

An-Najah National University

Faculty of Graduate Studies

**The Effectiveness of Using Literature Activities in
Teaching English as a Foreign Language from
Teachers' and Students' Perspectives. Case Study:
An-Najah National University**

By

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Supervisor

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**This Thesis is Submitted in Partial Fulfillment of the Requirements of
the Degree of Master Methods of Teaching English Language, Faculty
of Graduate Studies, An-Najah National University, Nablus - Palestine.**

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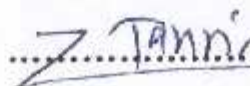
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Dedication

I dedicate this work to my family for their continuous support and encouragement throughout this process and my studies.

To my friends and colleagues who helped me through any challenges I faced.

I wouldn't have been able to do this without you.

Acknowledgement

I would like to express my gratitude to everyone who helped me complete this work.

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I would also like to thank the jury members for their time and effort reading my thesis.

الاقرار

أنا الموقعة ادناه مقدمة الرسالة التي تحمل العنوان:

**The Effectiveness of Using Literature Activities in Teaching English as
a Foreign Language from Teachers' and Students' Perspectives. Case
Study: An-Najah National University**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه
حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث
علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the
researcher`s own work, and has not been submitted elsewhere for any other
degree or qualification.

Student`s Name

اسم الطالب:

Signature

التوقيع

Date

التاريخ

Table of Contents

| No | Subject | Page |
|------|---|------|
| | Dedication | Iii |
| | Acknowledgment | Iv |
| | Declaration | V |
| | Table of Contents | Vi |
| | List of Tables | Viii |
| | List of Appendices | Ix |
| | Abstract | X |
| | Chapter One: Introduction and Theoretical Background | 1 |
| 1.1 | Introduction | 2 |
| 1.2 | Goals of the Palestinian English Language Curriculum | 3 |
| 1.3 | Theoretical Background | 5 |
| 1.4 | Statement of the Problem | 6 |
| 1.5 | Purpose of the Study | 7 |
| 1.6 | Significance of the Study | 7 |
| 1.7 | Questions of the Study | 8 |
| 1.8 | Hypotheses of the Study | 8 |
| 1.9 | Limitations of the Study | 9 |
| 1.10 | Procedural Definition of Terms | 9 |
| 1.11 | Summary | 10 |
| | Chapter Two: Literature Review | 11 |
| 2.1 | Introduction | 12 |
| 2.2 | Teaching English as a Foreign Language | 12 |
| 2.3 | Teaching and Learning English in the Palestinian Context | 14 |
| 2.4 | Implementing Literature in Teaching and Learning English | 17 |
| 2.5 | Summary | 20 |
| | Chapter Three: Methodology | 21 |
| 3.1 | Introduction | 22 |
| 3.2 | Methodology | 22 |
| 3.3 | Population of the Study | 23 |
| 3.4 | Sample of the Study | 23 |
| 3.5 | Instrumentation of the Study | 24 |
| 3.6 | Validity of the Instruments | 25 |
| 3.7 | Reliability of the Questionnaire | 26 |
| 3.8 | Procedures of the Study | 26 |
| 3.9 | Variables of the Study | 26 |
| 3.10 | Summary | 27 |
| 4.1 | Chapter Four: Results | 28 |
| | Introduction | 29 |
| 4.2 | Data Analysis | 29 |
| 4.3 | Results | 29 |

| | | |
|-------|---|----|
| 4.3.1 | Results of the First Question | 29 |
| 4.3.2 | Results of the Second Question | 34 |
| 4.3.3 | Results of the Third Question | 37 |
| 4.4 | Conclusion for Students' Results | 39 |
| 4.4.1 | Conclusion for Teachers' Results | 40 |
| 4.5 | Results Related to the Observations | 40 |
| 4.5.1 | Introduction | 40 |
| 4.5.2 | "Poetry" Observation Results | 41 |
| 4.5.3 | "Advanced Reading" Observation Results | 46 |
| 4.5.4 | "Conversation and Aural Comprehension Observation Results | 49 |
| 4.5.5 | Conclusion for Observations | 52 |
| 4.6 | Summary | 52 |
| | Chapter Five: Discussion of Results, Conclusion, and Recommendations | 53 |
| 5.1 | Introduction | 54 |
| 5.2 | Discussion of the Results of the Main Question | 54 |
| 5.3 | Discussion of the Results of the Sub-Questions | 55 |
| 5.3.1 | Discussion of the Results of the Sub-Questions for Students | 56 |
| 5.3.2 | Discussion of the Results of the Sub-Questions for Teachers | 57 |
| 5.4 | Discussion of the Results of the Observation | 59 |
| 5.5 | Conclusion | 61 |
| 5.6 | Recommendations | 63 |
| | References | 64 |
| | Appendices | 69 |
| | المُلخَص | ب |

