CHAPTER ONE

Introduction

There is a general agreement that literature can provide a context for the process of teaching English as a foreign language. It is believed that the learners of English in Sudan are not exposed to language practice satisfactorily to help improve their standards.Within the context of literature teaching much of the vocabulary needed for smooth communication will be acquired and literature can serve as an appropriate vehicle for enhancing language learning, provided that the focus will be on authentic and realistic situations. RadihikaO'Sulivan, (The English Teacher vol. XX, October 1991), pointed out that, recently literary texts have been accepted as a motivating material, an access to culture, a resource for language acquisition and a medium to expand learners' language awareness. One valuable contribution in this is by Alan Maley who has drawn a distinction between the study of literature and the use of literature as a resource for teaching language.

Literature in most Sudanese universities at present is taughtas a subject on its own, and no attention is paid to language development. The teachers of literature are inclined to assume that their learners have reached the level of linguistic competence that will enable them to discuss the literary texts that they read. This is not wholly unfortunately true.

This study attempts to show how teachers of literature can help students develop and improve their standard in English language, through the literary texts that they study as part of compulsory courses in literature. Maley (1989), suggests the use of different approaches for this purpose, ''We can tailor activities to the

level of our students, and we shall not be burdened by the necessity to study texts in exhaustive detail according to some established literary procedure". This is what teachers are required to do in order to get maximum benefit from teaching literature.

1.1. Study Background:-

Literary texts are included in the syllabuses of Colleges of Education, Languages and Arts in Sudanese universities, but the teaching of literature is carried out in a traditional critical manner which has been inherited from the grammar-translation method that was intended to prepare for the study of literary works (Kelly, 1969). The main concern of this method was to equip learners with a reading knowledge of the foreign language that might help explain and interpret literary texts with the help of a dictionary. The ultimate goal of this method was to help the learners pass the examination.

After World War1emerged a movement in Germany which was called (kulturekunde). The German educators viewed this movement as a unifying force that integrated the teaching of German language, literature, history and geography. That movement pioneered the teaching of language through literature. During the same period, the teaching of culture in Britain and America started to focuson foreign countries' contribution to human civilization. In the British colonies the situation was different; the teaching of literature in high schools and colleges was geared towards learning the English language and understanding its culture (Kashrus in Brumfit and Carter, 1986). Then, later on, in the 70s and 80s, began the new trend in language teaching and the call for using authentic materials and literary texts in EFL/ESL classrooms. Duff and Maley believe that this new approach enhanced the usefulness of literary texts in stimulating language-learning through activities. As well, I encouraged teachers of literature to seek

alternative ways of teachingthat were based on linguistic descriptions, would encourage student to generate language and promote proficiency through activities derived from theprescribed literary texts.

1.2. Statement of the Problem:-

The foreign language situation of English in Sudan has had its impact not only on the learners of English in general but the students of English at university level as well, including those who are studying English Language as a field of specialization in Colleges of Education, Arts and Languages.

Students in these colleges are studying literature beside the English language courses since their enrollment. But, unfortunately their level of English language is beyond our expectations. As a teacher of English and literature specifically, I began asking myself about how can a literary text be exploited in order to promote and develop the students' level of English. Literary texts can be used as supporting materials for language development and teachers could derive activities from these texts to enhance language development.

1.3. Research Questions:-

1.   What is the attitude of the teacherstowards literature?
2.   Whattype of activities do teachers use in teaching literary texts?
3.   To what extent do teachers benefit from using literary texts in to promote their students' achievement?
4.   What are the problems that are faced in using literary texts to teach English?
5.   What can be done to increase the benefits of teaching English language through literature?
6.   To whatextent do students use literary texts to improve their standard?

inEnglish?

1.4. Hypotheses of the Study:-

1. Teachers have different attitudes to the use of literature.

2. Teachers use various types of activities in teaching literary texts.

3. Teachers assume that maximum benefit can be obtained from using literary texts in language teaching.

4. Teachers face some problems when using literary texts to teach English.

5. Some strategies can be adopted to enhance the teaching of English through literature.

6. Students benefit greatly from their study of English literary texts.

1.5. Objectives of the Study:-

The study aims at:-

1. Investigating teachers' attitudes towards literature and the problems they faced when using literary texts to teach language.

2. Providing models for teachers of literature to approach the literary texts differently.

3. Suggesting strategies to enhance the teaching of English through literature.

4. Encouraging students to use the literary texts to develop their level of English.

1.6. Significance of the study:-

It is believed that the research is of great significance; for it attempts to study an important issue that may well be described as an educational national crisis that urgently need to be studied in a scientific and educational way. Learning and teaching foreign language is gaining anever increasing importance and playing

such crucial roles in the fields of sciences, politics, culture and international relations. Locally, a number of educational institutions will benefitfrom the findings of this research and solutions that are suggested; students; syllabus designers in general, and the Colleges of Languages and Education at Sudan University of Science and Technology (SUST) in particular.

The study will provide a basis for the teachers of literature on which they can reflect on the approaches and techniques they are using in teaching literary texts. Also, the study will provide information for the teachers on the general attitudes, perceptions and motivation of the students' tomake useof literary texts toimprove their standard in English.

Further, it is expected that the Syllabus Committee at the College of Languages/English Department (SUST) will make use of this study by providing the teachers of literature with new insights and suggested approaches to get maximum benefit from the literary texts that they prescribed for their students to meet their needs.

Broadly, the institutions responsible for the training of future English language teachers can make use of the results of this study to provide for training sessions in English literature teaching.

1.6. The Research Methodology:-

In this **r**esearch the quantitative and qualitative methods were used. The tools that used to collect data were two questionnaires and two tests. The first one, for the teacherswhose population is the English language teachers in Khartoum state government universities. The questionnaire comprises five parts covering various issues, like the teachers' attitude to literature, the activities they use in teaching literary texts, the problemsfaced in using literary texts and suggestions for the use of literary text to promote the students' standard of English.

The second questionnaire is intended for the students, to investigate whether they use literary texts with the intention of improving their level of English. The population is the students who are studying English language and literature, at the College of Languages in (SUST). Third year students are representative of the study sample. The class is divided into two groups, the control groupwhich is taught in the traditional way without intervention; and the second group is the experimental group that is taught differently, by using language activities and tasks that are derived from literary texts, in order to help promote the students' achievement. Intervention will take place in the last fifteen or twenty minutes of the class.

The second instrument is the pre-test and post-test. The pre- test will be administered first, before intervention, and the second after the intervention. The SPSS program is used to analyze the data.

The novel Pride and Prejudicewas used for several reasons; firstly, it is one of the prescribed texts. Secondly, Jane Austen' works are very popular today with the readers, especially university students of English language and literature in Sudan. Thirdly, the text is reckoned to be a highly merited work that has been commended by many critics, including Clarke, Nugent and Livesey.

The study had followed the following steps consecutively: the theoretical framework ,reviewof relevant literature, design ofthe questionnaires and the two tests, selection of the sample of teachers and students, distribution of the questionnaires, conducting the pre-test, teaching the two groups by the researcher, conducting the post-test, scoring and analyzing the data,and finally reporting the findings.

1.8. Limitations of the Study:-

The study is practicable for all English classes. However, it is believed to be more suited to the upper-intermediate and advanced learners' level, for at such a level will have a satisfactory base of vocabulary, and knowledge about life that can help them comprehend and appreciate works of literature.

It is alsolimited in terms of activities; for they are derived from the novel Pride and Prejudice, and the time allowed for them islimited (about fifteen to twenty minutes at the end of each class). The limitations are meant to provide for better focus on the empirical results of the study.

CHAPTER TWO

Theoretical Framework and Literature Review

2.0 Overview

This chapter attempts to provide the theoretical framework of the study and review of related literature. For the sake of convenience; it comprises two main parts; Part one that deals with the theoretical background, and Part two which is devoted to the review of literature.

Part One: Theoretical Framework:

2.1. Introduction

The use of literary texts in teaching and learning English has flourished during the last three decades. Many publications have emerged favoring this renewed interest in language teaching and learning through literature. Among those who made the door wide open to a return to literature use in language class learning are:Brumfit, C.J.(1983) Teaching Literature Overseas: Language-based ApproachesOxford: Pergamon Press, Maley,A. and S.Moulding (1985) Poem into Poem, Cambridge University Press, Brumfit, C. J.(1985) Language and Literature Teaching: From Practice to Principle, Pergamon, Collie. & Slater (1987) Literature in the Language Classroom Cambridge: OUP and Carter, R. & Long, M. (1991) Teachingliterature. New York: Longman.

Thesepublications have helped give literature a renewed role in language teaching, which is geared to developing and promotingthe students' standard of

achievement in language classes. The process was enhanced by involving the students in structured activities.

2.1.2 .Historical Background:-

During the 1980s, Sudan was one of the countries that decided to exclude literature from language teaching in high schools. The idea at that time was English should be taught by using "authentic texts" for "specific purposes".

The supporters of the Functional Approach argue that the use of literary texts in language teaching and learning would fall shortof meeting the needs of the learners. They believed that the use of literature as a model of the target learners would fail to quote or use the pattern of language that they might come across. They might also face problems when they needed to produce phrases in the target language to express real situations; for example, at hospitals, bus stations and shops.

Liddicot& Crozet (2000) are of the idea, when the Communicative Approach to language teaching was founded in the 1970s, literature lost its place in language teaching and learning, because literature does not fit within the set of their principles. One of these principles is that learners should be able to communicate throughinteraction in the target language, (David Nunn, 1991:279). But this method did not hold well for long, because it concentrated on problem solving and tasks from real- life contexts. For example, making inquiries, meeting new friends andoffering excuses. On the other hand, the Structural Approach emphasis was on the correctness of grammatical forms, repetition of graded structures and restricted lexis. Accordingly, this approach has no place for literature in language teaching and learning.

There are other opposing approaches to literature in the language classroom, for instance, the Direct Approach; according to which the students will learn to

communicate in the target language partly by learning how to think in the target language and not to involve their mother tongue in the language learning process. Here language is taught through pictures and the use ofrealia (real objects). This is the basic principle of that approach and there is no mentioning of literature.

The Audio Lingual Method emerged in America after World War II, when the Americans became aware of the people's need to learn language very quickly for military reasons. They called it "Army Method". This method was intended to promote communicative competence among translators through intensive language courses, focusing on aural/ oral skills.

Another one is the Community Language Learning Method, which features the students as "learner- clients", and the teacher as "teacher- counselor". It emphasizes mutual trust between the teacher and the students, in order to support and ease the learning process. Students are allowed to use their native language. Grammar and vocabulary are taught inductively, and various activities are included; for example, focusing on particular grammatical patterns, pronunciation or creating new sentences based on recordings or passages.

In addition, there is the SuggestopediaMethod; which was founded by the Bulgarian psychologist GeorgiLozanov in the late 70s. Some of its key features may be listed as follows:

- Learning is facilitated in an environment that is as comfortable as possible; the seating should be in soft cushioned chairs and dim lighting.
- There should be posters, decoration featuring the target language.
- It is teacher-centered; the teacher has a complete authority and control over the classroom.
- Music is played softly in the background.

- Students work through lengthy dialogue to be translated into L1 "native language"

- Grammar and vocabulary are presented and explained by the teacher.

- Music and drama are integrated into the learning process.

These were some of the language learning approaches which do not utilize literature in the language classroom.

In the early 1980s the integration of literary texts in the language classroom began to find its way back into the school curriculum. Since then many books, papers, articles and researches have been published to support this new trend in the field of ELT.

Widdoson's (1975) work was focused on exploring the important issues of using literature in ESL/EFL language classroom. These issues were widened and explored by other famous researchers in the field, such as Brumfit and Carter (1990). Consequently, literature became accepted as one of the authentic, rich and valuable resources of language teaching and learning. To support this, Duff and Maley (1990) state that literature is back, but wearing different clothing. On the other hand, Bredella (2004) asserts that "literature has found a comfortable place and is accepted as one of the teaching materials which are authentic and motivating".

2.1.3. What is Literature?

A general definition of literature is that it is a body of written works related by subjects matter, for example, the literature of computer science, literature of law, literature of medicine, literature of biology and so on.

In his definition of literature from alanguage teaching point of view, Alexander Baird states that "literature is the use of language effectively in suitable

conditions" FarukTurker (1990). This underlines the fact that literature makes use of language , so teachers of English are supposed to exploit this "use of language"in order to promote , develop and improve the students' standard of language.

Mc Rea (1994) distinguishes between literature with capital "L" which refers to the classical canon, for example, that by Shakespeare, Dickens and so on, and literature with small "l" which refers to popular fiction, fables, myth, songsand lyrics. This means that literature which is used in language classrooms today is no longer restricted to classical texts from Britain or America, but it includes the works of writers from different countries, and it includes translated works from the native language to English.

In conclusion, according to these definitions, literature refers to a body of written texts produced by a certain culture and it is highly valued within that culture over a period of time as part of its literary heritage. Accordingly; it can be said that English literature in schools and colleges includes selected works by different writes such as Jane Austen, William Shakespeare, Dickens and a host of many famous poets, novelists and dramatists.

2.1.4. Literature in Language Teaching:-

The use of literary texts in language teaching appeared with the Grammar-Translation Method, when students were asked to translate a novel or a play with the help of dictionary. The purpose of this was to use these literary texts as a tool for promoting grammar-oriented and dictionary referenced learning practices. But today, the "use of literature" with small "l" to teach language emphasizes the use of literature to promote language learning through the activities which are based on the literary texts.

In terms of using literature to teach language, Brumfit and Carter (1986) state that literary texts will promote students' imagination and, at same time, their performance in examinations will be improved. On the other hand, Littlewoods (2005) asserts that literary texts are valuable for developing reading skills and they can be exploited to explain grammatical patterns via various types of language usage.

To sum up, it can be said that literature can be used to teach language through interesting activities, like role play, prediction, brainstorming, word association and creative writing. In addition, students will have the opportunities to perform the followings; express their opinions about general subjects and be involved in conflicts and inferring meanings of words from context. Lastly, learning language through literature will assist students' in acquiring certain language skill; for example, reading between the lines and how to deduce the meanings of words.

2.1.5. Why use literary texts with ESL/ EFL learners:-

Langer (1997) answers this question by saying that literature allows students to reflect on their own lives by using their experiences, hence improve their language learning. In relation to opening such possibility and exploration, Goodman (1986) and Smith (1971) believe that language is not learned from the part to the whole , but from the whole to the part and all language learners have to learn the foreign language as a whole in "holistic process " in order to increase their language ability. In support of this, Fitzgerald (1993) asserts that literature can be a vehicle for improving the students'overall language skills and introducing them to a wide variety of styles and genres.

The use of literary texts in language teaching and learning is believed to have many advantages, in view of its being motivating, helpful in language acquisition, a valuable authentic teaching material and useful for developing and enhancing personal and cultural awareness.

It may be appropriate here to dwell on each for further explanation.

2.1.5.1. Literature as a motivating material:-

Stories represent one of the basic ingredients of world literature. Students find them interesting and are familiar with reading or listening to them in their native language, and will certainly find enjoyment in reading them in a foreign language.

Lazar believes that students will be exposed to complex themes, ideas and unusual use of language through story reading. He thinks thatthe different genres of literature will provide unique experiences for them. For instance, a play can introduce them to mature/ adult peoples' dilemmas, a poem will arouse their feelings and novels/short stories will make them involved in what they read, and think abouthow the plot and characters have been developed. Lazar thinks that good selection ofliterary texts makes the students feel that class learning is more relevant and related to real life.

2.1.5.2. Literature and language acquisition:-

One major objective of language teaching is that students should acquire good competence in the language they are learning. Here a literary text can help in language acquisition, by exposing students to various patterns of language which are contained in the literary text. For example, students can cite a poem or perform a play. This will help them memorize the words and pronounce them imitatively.

Also, they will be helped to infer meanings from clues in the text and they will learn how to read between the lines in poetry. To confirm this, Langer conducted aresearch project under the title "Literacy Acquisition through Literature".It was of a longitudinal nature, and it lasted for almost three years. The project was run in a poor area, dominated by Dominican people. The students were below average as compared with their peers in the United States. The aim of Langer's study/project was to measure how literature can help students' acquisition of the language. She concluded from her study that literature can be of a particularly inviting nature, and can lead students to reflect on their lives and even on their learning by being engagedthem in literary activities. In this project the students were asked to write a book by using their own lives as themes, in addition to writing stories about their culture, religion, family, friendships and tales derivedfrom their tradition and folklore.

The findings of the study showed that the students had acquired a great deal of knowledge about language and story writing after they were given the opportunity to reflect on the contents and themes of their own stories. The project established literature as a good and effective means for language acquisition. Also, the study showed that the students had managed to use literary strategies to produce their own written material.

2.1.5.3. Literature as a valuable authentic material:-

In the field of ELT, there are many kinds of authentic materials. Peacock (1997) defines them as materials that have been produced to fulfill some social purposes in the language community. On the other hand,Widdowson (1990) differentiates between the two terms "authentic" and "genuine", by explaining that the first refers to materials designed for native speakers, for example a newspaper

article, time tables of flights, letters, leaflets, maps and so on. And for the second, it refers to materials which are used in a genuine way in the classroom, but in a somewhat artificial way. For instance, students have to rearrange jumbled sentences from a newspaper article or to direct someone to any location like hospitals, banks and so on.

The benefits of these authentic materials are: - (a) students are involved in real discourse (b) they are kept informed about what is happening in the world (c) they are provided with a wide range of text types (d) they are encouraged to read for fun or pleasure. To support this view, Pound says that great literature is simply language charged with meanings to the utmost possible degree. Indeed, literature is an expression of life and it is a mirror which through the medium of language reflects what happens in real live.

