



**Sudan University of Science and Technology**  
**Post Graduate Studies**  
**College of Languages / English Department**



**Effect of Introducing Abridged Shakespeare's Play on Enhancing  
English Language Level in Girls High Secondary School (*Romeo and  
Juliet* a Play as a Model)**

تأثير تقديم مسرحيات شيكسبير المختصرة في تعزيز مستوى اللغة الإنجليزية في المدارس الثانوية للبنات "  
مسرحية روميو وجوليت نموذجاً "

A thesis submitted in fulfillment of the requirements for the degree of PhD in  
English Language (Applied Linguistics)

**Presented by:**

**Habab Osman Hassan Ahmed**

**Supervised by:**

**Prof. Mahmoud Ali Ahmed Omer**

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# **DEDICATION**

To my mother, *Thoraya*

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## **ABSTRACT**

The study aims at investigating the impact of introducing abridged Shakespeare play of “Romeo and Juliet” in enhancing high school students' linguistic competence in English language and to investigate the misconception among English Language teachers in teaching abridged Shakespeare play. The study followed the descriptive method, and employed a questionnaire as a tool of data collection represented to (50) (EFL) and one students test represented to (40) secondary school students in Omdurman, Al-Mulazmeen High school for girls in Al-Mulazmeen district. The data collected have been analyzed by using Statistical Packages of Social Sciences (SPSS). The results show reluctance among high school teachers to teach Shakespeare play despite the abridged version due to its Elizabethan language. Nevertheless, the study proved that teachers’ misconception can be altered if suitable teachers training is provided along with abridged textbook and teaching resources are available. The researcher findings reflected on students’ literary valued being acknowledged and English language standard improved. Moreover, students’ self-confidence was raised in pair work and group work due to the nature of the genre of the play in the variety of characters, quotes and lines that reflected positively on all four English language skills. The researcher recommends

the inclusion of Shakespeare work in extractions of plays, poems and sonnets into the Sudanese curriculum of high school and all the schooling system. In addition to the call for both Ministries of education and finance to take action and participate in the work on national level to consider providing schools with teaching resources and materials, the size of class, gender, level of English and age group.

## Arabic Version Abstract

### المستخلص

تهدف الدراسة إلى تقصي أثر استخدام مسرحية شكسبير المختصرة " روميو وجوليت " في المرحلة الثانوية لتعزيز القدرات اللغوية في اللغة الإنجليزية لدى الطلاب والتحقق من المفاهيم الخاطئة لدى معلمي اللغة الإنجليزية في تدريس مسرحية شكسبير المختصر. إتبعت الدراسة المنهج الوصفي، واستخدمت استبانة كأداة لجمع البيانات من عدد (50) من معلمي اللغة الإنجليزية وإتبعت الباحثة المنهج التحليلي لجمع البيانات باستخدام اختبار التحصيل خضع لة (40) طالبة من طالبات المرحلة الثانوية بمدرسة الملازمين الثانوية للبنات بمحلية الملازمين بأمدرمان . تم تحليل البيانات التي تم جمعها باستخدام الحزم الإحصائية للعلوم الإنسانية (SPSS). و قد أظهرت النتائج ترددا بين معلمي اللغة الإنجليزية في تدريس مسرحية شكسبير على الرغم من النسخة المختصرة وذلك بسبب لغتها الإنجليزية الإليزابيثية ورغم ذلك، أثبتت الدراسة أن المفهوم الخاطيء لدي المعلمين يمكن تغييره إذا تم توفير التدريب المناسب لأجل تدريس المسرحيات المختصرة لشكسبير، علي أن يتم توفير الكتب المدرسية المختصرة لة وكذلك ضرورة توفر الموارد التعليمية و قد أثبتت النتائج التي توصلت إليها الباحثة تحسن في مهارات باللغة الإنجليزية لدي الطالبات وكذلك إرتفعت ثقة الطالبات بأنفسهم في العمل الثنائي والعمل الجماعي لما في المسرحية من تنوع في الشخصيات والإقتباسات والأدوار الذي انعكس إيجابا على جميع مهارات اللغة الإنجليزية الأربعة. وقد أوصت الباحثة بإدراج أعمال شكسبير حتى في مقتطفات المسرحيات والقصائد السونيتية التي تتألف من (14) بيتا شعريا في المناهج السودانية للمرحلة للثانوية وجميع مراحل التعليم ما قبل الجامعي. وكذلك أوصت الباحثة بدعوة كل من وزارة التربية والتعليم ووزارة المالية إلى اتخاذ إجراءات والمشاركة في العمل على المستوى الوطني للنظر في تزويد المدارس بالموارد والمواد التعليمية والأخذ بعين الإعتبار حجم الفصل الدراسي والجنس ومستوى اللغة الإنجليزية والفئة العمرية.

# Terms

<b>Sr. No.</b>	<b>Term</b>	<b>Full Form</b>
1.	EFL	English as a Foreign Language
2.	FL	Foreign Language
3.	SPSS	Statistical Packages of Social Science



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# CHAPTER ONE

## 1.0 Background

Teaching classical literature in Sudanese high secondary schools witnessed its ups and down and in some stages in Sudan it showed a steady decline from the time of Arabicization the medium of instruction in both schools and universities in the 1970s till present. With the absence of English language and literature (A. Mohammed, 2001) both classics and modern from schools and cutting down the periods of English language in schools from nine periods per-week to currently four periods per-week teachings explicit grammar, short reading comprehension and writing composition resulted in the decline of the English language among students. Literature and English language should be taught in Sudan because it is still seen as a window upon the world. (M. Abdul-Rasoul, 1971). Nevertheless, Language should not be taught with the negligence of its literature.

learning takes place when the language teacher provides inputs slightly above students' present level of competence (Krashen, S. 2003). The inclusion of abridged Shakespeare play in particular his tragicomedy "*Rome and Juliet*" into the curriculum of high school is a step forward to enhance and develop the standard of English language in Sudan and it is a chance to learn about "The Bard" William Shakespeare, his life and work

that relate to present time. “it represent a golden standard of education” (Olive, S. 2014). The aim of teaching classic is to acquaint the students with the best books (M. Abdul-Rasoul, 1971). Here raised the question, Why Shakespeare? And I can say why not. Shakespeare is not only an English writer but he stands as an international icon. His brilliance has outstripped his contemporary in English literature. His work covers a large range of themes as illustrated in his plays for example love, hate, revenge, jealousy, family relationships, betrayal and conspiracy and these themes granted his literary work importance till today. He invented vocabulary to the English language that is currently used and people quote from him but are unaware of that. He coined vocabulary that the English language is indebted to him e.g. *eyeball, gossip, champion, puking, amazement, fashionable and unreal*. Moreover, using Shakespeare play present a good literary device to name few alliterations, imagery and oxymoron it would be of great important to students to learn from his play.

He invented expressions that is currently used e.g. “*vanished into thin air*” from his plays Othello and The Tempest, “*all of a sudden*” .The Taming of the Shrew, “ *more in sorrow than anger*” Hamlet, “ *all that glitter is not gold*” The Merchant of Venice.

Shakespeare’s characters are of great significance they varies from kings, queens, servant, clown, peasants, nobles, ordinary people. “Characters do

not merely inspire in us emotions of unusual strength, but they also stir the intellect to wonder and speculation. How can there be such men and women? We ask ourselves. How comes it that humanity can take such absolutely opposite forms? (A.C. Bradley, 1919).

Shakespeare works are presented in several forms. In its original modern English i.e. Elizabethan English and in a simplified version as well as abridged. However, the simplification requires less linguistics knowledge but reduces the literary value (P. Curry 1950). Whereas the term abridged in Oxford dictionary is “made shorter by leaving parts out”. The researcher intends to present an abridged version of Romeo and Juliet play to girls secondary school. Abridged play of Romeo and Juliet is a concise version of the play in modern English that falls into (13) pages with less than (16) characters in the play. The researcher thinks in presenting a small portion of language that challenge the students reflects positively on students. Moreover, to show students that language is not stagnant but is flexible and re-generates constantly by presenting to them few vocabularies from the old as well as the new. Similarly, the language among themselves being young generation whether it is their mother tongue the Arabic language or the foreign English language it regenerates and is never still.

## **1.1 Statement of the Problem**

The English language teaching in Sudanese high schools needs increasing attention, particularly in the area of teaching classical English plays. This shortage will reflect the need of high secondary school students to have a competence in English language.

According to researcher's observations and experience, English language has witnessed a steady drop in the standard and performance among Sudanese students and Sudanese people in general over the last two decades or more in Sudan. High secondary school's syllabus in Sudan neglected the inclusion of teaching English plays. The students were not exposed to the English language through literature in the last 20 years. Any scholar's opinion is emphasized strongly that in today's curriculum teaching the literary work, plays, for example are essential for teaching language. Hence, this idea came to the researcher that there is a tremendous value into teaching the abridged plays of Shakespeare as a sample of this study not only because Shakespeare's plays contribute positively to English literature in particular but even English language in general.

This study intends to provide empirical information about the teaching of abridged Shakespeare's plays for Sudanese secondary schools for girls

which in turn can be used to help enhance and improve the students English language in all the four skills, reading, writing, listening and oral competence.

## **1.2 Significance of the Study**

There were major changes in the school curriculum as a whole made by the Sudan Examination Council. These changes affected the English language and literature program. First of all, there was grouping of subjects in the Sudan Certificate Examination. The consequence of this is that English literature once compulsory and main source of linguistic strength competes on unfavorable terms with Islamic Religious knowledge. Secondly, there was Arabicization of the subjects that were taught in English. The medium of instruction became Arabic instead of English in 1965. Finally, it is no longer a requirement to have a pass in English in order to obtain high school certificate though a failure in English disqualifies applicant for Sudanese university admission. (Abdal Rasoul, 1970).

The researcher advocates the use of plays in high schools in particular abridged Shakespeare play of "*Romeo and Juliet*" in order to raise the level of English language among high school students. "In choosing a script, the teacher should ensure that the language is accessible to the learners and relevant to their needs and that the topic arouses the students' interest.



Themes relating to family situations are therefore useful.” (D. Paul, 1990) Therefore, the researcher vigilantly selected this particular abridged Shakespeare play. Studying such play brings into the class role-play, turn-taking, memorization and even improvisation. "A wide range of oral activities that have an element of creativity present" (Hubbard et al 1986: 317). Such practices facilitate improving oral competence a skill that does not widely exist among Sudanese learners, and if it does, it unfolds weakness and embarrassment to speak in front of other peers.

“Shakespeare, is the most important play-write that students can study. Therefore, he deserves to be taught up to one third of the number of classes in academic year. “Shakespeare should be taught to all students not just the academically able” (Early, M. 1967). Thus, the researcher believes, the Sudanese Ministry of Education has to shoulder the responsibility to enclose teaching classic English literature once again since the exclusion of English literature from the syllabus of English language curricula in 1995 which led to a great damage in the standard of English language (Mohamed, 2001:2).

Moreover, this study seeks to eliminate the psychological barriers connected with the name “*Shakespeare*” among teachers and students alike in Sudan, it will positively contribute to the educational process in Sudan

and provide a strong and better foundation in English language and literature. Nevertheless, with the absence of Shakespeare literature in the minds of students, we present a lost generation of both basic knowledge and awareness in English language Literature. The researcher believes that people know the name of Shakespeare but might not know more than that. We quote Shakespeare regularly and don't even know it, for example "*own flesh and blood*" Hamlet, "*what's done is done*" Macbeth.

### **1.3 Hypothesis of the Study**

1. Abridged Shakespeare plays are of significance throughout the centuries and are timeless; therefore, they can be taught in high school level.
2. Studying abridged Shakespeare play contributes to the four skills of language i.e. reading, writing, listening and speaking among high school students.
3. The misconception among teachers of English language teachers in teaching abridged Shakespeare plays can be changed positively.

## **1.4 Questions of the Study**

The present study tries to answer the following questions:

1. What are the benefits of teaching abridged Shakespeare's plays to high school girls?
2. How far can the teaching of abridged Shakespeare play of "Romeo and Juliet" enhances the reading and speaking competence among high school students?
3. How can the teachers manipulate students' weakness in understanding abridged Shakespeare's play?
4. To what extend is the readiness of teachers to teach abridged Shakespeare plays?
5. Do students have competence enough to grasp English skills when reading abridged Shakespeare play of "Romeo and Juliet"?
6. What are the expected solutions/suggestions of ill-done understanding of Shakespeare plays?

## **1.5 Objectives of the Study**

The research is intended for the students at high secondary schools and is willing to change the negative opinion laid upon Shakespeare work in general and in his plays in particular as being difficult to read i.e early

modern English to both English language teachers and students for achieving expected aims of the language skills by means of obtaining a number of goals.

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of the research is to find out the truth which is hidden and not been discovered as yet.

The research objectives fall into a number of broad groupings:

1. To develop student's level of English language in general prior to university stage.
2. To improve English language skills and acquire vocabulary and expressions through reading abridged Shakespeare play of "Romeo and Juliet".
3. To betterment of speaking competence especially, pronunciation through practicing of para-linguistics elements of speech e.g., pitch, stress and intonation as well as non-linguistics elements e.g., gesture, body language and facial expressions.

## **1.6 Limits of the Study**

The researcher is going to investigate the experiment on the following phenomena on teaching abridged Shakespeare play of “Romeo and Juliet”.

The study is limited to the following perspectives:

1. The subject of the study is limited to (40) learners of 2<sup>nd</sup> year students at Al-Mulazmeen high secondary school for girls in Omdurman district, Khartoum State, Sudan.
2. The Study is limited to teaching EFL through Shakespeare abridged play of “Romeo and Juliet” in order to develop a high secondary school thinking.
3. A set of one questionnaire to (50) current English language teachers in Schools and universities.
4. The type of writing in this study is limited to English language.

## **1.7 Methodology of the Study**

Research methodology is a way to systematically solve the research problem. It is understood as a science of studying how research is done scientifically. The various steps that are generally adopted by the

researcher in carrying the research problem along with the logic behind them. Here, it is necessary to deal with not only research methods/ techniques but with the methodology. In research, the methodology is very necessary because it shows the way how the research is to be conducted.

A methodology study, in general refers to some difficulty which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution for them. The researcher is going to collect sources of data, the major surmises of data are: students test related to this research, the other source is: the teachers' questionnaire as a tool in this study. Moreover, the researcher is going to put a suitable suggestion to the problem. The tools which will be used for data collection include: classroom observation and questionnaire with the teachers. The participants of the study are secondary high school students and teachers who teaches English as a Foreign Language.

The researcher strongly believes that enhancing linguistics is essential for teaching literature and that it results in solid language benefits and that it increases the awareness of competence among learners.

# **CHAPTER TWO**

## **Literature Review**

### **2.0 Literature Review**

It is the fervent endeavor of Chapter two of this research, to bring to light the status of English studies in Sudan at the tertiary level. This research also traces in perspective, a brief introduction to the past history of ELT in Sudan. Furthermore, this study intends to showcase the importance of introducing abridged Shakespearean plays to the High School students of Sudan, in a simplified manner. This Research is basically deeply concerned about the current status of English language and the erudition of learning and the integration of high school students to the world of Shakespeare that is so essential and relevant for beginners, undergraduate and alma maters all over the world, so how can Sudan lag behind. Moreover, this chapter aims to accentuate the importance of Shakespeare's plays in a student's curriculum. Comments and reviews shall also be scanned and analyzed in this chapter despite the truth that factually this type of research is fairly new in Sudan. Furthermore, we need to survey briefly the previous studies

on Shakespeare that made a landmark in the world of English literature because the past can't be obliterated if one wants to attain success in the future.

This research proceeds with the assumption that the introduction to the abridged Shakespearean plays in Sudan at high school would definitely help acquaint and familiarize, the secondary school students to Shakespeare the play-write, the poet, the actor and the producer.

Hence this pursuit in literary studies resolves to start with the focus on the teaching and learning of the Bard's romantic tragedy: "Romeo and Juliet": Primarily, the abridged copy of this play will be introduced to the high school learners to improve not only their standard of English language but also the cultural values that lies in Shakespeare's works.

"Students (will certainly) benefit from his use of language and his craftsmanship, his themes, the stylistics and imaginary scenes remain reasonably stable and to teach alike, rendering his prose and plays." (Olive, S. 2015)

Therefore, the second chapter proceeds with this challenging object, to not only, raise this imperative issue of teaching Shakespeare's plays yet the abridged ones to enhance and uplift the communicative proficiency at school level particularly and specifically.



## **2.1 English Language in Sudan**

English language in Sudan has been introduced into education in Sudan by the condominium rule (1898- 1955). The British Government used English as a medium of instruction in all institutions of education. The objectives of teaching English during that time were restricted to developing reading and writing skills (Beshir: 1970:19). In later years and prior to independence a recommendation rises to include oral English and to be included in examination to test speech and comprehension of spoken English. Ironically, nothing happened. During the 60s, a call for Arabicization of primary to secondary government schools and ministry of education took action.

As mentioned by Nur, Hala.(2014):

“....since 1964 Sudan has gone through a long journey of Arabicization starting from primary to secondary schools.

Throughout this journey English language teaching has suffered and its status has changed from being a medium of instruction to being a mere subject in schools' curriculum.

In 1999 with 'The Revolution of Higher Education' Arabicization was carried to a higher stage. Arabicization of

the institutions of higher education was fully implemented.

Again English language became a mere subject not a medium of instruction.”

When we glance at another book: “History of English Language in Sudan” written in 2003 by Abdelrahman M. Yeddi Elnoor; a very dismal and gloomy picture of the scenario of English language and literature comes forth. Dr. A M Yeddi very painstakingly traces the scenario and the impact of the English language in his country Sudan.

He is deeply anguished by the Colonization that divided Sudan into North and South Sudan and further sequestered them because of language disparity. He highlights the situation of ELT from the advent of the occupation and finds it in commotion and confusion due to *“the drastic and dramatic changes after the departure of the colonial army.”* Therefore, he recognizes the need to save the ELT program and *“rescue it from the chasm it has plunged into.”* He stresses upon improving the standard of education in the English language for the Sudanese. Moreover, he emphasizes that this reshaping program needs to be objective and impartial and not only for Sudan but for all African countries. To enable them to

rejuvenate their lost identity and dignity and give a purpose to the lives of the Africans; free from the shackles of the imperialist power. Independent from the forceful imposition of the Western culture and values.

When the language of English was superimposed upon Sudan by the occupiers in 1898. It was of two types, the first was “government education” and the second type was to serve the purpose of the Christian missionaries. At that juncture Sudan entered a new phase in the teaching and learning of English that Dr. Yeddi predicts it as “the sinister hegemony of the English language.

Although many Elementary and Primary schools were established in various part of Northern Sudan. Superiority was bestowed upon the language of English though it wasn't the first language but became the primary one. The courses taught in these educational institutions were very similar to the British schools of London.

Many other aspects of learning this foreign language was initiated like for example ‘reading’, ‘grammar’, ‘translation’, ‘dictation’ and ‘recitation’ were pioneered and implemented. Gradually, English “occupied the dominant position in education and became the indispensable as well as indisputable barometer for measuring the

standard of education,” (Page 26, A. M Yeddi). During this time there was a lot of importance on literature. Yet the standard wasn't up to the expectations of the British colonizers, despite all the rigorous efforts and endeavors of the Sudanese teachers and students.

## **2.2 Current Status of English Language**

Dr. Yeddi, sheds light on the post-colonial condition of ELT; that it was in total disorderliness and disparity as in the regional, cultural and social educational policy, there wasn't any uniformity. At that point of time only a few learners of English attained excellence in this field. And thus “the dominant public was not in favour of English medium education.” As a result there was a steady and continuous decline in spreading enthusiasm for the education of English.

In 1966 a conference regarding “English in Sudan” was held it discovered a deep gap between the linguistic ability of the learners at intermediate and secondary level. There was no agreement and compatibility in the syllabus it varied from school to school. The resources used for teaching and learning English was found “either childish or obsolete.” Even the teachers were inexperienced and of

poor qualification. (p58, Ibid) The syllabus that was newly structured in the year 1969 (p59) received a severe blow as the students lacked the primary requirement to follow and learn from it. The declination continued, though many attempts were made to adapt and adjust the syllabus named as “English for Sudan.” (p 60)

A short-listed reasons by Dr. Yeddi (2003) were the main reason for the decline of English studies even after the post-colonial reign:

1. Educational Expansion
2. Lack of trained and proficient teachers
3. Brain drain
4. Unsuitable textbooks
5. The reduction in the time allotted to the teaching of English
6. The average number of students in a classroom tend to be high.