List of Tables

| Table No. | Subject | Page |
|-------------------|--|-------------|
| Table (1) | Distribution of the first sample (students) according to independent variables | 24 |
| Table (2) | Distribution of the second sample (teachers) according to independent variables | 24 |
| Table (3) | Students' Questionnaire Scale | 30 |
| Table (4) | Data for students' attitudes towards using literature activities in EFL at An-Najah National University. | 30 |
| Table (5) | Teachers' Questionnaire Scale | 32 |
| Table (6) | Data for teachers' attitudes towards using literature activities in EFL at An-Najah National University | 32 |
| Table (7) | Results of T-test for the differences in students' attitudes according to gender | 34 |
| Table (8) | Results of T-test for the differences in students' attitudes according to specialization | 35 |
| Table (9) | Data of the students' according to academic level | 35 |
| Table (10) | Results of One-Way ANOVA test for the differences in students' attitudes according to academic level. | 36 |
| Table (11) | LSD Test for multiple comparisons for the variable of academic level | 36 |
| Table (12) | Results of T-test for the differences in teachers' attitudes according to gender | 37 |
| Table (13) | Data of the teachers' attitudes according to academic position | 38 |
| Table (14) | Results of One-Way ANOVA test for the differences in teachers' attitudes according to academic position. | 38 |
| Table (15) | Data of the teachers' attitudes towards according to academic position | 38 |
| Table (16) | Results of One-Way ANOVA test for the differences in teachers' attitudes according to academic position. | 39 |
| Table (17) | Results of observation for "Poetry" English Language and Literature specialization course | 45 |
| Table (18) | Results of observation for "Poetry" TEFL specialization course | 46 |
| Table (19) | Results of observation for "Advanced Reading" course | 48 |
| Table (20) | Results of observation for "Conversation and Aural Comprehension" course | 51 |

List of Appendices

| Appendix No. | Title | Page |
|---------------------|--|-------------|
| Appendix (1) | Letter sent to Validation Committee | 69 |
| Appendix (2) | Classroom Observation Rubric | 70 |
| Appendix (3) | Student Questionnaire | 71 |
| Appendix (4) | Teacher Questionnaire | 73 |
| Appendix (5) | Permission of the Faculty of Graduate Studies' Dean at An-Najah National University | 75 |

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Abstract

This descriptive study was conducted in the spring semester of the 2018/2019 academic year at An-Najah National University in Nablus, Palestine. The aim of this study was to investigate students and teachers' attitudes towards the use of literature activities in undergraduate courses for English language and TEFL majors at An-Najah National University. Students' gender, specialization and academic level were taken into account as well as teachers' gender, years of experience and academic position.

To conduct this study, two questionnaires were distributed among a sample of 293 students and 15 teachers. Also, classroom observations of four courses were done as a supplementary tool to describe students' behavior and reactions to studying literature. For data analysis, the researcher used t-test and One-Way Analysis of Variance. The results showed statistically significant differences at 0.05 among students according to the variables of gender and academic level. However, there were no statistically significant differences at 0.05 among students according to the variable of specialization. Furthermore, the results showed no statistically significant differences at 0.05 among teachers according to

the variables of gender, experience and academic position. In the light of the results, the researcher recommended incorporating literature in the classroom that is suitable for the students' language level and interests in order to increase motivation. Also, the researcher recommended encouraging students to research the texts' and authors' background prior to reading in order to understand them more. The researcher also suggested using literature as a tool to practice conversation in the target language and encourage students to study literature in their leisure time outside of academic requirements to increase the benefits.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Goals of the Palestinian English Language Curriculum

1.3 Theoretical Background

1.4 Statement of the Problem

1.5 Purpose of the Study

1.6 Significance of the Study

1.7 Questions of the Study

1.8 Hypotheses of the Study

1.9 Limitations of the Study

1.10 Procedural Definition of Terms

1.11 Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction

The rise of the English language as a global necessity has sparked a stronger emphasis on the language in education systems around the world. In countries that teach English as a foreign language, there are certain methods needed that may differ from methods in native speaking countries. This study will focus on the incorporation of literature and literature activities into EFL curriculum at An-Najah University in Nablus, Palestine.