In the past, during the 18th and the 19th centuries, languages were taught through the Grammar Translation Method .Students were asked to translate literary texts from second/foreign language to the native language. But with the emergence of new methods in language teaching, like the Direct Method, Audio-Lingual, Community Language Learning, Suggestopedia and other methods, the use of literature began to disappear because those methods placed emphasison structure and vocabulary. Hence, literature was no longer used. Fortunately, nowadays there are many advocators who support the relevance of using literature in teach and learning a foreign language.

Maley (1989) pointedouttheoretical distinction between the study of literature and the use of it as a resource for language teaching and learning. He underlined two methods of studying literature. First is the classical method which is based on describing the historical background, analyzing characters, and explaining the plot. Second is the stylistic method, which concentrates on studying the text more closely by pointing out how it is different from normal language use.

Maley believed that these two methods may not help the EFL/ESL learners a lot, because a foreign language learner needs a method whose primary aim is language development, and this can be achieved through the use of literary texts as a resource. (AL Bulashir 2009).

To conclude, literature is believed to be a good and very useful resource of authentic materials which can be used in language instruction. Ibsen (1990) argued that authentic materials like timetables, newspapers , menus , instructional leaflets and letters, which were used in communicative classroom teaching led to the survival of English but without meaningful learning and knowledge of the target language.(Sidhu ,Fook and Kauri 2010).

Therefore, literary texts can be regarded as valuable complement to the previously mentioned authentic materials. Literary texts are believed to provide genuine language patterns, and at, the same time, they will offer a 'comprehensive input' for the language learner.

2.1.5.4. Literature and language enrichment:-

Language is obviously all about words, and the way we communicate with each other, verbal or written, (Damian). Literature is, therefore, a type of writing which will inculcate language awareness in the students. Interesting texts and their contexts serve to illustrate the lexical and syntactical features (Collie and Slater, 1987, Gibbs, 1994). In agreement with this view, they assert that exposure to literary texts not only familiarizes students with numerous and interesting features of written language, but also develops the response potential in them. They believe that the scope provided by literary texts for using imaginative / figurative meanings alerts them to the richness and variety of the language they are trying to master. A long with this viewgoesWiddowson (1985), who thinks that

literaturefundamentally a study of language, and it is language in use and cannot be separated from language.

A good number of researchers; like Colie and Slater (1987), Carter and Long (1991) and Mc Rea (1991), have pointed out that learners read a literary text to enjoy the story and they keep on reading regardless of the linguistic difficulties. On the other hand,Sidhu (2003) and Savvidou (2004) believe that the study of literature unconsciously enhances students overall linguistic competence, including their knowledge of syntax, morphology, semantics and phonetics. Further, they think that literature provides a rich context in which individual lexical and syntactical items are made memorable. Chosn is of the view that good literature is an excellent medium for language learning as it is full of examples of real –life language contexts of different situations. It provides vocabulary, language structure and registers which FL/ SL language learner may not have known before, and assists in their communication improvement.

Maley (1989) believes that literary texts are not created for a specific purpose of teaching. Instead, they talk about things that mattered to the author when he wrote them. Thus, if we compared this to the language of text books, the language of literary text is richer and more varied. Many genuine features of written language; such as the formation and function of sentences, the variety of possible structures, and different ways of connected ideas, are presented at different levels of difficulty, (Collie and Slater). On the other hand, Widdoson, (1975) thinks that by asking students to explore the literary language, the teacher thus encourages them to think about the norms of language usage. Hence, they will familiarize themselves with different language uses, forms or conventions. This exposure is necessary for their language development, since they will be able to appreciate the richness and variety of the language.

Many types of exercises can be used for enriching language. They include Sentence structure and substitution exercises, vocabulary building, text completion, words with similar meaning, punctuation, plot development, style and character analysis.

In conclusion, literature is believed to provide a rich context in which individual lexical and syntactical items are made memorable. By reading a literary text, students will be familiar with many features of the written language, for a literary text is supposed to provide rich context for individual and syntactical items makes students aware of the features of the written language and develops inference skills from linguistic clues.

2.1.5.5. Literature enhances cultural awareness:-

Many language learners believe that the ideal way to understand people's culture is by travel to theircounty and learn their language. But this, of course, is not possible for many learners. For such learners there is an alternative way to know and understand the culture of the target language; for example, by listening to radio programs, watching films,readingnewspapers and through reading literary texts.

Introducing literary texts will help students understand the aspects of culture and facilitates understandingof how communication takes place. The literary text may be of an imaginary nature, and it may provide a life-like setting in which character move. The learner will know how these characters fromdifferent backgrounds behave, and be introduced to their thoughts, feelings, customs, possessions, beliefs and life styles.

In today's globalized world, the students need to be aware of the cultural dimensions of the target language. A literary text can be of great help by

presentingnew and different aspects of culture. Tayepbipuor thinks that at our present time people are more in the habit of traveling abroad; hence they need to know what to do and what not to dosoliterary texts will be of good help in this respect. Carter and Long (1991) think that teaching literature helps students understand and appreciate cultures and ideologies different from their own.

Reading literature will open a doorway into another culture and help the students learn about and perceive more of other countries. In addition, they will learn more about other peoples' life. This will help thembecomeaware of the social, political, historical and cultural difference between these peoples.

2.1.5.6. Literature and personal involvement:-

Collie and Slater (1987) assert that literature is useful in the language learning process owing to the students' personal involvement. The students are said to inhabit the text while reading. Duff and Maley (1990) assert that literature offers universal themes which are relevantto the students' own experience; for, unlike other teaching input, it reflects and heightens each leaner's perception of the social world. This makes literary texts open to multiple interpretations and genuine interactions. (Floris2004).

Lazar (1993) addsthat students may relate ideas, events and things found in a literary text to their own lives. This will help ignite their imagination, develop their critical abilities and increase their emotional awareness. On the other hand, when students have enjoyed reading the literary text, they will bemotivated, interact with the text and ultimatelytheir reading proficiency will be enhanced. Through their reading of literary texts, the students are helped to makeinferences; by drawing on both content of what they are reading and their privateexperience.Brumfit and Carter (1986) are in support of this. They believe

that the reader is placed in an active interactional role in working with and making sense of the literary language. Generally, it is believed that personal involvement will lead to the students'imaginative engagement in literature; they will inhabit the literary text and helped to improve their English and raise their level of achievement. Through this involvement, they will establish relationships with people and institutions around them (Carter&Long1991). As well literature will help promote their understanding of human conditions.

2.1.6. Literary texts promote the four skills:-

A literary text plays an important role in teaching and promoting the four skills of listening, speaking, writing and reading.

2.6.1. Listening and speaking:-

A literary text in the language classroom can help in promoting listening and speaking skills. Ur (1996) asserts that of all the four skills speaking seems intuitively the most important. This is in line with the teachers' major concern that is how to make their students speak or communicate fluently.

A passage from a literary text will provide a good context for oral practice. For example, songs, reading a poem and acting a play will open doors for discussion. Commenting on this, Taybiopour states that listening and speaking is a two-way street; the more practice in one skill, often, if not always, reinforces the other. On the other hand, Stern (2001) argues that classroom activities; such as class discussion, listening or comprehension exercises immediately after a video tape or audio recording can tell the teacher how well the students understood the text. Mc Kay (2001) on his part points out that a literary text offers an excellent

context for developing global listening skills by exposing students to a variety of dialects and voice qualities.

Concerning speaking, a variety of activities can be based on literary text. For example, students can be grouped into reading circles or book clubs in which students discuss the books they read, share their opinions or practice pronunciation by reading aloud. It is to be concluded that literature provides an atmosphere which is suitable for holding conversations. Collaborative learning allows students to discuss the themes in literary texts through meaningful interaction. And activities can be focused on oral language use or development; for examples, post-recording activities, literature circles and creative dramatics.

2.1.6.2. Literature and reading skills:-

Reading is one of the four skills which can be developed through literary texts. Literary texts provide students with valuable experiences that would otherwise not be found in their lives. Literature provides for the use of language as well the imagination to represent, recreate and explore human experiences. Hence, literary texts will help extend the students' understanding of themselves and of the world at large. In this respect, Hussein thinks that while teaching literary text the teacher can practice the four reading strategies (skimming, scanning, predicting and inferring). On the other hand,Krashen (1993) has recommended the FVR (Free Voluntary Reading) method which allows students to read whatever they like without giving them any specific assignments. He is of the viewthat free reading in a second or foreign language is one of the best means of acquiring truly advanced levels of second language proficiency. On the other hand, Bhavanithinksthat exposure happens in two ways; through listening to a lot of language and reading a lot in that language.

It may be concluded that teachers must motivate their students to read and increase their determination to become independent learners. Teachers can begin with simple literary texts, then, gradually, move on to advanced texts after consolidating the students' reading comprehension and analytical skills.

2.1.6.3. Literature and writing skills:-

Teaching writing through literature provides a rich and valuable basis and brings together the technical skills of composition and cultural content of literature as has been pointed out by Dr. Roseanna Muewller. In her paper, "Teaching Writing through Literature" she calls for the integration of literature and language teaching, which she thinks will help improve the writing skills of the teachers of literature at the two- year college. She stresses thatthe integration can be achievedby teaching literature and writing activities that help foster communication. Stern (2001), on the other hand, believes that literature can be a rich ad inspiring source for writing in EFL/ESL language classroom, both as model and subject. He explains this by saying that literature as a model occurs when students' writing closely resembles the original work or clearly imitates its content, theme, organization and/or style. However, it can serve as a subject matter when students writing demonstrate original thinking, such as interpretation or analysis. Deeba and Sultana in a paper entitled "Literature: One of the Best Ways of Teaching Language" express agreement with Roseanna who thinks that writing skills can be improved by the integration of literature and language teaching. They pointed outthat students are found to be very active and enthusiastic participants in writing classes, and, as a result, they are encouraged to write their own stories. They have more interest in writing when they work ingroupsto develop an event, introduce characters or write about a problem. They gain more confidence to

become good writers. A long with this goes Gwinn (1990) who pointed out that it is only through literature that learners are exposed to the subtle elements that go into the creation of what is called a good writing.

Murat, on the other hand, in his paper entitled "Teaching English through Literature" (2005) mentions three types of writing that can be based on literary text as a model:

(a) Controlled writing: which is a model based exercises, in which students are asked to rewrite passages in an arbitrary way to practice specific grammatical structures. For example, students can be reporters doing a live newscast, or they can rewrite a third -person passage into first person from a character's point of view.

(b) Guided writing: which is suitable for intermediate level EFL/ESL learners, in this model students respond to a series of questions or complete sentences, and when the sentences are put together they are supposed to retell or sum up the model. Here the students complete the exercise after they are given the first few sentences of a summary paragraph or description. The benefit of guided writing exercises is that the students will be able to comprehend the work.

(c) Reproducingmodel: involves many techniques like; paraphrasing, writing summary and adaptation. In paraphrasing students are supposed to use their own words to paraphrase. Summary is suitable to realistic short stories and plays. For adaptation, it requires rewriting prose fiction into dialogue or reverse, rewriting a play or scene into narrative. About this activity, Stern (1991) says that it helps students and raises their awareness of written and spoken English.

Literature can be used as a subject matter for writing, since writing has no subject of its own. Students can benefit from a course of literature;

including,African, English or American literature, by using its content in composition writing. Students can make inferences, form their own ideas or examine the text more closely for evidence to support generalizations. This exercise will help them learn how to think creatively, freely and critically. Spack, (1989) believes that such training helps them in other courses that require logical reasoning, independent thinking and careful analysis of the text.

Others types of writings which literature can enhance are writing on, about or out of literature.Writingon literature is about traditional assignments, like responding to questions or paragraph writing. Writing about Literature is usually focused on analysis of themes, characters or the use of literary devices. On the other hand, writing out of literature means making use of a literary text as a springboard for composition and creative assignments developed around plot, characters, setting, theme and figurative language.

Tasks which can be based on "writing out of literature"are such as adding to the work, changing the work or writing a letter addressed to another character. (Stern1991).

To conclude, literary texts will be of great help to students at all levels. They will provide them with models of language structures, syntax and morphology. Besides, that they will open doors for discussion and analysis of events or characters.Teachers are required to know when and how to introduce literary texts in their language classes.

2.1.6.4. Literature and language areas:-

Using literary texts in the language classroom can develop language awareness among students. The benefit can be found in three major areas; building vocabulary, teaching grammar and pronunciation.

(a)Vocabulary building:-

Good literature is a means for language learning. It is full of instances of real-life usage of language. Thus, it helps enrichvocabulary, language structures and registers, the three of which will help second or foreign language learners in communication. Dole, Sloan and Trathen (1995) contendthatliterature is one of the effective means of teaching vocabulary. In Hong Kong Loa and Krashen (2000) carried out study to measure the progress made by university students who attended a literature course for one semester. They compared the results oftwo groups of students; a control group and an experimental group. The results showed that the latter who made use of literary texts made better progress in vocabulary and reading than the former.

(b)   Literature and grammar teaching:-

A literary text offers excellent opportunities for practice in certain areas of the language; grammar is one of these areas. One good quality of a literary text is that it offers a suitable context for language work; Collie and Slater (2009) suggested many activities which can be based on a literary text; for instance, practicing tenses, prepositions practice and structural exercises. In a paper entitled "Literary Texts and Grammar Instruction: Revising the Inductive Presentation", Pasesani outlines an approach to explicit grammar instruction that uses literary texts as a comprehensible, meaning-bearing input. She employs strategies from the teaching of grammar and the teaching of reading. Literary texts are used to serve as the basis for inductive presentation of new grammatical form and as a springboard for communicative practice of these forms after instruction.

Over the last three decades researchers; includingKramsch(1985), Hoffman & James (1986),Schofer(1990), Barnet (1991),Swaffar(1991) and Schultz (1995) have focused on the use of literary texts at the beginning language classes by employing interactive reading strategies to facilitate interpretation of meaning and examination of language structure. With reference to this, Musumeli believes that the idea of connecting form and meaning in grammar teaching can be done through the use of literary texts.

In conclusion, students need to first know the grammatical rules of the target language through the explicit teaching of grammar. After that comes the introduction of literary texts to consolidate these rules and forms. In support of this, Shook (1996, 206-7) argued that the beginners in language learning benefit from early introduction to literature, because literary texts possess a number of characteristics which cannot be found in other types of texts.Therefore, literary texts can be regarded as a comprehensible input for grammar learning and practicing.

2.1.7. Criteria for selecting a literary text:-

Appropriate selection of literary texts is the corner stone for success in using literature in the EFL/ESL classes. The teacher should take into account the students' needs in terms of motivation, interest, suitable cultural background and raising their language level.

Before choosing a literary text for study there are three important criteria which are to be taken into consideration; the type of course taught, which involves the Kind of English to be used (whether for academic purposes or general English); the type of students (their ages, interests, cultural /ethnic background and previous experience of reading literary texts); and satisfactory knowledge about the text

itself(for instance, relevance to thestudents'social and cultural background and suitability of its language). Here are other criteria which are worthy of explanation:

1 – Students Cultural Background: the teacher needs to think about the students' cultural background, their social and political expectations, and whether they can help or hinder their understanding of the literary texts. There are some novels which require historical knowledge e.g. Jane Austen's novels. But it is true to say that there are some classical works which are still of interest to the students because they deal with universal themes, like human relationships, conflict between parents and their children,love, death, good and evil, poverty etc.

2- Students' Linguistic Proficiency: this area raises many questions; such as does the language of the text depart from the usual norms of language usage? Does it include rhetorical devices and metaphors? Does it make use of dialect or register of a highly specialized field like law or medicine? If the literary text contains one of these constrains it might demotivate the students and it will not serve the aim of language development.

3- Students Literary Background: If students have studied literature in their own language, then the foreign literary text will be easy to some extent. Reading literature in their own language will consolidate to their literary background and promote linguistic competence. Teachers should look at the literary qualities of the text and how the students will understand it. For example, Ernest Hemingway, whose works often appear to be linguistically simple, but the students need guidance to understand some hidden literary meanings. In addition, there are some other factors that are to be taken into consideration; such as length of the text, its exploitability, and the kind of activities that can be carried out.

To conclude, careful selection of literary texts will often prove to be beneficial and provide an excellent authentic material.

2.1.8. Approaches to using literary text:

A literary text can be approached in a number of ways. A general categorization of approaches for teaching literary text is provided by Maley (1989). He believes that a literary text can be approached as a cultural artifact and as a resource for language learning. The study of a literary text as an artifact can be critical, focusing on the literariness of the text, like motivation, characterization background and so on. Approaching the literary text as a resource for language learning can be done through stylistic analysis. In ittheattempt is to discover and interpret the text by describing and analyzing its language.

Van (2009) offers a more comprehensive grouping of approaches to literary analysis. They are as follows:

1. New Criticism: in this approach literature is considered as self-contained. Activities in this approach are generally about literary devices and their elements. The texts are taken from traditional canon; sometimes these texts might be long, difficult or unfamiliar and irrelevant to students' lives.

2. Structuralism: here the text is approached scientifically by focusing on processes, themes, structures and mechanical formal relationships.

3. Stylistic: This approach is concerned with analyzing the features of the literary texts in terms of its language; for example, its unconventionality and non-grammaticality. Students can develop sensitivity to literature, and hence, they can make aesthetic judgments and interpretations of the text that are based on linguistic knowledge. For example, they can make comparison between literary and non-literary registers .This approach is a challenging one, because it tests the learners' communicative competence and the teachers' knowledge of literary language.