In the year 2018, Dr. Daoud Mohammed Gubair and Samia Ahmed also have researched upon the degeneration of English language and literature in Sudan. They spotlight these factors intensely which have effected the learning and teaching of English. Lack of resources for teaching literature, this appears to be a common complaint forwarded continuously by teachers

of Khartoum University. As per the study and analysis of this research of Dr. Daoud and Ms. Samia the following conditions were gleaned: (p.831 & p.832,IJSR)

a) unavailability of and inaccessibility to both soft and hard literature resources. b) the insufficiency and in-appropriateness of the existing materials in the libraries of the university to the stated goals of teaching literature in the current curriculum. c) insufficiency of the students experience with literary works at earlier stages. Dr. Hala S. Mohammed Nur is positive and certain in her article, “The Current Situation of English Language at University of Khartoum: “Problems and Solutions” that “the need for English language in Sudan is increasing rapidly for a variety of reasons, despite the fact that there is a severe decline of the students' standards of English.” Hence she estimates that since the status of English has transformed from being the language of the British and the Americans to that of becoming a ‘lingua franca’ of the international community. And due to its acceptance as a global language, it has become a requisition for understanding the world hence it can’t be neglected in Sudan as well. She further in her article traces the condition of English learning and teaching in Sudan currently as being deficient and inadequate but not dismal. In spite of not having audio visual aids, inspiring syllabus, motivated students, small and organized classes,

experienced teachers, yet she feels that this can definitely change if there is the will there can be a way. Its yet not too late.

It is the undertaking of this research to display and demonstrate through the quantitative methodology that it has adopted to establish and exhibit that how it is imperative to teach language through literature. As per the popular belief of some scholars:

“Literature is one of main components of any language programme. It provides channels for expressing thoughts, emotions and feelings. Through literature speakers also share their interaction with their surroundings and other speakers of the language in a variety of aesthetic and sensible ways. Hence, literature has moral, aesthetic values, as well as linguistic values.” (Al-Faki,I.(2014).Using Literature in EFL Classes, P. 9-11)

English language has always basked in the timeless glory of literature whether its ancient or Modern both are compatible to each other. The teachers of Sudan while selecting the course material to advocate and motivate the erudition among the Sudanese students have to be extra cautious and careful. The Sudanese Student are assailed by so many problems like the cultural, economic, social and professional inadequacy.

## **2.3 Briefing on Shakespeare**

### **2.3.1 Shakespeare's life**

William Shakespeare was a renowned English poet, playwright, and actor born in 1564 in Stratford-upon-Avon. His birthday is most commonly celebrated on 23 April.

([www.history.com/topics/britishhistory/williamshakespeare](http://www.history.com/topics/britishhistory/williamshakespeare)) which is also believed to be the date he died in 1616. Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance or the Early Modern Period). Shakespeare produced most of his best work between 1589 and 1613. Shakespeare's plays are perhaps his most enduring legacy, but they are not all he wrote. His writings consist of comedies, history, poetry and tragedies. Shakespeare's poems also remain popular to this day. ([www.shakespeare.org.uk](http://www.shakespeare.org.uk))

### **2.3.2 Shakespeare's Works**

Altogether Shakespeare's works include 38 plays, 2 narrative poems, 154 sonnets, and a variety of other poems. No original manuscripts of Shakespeare's plays are known to exist today. It is actually thanks to a group of actors from Shakespeare's company that we have about half of the



plays at all. They collected them for publication after Shakespeare died, in order to preserve the plays. These writings were brought together in what is known as the First Folio ('Folio' refers to the size of the paper used). It contained 36 of his plays, but none of his poetry. Shakespeare's legacy is as rich and diverse as his work; his plays have spawned countless adaptations across multiple genres and cultures. His plays have had an enduring presence on stage and film. His writings have been compiled in various iterations of The Complete Works of William Shakespeare, which include all of his plays, sonnets, and other poems. William Shakespeare continues to be one of the most important literary figures of the English language. {<https://www.shakespeare.org.uk/>}

## **2.4 Why Shakespeare**

Forrester, A. (1995) said:

“Shakespeare was not particularly highly regarded in his writing lifetime. Although his poetry was applauded, there was only a short period at the cusp of the 16th and 17th centuries when his plays were popular with the groundlings and fairly popular at court, but his literary expertise was never highly valued unlike Marlowe or Jonson... It was only towards the end of this period and during the 19<sup>th</sup> century

that scholars began to take the plays seriously and so prime the academic engine which has produced more words than any other field. It is also, incidentally, at this time that the real separation of Shakespeare as text versus Shakespeare as drama comes into play.”

According to Michaelidou, Anna (2016). She expressed four reasons why EFL learners should be encouraged to read the works of one of the world's greatest literary giants:

#### **2.4.1. Remarkable Story Narratives**

The great thing about Shakespeare was his ability to write great plots. Some may say that Shakespeare's writing has inspired many of today's best modern works. His themes include:

- Revenge
- Love
- Marriage
- Power
- Murder
- Obsession
- Dreaming
- Ambition

- Loyalty
- Death
- Sin
- Guilt
- Family

All of Shakespeare's plays have terrific story-lines. Take Hamlet as an illustration; a magnificent tragedy with an extremely powerful depth. The main character Hamlet finds out about his father's death, his mother's marriage to his uncle and speaks to the ghost of his late father who tells him to seek revenge on the new king (the same uncle: Claudius) for his murder. The play explores different relationships such as Hamlet's obsession with Gertrude, his mother and his love for Ophelia who he tries to convince his insanity to. Beautifully written and a must for all who have a love for literature, Hamlet is a truly gripping drama.

Macbeth is another stunning play about ambition and contradiction full of wonderfully creative characters and subtle witchcraft. All of Shakespeare's plays tell a story in an enlightening and absorbing manner, captivating the reader into the tale. Children of all ages can benefit from reading the works of this literary legend whilst inspiring them to gain knowledge about past histories and enhance their imaginations.

Today, people have a much different definition of tragedies than people did formerly. When we hear the word tragedy, we immediately think of a large number of innocent deaths.

*Romeo and Juliet* is a great example of a Shakespearean tragicomedy.

*Romeo and Juliet* is a story of two young people who come from two different households, who fall in love. Despite the fighting between their families the two central characters do everything they can to remain together. (<https://www.rsc.org.uk/romeo-and-juliet/education>)

For young people of all ages, this play is a fantastic way to explore the concepts of family and loyalty as well as looking at a range of themes including:

- Family Relationships
- Fate and Destiny
- Love

#### **2.4.2. Powerful Characters**

The strong belief of this study just cannot be disputed; is the fact that Shakespeare's characters are so very full of depth. Shakespeare had a wonderful way of exploring his characters and describing their emotions.

Romeo from “Romeo and Juliet” is by far the world's most famous young lover whilst Hamlet can probably be seen as Shakespeare's most complex character. Shakespeare's characters are blessed with different traits and are created to grasp the reader's attention even if the play is not being performed; which is exactly what happens. From villains, murderers, loved ones and dreamers to traitors, servants, witches and magicians, Shakespeare's characters are full of everything you can imagine and more. Hence, what better ways can be found to build a student's imagination and teach them about the different themes of today's world holds, is to encourage them to read Shakespeare.

### **2.4.3. Stunning Quotes**

If there is one thing Shakespeare is still very well known for it is his powerful portrayal of words and the famous quotes we still hear today from his works.

Probably one of Shakespeare's most quoted phrases is to be or not to be: that is the question from Hamlet. Hamlet deals with his obsession with death and questions whether to take his own life forming a quote that was to be around nearly four hundred years after it was first written.

Other great Shakespearean quotes include:

- *“Romeo, Romeo, where for art thou Romeo?”* - **Romeo and Juliet**

- *“All the world 's a stage, and all the men and women merely players. They have their exits and their entrances; And one man in his time plays many parts.” - As you like it.*
- *“If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge? - The Merchant of Venice.*
- *“I am one who loved not wisely but too well.” - Othello.*
- *“The course of true love never did run smooth” - A Midsummer Night's Dream.*
- *“The fault, dear Brutus, lies not within the stars, but in ourselves, that we are underlings.” - Julius Caesar*

#### **2.4.4 Challenging and Inspiring**

The researcher can't think of no better way to challenge a student's reading than to have them study some Shakespeare abridged works. Once the learner feels comfortable with their reading then a great way has been discovered to build their eagerness and stimulate their brains. Therefore, a teacher needs to encourage them to read some of Shakespeare's works. A great manner to do this is to read together the

first time to help them slowly understand the language and be there to help them overcome any difficulties they may face at first.

Reading Shakespeare can be a wonderful learning experience and a great ability for any student to possess. Shakespeare's writings are timeless and full of meaning. The Girls High school students can learn so much from studying the works of this famous *Bard* including understanding the history behind his writings and learning from the messages he wished to convey.

*“It's not enough to speak, but to speak true!”* (Act 5, scene 1)

*Midsummer Night's Dream.*

## **2.5 The Value of Teaching Abridge Shakespeare to High School Student**

At this point this paper comes to the discussion of its main contention, as suggested by so many scholars and intellectuals of Sudan that:

“literature is considered as the Back bone of any language because it reflects culture, traditions, customs, religion and believes of different groups in the society. Also literature is known as a window through which once an acquaint to all

human activities which help a learner to know more about the target group in the society. The Integration of literature in language teaching encourages students to read and to experience language in use. Moreover, the study of literature prepares students for literary studies at the university level.”

Abdallah, S. and Gadallah, B. (2017) P.233)

Therefore, this research proceeds with the undaunted campaign of teaching Shakespeare’s play the abridged ones in order to reform and spearhead teaching and learning for the EFL students and learners of Sudan.

One may question why Shakespeare why not novel, poetry or even short-story, well we move forward with this conviction that firstly Shakespeare is the supreme playwright, and his plays are models for all times, they motivate and inspire you. Anyone can use his model plays to develop any other performance work, whether it might be a movie, a video clip, a class, a lecture, a sales presentation, whatever.

Secondly, Shakespeare delved quite deeply into realistic problems that all humans face, and had his players act out different reactions to these problems. How does power corrupt? and can one find redemption after being corrupted? (Macbeth) How can you find romance when you are



on opposite sides of a war? (*Romeo and Juliet*) How can you lead a tiny army and win a war against a superior enemy, and what is the role of individual, inspirational leadership? (Henry V) How do you deal with losing a parent, perhaps even both, and losing your position in life? (Hamlet) How do you deal with ingratitude among family and friends, and is it too late to learn wisdom? (King Lear) These are just some of the issues and plans that are acted out with conviction and drama. He wrote histories, comedies and tragedies, and they are full of the human condition on full display.

Thirdly, while Shakespeare wrote in the English style of the day, there are some important points to note. The iambic pentameter and blank verse he used actually mimic regular speech, though more stylized. Spoken English has a rhythm and accentuation, when spoken like the native speakers, and that is all reflected in Shakespeare's writing.

The Fourth important point, Shakespeare uses English as a finely wielded sword to make his points. He invented words when they didn't exist. His characters speak one-liners, wisecracks and that have become universal truths. Shakespeare's use of metaphor is so good that numerous ones, he developed, are still with us even today. "Scholars estimate that during the years Shakespeare was writing, roughly 1588-1612, nearly 8,000 new

words came into the language.” (Edward Battistella , 2016). Among which “only %5 of the words Shakespeare used are words we don’t use in the modern day.” (Dr. Christina Lima, university of Leicester 2016) [www.britishcouncil.org](http://www.britishcouncil.org)

He used prefixes and suffixes e.g. (un) and (er) uneducated and swagger were relatively easy to remember. He also changed nouns to verbs and made verbs out of nouns e.g. *virgin* into *virgined*. He used many adjectives compounded together e.g . *cold-blooded, green-eyed, fancy-free* and *ill-got*.

Fifth, Shakespeare’s sonnets are some of the most beautiful love poetry in English. One needs to keep on reading and unravelling their inner meaning.

Finally, it is easy to teach most of Shakespeare’s plays as they are easily accessible. Shakespeare is generally considered Great Literature. His works have had a noticeable influence on the culture and society, often over centuries. Above all, Shakespeare’s plays need to be enjoyed. It was created to be enjoyed. Conclusively, William Shakespeare is generally held to be one of the greatest writers of all human history.

## **2.6 Fear, Obstacles and Solutions to Teach Shakespeare**

“Positive first engagements with Shakespeare in the classroom are essential to developing a lifelong appreciation of his work” (Mckague, C. 2013).

The researcher adopted an abridged *Rome and Juliet* using 10-Minute Shakespeare plays created by Antonio, J. (2018). The essence is to maintain the Elizabethan language but many characters, lengthy lines, punctuations and adjectives were deleted. It is presented as if there is one act with several scenes. Originally, Shakespeare’s play count of words varies from 30.000 to 14.000 words, hence in the abridged plays they are approximately between 1500 to 2000 and less, the number of characters were very large they varied between 17 to 70 e.g. The Two Gentlemen of Verona (17) characters and Henry VI part 2 (60) characters. In Romeo and Juliet abridged play characters were cut down to size up to (10) and actors can interchange their roles.

Teachers fear to bring the subject of teaching Shakespeare plays into high schools classes mainly because his challenging vocabulary and structure of the language. That is why the choice of a Shakespeare play, in itself, matters. The researcher agrees with Purewal, S. (2007) who said

“It is the outdated teaching practice that limits the benefit of Shakespeare” “There are certain plays of complex ideas of justice and sexual conduct, as the play *Measures of Measures* that will be inappropriate behavior at this age. “the teacher’s initial reaction to the text is a vital tool in the teaching process of the literary work.” Kramersch (2000: 138). For teachers, it ought not to be extremely difficult to address the play of “*Romeo and Juliet*”. They should explain to the students the plot, the theme, the settings, explaining the few main characters involve and in some cases the background of the play. But the question would be how to start teaching it, what can a teacher do to make the play interesting, and exciting to them, how to make teachers and students alike appreciate Shakespeare in girls high school and how to motivate them. The research believes that these techniques are applicable. “He who can handle Shakespeare can read just about anything else, scholastic or otherwise” (R. Lampert, 2008).

Teachers are bound by time to complete the general English language syllabus and with “*Romeo and Juliet*” that they might fall short in time to complete the either one if not both. Therefore, they might dwell in self-study or outside class reading.

Some teachers argue on the cultural differences and values of Shakespeare play “Romeo and Juliet” and the target learners i.e Sudanese students who majority speaks Arab. The subject is a foreign language, i.e English language it does not – should not – represent the value or norms of a 1<sup>st</sup> language. “Teaching-learning should take place in isolation from the cultural context, within which it is studied – even though it is hardly ever the case in reality.” (Kramersch, 2000: 12)

The researcher suggests a suitable and proper start to teach abridged Shakespeare play of “Romeo and Juliet” would be as follow:

### **2.6.1 Pre-Reading Abridged Romeo and Juliet**

The Pre-reading activities set the foundation for approaching the play by establishing an awareness of the historical and cultural underpinnings of Shakespeare and his times, the literary techniques he employs, and some of the thematic content that empowers his tale. (Kromer, A. 2000)

Presenting to students a brief account of William Shakespeare life, the time he lived and the work he did, a brief bibliography of Shakespeare is very important as there will be students who never heard of him before. Present briefly on his professions as an actor, a poet and a play-write, “Discuss the organization and dramatic techniques of Shakespearean

drama: five acts divided into scenes; rising action, climax and falling action, chorus, prologue, soliloquy, asides...” Reed, A. J. A (1998).

It is worth mentioning to learners the Elizabethan era in general and Queen Elizabeth in particular that his plays were being performed at her presence, the clothes of men and women, the plague that occurred and its effect on the world at that time. It is worth mentioning that the teacher must related the same plague that spread in Europe during Shakespeare and that it extended and reached Syria during the Islamic Khalifa Umar Bin Khatab and was known by Amwas Plague (طاعون عمواس).

Nevertheless, this research intends to alter this notion and present sets of applicable techniques to carry out Shakespeare abridge Romeo and Juliet play. In addition, provide brief explanation to few of the cultural norms of the Elizabethan time.

“Who attended Shakespeare’s plays? How large were the audiences? How did audiences behave? Who could afford to attend? In Shakespeare’s England, were audiences at public theatres representative of all social and professional classes? What groups avoided the public theatres? At performances, did different groups typically watch from different places?

Who occupied what parts of the theatre?” Kromer, A. (2000).

Teachers are advised not to start reading the play immediately nor to hast in finishing the play this will result in a massive shock to them and consequently reflect very negative in their results and on them personally.

### **2.6.2 Present a Summary on Romeo and Juliet**

Summary of *Romeo and Juliet* helps to orient students and give them a general idea of the play. “Reading the summary is always an important way in getting to understand Shakespeare. Importance lies in the art and beauty of the work” (Fleming, G. 2017). From the summary, students will get an overall understanding of the play, the characters, their roles and relationship with each other and the setting. The researcher believes that the teachers know their students better than anyone. They know their students levels and competence in the English language. Some students might be fast learners other could be slow, in this case it would be best if the summary was broken down to few classes and to take it slow not to haste students. This has several effects; one to create a sense of suspense and eagerness to continue among students, second to give time to slow learners and those with less competence to comprehend and third to

make sure that all students understood and grasp the information covered in that particular class.

### **2.6.3 Watching film and/or Animation of Romeo and Juliet**

“Romeo and Juliet” is among one of the most performed plays. By enabling students to watch it will indeed be an amusing beginning to students and a remarkable way to present the play by watching a cartoon film and /or a master piece with Arabic translation to students, it gives them an overall understanding of the play, familiarize them with the scenes, the costumes, the places, the characters, their body language and facial expressions and listening to modern English all these details will facilitate a smooth understanding for student and help recalling many parts in the play. Learning the names of characters might be of a challenge if the play was to be read from the start therefore it is very crucial to understand the characters and their relationships and since there are several characters in the play, watching a film will help students to relate the names of characters in the play with the lines they said, it can also show the characters relationship with each other. It help students to recall who said what to who, where and when. “Following the summary, can be watching an animated summary to the learners that provides a useful tool to engage the learners in the characters, theme and



plot of it. For teachers “Spark note is of a great support to find all Shakespeare plays to watch.” (White, G. 2015)

From the pre-teaching of *Romeo and Juliet*, teacher can come up with many activities for example teachers can give a small test to students on character; they can divide student into groups of Romeo, Juliet, a Capulet, a Montague or any character; and find out what would have they done other than what happened in the play. This technique would enhance speaking and listening skills. Moreover, students can be asked to write few sentences on what they saw then exchange their notes with their peers to find out any missing scenes to check their understanding. this activity helps improving writing skills. The researcher personally applied this technique with students on other genre of literature, it proved to be of great value and many activities were generated from watching a film one time only. The film and/or cartoon can be repeated as many times needed to students.

#### **2.6.4 While Reading the Abridged Romeo and Juliet**

Shakespeare plays were written to be performed and staged. Reading the play loudly and allowing students to participate in the reading of the lines unravels reading problems and shyness among the learners. Teachers can keep a list of characters as they appear in the play and a list of Shakespeare vocabulary and the use of words to explain in each class with definitions.

and after reading a scene divide the learners into smaller groups to act out the same scene or other scenes, they can memorize the lines for a better oral performance where intonation is pointed out as a dramatic technique. In reading the abridged play, learners will come across literal elements to name few Romeo's described Juliet upon seeing her for the first time on her balcony "*a rich jewel in an Ethiop's ear.*" A jewel is valuable; something from Africa was probably exotic at the time. this is a comparison and another one when Romeo compared Juliet with a dove "*a snowy dove trooping with crows...*" This comparison shows Juliet as being different from other women; white might be associated with purity or innocence. To Romeo, Juliet is... "[his] heart..." Figuratively gives Romeo life, vital to existence; she seems to comprise the very essence of him "the sun!" Provides life-giving warmth and light; other celestial bodies orbit around the sun (Juliet exerts a pull-on Romeo).

