly what his mother told him to do. He creates a whole adventure with fellow Chihuahuas against the banditos. The book, similar to *Where the Wild Things Are*, ends with hugs from his mother and his going to sleep in a big boy bed.

An example of a story with a plotline that involves a character versus nature conflict is "Down the Hill" in *Frog and Toad All Year* (Lobel, 1976). This story begins with Frog knocking at Toad's door and begging him to come outside to explore winter. He complains that he does not even own winter clothes, but Frog thought ahead and brought Toad some clothes. They eventually go outside and sled, with many bumps along the way. Although not a serious story of conflict with nature, it humorously models this plotline. A more serious example of character versus nature conflict is found in *Kidnapped: Book Three: The Rescue* (Korman, 2006). In this book, 11-year-old Meg Falconer makes her escape after being kidnapped, an event that was

revealed in the previous book in the series. Unfortunately, no sooner is she free when a major snowstorm moves in, and now Meg has to survive a blizzard to reach safety. The entire book showcases her survival in the wild and cold.

A plotline involving a character in conflict with his other own self or learning about him- or herself is prevalent in children's books. In *Olivia Saves the Circus* (Falconer, 2001), for example, Olivia tries to be unique even though she has to wear a "boring" uniform to school. Her ingenuity and creativity are evident as she accessorizes herself with ribbons, tights, backpack, and purse. These personality traits are repeated as she retells her visit to the circus to her class. Olivia sees herself as the heroine to the circus because she performs for the circus people who are sick. The entire focus of this book is learning about Olivia and how she views herself. The only conflict she faces is her teacher's disbelief at her story, and Olivia easily solves that by telling her teacher that her story is true "to the best of my recollection" (unpaged).

A second example is *Knuffle Bunny Too* (Willems, 2007). This story begins with Trixie taking Knuffle Bunny, what she thought was a one-of-a-kind bunny, to school to show her friends only to discover that Sonja has a similar bunny, resulting in jealousy and anger. At the end of Trixie's dreadful day, her teacher returns the bunnies to the girls so they can take them home. When Trixie goes to bed, she discovers she has the wrong bunny, so perhaps hers is unique in subtle ways. Trixie convinces her dad to go to Sonja's house in the middle of the night to exchange bunnies. Trixie then discovers a best friend in Sonja and the jealousy over the bunnies diminishes. The simple story explores the feelings of a young child regarding her favorite stuffed animal and how they turn negative with the discovery of a similar animal.

Plot structure also has a special vocabulary to describe its parts:

1.*Exposition*: This element provides the necessary information for the reader to understand the story (includes setting, characters, and a situation).

2. *Complication*: Conflict is introduced and characters begin to deal with it.

3.*Climax*: This is the point of maximum tension in the story.

4. *Resolution*: The problem or situation is resolved.

5. *Denouement*: This is the book's closure (Temple et al., 2006).

In one fifth-grade classroom, I listened in as students identified these plot parts in a book they read. They enjoyed using this sophisticated vocabulary to describe a plot. One student told another, "I just thought there was a beginning, middle, and end. Did you know there were all these parts? I am having trouble figuring out the resolution and the denouement. Are they ever the same?" Following this question, both students returned to their book to discover the difference between the resolution and the denouement.

The *home–away–coming home* pattern is the most common plotline in children's literature (Nodelman & Reimer, 2003). *Where the Wild Things Are* (Sendak, 1963/1988) is a classic example, even though maybe Max never really leaves his bedroom physically. At the beginning of the book, Max is in his bedroom. Then he participates in his wild adventures in his wolf suit. The book closes with Max, once again in his bedroom, finding his dinner. Numerous fairytales have this same structure; for example, where the prince leaves the castle on an adventure to prove that he is brave and smart, successfully combats an enemy, and returns home to win the hand of the

beautiful princess. A variation of this structure is where the child remains home while his or her parents leave. *The Cat in the Hat* (Dr. Seuss, 1957c) and *Good Dog, Carl* (Day, 1997) are examples where children engage in exciting, and sometimes dangerous activities, when their parents are away, with normalcy resuming with the return of the parents.

Other plot structures are *cumulative* as seen in stories like the *Gingerbread Man* where text is repeated and extended on each page. Authors can write using a *linear* structure, where the plot moves along logically as seen in *Edwina* (Willems, 2006). In this book, Edwina, a dinosaur, plays with children and eventually proves to Reginald Von Hoobie Doobie that dinosaurs do exist. Plot structures can also be *episodic*, with events that can be shared in any order. Lobel's Frog and Toad books are examples of episodic stories, filled with small stories that could be placed in any order. The reader knows that each book is filled with Frog and Toad's adventures, but one adventure does not necessarily lead to the next. Finally, plot structures can be *circular*, as seen in *Rosie's Walk* (Hutching, 1971), in which Rosie ends the book where she began (Anderson, 2002).

While Picture books offer examples of all of the plotline structures, they are constricted by the typical 32-page limit. To explore plot more fully, I have chosen the short novel *Poppy* (Avi, 1995) as an exemplar. I return to this book when discussing the other writing elements as well. Although most students would never be expected to return to a single book to explore all narrative elements, a teacher may have them reread a book to study just one. Through this closer inspection of a single element, readers more fully appreciate the craftsmanship of a writer.

Poppy is the second book in the *Poppy* series by Avi. In this book, Ragweed (a mouse and the central character in the first book) moves from the city to the country, more specifically Dimwood Forest. Readers quickly discover that Poppy is to be engaged to Ragweed. Whereas most books begin with a quiet exposition, Poppy does not. Avi has Poppy and Ragweed on Bannock Hill, without permission from the owl (Mr. Ocax). Readers know this is dangerous even as Poppy and Ragweed argue about the need for permission but enjoy being alone on the hill. The following is a brief sampling of their dialogue:

Poppy, hurt and wanting to show she was *not* a coward, poked her nose and whisker out from under the bark. "Ragweed," she persisted even as she began to creep into the open, "being careless is stupid."

Her friend took another scrap of the nut and sighed with pleasure. "Poppy," he said, "you may be my best girl, but admit it, you don't know how to live like I do." (p.6)

Having spied the mice on the hill without his permission, Mr. Ocax swoops in and devours Ragweed and almost Poppy too surprisingly dramatic action in the very first chapter. With this exposition, the reader immediately knows that this book is about obeying and not obeying, the authority of an owl over mice, and the fear and compliance of the mice.

The plot's complication is revealed when Poppy returns home to tell her family what happened. They are unhappy that Poppy has angered Mr. Ocax: Because their current home cannot support them all, Poppy's family wants to move but they need Mr. Ocax's permission to do so. Poppy and her father, Lungwort, approach Mr. Ocax to seek his permission; however, not surprisingly, he refuses. The mice are in a dilemma because they cannot

survive in their current home and do not have permission to move. Furthermore, Poppy feels responsible for her family's predicament. The following is some of the conversation that sets up the complication.

Lungwort," Mr. Ocax interrupted. "I forbid you to move to New House."

"What?" Lungwort gasped, flapping the rain away from his face with a paw. The word had all but stuck in his throat.

"Permission *denied*, Lungwort. You cannot move to New House."

"But, but—why, sir"

"Because I said so." (p.54)

The dialogue helps the reader see that Lungwort is subservient because he has to make a request to save his family, and he uses the word *sir* when addressing the owl. Mr. Ocax, on the other hand, is dominant and a bully, proclaiming his denial without an adequate reason to support it.

The story builds to a climax as Poppy leaves home to explore New House. Readers worry for Poppy's safety, because Mr. Ocax knows she has left and is trying to capture her. A secondary fear for Poppy, a needless one created by Mr. Ocax, is that she will run into Erithizon Dorsatum, a porcupine, whom she fears will eat her. (Mr. Ocax lied to the mice, telling them that he protects them from evil porcupines that eat them. Mice are not aware that porcupines do not eat meat.) Avi writes:

The fox stuck its nose in after her, its barking booming about Poppy like a cannonade. Trying to get away, she moved deeper into the musky dark. Suddenly she stopped. At the far end of the log she heard the distinct sound

of heavy breathing. It was exactly what she had feared: Another creature was already in the log. (p.92)

As if foxes and porcupines didn't give Poppy enough to worry about, as the story continues, Mr. Ocax finds her:

It was while she stopped to sniff a Scotch broom plant that Mr. Ocax, out of nowhere, made a dive at her, talons flashing. (p.118)

At this point, no plot reader is going to put the book aside: He or she is reading the pages as fast as possible. Thankfully the reader is finally able to relax a bit after reading that Poppy takes care of Mr. Ocax with the use of a porcupine quill, the resolution.

The denouement occurs as Poppy returns home and shares what she has learned, resulting in the mice being able to relocate to New House. Avi writes:

Poppy gazed at them evenly. Then she pulled the feather, Mr. Ocax's feather, from her sash and held it aloft for all to see. "Mr. Ocax is dead." She said solemnly. "And I can tell you that New House is right next to a big field of corn that has enough to feed us all forever and ever." (pp.ⁱ158–159)

The reader can feel satisfied because Poppy met the challenges of her quest and then returned safely to her home and family to share her good news.

Although readers do not have to label each of these parts of the plot to understand the story, by going back to the story and identifying them they can see how Avi constructed his narrative. Children will enjoy this process and feel quite sophisticated when they can name all the parts of a plot. This knowledge will also support them as they write their own narratives. It allows

students to move beyond just considering a beginning, middle, and an end. Teachers can create planning sheets where each part of the plot is identified and students draft their own plots (see Figure 5.2).

2.18 Characters

Characters, whether people, toys, or animals, are essential to a story because they carry out the plot. Nodelman and Reimer (2003) suggest that authors reveal information—or in their words, "kind of gossip" (p. 59)—about characters either explicitly or implicitly through their behavior. Readers learn about the personality of characters by repetition of a personality trait, how they behave, how they relate to other characters, how they talk, what they look like, what other characters say about them, and narrator comments (Lukens, 2007).

Characters in a story are identified as either round or flat. *Round characters* are dynamic; they undergo a change throughout a narrative. For example, they are not always good or always evil; they are more complicated. Typically, they are the protagonists, or the central characters. *Flat characters*, in contrast, usually are not the most important character to a story, and they remain static from beginning to end. Often, they are stereotypes, possessing one dominant trait (Anderson, 2002; Lukens, 2007). The flat character often represents the antagonist, or the person at the center of the conflict.

In *The Escape of Marvin the Ape* (Buehner & Buehner, 1999), readers learn about Marvin implicitly. Marvin, an ape, lives in a zoo, but he slips out when the zookeeper is feeding him. What is interesting is that Marvin already had a suitcase packed and the zookeeper did not notice it. Through illustration, the viewer learns that, although when in the zoo Marvin looks like a typical ape,

once out of the zoo he wears clothes, knows how to travel on the subway, and can read books. Marvin goes to a restaurant and orders from the menu, visits a museum, goes to the movies, and visits a toy store. Most interesting is that Marvin always behaves and dresses appropriately for these events. At the end of the story, readers understand, through Marvin's actions, that he is quite intelligent and understands culturally appropriate ways of behaving. The text never hints at these traits; rather, it just shares simple descriptions of his adventures, for example, "At the ball game Marvin caught a pop-up foul" (unpaged).

In *Officer Buckle and Gloria* (Rathmann, 1995), readers learn about Gloria through her interaction with Officer Buckle. Officer Buckle is clearly the flat character, because his only worry is safety, he is boring, and he is unaware of Gloria's antics. Gloria, on the other hand, is anything but boring. She obeys Officer Buckle's commands when he is looking; but when he is not, she mimics him and extends his message. Through this interaction, readers learn that Gloria is smart, entertaining, sensitive to Officer Buckle's feelings, and his best friend.