4. Reader–Response: This approach focuses on the readers' personal experiences, feelings and opinions. It has many benefits; for example, students can employ their backgroundknowledge in order to access the text; it increases students' individual and group participation and personalizes the learning experience. This approach can be described as completely student – centered. There are some problems which may be encountered in this approach, for example, the response of the students may deviate from the literary work, in terms of language proficiency and culture, and finally, the selection of a suitable text may be problematic.

5. Language – based: It is the most common approach to literature in the EFL/EFL classroom. Carter and Long (1991) refer to it as the "language-based approach". It is abroad approach which covers a range of different goals and procedures. It focuses on integration between language and literature.

Carter and Long (1991) have provided another frame work to teach literature, in which they outline three main models which they claim are to fit in an EFL/ESL classroom:-

(a) The Cultural Model: in this model the focus is on language as a cultural artifact. The learners investigate the literary text from social, political, literary and historical perspectives.

(b) The Language Model: this model is similar to the "language –based one". It is geared towards the more learner- centered approach. While students proceed through the text, they pay attention to the way language is used. There are many activities to be carried out by using this model; for instance, summary writing, creative writing, role playing. When literature is used as a resource, this model will stimulate many language activities.

(c)   The Personal Growth Model: this model attempts to connect the cultural model and the language model by looking at the particular use of language in the text and placing it in a specific cultural context. By using this approachlearnerswill be encouraged to express their feelings and opinions and relate, compare and contrast their own personal and cultural experience to what is presented in the text. Learners are expected to develop knowledge of ideas and language through different themes and topics.

The three approaches/ models differ in handling the literary text; firstly, the text is seen as cultural artifact; secondly, the text is used as a means for grammatical and structural analysis; thirdly, the text is used to educate the whole person, and thus acts as a stimulus for personal growth.

In conclusion, the integration of all these approaches will be appropriate for EFL/ESL learners. This integration of models is favored by many linguists, including; Duff and Maley. It is the model that will be employed in thisstudy. The choice is based on the fact that the learners are given the opportunity to develop their linguistic and communicative skills, as well as their knowledge about language will be increased(Savvidou 2004).

2.1.9. Benefits of literary genres and activities to use with them:-

The three genres of literature novel/short story, drama and poetry, can be exploited in various ways in order to improve the quality of English language exposure. They are believed to provide rich samples of authentic language usage, (Floris, 2004).

2.1.9.1. Novel in EFL/ESL teaching:-

What is distinguishable about the novel is that it is a long narrative that follows chronological order/sequence of events that are linked by relations to cause and effect. The description of these events is sharpened and shaped by the narrator through different language usage. In addition, the novel hasalarge cast of characters, and narration can be from different perspectives.

Hismanoglu (2005) listed many educational benefits that can be gained from the use of novel in language learning. Here are some of them:-

(a)   Novel develops cultural awareness among advanced level learners.

(b)   It helps enhance students' creativity, and improve critical thinking.

(c)   It enables students to go beyond what is written to discover the meaning.

Helton,Asamani and Thomas (1998), have provided another list of benefits:

(1)   Novels stimulatestudents' imagination.

(2)   It helps develop oral and written language skills.

(3)   It helps motivate students to become long- life readers.

(4)   It helps develop students' interpretative abilities.

(5)   It helpsencourage students to express their feelings and opinions.

(6)   It helps stimulate language acquisition.

Before deciding what novel to choose, the teacher is to bear in mind the following: the theme must be of interest to the students, characters areto be memorable, content should be suitable to the students' cognitive and emotional levels,Hismanoglu(2005).

A good novel will be of great help to the students. But what is a good novel, Lazar (1983) claims that a good novel addresses itself to complex situations and adult dilemmas. It engages students intellectually, emotionally and linguistically.

2.1.9.2 Short story in EFL/ESL teaching:-

Short stories are an excellent way to introduce students to literature in foreign/second language, and they are a good resource for observing language and life as well. Sage (1984) believes that the world of fiction both mirrors and illuminates human lives. Collie and Slater (2009) have listed some benefits and advantages of using short stories:

(a)   Their practical length means they can usually be read within a short time.

(b)   Foreign/second language learners can read them on their own.

(c)   They are suitable when they are set as a home work; for the students will have the sense 0f achievement when they complete a whole work in a short time.

(d)   Short stories offer greater variety than long stories (i.e. novels), and teachers can choose from a wide range of themes and ideas that may appeal to each individual's taste and interest.

Ariogul (2001) stressed some educational benefits that can be gained from short stories :-

(f)   Short stories make the students' reading task easier due to their simplicityand shortness.

(g)   They raise cultural awareness among advanced- level learners.

(h)   They motivate students to read because of their authentic content.

(i)   They offer a world of wonders and a world of mystery.

(j)   They help enhance students' creativity.

Activities to use with novel and short story:-

Mckay (1986) points out that literature presents language in discourse in which the parameters of the setting and role relationship are defined. Language illustrates a particular register or dialect embedded within a social context, and thus provides a basis for determining why a particular form is used. As such, literature is ideal for developing awareness of language use.

Activities that can be used with novels and short stories are usually divided into three types. Firstly, pre- reading activitieshelp learners in various ways; for example, knowledge about the author's life, and the historical and cultural background of the text. Students can make general predictions about the story by using the title or the pictures on the cover of the story. They can also make predictions about the story according to certain phrases that are contained in it. The themes of the story can also be discussed.

Secondly, while-reading activities that help students understand the plot by responding to questions about the story and check their understanding of it. Suggested activities to be used in this stage are:-

(a)   Ask students to summarize the plot.

(b)   Givethemjumbled sentences which summarize the plot, then   askingthem toarrange the sentences.

Sentence completion activities:

(i)   For characters, the teacher may provide the students with a list of adjectives, and asks them to assign the characters with the adjectives.

(ii)   The teacher can ask students to rank the characters in the story according to

Certaintraits;for examples which character is most gentle, active, passive, aggressive, clever naïve, and so on.

Vocabulary activities:

(a)   For vocabulary, the teacher may ask some students to look up the difficult words in the dictionary , and to prepare a glossary for other words.

(b)   The teacher can provide students with MSCQs to encourage them to guess meaning from context.

(c)   Matching definitions of words.

(d)   For language and style, the teacher can focus on particular grammatical problems, and explain them to the students. All verbs can be omitted from a section of a text, and students are asked to supply the correct ones.

Thirdly, post-reading activities:

(a)   In these activities the teacher can provide the students with different critical interpretations of the story.

(b)   Students may be asked to write any lexical areas which have symbolic Meaningin the story and explain what they mean.

(c)   For writing activities, to help the students understand a certain point of view, the teacher can ask them to change the point of view from first person to third, or vice versa.

(d)   For speaking activities, students can have discussions about the themes and conflicts in the story.

To sum up, the use of novels as a resource for language teaching is a very beneficial means in today's foreign language teaching, Hismanoglu (2005). Good selection of novel will make students more interested, motivated and willing to learn the language.

It is generally agreed that novels provide an effective means for increasingvocabulary and developing reading comprehension skills. Moreover, reading novels help students broaden thestudents' mindsand improve their writing skills. Short story, on the other hand, is helpful and encouraging to the learners, in view of its beingshort; hence students will complete reading a short story in a short time, and teachers' coverage of text becomes easier.

2.1.9.3 Drama in EFL/ESL teaching:-

The useofdrama in class is a good means of language teaching. Drama has the big advantage of familiarizing students with grammatical structures in context. Through it,studentswill learn how to use language, to express themselves and transmit or provide information.

Maley and Duff (1987), and Wessel (1987) have underlined several advantages of drama usage with EFL/ESL learners:

(a)   Drama can help teachers create an atmosphere of reality and authenticity in their classes.

(b)   Teaching becomes more enjoyable.

(c)   Drama stimulates the imagination and promotes creative thinking.

(d)   It heightens effective listening skills.

(e)   It helps foster peer respect and group cooperation.

(f)   It increases sympathy for and awareness of others.

(g)   Through it, the learners are exposed to the target clutter and the social problems.

(h)   It helps increasecreativity, originality, fluency, cooperation and examination Of moral and social norms, communication skillsandliterary appreciation can be enhanced.

(i)   It helps the learners improve their level of competence.

On the other hand, Boudreault (2010) has underlined some advantages of drama: it encourages shy students to overcome their fear of learning the language and makes themmoreopen to new concepts. Also, role –playing is a useful tool for learning and encouraging leadership and teamwork, and the theoretical and practical aspects of the English language can be explored through drama. (whiteson1996).

Here are some of the suggested activities that students can be involved in drama classes:-

(1)   Role cards: the teacher can distribute the cards to the students, and each studentisasked to perform the task written on his/her card. After performances questions may be asked.

(2)   Advanced learners may be asked about the characters and their roles in a play, and the way they try to establish their authority.

(3)   Teacher can ask students to produce a play, and require them to create a theatricalsituation in the classroom by preparing the costumes, furniture, scenes and the props.

(4)   Teacher can distribute some pictures and a written dialogue,   and thenask them to match the pictures with the dialogue.

Teachers' special attention is to be paid to unfamiliar words/phrases, grammatical structures, the language of the play, to pronunciation and the way dialogue in the play is to be articulated.

2.1.9.4. Poetry in EFL/ESL teaching:-

Poetry as a literary genre which is different from other literary forms uses expressions that are sometimes deviant from normal language use. Poems are

reckoned to be rich in cultural references, and it is a good tool for improving pronunciation. One important characteristics of poetry is that it appeals to our imagination. Diction in poetry is what gives it its power and uniqueness, (Chen, 2009).

Collie and Slater (2009) pointed out many things that poems can provide, for instance, poems offer rich and varied forms of language that bring joy and comfort to teachers and learners. Reading and reciting poetry help the students practice stress, intonation and recognize similar and different sounds. Poems are capable of producing strong responses from the reader, which makes reading more motivating. (Collie and Slater2009).

Activities to Use in poetry class:

(1) The teacher may ask students to write down any thoughts and ideas that come to their minds then require them to think of suitable titles.

(2) Students are asked to compare what they have written or predicted to thepoems they have studied.

(3) Learners are given words to choose from and fill in the blanks.

(4) A poem without a title is given and they are asked to give a suitable title.

(5) Students are given words and expressions to consider them and decide whether they are used usually or unusually.

(6) Students are required to focus on collocations and word association by grouping words and phrases together.

To conclude, poetry is considered a rewarding and enjoyable experience; in view of the qualities of rhyming, rhythm, deviant language and cultural references, which in combination provide an excellent ground for enhancing the learning process and reinforcing the four skills.

2.1.10. The Case against literature:-

Despite the benefits that ESL/EFL learners gain from literature, there are some voices against its use. In his article"Towards Less Humanistic English Teaching" Nick Gadd expresses his opposition to the use of literature. He believes that English teachers have long suffered from conflicting demands laid on them, and asks whether the job of the English language teacher is to teach linguistic skills, to appreciate literature or to develop inner –selves. Another point raised by him is that Margret McMillan uses literature with very "dull and stupefied children" which means it is not suitable for normal learners. He moves on to argue that the English language teacher is turned to be a nurturer of souls.

Jane Arnold in "Towards More Humanistic English Teaching," (1998)refutesGadd's view and expresses her belief that the English language teachers are the most fortunate of teachers, because all subjects are theirs. Whatever students want to communicate or read about is the teachers' task. Gadd goes further to say that by using students' experiences the teacher has to read their assignments and listen to them, hence his role as a teacher will change and he will become a confessor or a therapist. He expresses his belief that the language of literature taught inadequate number of registers of English, and this –as his claims- will hamper the students' development as independent language users. Therefore, this will not help them in writing their assignments, especially if these writing were for public participation, academic writing, job interview, writing a letter to local government or if they are writing a scientific report.

However, at the end of hisarticle,Gadd seems to favour what he called "pragmatic humanism", which will make the teacher know the needs of his students, their motivations, attitudes and cognitive strength and their weakness. (Gadd1998).

There are other main criticisms which are leveled against literature in ESL/EFL classes. Let us trace them as they have been stated in Khatib, Rezia and Derakhshan (2011):-

a- Syntax: syntactic difficulty which is encountered in literary texts makes reading a heavy exhausting task for the learner. McKay (1982) and Savvidou (2004) state that literary texts are far from the Standard English, and they will create problems for the language learning process. They argue that literary texts are filled up with complex structures which are distanced from StandardEnglish. This is obviously seen in poetry. None theless, thelanguage of poetry is known to be deviant from the normal language. This complexity can be a source for practicing language skills, especially with intermediate and advanced levels.

b- Lexis: the lexical difficulty of the literary texts adds another problem to the learners; for they will need to look up each single word in the dictionary, which will make them slow readers. Robson (1989) argues that because of the syntactic and lexical difficulty, literature does little or nothing to aid students in their use of the target language. On the other hand, the lexis which isfound in classical literary texts is not used in today's modern English. In response to this teachers are not obliged to use Shakespeare with their students.

c- Phonetics and Phonology: literature texts often contain words which are deviant from normal phonetic and phonological patterns. There are some words whose pronunciation has changed over time; for instance, the word "love" is pronounced as / luv/ in old English. In spite of this, some scholars think that this can be of great help to language learners, and it will make them aware of these phonetic and phonological changes.

d- Semantics: the change also appears in the meaning of some words, which is

considered to be risky. To solve this problem, teachers have to provide the meaning of such words.

e- Selection of materials: selection of literary texts is problematic to both teacher and the learner. If the text is completely beyond the learners'level, they get frustrated and will not participate nor appreciate the text. In this respect , Rosenkjar (2007) states that the students will rely on word-for-word translation , and this is not the right way to develop the learners' skills or literary appreciation among students.

f- Literary concepts and notions: this is another point against the use of literary texts in EFL/ESL teaching ifthe students are not familiar with literary concepts and notions, (for example, stream of consciousness) they will not understand the ideas contained in the work. To solve this problem, teachers have to explain such terms before introducing the literary text, (Khatib 2011).

g- Literature and academic English: Al Balushi (2009) raises some questions about this point.Doesa literary text play a role in ESL/EFL classes, more specifically for the students of engineering, chemistry, biology, zoology…..? Why should students of science bother with artificially constructed language? Some teachers believe that a literary text does not serve the needs of learners in the scientific field. In response to this Khatib (2011) thinksthat literary texts serve ESP/EAP courses indirectly by motivating the learners and accelerating the process of language teaching.

h- Cultural barriers: literary texts often represent and contain cultural aspects which are not understood by the foreign language learners. Besides, if a literary text reflects the culture of societies then what aspects does it reflect and how far is this reflection reliable? To overcome this, some scholars suggest that teachers have to use a contrastive way to treat L1 culture and L2

culture, and they have to localize the literary text with interesting L1 topics and themes. (Khatib2011).

To sum up, literary texts play an important role within the context of ESL/EFL programs. However, it is not without problems or difficulties. Maley (2001) states that empirical research is very frequently done on small –scale and oriented to particular classroom context; very often these are action research projects forming part of an MA or PhD study. As such they are relatively rarely published, and therefore, tend to be somewhat inaccessible. This is one problem which was pointed out byMaley(2001). Hismanoglu (2005) attributed the difficulties of using literary texts with language learners to the lack of appropriate designed materials and suitable preparation for such use, in addition to the absence of clear-cut objectives that specify the role of the literature in ESL/EFL language teaching.

Part B- Literature Review:-

Introduction

Renewed interest in the use of literature in language teaching has flourished over the last few years, and a considerable number of studies and researches have been carried out and published to stress its importance and show how it can contribute to the development of the learners' standard in English.

It is, therefore, empirical to review some of these studies and confirm the relationship between literature and language development. The chosen studies are from different countries where English is taught as a foreign or second language. Emphasis will be on studies that are concerned with English language teaching at universities or secondary school level to show how they can be compared to their counter parts in Sudan.

2.1. Novel and Short Story:

"Teaching English Literature and Linguistics Using Corpus Stylistic Methods", is a paper written by Bednarek, M. (2007). This research paper is based on an interdisciplinary project that was carried out at the University of Augsburg, (Germany). The project involved 40 learners who studied English as a foreign language. In her project the researcher used linguistics and literature as interdisciplinary approach. She attempted to stimulate teachers at the tertiary level to make use of the interdisciplinary and corpus linguistics method in teaching non-native students.

The researcher chose three 19th century novels, all by female writers: Jane Austen's Pride and Prejudice, Mary Shelly's Frankenstein and Charlotte Bronte's Jane Eyre.

The study included discussion of some literary and linguistic issues; metaphor, speech and characterization. The students were asked to look for the key words in each novel and their frequencies. In addition, they had to find the meanings of keywords that were encountered in different contexts. The findings of the study were as follows: 36 of the studentssaidthat the use of literary texts in combination with linguistic as an interdisciplinary approach was beneficial. The majority ofstudentsbenefited from this approach. 37 of them thoughtthis approach was suitable. Another positive result was that the students were able to carry out research work on their own, and arrive at important new findings.

Another study was by Venetis, A. an MA research project which she conductedat Kean University,under the title "Teaching Vocabulary: Within the Context of Literature and Reading or Through Isolated Word Lists." The study attempted to determine the most useful method of vocabulary teaching, and whether it would be through the context of literary texts or through isolated word

lists. The subjectswere 45 high school fresh students who studied"Great Expectations" by Charles Dickens. They were divided into two group; "A" and"B". Group "A", learned words through isolated word lists, they were asked to look them up in a dictionary. Io the other hand, group "B" learned the same word lists while reading the novel. They stopped to examine the words within the context of the literary text.

The results showed that the two groups were alike at the end of the study. In the pre- test there were no great difference and even in the post-test, there was no great significant difference. Thus, thehypothesisthatthose who learned new words in context understand them better than comprehending them through isolated word list was not validated. It may be appropriate to observethat the study used simplified versions of the chosen novels. The results might have been different if the original versions had been used.