## **2.7 Shakespeare's Modern English Pronounces**

Moving on to another technique to prepare student to start understanding some of Shakespeare's writing before reading the abridged play, a modern translation to the pronounces used by Shakespeare is noteworthy. It facilitates comprehension of the addressor and addressee. Shakespeare

characters were of kings, queens, nobles, peasants, servants and ordinary people too, with social and financial differences. It is indeed interesting to reflect upon to students the different pronouns Shakespeare used when he is addressing characters.

Michael J. Cummings, 2003 stated:

The English of Shakespeare's times used ten pronouns; thou, thee, thy, thyself, thine, ye, you, your, yourself and yours. The rules governing the use of these ten pronouns were both grammatical and cultural—that is, their application depended not only on syntax but also on the social status of the person or persons addressed.

Some pronoun remained the same they had not changed e.g. *You, Your, Yourself, Yours* not in usage nor spelling. Here are the some pronouns used in *Romeo and Juliet* and other Shakespeare plays with their meaning in present English:

1-Thee:

Juliet: If they do see thee they will murder thee.

Meaning in present English is: If they see you, they'll murder you.

2- Thou:

Romeo: O, wilt thou leave me so unsatisfied?

Meaning in present English: Oh, are you going to leave me so unsatisfied?

3- a. Thy:

Romeo: “ Here’s to my love, O true apothecary, Thy drugs are quick. Thus with a kiss I die.” ( a possessive pronoun)

Meaning in present English: His drugs work quickly.

b. Thy:

Juliet: deny thy father and refuse thy name (possessive pronoun)

Meaning in present English: deny your father and refuse your name.

4- Thyself:

Juliet: Thou art thyself, though not a Montague.

Meaning in present English: You are yourself, though not a Montague.

5- Thine:

Romeo: Sleep dwell upon thine eyes, peace in thy breast.

Meaning in present English: I hope you sleep peacefully in my eye.

6- Ya : to address one or several people of any social status

Meaning in present English: Ya are a fool / Ya are all fools.

you a fool/ you are all fools

“In the early-modern English of Shakespeare’s time, *thou* and *you* could indicate fine distinctions of social status and interpersonal relationships. When someone of high rank addressed someone of lower rank (King to subject, parent to child, husband to wife, teacher to student, they would use *thou*. The subjects, children, wives, and students — on the other hand — would address their betters as *you*”

(Thou and You in Shakespeare, by Womack, Mark on 19th, Aug. 2020.)

<http://drmarkwomack.com/engl-306/handouts/shakespeares-language/thou-and-you-in-shakespeare/>

### **2.7.1 Shakespeare “Oxymoron” Use of Contrast and Oppositeness**

During the Elizabethan era, stage had no lights no visual aids as current stage and with impatient and often easily boards audience Shakespeare had produced elaborate and entertainment stage therefore Shakespeare utilizes lexical opposites to create the tension in the language and to produce balance between different themes in the play of “Romeo and Juliet” as

between different characters, love and hate, youth and age, romantic scenes and fights, light and day.

From the beginning of the play in the first scene Romeo expresses the inner turmoil caused by his unanswered love for Rosaline by using a string of opposites. Romeo says:

Here's much to do with *hate*, but more with *love*.  
Why, then, O brawling love! O *loving hate*!  
O anything, of nothing first create!  
O *heavy lightness*! serious vanity!  
*Misshapen* chaos *of well-seeming forms*!  
Feather of lead, *bright smoke, cold fire, sick health*!  
Still-waking sleep, that is not what it is!  
This *love feel* I, that *feel no love* in this.

(Act I: scene 1)

Another quote for Romeo: “here’s much to do *with hate* , but more *with love*”

When Juliet realize that Romeo is a Montague , the enemy of her family.

The quote:

Juliet:

My only *love* sprung from my only *hate*!

Too **early** seen **unknown**, and **known** too **late**!

Prodigious birth of love it is to me

That I must love a loathèd enemy.

( Act 1, Scene 5)

### **2.7.2 Shakespeare's Inversion and Word Order**

“More than four hundred years of “static”—caused by changes in language and in life—intervene between his speaking and our hearing. Most of his vocabulary is still in use, but a few of his words are no longer used, and many of his words now have meanings quite different from those they had in the sixteenth and seventeenth centuries.” (Shakespeare, n. d.) Moreover, The change of word in a sentence changes the meaning of it for example *the girl hit the cat* is different from the sentence *the cat hit the girl*.

Shakespeare used inverted sentence in his poetic writing, the -iambic pentameter- where the verb comes before the subject known as syntax inversion. It is to change the order of the sentence from the standard (Subject + Verb + Object) pattern into (Verb + Subject + Object) pattern.

This poetic style requires him to change the normal pattern to give the poetic rhythm as he introduced more prose into his plays. It creates a sense of suspense and has a dramatic effect that can create entertain readers of any genre of literature.

To overcome the linguistic trials and facilitates comprehension teachers must explain clearly the difference between the present and modern English to their students before any reading of the play and to illustrate as many as inverted syntax occur.

Examples of Shakespeare inversion from Romeo and Juliet:

Inverted Syntax:

*Lady Montague: "O' where is Romeo? Saw you him today?"*

In present English syntax: Oh, where's Romeo? Have you seen him today?

Inverted Syntax :

*Nurse: "Never was seen so black a day as this:"*

a day is the subject it came after the verb (verb+ Subject).

In present English syntax: A day as black as this was never seen

(subject + verb).

Inverted Syntax:

*Romeo: "What light from yonder window breaks?"* In present

English Syntax: "What light breaks from yonder window?" (subject + verb).

Inverted Syntax:



*Paris*: But now, my lord, what say you to my suit?"

In present English Syntax: But now, my lord, what do you say to my suit?" (subject + verb).

Inverted Syntax:

*Paris*: "of honourable reckoning are you both"

Normal Syntax: "I reckon you are both honourable." (subject + verb).

Students improvement in writing skills occur from learning the differences between the inverted syntax and the normal or present sentence syntax. An interesting activity to students is to make them change the sentences from inverted syntax to the normal pattern and another to make students choose the syntax that can best complete the sentence.

### **2.7.3 Shakespeare's Use of Vocabulary and Expression**

Very few might know that many English words and expression used in the present day English is invented by Shakespeare. "The estimated numbers and phrases coined by the Brad is approximately, 1.600 including such standards as *countless, majestic and excellent.*" (R. Lampert, 2008).

In "Romeo and Juliet", as in all of Shakespeare's writing, more of a challenge are the words that we still use but that now have different meanings. In the opening scenes of Romeo and Juliet, for example, the

word *heavy* has the meaning of “sorrowful,” the word *envious* is used where we would say “malicious,” *sadly* where we would use *gravely* or *seriously*, we would use *happy* where we would say “fortunate,” *cousin* where we would say “kinsman,” and *still* where we would say “always.” Such words, too, will become familiar as you continue to read Shakespeare’s language.” (Shakespeare, n. d.). Shakespeare changed nouns into verbs and verbs into adjectives, connecting words never before used together adding prefixes and suffixes and advising words wholly original. (Mabillard,A.2000). Shakespeare was the first to use the word *friend* as a verb:

“And what as poor man as Hamlet is

May do, to express his love and *friending* to you.”

(Hamlet Act 1, scene 5)

Getting students to familiarize themselves with Shakespeare vocabulary and his omission of some letters ought to be explained prior to reading the abridged play so the students don’t face the suddenness of a complicated style that leads to students hating Shakespeare work. Nevertheless, students are advised to know and value Shakespeare work.

“His syntactical inversion, his verbal omission and his ambiguous referent all challenge the most fluent readers, his

symbolism and metaphorical language puzzle the intellect even further. But, from such a struggle arise a large cognitive and academic benefits.” (Lampert, R., 2008)

There are words in the play that resembles the present English words and hence it would be easy for learners to relate and remember them. Other expressions need to be addressed and explained clearly as they do not always carry the direct meaning. Many objective drills and activities can be carried out from the Shakespeare vocabulary, multi-choice question (MCQ), fill the gaps, matching words and with advanced level of students the teachers can make a subjective question for example dictation of isolated words, correct the mistake in the sentences with wrong words and spelling asking students to correct them. Such activities guarantee studying of the words and expressions in order to familiarized themselves and to make them acquainted when reading known expressions from Shakespeare’s modern language. There will be a sense of achievement among the students towards developing their reading skills especially skimming technique and it is another way to improve writing skills by writing the present English sentence along with the modern English one.

The following are some words and expressions from Romeo and Juliet play with their present English equivalent:

**Art** = are : “How art thou out of breath when thou hast breath.

**Dost** = do: Dost thou not bring me letters from the friar?:

**Doth** = does : O! she doth teach the torches to burn bright.

**Nay** = No: Nay, he’s a flower. In faith, a very flower:

No, he’s a fine flower, truly, a flower.

**Ay** = yes: Ay me : Oh my.

**Ne’er** : “I ne’er saw true beauty.”

I never saw true beauty.

**gi’** : “ God gi’ good-e’en ”.

Meaning in present English God give good-even.

**stumblest on my counsel**: overhears by accident my secret thoughts.

**oh dear account**: he i.e *Romeo* is forever in debt to his enemy for bringing him his love, *Juliet*. The account is dear in two ways. *Juliet* is dear to him.

Also, the *debt* is dear, meaning very costly.

## 2.8 Shakespeare Use of Insult

Shakespeare uniqueness stands out in his use of insults. His insults are not foul nor swearing they are considered as barbs unflattering description on people and their acts. He formed the insults by playing with words, either joining two adjectives together or forming nouns. He has an insult for any incident. One might haste and reject the thought of teaching insult expressions but once they are read and learnt, both teachers and students will notice to be of an amusing and comic nature. They might feel surprise to know that insults were used and dated to modern English Literature. In the play, Shakespeare characters used insults and to the readers and learners of “Romeo and Juliet” or any of his other plays, it is worth mentioning that that there would be not a play of Shakespeare with no word of insult or barbs and that they are inevitable in Shakespeare literature and no harm to teach students the literary value of these insults. “He marshals the robust humanity that does not mind human indignity” Wayne F. Hill and Cynthia J. Ottchen (1995).

“Shakespeare insults varies from personal attribute or trait like intelligence, fools, rascals. Creatures like dogs, pigs, pigeon, gees and human. Body part for example eyes, lips and brain. Bodily qualities, as disease, stench and infection.

Food and drink, like cheese, eggs and fruit. Types of individuals like professions and pirates. Inanimate objects like stones and dung hills.” (Chartwell, C. 2013)

The prologue in Romeo and Juliet starts by telling the audience about two families with unknown feud. “Students are frequently intrigued by the idea of a feud lasting several generations. In some parts of the country students may be able to discuss family feuds that are still a part of their lives.” (Reed, A. J. Romeo and Juliet. (1998).

(Act 1 Scene 1 Lines 43-44) Sampson says : No, sir, I don't bite my thumb at you sir; but I bite my thumb sir. the expression bite my thumb, is an insulting phrase in Shakespeare's time. The insult of biting thumbs in front of people was a humiliating thing to do to someone, but if a person ignores it, it is to keep the peace. Another scene in (act.1 Scene1. Line.26) Sampson says: "a dog of the house of Montague moves me". It means irritates and disturbs him. It is also a figurative speech. Another scene where there is an insult when Lord Montague and his Wife hear there is a quarrel or a foe as they called it. In (act.1 scene1. Line.99) Lord Montague says "Thou villain Capulet! — *Hold me not; let me go. Thou shall not stir one foot to seek a foe*". In (act 2. scene 4. lines 70-84) Romeo comments on Mercutio that he is fat like a goose "far and wide a broad goose." Another incident in the same act, Romeo appears and Tybalt tells

him, "thou are a villain" despite Tybalt triggering to pick up a fight with Romeo, yet Romeo refuses to fight; Mercutio turns his anger upon Romeo and tells him his submission to not fight is dishonorable, "O calm, dishonorable, vile submission!" (act 3. scene1.lines 61-74), drawing his sword and calling Tybalt "a rat-catcher." Good king of cats, nothing but one of your nine lives (act 3. scene1. lines 74-80). Until current times the myth stays strong and resembles a cat having many souls. In Arabic culture it is said to have seven, during Elizabethan time it is mentioned by Shakespeare having nine souls. When Mercutio is wounded, he expends his residual anger on Romeo and cursed both families with getting infected by the plague. The plague which Shakespeare experienced during his time and had to shut down his Globe Theatre for nearly two years was a word commonly used almost in most his plays. It is I am hurt. A plague o' both your houses! I am sped .....a dog, a rat, a mouse, a cat, to scratch a man to death! a braggart, a rogue, a villain, that fights by the book of arithmetic! (Act 3. scene1.Line 94)

Shakespeare barbs or insults expressions can create atmosphere of fun and laughter when learners are to rehearse the adjectives in order line as they appear in the play. When learners speak the lines said by characters and knowing who said them and to whom and in which situation and why, it promote and engage them in the scenes using Shakespearean

language that is not as rigid as few might think. More to that, learners can generate as many barbs as possible from a given set of Shakespeare words. His expressions of barbs and insults as explained, takes different shapes. He sometimes resembles characters behavior to an animal as being like a goose, a dog or a pig. Such drills can develop vocabulary and at the same time improve speaking among students as well as reading when students are made to read in order to find out expressions of insults. Dividing the class into two groups, one group can read out the insult and ask who said them and to whom. And when or where, if more challenged is requested upon them. “The characters he invents in the circumstance he foresees, gives rise to the finest and funniest insults.....choose a richly colored stone to throw” (Wayne F. Hill and Cynthia J. Ottchen, 1995).

## **2.8 Previous Studies**

Yagoub, M. Osman, (2016) pointed out that the EFL teachers played an essential role in creating an attractive classroom environment through drama and question techniques through. Students were motivated to interact effectively in the classroom activities. simulating opportunities for EFL learners to use English in real life situation, they interacted in



linguistics and non-linguistic component expressing verbal and non-verbal communicative styles. His findings recommended the use of the techniques to raise English language level of thinking and to re-evaluated English language teaching method at the time of his study to validate their effectiveness in establishing better environment for the classroom interaction.

M, Mawahib (2018 ), investigated the influence of motivation and self-esteem on speaking English fluency. The students ability to speak English language is weak even English language university students have a serious problem in speaking and are slow in speaking. The self-esteem and motivation are carefully taken care of can help students develop and improve oral ability.

The researcher believes that allowing students to engage in pair reading - role A and role B - and /or group reading from abridged Shakespeare play and allowing more student-centre approach will encourage student to speak and provide the shy ones to overcome their low self-esteem.

Adam, Abdulaziz, M. & Wigdan Yagoub M. Sherif (2015 ) In there research, focused on one of the dramatic techniques playwrights used in

their plays to give more effect and understanding; this literary technique is Soliloquy. Soliloquy in literature is a speech used in drama, uttered by a character or characters to reveal their inner thoughts and feelings to the readers or the audience. How Soliloquies help readers and audience, how they advance the plot structure, and how Shakespeare even went further to enhance his plot structure. How these seven Soliloquies spoken by Hamlet the protagonist, have effect upon advancing the plot of the play. Without which readers and audience cannot understand the characters' thoughts and feelings.

Al-Faki, I. M. (2014) in his study assessed the suitability of the literature textbooks assigned to the Sudanese secondary school students. The data were collected through content analysis of the literature books: *Things Fall A Part*, *Treasure Island*, *Jane Eyre*, *The Prisoner of Zenda*, *Oliver Twist*, *Anna and the Fighter*. The linguistic input and the cultural aspects of these literary texts are compared with the students' linguistic level and their cultural background. The findings show that the selection of the textbooks do not meet the students' needs, L2 language competence, age, culture, and literary background. This means that these literature books have been haphazardly selected, without consideration to the students'

actual needs. Thus, it is recommended that all these factors, students' needs and requirements must be considered when selecting reading texts to be taught to secondary school students in Sudan.

The researcher thinks that if students were to be exposed to abridged versions of English literature classics would help to brush the standard of students, build a good if not strong foundation and above all create a competitive environment on a par with students from private schools. Not to wait till they enter field of English specialization where they hear for the first time about The Bard.

Al-Janaby, A.Hana (2017) investigated the thematic elements of murder in three plays of William Shakespeare namely Hamlet, Macbeth and Othello which stand out of Shakespeare's tragedies by the key role of their protagonists who commit murders in all the three plays. Special focus is given to the supernatural element in Macbeth and Hamlet as well as the element of the villain character of Iago in Othello in addition to other villain characters in Macbeth and Hamlet, where Shakespeare uses these elements evidently in regard to murder. Specific reference is paid to the psychological element and the female role in bringing about the calamities of the individuals involved in these plays.

In the end of “Romeo and Juliet” there are a number of tragedy deaths. It starts with the death of Romeo’s friend Mercutio leading to Romeo’s revenge for him killing Juliet’s cousin and most eminent are the death of both heroes and love-crossed stars in the play Romeo and Juliet attempting suicide and consequently taking their own lives.

Nur, Hala (2006) studied the uses of parallelism in some history plays of Shakespeare with reference to Antony and Cleopatra, Henry IV and Julius Caesar (English and Roman). Shakespeare used the two types of parallelism didactic and dramatic. Her findings are summarized as follows:

1. Shakespeare did use parallelism in his setting by making parallel scenes contrast in the plays under study. This method allowed him to highlight different settings and also made his scenes comment on each other ironically.
2. Parallel themes are used in the plays. This technique clarified his themes.
3. Parallel language styles are also shown and this proves that Shakespeare was able by the use of this method to show the power of language and the variety of the English language.

4. The technique of parallelism could be used in studying the character types created by Shakespeare by comparing characters that embody parallel characteristics..... Shakespeare excelled in his use of parallelism to enhance his plots, create unforgettable characters and clarify his themes.

Aydin Nagihan (2013 ) mentioned in his study that “ Shakespeare holds a primary place in Turkish private high school, ...the most famous are Romeo and Juliet, As You Like It, Macbeth and Hamlet are taught in great detail and students are expected to develop an understanding of these Shakespeare plays through various methodologies implemented by their teachers.” .... Nagihan conducted a qualitative meta-analysis to focusing on the past twenty five years about teaching Shakespeare. His study hoped “to lead to curriculum development or teacher training on how to teach Shakespeare in private and public schools in Turkey”. He provided “ guidelines to inform classroom instruction for pre-service and beginning teachers of English who are or might be, teaching Shakespeare.”

Mohamed, S. H. E.(2015) carried out a similar study entitled, "Towards Effective Values of Teaching Literature To Secondary School Students". Using a mixed method in Collecting for data, Mohamed investigated the

effect of Teaching literature on EFL secondary school students. The Study compared the level of two groups of students, the first group studied literature for more than six years while the other group did not study any literature texts for the same period. The findings indicated a positive, significant relation Between the study of literature and the students' standard of English. In other words, literature teaching, affects learners' English language.

His study demonstrates some of the difficulties that face English teachers dealing with literary issues. Nevertheless, He emphasizes the crucial importance of the study of Literature for any language learner in high school.

Vince Mate, (2005) pointed out the importance of including some extracts of Shakespeare plays and his sonnets which are as he mentioned is optional. Among Shakespeare plays Venice selected Richard III, Hamlet and Romeo and Juliet. Mate thinks that since students have some idea about Hamlet “ it is possible to discuss selected scenes without reading the whole play” he carried out saying “ the various movies of the play can also be used to compare how scenes or certain characters are depicted in the different in the interpretation.” Mate addressed the importance of age

group, the fact that difficulties of language and the selection of the right texts to the students. Finally, he pointed out hints to the appropriate exercises to be enjoyable and instructive.

Pickett B. Mary, (2011) wrote on teaching Shakespeare to English Language Learners to develop fluency. Pickett expressed that “teaching Shakespeare might be out of touch to ELLs to their capabilities and need. She discussed some of the benefits of the National Endowment of the Humanities Funded *Shakespeare in School*..... “it is an experience that builds confidence and community and improve speaking and listening skills in addition to the sub-skill of pronunciation and vocabulary. She practiced the text Lay-Ups activities that used the Feeding in techniques. It is a whole body-activity that allows the ELLs to begin speaking lines of texts using native speaker as language models”. The feeding-in technique as explained by Pickette requires actors to be given their lines by a feeder who stands behind them with the text. She carried out saying it is useful to ELLs because it allows the practice of listening perception and speaking skills. It allows twice as number of students to be involved in a scene.

The researcher observed major relevance in Pickett's work to my area of study which also focus on communicative skills and vocabulary and it makes majority if not all the students to participate physically in the play.