With the rise of technology and social media in recent years, the ability to connect with people on a wider scale has increased tremendously; therefore, English is being used as a global form of communication. This shows one of the benefits of learning English as a foreign language for anyone, but this study will concentrate on EFL in Palestine. Since 2000, the Palestinian curriculum has required schools to begin teaching English from the first grade, whereas previously it began in the fifth grade (Hammad, 2014). One of the reasons for this study is this surge of prominence of English in Palestinian schools. Learning English at a young age can open more opportunities for students as they grow up in a world so heavily reliant on technology that shares information and brings people together. For students who decide to further their education in English language, this research shows their perspectives of using literature and related activities in the EFL classroom at An-Najah University. It also shows how students'

and teachers' attitudes are similar or different. It focuses on the current use of literature and the possibility of increasing or decreasing its role in the university curriculum with regards to undergraduate English language and literature and TEFL majors.

1.2 Goals of the Palestinian English Language Curriculum

The following points are some goals directly transcribed from the Ministry of Education's General Administration of Curricula (2015), some of which are directly related to the use of literature and literature activities.

- To enable students to use English, orally and in writing, to communicate freely and effectively in different situations and settings with native and non-native speakers alike, using appropriate and linguistically correct forms.
- To develop students' ability to use English for personal expression and enjoyment as well as for creative purposes.
- To foster understanding and develop sensitivity to the target language culture and other cultures, and thereby, strengthen the learners' appreciation and understanding of their own culture.
- To develop students' respect for others, especially those with social, cultural, and family backgrounds different from their own, by encouraging them to reject gender, racial, and ethnic stereotypes.

- To increase, through the use of a common language, the possibility of understanding and cooperating with people who speak English.
- To develop the students' ability to transfer knowledge from one context to other similar and relevant ones.
- To develop students' ability to use strategies for cooperation, consensus building, teamwork, while having an opportunity for language development.
- To develop students' appreciation of literature that is written in the English language.
- To develop the students' awareness of the nature of language and the differences between English and other languages, and thereby help students gain additional insight into the nature of their mother tongue.
- To encourage students to look for common themes in the texts they read or listen to, and to draw conclusions about the needs and feelings of humans in general.
- To develop students' social literacy skills, i.e. the ability to influence decision-making thoughtfully and constructively, both in their personal lives and within their local community, and also at the national and global levels.

As shown by the ministry's objectives for teaching English to Palestinian students, there are many aspects in the curriculum. The use of literature has

the potential to fulfill many of these objectives. Consequently, the students will receive countless benefits from knowing a foreign language that is useful all over the world.

1.3 Theoretical Background

This research relates to the constructivism learning theory. The main idea of constructivism is the role of the active learner and his/her part in making meaning that originate from them personally (Jones, Brader-Araje, 2002). One of the main elements of this theory is that learning continuously takes place and never ends. There is no end goal to be reached, rather, there is a constant thirst to know more and investigate further.

Constructivism depends on the idea that knowledge exists inside the learner, and the learner understands new information based on their previous experiences. Knowledge and learning is a process that takes place subjectively. While learning takes place in a classroom with many students, each student understands and interprets information individually. Each learner comes from a different background, consisting of unique experiences and memories, which factor into their understanding of information. This theory connects with this study because incorporating literature in EFL curriculum allows students to read and interpret texts subjectively, which emphasizes the fundamental elements of constructivism. Using this theory in the classroom provokes students to challenge their beliefs and create their own understandings, rather than merely accepting facts from a textbook. (Richardson, 2003)

According to Hoover (1996), constructivists argue that all people create their own kind of understanding based on their personal experiences, which also means that each person's perspective is equally correct and authentic. This is connected to foreign language acquisition because it's important for teachers to understand that each learner comprehends the same information subjectively. Therefore, judgment of students' understanding should not be too harsh because one perspective may differ entirely from another. This notion is closely related to literature in terms of the readers' interpretation of texts. Literature offers endless amounts of interpretation and each reader can express his/herself through literature activities. In addition, English literature offers readers the chance to understand the culture of native English speakers. Some aspects of language are based upon the culture of its speakers, therefore, EFL students can benefit tremendously from reading texts from different time periods that portray different societies.