Temple et al. (2006) identify common roles of characters in traditional literature (fairytales and folktales):

1. The hero: the central character who drives the plot.
2. The rival: the person who tries to thwart the hero.
3. The helper: the person who helps the hero reach his or her goal.

Although these roles are clearest in traditional literature, they also show up in more current writing. In Avi's *Poppy*, several characters can be identified: Poppy, the protagonist and hero; Mr. Ocax, her rival and antagonist; Poppy's

father, Lungwort, a flat character; and Erethizon Dorsatum, the helper. Mr. Ocax is revealed to readers first. Avi describes him with these words:

Mr. Ocax's eyes—flat upon his face—were round and yellow with large ebony pupils that enabled him to see as few other creatures could. Moonlight—even faint moonlight— was as good as daylight for him. (p1). Avi does not leave readers puzzled about the nature of Mr. Ocax. Quickly, they learn that Mr. Ocax sees himself as dominant and a predator, not the kind of character most mice would want to encounter.

Through this brief conversation, readers know that Ragweed convinced Poppy to come to Bannock Hill with the promise of a dance. Now that she is at the hill, she is afraid to come into the open because Mr. Ocax may be watching. Avi, through his narration, which combines the physical and the emotional, lets readers know that Poppy is a small, timid mouse and is tense in this situation.

This description is unusual for a character who is the heroine of a story. Readers learn more about Poppy's personality when she faces Mr. Ocax and asks permission for her family to move. After Mr. Ocax refuses, Poppy is faced with a dilemma: She can either stay a timid, fearful mouse or find the courage necessary to try to rectify the situation. Her developing personality is revealed when she says, "'If I'm the one who caused this mess, it has to be me who sorts it out" (p.71). In this one sentence, she positions herself as a responsible, solution-]driven mouse, unlike her passive personality seen earlier.

Poppy's father, Lungwort, remains the same from beginning to end. He is the leader of the extended mouse family, realizes that their current space is too

small to support them, but allows his search for a solution to be restricted by Mr. Ocax's rules, to the detriment of his family: When Mr. Ocax refuses to let the family move, Lungwort meekly accepts the decision. There are other indicators of Lungwort's weak personality, beyond his blind obedience, foolishly gullible, believing Mr. Ocax when he says he is providing protection. "That owl, " he pointed out, "has incredible vision and hearing. He can hear or see anything, even in the dark. And a food thing, too. Porcupines prowl at night" (p.13).

Finally, the helper, Erethizon Dorsatum, enters the story. Ereth describes himself as a "grump" (p.93). Soon after Poppy and Ereth's first encounter, she learns from him that, contrary to Mr. Ocax's warnings, porcupines do not eat meat. Ereth has an interesting way of talking, as clearly demonstrated in his response. "Eat mice!" Ereth exclaimed. "Hit the puke switch and duck! Meat disgusts me. Nauseates me. Revolts me. I'm a vegetarian, jerk. I eat bark" (p.100). Ereth helps Poppy get to New House with the promise that, in return, she will get him salt that is on a tall pole, beyond his reach. Readers learn that Ereth is a helper but he also expects something in return.

By considering each character separately and then their interactions, readers understand them more deeply. They also learn that characters like Mr. Ocax, Lungwort, and Ereth are static characters with no personality change throughout the story. In contrast, Poppy morphs into a very different character with a complex personality. Her personality and its shifts are what make the plotline interesting.

Exploring characters and how they support the plot allows children to appreciate the character nuances shared by writers. Although children may

have an idea of what they think or feel about a character, rereading to note how an author shared these personality traits is revealing, as was shown in the previous example. Children will appreciate how a writer creates a round character and subtly enriches his or her personality throughout a narrative.

There are many other ways that students can explore characters. One simple strategy is to have students who are reading the same novel each choose a character to focus on. As they read the book, students record details about their specific character in one of two ways. First, they can record the information they learn based on what their character says and does and what others say (see Figure 5.4 for an example). This information can be easily written on a form with each category heading a column. In a second strategy, students use a form divided into as many boxes as there are chapters and, for each chapter, record what they learned about their character. Through this process, students will recognize how their character is developed throughout the book.

2.19 Setting

Characters act and the plot occurs in a setting. In some books the setting is critical to the story and in others it is in the background (Lukens, 2007). Unlike fairytales, where the setting is once upon a time someplace in the world, most often resembling Europe, there are both picture books and novels where setting is crucial to the story's plot. For instance, in *The Hunger Games* (Collins, 2008) the setting and the changes within it are critical to the fantasy. If readers do not pay attention to the setting, they cannot understand the feelings or circumstances of the main characters.

It was believed that one of the most beautiful picture books with a major emphasis on setting is MacLachlan's (1994) *All the Places to Love*. The book begins with the birth of a baby, Eli, who is the narrator of this story, and on the very next page, he tells about what his grandmother let him see:

She held me up in the open window.

So that what I heard first was the wind.

What I saw first were all the places to love:

The valley,

The river falling down over rocks,

The hilltop where blueberries grew. (unpaged)

The remainder of the book shares the places Eli sees or visits on the farm, which are complemented with the illustrator's paintings.

The entire storyline of *Bats at the Library* (Lies, 2008) rests on the setting, a library, which is visited by bats when the window is left open. It is clear that the bats have been here before as they locate books they have previously read. As the bats read, Lies changes the setting to match the one in the book the bats are reading. This would be an interesting book on which to base a discussion of setting, as it is so integral to the story and it changes to match what would be appropriate in other stories. Setting is also critical in *How Do Dinosaurs Go to School?* (Yolen, 2007). The sole focus of this book is about going to and being in school; the twist is that dinosaurs are the students. Through the dinosaurs' antics, children explore the rules and expectations of school.

For teachers who want to pursue one very special setting, the book *Home* (Rosen, 1992) is perfect. This book is a collection of artwork and writing from numerous authors and illustrators about what home means. For example, Brandenberg created a two-page spread about a child's bed, and Yep shared the importance of the light well that was part of his grandmother's apartment.

Picture books aren't alone in their focus on setting and how it is critical to plot. There are three novels to highlight setting, but there are many more that could have been included. Spinelli shares an amazing character, Maniac, in *Maniac Magee* (1990), but the plot revolves around his location, either in East End where kids are black or West

End where kids are white. In *Hatchet* (Paulsen, 1987), Brian survives a plane crash in the remote Canadian wild and must learn how to survive. The entire story centers on his existence and survival in this environment. Finally, in *The Fear Place* (Naylor, 1994), Doug is forced to confront his scariest place, "a narrow crumbling path six hundred feet above a canyon: The Fear Place" (p.5). This whole book is unified by Doug dealing with this fear: fear of a specific place.

2.20 Knowing about Qualities of Visual Representations

> Look at a student's face as you read an illustrated book to him. He is utterly lost in the picture, his mouth is open, his eyes are wide, it's as if his mind has left his body. It's as complete an immersion into a work of art, as a human being can ever hope for. It is pure seeing. —Charles Zora, "Tumbling into Wonderland" (2008, p.15)

Take a moment and read the above quote again and ponder the visual image stirred by the words. I'll wait. Thinking about that child's face as he or she is immersed in a narrative or informational picture book acknowledges the importance of the image, the emotions and ideas stimulated just in its viewing. Viewers first notice the picture book as a whole and gain a general appreciation of the artwork. Then they engage in looking at each image carefully, moving from one to another (Arizpe & Styles, 2003). Picture books , unique in their complementary use of art and text, are a child's first link to literacy and art.

Readers may be wondering why I spell Picture book as a compound word. In discussing the possible options for its spelling—Picture book as picture book, picture-book, or Picture book—Lewis (2001) argued for the compound spelling because it focused readers on appreciating the whole of the book rather than just each part. This argument resonated with me, and for this reason, I follow Lewis's preference.

When reading a Picture book, readers move from text to illustration or from illustration to text. Lewis writes that, as readers, "far from leaving behind the meaning or effect of one medium as we enter the other, we carry with us something like semantic traces that colour or inflect what we read and what we see" (p.35). Moreover, "A Picture book story is never to be found in the words alone, nor in the pictures, but emerges out of their mutual inter-animation" (p.36). So, a Picture book is a very impressive form of art that requires readers/viewers to have an understanding of textual and visual elements. Text requires readers to pay attention to the conventional signs in Picture books that narrate and are linear (left to right and top to bottom), while

images are complex, iconic signs that describe or present and are nonlinear (Nikolajeva, 2005).

Although teachers are often familiar with the textual elements of books, they are less familiar with the visual. Kiefer (1995) wrote that the picture part of a Picture book is often neglected, especially as it relates to visual literacy. She described this event:

Children live in a highly complex visual world and are bombarded with visual stimuli more intensely than most preceding generations. Yet few teachers spend time helping children sort out, recognize, and understand the many forms of visual information they encounter, certainly not in the same way teachers deal with print literacy. (p.10)

This part provides a foundation for teachers as they explore the visual aspects of Picture books. Teachers will become familiar and comfortable with terminology and how to engage in visual interpretation with their students.

The author/illustrator or illustrator alone has many choices and pragmatic issues to consider when creating the picture part of a Picture book. Often the text comes first, and the illustrator uses the words as a stimulus for the artwork (Nodelman, 1988; Robinson & Charles, 2008). In many cases, the publisher matches an illustrator with an author's work without one knowing the other, so although the Picture book results in a unified whole, each part is often created separately. When scanning Picture books, check to see whether the author and illustrator are the same person or different people. You might also view numerous books by an author or illustrator to see whether they partner up for multiple Picture book creations. For instance, Eric Carle is always the illustrator and writer for his books, as are Allen Say, Anthony Browne, and

Mo Willems. Molly Bang, a well-known illustrator, creates her own books where she is writer and illustrator and also illustrates for other writers, like Victoria Miles in *Old Mother Bear* (2007). Finally, there are author–illustrator partnerships like Jon Scieszka and Lane Smith (*The Stinky Cheese Man and Other Fairly Stupid Tales* [1992]) and Doreen Cronin and Betsy Lewin (*Dooby Dooby Moo* [2006]), who always work together.

There are numerous pragmatic issues related to illustration. First, if the words are printed in black, the art must stand in contrast so that it shows up when a child is being read to before bedtime in a low-lighted room. If the words are a lighter color, then contrast is also an issue, because the words have to be visible within the illustration.

The size of the book is another consideration. Anthony Browne often uses large square shapes for his books, while other illustrators choose a rectangular shape, although it may be letter or landscape in orientation and larger or smaller. Typically, a Picture book has 32 pages, and the illustrator must decide which words are on each page so that the turning of a page heightens the readers' excitement (Sipe & Brightman, 2009). Robinsonwrites, "The placement of each page turn is crucial to the pacing and overall dramatic effect" (Robinson, 2008, p.€21). Nikolajeva and Scott (2001) suggest that the "pageturner in a Picture book corresponds to the notion of a cliffhanger in a novel" (p.152).

Additionally, the illustrator has to decide on how initial single and end pages are constructed as well as double-page spreads. Double pages can be illustrated as one single vision or as two separate but related illustrations. Double-page spreads present a major challenge when used for a single

illustration: Double-page artwork is not seamless because of the gutter, where the pages are bound together, and as a result eliminates some of the artwork. For instance, the artist may want a straight line running across the page, but the line may lose this when some of it is lost to the gutter. Moreover, most visual artists can focus their work on the center of a piece, but this focus is more difficult for Picture book artists because the artwork in the middle may be interrupted. When appreciating a beautiful Picture book, viewers should step back and consider the text, art, and design and how they are combined to create this work.