Breitsprecher, D. Kendra (2009: p.19) is carried out in a native English language speaking country in Iowa's secondary schools, USA. A project in the teaching of the works of Shakespeare. Breitsprecher addressed few questions the first is whether Shakespeare is still relevant to the C21st secondary schools, the second is whether or not the teachers are following national and international research in teaching Shakespeare in their classrooms. The last question is how can teachers modify Shakespearian instructions to fit the needs of modern classrooms in a differentiated instructions. In her conclusion it is "Iowa schools teachers with mid-level of teaching experiences (10-19 years ) were the most successful in including Shakespeare in their 7-12 curriculum and using the concept of differentiation instructions when planning and executing their Shakespeare lessons". To offer different textbooks to different students she explained the abridged editions, films and modern English versions. Manga and bilingual or split page version.



# **CHAPTER THREE**

## **Methodology and Procedures**

### **3.0 Overview**

To test the hypotheses of the study mentioned in chapter one the researcher used many tools. A questionnaire was used to collect data from Teachers in addition to pre-test and post-test for learners. The main purpose of pre test and post-tests is to support the result of the questionnaires. The researcher adopted the analytical descriptive methodological approach, it is most suitable for this study.

In this chapter the researcher will describe, analyze and then discuss the collected data, the chapter also discusses the following:

- Description of research methodology.
- Description of population and sampling.
- Description of the research tools.
- Description of the validity and reliability

### **3.1 Statistical methods used**

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- 1 - charts.
- 2 - frequency distribution of the answers.

3 - percentages.

4 - alpha equation, to calculate the reliability coefficient.

5 - median.

6 - Chi-square test for the significance of differences between the answers.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

## 3.2 Population and Sampling

In Khartoum State, Omdurman locality. Almulazmeen High School for Girls. 2<sup>nd</sup> year high school students class size of 40 students were taught Shakespeare “Romeo and Juliet” play and 50 teachers of EFL conducted a questionnaire.

### 3.2.1 EFL Teachers

#### 3.2.1.a Gender:

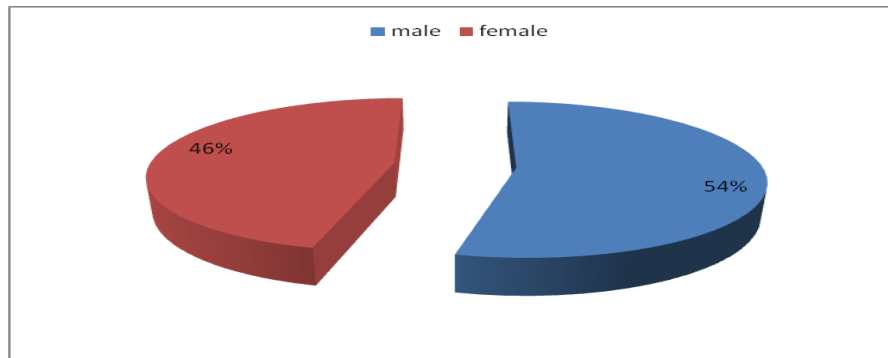
Table (1-4) and Figure (1-4) show the frequency distribution of the study members according to gender:

**TABLE (1- 4)**

Gender	Frequency	Percentages
Male	27	54 %
Female	23	46 %
Total	50	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

**FIGURE (1- 4)**



Source: prepared by researcher, using Excel, 2020

from the table (4-6) and the figure (4-5) that the study members are male, where they numbered (27) males with a percentage of (54%), and the females (23) are females with a percentage of (46%).

### **3.2.1.b Academic Qualification**

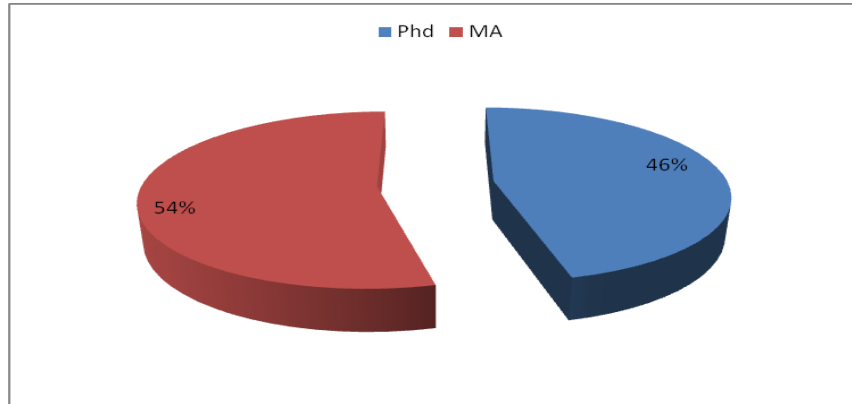
Table (2-4) and Figure (2-4) show the frequency distribution of the study members according to grade:

**TABLE (2-4)**

Academic Qualification	Frequency	percentages
PhD	23	46 %
MA	27	54 %
Total	50	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

**FIGURE (2-4)**



Source: prepared by researcher, using Excel, 2020

From the table (2-4) and the figure (2-4) shows that the study members are Phd holder, where they numbered (23) with a percentage of (46 %), and the MA (27) with a percentage of (54 %).

### **3.2.1.c Years of Teaching Experience**

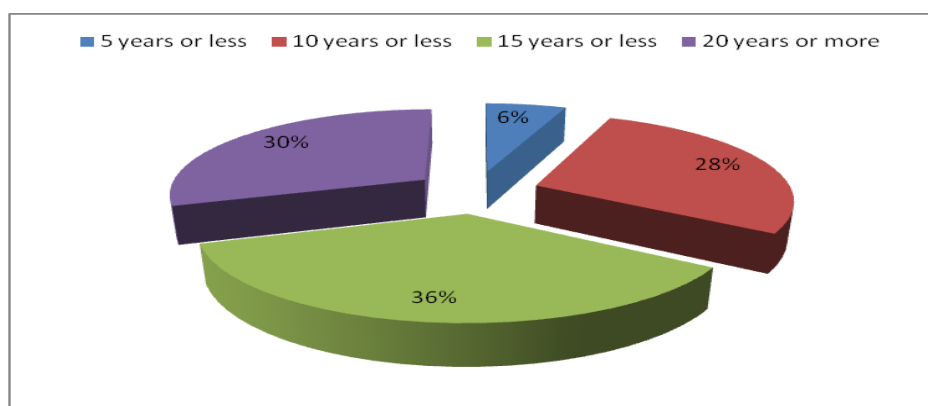
Table (3-4) and Figure (3-4) show the frequency distribution of the study members according to grade:

**TABLE (3-4)**

Years of Teaching Experience	Frequency	percentages
5 years or less	3	6 %
10 years or less	14	28 %
15 years or less	18	36 %
20 years or more	15	30 %
Total	50	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (3-4)



Source: prepared by researcher, using Excel, 2020

From table (3-4) and figure (3-4) Shows that the majority of the study members have years of teaching experience (15 years or less), as their number reached (18) by (36%), followed by the individuals whose years of teaching experience are (20 years or more). Their number is (15) by (30%), followed by individuals whose years of teaching experience are (10 years or less) as their number is (14) by (28%), and finally the individuals whose years of teaching experience are (5 years or less), as their number reached (3) with a percentage of (6%).

### 3.2.2 Students

The total number of students who participated in questionnaire are (40) students from Al-Mulazmeen high secondary school for girls. Omdurman locality.

## **3.3 Tools**

### **3.3.1 Teachers' Questionnaire**

The questionnaire is considered to be the most employed tools to collect data and information. Questionnaire collect a huge amount of information and provide direct data from respondents in a suitable time, The EFL instructors and EFL learners will be asked to express their views and ideas about a series of statements concerning Introducing Abridged Shakespeare play “Romeo and Juliet” in Sudanese high school for girls; to Enhance Sudanese EFL Learner's language competence. If teacher's questionnaire are designed carefully and proved by their reliability and validity it will give a direct positive and effective data.

Teacher Questionnaire consist of Four sections, the first section is a (3) introductory questions to the teachers, the second section is learning outcome it consist of ten (10) questions. The third section is teachers' pertain and it consist of four (4) questions and the fourth section is on Shakespeare relevance it consist of five (5) questions. Three questions to the teachers (3) where introductory most of the questions intended to approve the hypothesis of the research.

### 3.2.2 Students Test

“Something such as a series of questions or exercise for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group.”

<<https://www.merriam-webster.com/dictionary/test>>

The aim of tests was to reflect Sudanese high school girls to the perception when they have pre-test and after post-test.

The pre-test is mainly based on the assumption of lacking knowledge on Shakespeare and his play Romeo and Juliet. Whereas post-test based on the assumption that students get benefits on Shakespeare and his play Romeo and Juliet after having lessons.

The researcher noticed a negative attitudes of students before having a test, the researcher thought in a motivation as the most important element in order to achieve the goals. Motivation existed after having few lessons on Shakespeare and his play Romeo and Julie, it seems that they have a desire to learn more and more about Shakespeare, after that researcher keep advising them that such tests and lessons will help them to do better in English Language.

## **3.4 Validity and Reliability**

### **3.3.1 Pilot study**

“A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study.” Lancaster GA, Dodd S, Williamson PR, 2004;10((2)):307–12.

The purpose of this trial is to revise and eliminate any ambiguous questions or statements that confusing respondents. The researcher collected data, this phase actually was introduced by a preliminary step (pilot study). As it mentioned above, this pilot study PS was carried out in order to certify the efficiency of data collection mechanism. Moreover, it would assure the reliability of the test and questionnaire. The reliability of the test which concerns its consistency, consistency of results obtained and how accurately this test is designed. In addition to that, pilot study would illustrate the usability of the test, in terms of the objectivity and simplicity or difficulty of test items.



### **3.3.2 EFL Teachers Questionnaire**

The researcher firstly submitted the teacher's questionnaire to the academic referees and EFL specialists for more suggestions and viewpoints, actually their comments and modifications taken into account accordingly any vague or inapplicable statements were either modified or removed, the aim is to make the Questionnaire more reliable and valid after that the researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

### **3.5 Reliability and Validity for Teacher's questionnaire**

Stability means that measure gives the same results if used more than once under similar conditions. Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. Validity is defined as the extent to which the instrument measures what it purports to measure. And calculate in many ways represents the easiest being the square root of the reliability coefficient.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table (4-4): Reliability and Validity:

Teachers Questionnaire	
Reliability coefficient	<b>VALIDITY COEFFICIENT</b>
0.770	0.877

Source: Prepared by the researcher, from the field study, SPSS, 2020

From the results in table (4-4) that all reliability and validity coefficients for test is greater than (50%) and close to the one. This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

# **CHAPTER FOUR**

## **Data Analysis and Result Discussion**

### **4.0 Introduction**

This chapter presents the analysis of the data collected in order to test the hypothesis and answer the research questions. The analysis is carried out in two parts. The first is the teacher's questionnaire with a quantitative analysis of data and the second is the students test and a discussion of the result.

### **4.1 Part One: Statistical Analysis for Teachers Questionnaire**

A total of 50 questionnaires distributed, all completed the questionnaires. The questionnaire contains three sections. Section (1) Learning Outcome, Section (2) Teacher's Pertain and Section (3) Shakespeare Relevance. The first section of the questionnaire sought to identify the subjects by:

#### **4.1.a Gender**

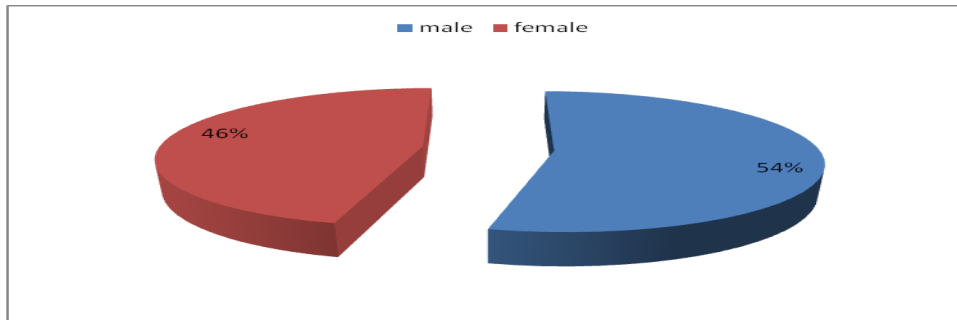
Table (4-5) and Figure (4-5) show the frequency distribution of the study members according to gender:

TABLE (4-5)

Gender	Frequency	Percentages
Male	27	54 %
Female	23	46 %
Total	50	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-5)



Source: prepared by researcher, using Excel, 2020

from the table (4-5) and the figure (4-5) that the study members are male, where they numbered (27) males with a percentage of (54%), and the females (23) are females with a percentage of (46%).

#### 4.1.c Academic Qualification:

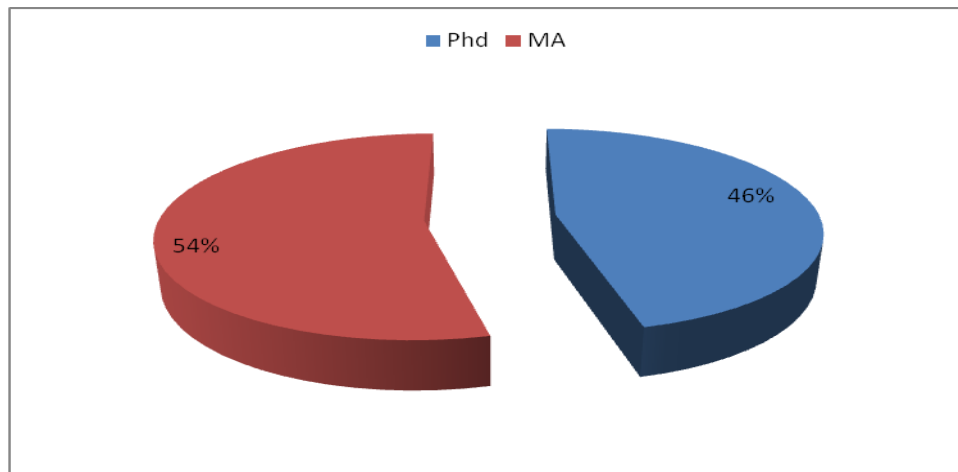
Table (4-6) and Figure (4-6) show the frequency distribution of the study members according to grade:

TABLE (4-6)

Academic Qualification	Frequency	Percentages
Phd	23	46 %
MA	27	54 %
Total	50	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-7)



Source: prepared by researcher, using Excel, 2020

from the table (4-7) and the figure (4-6) that the study members are PhD, where they numbered (23) with a percentage of (46 %), and the MA(27) with a percentage of (54 %).

#### 4.1.d Years of Teaching Experience:

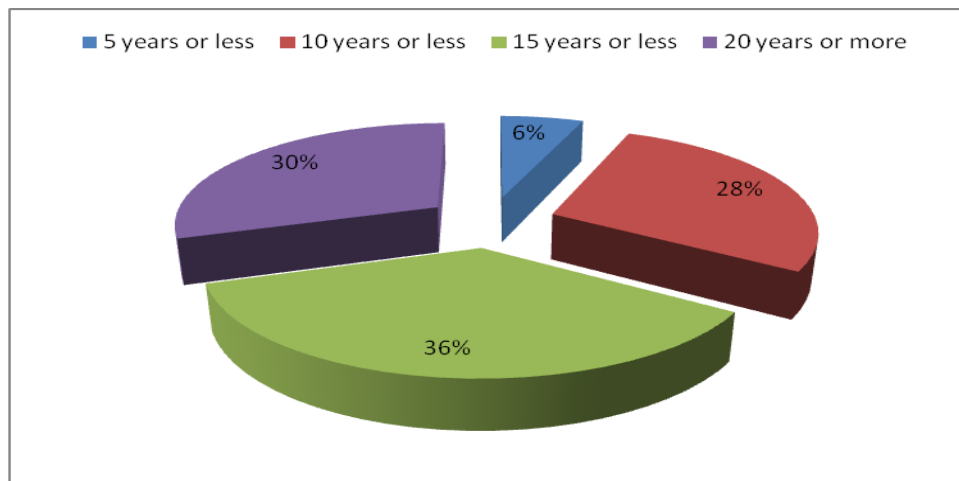
Table (4-8) and Figure (4-7) show the frequency distribution of the study members according to grade:

TABLE (4-7)

Years of Teaching Experience	Frequency	Percentages
5 years or less	3	6 %
10 years or less	14	28 %
15 years or less	18	36 %
20 years or more	15	30 %
total	50	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-7)



Source: prepared by researcher, using Excel, 2020

From table (4-7) and figure (4-7) that the majority of the study members have years of teaching experience (15 years or less), as their number reached (18) by (36%), followed by the individuals whose years of teaching experience are (20 years or more). Their number is (15) by (30%), followed by individuals whose years of teaching experience are (10 years or less) as their number is (14) by (28%), and finally the individuals whose years of teaching experience are (5 years or less), as their number reached (3) with a percentage of (6%).

To answer the questions of the study and verification of sections median will be calculated for each of the phrases in the questionnaire and which show views of individuals. The study which was given Grade (5) as a weight for each answer "Strongly agree", and grade (4) as a weight for each answer "agree" grade (3) as a weight for each answer "neutral", grade (2) as a weight for each answer, " disagree" and grade (1) as a weight for each answer "strongly Disagree". To know Trends answer, by calculated median. and then it will use the Chi-square test to know the significance of differences in answers.