2.2.1. Short Stories:-

M.A. Osman's "Utilization of Short Stories for the Teaching of EFL Lexis" is another relevant study which was conducted at Omdurman Islamic University (Sudan) in 2005. The research attempted to test the following hypotheses; (1) theintake of EFL lexis will be higher if presented in a short story context. (2) There is difference between the controlled group and the experimental group. (3) Thereareappropriate teaching techniques oflexis. The questions were: (1) Will the intake of EFL lexisbe high if presented in a short story context? (2) Is therea statistical difference between the control group and the experimental group? (3) Whatare the appropriate teaching techniques of lexis?

The findings of the study were: short stories help promoting EFL learners' lexis; developed strategies help increase the learner's ability to consciously understand

vocabulary; the useofdifferent activities helps in learning word formation and variation, and teaching techniques help promote the students in speaking ability.

A similar comparable study was carried out at the Institute of Foreign Languages (University ofPhon Penh, Cambodia) under the title "Learners' Attitudes towards Strategies for Teaching Literature" in (2006). The findings of thestudyshowedthat the subjects preferred short stories to other genres of literature. One of the striking findings of this study was that the students did not ask about the grammatical rules and did not use the dictionary all through. Instead, they read the other connected sentences to know the meaning.

For the activities, the students did not enjoy pre-reading activities; rather, they preferred post –reading, which is intended to analyze linguistic elements in astory. The two studies agreed on the importance of selecting suitable texts and well-prepared and constructed activities. Both studies share the viewthat literary texts help promote and develop FL learners' level of language.

Narith and Mob concluded their study by stating that literary texts must not be used to teach English language only, but also to train students to develop their own perception of the text, and enhance their critical attitude

There are two other studies from Iran and Malaysia that areworthyof reviewing. The first studyby Torki,L. entitled "The Impact of Literature on the Improvement of Writing Abilities of Iranian Major Students Learning English as a Foreign Language": and was conducted at Azad Islamic University, Ardebil Branch. In this study the issue ofL2 grammar and EFL was tackled, with the focus on literature, especially short stories. The study followed the two stage methods of teaching grammar, the exploration (inductive) and explanation (deductive) stages.

The findings of the study indicated that the experimental group was more interested and more successful than the other group.

Comparable to this is the second study from Malaysia, conductedby Absullah,T. and Baker, N. under the title "A Study on Second Language Learners' Perception of Using Short Stories in Learning English". The findings of the study showedthat the participants had positive response to the use of short stories. It was indicated that they were able to develop their language awareness and proficiency. Short stories were motivating to them and helpedexpand their vocabulary. Furthermore, the majority of students preferred reading short stories to other forms of writing. Interestingly, it was found that the students were not active in the class participation. The researchers attributed this to shyness, in addition to the theme of the story which was uninteresting. The study was based on questionnaire and interview, and no tests were given to the students to determine whether they really benefited from the short stories or not.

A related study is from the Sultanate of Oman; conducted by Al-Meklafi and Ramani, under the title "An Investigation of Student Teachers' Attitudes towards Studying Literature as a Major Component of the EFL/ESL Program." The study attempted to investigate the attitudes ofstudent teachers, at the College of Education, towards the study of English literature.

The results of the study indicatedthat short stories were found to be most useful, and poetry was the least useful or not useful at all. This is similar to the previous study; for no test was given to the students. Another result was that the students thought that poetry was the most difficult genre, in addition to prose essays.

In conclusion, the five studies used short stories in their investigation. The respondents in these studies were from different parts of the world and all of them said that they enjoyed reading short stories and preferred them to other forms. They found them helpful in improving their standard.

All five studies confirmed the benefit ofliterary texts with EFL/ESL learners, which, to a greater degree, contributed to enhancing the students' language and thinking abilities.

2.2.2. Drama:-

In this part, it will be attempted to survey the studies that were carried out on the of use drama as a vehicle for language development. A number of language teachers and researchers, for example, Canal and Swain (1980), Wells, (1981), Rivers, (1987) and Savigon,(1993) have argued that the active interaction with the teacher or other learners in the target language within meaningful context will help the learners acquire communicative competence and make them able to use language communicatively. There are two important studies that have dealt with this issue. The first is from Korea, entitled"DevelopingCommunicative Competence through Drama –Oriented Activities in an EFL Classroom" by Bang, J. (2011). The study investigates the improvement of college students' communicative ability through drama – oriented activities. The participants were 20studentswho were enrolled in English conversation class. The data was collected by the use of questionnaire and interview. The qualitative research questions were as:-

 (1) What is the nature of classroom interaction between the participants (students-students and students –teacher. (2) What is the participants' reaction to their classroom experience regarding drama –oriented activities? (3) How do students perceive of themselves as learners in drama – oriented activities?

The subjects were givenanormal proficiency test. The results indicated that the students made progress in communicative competence. Activities performed in the study were based on those of daily life, for instance,beingat a restaurant, a

hospital,oron a plane and. For the interview, the students were asked to talk about themselves. They were asked about their feelings while they participated in the drama oriented activities.

The study was conducted on a small scale (only 20 participants). Activities were not based on play acting. The subjects were students who enrolled for a conversation course; hence motivation would be high.

In contrast to this is the study from the Kingdom of Saudi Arabia, by Abdel Jabar, H. under the title "Promoting Students English Language through the Teaching of Literature". The study attempted to find out the reasons for fourth year students' poor performance in English. The subjects of the study were100 female students and ten teachers. The data was collected through three questionnaires; one for the teachers and two for the students. The students' two questionnaires were distributed before introducing the new method that employed class activities. There was no control group and all participantswere experimental subjects.

The findings of the study reflected the great effort that had been exerted by the teachers to improve the student's level of English. They showed that both teachers and students thoughtthatthe students' level was either weak or average. The students placed the blame on the methods that had been used by the teachers. The majority of students (64%) admitted that class hours were spent on reading parts of the play, either by the teacher or students, and this made the classes boringand uninteresting. Only 6% of the students and one teacher agreedon the usefulness of performing parts of the play. The overwhelming majority of the students (91%) made use ofthecommercial notes, and (80%) of the teachers thought that priority should be given to finishing reading of the text book. Hence there was no timefor activities.

Other results of the study showedthat teachers used MCQs instead of essays and analysis of questions. This led to adverse effect on writing skills.

To sum up AbdAljabars', study showed that the new approaches to teachingEnglish are suitable if literary texts are used. The researcher used the three stages of activities, pre- reading activities, concurrently using activities and post – reading activities. The results and the findings of her study were based on the above mentioned three questionnaires.Like the previous study no tests were given to students to validate their responses to the second questionnaire. Both studies agreed on the beneficial use of literary texts to develop the students' standard of English. But none of the teachers used videotape with their students. However, Dr. AbdAjabar suggested the use of videotapes and professional recording of the plays in her recommendations.

2.2.3. Poetry:-

The most important study in this respect is byKhatib, M. who conducted his research under the title "A new Approach to Teaching Poetry to EFL Students", at AllamehTabatabai University –Iran. The Study aimed at seeking a new approach to teaching poetry. The main objective was to stimulate the students to read poetry and encourage them to come up with their own responses. He used the language– based approach, which emphasizes vocabulary expansion, reconstruction, replacement, matching and reading aloud by instructor and the students. The study lasted for about 11 weeks. The subjects were 200 students, consisting of two groups; a control group and experimental group. The data was collected through questionnaire and tests. Tow questionnaires were distributed to the students, one before the application of the new approach and one after it, and the tests were distributed in the same way. The material used in this study consisted of sixty five

poems; fortytwo of them were used as a teaching material, andtwenty three for free reading.

The findings indicated that in the pre- test there was no significant difference between the two groups, which means that the two groups were at the same level before applying the new approach, and both had a negative attitude towards poetry before the experiment. But after the experiment, there was a difference. This indicated a progress in the students' achievement. On the other hand, the experimental group obtained better scores in the post–test.

Khatib's study added some positive dimensions to the use of literary texts with EFL/ESL learners. It was confirmed that the new approach to teaching poetry to EFL students would help them appreciate and understand poetry; hence the improvement of their standard through the various activities accompanying the teaching of poems.

The other two studies that are worthy being included in this review are different in terms oftype of students and the teaching material used with them. The first study was conducted by Hamdoun,Q. and Hussian, S. under the title "Teaching Language through Literature: A Diagnostic Study on the Teaching of English as a Foreign Language". The study hypothesized that teaching literature or literary texts make language acquisition focused on use, rather than on form. The subjects were forty male students from King Saud University, College of Languages and Translation. They were divided into two groups; A, a control group and B, an experimental group.

The study employed two different syllabi in teaching English language skills. Group A was taught the College syllabus that was based on traditional instruction and exercises; group B was taught an experimental syllabus which included extracts from different literary genres, such as passages from novels, short stories, drama and poetry. The objective of the study was to promotelearners'

standards through literary texts. The two groups were given a pre-test to measure the targeted language skills. The study lasted a whole semester and at the end of it the two groups were given the post-test which was based on their different syllabi.

The results of the two tests were as follows; the pre- test measuring the targeted language skills indicated that in basic skills achievement each of the two groups was almost similar, whereas in the post–test the experimental group gained higher marks than the control group. Hence, it was validated by the study that literary texts help in acquiring and promoting the learners' language skills. This was in agreement with many of the previous studies that advocated and confirmed the benefitof using literary texts in English language teaching. The researchers made use of the different genres of literature, which facts makes them different from other studies that utilized only one genre.

The second study was conducted by Choo, M. under the title "A Case Study for Using Literature to Teach Business English". The researcher's objective was to underline the merits of using the experimental approach to literature teaching Business English. The hypothesis of the study was that the use of literary texts in Business English teaching helps the students retain information for a long time. In addition, the study showed how the various forms of literature can be of use inwriting business letters, particularly, to convey positive or negative reply or information.

Before going further, we need to define two terms that have been used in Choo'sresearch. "Long-term retention" as used by Choo(Kassin1995) means the capacity to retain amounts of information for long periods of time –months or years. This suggests that the study makes use of the learners past learning or experiences. The second term is "usage of literature" by whichChoomeans using literature without confinement to the traditional idea of literature; that considers literature the "finest or most beautiful work by classical writers. Rather, the kind of

literature he meant wasany text whose imaginative content will stimulate reaction and response in the reader.

The literature he used in his study includedtext and audio/audiovisual materials, like songs and excerpts from local plays that weremade into films. Thus, he used both texts (reading and the film) as language in operation and attempted to answer the question of how language can be used for different purposes, such as giving information, expressing feelings and persuasion.

The approach used in this study is the "experimental approach", which emphasizes the learners' use of their past experiences before reading the text. For example, they might be asked if they had lost a close relative, or if they wanted to congratulate someone.

The subjects were not presented with a model letter; instead, they had to discover the rules by themselves, through their analysis of various styles of letters. Theywere divided into two groups; control group and an experimental group. With the first business communication textbooks were used; while the material developed by Choo was used with the second group. The students were given three tests; apre-test, a first post-test and a second post-test.

The findings of the study were: the two groups achieved the same result in the first post-test. The result of the second post –test showed improvement by the experimental group. The study indicated a positive relation between the experimental group materials and the long –term retention theory. Finally, the majority of students said that they had enjoyed the materials, which means students' were positively induced and motivated.

To conclude, Choo's study proved that literary texts can be used with all types of students, whether learning the language as an ESP, EAP or studying it as a specialization. Therefore, incorporative use of literary texts in English language teaching is beneficial to all types of learners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research methodology:-

The research employs a two –fold method which is quantitative and qualitative. This is so because the objective of understanding a social or human problem from different perspectives, including the quantitative aspect, is by necessity an inquiry into an identified problem which is based on testing a theory that can be measured with numbers and analyzed by statistical techniques, with the intention of determining whether the predictive generalizations of a theory hold true. As well, the study is of a purely experimental nature for which a pre-test and a post-test were designed, and it incorporates a control group and an experimental group.

3.2. Data collection instruments (Questionnaires):-

Questionnaires are simply tools for collecting and recoding information about a particular issue of interest. They are made up of lists of questions and instructions to answer them, with suitable space for answers. Through questionnaires a wide range of data can be collected, including facts, personal opinions, interests, experiences, preferences, values and ideas.

3.2.1 Teachers' Questionnaire:-

Reason (1985) defines questionnaires as formalized instruments that are used to seek information from respondents. For this study, the researcher's structured questionnaire is used in order to save time for the respondents and avoid

making them bored. At the end of the questionnaire a comment space is provided for the teachers to say what they think about the topic.

Questionnaires are thought to be suitable for descriptive analysis. According to Saunders (2003) the descriptive method is used to examine with accuracy the phenomena. In designing descriptive research the main concern is describing the characteristics of a problem, and questionnaires and interviews are the methods or means through which information can be elicited. Hence the choice of this method as the mostsuitedto the study, since it helps portray an accurate profile of persons, events and situations, and allows for in-depth analysis of variables and elements of population.

The aim of the questionnaire is to register the respondents' views about the use or exploitation of literary texts to develop the student's level of language and get information about the advantages of exploitingliterary texts and the kind of difficulties encountered while using these texts.

3.2.2 The Validity of the questionnaire:-

Warwick and Linninger (1975) point out that there are two main points in questionnaire design: (a) to obtain information relevant to the purpose of the research. (b) to collect this information with maximal reliability and validity.

The questionnaire which can be judged as valid was distributed to ten university teachers; seven of them PhD holders. They all agreed on the content, and structure of the questionnaire. Thefinal form of the questionnaire was drawn out after taking their comments, opinions and advices into consideration.

In addition, the approved statistical use T-test to check the validity indicated a good convergent validity, with a correlation higher than (0.70).

3.2.3 The Reliability of the Questionnaire:-

By reliability is meant how consistent a measuring device is. A measurement is said to be reliable or consistent if it can produce similar results when it is repeated under similar circumstances.

To check the reliability of this questionnaire for the purpose of this research, the odd number split method of internal consistency test (Karl-Pearson formula of coefficient correlation) was used, reliability was measured numerically, and coefficient over (0.60) was considered as an acceptable indicator of reliability.

3.2.4 The Population of the Teachers' Questionnaire

The population is the teachers of English at universities in Khartoum State. The sample is fifty teachers who were randomly selected.

3.2.5. Questionnaire Distribution:-

The questionnaires were delivered by hand. Of the fifty questionnaires that were distributed thirty were actually returned. Therefore, the sample of the study totaled thirty. This is detailed as follows:

Sample frame	sample size
SudanUniversity of Science and Technology	10
El Neelien University	5
Al Ahfad University	5
Om DormanIslamic University	5

Five teachers in the sample were Ph.D. research students at SUST coming from three different Sudanese universities.

3.2.6. Justification:-

I t is assumed by Saunders (2003) that a reasonable and moderate response rate (30-50%) is guaranteed with self-administrative questionnaire - delivered and collected questionnaire. The respondents were required to finish and return the questionnaires to the researcher within a week.

3.2.7. Contents of Teachers 'Questionnaire:-

The teachers' questionnaire consists of six parts, each of which is meant to answer a question and test a hypothesis.

It starts with personal information. Part one is aboutteachers' own attitude to and preference of literature. It consists of fourteen statements. Part two is about activities used by teachers while teaching literary texts, and it consists of twenty four activities. Part three seeks teachers' views about the benefit of using literary texts, and it contains ten statements. In part four, the teachers are asked about the problems that they face when they use literary texts; it consists of nine statements. Part five is about suggestions to enhance the teaching of English through literary texts. Part six is for additional comments, and only six teachers responded to it.

3.2.8. Data Presentation:-

Tables: tables are used to present large quantities of data arranged in labeled rows and columns.

3.2.9 Data Analysis (teachers' questionnaire):-

The SPSS (Statistical Package for Social Sciences) was used to process the data. The following main statistical measures were used to analyze the data, the mean, the standard deviation, T-test and Chi-square.

3.3.1. Students'Questionnaire:-

The second instrument used in the research is the students' questionnaire the purpose of which is to find out whether the students benefit from literary texts to improve their level of English language.

3.3.2 The Validity of the Questionnaire:-

The students' questionnaire was judged by the same teachers who assessed the teachers'questionnaire.

3.3.3. Reliability of the Questionnaire:-

To establish reliability for this questionnaire, a pilot test was used and distributed to ten students who were not included in the sample. They understood and answered the statements of the questionnaire.

3.3.4. Population and sample:-

The population of this study is the students at the College of Languages-English Department, Sudan University of Science and Technology. Burns and Grove (2003:31) refer to sampling as the process of selecting a group of people, events or behavior used to conduct a study. The chosen sample of the study was the third year students, and they numbered seventy.

3.3.5. Sampling procedure:-

Sampling of the participants was done as follows:

- The questionnaire was distributed during the English classes.
- The research project was explained to the students.
- The questionnaire was distributed to 60 students.

- The questionnaire was administered by the researcher.

3.3.6. Contents of the students'questionnaire:-

The questionnaire consists of twenty statements, to check whether students use literary texts to develop their level of English.

3.3.7. Data presentation and analysis:-

Tables and bar charts were used in the representation of the result and the SPSSprogram was made use of to analyze the data.

3.4.1. The Pre -test and the Post-test:-

The second instrument used was the pre-test and post-test. As defined by the psychologist Wiki, pre-test and post-test design is that kind of design which is used in many true experimental designs that it administers a pre-test before the experimental manipulation and a post-test. It is usually the preferred method in true experimental designs that measure change and compare participant groups that allow the administrator to assess the effect of the experimental manipulation by considering at the difference between the pre-test and post-test. The researcher adopted this method because it is suitable and most practical for the assessment ofthe impact of an intervention on two randomized groups.