To help students appreciate the elements of a Picture book, teachers can conduct a picture walk, a familiar activity. In this picture walk, teachers explore the cover and front and back flaps and engage students in why different elements, like color, offer information about the book. From this discussion, students can talk about the front and back end pages and the title page, sharing what they discovered about the book from these pieces. Following this conversation, teachers and their students can view each illustration to note those that are constrained to a single page or part of a page and those that cover a full two pages. As they view these images, students can ponder how they contribute to the narrative or informational book.

2.21 Students' Views of Literature

I must quickly add that I'm not professing that young people should read only books specific to themselves. I shudder to think what a horrible, bland, confused world that would make. (I shudder even more when I think what that would do to the sales of my books!) I'm suggesting that if a book

is to attain the lofty level of being "touching," as a bookworm would define the word, there has to be something in it to which he or she can relate on more than just a superficial level.

Christopher Paul Curtis, "The Literary Worlds of Bud, Kenny, Luther, and Christopher: Finding Books for Me" (2008, p. 158)

Christopher Curtis shared that when he visits schools to showcase his books, he typically gets the same questions from students. However, on one visit a young girl asked, "Mr. Curtis, what books really, really touched you when you were a kid?" (p. 156). Unprepared for this unusual question, Curtis had to think long and hard about his response. He recalled that as a kid he read comics, magazines, and *Mad* magazine, none of which answered the question. Further, he remembered books he was assigned to read at school and the infamous SRA reading comprehension kits he had to complete, which involved reading a short passage and answering questions. Reflecting on his struggle to respond to this question, Curtis expressed his hope that the books he has written about young African American boys may help today's children find a book where they see a child like them within the narrative. Curtis's experience points to the fact that many students, both boys and girls, complete their education without having read a single book that really touched them.

Data from reports about reading support Curtis's personal observations. In *To Read or Not to Read* (National Endowment for the Arts, 2007), it was noted that students who read for pleasure, score higher on reading assessments, although these students are in the minority.

Teachers, however, know that it is no easy task to develop skilled and engaged readers. Kelley and Clausen-Grace (2008, 2009) describe the variation in readers in a typical classroom. They divide their descriptions into two major categories: engaged and disengaged. Engaged readers can be identified as follows:

1. *Nonfiction readers*. They love to read nonfiction but may struggle with narrative.
   These students are complex in that they are engaged with informational text but are reluctant to read or avoid narrative genres.
2. *Readers who can read but choose not to*. They read what they are expected to read and often take forever to finish a book. They have the skill and can be engaged with text, showing they enjoy reading; however, they are still developing a passion for reading.
3. *Genre or series readers*. They love to read the books in a series or within a genre. They like reading in their comfort zone.
4. *Bookworms*. They are addicted to reading. They read everything and everywhere.

Although the majority of these suggestions are cost-free, creating a classroom library is not. New teachers may especially worry about how they can afford to build a classroom library. First, teachers inventory the books that are currently in the classroom library. With this information, they can visit the school and public library where books can be borrowed. Often teachers can borrow as many as 40 books at a time. Librarians can also help teachers select important books for student interest or to extend the materials in the classroom library. Third, teachers should check with their principal and parent–teacher organization to determine whether funds are available to purchase books.

Fourth, teachers should check with retiring teachers or parents of older children to see if they can donate books to the classroom library. Alternatively, teachers can patronize bookstores or online businesses that offer educator discounts (e.g., Amazon and Barnes and Noble). They might also use class book club lists where students buy books at discounted rates. When I was teaching, I asked parents to buy a book each month (among my selection of four titles of similar cost). These books were in the classroom for 1 month for student reading. At the end of the month, I sent one book home with each student. The value of this suggestion was fourfold: There were new books in the classroom each month; many of these books connected to popular culture and students found them highly interesting; students owned a book at the end of the month; and I received points to be used to purchase additional books.

2.22 Part (2) Related Previous Studies:

The following efforts represent relevant previous studies.

1. The conclusions of EL. Fadil, H (1975) agreed with the researchers Ibnauf, N.M (2008), Babikir, A (1999), Saead, A. A (2004) and Khalid, W.A (2005). The question of training of teachers.
   These researchers found out that majority of teachers of English language at general education and Universities level untrained and UN qualified academically and professionally to this job. These results support the current research hypothesis that untrained, unqualified and not specialized that teachers one of the main courses of the in stander of the English language.
2. On the other side, the factor of unsuitability of English language syllabus for learning English was mentioned by researchers: EL – Fadil, H. (1975), Babikir, W.A (1999), Saeed, A.A (2004). Halil, W. A (2005), EL- Tigani, A.M (2008) and Mutasim, M. M (2009). These researchers arrived at the conclusion that the in adequacy of the syllabus played a crucial role in the fall of English language standard at all level

of the education.   These funding support the current research hypothesis that the change of syllabuses could be one the decline on instigated.

3. The negative effect of the change of the educational ladder on standard of English language was handed by Ibnuf, N. M (2008) and Mutasim, M.M (2009).   The shifting from one syllabus to another was due to the frequent changes in language policies which were connected with the political instability.   The frequent changes in language polices during the different study systems were considered by this current study as a basic factor that caused and accelerated the rate of deterioration in standard of English language.

4. The factor of class – size an element that contributed to the decline in the standard of English language had been mentioned in the researches of Ibnauf, N.M (2008), Mutasin, M. M (2009) and Khalid, W.A (2005). Teaching language skills necessitates suitable class – size to enable learners practice the language effectively and efficiently.   The absence of the suitable class – size in one of the hypotheses of these current study.   The finding of these researcher agrees with this assumption and support it.

5. The shortage of in teaching materials and other learning aids were tackled by Mutasim, M. M (2009) and Khalid, W. S (2005) as obstacles which somewhat hindered the education operation.   The findings of these two researchers support the current research hypothesis.

6. Arabization of education and system of examinations were regarded as some of the causes of decline by researcher EL – Sanousi, R. A (2006) and Mutasin, M.M (2009) their findings support the current study hypothesis as these two factors and counted among the important of decline in the standards of English language.

7. The lack of the awareness of the importance of learning English language, negative attitudes op learners, lack of motivation among learners and unsuitable learning condition by the researchers: Babikir, A. A (1999), Khalid, W.A (2005) and Mutasim, M.M (2009).   The findings of these researchers emphasized to a great extent the hypothesis of the current researcher and the impact of these factors in

the decline of English language standard among Sudanese learners at general education.

8. Twong Yolong Kur in his study entitled "Learners' Problems with English Syntax" an investigation into undergraduate students' errors in written English expressions with special reference to syntactic choices. "Sudan University of Science and Technology, Graduate College, College of Education 2005, MA. His study pointed some of grammatical problems faced by the university students as covering syntax and some grammatical morphemes. He adopted descriptive statistical approach by asking the third grade university students to write a free composition so as to measure their knowledge in vocabulary, meaning and grammar.

   The two measures agreed that some grammatical errors are caused by influence of the structure.

9. Labi Alfred in his study entitled "Investigating Difficulties Facing the Sudanese Secondary school Students in Writing in English as a Foreign Language" Sudan University of Science and Technology, Graduate College, College of Educationm 2005 MED".

   The main objective of this study was focusing on the difficulties facing Sudanese secondary school students in writing and trying to device ways of solving them.

   The two studies are similar in sense that they both deal with foreign language learning in the secondary stage. Though the first research focused on investigating a composition writing difficulties, but still there is similarity because composition is the system of grouping the grammatical rules, the lexical items and rhetorical pattens. In other words, students undergo several difficulties in their learning. This is because writing comprises all aspects, and devices of language. Such syntax, semantic and morphology.

   The difference between the two studies is that, the first researcher tested the writing ability of the students through giving them two composition tests. While the researcher designed an objective test for his subjects to test their grammatical ability and difficulties.

2.22.1 Comments on the previous studies:

To conclude the conclusion of the reviewed relevant studies' support what the current research is trying to find out.   It is worth mentioning that the cause of the decline did not occur simultaneously during the different periods through the history of in fact, each period suffered from some specific causes of decline, what has characterized the last two decades (1999 – 2010) focusing on a few or limited causes at limited geographical zone.

For there more, the current researcher included the whole general education level in the Sudan in the study.

This was achieved by including the Sudan secondary school certificate Examination result in the study.

In one over, the population represent a wide variety of schools, provinces and both Basic and secondary levels of the general education.   The current research included in one population to represent the western, Eaten, Northern and central regions of Sudan in addition to Khartoum state at the basic level when comparing with the previous studies, they were narrower and cannot be generalized to a wide area of population.

Chapter Three
Methodology

Chapter Three
Methodology

3.1 Introduction:

This chapter describes the general methodology applied in conducting this research. The study is concentrating on using of literature or specifically novels and short stories to enhance EFL Sudanese secondary schools' students' linguistic competence.

3.2 Procedures of data collection:

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

a. The addressed samples were basically from Alkhansa Model Secondary School were distributed to this sample.

b. The questionnaire for teachers of English language at East Nile Locality Schools.

c. The test for third class students at Alkhansa Model Secondary School was handed to Directors and Head of Departments of English language of this school.

3-3 The tools of the study:

The researcher used two types of data collecting tools:

1. A questionnaire for English language teachers at secondary schools,

2. Students' tests for the third class at secondary school.

3-3-1 The teachers' questionnaire:

The purpose of questionnaire was mainly to get the opinions of the teachers as relates to the students to use English literature texts to improve their overall communicative competence, and that early age is the most likely age or level for introducing English literature. The questionnaire was directed to sample of (30) teachers of English language at secondary school. It was intended for both male and female teachers. The questionnaire consists of twelve (12) questions. The first six questions statements focused on the teaching literature in increase the students' language awareness and promote students' understanding of culture of the target language. The second six questions statements focused on literature is very important to use in the classroom as it provides the students with enjoyment and understanding of the real world of life. The questionnaire included a pace provided for respondents to write any additional comments they feel important to add to causes of using literature to enhance the students' overall communicative competence.

3-3-2 The students' test:

The research was designed to see how teaching literature at secondary level help students to enhance their linguistic competence.

The study examined (30) third class students at Alkhansa secondary school for girls – school year (2020 - 2021) they divided into two groups:

Controlled groups (30) and experimental group (30) implementing about 15 short stories (for different purposes) taught by the researcher to experimental group while the absence of this technique on controlled group.

3-4 Population of the study:

The first group of this research were classified into two main groups:

a) The first group consisted of the students who were tested in English language and it included third class students at secondary school.

b) The second group was that of English language teachers at secondary school.

3-5 Sample of the study:

The first sample consisted of (30) secondary school students third class.

3.6 Reliability and validity of the study:

3.6.1 Reliability

The study followed the descriptive analytic method for finding out the main problems of the decline in standards of student's linguistic competence at secondary schools in Sudan.

Gary (9181) portrays the descriptive method as a method which aims at collecting data objectively through questionnaires, interviews and observation, then coding data collected numerically to describe relationship in a phenomenon.

The data collecting for this study were obtained from responses to:

a) A questionnaire directed to teacher of English language at secondary schools (in East Nile locality).

b) A general test in some areas in English language for third class secondary schools at (Alkhansa modern school for girls in East Nile locality).

Although the method used in this research is descriptive the researcher used the qualitative and quantities data to facilitate obtaining the funding expected.

Bell (1993) describes qualitative research as that which aims mainly at interpreting the phenomenon of the basis of understanding individual perceptions of the world. He explained that researchers 'seek insight' rather than statistical analysis for finding out rules or results that are generalized to similar phenomenon. The figures as such standing alone signify nothing apparently unless there are changed into concept, views and conclusions.