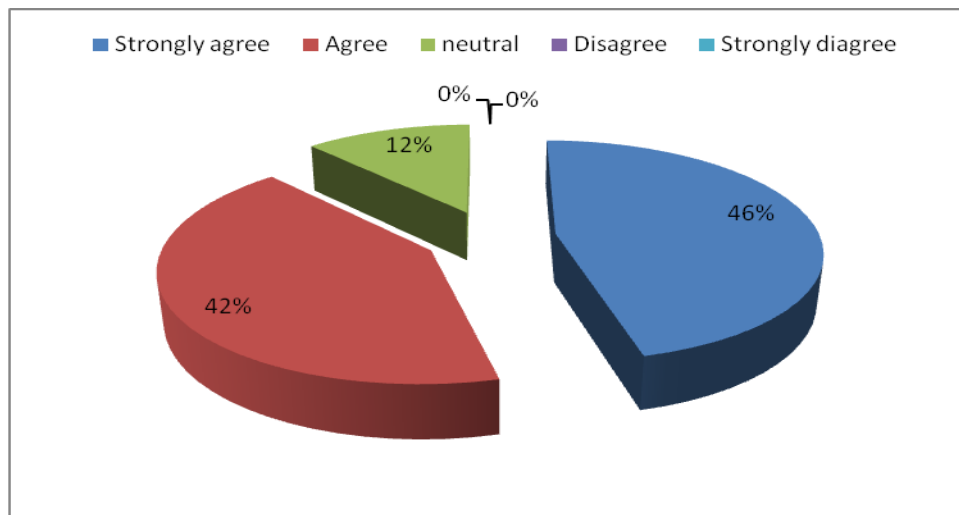
#### 4.1.e Discussion of the Questionnaire first section: Learner's Impact

Table (4-8): Frequency distribution of Statement No. 1 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
1	Studying abridged Romeo and Juliet play, introduce learners with William Shakespeare the famous English dramatist and poet.	23 46 %	21 42 %	6 12%	0 0 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-8):Frequency distribution of Statement No. 1 Answer:



Source: prepared by researcher, using Excel, 2020



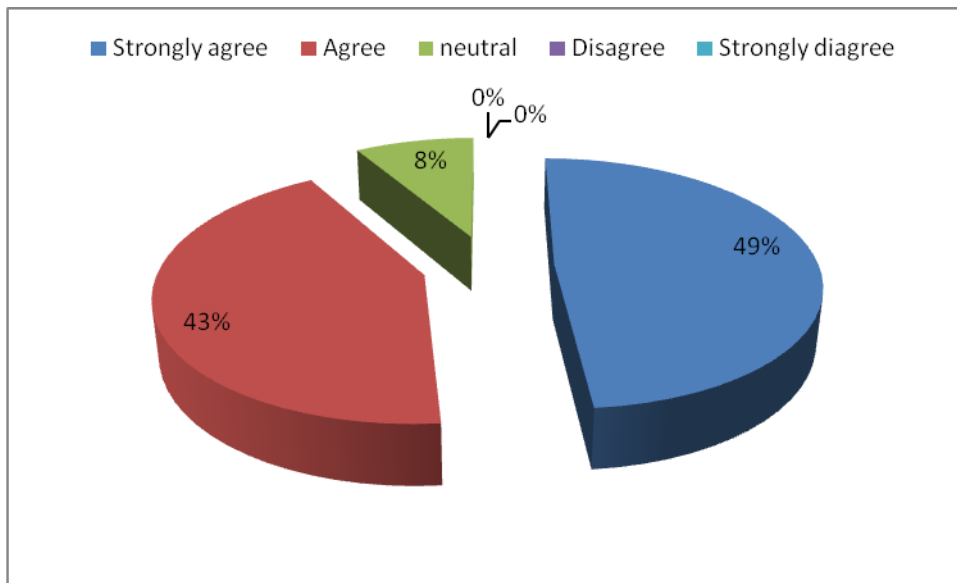
from table (4-8) and figure (4-8) that there are (23) persons in the study's sample with percentage (46 %) have strongly agreed, There are (21) persons with percentage (42 %) have agreed on that, and (6) persons with percentage (12 %) are not sure about that, and (0) persons with percentage (0 %) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

Table (4-9): Frequency distribution of Statement No. 2 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
2	Studying abridged Romeo and Juliet play, enhance learners' imagination with reference to his time and place.	17 43 %	30 60 %	3 8 %	0 0 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-9): Frequency distribution of Statement No. 2 Answer



Source: prepared by researcher, using Excel, 2020

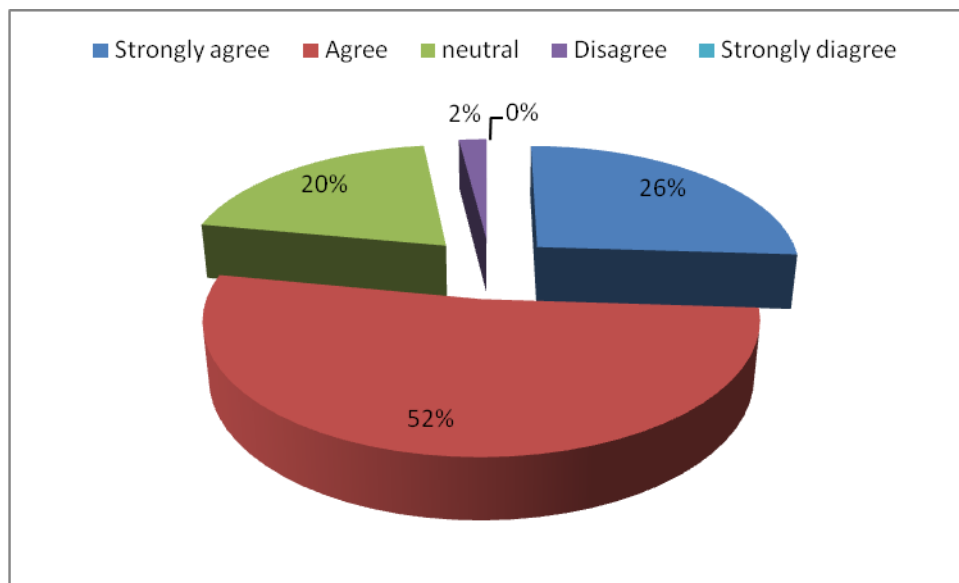
from table (4-9) and figure (4-9) that there are (17) persons in the study's sample with percentage (34%) have strongly agreed, There are (30) persons with percentage (60%) have agreed on that, and (3) persons with percentage (6%) are not sure about that, and (0) persons with percentage (0%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-10): Frequency distribution of Statement No. 3 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
3	Studying abridged Romeo and Juliet play, equips learners with everlasting quotes and expressions from his characters.	13 26 %	26 52 %	10 20 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-10): Frequency distribution of Statement No. 3 Answer



Source: prepared by researcher, using Excel, 2020

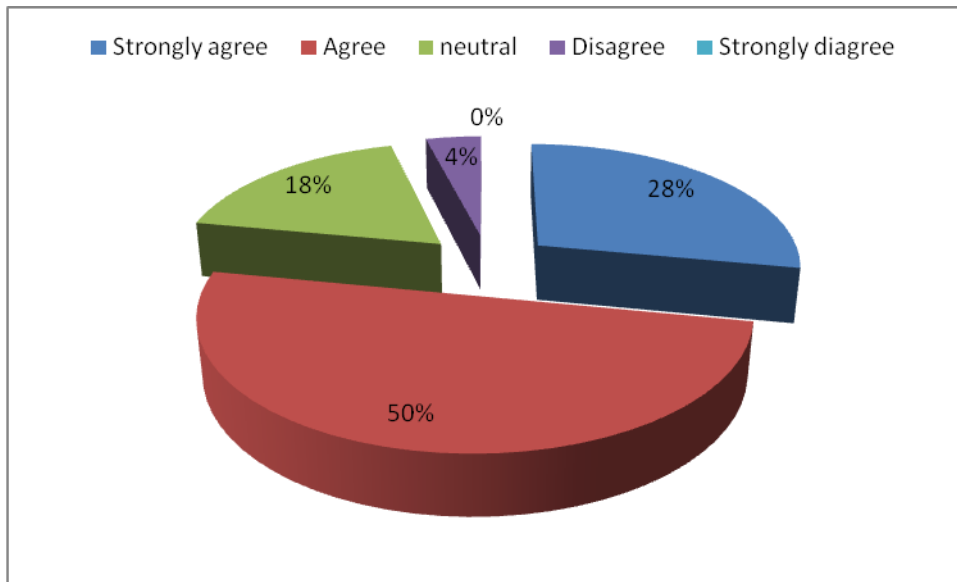
from table (4-10) and figure (4-10) that there are (13) persons in the study's sample with percentage (26%) have strongly agreed, There are (26) persons with percentage (52%) have agreed on that, and (10) persons with percentage (20%) are not sure about that, and (1) persons with percentage (2%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-11): Frequency distribution of Statement No. 4 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
4	Studying character's lines loudly encourage self-confidence among shy learners.	14 28 %	25 50 %	9 18 %	2 4 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-11): Frequency distribution of Statement No. 4 Answer



Source: prepared by researcher, using Excel, 2020

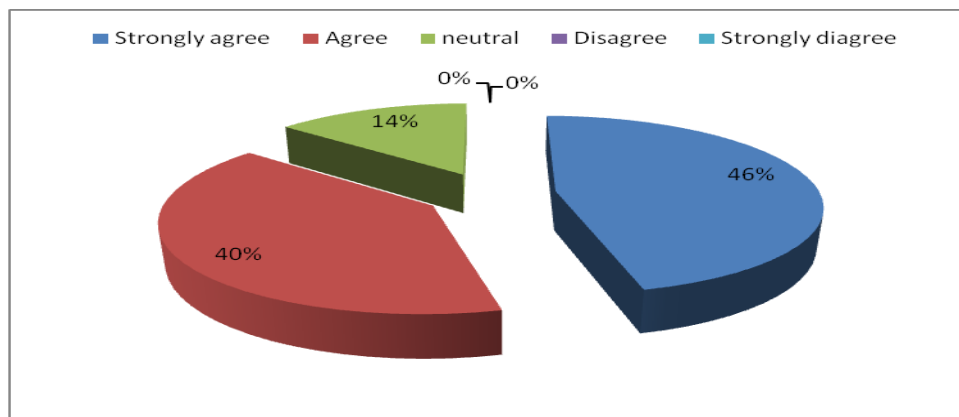
from table (4-11) and figure (4-11) that there are (14) persons in the study's sample with percentage (28%) have strongly agreed, there are (25) persons with percentage (50%) have agreed on that, and (9) persons with percentage (18%) are not sure about that, and (2) persons with percentage (4%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-12): Frequency distribution of Statement No. 5 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
5	Reading abridged Romeo and Juliet play, improve learners reading skills i.e. role plays and turn -taking.	23 46 %	20 40 %	7 14 %	0 0 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-12): Frequency distribution of Statement No. 5 Answer



Source: prepared by researcher, using Excel, 2020

from table (4-12) and figure (4-12) that there are (23) persons in the study's sample with percentage (46%) have strongly agreed. There are (20) persons with percentage (40 %) have agreed on that, and (7) persons with

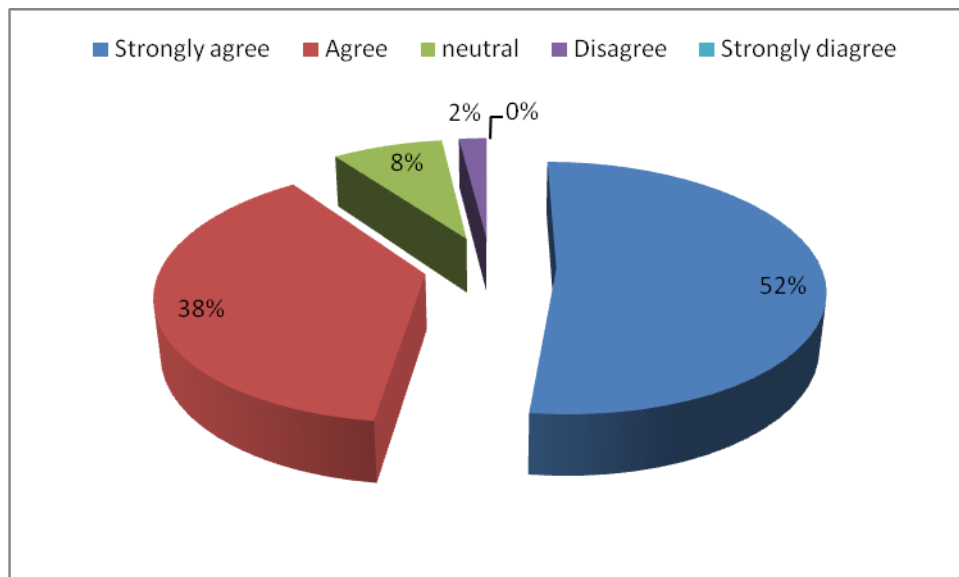
percentage (14 %) are not sure about that, and (0) persons with percentage (0%) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

Table (4-13): Frequency distribution of Statement No. 6 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
6	Studying abridged Romeo and Juliet play enrich learners with new lexical and vocabulary.	26 52 %	19 38 %	4 8 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-13): Frequency distribution of Statement No. 6 Answer



Source: prepared by researcher, using Excel, 2020

from table (4-13) and figure (4-13) that there are (26) persons in the study's sample with percentage (52%) have strongly agreed. There are (19) persons with percentage (38%) have agreed on that, and (4) persons with percentage (8 %) are not sure about that, and (1) persons with percentage (2 %) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

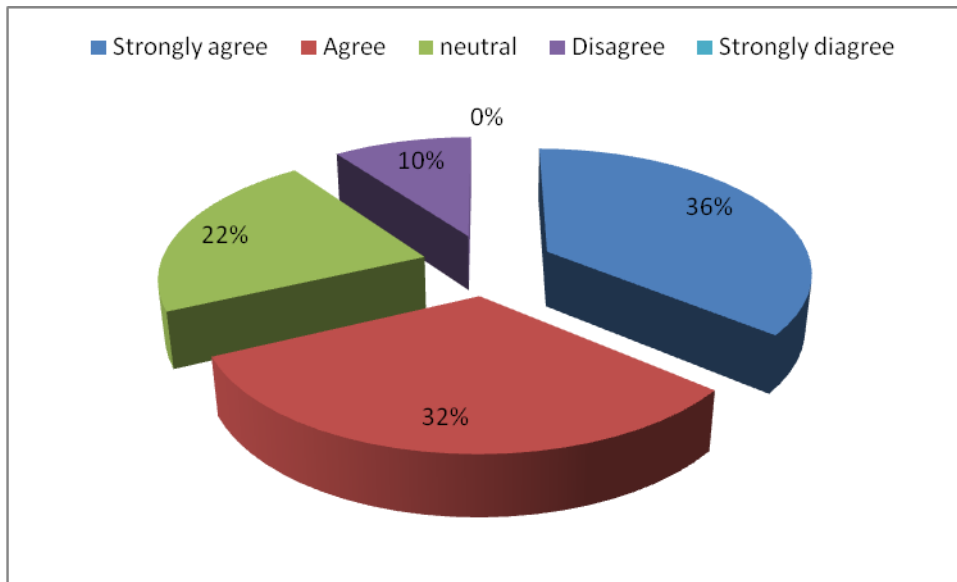
Table (4-14): Frequency distribution of Statement No. 7 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
7	Studying abridged Romeo and Juliet introduce learners for the first time with terms such as “plot”, “theme” and protagonist”.	18 36 %	16 32 %	11 22 %	5 10 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020



Figure (4-14): Frequency distribution of Statement No. 7 Answer



Source: prepared by researcher, using Excel, 2020

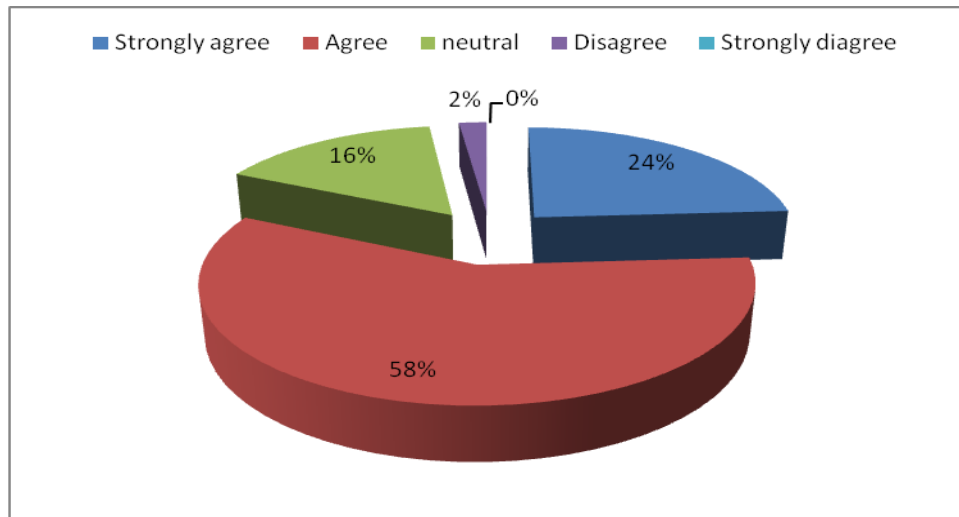
from table (4-14) and figure (4-14) that there are (18) persons in the study's sample with percentage (36%) have strongly agreed, There are (16) persons with percentage (32%) have agreed on that, and (11) persons with percentage (22 %) are not sure about that, and (5) persons with percentage (10 %) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

Table (4-15): Frequency distribution of Statement No. 8 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
8	Studying abridged Romeo and Juliet improves writing skills of summary, short notes and description of characters among learners.	12 24 %	29 58 %	8 16 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-15): Frequency distribution of Statement No. 8 Answer



Source: prepared by researcher, using Excel, 2020

from table (4-15) and figure (4-15) that there are (12) persons in the study's sample with percentage (24 %) have strongly agreed, There are (29) persons with percentage (58 %) have agreed on that, and (8) persons with

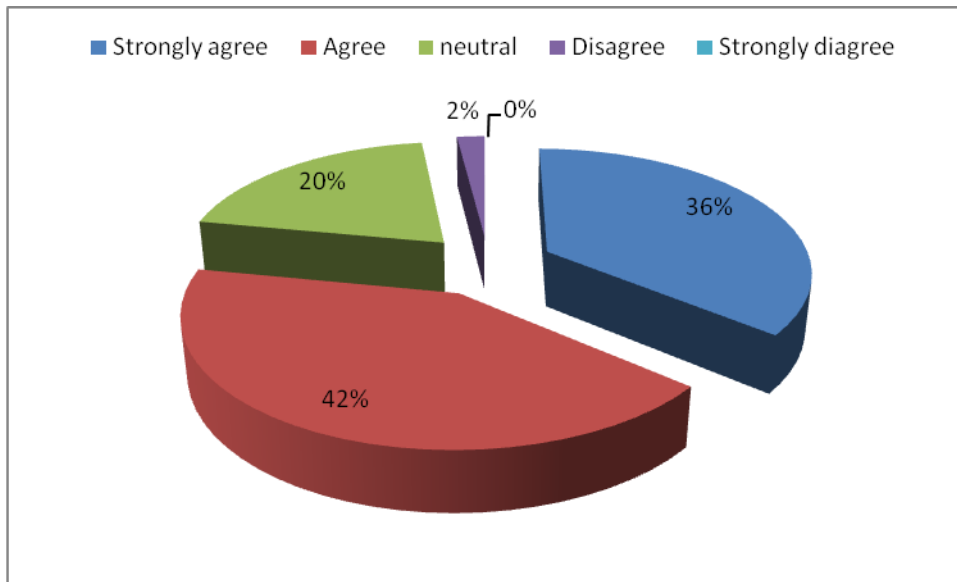
percentage (16%) are not sure about that, and (1) persons with percentage (2 %) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

Table (4-16): Frequency distribution of Statement No. 9 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
9	Reading abridged “Romeo and Juliet” loudly in and outside class improve learners’ intonation, stress and pronunciation.	18 36 %	21 42 %	10 20 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-16): Frequency distribution of Statement No. 9 Answer



Source: prepared by researcher, using Excel, 2020

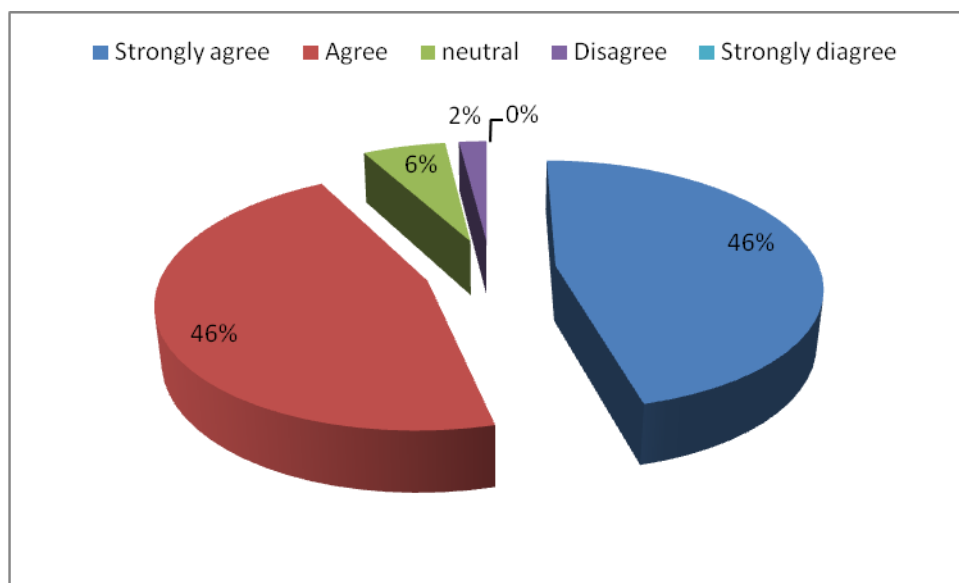
From table (4-16) and figure (4-16) that there are (18) persons in the study's sample with percentage (36 %) have strongly agreed, There are (21) persons with percentage (42%) have agreed on that, and (10) persons with percentage (20 %) are not sure about that, and (1) persons with percentage (2 %) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

Table (4-17): Frequency distribution of Statement No. 10 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
10	Acting out few scenes from abridged Romeo and Juliet play, develop peer and group work among learners.	23 46 %	23 46 %	3 6 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-17): Frequency distribution of Statement No. 10 Answer



Source: prepared by researcher, using Excel, 2020

from table (4-17) and figure (4-17) that there are (23) persons in the study's sample with percentage (46 %) have strongly agreed, There are (23) persons with percentage (46 %) have agreed on that, and (3) persons with percentage (6%) are not sure about that, and (0) persons with percentage (0 %) have disagreed about that, while (1) persons with percentage (2 %) have strongly disagreed about that.