The purpose of these two tests is to answer the research question, and at the same time, answer the set question and verify the hypothesis related to it:

Q- Is there a statistically significant difference between the control group and experimental group pre-test and post-test?

H- There is no statistically significant difference between the control group and experimental group pre-test and posttest.

3.4.2. Validity and reliability of the test:-

The two tests were checked by the same teachers, who checked the teachers'questionnaire and the students' questionnaire.

Ten students were piloting in the test. The last question in the test was not answered; it was an essay-type question and only two students attempted to answer it, but their answers were poor. Hence the last question was excluded.

3.4.3 Sampling process and procedure:-

The participants in this study were registered third year students at the College of Languages. The total number of students was seventy. The ten students who were piloting the questionnaire and the test were excluded. The rest (sixty) were divided randomly into two groups. The research project was explained, and the students were given the freedom to participate in the study.

Intervention took place in the last fifteen - twenty minutes of the classso that students might feel free to decide whether they voluntarily wanted to participate in the study.

3.4.4. Context (setting):-

Context is fundamental to any research. According to Holloway and Wheeler (2002:34) context includes the environment and conditions in which the study takes place, in addition to location and culture of the participants. Fortunately, all the students were Sudanese, with Arabic as their mother-tongue. Their ages range between 20 to 23yearsandthere was only one mature student (about 30 years old) but his level was near to that of the other students. The setting took place in the classroom.

3.4.5. Anticipating problems during data collection:-

It is of importance to point out that one of the situational problems which may influence the participants' responses is the environmental factors; such as lighting, temperature and noise. In this study, the control group, seated inHashimObyedHall, sometimes suffered from power failure. On the other hand, the experimental group was in was disturbed by the noise coming from the neighboring classrooms. The temporary adverse conditions of participants, such as fatigue and anxiety, might influence their response, and in order to limit this effect, the students' questionnaire was short and simple in language. Besides, it was conducted in the morning at 09:00 am. The third problem is administration of the tests. The researcher sought the assistance of five fourth year students to help distribute the tests.

3.4.6. Material:-

Textselection is a crucial factor (Malay, 2001:184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation. McRae (1997:47) believes that "careful text selection is fundamental to the successful use of any kind of representational materials". Collie and Slater (1994) suggest that text selection depends on "each particular group of students, their needs, interests, cultural background and language level".

The researcher used Pride and Prejudice, one of the texts prescribed for 19th century British Novel course.

Intervention for the experimental group took place during the last fifteen to twenty minutes of the class, where literature was allocated one lecture per week. The activities were based on pages selected from the novel. Sometimes the students were allowed to ask for therevisionofcertain grammatical areas.

3.4.7. Contents of the tests:-

The design of the two tests was based on the language-based approach. It is claimed by Carter and Long "Testing Literature in EFL Classes: tradition and innovation" that the language-based approach seeks to promote closer integration between languageand literature, and enhancing such integration takes place through classroom procedures that use orientedstudent-centeredactivities.

The two tests consisted of ten questions. The time allowed was one hour. Ten marks were given for each question. Following is a description of the contents of the six parts that constructed the questions:

Part one

Read the passage carefully, and then answer the questions. This is a comprehension   question that focuses on informational material. The purpose is to help students react to the general situation or themes enacted in the text.

Part Two   (Grammatical Items):

Thispart tests grammatical items in four different ways; that are asked to:

(i)   Pick out from the passage one example for gerund, present continuous, future tense andpast participle.

(ii)   Change the sentence from active to passive voice.

(iii)   Give five noun phrases from the passage.

(iv)   Fill in the blank with the correct preposition.

Part Three (vocabulary)

This part tests vocabulary in three ways.Students are asked to:

(a) Give the opposite of the words.

(b) Complete the sentence with a word from your own.

(c) Match words with their meanings.

Part four (Productive skills –writing-)

The purpose of this question is to measure the students' imaginative response to the text, and the way they use language in real-life context to express their responses, e.g. write a short note to a friend about a character from the novel to express your opinion about him/her.

Part five

This is asummarywritingquestion which is intended to help studentsdevelop their linguistic ability; e.g. write a summary ofDarcy's letter to Elizabeth in 100 words.

3.4.8. Data Analysis:-

The two tests were corrected by the researcher. Studentsineachgroup were given numbers; instead of writing their names. Obtained scores were processed by using the Statistical Package for Social Sciences (SPSS). The main statistical measures which were used to analyze the data were: The Mean, the Standard Deviation and T-Test.

The data was analyzed by using T-Test, which is reckoned the most appropriate and suitable statistical measurement, and due to the fact that there were only two variables (two groups were involved).

The difference between the means of the scores in both experimental and control group was obtained by using T-Test. The means of scores of the two groups were compared to decide whether there was a significant difference between the two groups.

3.4.9. Conclusion:-

In this chapter the methodology and procedures that have been adopted are explained. The quantitative and qualitative methods have been used, for the research questions and hypotheses were actually derived from the theoretical framework of the research.

The populations were the teachers of English language and literature in different universities in Khartoum State. The sample comprised thirty teachers, ten teachers from Sudan University of Science and Technology (SUST); five from Omdurman Islamic University, five teachers from El Neelien University, fiveteachers form Al Ahfad and five teachers from Dongla,Gudarif and Kurdofan Universities.

The students who are at the College of Languages English department represented the population of the study. The sample was the third year student, totally seventy students; ten of whom piloting the questionnaire and the pre- test. Hence, the actual sample is sixty students.

The instruments used to collect the data were two questionnaires; the first for the teachers and the secondfor the students. The second instrument was the per-test and post-test. The validity of these instruments was checked by experienced teachers most of whom are PhD holders. The reliability of the instruments was measured numerically by using T-Test, and the SPSS was used to analyze the data.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND INTERPRETATIONS

4-0 Introduction

This chapter deals with the analysis, presentation and interpretation of dataof the study. The data was obtained from two main instrumentspreviously described in Chapter Three, where it was explained that two Questionnaires were conducted, one for the teachers and the other for thestudents. The second instrument is the pre-test and post-test which were given to students. It was claimed by De Vos(1998) that in data analysis the analyst is required to break down data into constituent parts to obtain answers to the research questions and test the hypotheses. The analysis and interpretation of data was carried out in two phases. The firstPhase was based on the results of the two questionnaires. The teachers' Questionnaire consists of five parts. The students' consists of eighteen statements. The analysis of data for these two questionnaires followed the quantitative method.

The second phase was based on the results of the two tests: the pre-test and post-test. Interpretation of data was geared to reducing the data to intelligible and interpretable form; in order that the research problems can be explained, tested and conclusions be drawn easily.

 In this chapter it will be attempted to display the responses of the population sample to the set statements and hypotheses on which the research is based. In accordance with established statistical standard each statement and hypotheses is tobe displayed separately, and then the responses will be shown in terms of tables and bar-graphs, and analysis will follow and results will be reached.

4-A- Analysis of questionnaires:-

Data gathered through the questionnaires was subjected to frequency count, and presented in percentage and tabular forms.

Teachers' Questionnaire

Sex

Sex	Frequency	Percent
Male	17	56.7%
Female	13	43.3%
Total	30	100.0%

Table (4-0)

The table shows that 56.6% (17) were male teachers and 43.3% (13) were female teachers.

Academic Degree

Academic degree	Frequency	Percent
M A	23	76.7%
PHD	7	23.3%
Total	30	100.0%

Table (4-1)

The table indicates that most of the teachers were MA holders, their frequency was 23 and they constituted (76.7%), whereas the PhD holders constitute (23.3%) and their frequency was 7.

Position

Position	Frequency	Percent
Lecturer	23	76.7%
Assistant professor	7	23.3%
Total	30	100.0%

Table (4-2)

Based on the data shown in the above table 76.7% (23) of the teachers were lecturers and 23.3% (7) were assistant professors.

Colleges:

College	Frequency	Percent
College of languages	21	70.0%
College of Education	9	30.0%
Total	30	100.0%

Table (4-3)

Teachers from the College of Languages constituted 70% (21), and those from the College of Education 30% (9) as shown in the above table.

Experience:-

Experience	Frequency	Percent
1 – 5 years	5	16.7%
5 – 10 years	9	30.0%
10 – 15 years	7	23.3%
15 – 20 years	7	23.3%
More than 20 years	2	6.7%
Total	30	100.0%

Table (4-4)

Table (4-4) shows the frequency and percentage distribution of respondents according to duration of experience in years. Of the 30 total sample population 5(16.7%) had experience of 1-5; 9 (30%) had experience of 5-10; 7(23.3%) had experience of 10-15; 7(23.3%) had experience of 15-20 years and 2(6.7%) had experience of more than twenty years.

Part one:

Q (1) what is the teachers' attitude to literature?

H (1) Teachers have their own attitude to literature.

1-   I watch movies that are based on the literary text I have read.

Valid	Frequency	Percent
Yes	30	100.0%
Not sure	0	0.0%
No	0	0.0%
Total	30	100.0%

Table (4-5)

Based on the data presented in the table, it is shown that all responses are (yes),the frequency is (30), which represents 100%.This means that all the of them watch movies based on the literary text that they have read, and it is a positive finding that it confirms the hypotheses.

2-I watch plays.

Valid	Frequency	Percent
Yes	27	90.0%
Not sure	1	3.3%
No	2	6.7%
Total	30	100.0%

Table (4-6)

Based on the data presented in this table, it is indicated that most of the sample responses are limited in the (yes); the frequency is 27, which represents (90%), 1(3.3%) not sure, and 2(6.7%) no. Majority of the respondents watch plays, so they agree with the statement, and this will provide them with the correct pronunciation as the play performed by native speakers.

3-I read short stories /novels.

Valid	Frequency	Percent
Yes	28	93.3%
Not sure	1	3.3%
No	1	3.3%
Total	30	100.0%

Table (4-7)

Based on the data displayed in table (4-7), most responses are limited to the (yes); the frequency is 28representing (93%), which represents the majority of the sample. This indicates that teachers have positive attitude towards literature.

4- I read the classics.

Valid	Frequency	Percent
Yes	23	76.7%
Not sure	1	3.3%
No	6	20.0%
Total	30	100.0%

Table (4-8)

Based on the data shown in table (4-8) it is clear that most responses are limited to the (yes), the frequency is 23 and it represents(76%),1(3.3%) is not sure and 6(20%) have chosen 'no'. This means that teachers are familiar with classical novels.

5-I read contemporary literary texts.

Valid	Frequency	Percent
Yes	23	76.7%
Not sure	4	13.3%
No	3	10.0%
Total	30	100.0%

Table (4-9)

The data shown in table (4-9), indicates that most responses are limited to the (yes), the frequency is 23 and they represent (76%) of the sample, that means that teachers are updating their knowledge about what is new in literature.

6-I read science fiction texts.

Valid	Frequency	Percent
Yes	29	96.7%
Not sure	1	3.3%
No	0	0.0%
Total	30	100.0%

Table (4-10)

The table shows that most of the responses are limited to the (yes), frequency is 29 and they constitute (96%), this indicates that teachers are familiar with most writings of literature.

7-I read non-fiction texts.

Valid	Frequency	Percent
Yes	16	53.3%
Not sure	2	6.7%
No	12	40.0%
Total	30	100.0%

Table (4-11)

The table shows that responses are limited to (yes) and (no); frequencies are16 and 12 constituting (53.3%) and (40%) respectively. Teachers read different kinds of writing to expand their knowledge.

8-I read poetry.

Valid	Frequency	Percent
Yes	24	80.0%
Not sure	2	6.7%
No	4	13.3%
Total	30	100.0%

Table (4-12)

The table indicates that responses are limited to the (yes); frequency is 24, representing (80%). Majority of the respondents read poetry.

9 -I choose to read literary texts based on the style of writing.

Valid	Frequency	Percent
Yes	19	63.3%
Not sure	5	16.7%
No	6	20.0%
Total	30	100.0%

Table (4-13)

The table clearly indicates that most responses are limited to the (yes); frequency is 19, representing (63.3%). This means teachers are paying attention on what they choose to read, which will help them later on how to select suitable texts for students.

10- I choose to read literary texts based on universal themes.

Valid	Frequency	Percent
Yes	21	70.0%
Not sure	6	20.0%

No	3	10.0%
Total	30	100.0%

Table (4-14)

Depending on the data given in the table, the indication is that most of the responses are limited to the (yes); frequency is 21, representing (70%). This means that teachers are aware of the different kinds of themes.

11- I read about the biography of the author.

Valid	Frequency	Percent
Yes	23	76.7%
Not sure	1	3.3%
No	6	20.0%
Total	30	100.0%

Table (4-15)

As shown in the above table, responses are limited to the (yes); the frequency is 23, representing (76.7%), and this will help them to formulate ideas about the writings of the author.

12- I relate the literary texts that I read to my own experiences.

Valid	Frequency	Percent
Yes	22	73.3%
Not sure	5	16.7%
No	3	10.0%
Total	30	100.0%

Table (4-16)

The table indicates that most responses are limited to the (yes), the frequency is 22, representing (73.3%). Only (3) of the respondents read openly, while (22) of them relate the texts to their own experiences.

13- I discuss my opinions about the literary texts that I read with others.

Valid	Frequency	Percent
Yes	25	83.3%%
Not sure	2	6.7%
No	3	10.0%
Total	30	100.0%

Table (4-17)

The table shows that most responses are limited to the (yes); frequency is 25, representing (83.3%). This shows how the teachers share their opinions with others and this helps them to generate new ideas that supposed to help them in their teaching.

14- I read criticism of the literary texts that I read.

Valid	Frequency	Percent
Yes	28	93.3%
Not sure	1	3.3%
No	1	3.3%
Total	30	100.0%

Table (4-18)

The table indicates that most responses are limited to the (yes); frequency is 28, representing (93.3%). That means the teachers are reading beyond the texts.

Teachers' own Attitude and Preference of Literature.

Summaryoftables:-

Valid	Frequency	Percent
Yes	338	80.5%
Not sure	32	7.6%
No	50	11.9%
Total	420	100.0%

Table (4-19)

No	Mean	Std. Deviation	Chi-Square	Df	Sig.
420	2.6857	0.6743	421.200	2	0.000

Table (4-20)

It is to be observed from the table and figure above that the value of Chi-square is (421.20); moral value is (0.00), which is less than the probability value (0.05). This means that in average the teachers' own attitude to and preference of literature is (2.6857) and the standard deviation is (0.6743). The frequency of (yes) is (338) its percentage is (80.5%), this means that teachers have positive attitude towards literature.

Part two:

Q (2) what type of activities do teachers use in teaching literary texts?

H (2) Teachers use various types of activities in teaching literary texts.

15- Reading skills.

Valid	Frequency	Percent
Yes	29	96.7%
Not sure	0	0.0%
No	1	3.3%

Total	30	100.0%

Table (4-21)

The table shows that mostresponses are limited to the (yes); frequency is (29), representing (96.7%), this assure that teachers make use of the reading skills in order to help the students to comprehend the text.

16- Narrative writing.

Valid	Frequency	Percent
Yes	21	70.0%
Not sure	1	3.3%
No	8	26.7%
Total	30	100.0%

Table (4-22)

The table shows that most responses are limited to the (yes); frequency is (21), constituting (70%). Only (8) respondents do not include narrative writing, while (21) of them believe in including narrative writing with the activities.

17- Composing poems.

Valid	Frequency	Percent
Yes	8	26.7%
Not sure	5	16.7%
No	17	56.7%
Total	30	100.0%

Table (4-23)

Thetableshows that most responses are limited to the (no); frequency is (17), which is (56.7%). Also, the response of 8 (26.7%) is (yes), and 5(16.7%) is (not sure).

This indicates that composing poems is a difficult task to for the students even if they were native speakers.

18- Songs.

Valid	Frequency	Percent
Yes	15	50.0%
Not sure	6	20.0%
No	9	30.0%
Total	30	100.0%

Table (4-24)

The table shows that responses vary between (yes) and (no); frequencies are 15 and 9 (50% and 30%) respectively. Also, 6 (20 %) are "not sure". Half of the respondents believe in songs as a mean of learning the language, while (30%) of them they do not believe in songs.

19- Drama presentation. (Complete dramatic presentation)

Valid	Frequency	Percent
Yes	20	66.7%
Not sure	3	10.0%
No	7	23.3%
Total	30	100.0%

Table (4-25)

The table shows that most responses are limited to the (yes); their frequency is 20 (66.7%), 3(10%) (Notsure) and 7(23.3%) (No). This means that teachers are using drama as a means of collaborative leaning in order to bring the spirit of the team work to the class.

20- Identifying literary elements.

Valid	Frequency	Percent
Yes	٢٦	٨٦.٧%
Not sure	١	٣.٣%
No	٣	١٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-26)

The table indicates that most responses are limited to the (yes); frequency is 26(86.7%), 1(1 3.3 %) is (not sure) and 3 (10%) are (no). The identification of literary elements will help students in understanding the text.

21- Personal responses.

Valid	Frequency	Percent
Yes	٢٥	٨٣.٣%
Not sure	٢	٦.٧%
No	٣	١٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-27)

The table shows that most responses are limited to the "yes'; frequency is 25, which is (83.3%). The response of 2 (6.7%) is (not sure), and (no), is (3) their percentage is (10%). Most of the teachers ask students to write about their personal responses to the text and this will assist them in developing their emotional responses.

22- Criticism/culture awareness.

Valid	Frequency	Percent
Yes	٢٥	٨٣.٣%
Not sure	٣	١٠.٠%
No	٢	٦.٧%
Total	٣٠	١٠٠.٠%

Table (4-28)

The table shows that most responses are limited to the "yes', with frequency of 25(83.39%).This shows how teachers are aware of the importance of criticism and culture awareness and their impact on the students understanding of different cultures.