'Seeking the sights' help to no respond ends knowledge, experience. And understanding of a certain question through which obtaining their ability of seeing into the real meaning and unseen causes of a particular problem.

These respondents had along experience in teaching English at educational institutions. They are expected to provide the researcher with useful suggestions and information to arrive at reasonable results.

On the other hand, the quantitative method, in form at a questionnaire, and tests is known to be fixed and objective in contest to the subjective qualitative one. It aims at finding objectively abstract facts about a phenomenon through numbers Bell (1993:5) states that: 'quantitative researchers collect facts and study the relationships of on set of facts to another to produce quantified generalized conclusions'

A quantitative researcher in roles numerical data and statistics depending on precise scientific criteria. The researcher used the two methods mentioned above in addition to her personal experience in teaching English at secondary school.

In this research, the instruments used were:

a) One questionnaire for teacher of English at secondary schools.

b) An English language tests for the students of the third class at secondary school.

After conducting the questionnaire, and the tests, the data obtained from the research tools were collected to be analyzed and discussed.

3.6.2 Validity of the test and questionnaire:

The students' test was proved by a committee selected from experts in the field of English language teaching supervision in Khartoum State. they have added their observations and recommending on some of the test questions. Also, copies of the questionnaire designed for teachers on English language at secondary schools. One of the consulted experts was a professor at Omdurman Islamic University and one was PhD holder who was the head of English language department.

The experts were requested to check the validity of the two tools, and give their views and advice. They approved the original copies and the necessary modifications were done according to their recommendation.

Validators' Schedule

Names	Academic Positions	Academic Institutions
1.Ahmed Mokhtar Almardy	Associate Professor	Omdurman Islamic University
2. Dr. Ahmed Ali	Asst. Professor	Omdurman Islamic University

Chapter Four

Data Analysis, Results and Discussions

Chapter Four
Data Analysis, Results and Discussions
4.1 Introduction

This chapter presents the analysis, evaluation, and interpretation of the data collected through the questionnaire and the pre-test post-test, the first part of it is devoted to the questionnaire while the second part is devoted to the pre-test and post test. The statistical part of the analysis is done by (SPSS) program where frequencies and percentages are presented.

4.2 The Questionnaire:

 The questionnaire was given to (30) respondents who represent the teachers' community at Sudanese secondary schools.

4.3 The Responses to the Questionnaire:

The responses to the questionnaire of the (30) 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.

4.3 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on the determined study sample (30) EFL Sudanese secondary school teachers, and constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined,

agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Hypotheses of the study:

1. Teachers try to help their students to use English literature texts to improve their overall linguistic competence.
2. Early age is the most likely   age or level for introducing English literature for communicative purposes

Statement No. (1)

1. Using English literature texts helps students gain practice in using the skills and strategies taught by their teachers and become better readers.

Table No (4.1) The Frequency Distribution for the Respondents' Answers of Statement No. (1)

Variables	Frequency	Percent%
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0
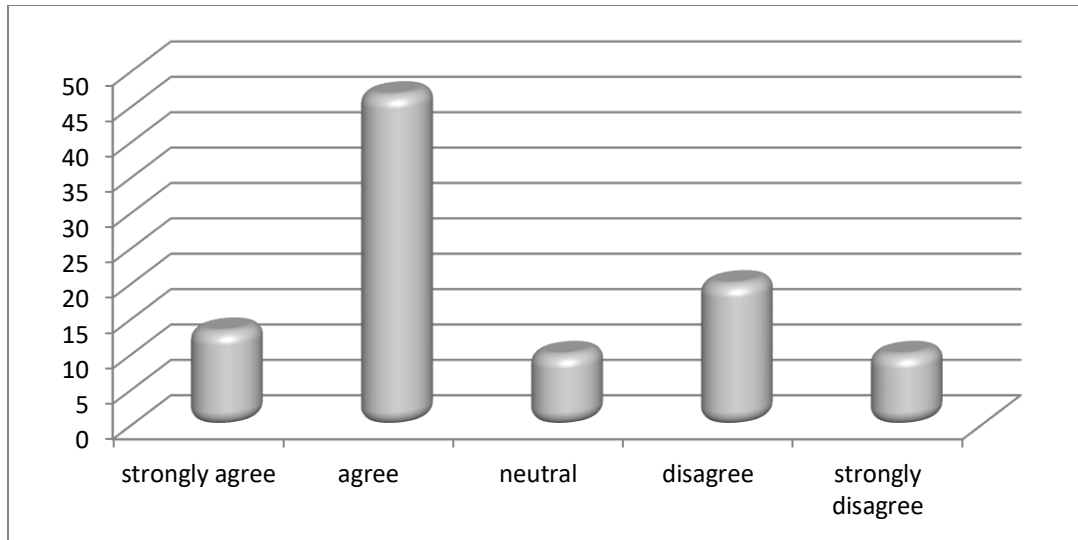
Figure (4.1)

It is clear from the above table and figure that there are (3) persons in the sample of the study (13.3%) strongly agreed with that " Using English literature texts helps students gain practice in using the skills and strategies taught by their teachers and become better readers ".

There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

Statement No (2)

Teachers should allow students free choice of literary books from which students can choose and read books that are somewhat related according to their approximate reading level and the books' genre.

**Table No (4.2) The Frequency Distribution for the Respondents'
Answers of Statement No. (2)**

Variables	Frequency	Percent%
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0
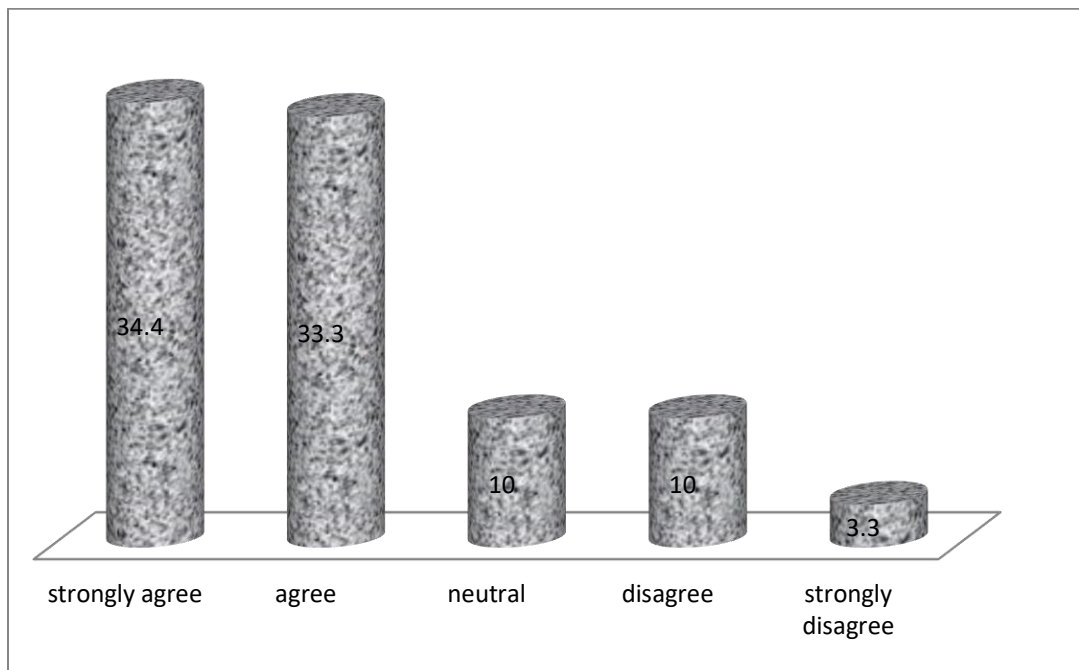
Figure (4.2)

It is clear from the above table and figure that there are (13) persons in the
sample of the study (34.4%) strongly agreed with that ''Teachers should
allow students free choice of literary books from which students can choose
and read books that are somewhat related according to their approximate
reading level and the books' genre ." There are (10) persons (33.3%) agreed,
(3) (10.0%) were not sure, (3) (10.0%) disagreed and (1) person (3.3%)
disagreed.

Statement No. (3)

Presenting students with literary works portrays diverse cultural view points helps to develop and enrich cultural and educational experience.

Table No (4.3) The Frequency Distribution for the Respondents' Answers to statement No.(3)

| Variables	Frequency	Percent%
strongly agree	18	60
agree	10	33.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
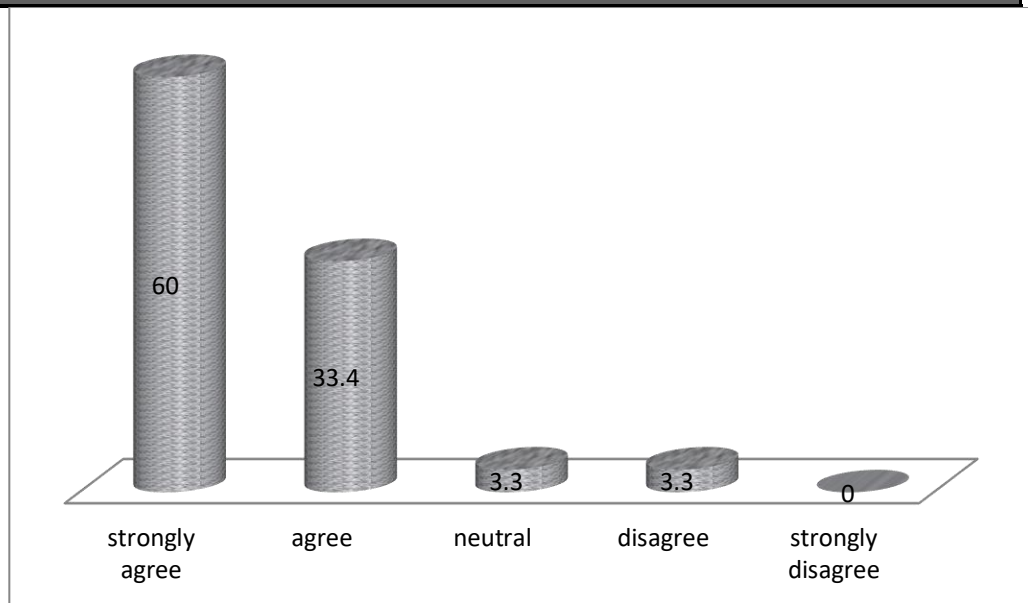
Figure (4.3)

It is clear from the above table and figure that there are (18) persons in the sample of the study (60.0%) strongly agreed with that   " Presenting students with literary works portrays diverse cultural view points helps to develop and enrich cultural and educational experience.

There are (10) persons (33.3%) agreed, (1) person (3.3%) was not sure, (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No. (4)

Reading aloud is one of the best ways to help students develop an interest in reading, improve the quality of writing and create a bone of common experience and enjoyment between the teacher and the students.