Table (4-18): Chi-square test results:

No.	Statement	Chi-square value	P-value	Median	Trend
1	Studying abridged Romeo and Juliet play, introduce learners with William Shakespeare the famous English dramatist and poet.	10.36	0.006	4	agree
2	Studying abridged Romeo and Juliet play, enhance learners imagination with reference to his time and place.	21.88	0.000	4	agree
3	Studying abridged Romeo and Juliet play, equips learners with everlasting quotes and expressions from his characters.	25.68	0.000	4	agree
4	Studying character's lines loudly encourage self-confidence among shy learners	22.48	0.000	4	agree
5	Reading abridged Romeo and Juliet play, improve learners reading skills i.e. role plays and turn -taking.	8.68	0.013	4	agree

6	Studying abridged Romeo and Juliet play enrich learners with new lexical and vocabulary.	34.32	0.000	5	strongly agree
7	Studying abridged Romeo and Juliet introduce learners for the first time with terms such as “plot”, “theme” and “protagonist”.	8.08	0.044	4	agree
8	Studying abridged Romeo and Juliet improve writing skills of summary, short notes and description of characters among learners.	34.0	0.000	4	agree
9	Reading abridged Romeo and Juliet loudly in and outside class improve learners intonation, stress and pronunciation.	19.28	0.000	4	agree
10	Acting out few scenes from abridged Romeo and Juliet play, develop peer and group work among learners.	35.44	0.000	4	agree
Hypothesis		23.44	0.002	4	agree

Source: Prepared by the researcher, from the field study, SPSS, 2020

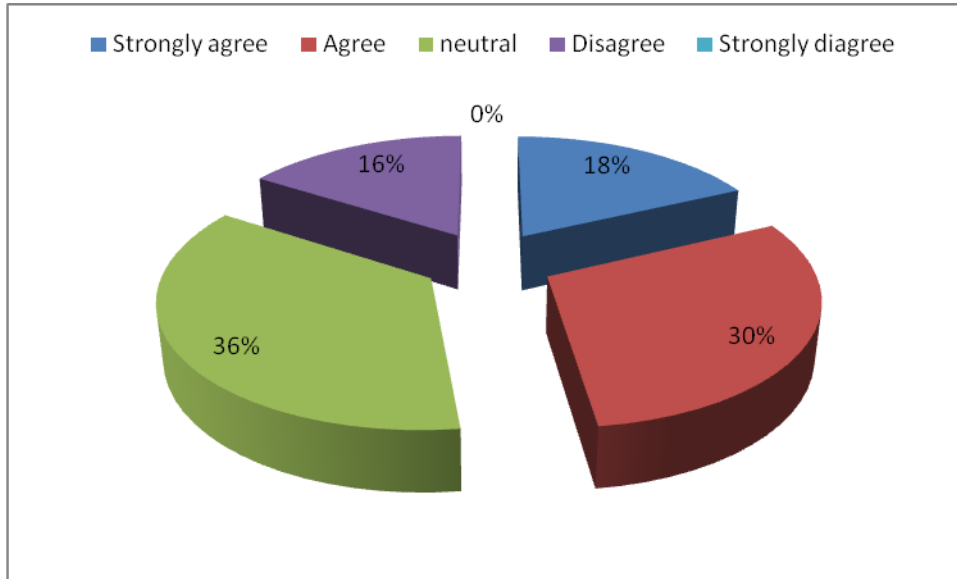
#### 4.1.f Discussion of the Second Section: Teacher’s Pertain

Table (4-19): Frequency distribution of Statement No. 1 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers might feel reluctant to teach abridged Romeo and Juliet due to its Elizabethan English.	9 18 %	15 30 %	18 36 %	8 16 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-18): Frequency distribution of Statement No. 1 Answer



Source: prepared by researcher, using Excel, 2020

from table (4-19) and figure (4-18) that there are (9) persons in the study's sample with percentage (18 %) have strongly agreed, there are (15) persons with percentage (30%) have agreed on that, and (18) persons with percentage (36%) are not sure about that, and (8) persons with percentage (16%) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

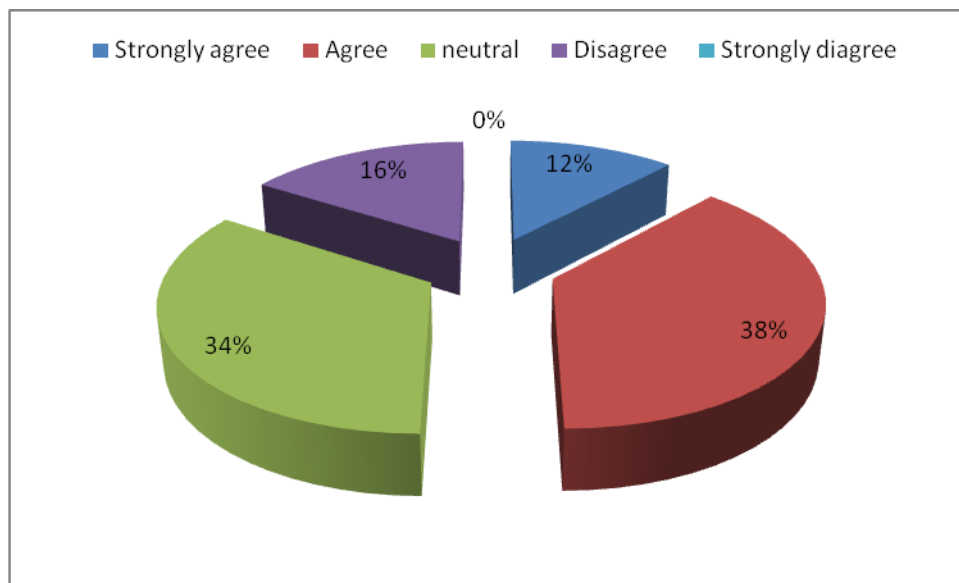


Table (4-20): Frequency distribution of Statement No. 2 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Teachers might lack time to complete English school textbook along with abridged Romeo and Juliet play.	6 12 %	19 38 %	17 34 %	8 16 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-19): Frequency distribution of Statement No. 2 Answer



Source: prepared by researcher, using Excel, 2020

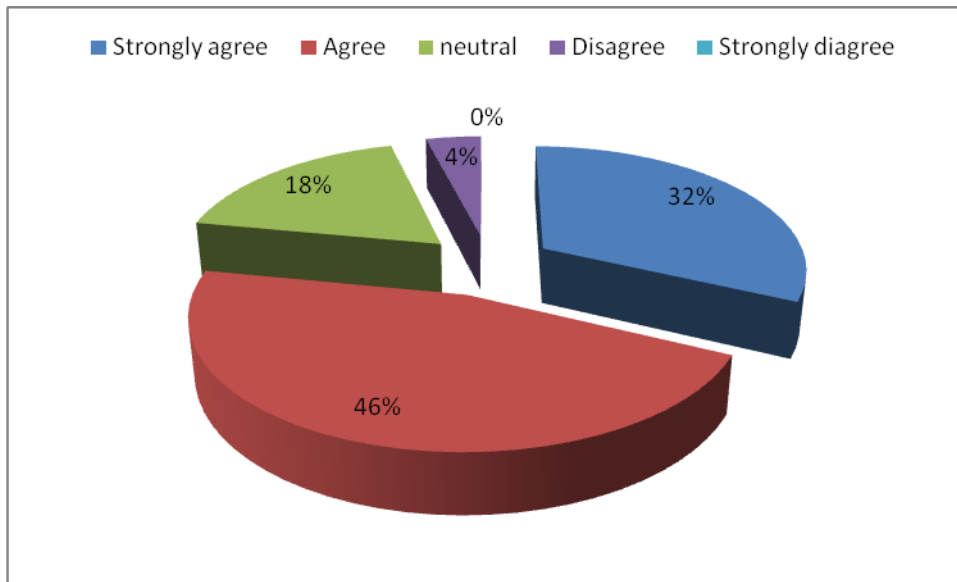
from table (4-20) and figure (4-19) that there are (6) persons in the study's sample with percentage (12%) have strongly agreed, There are (19) persons with percentage (38%) have agreed on that, and (17) persons with percentage (34%) are not sure about that, and (8) persons with percentage (16%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-21): Frequency distribution of Statement No. 3 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3	Lack of suitable training, textbook and teaching resources affects the readiness among teachers to handle abridged Shakespeare play.	16 32 %	23 46 %	9 18 %	2 4 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-20): Frequency distribution of Statement No. 3 Answer



Source: prepared by researcher, using Excel, 2020

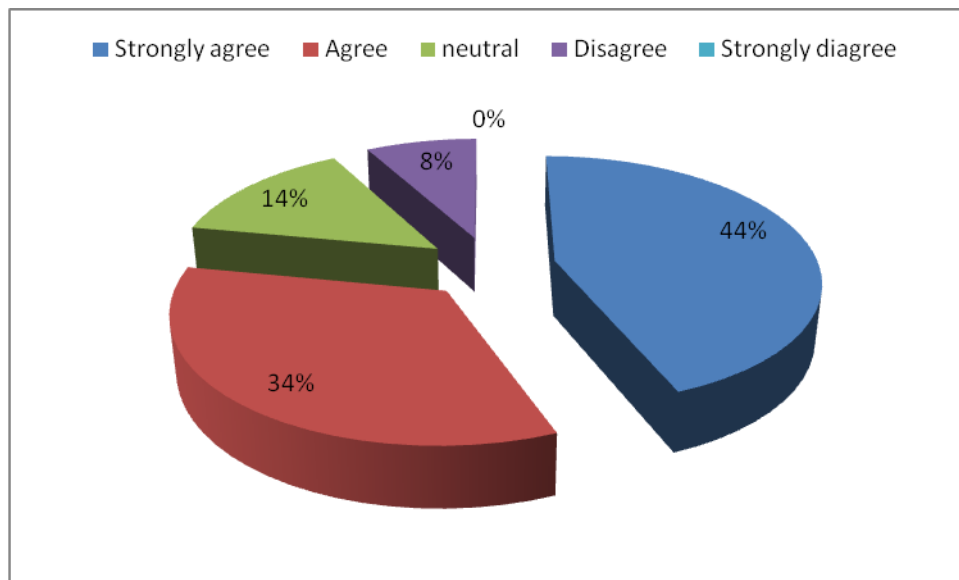
from table (4-21) and figure (4-20) that there are (16) persons in the study's sample with percentage (32%) have strongly agreed, there are (23) persons with percentage (46%) have agreed on that, and (9) persons with percentage (18%) are not sure about that, and (2) persons with percentage (4%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-22): Frequency distribution of Statement No. 4 Answer

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4	Teachers with suitable training, teaching aids and resource materials can overcome their fear on Shakespeare work.	22 44 %	17 34 %	7 14 %	4 8 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-21): Frequency distribution of Statement No. 4 Answer



Source: prepared by researcher, using Excel, 2020

from table (4-22) and figure (4-21) that there are (22) persons in the study's sample with percentage (44 %) have strongly agreed. There are (17)

persons with percentage (34 %) have agreed on that, and (7) persons with percentage (14%) are not sure about that, and (4) persons with percentage (8 %) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-23): Chi-square test results:

No.	Statement	Chi-square value	P-value	Median	Trend
1	Teachers might feel reluctant to teach abridged Romeo and Juliet due to its Elizabethan English.	5.52	0.1374	3	neutral
2	Teachers might lack time to complete English school textbook along with abridged Romeo and Juliet play.	10.0	0.0186	4	agree
3	Lack of suitable training, textbook and teaching resources affects the readiness among teachers to handle abridged Shakespeare play.	19.6	0.000	4	agree
4	Teachers with suitable training, teaching aids and resource materials can overcome their fear on Shakespeare work.	17.04	0.001	4	agree
Hypothesis		12.52	0.032	4	agree

Source: Prepared by the researcher, from the field study, SPSS, 2020

#### 4.1.g Discussion of the third Section: Shakespeare Relevance

Table (4-24): Frequency distribution of the third section statement No.1

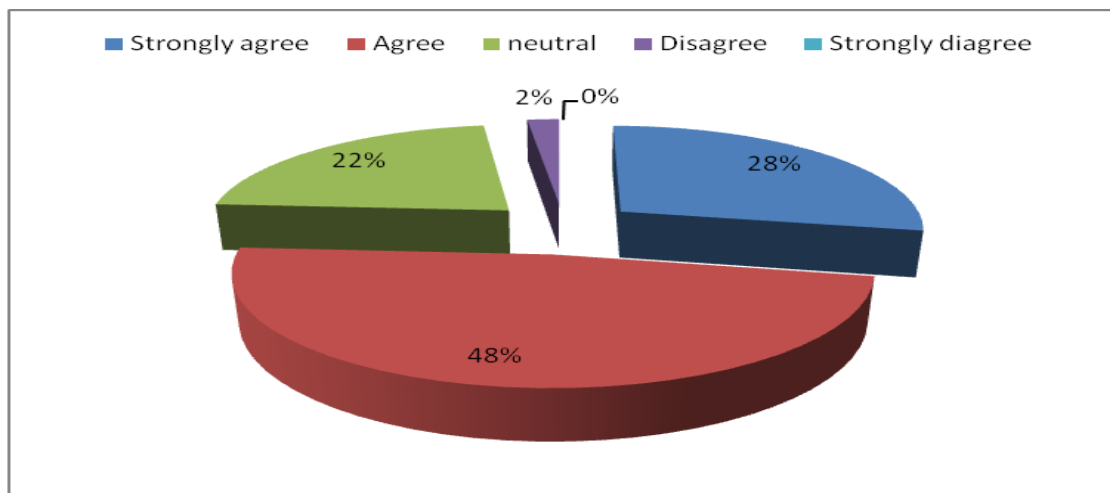
Answers:

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Romeo and Juliet could be seen as young couples with determination against powerful and dominating families.	14 28 %	24 48 %	11 22 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-22): Frequency distribution of the third section Statement No. 1

Answer:



Source: prepared by researcher, using Excel, 2020

from table (4-24) and figure (4-22) that there are (14) persons in the study's sample with percentage (28 %) have strongly agreed, there are (24) persons with percentage (48%) have agreed on that, and (11) persons with percentage (22 %) are not sure about that, and (1) persons with percentage (2%) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

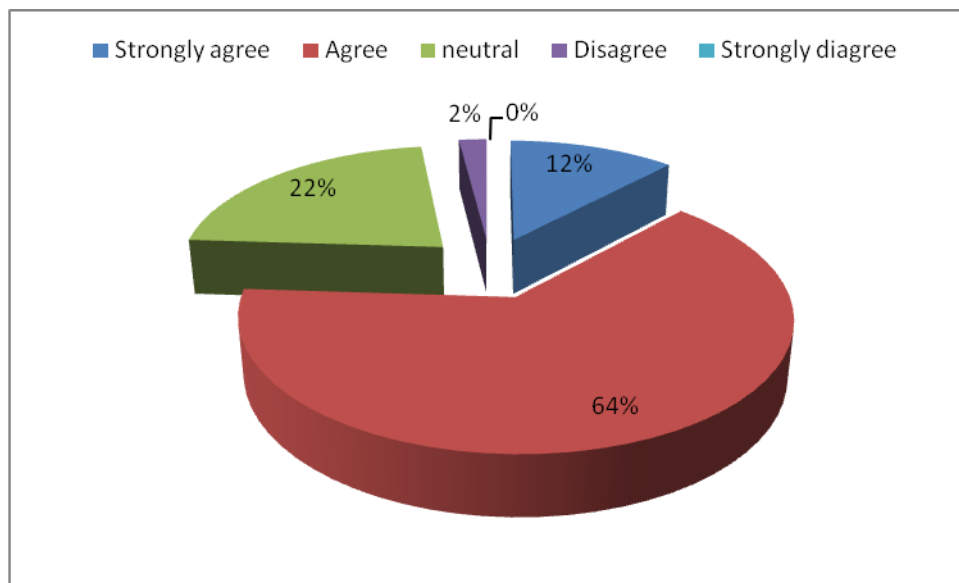
Table (4-25): Frequency distribution of the third section Statement No. 2  
Answers:

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Good things can come out of bad things. Is proven by Juliet quote ” my only love sprung from my only hate.”	6 12 %	32 64 %	11 22 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-23): Frequency distribution of the third section statement No. 2

Answers:



Source: prepared by researcher, using Excel, 2020

from table (4-25) and figure (4-23) that there are (6) persons in the study's sample with percentage (12%) have strongly agreed, There are (32) persons with percentage (64%) have agreed on that, and (11) persons with percentage (22%) are not sure about that, and (1) persons with percentage (2%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.



Table (4-26): Frequency distribution of the third section statement No. 3

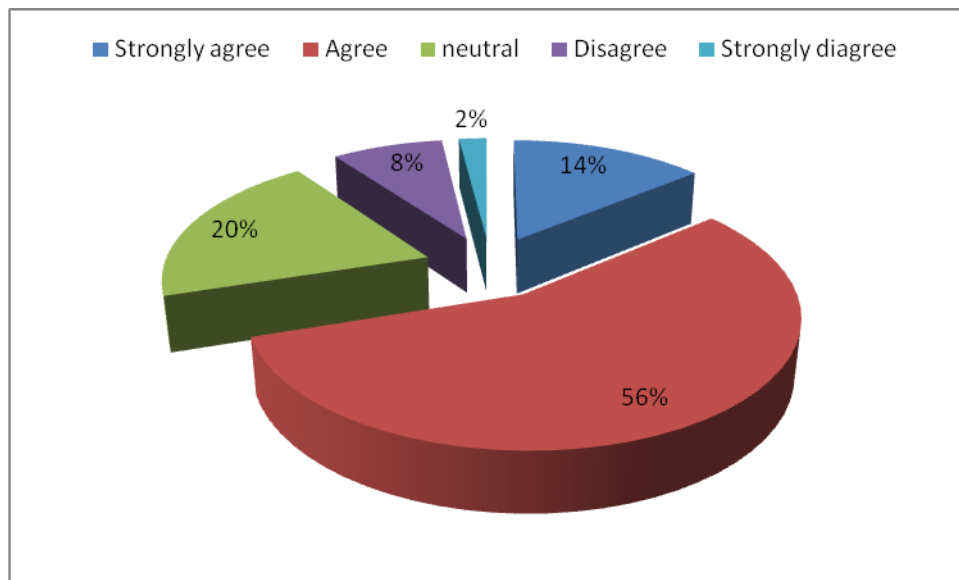
Answers:

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	neutral	Disagree	Strongly disagree
3	Finding a suitable match to wed Juliet similar to what her mother intended to do occurs in present cultural and societies.	7 14 %	28 56 %	10 20 %	4 8 %	1 2 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-24): Frequency distribution of the third section statement No. 3

Answers:



Source: prepared by researcher, using Excel, 2020

from table (4-26) and figure (4-24) that there are (7) persons in the study's sample with percentage (14%) have strongly agreed, There are (28) persons with percentage (56%) have agreed on that, and (10) persons with percentage (20%) are not sure about that, and (4) persons with percentage (8%) have disagreed about that, while (1) persons with percentage (2%) have strongly disagreed about that.

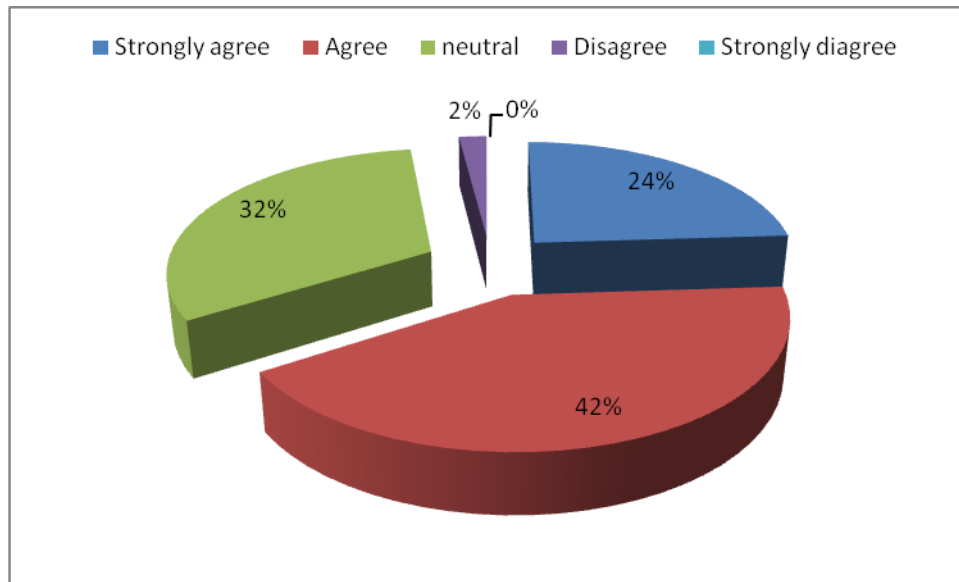
Table (4-27): Frequency distribution of the third section statement No. 4  
Answers:

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4	Romeo, in seeing Juliet for the first time said “I ne’er saw true beauty till this night” Explain that true love at first sight is timeless.	12 24 %	21 42 %	16 32 %	1 2 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-25): Frequency distribution of the third section statement No. 4

Answers:



Source: prepared by researcher, using Excel, 2020

from table (4-27) and figure (4-25) that there are (12) persons in the study's sample with percentage (24%) have strongly agreed. There are (21) persons with percentage (42%) have agreed on that, and (16) persons with percentage (32%) are not sure about that, and (1) persons with percentage (2%) have disagreed about that, while (0) persons with percentage (0%) have strongly disagreed about that.