23-Group discussion

Valid	Frequency	Percent
Yes	٢٦	٨٦.٧%
Not sure	١	٣.٣%
No	٣	١٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-29)

The table indicates that most responses are limited to the "yes"; frequency is (26), which is (86.7%).Most of the respondents' answer that they include group discussion in their activities, this will show student on how to take part in discussion and debates.

24-Movie/film viewing.

Valid	Frequency	Percent
Yes	١٤	٤٦.٧%
Not sure	٦	٢٠.٠%

No	١٠	٣٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-30)

The table shows responses varying between "yes" and "no", with frequencies of(14) and (10) respectively, which is (46.7%) and (33.3%).Movie/film viewing is used by only (14) teachers, which means they are difficult to be displayed inside the classroom.

25- Stylistic analysis.

Valid	Frequency	Percent
Yes	١٨	٦٠.٠%
Not sure	٤	١٣.٣%
No	٨	٢٦.٧%
Total	٣٠	١٠٠.٠%

Table (4-31)

The table shows that most of the responses are limited to the "yes)"; frequency is (18), which is (60%), (4) are not sure may be they are not familiar with stylistics and (8) never include stylistics analysis in the activities. The use of stylistics analysis is very important because it deals with the close reading of the text.

26- Discourse analysis.

Valid	Frequency	Percent
Yes	١٩	٦٣.٣%
Not sure	٤	١٣.٣%
No	٧	٢٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-32)

The table indicates that most responses are limited to the 'yes), frequency is 19, which is (63.3%). Discourse analysis is not less important than stylistics analysis, students are supposed to understand what is meant by a certain sentence or phrase.

27- Vocabulary building.

Valid	Frequency	Percent
Yes	٢١	٧٠.٠
Not sure	٥	١٦.٧
No	٤	١٣.٣
Total	٣٠	١٠٠.٠

Table (4-33)

The table indicates that most responses are limited to the 'yes', with the frequency of 21, which is (70%). This is what a literary text is expected to do, to build vocabulary.

28- Grammar exercise.

Valid	Frequency	Percent
Yes	٢٨	٩٣.٣%
Not sure	٠	٠.٠%
No	٢	٦.٧%
Total	٣٠	١٠٠.٠%

Table (4-34)

The table shows that most of the responses are limited to the 'yes'; frequency is (28), which is (93.3%). This means that teachers are using the language-based approach when teaching a literary text, so knowing the grammar of a foreign language is very essential in understanding the structure of the language.

29- Stress and intonation patterns

Valid	Frequency	Percent
Yes	١٧	٥٦.٧%
Not sure	٤	١٣.٣%
No	٩	٣٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-35)

The table shows that most responses are limited to the 'yes'; frequency is (17), which is (56.7%). Teachers include stress and intonation in their activities, but from our observation as teachers, students are not totally familiar with these patterns. (30%) of the teachers do not include these patterns in the activities, it seems they know that students need time to understand the supra-segmental features of English.

30- Internet- based activities.

Valid	Frequency	Percent
Yes	١٦	٥٣.٣%
Not sure	٥	١٦.٧%
No	٩	٣٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-36)

The table shows that responses are varying between 'yes' and 'no', the frequencies are 16 and 9 respectively, which is (53.3%) and (30%).Technology nowadays is used in language learning and more than half of the teachers ask students to perform activities that based on the internet, while a reasonable do not ask student to perform such tasks.

31- Mini library research.

Valid	Frequency	Percent
Yes	١٢	٤٠.٠%
Not sure	٨	٢٦.٧%
No	١٠	٣٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-37)

The table shows that responses as varying between 'yes' and 'no'; frequencies are 12 and 10, which are (40%) and (33.3%) respectively. Teachers ask students to do amini library research in order to prepare them to rely on themselves. But (33.3%) of the teachers do not ask their students to do a mini library research, may be they think that the students are not ready for such types of activities,

32- Role play. (e.g. a doctor, a teacher etc).

Valid	Frequency	Percent
Yes	١٩	٦٣.٣%
Not sure	٤	١٣.٣%
No	٧	٢٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-38)

The table shows that most responses are limited to the 'yes', frequency is 19(63.3%). Teachers believe that role play activity will help students to be self-confident, especially shy students.

33-Choral speaking

Valid	Frequency	Percent
Yes	٢٢	٧٣.٣%

Not sure	٣	١٠.٠%
No	٥	١٦.٧%
Total	٣٠	١٠٠.٠%

Table (4-39)

The table shows that most of the responses are limited to the 'yes'; their frequency is 22 which is (73.3%). Most of the teachers believe in the power of choral speakingand how it helps students to be consistent with the group.

34- Oral presentation-seminars/ reciting short poems-.

Valid	Frequency	Percent
Yes	١٢	٤٠.٠%
Not sure	٧	٢٣.٣%
No	١١	٣٦.٧%
Total	٣٠	١٠٠.٠%

Table (4-40)

The table indicates that the responses are varying between 'yes' and 'no'; frequencies are 12 and 11, which is (40%) and (36.7%) respectively.

35 - Comprehension skills.

Valid	Frequency	Percent
Yes	١٥	٥٠.٠%
Not sure	٢	٦.٧%
No	١٣	٤٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-41)

The table shows that responses are varying between 'yes' and 'no'; frequencies are 15 and 13 which is (50%) and (43.3%) respectively. Comprehension skills are very important and they assist students in understanding the text.

36- Answering essay questions.

Valid	Frequency	Percent
Yes	٢٨	٩٣.٣%
Not sure	١	٣.٣%
No	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-42)

The table indicates that most responses are limited to the 'yes'; frequency is 28 which is (93.3%). Majority of the teachers ask students to answer an essay question, but from my experience as a teacher of literature most of students' writings is very poor.

Activities used in teaching literature, Summary of tables:-

Valid	Frequency	Percent
Yes	529	67.8%
Not sure	85	10.9%
No	166	21.3%
Total	780	100.0%

Table (4-43)

No	Mean	Std. Deviation	Chi-Square	Df	Sig.
780	2.4654	0.8217	430.085	2	0.000

Table (4-44)

It is to be observed from the table and figure above that the value of Chi-square is (480.085) moral value (0.00) which is less than the probability value of (0.05). This means that activities used in teaching literature average (2.46) and the standard deviation is (0.8217), which indicates that teachers make use of such activities.

Part Three

Q (3) To what extent do teachers benefit from using literary texts to promote their students' achievement?

H (3) Teachers assume that maximum benefit can be obtained from using literary texts inlanguage teaching.

37- Literature provides motivating materials.

Valid	Frequency	Percent
Yes	٣٠	١٠٠.٠%
Not sure	٠	٠.٠%
No	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-45)

The table shows that all the responses are 'yes'; frequency is 30, which is (100%).

Teachers are agreed upon literature as motivating material that can be used to enhance the learning process of English.

38- Literature provides access to other cultures.

Valid	Frequency	Percent
Yes	٣٠	١٠٠.٠%
Not sure	٠	٠.٠%

No	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-46)

The table shows that all responses are 'yes'; frequency is 30, which is (100%).

All of them believe on literature as an access to other cultures and they know that most of the students cannot travel to foreign counties.

49- Literature stimulates language acquisition.

Valid	Frequency	Percent
Yes	٢٨	٩٣.٣%
Not sure	٢	٦.٧%
No	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-47)

As shown in the table, most of the responses are limited to 'yes'; frequency is 28, which is (93.3%). Literature provides a good source for language acquisition because it is written for native speakers and the foreign learners will learn a lot from such materials.

50- Literature enhances students' language awareness,

Valid	Frequency	Percent
Yes	٢٩	٩٦.٧%
Not sure	٠	٠.٠%
No	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-48)

The table indicates that most of the responses are limited to 'yes)'; frequency is 29, which is (96.7%). Because of its deviancy from the norm of the structure of language, students will know what the correct form from the deviant one.

51- Literature develops students' interpretative ability.

Valid	Frequency	Percent
Yes	٢٩	٩٦.٧%
Not sure	٠	٠.٠%
No	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-49)

The table shows that most of the responses are limited to 'yes'; frequency is 29, which is (96.7%). Majority of the respondents see that literature will develop students' interpretative ability; hence it helps them to read critically.

52- Literature stimulates critical thinking.

Valid	Frequency	Percent
Yes	٣٠	١٠٠.٠%
Not sure	٠	٠.٠%
No	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-50)

The table shows that all responses are 'yes'; frequency is 30, (100%).

All of the respondents believe that literature expands students' level of thinking, because it exposes them to different themes, cultures and insights.

53- Literature develops emotional awareness.

Valid	Frequency	Percent
Yes	٢٩	٩٦.٧%
Not sure	١	٣.٣%
No	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-51)

The table indicates that most responses are limited to 'yes'; frequency is 29, which is (96.7%). Literature educates the whole person, so students are expected to show maturity in their emotion.

54- Literature offers varied authentic language examples.

Valid	Frequency	Percent
Yes	٢٩	٩٦.٧%
Not sure	٠	٠.٠%
No	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-52)

The table shows that the greater majority of responses is 'yes', frequency is 29, which is (96.7%). Literature is a mirror that reflects the real life, so students will be exposed to real life situations.

55- Literature enhances language proficiency.

Valid	Frequency	Percent
Yes	٣٠	١٠٠.٠%
Not sure	٠	٠.٠%
No	٠	٠.٠%

Total	٣٠	١٠٠.٠%

Table (4-53)

The table shows that all the responses are 'yes'; the frequency is 30, which is (100%), and this is the ultimate goal for any teacher that to make their students reach a level of language proficiency which will help them later in their career.

56- Literature develops comprehension skills.

Valid	Frequency	Percent
Yes	٣٠	١٠٠.٠%
Not sure	٠	٠.٠%
No	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-54)

The table shows that all responses are 'yes'; with the frequency of 30, which is (100%). Without knowing the comprehension skills the students will not understand the literary text very well.

Summary of tables of responses to question 3 and hypothesis 3:

Valid	Frequency	Percent
Yes	294	98.0%
Not sure	3	1.0%
No	3	1.0%
Total	300	100.0%

Table (4-55)

No	Mean	Std. Deviation	Chi-Square	Df	Sig.
300	2.9700	0.2219	564.540	2	0.000

Table (4-56)

The tableindicatesthat the value of Chi-square is (564.54) and moral value is (0.00), which is less than the probability value (0.05). This means that teachers benefit from using literary texts in their teaching. With average of(2.97) and standard deviation is (0.2219).

Part Four:

Q (4) what are the problems that are faced in teaching literary texts?

H (4) some problems are faced in teaching literary texts.

57- Training in teaching English through literature is insufficient.

Valid	Frequency	Percent
Strongly agree	٢١	٧٠.٠%
Agree	٩	٣٠.٠%
Neutral	٠	٠.٠%
Disagree	٠	٠.٠%
Strongly disagree	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-57)

The table indicates that 21 (70%) respondents 'strongly agreed', and 9(30%) agreed. There are no institutions or colleges that provide training for the teachers, because of that they face difficulty in teaching English through literature.

58- Management of literature teaching hours.

Valid	Frequency	Percent
Strongly agree	١٥	٥٠.٠%

Agree	١٢	٤٠.٠%
Neutral	٣	١٠.٠%
Disagree	٠	٠.٠%
Strongly disagree	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-58)

The table indicates that15 (50%) ofthe responses were 'strongly agree', 12(40%) were "agree", and 3 (10%) were neutral. The time which is located to literature is short; hence there is time to give students any additional work.

59-Management of teaching hours allocated for reading and understanding the literary texts.

Valid	Frequency	Percent
Strongly agree	١٥	٥٠.٠%
Agree	١٢	٤٠.٠%
Neutral	٢	٦.٧%
Disagree	٠	٠.٠%
Strongly disagree	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-59)

The table shows that 15 (50 %) of the responses were 'strongly agree'; 12(40%) were 'agree'; 2(6.7%) were 'neutral', and 1(3.3%) were 'strongly disagree'. Managing the time is a difficult matter for the teachers, and because of this problem they cannot ask students to perform extra tasks than reading and understanding the text.

60- Management of time for assessing students' different responses.

Valid	Frequency	Percent
Strongly agree	١٤	٤٦.٧%
Agree	١٢	٤٠.٠%
Neutral	٢	٦.٧%
Disagree	١	٣.٣%
Strongly disagree	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-60)

As shown in the table, 14(46.7%) were 'strongly agree';12 (40%) were 'agree'; 2(6.7%) were 'neutral', 1(3.3%) were'disagree' and 1(3.3%) were strongly disagree. Because of their poor writing, teachers spend a long time in assessing the students' responses.

61- Lack of confidence in teaching English through literary texts.

Valid	Frequency	Percent
Strongly agree	٦	٢٠.٠%
Agree	٩	٣٠.٠%
Neutral	٨	٢٦.٧%
Disagree	٣	١٠.٠%
Strongly disagree	٤	١٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-61)

As indicated in the table, 6(20%) were 'strongly agree'; 9(30%) were 'agree'; 8(26.6%) were 'neutral'; 3(10%) 'disagree', and 4(13.3%) 'Strongly disagree'.Due

to the absence of training in this field, teachers will not feel confident when using literary text to teach language.

62- Lack of knowledge about the literary text.

Valid	Frequency	Percent
Strongly agree	٧	٢٣.٣%
Agree	٨	٢٦.٧%
Neutral	٨	٢٦.٧%
Disagree	٢	٦.٧%
Strongly disagree	٥	١٦.٧%
Total	٣٠	١٠٠.٠%

Table (4-62)

In the above table frequency and percentage in the population sample of 30 were 7(23.3%) 'Strongly agree', 8(26.7%) 'Agree', 8(26.7%) 'Neutral', 2(6, 7%) 'Disagree', and 5(16.7%) 'Strongly disagree'. The frequencies of the responses are all most near in number, which means that teachers need to know a lot about the literary texts.

63- Students' level of proficiency.

Valid	Frequency	Percent
Strongly agree	١٨	٦٠.٠%
Agree	١٠	٣٣.٣%
Neutral	١	٣.٣%
Disagree	٠	٠.٠%
Strongly disagree	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-63)

The table shows that 18(60 %) were 'strongly agree', 10(33.3 %) were 'agree', 1(3.3%) 'Neutral', and 1(3.3%) 'Strongly disagree'. Lower level of language proficiency of the students creates a major problem forteachers, so they cannot even hope to address.

64- Students' motivation bythe language of literary texts.

Valid	Frequency	Percent
Strongly agree	١٦	٥٣.٣%
Agree	١١	٣٦.٧%
Neutral	٢	٦.٧%
Disagree	٠	٠.٠%
Strongly disagree	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-64)

The table shows that 16 (53.3%) of the respondents were 'strongly agree',11 (36.7%) 'agree', 2(6.7%)'neutral', and 1(3.3%) 'Strongly disagree'. If the language of the literary text is difficult, students will be demotivated and even the teachers will find it impossible to derive activities from it.

65- Students' motivation by learning English through literary texts.

Valid	Frequency	Percent
Strongly agree	١١	٣٦.٧%
Agree	١٤	٤٦.٧%
Neutral	٢	٦.٧%
Disagree	١	٣.٣%
Strongly disagree	٢	٦.٧%

Total	٣٠	١٠٠.٠%

Table (4-65)

The table shows that 11(36.7%) of responses were 'strongly agree', 14(46.7%) 'agree', 2(6.7%) 'neutral', and 1 (3.3%) 'disagree' and 2 (3.3%) 'Stronglydisagree'. Motivation plays an important role in language learning, so, if the students are demotivated they will not learn properly.

Summary of tables for Question 4 and Hypothesis 4:

Valid	Frequency	Percent
Strongly agree	152	٥٦.٣%
Agree	84	٣١.١%
Neutral	20	٧.٤%
Disagree	3	١.١%
Strongly disagree	11	٤.١%
Total	٢٧٠	١٠٠.٠%

Table (4-66)

No	Mean	Std. Deviation	Chi-Square	Df	Sig
270	4.3444	٠.9659	298.333	4	٠.000

Table (4-67)

The table and figure above show that the value of Chi-square is (٢٩٨.٣٣), moral value is (0.00) which is less than the probability value of (0.05). This means that teacher' views about the problems of teaching English through literary texts average (٤.٣٤٤٤), withthe standard deviation of (٠.٩٦٥٩), which means that the teachers are facing some problems when using literary texts in teaching language, which are : lack of training, time allocated to literature, weakness of students' level and students motivation towards the literary text.

Part Five

Q (5) What can be done to encourage teachers to use literary texts in teaching English?

H (5) Some strategies can be adopted to encourage teaching English through literary texts.

66- Training programs: short-term in-service courses/workshops.

Valid	Frequency	Percent
Strongly agree	٢٥	٨٣.٣%
Agree	٥	١٦.٧%
Neutral	٠	٠.٠%
Disagree	٠	٠.٠%
Strongly disagree	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-68)

The table shows that a vast majority of 25(83.3) of the sample population 'strongly agreed'with the set statement, and 5 (16.7 %) are (agreed). Institutions are supposed to provide training programs for the teachers and this makes them qualified in the field.

67- In -class use of teaching materials such as task sheets or teaching modules.

Valid	Frequency	Percent
Strongly agree	١٩	٦٣.٣%
Agree	١١	٣٦.٧%
Neutral	٠	٠.٠%
Disagree	٠	٠.٠%

Strongly disagree	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-96)

The table shows that 19 (63.3 %) were 'strongly agree', and 11 (36.7 %) 'agree. It is very costing for the students to be asked to photocopy task sheets, if the departments of English language afford them they will be of great help for both teachers and students.