Table No (4.4) The Frequency Distribution for the Respondents' Answers to statement No. (4)

Variables	Frequency	Percent%
strongly agree	17	53.3
agree	11	36.7
neutral	2	6.7
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
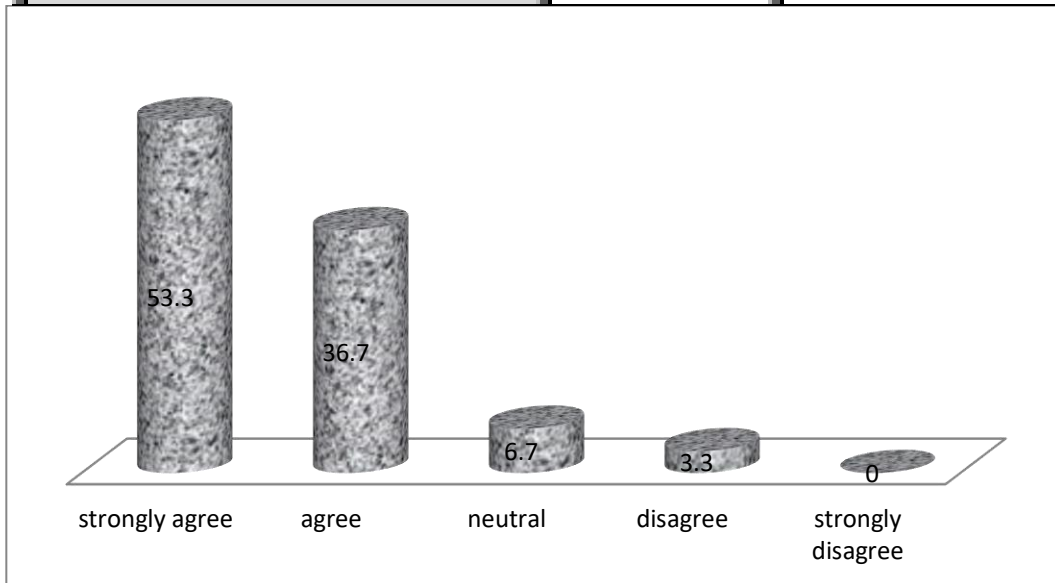
Figure (4.4)

It is clear from the above table and figure that there are (17) persons in the sample (53.3%) strongly agreed with that " Reading aloud is one of the best

ways to help students develop an interest in reading, improve the quality of writing and create a bone of common experience and enjoyment between the teacher and the students.''

There are (11) persons (36.7%) agreed, (2) persons (6.7%) were not sure, (1) (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No. (5)

Teachers should encourage students to use independent reading before reading with other students and record their ideas in their note-books so as to enhance students' motivation which will help students to become lifelong readers.

Table No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No. (5)

| Variables	Frequency	Percent%
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0
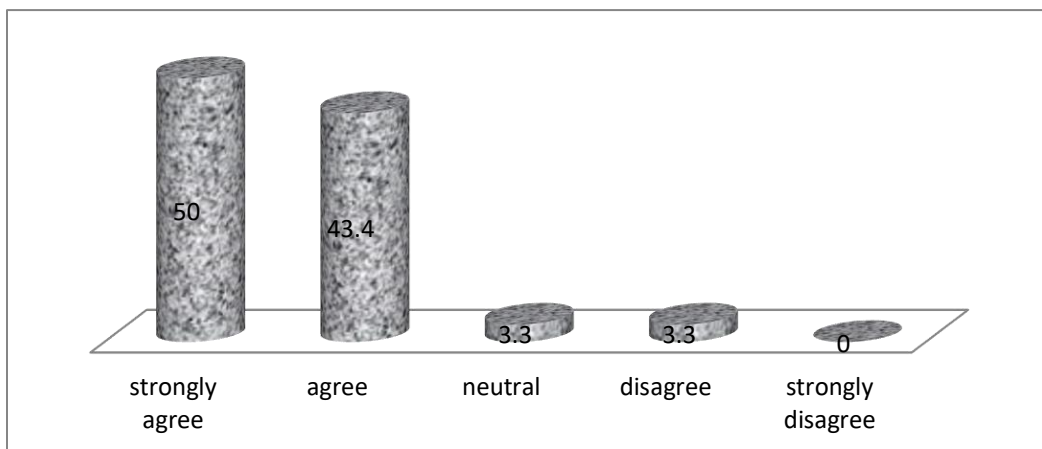
Figure (4.5)

It is clear from the above table and figure that there are (15) persons in the sample of the study (50.0%) strongly agreed with that " Teachers should encourage students to use independent reading before reading with other students and record their ideas in their note-books so as to enhance students' motivation which will help students to become lifelong readers''.

There are (13) persons (43.4%) agreed, (1) person (3.3%) were not sure (1) person (3.3%) disagreed and (0) person (0%) strongly disagreed.

Statement   No (6):

Students should be encouraged to read different literary works from different parts of the world in order to develop interest in reading and enhance communicative competence.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No. (6)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	4	13.3	10.0	83.3
disagree	3	10.0	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
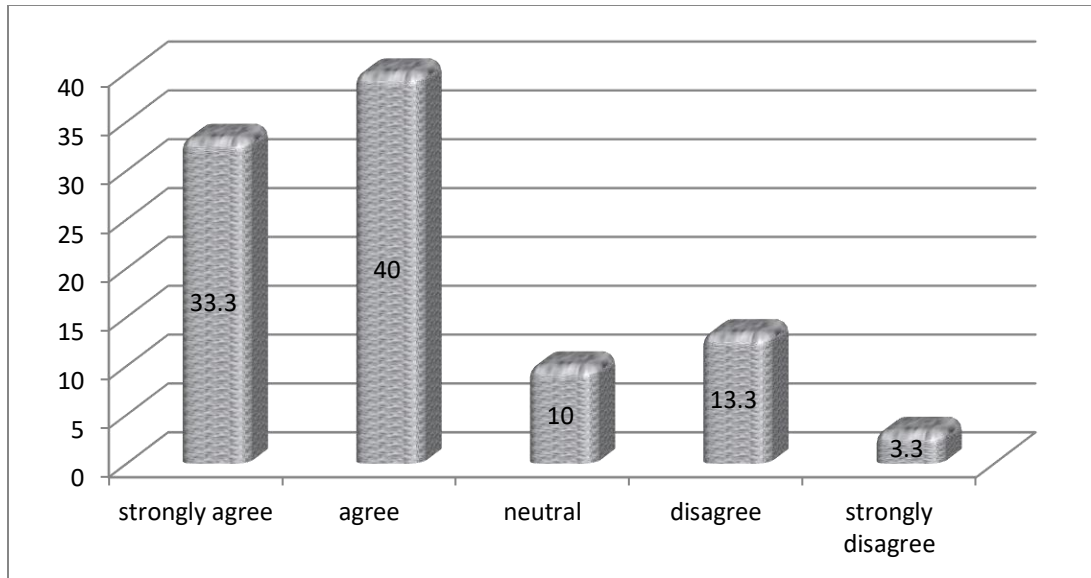
Figure (4.6)

From the above table and figure we can see that there are (10) persons in the sample of the study (33.3%) strongly agreed with " Students should be encouraged to read different literary works from different parts of the world in order to develop interest in reading and enhance communicative competence ". There are (12) persons (40.0%) agreed, (4) persons (10.0%) were not sure, (3) persons (13.3%) disagreed and (1) person (3.3%) strongly disagreed.

Statement   No (7):

To make teaching literature more effective , teachers should choose the books that the students can successfully read independently.

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
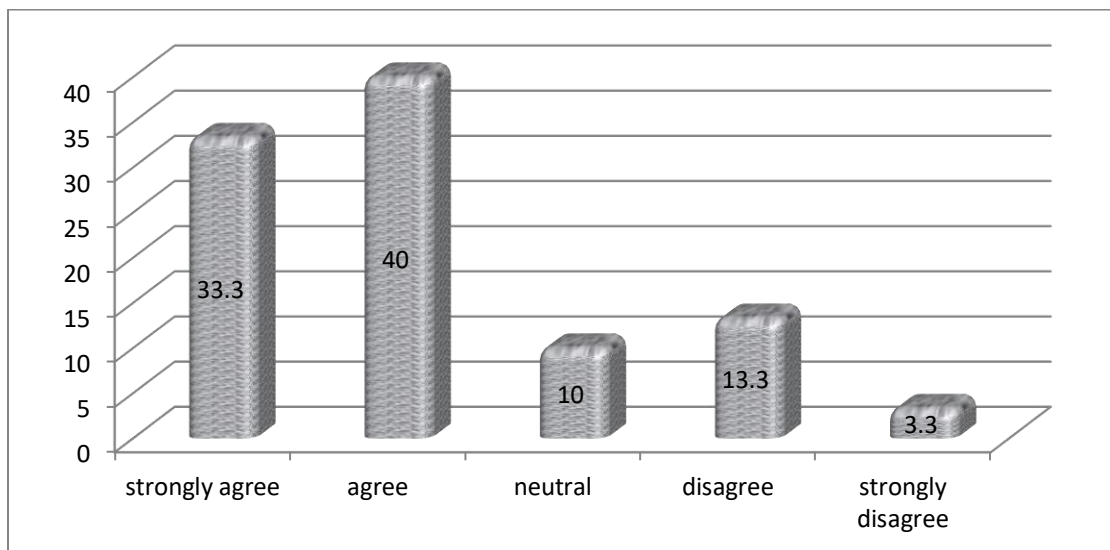
Figure (4.7)

From the above table and figure, we can see that there are (10) persons in the study's sample (33.3%) strongly agreed with " To make teaching literature more effective , teachers should choose the books that the students can successfully read independently." There are (12) persons (40.0%) agreed ,(3)

95

persons (10.0%) were not sure , (4) persons (13.3%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement   No (8)

To encourage independent reading teachers need a variety of books that range from easy to difficult for students' choice , they can also use magazines and the Internet sites to expand the traditional resources available.

**Table No (4.8) The Frequency Distribution for the Respondents'
Answers of statement No. (8)**

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
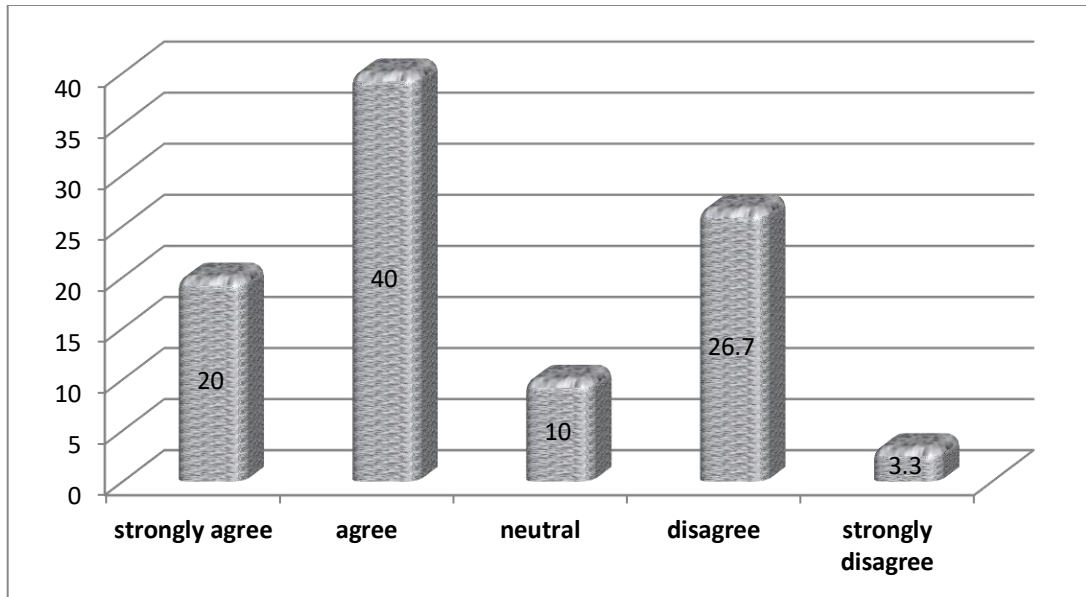
Figure (4.8)

From the above table and figure, we can see that there are (6) persons in the study's sample (20.0%) strongly agreed with " To encourage independent reading teachers need a variety of books that range from easy to difficult for students' choice , they can also use magazines and the Internet sites to expand the traditional resources available.''