Table (4-28): Frequency distribution of the third section statement No.5

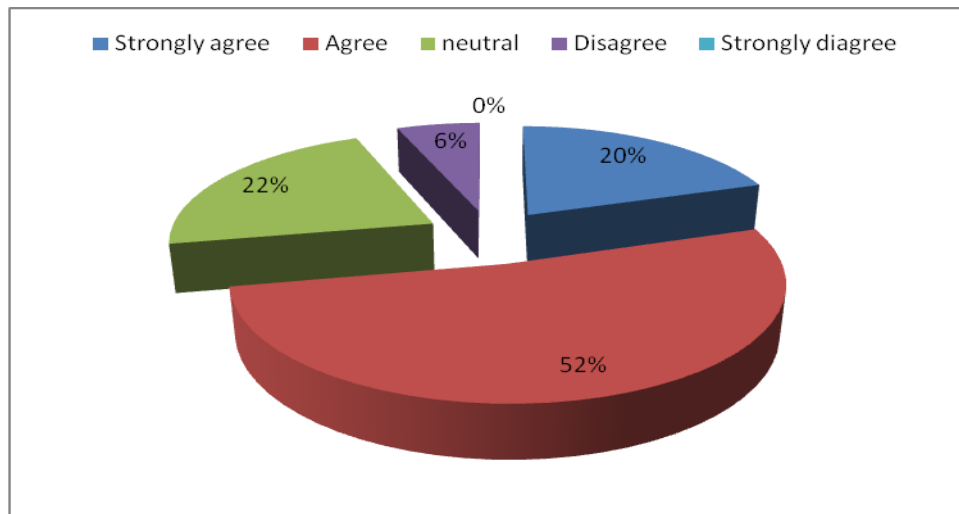
Answers:

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	The enmity between the two families of Romeo and Juliet reflects the unjustified inner hate in present societies.	10 20 %	26 52 %	11 22 %	3 6 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-26): Frequency distribution of the third section statement No. 5

Answers:



Source: prepared by researcher, using Excel, 2020

from table (4-28) and figure (4-26) that there are (10) persons in the study's sample with percentage (20%) have strongly agreed, There are (26) persons with percentage (52%) have agreed on that, and (11) persons with percentage (22%) are not sure about that, and (3) persons with percentage (6%) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

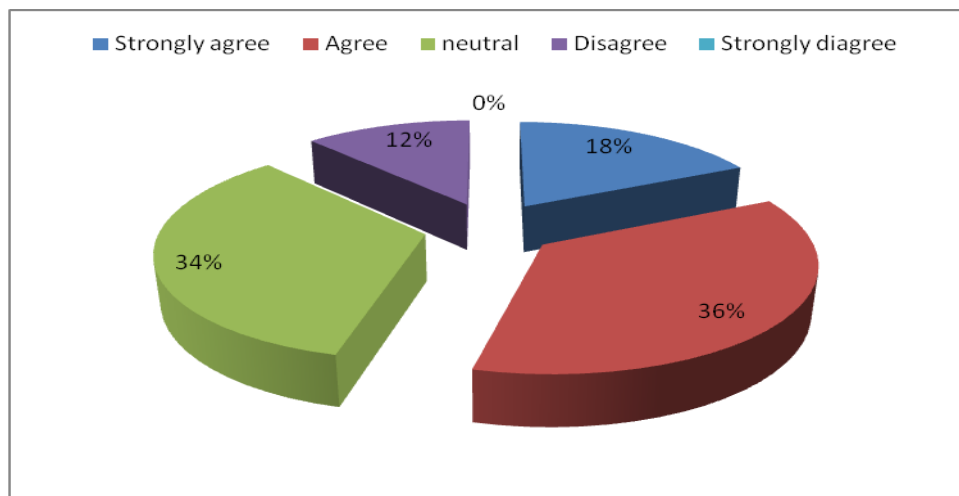
Table (4-29): Frequency distribution of the third section statement No. 6  
Answers:

No.	Statement	Frequency and percentages%				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	The doomed and rejected relation between Romeo and Juliet resembles negatively current societies and cultures.	9 18 %	18 36 %	17 34 %	6 12 %	0 0 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

Figure (4-27): Frequency distribution of the third section statement No. 6

Answers:



Source: prepared by researcher, using Excel, 2020

from table (4-29) and figure (4-27) that there are (9) persons in the study's sample with percentage (18%) have strongly agreed, There are (18) persons with percentage (36%) have agreed on that, and (17) persons with percentage (34%) are not sure about that, and (6) persons with percentage (12 %) have disagreed about that, while (0) persons with percentage (0 %) have strongly disagreed about that.

Table (4-30): Chi-square test results:

No.	Statement	Chi-square value	P-value	Median	Trend
1	Romeo and Juliet could be seen as young couples with determination against powerful and dominating families.	21.52	0.000	4	Agree
2	Good things can come of bad things. Is proven by Juliet quote” my only love sprung from my only hate.”	44.56	0.000	4	Agree
3	Finding a suitable match to wed Juliet similar to what her mother intended to do occurs in present cultural and societies.	45.0	0.000	4	Agree
4	Romeo, in seeing Juliet for the first time said “I ne’er saw true beauty till this night” Explain that true love at first sight is timeless.	17.36	0.001	4	Agree
5	The enmity between the two families of Romeo and Juliet reflects the unjustified inner hate in present societies.	22.48	0.000	4	Agree
6	The doomed and rejected relation between Romeo and Juliet resembles negatively current societies and cultures.	8.4	0.038	4	Agree
Hypothesis		27.33	0.003	4	Agree

Source: Prepared by the researcher, from the field study, SPSS, 2020

## 4.2 Statistical Analysis for Students Test

### 4.2.1 Firstly: Reliability and Validity

Stability means that measurement gives the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure and calculate in many ways represents the easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table (4-1): Reliability and Validity:

Teachers Questionnaire	
reliability coefficient	<b>VALIDITY COEFFICIENT</b>
0.536	0.732



Notes from the results table (4-1) that all reliability and validity coefficients for test is greater than (50%) and close to the one, this indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

#### **4.2.1 Secondly: Statistical Methods Used**

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- 1 - charts
- 2 - frequency distribution of the answers.
- 3 - percentages.
- 4 - alpha equation, to calculate the reliability coefficient.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

#### **4.2.3 Thirdly: Analyze Test Questions**

##### **4.2.3.a Part (A): On Shakespeare and his Play**

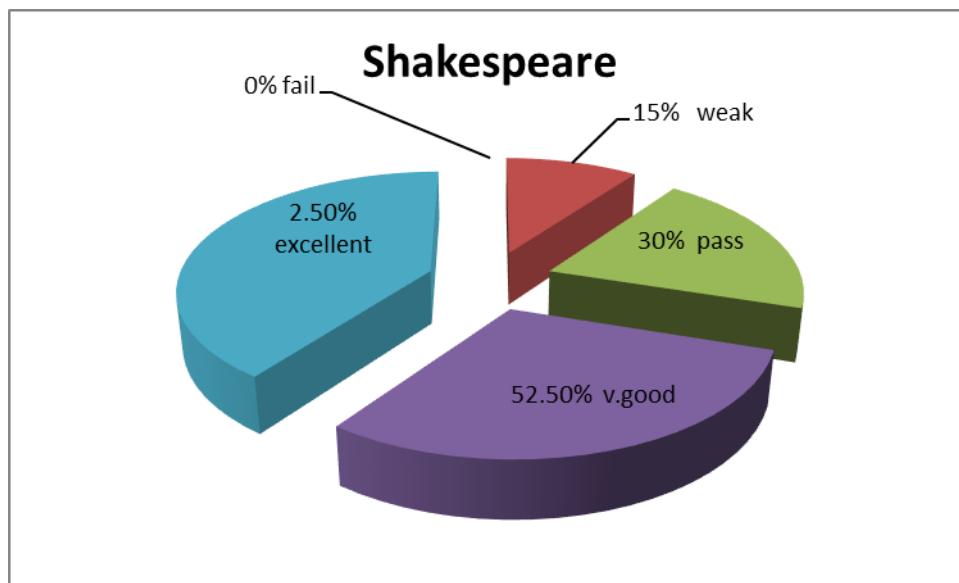
Table (4-2) and Figure (4-1) show the distribution of the answers of the students researched about Part A.

TABLE (4-2)

N	evaluation	Frequency	Percentages
0	fail	0	0 %
1	weak	6	15 %
2	pass	12	30 %
3	v. good	21	52.5 %
4	excellent	1	2.5 %
Total		40	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-1)



Source: prepared by researcher, using Excel, 2020

From table (4-2) and figure (4-1) that the majority of the study individuals were rated (very good) as their number reached (21) by (52.5%), followed by those who obtained an estimate (pass) as their number reached (12) by (30%), followed by those who obtained a (weak) rating, where their number reached (6) by (15%), followed by those who obtained the (excellent) rating, as their number reached (4) with a rate of (10%). Their assessment (fail) was (3) and at a rate (7.5%).

#### 4.2.3.b Part (B): Characters in “Romeo and Juliet” Play

Table (4-3) and Figure (4-2) show the distribution of the answers of the students researched about Part B.

**TABLE (4-3)**

N	evaluation	Frequency	percentages
0	fail	3	7.5 %
1	weak	6	15 %
2	pass	12	30 %
3	v.good	15	37.5 %
4	excellent	4	10 %
total		40	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-2)



Source: prepared by researcher, using Excel, 2020

From table (4-3) and figure (4-2) that the majority of the study individuals were rated (v. good) as their number reached (15) by (37.5%), followed by those who obtained an estimate (pass) as their number reached (12) by (30 %), followed by those who obtained a (weak) rating, where their number reached (6) by (15 %), followed by those who obtained (excellent) was (4) and at a rate (10 %). Their assessment (fail) rating, where their number reached (3) by (7.5%).

### 4.2.3.c Part (C): Vocabulary in “ Romeo and juliet ” play

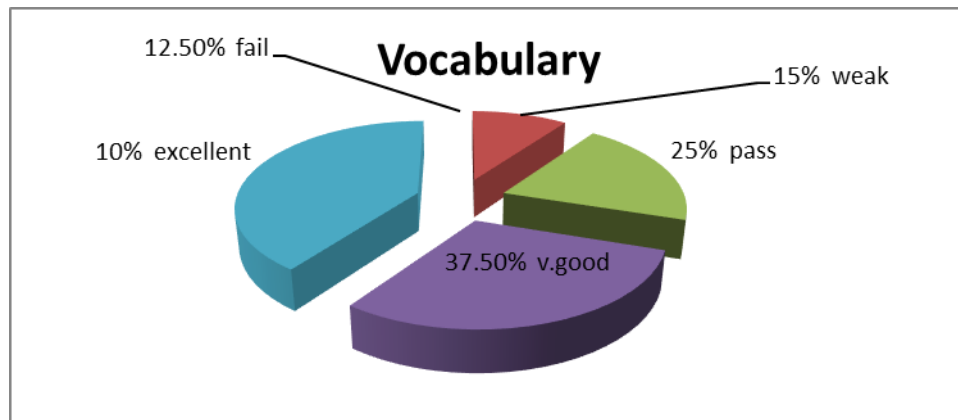
Table (4-4) and Figure (4-3) show the distribution of the answers of the students researched about Part C.

TABLE (4-4)

N	Evaluation	Frequency	Percentages
0	Fail	5	12.5 %
1	Weak	6	15 %
2	Pass	10	25 %
3	v. good	15	37.5 %
4	Excellent	4	10 %
total		40	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-3)



Source: prepared by researcher, using Excel, 2020

From table (4-4) and figure (4-3) that the majority of the study individuals were rated (v. good) as their number reached (15) by (37.5%), followed by those who obtained an estimate (pass) as their number reached (10) by (25%), followed by those who obtained a (weak) rating, where their number reached (6) by (15%), followed by those who obtained the (fail) rating, as their number reached (5) with a rate of (12.5%). Their assessment (excellent) was (4) and at a rate (10%).

#### 4.2.3.d Part (D): Quotes from “Romeo and Juliet” play

Table (4-5) and Figure (4-4) show the distribution of the answers of the students researched about Part D.

TABLE (4-5)

N	Evaluation	Frequency	Percentages
0	Fail	5	12.5 %
1	Weak	8	20 %
2	v. good	20	50 %
3	Excellent	7	17.5 %
total		40	100 %

Source: Prepared by the researcher, from the field study, SPSS, 2020

FIGURE (4-4)



Source: prepared by researcher, using Excel, 2020

From table (4-5) and figure (4-4) that the majority of the study individual were rated (v. good) as their number reached (20) by (50 %), followed by those who obtained an estimate (weak) as their number reached (8) by (20 %), followed by those who obtained a (excellent) rating, where their number reached (7) by (17.5 %), Their assessment (fail) was (5) and at a rate (12.5 %).

### **4.3 Verification of the study Hypotheses**

From the analysis of the data both students test and ELT questionnaire, the researcher relates them to the (3) hypothesis provided in this research.

The first section of the students test result “Shakespeare life and his play”

shows 52.5 % which gives an indication that current students in Sudan can grasp and understand information on Shakespeare and ELT questionnaire question No. 1 “introducing learners with William Shakespeare the famous English dramatist and poet. “shows 46% respond of strongly agree the highest percentage. these results support the first hypothesis that states: Abridged Shakespeare plays are of significance throughout the centuries and are timeless; therefore, they can be taught in high schools level.

The findings of data analysis validate the second hypothesis that states: Studying abridged Shakespeare play contributes to the four skills of language i.e., reading, writing, listening and speaking among high school students. Students read in pairs and acted the play to practice both receptive and productive skills. From the results, it shows that (37.5%) variant of a very good, the highest score which shows an understanding of the characters of the play and also (37.5%) variant of a pass, the highest scored in the students question on the Elizabethan vocabulary of Shakespeare develop reading skill and a highest variant of agree in ELT questionnaire of (52%) that Shakespeare play of Romeo and Juliet equips learners with everlasting quotes and expressions from his characters, and in



student turn taking during reading the play the highest variant of strongly agree was (36%) that improves speaking skill all students language skills.

The last hypothesis that states: the misconception among teachers of English language in teaching abridged Shakespeare plays can be changed positively. The ELT questionnaire shows reluctance among high school teachers to teach Shakespeare play despite the abridged version due to its Elizabethan language and the questionnaire shows the highest variance of (30%) being neutral. Teachers' misconception can be altered if suitable training, textbook and teaching resources affects the readiness among teachers to handle abridged Shakespeare play this is expressed in the highest variant of (46%) agree in the questionnaire. Moreover, with suitable training, teaching aids and resource materials teachers can overcome their fear on Shakespeare work, this is shown in a highest variant of (44%) agree to the question.

#### **4.4 Summary of the Chapter**

This chapter explains and analyze the findings of the research and provides verifications to the 3 hypotheses and provides answers to the questions raised in the research. The findings repute the call to the possibility and likelihood of abridged Shakespeare play of "Romeo and Juliet" to be taught in high schools.

## **CHAPTER FIVE**

### **Summary, Findings, Recommendation and Suggestions for Further Readings**

#### **5.0 Summary of the Study**

This study investigates the impact of introducing abridged Shakespeare play “Romeo and Juliet” to girl’s high school. It consists of five chapters. Chapter one includes general framework of the study that presents the problem of the study, the questions, hypothesis, the methodology, limitation, population and sampling. Chapter two represents the literature review and previous studies related to the study. Chapter three reflects the methodology of the study and the procedure. Two tools are used to conduct the procedure of the study EFL teachers’ questionnaire and a test to high school students were distributed. Chapter four deals with the statistical analysis of the collected data this analysis interprets and discuss the data. Chapter five is a summary of the study it mirrors the conclusion, the finding that the study came up with and recommendation for further studies.

## 5.1 Findings of the Study

The researcher came to the following conclusions:

- 1- introducing abridged play of Romeo and Juliet to high secondary school showed that it can be applicable despite the initiative hesitation and fear expressed by few of the English language teachers, interestingly enough the students were excited and enthusiastic to know and learn more about the play and the writer. Moreover, to perform scenes from the play as well.
- 2- The misconception on the classification of the play of "*Romeo and Juliet*" among the students that it was a romantic and love story and not a tragicomedy one. This was clarified during the study of the play. The value of studying about English writers in general and on Shakespeare in particular had its weight to expand learners' knowledge on the legend William Shakespeare who prevailed through the last four centuries worldwide.
- 3- The Elizabethan English style that Shakespeare used during his time and taught to the students in the play was an advantage to discover how English language was at the time and how it is now- current English- how the order of words was formed and used, the use of

- synonyms and antonyms in a single sentence, the vocabulary that is currently used mostly was invented by Shakespeare. Both preceptive skills i.e., reading and listening were developed among learners.
- 4- Reading the play individually in class and in pair and/or in groups raised the confidence among them and built a foundation to improve these two skills. The other two skills, i.e., speaking and writing were more practiced in and outside the class. Since it is a play, this allowed learners to read loudly in class and embody different roles of characters and memorizing famous quotes. Writing on the other hand, was developed. Spelling of the a quite number of students was improved, short notes on characters and their roles was introduced first time to them, word order, synonyms and antonyms, summary on the play, such drills were applicable to the learners. All the skills were tackled in alignment with their age group and duration allotted to the study.
- 5- The misconception among teachers of English language was altered positively to deal with a play written by Shakespeare to high school leaners. The abridge play was limited to 13 pages with a total of sixteen (16) characters that mostly were merge into six (6). Therefore, the lines were cut short that made it smooth to go through

by the teachers with the guidance of the researcher being a facilitator all queries and negative thoughts were cleared out. This turned the English language teachers and school administrative into a strong support and a corner stone to accept and implement an abridge not simplified play of “Romeo and Juliet” in (10 minutes) to be presented to high school students first time in decades in Sudanese schools.

## **5.2 Recommendations**

The study made the following recommendations and suggestions:

1. In every new attempt there has to be trial and errors. Nevertheless, the abridge play of ‘Romeo and Juliet’ had its share. From collecting the material, to teachers of English language, to high school administration but the outcomes were fruitful. The Bard “Shakespeare” is a worldwide figure whose name prevailed centuries in English literature and defeated all odds and whose work being taught all over the world in English language and in other languages.
2. The researcher recommends the inclusion of Shakespeare work even in extractions of plays, poems and sonnets into the Sudanese curriculum of high school and all the schooling system.

3. The call for both Ministries of education and finance to take action and participate in the work on national level to consider providing schools with teaching resources and materials, the size of class, gender, level of English and age group.

### **5.3 Suggestions for Further Studies**

- 1- To investigate the inclusion of Shakespeare sonnets and poetry into all schools whether abridged and/or simplified versions of Shakespeare work.
- 2- The inclusion of plays from different movements in English literature to be implemented in the Sudanese schooling curriculum for both boys and girls.