68- There is a need for setting up a special web page for the use of literary texts in teaching English. (Institutional/ department page to be accessed easily by the students)

Valid	Frequency	Percent
Strongly agree	١٧	٥٦.٧%
Agree	٩	٣٠.٠%
Neutral	٣	١٠.٠%
Disagree	٠	٠.٠%
Strongly disagree	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-70)

The table shows that more than half of the sample population 17(56.7%) were 'strongly agree', 9(30%) 'agree', 3 (10%) are 'neutral', and 1(3.3%) 'strongly disagree'. Nowadays students are so profound in using technology, so, the existence of such page is very important that it would provide them with tasks and activities.

69- Self- access worksheets, activities and games are useful aids.

Valid	Frequency	Percent
Strongly agree	١٩	٦٣.٣%
Agree	٨	٢٦.٧%
Neutral	٢	٦.٧%
Disagree	٠	٠.٠%
Strongly disagree	١	٣.٣%
Total	٣٠	١٠٠.٠%

Table (4-71)

The table clearly illustrates that most of the sample responses were 'strongly agree', with the frequency of 19(63.3%), 8(26.7%) 'agree', 2(6.7%) 'neutral'and 1 (3.3 %) 'strongly disagree'. Variation of materials is also a vital tool that would encourage teachers and students to get the maximum benefit from the literary texts.

70- A degree program focusing on teaching English through literature is to be offered.

Valid	Frequency	Percent
Strongly agree	٢٠	٦٦.٧%
Agree	٨	٢٦.٧%
Neutral	٢	٦.٧%
Disagree	٠	٠.٠%
Strongly disagree	٠	٠.٠%
Total	٣٠	١٠٠.٠%

Table (4-72)

The table shows that 20(66.7 %) of thesample population were 'strongly agree',

8(26, 7%) 'agree', and 2(6.7%) were neutral. Spain is one of the countries that have a Diploma in teaching English through literature, so, there is a need for a similar degree to equip the teachers with the necessary knowledge.

Summary of tables for Question 5 and Hypothesis5

Valid	Frequency	Percent
Strongly agree	71	٤٧.٣%
Agree	54	٣٦.٠%
Neutral	15	١٠.٠%
Disagree	4	٢.٧%
Strongly disagree	6	٤.٠%
Total	150	١٠٠.٠%

Table (4-73)

No	Mean	Std. Deviation	Chi-Square	Df	Sig
150	4.2000	1.0033	124.467	4	.000

Table (4-74)

The table and figure above show the value of Chi-square as (124.467), moral value is (0.00), which is less than the probability value of (0.05). This means that suggestions for enhancing the teaching of English through literature average (4.2) and standard deviation is (1.0033). Teachers are agreed on the suggested strategies which would help them in promoting and developing their methods of teaching English through literary texts.

4-B- Students' Questionnaire

Q- (6) To what extent do students use literary texts to improve their standard of English?

H- (6) Students benefit greatly from their study of English literary texts.

-1- Reading English Literary texts help me to improve my level of English.

Valid	Frequency	Percent
strongly agree	23	38.03%
Agree	32	53.33%
Disagree	5	8.33%
Total	60	100.0%

Table (4-75)

The above results show that 23(38.3 %) of the respondents were 'strongly agree', 32(53.33%) 'agree' and 5 (8.33 %) were 'disagree'. The majority of the respondents (55 students) believe that reading of literary texts will help them to improve their level of English.

-2- Literature lessons/lectures are interesting and enjoyable.

Valid	Frequency	Percent
strongly agree	24	40.0%
Agree	25	41.7%
Disagree	7	11.7%
strongly disagree	4	6.7%
Total	60	100.0%

Table (4-76)

The table shows that 24(40%) of the sample were 'strongly agree', 25 (41.7 %) were 'agree', 6 (11.7 %) were 'disagree' and 4(6.7%) were 'strongly disagree'. We all like stories and tales, because of that it is not strange for students to like and enjoy literary texts

3- Students are to be allowed to select the literary texts they like.

Valid	Frequency	Percent
strongly agree	27	45.0%
Agree	11	19.3%
Disagree	13	21.7%
strongly disagree	9	15.0%
Total	60	100.0%

Table (4-77)

The table showsthe frequency and percentage of the responses as: 27(45 %)'strongly agree', 11(19.3 %) 'agree', 13(21.7%) 'disagree' and 9(15 %) 'strongly disagree'. Students should participate in selecting the literary text that they can understand and enjoy. This will motivate them to learn about some language items through the literary texts.

-4- Literary texts help improve writing skills.

Valid	Frequency	Percent
strongly agree	29	48.3%
Agree	24	40.0%
Disagree	6	10.0%
strongly disagree	1	1.7%
Total	60	100.0%

Table (4-78)

The table shows that 29(48.3%) of the sample were 'strongly agree'; 24(40 %) were 'agree'; 6(10 %) were 'disagree' and 1(1.7 %1) is 'strongly disagree'. A lot of writing activities and tasks could be drawn from these texts, for example, guided writing, control writing.

-5-Litrary texts help in improving comprehension skills.

Valid	Frequency	Percent
strongly agree	31	51.7%
Agree	25	41.7%
Disagree	3	5.0%
strongly disagree	1	1.7%
Total	60	100.0%

Table (4-79)

The table above shows that more 31(51.7%) were 'strongly agree'; 25(41.7%) were 'agree', 3 (5%) were'disagree' and 1 (1.7 %) were 'strongly disagree'. Literary texts are excellent materials that help students in improving comprehension skills which are crucial in understanding the text itself.

-6- Teachers should allow students to use L1 while performing activities or doingexercises.

Valid	Frequency	Percent
strongly agree	10	16.7%
Agree	15	25.0%
Disagree	18	30.0%
strongly disagree	17	28.3%
Total	60	100.0%

Table (4-80)

The table shows that 10(16.7%) were 'strongly agree'; 15(25%) were 'agree'; 18(30%) were 'disagree' and 17(28.3%) were 'strongly disagree'.The use of L1 in literature classes is allowed for some extends. The number of students who are

agreed with the statement is (25), while those are not agree are (35). This indicates that students are well aware of the use of L2 to raise their standard of competence. Hence, they disagreed with using L1.

-7- Language-based activitiesfrom the literary texts help improve English proficiency.

Valid	Frequency	Percent
strongly agree	24	40.0%
Agree	28	46.7%
Disagree	6	10.0%
strongly disagree	2	3.3%
Total	60	100.0%

Table (4-81)

As shown in the table, 24(40 %) of the respondents were 'strongly disagree'; 28(46 %) are 'agree'; 6(10 %) were 'disagree'; and 2 (3.3%) were 'strongly disagree'. Literary texts are considered to be one of the authentic materials that used in language classes, so, majority of the respondents are agreeing with statement.

-8- Reading simplified literary texts helpto improve my level of English.

Valid	Frequency	Percent
strongly agree	25	41.7%
Agree	28	46.7%
Disagree	4	6.7%
strongly disagree	3	5.0%
Total	60	100.0%

Table (4-82)

The table indicates that 25(41.7%) of the sample population were 'strongly agree'; 25(46.7%) were 'agree'; 4(6.7%) were 'disagree' and 3(5%) were 'strongly disagree'.Simplified versions are available and easy to read in a short time because of that students believe that they help them in improving their level of English.

-9- Reading old English literary texts helpimprove my level of English.

Valid	Frequency	Percent
strongly agree	12	20.0%
Agree	10	16.7%
Disagree	21	35.0%
strongly disagree	17	28.3%
Total	60	100.0%

Table (4-83)

As shown in the table, 12(20 %) of the responses were 'strongly agree'; 10(16.7 %) were 'agree', 21(35 %) were 'disagree' and 17(28.3 %) were 'disagree'. More than half of the students were not agree with the statement, and this is due to the language difficulties which encounter these old/classical texts.

-10- Reading short stories helps improve my level of English.

``Valid	Frequency	Percent
strongly agree	46	76.7%
Agree	9	15.0%
Disagree	5	8.3%
Total	60	100.0%

Table (4-84)

The table indicates that the vast majority of respondents 46(76.7%) were 'strongly agree'; 9(15%) were 'agree' and 5(8.3%) were 'disagree.' Because they are short and most of them are not complex most of students enjoy reading them and learn some of language aspects.

-11-Reading novels help to improve my level of English.

Valid	Frequency	Percent
strongly agree	23	38.3%
Agree	18	30.0%
Disagree	7	11.7%
strongly disagree	12	20.0%
Total	60	100.0%

Table (4-85)

The table shows that 23(38.3%) of the respondents 'strongly agree', 18(30 %) are 'agreed', 7(11.7 %) 'disagreed' and 12(20 %) 'strongly disagreed'. Novels provide students with varied components of language and so, learners are expected to benefit greatly from reading novels.

-12-Knowledge of literary terms helps in understanding the literary text.

Valid	Frequency	Percent
strongly agree	19	31.7%
Agree	27	45.0%
Disagree	9	15.0%
strongly disagree	5	8.3%
Total	60	100.0%

Table (4-86)

The table shows that 19(31.7%) of the respondents; 'strongly agreed', 27(45 %) 'agreed',9(15 %)'disagreed' and 5(8.3 %)'strongly disagreed'. Knowledge of literary terms is of great importance to students it help them to understand theme, characters, setting, conflict and so on. Thus the majority of the respondents are agreeing about the knowledge of literary terms.

-13- Themes in literary texts should appealto students' own experiences.

Valid	Frequency	Percent
strongly agree	8	13.3%
Agree	33	55.0%
Disagree	17	28.3%
strongly disagree	2	3.3%
Total	60	100.0%

Table (4-87)

The table shows that 8(13.3%) of the sample 'strongly agreed'; 33(55%) 'agreed'; 17(28.3%) 'disagreed' and 2(3.3%)'strongly disagreed'. When the literary text is relevant to students own experiences, a great participation and engagement will be assured.

-14- Many moral values can be learned through reading literature.

Valid	Frequency	Percent
strongly agree	35	58.3%
Agree	22	36.7%
Disagree	3	5.0%
Total	60	100.0%

Table (4-89)

The table shows the frequency and percentage distribution as: 35 (58.3 %) 'Strongly agreed'; 22(36.7%) 'agreed' and 3(5%) 'strongly disagreed'. One of the benefits of literature is that it educates the whole persons; students are expecting to learn new values that concerns behavior.

-15- I learn many new words when I read literary texts.

Valid	Frequency	Percent
strongly agree	50	83.33%
Agree	8	13.33%
Disagree	2	3.33%
Total	60	100.0%

Table (4-90)

The table shows that the vast majority of 50(83.33) of the sample responses were 'strongly agree'; 8(13.33%) were 'agree' and 2(3.33 %) were 'disagree'. Literary texts help students widen their vocabulary, and they learn how some words have different meanings.

-16-I learn about other cultures through literary texts.

Valid	Frequency	Percent
strongly agree	46	76.7%
Agree	11	18.3%
Disagree	3	5.0%
Total	60	100.0%

Table (4-91)

The table shows that 46(76.7 %) of the respondents were 'strongly agree'; 11(18.3 %) were 'agree' and 3(5 %) were 'disagree'. Literary texts provide access to other nation's cultures, because of that (57) of the respondents agreed with statement.

-17- Literary texts motivate my interest in learning English.

Valid	Frequency	Percent
strongly agree	37	61.7%
Agree	17	28.3%
Disagree	6	10.0%
Total	60	100.0%

Table (4-92)

The table shows that more than half of the sample 37(61.7 %) 'strongly agreed', 17(28.3%)'agreed' and 6(10 %)'disagreed'. If students are motivated the achieving of the teaching goal will be an easy task for teachers, so literary texts are motivating materials that assist learners in their learning of the language.

Summary of tables for Question 6 and Hypothesis 6

Valid	Frequency	Percent
strongly agree	561	46.8%
Agree	410	34.2%
Disagree	147	12.2%
strongly disagree	82	6.8%
Total	1200	100.0

Table (4-93)

No	Mean	Std. Deviation	Chi-Square	Df	Sig.
1200	3.2083	0.9058	503.847	3	0.000

Table (4-94)

It can be observed fromthe table above the value ofChi-square is (503.847), withthe moral value of (0.00) which is less than the potential value of (0.05). This means that students endeavour to improve their level of English through literary texts at the average of (3.21) and standard deviation of (0.9058); which means that the sample population agreed with the research hypotheses.

Second Stage: Tests Analysis

-Isthere a statistically significant difference between the two groups achievement in the pre-test? (Control group and the experimental group).

-There is a statistically significant difference between the two groups achievement in the pre-test.

-Is there a statistically significant difference between the two groups achievement in the post-test?

-There is no statistically significant difference between the experimental group post-test and the control group post-test.

Test Analysis:-Control group No. 1-30:-

Pair	No	Mean	Std. Deviation
Pre-test	30	57.40	10.334
Post-test	30	51.53	10.338

Table (4-95)

T	Df	Sig. (2-tailed)	Mean	Std. Deviation
2.953	29	0.006	5.87	10.88

Table (4-96)

Control	Group	Mean	Std. Deviation	T	Sig. (2-tailed)
	Pre-test	57.40	10.334	2.953	0.006
	Post-test	51.53	10.338		

Table (4-99) **Mean scores of the Control Group in the pretest and post-test**

As shown in the table, the value of (T) calculated (2.953) significant value is (0.006) which is less than the probability value of (0.05) This means that there are significant differences between the test scores of the students ; which confirms the test to be successful.

Test Analysis of the Experimental Group No.31-60

Pair	N	Mean	Std. Deviation
Pre-test	30	61.77	9.790
Post-test	30	74.73	9.009

Table (4-97)

T	Df	Sig. (2-tailed)	Mean	Std. Deviation
-7.688	29	0.00	-12.97	9.23

Table (4-98)

Experimental	Group	Mean	Std. Deviation	T	Sig. (2-tailed)
	Pre-test	61.77	9.23	-7.688	0.00
	Post-test	74.73			

Table (4-99) **Mean scores of the Experimental group in the pretest and post-test**

In the above tables it is shown that the value of (T) calculated (-7.688) is of the significant value of (0.00) which is less than the probability value of (0.05). This means that there are significant differences between the students' test scores before and after intervention; which confirms the test is successful to a high degree.

Pair	N	Mean	Std. Deviation	Std. Error of Mean	T	Sig
Pre-testControl group	30	57.40	10.334	1.88	-9.267	0.00
Pre-test experimental	30	61.77	9.790	1.78	-8.986	0.00

Table (4-100**) Comparison of Mean Scores between Experimental and control Groups in the pre-test.**

From the above table it is be concluded that the mean score of students' control group is (57.40) with standard deviation of (10.334) and standard deviation of mean (1.88). The experimental group mean score of the pre-test is (61.77) with standard deviation of (9.790) and standard error of mean (1.78). This means that there is no great difference between the two groups in the pre-test.

Pair	N	Mean	Std. Deviation	Std. Error of Mean
Post-test Control group	30	51.53	10.338	1.88ᵛ
Post-test experimental	30	74.73	9.009	1.64

Table (4-101) **Comparison of Mean scores of the Experimental and Control Groups in the post-test.**

Table (4-101) shows the mean scores of both groups in the post-test. The Control group mean score is (51.53) with standard deviation of (10.338) and standard error of mean (1.887). On the other hand, the experimental group mean score of the

post-test is (74.73) with standard deviation of (9.009) and standard error of mean (1.64). This means thatthere is remarkable progress among the experimental group. This proves that the test is highly successful and students profited from the literary text to learn language.

Control group 1-30, Test marks

Student's number	Pre- test	Post-test
1	65	55
2	40	61
3	54	60
4	43	45
5	54	50
6	65	49
7	50	70
8	80	60
9	51	47
10	68	52
11	52	53
12	48	32
13	62	46
14	67	58
15	62	38
16	66	67
17	63	49
18	64	70
19	72	63

Student's number	Pre- test	Post-test
20	43	38
21	65	61
22	40	36
23	61	46
24	56	47
25	60	57
26	36	42
27	59	42
28	59	61
29	64	54
30	53	37

The above tables show the control group marks in both tests.

Experimental Group 31-60 test marks

Student's number	Pre-test	Post-test
31	53	68
32	40	50
33	71	68
34	49	72
35	74	75
36	46	70
37	71	82
38	58	78
39	57	78

40	69	77
Student's number	**Pre- test**	**Post-test**
41	45	71
42	67	61
43	67	81
44	66	62
45	65	67
46	82	87
47	65	83
48	58	87
49	65	74
50	67	80
51	64	78
52	63	73
53	65	72
54	55	80
55	59	79
56	69	87
57	65	80
58	74	91
59	59	65
60	45	66

The table above show the control group marks in the pre-test and the posttest, and it is clear that the students' achievement in the posttest is improved.

In conclusion, it has been attempted in this chapter to present and analyze the data and interpret the results. The SPSSprogramme has been used. Two questionnaires and two tests were conducted and their outcomes were analyzed.

CHAPTER FIVE

Conclusion

Summary, Findings, Recommendations and

Suggestions for further studies

5.1   Introduction

The research has attempted to study the use of literary texts as a means for the improvement of English Language standard. It is assumed that by exploiting literary texts that are carefully selected by the teachers of literature this goalcan best be achieved. Many activities can be used for this goal.

Six hypotheses were set, examined and verified through two questionnaires and two tests to.

The data was collected through three instruments. The first was the two questionnaires; one for the teachers and the other for the students. The third instrument was the pre-test and post-test. The data was analyzed by using the SPSS.

The sample consisted of 30 teachers from four universities, 60 students from Sudan University/College of Languages/third year.