There are (12) persons (40.0%) agreed, (3) persons (10.0%) were not sure, (8) persons (26.7%) disagreed and (1) person (3.3%) strongly disagreed

Statement   No (9)

Reading aloud is a simple but high effective way to enrich all learning as it assists language development , increases comprehension skills and expand vocabulary.

**Table No (4.9) The Frequency Distribution for the Respondents'
Answers of statement No. (9)**

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
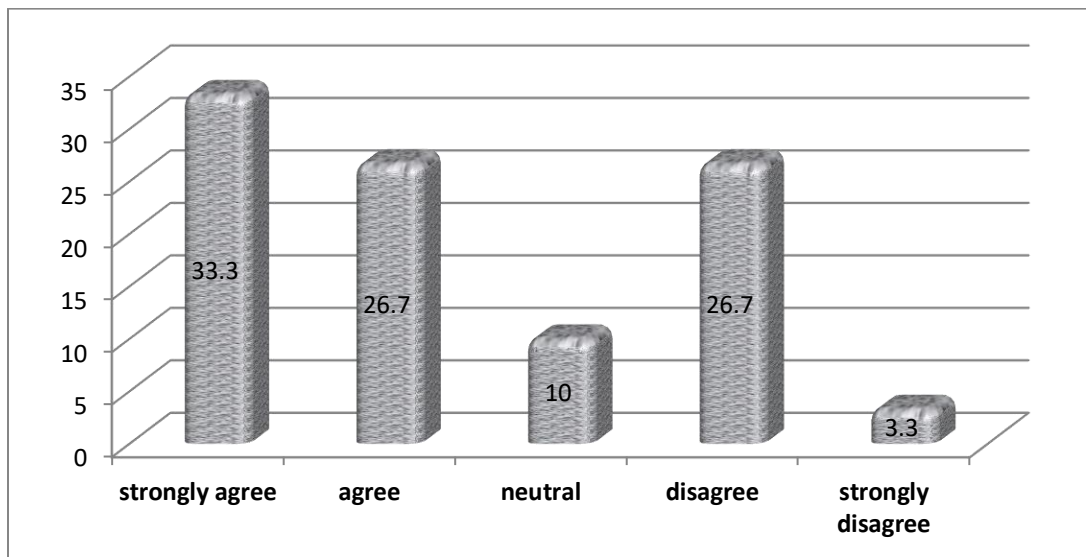
Figure (4.9)

From the above table and figure we can see that there are (10) persons in the study's sample (33.3%) strongly agreed with " Reading aloud is a simple but high effective way to enrich all learning as it assists language development , increases comprehension skills and expand vocabulary ". There are (8)

persons (26.7%) agreed, and (3) persons (10.0%) were not sure, (8) persons (26.7%) disagreed and (1) person (3.3%) strongly disagreed.

Statement   No (10):

Teachers should encourage students to have one-on-one conversation by chatting with students in guided reading groups and having more in –depth discussion.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No. (10)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.7
disagree	0	0	0	0
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	
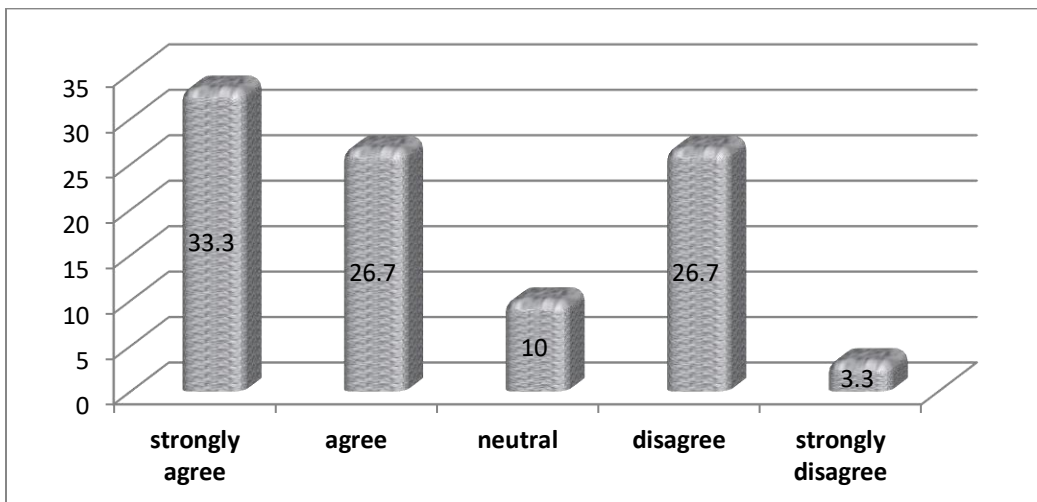
Figure (4.10)

From the above table and figure, we can see that there are (10) persons in the sample of the (33.3%) strongly agreed with that " Teachers should encourage students to have one-on-one conversation by chatting with students in guided reading groups and having more in –depth discussion.''

There are (16) persons (53.3%) agreed, (3) persons (10.0%) were not sure, (0) person (0.0%) disagreed and (1) person (3.3%) strongly disagreed.

Statement   No (11)

Teachers must be careful that they ask students within the reading capabilities of independent readers so that students can read them.

Table No (4.11) The Frequency Distribution for the Respondents' Answers of statement No. (11)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	
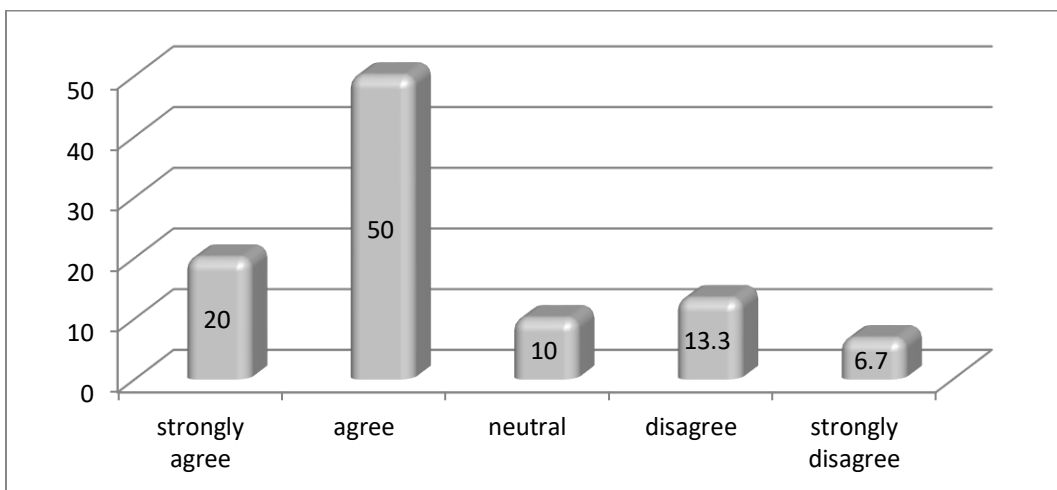
Figure (4.11)

100

From the above table and figure, we can see that there are (6) persons in the study's sample (20.0%) strongly agreed with " Teachers must be careful that they ask students within the reading capabilities of independent readers so that students can read them ". There are (15) persons (50.0%) agreed, (3) persons (10.0%) were not sure, (4) persons (13.3%) disagreed and (2) persons (6.7%) strongly disagreed.

Statement   No (12)

Introducing literature at an early age of education can have a remarkably positive effect on learning of English as a foreign language.

Table No (4.12) The Frequency Distribution for the Respondents' Answers of statement No. (12)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	
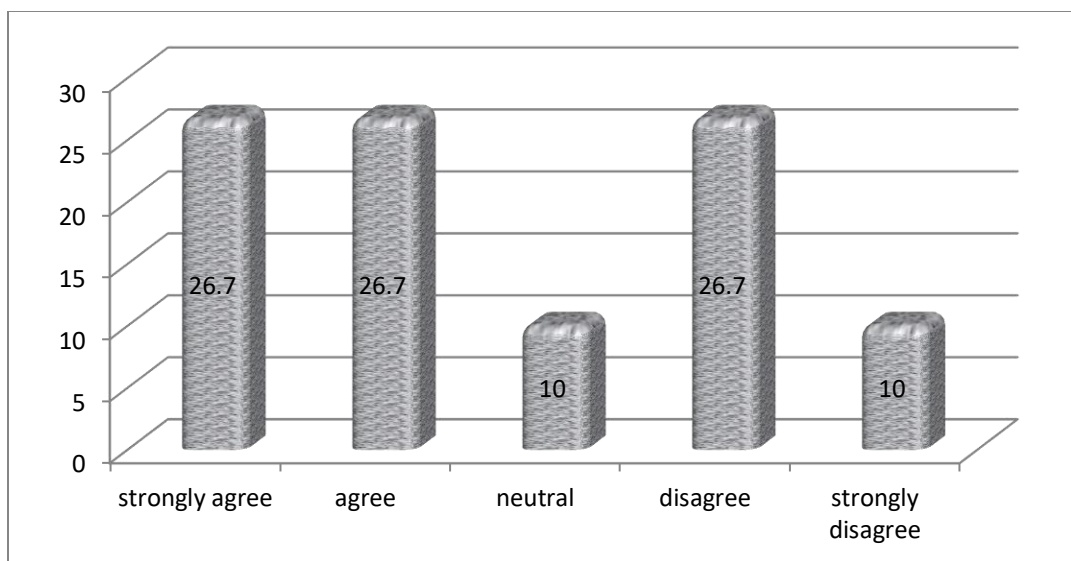
Figure (4.12)

From the above table and figure, we can see that there are (8) persons in the study's sample (26.7%) strongly agreed with " Introducing literature at an early age of education can have a remarkably positive effect on learning of English as a foreign language''.

There are (8) persons (26.7%) agreed, (3) persons (10.0%) were not sure, (8) persons (26.7%) disagreed and (3) persons (10.0%) strongly disagreed.