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## **Appendices**

**Appendix (1) Teachers Questionnaire**

**Appendix (2) Romeo and Juliet Abridged (in 10 minutes) by Max Arcenas Edited by Dr. Joachim Emilio Antonio**

**Appendix (3) Permission from Editor Dr. Joachim Emilio Antonio**

**Appendix (4) Students Test**

**Appendix (1): Teacher's Questionnaire:**

**Please Note:**

**For the academic integrity and for the sake of the utmost usefulness of the ultimate correct results, please, attempt all of the statements TRUTHFULLY.**

**Your responses will be kept confidentially and not be used rather than this academic study**

Name (optional): \_\_\_\_\_

Gender: Male/Female: \_\_\_\_\_

*Please make a check (√) next to the chosen answer.*

Sr. No.	Teachers Questionnaire	Agree	Strongly agree	Neutral	Disagree	Strongly Disagree
	<b>Section (1) Learning Outcome</b>					
1.	<b>Q.1</b> Studying abridged Romeo and Juliet play, introduce learners with William Shakespeare the famous English dramatist and poet.					
2.	<b>Q.2</b> Studying abridged Romeo and Juliet play, enhance learners' imagination with reference to his time and place.					
3.	<b>Q. 3</b> Studying abridged Romeo and Juliet play, equips learners with everlasting quotes and expressions from his characters.					
4.	<b>Q.4</b> Studying character's lines loudly encourage self-confidence among shy learners					
5.	<b>Q.5</b> Reading abridged Romeo and Juliet play,					

	improve learners reading skills i.e., role plays and turn -taking.					
6.	<b>Q.6</b> Studying abridged Romeo and Juliet play enrich learners with new lexical and vocabulary.					
7.	<b>Q.7</b> Studying abridged Romeo and Juliet introduce learners for the first time with terms such as “plot”, “theme” and “protagonist”.					
8.	<b>Q.8</b> Studying abridged Romeo and Juliet improve writing skills of summary, short notes and description of characters among learners.					
9.	<b>Q.9</b> Reading abridged Romeo and Juliet loudly in and outside class improve learners intonation, stress and pronunciation.					
10.	<b>Q.10</b> Acting out few scenes from abridged Romeo and Juliet play, develop peer and group work among learners.					
	<b>Section (2): Teacher’s Pertain</b>					
11.	<b>Q.11</b> Teachers might feel reluctant to teach abridged Romeo and Juliet due to its Elizabethan English.					
12.	<b>Q.12</b> Teachers might lack time to complete English school textbook along with abridged Romeo and Juliet play.					
13.	<b>Q.13</b> Lack of suitable training, textbook and teaching resources affects the readiness among teachers to handle abridged Shakespeare play.					
14.	<b>Q.14</b> Teachers with suitable training, teaching aids and resource materials can overcome their fear on Shakespeare work.					
	<b>Section (3) Shakespeare Relevance</b>					
15.	<b>Q.15</b> Romeo and Juliet could be seen as young					

	couples with determination against powerful and dominating families.					
<b>16.</b>	<b>Q.16</b> Good things can come out of bad things. Is proven by Juliet quote” my only love sprung from my only hate.”					
<b>17.</b>	<b>Q.17</b> Finding a suitable match to wed Juliet similar to what her mother intended to do occurs in present cultural and societies.					
<b>18.</b>	<b>Q.18</b> Romeo, in seeing Juliet for the first time said “I ne’er saw true beauty till this night” Explain that true love at first sight is timeless.					
<b>19.</b>	<b>Q.19</b> The enmity between the two families of Romeo and Juliet reflects the unjustified inner hate in present societies.					
<b>20.</b>	<b>Q.20</b> The doomed and rejected relation between Romeo and Juliet resembles negatively current societies and cultures.					

**Appendix (2) :Romeo and Juliet Abridged (in 10-minutes) by Max Arcenas, edited by Dr. Joachim Emilio Antonio**

ROMEO AND JULIET

(in 10 Minutes)

Abridged by

Max Arcenas

Edited by

Dr. Joachim Emilio Antonio

1

SETTING: Verona

CHARACTERS: (9-16 actors)

ROMEO

MONTAGUE

BENVOLIO- can double as FRIAR LAWRENCE



ABRAM- can double as MERCUTIO, NURSE, and BALTHAZAR

BALTHAZAR- can double as MERCUTIO, NURSE and ABRAM

JULIET

CAPULET

L. CAPULET- can double as SAMPSON and SERVANT

TYBALT- can double as PARIS

SAMPSON- can double as SERVANT and LADY CAPULET

SERVANT- can double as SAMPSON and LADY CAPULET

NURSE- can double as ABRAM, MERCUTIO, and BALTHAZAR

PRINCE

MERCUTIO can double as ABRAM and BALTHAZAR

PARIS- can double as TYBALT

FRIAR LAWRENCE- can double as BENVOLIO

2

Enter SAMPSON, ABRAM and CITIZENS

ABRAM Do you bite your thumb at us, sir?

SAMPSON I do bite my thumb, sir.

They fight; Enter BENVOLIO and TYBALT

BENVOLIO Part, fools! Put up your swords; you know not what you do.

TYBALT I hate hell, all Montagues, and thee: Have at thee, coward!

They fight.

CITIZENS Down with the Capulets! Down with the Montagues!

Enter CAPULET, MONTAGUE.

CAPULET My long sword, ho! Montague is come, flourishes his blade in spite of me.

MONTAGUE Thou villain Capulet, Hold me not, let me go.

Enter PRINCE.

PRINCE What, ho! You men, you beasts, throw your mistemper'd weapons to the

ground, If ever you disturb our streets again, Your lives shall pay the forfeit of the peace.

They exit; Enter CAPULET, PARIS, SERVANT.

PARIS My lord, what say you to my suit?

3

CAPULET My child is yet a stranger in the world, Let two summers  
wither, Ere we

may think her ripe to be a bride. This night I hold an old accustom'd feast

[To SERVANT, giving a paper.] Go, sirrah, through fair Verona; find  
those

persons and to them say my house and welcome on their pleasure stay.

CAPULET and PARIS exit; Enter ROMEO and BENVOLIO

SERVANT My master is the great rich Capulet; and if you be not of the  
house of

Montagues, I pray, come and crush a cup of wine. Rest you merry.

BENVOLIO At this same ancient feast of Capulet's sups the fair Rosaline  
whom thou so loves.

ROMEO I'll go along, no such sight to be shown, But to rejoice in splendor  
of mine own.

They exit; Enter LADY CAPULET, JULIET, NURSE

LADY CAPULET Speak briefly, can you like of Paris' love?

JULIET I'll look to like, if looking liking move: But no more deep will I  
endart

mine eye than your consent gives strength to make it fly.

Enter CAPULET, and others of his house, meeting the Guests and Maskers.

CAPULET Welcome, gentlemen! ladies that have their toes come, musicians, play.

ROMEO What lady is that, which doth enrich the hand of yonder night?

Did my

heart love till now? For I ne'er saw true beauty till this night.

4

TYBALT Uncle, this is a Montague, our foe, A villain that is hither come in spite.

CAPULET Young Romeo is it?

TYBALT 'Tis he, that villain Romeo.

CAPULET Content thee, gentle coz, let him alone.

TYBALT I'll not endure him.

CAPULET You are a saucy boy: is't so, indeed? Be quiet, or I'll make you quiet.

TYBALT I will withdraw: but this intrusion shall now seeming sweet  
convert to  
bitter gall.

ROMEO [To JULIET taking her hand] If I profane with my unworhiest  
hand this  
holy shrine, the gentle fine is this: My lips, two blushing pilgrims to  
smooth that rough touch with a tender kiss.

JULIET Good pilgrim, you do wrong your hand too much, for saints have  
hands  
that pilgrims' hands do touch, and palm to palm is holy palmers' kiss.

ROMEO Have not saints lips, and holy palmers too?

JULIET Ay, pilgrim, lips that they must use in prayer.

ROMEO O, then, dear saint, let lips do what hands do; They pray grant  
thou, lest  
faith turn to despair.

JULIET Saints do not move, though grant for prayers' sake.

5

ROMEO Then move not, while my prayer's effect I take. [He kisses her.]

Thus

from my lips, by yours, my sin is purged.

JULIET Then have my lips the sin that they have took.

ROMEO Sin from thy lips? Give me my sin again. [He kisses her.]

NURSE Madam, your mother craves a word with you. [JULIET moves toward her

mother.]

ROMEO Is she a Capulet? O dear account! My life is my foe's debt.

CAPULET I thank you, honest gentlemen; good night. Come on then, let's to bed.

Exit all but JULIET and NURSE

JULIET Come hither, nurse. What is yond gentleman?

NURSE His name is Romeo, and a Montague; The only son of your great enemy.

JULIET My only love sprung from my only hate! Too early seen unknown, and

known too late!

Enter ROMEO

JULIET O Romeo, Romeo! wherefore art thou Romeo? Deny thy father  
and refuse

thy name; or, if thou wilt not, be but sworn my love, and I'll no longer be a  
Capulet.

ROMEO Call me but love, Henceforth I never will be Romeo.

6

JULIET How camest thou hither? The orchard walls are high and hard to  
climb

ROMEO With love's light wings did I o'erperch these walls for stony limits  
cannot

hold love out.

JULIET Dost thou love me? O gentle Romeo, If thou dost love, pronounce  
it

faithfully.

ROMEO Lady, by yonder blessed moon I vow

JULIET O, swear not by the moon, the inconstant moon,

ROMEO What shall I swear by?

JULIET Do not swear at all; Or, if thou wilt, swear by thy gracious self.

Good

night, good night! As sweet repose and rest  
Come to thy heart as that  
within my breast!

ROMEO O, wilt thou leave me so unsatisfied?

JULIET What satisfaction canst thou have to-night?

ROMEO The exchange of thy love's faithful vow for mine.

JULIET I gave thee mine before thou didst request it: And yet I would it  
were to  
give again.

ROMEO Wouldst thou withdraw it? For what purpose, love?

JULIET But to be frank, and give it thee again. And yet I wish but for the  
thing I

have: [Nurse calls within] dear love, adieu! Sweet Montague, be true.

7

Exit above

ROMEO O blessed, blessed night! I am afeard.



Re-enter JULIET, above

JULIET Three words, dear Romeo. Thy purpose marriage, send word to-morrow.

What o'clock to-morrow Shall I send to thee?

ROMEO At the hour of nine.

JULIET I will not fail. Parting is such sweet sorrow, I shall say good night till it be  
morrow.

JULIET Exit; Enter FRIAR LAWRENCE

FRIAR LAWRENCE God pardon sin! Wast thou with Rosaline?

ROMEO With Rosaline, my ghostly father? No; I have forgot that name, and that  
name's woe.

FRIAR LAWRENCE That's my good son: but where hast thou been, then?

ROMEO Then know my heart's dear love is set on the fair daughter of rich Capulet:

We met, we woo'd and made exchange of vow, but this I pray, That thou consent to marry us to-day.

FRIAR LAWRENCE In one respect I'll thy assistant be; For this alliance  
may so happy prove, To turn your households' rancour to pure love.

8

Enter NURSE.

ROMEO Bid her devise some means to come to shrift this afternoon; and  
there she

shall at Friar Lawrence' cell be shrived and married.

NURSE exit; Enter JULIET

FRIAR LAWRENCE We will make short work; For, by your leaves, you  
shall not stay alone Till holy church incorporate two in one.

They exit; Enter MERCUTIO, BENVOLIO, TYBALT, PAGE, and  
SERVANTS

BENVOLIO By my head, here come the Capulets.

MERCUTIO By my heel, I care not.

Enter ROMEO

TYBALT Romeo, the hate I bear thee can afford No better term than this,  
thou art a villain.

ROMEO To such a greeting: villain am I none; therefore farewell; I see  
thou

know'st me not.

MERCUTIO O calm, dishonourable, vile submission! Alla stoccata carries  
it away.

They fight [MERCUTIO and TYBALT]

BENVOLIO O Romeo, brave Mercutio's dead!.

9

ROMEO Alive, in triumph! And Mercutio slain! Fire-eyed fury be my  
conduct

now! Now, Tybalt, take the "villain" back again, that late thou gavest me.

TYBALT Thou, wretched boy, that didst consort him here, Shalt with him  
hence.

ROMEO This shall determine that.

They fight; TYBALT falls

BENVOLIO Romeo, away, be gone! The prince will doom thee death

ROMEO exits; Enter PRINCE, attended; MONTAGUE, CAPULET, their  
Wives, and others.

PRINCE Where are the vile beginners of this fray?

BENVOLIO There lies the man slain by young Romeo, That slew thy kinsman, brave Mercutio.

LADY CAPULET For blood of ours, shed blood of Montague. Romeo must not live.

MONTAGUE Not Romeo, prince, he was Mercutio's friend; His fault concludes but what the law should end, the life of Tybalt.

PRINCE And for that offence immediately we do exile him hence.

They exit; Enter CAPULET, LADY CAPULET, and PARIS

CAPULET Things have fall'n out, sir, that we have had no time to move our daughter

PARIS Madam, commend me to your daughter.

10

LADY CAPULET I will.

PARIS exit; Enter JULIET

LADY CAPULET Marry, my child, early next Thursday morn, the County Paris.

JULIET I will not marry yet and when I do, It shall be Romeo rather than Paris.

CAPULET What is this? Out, you green-sickness carrion! Out, you baggage! You tallow-face!

JULIET Good father, I beseech you on my knees, Hear me with patience but to speak a word.

CAPULET Get thee to church o' Thursday Or never after look me in the face.

CAPULET, LADY CAPULET, NURSE exit.; Enter FRIAR LAWRENCE

JULIET O, bid me leap, rather than marry Paris, And I will do it without fear or doubt.

FRIAR LAWRENCE [Holding out a vial] Take thou this vial, this distilled liquor drink thou off; When presently through all thy veins shall run a cold and drowsy

humour, for no pulse Shall keep his native progress, appear like death:

And in this borrow'd likeness of shrunk death, Thou shalt continue two  
and forty hours, And then awake as from a pleasant sleep. When the  
bridegroom comes To rouse thee from thy bed, there art thou dead. Shall  
Romeo by my letters know our drift.

JULIET Give me, give me! O, tell not me of fear!

11

FRIAR LAWRENCE exits.

JULIET Romeo! Here's drink! I drink to thee! [She drinks and falls]

Enter NURSE

NURSE She's dead, deceased, she's dead; alack the day!

Enter ROMEO and BALTHASAR

ROMEO News from Verona!--How now, Balthasar! How fares my Juliet?

BALTHASAR Her body sleeps in Capel's monument, I saw her laid low in  
her kindred's vault.

ROMEO Is it even so? then I defy you, stars! Hire post-horses; I will hence  
to-night.

BALTHASAR I do beseech you, sir, have patience: Your looks are pale and wild.

ROMEO Tush, thou art deceived: Hast thou no letters to me from the friar?

BALTHASAR No, my good lord.

BALTHASAR exits.

ROMEO Come, cordial and not poison, go with me to Juliet's grave; for there must

I use thee.

ROMEO exits; Enter PARIS, bearing flowers and a torch

12

PARIS Sweet flower, with flowers thy bridal bed I strew, O woe! What cursed

foot wanders this way to-night, to cross my obsequies and true love's rite?

Enter ROMEO

PARIS Condemned villain, I do apprehend thee: for thou must die.

ROMEO Wilt thou provoke me? Then have at thee, boy!

They fight

PARIS O, I am slain! [Falls and dies]

ROMEO O my love! my wife! Ah, dear Juliet [Kissing JULIET] Here's to my love!

[Drinks] Thus with a kiss I die. [Dies]

JULIET wakes

JULIET What's here? A cup, closed in my true love's hand? Poison, I will kiss thy

lips; haply some poison yet doth hang on them, to make die with a

restorative. [Kisses him] O happy dagger! [She takes Romeo's dagger, stabs herself, and dies.]

Enter PRINCE, CAPULET, LADY CAPULET, MONTAGUE, FRIAR LAWRENCE

CAPULET O heavens! O wife, look how our daughter bleeds!

FRIAR LAWRENCE I will be brief. Romeo, there dead, was husband to that Juliet.

I married them; and their stol'n marriage day was Tybalt's doomsday, whose

death banished the new-made bridegroom from the city. Then gave I her a



13

sleeping potion; for it wrought on her the form of death: meantime I writ  
to Romeo, but he which bore my letter, was stayed by accident.

PRINCE Where be these enemies? Capulet! Montague! See a scourge is  
laid upon  
your hate.

CAPULET O brother Montague, give me thy hand: This is my daughter's  
jointure

MONTAGUE There shall no figure at such rate be set as that of true and  
faithful Juliet.

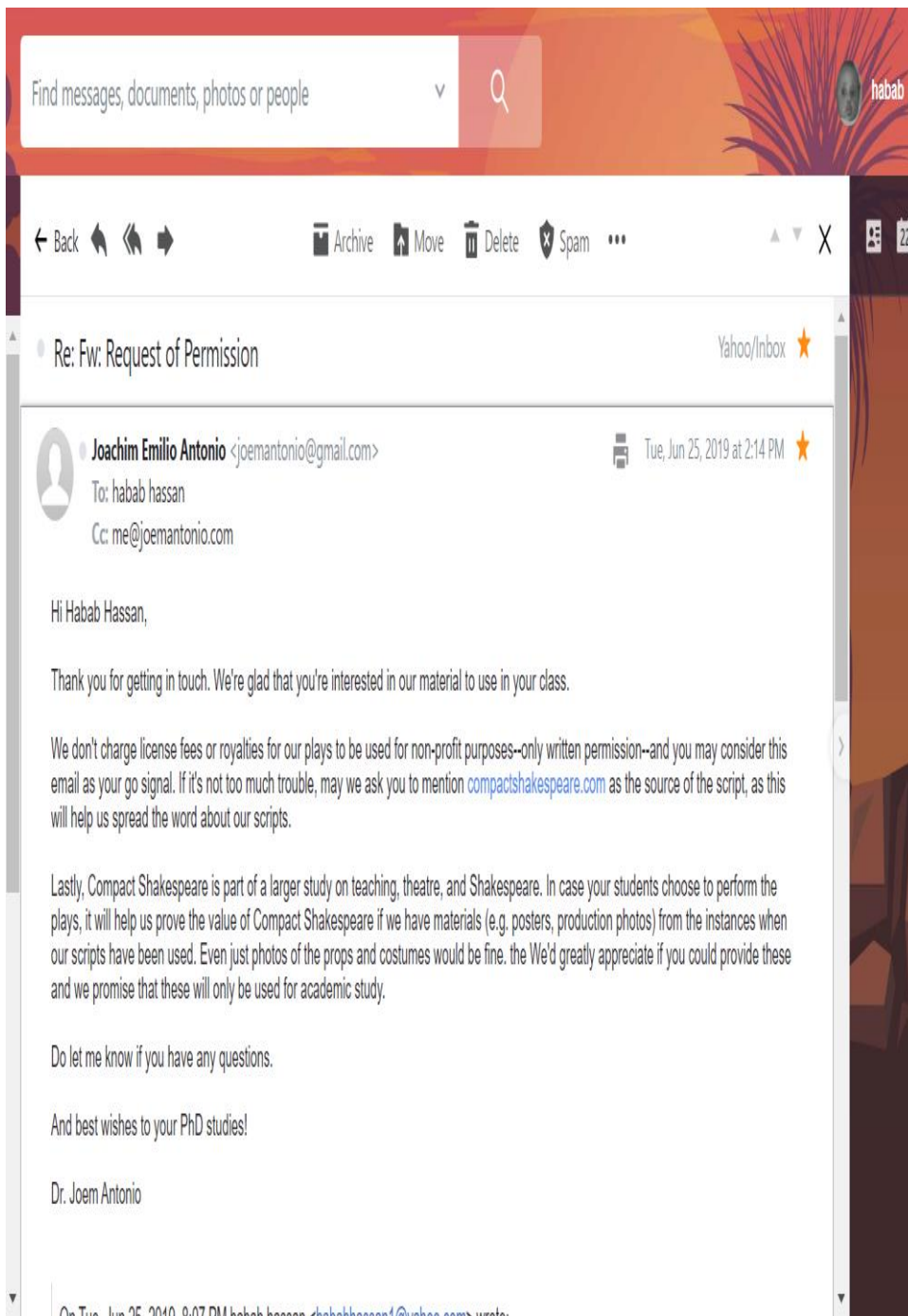
PRINCE A glooming peace this morning with it brings; For never was a  
story of  
more woe than this of Juliet and her Romeo.

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### Appendix (3): Permission from Editor Dr. Joachim Emilio Antonio







a) heartfelt.

b) delightful.

c) disaster.

**Part (D): Quotes from the play**

***Mark the expressions below as True (T) or False (F).***

**13.** "Swear not by the moon, the inconsistent moon" is said by Juliet.  
(.....)

**14.** " hear me with patience, but to speak a word" is said by Romeo.  
(.....)

**15.** " My only love sprung from my only hate" is said by Romeo.  
(.....)

***GOOD LUCK***