5.2. Empirical Findings:-

The findings have been discussed in relation to each part of the two questionnaires. First, were those of theteachers' questionnaire, and it consists of fourteen statements.

(Q) 1- What is the attitude of the teachers to literature?

The tables from (4-5 to table 4-18) show the sample populations' responses and the frequencies. Tables from (4-19 to 4- 20) show the final results of the fourteen statements. The frequency of (yes) is (338), which means a percentage of 80.5%. This is a validation of the hypothesis that teachers' have positive attitude to literature.

Q (2) which type of activities do teachers use in teaching literary texts t? This part consists of twenty five statements covering different activities. Tables from (4-21 to 4-42) show the final results of the statements. On the other hand, table (4- 43) shows the final result. The frequency of (yes) is (529) and its percentage is 67.8%. This confirms the research hypothesis; that teachers of literature make use of activities when they teach literary texts.

Q (3) To what extents do teachers benefit from using literary texts to promote their students' achievement? This part contains ten statements. Tables from (4-45 to 4-54) indicate the population responses and their frequencies, and tables from (4-55 to 4-57) show the summary of the statements. The frequency of "yes" is (294) and its percentage is 98%, which represents a great majority of the responses. The findings verify the set researchhypothesis; that teachers of literature do benefit by using literary texts.

Q (4) Whatare the problems that are faced inteaching language through literary texts? Nine statements are provided to answer this question. The tables from (4- 57 to 4- 65) illustrate the responses and their frequencies, and these from (4-66 to 4-67) give a summary of the tables. The frequency of 'strongly agree' is (152), with the percentage of 56.3%. The frequency of "agree" is (84) and its percentage is 31.1%. This result confirms the research hypotheses; that teachers of literature face some problems when they use literary texts to teach language. These problems

need to be solved in order to help the teachers to get the maximum benefit from the literary texts.

Q (5) What can be done to increasethebenefits of teaching English language through literary texts? This question consists of five suggestions. Tables from (4-68to 4-72) illustrate the responses and their frequencies, and those from (4- 73 to 4- 74) show the summary of the responses. The frequency of "strongly agree" is 71 and its percentage is 47%. The frequency of "agree" is 54 and its percentage is 36%. This means that the respondents agree with the set statements of the research; that some strategies can be adopted to enhance the teaching of English through literary texts.

Q (6) To what extent do students use literary texts to improve their standard of English? This question comprises seventeen statements. The tables from (4-75) to 4-92) show responses and their frequencies; while tables from (4-93 to table 4-94) givethe summary of the responses. The frequency of "strongly agree" is 561 and its percentage is 46.8% and the frequency of "agree" is 410 and its percentage is 34.2%. According to the results of the statements, students endeavor to improve their level of English by reading literary texts and they are motivated by these literary texts. They want to be involved in the selection of the texts. A remarkable finding that (35) of them do not agree with the use of L1while they were doing/ performing tasks.

The second instrument was the pre-test and post-test, which were administeredintwo groups, the control group and the experimental group. Each consisted of thirty students. The tests were based on the novel (Pride and Prejudice). The test supposed to answer this question, is there significant difference between the control group and the experimental group in the pre- and post-tests?

The tables from (4-92 to 4-95) show the results of the control group in the pre-test and the post-test. The mean of scores of the control group in the pre-test is (57.40),

which is higher than that of the post-test (51.53). This means that the control group scores are better in the pre-test than those of the post-test.

The tables from(4-96 to 4-99) illustrate the results of the experimental group in the pre-test and the post-test. The mean scores are (61.77) and (74.73) respectively. This means that there is a significantly statistical difference between the two tests and that the experimental group has improved after the intervention.

Table (4-100) shows the mean score of the experimental group and the control group in the pre-test. The mean score of the experimental group is (61.77), and the mean score of the control group is (57.40). This indicates that there is no great difference between the two groups in the pre-test, and the level of the students is almost near.

The last table (4-101) illustrates the comparison of mean scores of the experimental group and the control group in the post-test. That of the first is (74.73), and the second is (51.53). This means that the experimental group made a remarkable progress after the intervention. By this the research question was answered and the sethypothesis of the research has been proven as valid, that literary texts can be used as supplementary material to improve and promote students' level of English.

5.3. Theoretical Implications(contribution to the field):-

The findings of the study can be of good help to the teachers of literature. They will encourage themtofocus on literature as a good means for enhancing English language teaching and raising the students' standard. In addition, the study attempted to provide an empirical research into the role of literary texts in L2 learning. The study is similar and comparable to the other related studies.

However, the study differs from some studies, in its uses of the materials which are already contained in the syllabus of the Department of English in the College of Languages (SUST), and this makes itconsistent with Dr. Hanan's study, entitled "Promoting Students' English Language through the Teaching of Literature". In the other studies there is a call for the integration of literature and language courses.

To conclude, the decline of English language standard is not limited to school students, but it also includes major English language students at university level. This is a cause of worry and concern to manyliterature teachers. Hence, the importance of the research as a practically accepted means through which the students can be helped to improve and develop their standard ofEnglish. Therefore, it is strongly advised that the use of literary texts will help solve the learning problems, which is the main objective of this research.

The data was collected through two questionnaires, one for the teachers and the other for the students, and two tests; a pre- test and a post-test. The sample of the students (60 students) was divided into two groups, the control group and the experimental group. Intervention took place during the last fifteen minutes of the class/lecture. The findings of the study proved that literary texts helpdevelop the students' standardofEnglish. The data obtained through the questionnaires and the tests were statistically analyzed using the SPSS (Statistical Package for Social Sciences). The experimental group did significantly better than the control group.

5.5 Recommendations:-

The following recommendations and suggestions are based on the findings of the study:-

1- Teachers of English in general and of literature in particular are recommended to teach English through literary texts.

2- There is urgent need for training programsand courses in the teaching of Englishthrough literature.

3- Teachers of literature are advised to allocate part of their classes to revising and fostering some language items.

4- Literature examinations are to include language items.

5- Students must be involved in selection of literary texts and they should be given freedom to set/design activities from the text.

6- Sudan Certificate-English Language- exam should include a literary page.

5.6 Suggestions for further Studies:-

The courses of literature at the English Department/ College of Languages (SUST) provide a rich and valuable resource of literature. A number of studies can be derived from or based on these courses. The following are suggestions for further studies:

a- There should be astudy on the use of drama to teach language.

b- Selected Readings in Literature isa first year course that can be used togenerate new ideas and achieve good results through the use of different genres of literature.

c- A study on curriculum design for the English Language Department in which a language–based approach to teaching literary texts.

d- Departments of English in training colleges should equip students with the necessary and relevant courses in teaching English through literature.

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APPENDICES

Appendix (1) Teachers' questionnaire and students' questionnaire.

Appendix (2) The pre-test and the post-test.

Appendix (3) Activities.

Teachers' Questionnaire

Dear colleague,

This questionnaire is going to be used for the purpose of my PhD research entitled (Using Literary Texts to Enrich the Learning Process of English Language).

By completing this questionnaire, you will be offering a significant contribution to the research intention. Let me assure you that your responses will be highly confidential and will not be disclosed to any third party. Your individual opinions will only be used for the purposes of this research and the results will be available to you if you require them. You are welcome to contact the researcher for any further inquiries at wigdansherif@gmail.com or Tel.0912143363.

Thank you very much for your time and contribution

Personal Information

Sex: Male   [   ]
                        Female   [   ]

Academic degree: MA   [   ]
                        PhD   [   ]

Position: Lecturer   [   ]
                        Assistant professor   [   ]
                        Associate professor   [   ]

College: College of Language   [   ]
                        College f Education   [   ]
                        College of Art   [   ]

Experience: 1 – 5 years
                        5 – 10 years
                        10 – 15 years
                        15 – 20 years
                        20 – more

Part One: Teachers' own attitude and preference of literature

No		Yes	No	Not sure
1	I watch movies about the literary text that I read.			
2	I watch drama /plays.			
3	I read short stories /novels.			
4	I read classics.			
5	I read contemporary literary texts.			
6	I read fiction texts.			
7	I read non-fiction texts.			
8	I read poetry.			
9	I choose to read literary texts based on the style of writing.			
10	I choose to read literary texts based on the universal themes.			
11	I read about the biography of the author.			
12	I relate the literary texts that I read to my own experiences.			
13	I discuss my opinion of the literary text I read with others.			
14	I read criticism made on the literary texts that I read.			

Part Two: Activities used by teachers when teaching literary texts

No		Yes	No	Not sure
1	Reading skills			
2	Narrative writing			
3	Composing poems			
4	Stress and intonation patterns			
5	Rhythm and rhyme			
6	Listening exercises			
7	Identifying literary elements			
8	Personal response			
9	Criticism culture awareness			
10	Movies/films viewing			
11	Stylistic analysis			
12	Discourse analysis			
13	Vocabulary building			
14	Grammar exercises			
15	Songs			
16	Internet based activities			
17	Mini library research			
18	Drama presentation			
19	Role play			
20	Choral speaking			
21	Oral presentation			
22	Comprehension skills			
23	Answering essay questions			

Part Three: Teachers views on the benefits of using literary texts to teach English language.

No		Yes	No	Not sure
1	Literature is a motivating material			
2	Literature provides access to other cultures			
3	Literature simulates language acquisition			
4	Literature expand s students' language awareness			
5	Literature develops students' interpretative skills			
6	Literature simulates critical thinking			
7	Literature develops emotional awareness			
8	Literature offers varied authentic language examples			
9	Literature enhances language proficiency			
10	Literature develops comprehension skills			

Part Four: Teachers' views on problems that face them when using literary texts

No		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Insufficient training to teach literature					
2	Time management in terms of the teaching hours to literature					
3	Time management in terms of reading and understanding the continent of literary texts					
4	Time management in terms f assessing different types of students' responses					
5	Lack of confidence to teach literature in English					
6	Lack of knowledge in the areas of literature					
7	Students' proficiency level					
8	Students' motivation / attitude towards the language of literary text					
9	Students' motivation towards learning the literary elements					

Part Five: **Teachers' suggestions on enhancing the use/using of literary texts to teach English Language**

No		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Re-training programs: short-term in-services curses workshops					
2	In class teaching materials such as task sheets, teaching modules					
3	Web page specializing in using literature in the language classroom					
4	Self access (worksheets. Activities, games)					
5	Degree program specializing in (Literature in English Language Teaching)					

1.   You are welcome to add comments about the topic:

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Students' Questionnaire

Table [1]: **Students Attitude and Perception towards using literature to improve their level of English**

No		Agree	Neutral	Disagree
1	I read English literature books.			
2	It is necessary to learn literature in English.			
3	Literature lessons are enjoyable.			
4	Iam interested in learning literature in the English Language.			
5	Students should be given opportunity to select literary texts that they like.			
6	I can improve my writing through literature.			
7	I can improve my comprehension skills through literature.			
8	Teachers should allow students to use L1 in the activities exercises during literature lessons.			
9	I can improve my proficiency in English Language through literature lectures.			

10	I read literary texts that use simple English Language.			
11	I read literary text that uses Old English.			
12	I read poetry.			
13	I read short stories.			
14	I read novels.			
15	I study literary terms/elements.			
16	I like most of the themes found in the literary text that I read in class.			
17	Many moral values can be learned through reading literature.			
18	I learn many new words when I read literary text.			
19	I can learn about other cultures and values through literature.			
20	Literature can motivate my interest in learning the English Language.			

Appendix 2: Tests

This test is part of my thesis for PhD degree. It aims at collecting data for the purpose of the study. The information provided will remain confidential and will be used only for the intended research purposes. The test consists of 10 questions they are based on the novel Pride and Prejudice.

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COLLEGE OF LANGUAGES
ENGLISH DEPARTMENT
Pre-test

Class third year   **Student No ( )**

Name (Optional)……………………Subject: 19th Century British Novel.

Question (1) Summarize chapter one in 50 words:

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Question (2) Complete these sentences with a word or more, from your own:-

1.   Mr. Bingley is a ……………… man with a large fortune.

2.   Everybody in the party feels that Mr. Darcy is so ……….. of himself.

3.   The friendship between Darcy and Bingley is very ………….

4.   Mr. Darcy wants to be …………… his company.

Question (3) Match the following words with their meanings:

Word	Answer	Meaning
a- pride		1- something that belongs to someone
b- single		2- the feeling that you are better than others
c- property		3- feeling comfortable/ relax
d- easiness		4- position in the society
e- social status		5- not married

Question (4) Fillin the blank with the correct preposition:-

Inonof   by   for

1.   He looked ……… a moment at Elizabeth.

2.   Nether field is taken …….. a wealthy man.

3.   Only thinking …… that my dear, Mr. Bennet.

4.   Jane had been cautious……. her praise of Mr.Bingely.

5.   ….contrary, Bingley is admired more than Darcy.

Question (5) Change these sentences into the passive voice:-

1.   Mr. Bingley inherited property of a ten thousands from his father.

      ………………………………………………………………………………

2.   Mrs. Hurst likes Jane.

      ………………………………………………………………………………

3.   Mr.Bennet invites Bingley for dinner.

     …………………………………………………………………………………

4.   Elizabeth heard the conversation between Bingley and Darcy.

     …………………………………………………………………………………

5.   Mr. Bingley brought twelve ladies and seven men with him to the assembly.

     …………………………………………………………………………………

Question (6) Mention from the novel three words that describe the following:-

1.   Manners   1………………….2……………………3……………………….

2.   Appearance 1………………….2……………………3……………………….

3.   Weather   1…………………2……………………3…...…………………….

Question (7) Choose a character form the novel, and then write a letter to him/her saying your advices or anything that you wish to say to him/her.

Dear…………………...

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Question (8) Read the passage carefully and then answer the following questions:-

1. How did the evening pass?

   …………………………………………………………………………..

2. How many times did Mr. Bingley dance with Jane?

   …………………………………………………………………………..

3. Complete this sentences from the passage:- they returned therefore, in

   good…………… to Longbourn, the ………… where they……………

4. Find words from the passage to give a similar meaning to the following

   words:- enjoyable =…………………….. Lucky=……………….

   Beautiful=…………… asked=…..………… unpleasant=…………………..

Question (9) From the passage give five noun phrases.

1. …………………………………………………………………………..
2. …………………………………………………………………………..
3. …………………………………………………………………………..
4. …………………………………………………………………………..
5. …………………………………………………………………………..

Question (10) Describe an important part from the novel that affected you.

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ENGLISH DEPARTMENT

(Post-test)

Level: third year   **Student No. ( )**

Name (optional)…………….………… Subject: 19ᵗʰ Century British Novel

Question (1) Read the passage carefully, then answer the questions below:-

1. Describe Mr. Collins?...

2. To whom does he work for?..

3. Whyhe wants to marry one of the Bennet's daughters?................................

4. Complete these sentences from the passage:- His plan did not vary on ……… them. Miss Bennet's lovely ……….confirmed his views, and ……………… all his strictest notions of ……… was due to seniority. And for all the ……. Evening she was his ………………

Question (2) From the passage finds one example for the followings:-

1. A gerund……………………………………………………………………

2. A transitive verb………………………………………………………………..

3. A sentence in the past form……………………………………………………

4. An intransitive verb……………………………………………………………

Question (3) Give the opposite of these words:-

1. Weak head   …………………………………..

2. Handsome   …………………………………..

3. Young   …………………………………..

4. Positively   …………………………………..

Question (4) Fill in the blank with the correct preposition:-

<div align="center">In on   of   by   at</div>

1. The deficiency ……....nature had been little assisted………….education or society.

2. His plan did no vary…….seeing them.

3. He had a wife……..view.

4. Mr. Collins was to attend them ……….the request of Mr.Bennet.

Question (5) Change these sentences into the passive form:-

1. Darcy sends a long letter to Elizabeth.

   ……………………………………………………………………………

2. Mr.Collins had only kept the necessary terms.

   ……………………………………………………………………………….

3. Mr. Collins will inherit the Bonnet's house.

   ……………………………………………………………………………………

Question (6) From the passage find five adjectives that describe appearance.

1. ………………………………………………………………………………..
2. ………………………………………………………………………………..
3. ………………………………………………………………………………..
4. ………………………………………………………………………………..
5. ………………………………………………………………………………..

Question (7) Find words from the passage to give a similar meaning to the following words:-

1. A good chance   ………………………………………………………………
2. Looking for reconciliation ………………..……………………………………..

3. For fifteen minutes ……………………………………………………………………………….

4. High class   ………..………………………………………………………………….

Question (8) Complete these sentences with a word from your own:-

1. Lydia is the ………………..daughter of the Bennet family.

2. Darcy thought that Jane dose not ………………Bingely.

3. Because of Darcy's……………………and Elizabeth's…………….their
    relationship dose not succeed at the beginning.

4. A young man with a large fortune he must be in need of a ………………….

Question (9) Match the following words with their meanings:-

Word	Answer	Meaning
1. hint		a. great chance
2. anxious		b. help
3. guidance		c. pleasant
4. caution		d. clue
5. amiable		e. worried

Question (10) Summarize Darcy's letter to Elizabeth in 100 words

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Appendix (3):- Activities

This appendix displays the items that were revised during the intervention.

Week one: - How to summarize a chapter.

Week two: - Comprehension skills.

Week three: - Revision of tenses.

Week four:- Synonym and antonym.

Week five:- Passive voice and gerund.

Week six: - Prepositions.

Week seven: - Types of Sentences.

Week eight: - How to write about a character.

Week nine: - Adjectives.

Week ten: - Transitive and Intransitive Verbs.

Week eleven: - Punctuation Marks.

Week twelve: - Noun phrase and Verb phase.

Week thirteen: - Oral discussion.