Table (4.13) The mean and standard deviation and chi-square values   for Hypothesis (1&2):

1. Teachers try to help their students to use English literature texts to improve their overall linguistic competence.
2. Early age is the most likely   age or level for introducing English literature for communicative purposes

No.	Statements	mean	SD	Chi square	p-value
1	Using English literature texts helps students gain practice in using the skills and strategies taught by their teachers and become better readers	3.6	0.8	29	0.023
2	Teachers should allow students free choice of literary books from which	2.4	0.5	28	0.010

	students can choose and read books that are somewhat related according to their approximate reading level and the books' genre				
3	Presenting students with literary works portrays diverse cultural viewpoints helps to develop and enrich cultural and educational experience	3.3	0.7	23	0.006
4	Reading aloud is one of the best ways to help students develop an interest in reading, improve the quality of writing and create a bone of common experience and enjoyment between the teacher and the students.	2.5	3.8	15	0.046
5	Teachers should encourage students to use independent reading before reading with other students and record their ideas in their note-books so as to enhance students' motivation which will help students to become lifelong readers.	3.4	2.5	22	0.000
6	Students should be encouraged to read different literary works from different parts of the world in order to develop interest in reading and enhance communicative competence	2.8	1.7	12	0.000
7	To make teaching literature more effective, teachers should choose the books that the students can successfully read independently.	2.9	4.8	34	0.000
8	To encourage independent reading teachers, need a variety of books that range from easy to difficult for students' choice, they can also use magazines and the Internet sites to expand the traditional resources available	2.7	0.5	22	0.000
9	Reading aloud is a simple but high effective way to enrich all learning as it assists language development, increases comprehension skills and expand vocabulary	2.9	0.7	32	0.023
10	Teachers should encourage students to have one-on-one conversation by chatting with students in guided reading groups and having more in –depth discussion	2.6	0.5	22	0.036

11	Teachers must be careful that they ask students within the reading capabilities of independent readers so that students can read them	3.6	0.8	22	0.023
12	Introducing literature at an early age of education can have a remarkably positive effect on learning of English as a foreign language	3.4	0.5	28	0.010

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(1) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Using English literature texts helps students gain practice in using the skills and strategies taught by their teachers and become better readers''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (2) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Teachers should allow students free choice of literary books from which students can choose and read books that are somewhat related according to their approximate reading level and the books' genre''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (3) was (23) which is greater than

the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Presenting students with literary works portrays diverse cultural viewpoints helps to develop and enrich cultural and educational experience''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4)   was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Reading aloud is one of the best ways to help students develop an interest in reading , improve the quality of writing and create a bone of common experience and enjoyment between the teacher and the students''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5)   was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teachers should encourage students to use independent reading before reading with other students and record their ideas in their note-books so as to enhance students' motivation which will help students to become lifelong readers''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement'' Students should be encouraged to read different literary works from different parts of the world in order to develop interest in reading and enhance communicative competence''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (7) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12).this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement '' To make teaching literature more effective , teachers should choose the books that the students can successfully read independently''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (8) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' To encourage independent reading teachers need a variety of books that range from easy to difficult for students' choice , they can also use magazines and the Internet sites to expand the traditional resources available''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (9)   was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement" Reading aloud is a simple but high effective way to enrich all learning as it assists language development , increases comprehension skills and expand vocabulary ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (10)   was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement ''Teachers should encourage students to have one-on-one conversation by chatting with students in guided reading groups and having more in –depth discussion''.

The calculated value of chi-square for the significance of the differences for the respondents' answers statement No (11)   was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Teachers must be careful that they ask students within the reading capabilities of independent readers so that students can read them''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (12) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement'' Introducing literature at an early age of education can have a remarkably positive effect on learning of English as a foreign language''.

The above findings of the questionnaire revealed that teachers try to help their students to use English literature texts to improve their overall communicative competence and that early age is the most likely age or level for introducing English literature for communicative purposes that coincide with the following findings of different studies:

This means that hypotheses (1) and (2) were verified.

For as (Kelley & Clausen-Grace, 2009) stated reading aloud to students is a simple but highly effective way to enrich all the learning process as it assists language development, increases comprehension skills, and expands vocabulary and that reading aloud is one of the best ways to help children develop an interest in reading, improve the quality of their writing, and create a bond of common experience and enjoyment between the student and the teacher.

According to Jane (1987) students should be encouraged to read different literary works from different parts of the world so long as the rationale is to develop interest in reading and hence enhance communicative competence.

Furthermore, (Hassett & Curwood, 2009) declares that teachers need a variety of books that range from easy to difficult for student choice. They can also include magazines and Internet sites to expand the traditional resources available. Teachers can also make books on CD available; students can listen to these until they develop sufficient skills to read independently. In intermediate classrooms, picture books must be valued as much as longer, more difficult text, so that struggling students are not embarrassed by their book choices. The result of these careful choices by teachers is that there is always a wide range of reading materials for students to select from.

(Reutzel, Jones, Fawson, & Smith, 2008) also remark that teachers should encourage students to have one-on-one conversation by chatting with students in guided reading groups and having more in –depth discussion. Although these conversations may seem arbitrary, they are carefully documented so that teachers know they have met with each student in the room. If teachers find that this transitional time for conversations is not very satisfactory for more in-depth discussion, they might decide to schedule one fewer guided reading group each day. During the time that was previously set aside for guided reading, they can chat with multiple students individually about their reading. These conversations allow teachers to notice what is most important to a student as he or she reads, whether the student is using previously taught comprehension strategies, what the student notices about an author or illustrator, and whether the student is personally enjoying the reading.

Franzen (2003) asserted that students gain practice in using the skills and strategies taught by their teachers and become better readers, moreover,

independent reading provide authentic literacy experiences where students can select their own books. Independent reading enhances motivation for readers (Gambrell, 2009) and helps students to become lifelong readers (Tompkins, 2010).

4.4 The pre-test post-test Responses and Analysis:

The pre-test post -test focused mainly on the grammatical rules, vocabulary and a few cohesive devices to measure students' linguistic competence.

The responses to the test of the (30) Sudanese secondary school students 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.

The pre- test/post-test are analyzed statistically, discussed and followed by tables to support the discussion.

Hypothesis (3)

The teaching of literature at the secondary level help students to enhance their linguistic competence.

The pre-test

Table (4.14) shows the frequency and percentage distribution of the answers of the pre-test

Variables	Frequency	Percentage
Pass	6	17%
Fail	24	83%
Total	30	100
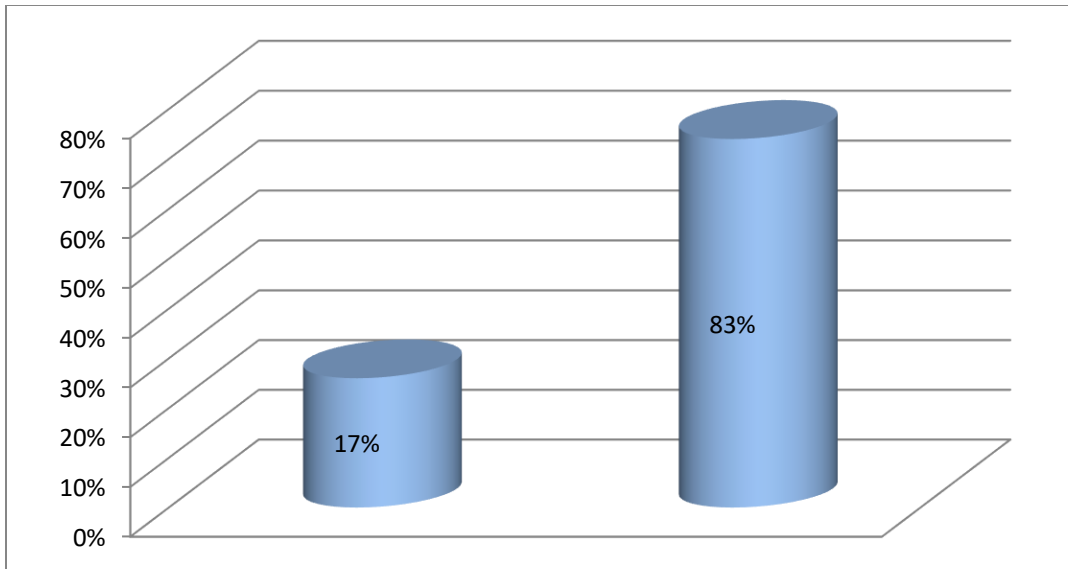
Figure (4.13)

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern the pre-test and shows that most of the sample of the study failed in the pre-test as it is represented by (83%).

Table (4.15) shows the frequency and percentage distribution of the answers of the respondents of the post test.

Variables	Frequency	Percentage
Pass	23	77%
Fail	7	23%
Total	50	100%
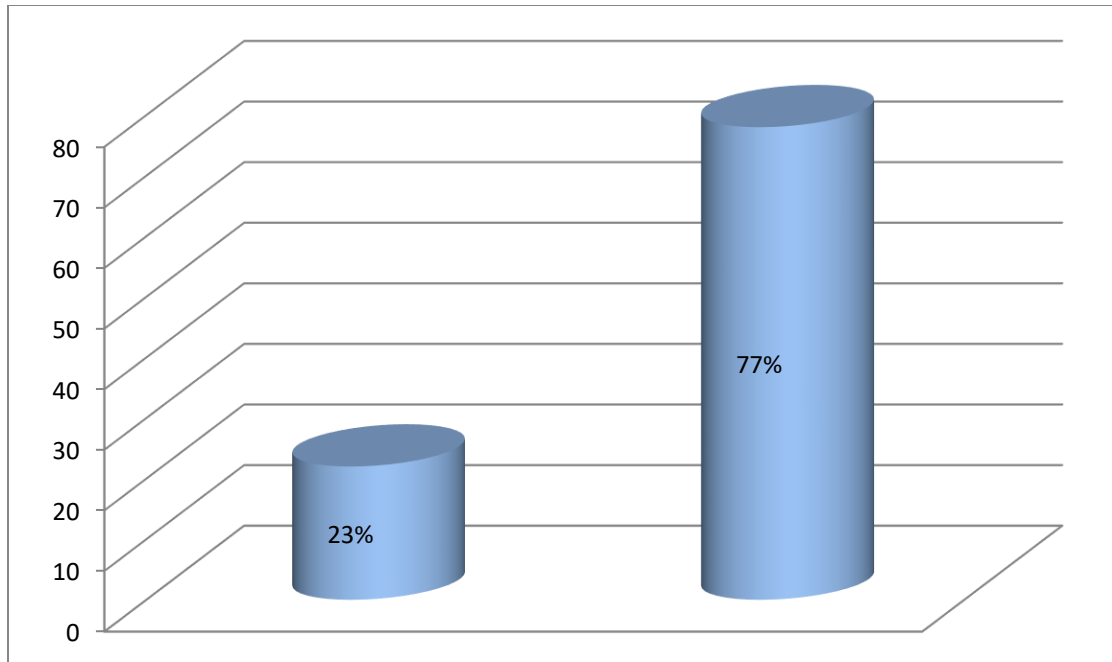
Figure (4.14)

The above table and figure illustrate the percentage and frequency of the answers of the sample of the study that concern the post-test and shows that most of the answers of the sample of the study passed the post-test as it is represented by (77%).

Table No (4.16) The Frequency Distribution and decisions for the Respondents' Answers of the pretest/post test

Tests	Pass		Fail		Decision
	Frequency	Percentage	Frequency	Percentage	
pretest	6	17%	24	83%	Acceptable
Post test	23	77%	7	23%	Acceptable

The above table shows the summary of the results of the pretest and posttest. For section one, it's clear that the number of students who failed is in the

pretest is greater than the number of students who passed so the second hypothesis of this study is accepted.

Table (4.17) One sample T-TEST for the questions of the study

Tests	N	SD	T-value	DF	p-value
Pretest	30	7.2	11	29	0.00
Posttest	30	9.81	17	29	0.00

The calculated value of T -TEST for the significance of the differences for the respondents' answers in pretest was (11) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T -TEST for the significance of the differences for the respondent's answers in the post test s was (17) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that the third hypothesis of this study is verified.

From the findings of the pretest-posttest we can conclude that literature assists language development, increases comprehension skills, and expands vocabulary, develop an interest in reading, improve the quality of students' writing, and create a bond of common experience and enjoyment between students and teachers (Morley 2001).

These findings also confirm with (Snell-Hornby, 1988: Hymes, 1964) who remarked that in order to help learners maintain a reasonable grasp over learning English for purposes of enhancing communicative competence the teaching of literature should be given its due importance as the absence of literature from classrooms has dramatically affected the standards of learning the thing which urged many educators and experts to think of reintroducing literature in EFL classrooms.

Chapter Summary:

This chapter included two main parts. The first one viewed the results the researcher got from the questionnaire and the second part presented the results obtained from the pretest-posttest.

Confirmation verification of the hypotheses/against the results:

Hypotheses (1) and (2):

The findings of the questionnaire revealed that teachers try to help their students to use English literature texts to improve their overall communicative competence and that early age is the most likely   age or level for introducing English literature for communicative purposes that coincide with the following findings of different studies: This means that hypotheses (1) and (2) were verified.

Hypothesis (3):

The teaching of literature at the secondary level help students to enhance their linguistic competence.

The calculated value of T -TEST for the significance of the differences for the respondent's answers in the post test s was (17) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54).   This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that the third hypothesis of this study is verified. All the hypotheses of this study are presented and verified in this chapter. Chapter Five is going to be devoted to the summary of the study, findings, recommendations and suggestions for further studies.

Chapter Five

Main Findings, Conclusion, Recommendations and Suggestions for Further Studies

Chapter Five

Main Findings, Conclusion, Recommendations and Suggestions for Further Studies

5.1Introduction:

This chapter presents summary of the study, discussion of the findings of the study, conclusion and recommendations for further studies.

5.2 Main Findings of the Study:

In this part the researcher discusses the findings of the study with regard to the research questions of the present study.

Research Question 1

4. To what extent do EFL teachers try to help their students to use English literature texts to improve their overall communicative competence?

In an attempt to answer the above research question, the researcher designed the questionnaire for teachers at Sudanese secondary schools to collect information about their views regarding how they can use English literature texts to improve their students' overall communicative competence.

According to the findings of the questionnaire which conveys the views of teachers about the problem of the study, EFL Sudanese secondary school teachers can help their students to use English literature texts to improve their overall communicative competence by the following ways:

- Teachers should allow students free choice of literary books from which students can choose and read books that are somewhat related according to their approximate reading level and the books' genre

- Teachers must be careful that they ask students within the reading capabilities of independent readers so that students can read them

- Teachers should encourage students to have one-on-one conversation by chatting with students in guided reading groups and having more in –depth discussion

- Teachers should encourage students to read loudly as it is a high effective way to enrich all learning as it assists language development, increases comprehension skills and expand vocabulary

- To encourage independent reading teachers, need a variety of books that range from easy to difficult for students' choice, they can also use magazines and the Internet sites to expand the traditional resources available

- Students should be encouraged to read different literary works from different parts of the world in order to develop interest in reading and enhance communicative competence.

- To make teaching literature more effective, teachers should choose the books that the students can successfully read independently

- Teachers should encourage students to use independent reading before reading with other students and record their ideas in their note-books so as to enhance students' motivation which will help students to become lifelong readers

- Presenting students with literary works portrays diverse cultural viewpoints helps to develop and enrich cultural and educational experience

- Using English literature texts helps students gain practice in using the skills and strategies taught by their teachers and become better readers.

Research Question 2

What is most likely   age or level for introducing English literature for communicative purposes?

As far as age or the level for introducing English literature are concerned EFL Sudanese secondary school teachers argued that introducing literature at an early age of education can have a remarkably positive effect on learning of English as a foreign language so as to improve the deteriorating standards English literature has to be introduced all over again from as early as basic level.

Research Question 3

To what extent can the teaching of literature at the secondary level help students to enhance their linguistic competence?

To answer this question, the researcher designed the pretest and post-test which was administered to Sudanese secondary school students, from the findings of the tests it was observed that imposing literature improves students' linguistic competence this is clear from their poor performance of the students in the pre- test that the researcher has used to gather the data of this study.

It is hoped that the findings of this study contribute to using literature in EFL Sudanese secondary schools so as to improve the students' linguistic competence.

5.3 Conclusion:

As English is now used by millions of speakers for a number of communicative functions across the world. It has become the preferred language in a number of ambits like international business, it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion. Students should be encouraged to read different literary works from different parts of the world so long as the rationale is to develop interest in reading and hence enhance communicative competence.

The review of literature stated the issue of introducing literature in classroom settings as an important aid to learning and teaching on the part of tutors. It tries to discuss how teacher at secondary school classrooms can be creative enough as to facilitate the teaching and learning process.

5.4 Recommendations:

Based on the findings of this study, the researcher recommends the following points for the students:

1. Students should be aware about the importance of using literature in the process of foreign language learning since it provides them with the language input.
2. Students should learn and practice new vocabulary and expressions.
3. Students should practice the grammatical structures that they are taught.
4. Students should try to interact with literary works in the classroom to be active learners.

5. Teachers should use literary materials that suit the level of the students, needs, interest and background knowledge.

6. Teachers should be well-trained and experienced; having good pronunciation help students to be good listeners and applying teaching techniques helps to improve students' linguistic competence.

7. Teachers should provide students with authentic literary materials such as films, lectures, songs, conversations, and news to help students to be aware of different accents of English, stress, intonation, pitch and the culture of English.

8. Teachers should provide students with the necessary vocabulary that is likely to encounter them while reading.

9. Teachers should provide students with feedback to correct errors and promote self-confidence.

10. Before reading literary works, the teacher should provide the students with background knowledge and linguistic knowledge that is required for doing the activity at hand.

5.5 Suggestions for Further Studies:

On the basis of the results obtained in this study, the following suggestions are made for further studies:

1. Future research should increase the number of the subjects to enhance the generalizability of the results.

2. The same study can be replicated using a diagnostic test.

3. Future researchers should conduct the same study by using an interview for expert teachers instead of the questionnaire, by doing so more ideas will be pointed out.

5.6 Summary of the Study:

This study sets out with the aim of   exploring whether the use of literature can improve students' communicative competence. The study consists of five chapters.

Chapter One represents the general framework of the study which includes introduction to the problem of the study, questions of the study, objectives, hypotheses , significance , limitations and methodology of the study.

Chapter Two provides theoretical background and reviews relevant literature on the issue of introducing literature in classroom settings as an important aid to learning and teaching on the part of tutors.

Chapter Three describes the methodology of the study. The researcher adopted the descriptive analytical method . The tools of the study were a questionnaire for (30) Sudanese secondary schools teachers and pre-test post test which was administered to (30) Sudanese secondary school students.

Chapter Four deals with the statistical analysis and discussion of the data collected by the questionnaire and the pretest and post test.

Chapter Five reviews a summary to the whole thesis. It gives conclusion which the study came up with, the recommendations and the suggestions for further studies.

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Appendixes

The Appendices

Appendix (A)

Sudan University of Science Technology

Collage of Graduated Studies

Dear Teacher :

The research would be grateful to receive your opinions to the following statements . which have been formulated to collect data for PHD in ELT the title of the thesis is :

The impact of teaching literature to enhance EFL linguistic competence of Sudanese EFL secondary school students .

Age : 25 – 30 ☐   30 – 35 ☐   35 – 40 ☐   40 – 45 ☐

45 – 50 ☐   50 - 55 ☐

Teaching experience : 1 – 5 ☐   5- 10 ☐   10 – 15 ☐   15 – 20 ☐

20 – 30 ☐

This question name aims to investigate teacher's views and perceptions about using literature in EFL class rooms at Sudanese secondary schools :

Please mark (✓) where the best show your opinion :

	statement	Strongly agree	agree	neutral	Dis agree	Dis agree
1	Literature helps EFL students to acquire a native-like competence .					
2	Literature is a powerful and motivating source for teaching speaking and listening skills.					
3	Literature helps students to develop their language knowledge and improve what they know about English syntax , morphology , semantics and implicitly phonetics.					
4	Literature helps EFL learners to write more effectively.					

5	Literature is very important to use in the classroom as it provides the students with enjoyment and understanding of the real world of life.					
6	Teaching literature increases the students' language awareness.					
7	Teaching literature improves the linguistic knowledge of the learners as they extend the knowledge of vocabulary and grammatical structures.					
8	Teaching literature promotes students' understanding of the culture of the target language.					
9	Literature helps students to enhance their communicative competence as they stimulate learners for language learning.					
10	Literature helps students to speak clearly , precisely and concisely and become more proficient creative, and analytical learners.					
11	Literature helps students to reflect on their lives and their surrounding world, opening "horizons of possibility, allowing them to question, interpret, connect, and explore".					
12	Literature helps social development as they include universal themes that are related to the world's issues					

Sudan university of Science Technology

Collage of Graduated Studies

Students Test

1- Comprehension .

Read the following passage carefully and answer the questions below:

My name is Jim Hawkins . I am to tell you a story about pirates and treasure . This story started along time ago , in the year 1756 , when I was twelve years old .

My father owned an inn called the Admiral Ben bow , It was small inn on the south cost of England . The Admiral Ben bow was not very busy , we did not get many customers .

Some times travelers stayed at the inn . They could buy a meal and have some thing to drink . They usually stayed for only one night . But I remember one traveler who stayed at the admiral Ben bow for several weeks .

I remember the day he arrived . A horse and cart come along the road and stopped out side the inn – the old sailor got down from the cart and came to the inn door .

He was singing a sailor's song .

Fifteen men on the dead man's chest

Yo – ho – ho and bottle of rum !

The old sailor knocked loudly on the inn door and my father opened it . I stood next to my father and looked at the sailor .

The man was tall and his face was brown from the sun , his hair was white . It was tied in a tail at the back of his head . He were an old blue coat .

Bring me a glass of rum , the sailor said loudly to my father . I looked at the horse and cart . There was a wooden box on the cart – the sailor's wooden chest . It was big and it looked heavy .

" Do many people stay here " the sailor asked my father "not many " my father replied . We always have empty rooms .

"Good I will stay here " said the sailor 'I will stay here for several weeks' he took some money out of his pocket , take this money . Tell me when I have spent it all' he gave my father four gold coins .

Thank you sir ' said my father " may I ask your name ? call me captain , said the sailor , now bring my chest and show me my room .

My father carried the heavy wooden chest into the inn , he carried it to the captain's room , I did not know what was in the chest , but it looked very heavy .

A) Give brief and short answers :-

1- Who told us this story from the beginning ? …………….......................

2- What was the transport at that time ? …………………...…..................

3- What live of his father's inn ? ………………………………………..

4- Describe the man who come to the inn ? ……………………………….

5- Who said this "bring me a glass of rum" ? ………………………………

B) Draw a circle round the best answer a , b , c or d :

1- The name of Jim father inn is :

   a. hotel   b. Cafeteria   c. Admiral Ben bow   d. Restaurant

2- The captain pay the owner of the inn :

   a. One gold coin   b. ten gold coins

   c. Four gold coins   d. three gold coins

3- When Jim told this story he was :

   a. ten years   b. 9 years old

   c. eight years old   d. twelve years old

4- The sailor stayed at the Admiral Ben bow :

   a. one night   b. two night   c. several weeks   d. 3weeks

5- The captain's chest looked very :

| a. light | b. heavy | c. nice | d. strong |

2- Choose the suitable words from the list to complete the text :

Thirteen – happened – was – Smollet – two – Livesey – Island – shone – story – saw

I am Dr. ………(1) . I am writing this part of the (2)………….. I am writing about that ……………..(3) when Jim Hawkins went to the ………………(4) on his own .

……………..(5) men went a shore in ……………(6) boats . I stayed on Hispaniola with captain ………………..……..(7) and squire Trelawney .

I ……………(8) the boats reach the …………………(9) I saw Jim Hawkins run into the trees on the Island . I was surprised he had not told us where he ………………..(10) going .

3- Grammar :

Choose the suitable verb from the list below to complete the text :

My mother and ………..ran out side . we ran to the village ……………… told people there ………….trouble at the Admiral Ben bow .

We told them that pirates …………..coming . But no one wanted to help …………… every one was afraid , at last one man sent …………. Son to get Dr. Livesey . Dr. Livesey …………..know what to do said the man….. was dark when ……………mother and I returned …………… The Admiral Ben bow . We were a lone and afraid .

Were – to – we – it – will – I – his – was – us – my

4- Write a short story from Sudanese Folk tales .

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