1.4 Statement of the problem

According to the researcher's experience in teaching English, there is a weakness and lack of interest in the field of literature; therefore, she conducted this study in hopes of shedding light on this problem. While learning English, reading literature can greatly improve one's language, comprehension skills and understanding of a nation's culture. There is a space for improvement in this area of learning and teaching English at a university level. At this age, there is less emphasis on grammar and

linguistics; therefore, there is more room to explore different avenues of English.

1.5 Purpose of the Study

The aim of this study is to investigate the English Language and Literature and Methods of Teaching English majors faculty and students' attitudes towards using literature activities in their courses. Conducting research from both students' and teachers' perspectives is important in discussing this issue comprehensively. This study aimed to shed light on advancing the implementation of literature in teaching and learning English.

1.6 Significance of the Study

Since the rise of the English language as a global tool for communication, it has become a core part of school and university curricula. However, the researcher has noticed a stronger focus on memorization of vocabulary and grammatical rules rather than literature and literary analysis or comprehension. Incorporating literature more heavily into EFL curriculum can encourage students to use their English skills in a more creative, practical and analytical manner. One of the main skills in language is reading comprehension, which goes hand in hand with literature. Reading and studying literature is invaluable to language acquisition as well as developing an insight into the culture of native speakers. In addition, having English communication skills is an asset in any line of work. This topic is interesting for workers in the education field to understand the

perspectives of both teachers and students regarding the role of literature in their journey of English language learning.

1.7 Questions of the study

The goal of this research was to answer to the following questions:

What are the students' and teachers' attitudes towards using literature activities in EFL at An-Najah National University?

Are there any statistically significant differences at ($\alpha=.05$) in students' attitudes towards using literature activities in EFL at An-Najah University due to gender, year or major?

Are there any statistically significant differences at ($\alpha=.05$) in teachers' attitudes towards using literature activities in EFL at An-Najah University due to gender, position or years of experience?

1.8 Hypotheses of the Study

There are no statistically significant differences at ($\alpha=.05$) in students' attitudes towards using literature activities in EFL at An-Najah University due to gender, year or major.

There are no statistically significant differences at ($\alpha=.05$) in teachers' attitudes towards using literature activities in EFL at An-Najah University due to gender, position or years of experience.

1.9 Limitations of the Study

This study considers the following limitations:

1. Human limitations: undergraduate students and faculty of English language and Methods of Teaching English majors at An-Najah National University.
2. Time limitations: 2018/2019 academic year.
3. Place limitations: An-Najah National University
4. Purpose limitations: undergraduate English language and Methods of Teaching English majors students' and teachers' perspectives on using of literature activities in the EFL.

1.10 Procedural Definition of Terms

Literature: writings that express stories and ideas such as poetry, novels, essays, etc.

Literature activities: this term is used to describe the practice of evaluation, criticism, and interpretation of any form of literature.

Literature in curriculum: literary works incorporated in the curriculum for an English course used to study the target language.

1.11 Summary

This chapter focused on the theoretical background of the relationship between literature and language teaching and learning. Furthermore, it displayed some of the objectives of the Ministry of Education in terms of the English language curriculum. Finally, it included the statement of the problem, purpose of the study, research questions, significance of the study, key terms, and the limitations of the study.

Chapter Two

Literature Review

2.1 Introduction

2.2 Teaching English as a Foreign Language

2.3 Teaching and Learning English in Palestinian Context

2.4 Implementing Literature in Teaching and Learning English

2.5 Summary

Chapter Two

Literature Review

2.1 Introduction

In order to create a meaningful evaluation about the role of literature in the EFL classroom, the researcher synthesized previous studies related to her research in order to organize the main ideas of each study into subcategories. This included three parts: teaching English as a foreign language, teaching English in Palestine and implementing literature in teaching and learning English. Each subcategory shows how the studies are related to each other and the purpose of this study.

2.2 Teaching English as a Foreign Language

This section pulls the focus out of Palestine and onto a broader spectrum. In order to do this, it is important to read studies from other areas of the Middle East and the rest of the world. One study that analyzes the way the school climate affects the English language teachers is “Iranian English language teachers' job satisfaction and organisational climate in public and private schools” (2017) by Razavipour and Yousefi. The sample includes 128 English Foreign Language teachers from public and private schools in Iran. The researchers used two scales and interviews to collect data and results showed that teachers from both types of institutes were “moderately dissatisfied” with their jobs and their work climates are “unfavorable”. The researchers found a positive relationship between them. However, there is a significant difference in the organizational climates

between private and public institutes. In the interviews with some sample units, the private institute teachers made more positive comments regarding their access to resources and the working climate and relationships with their colleagues. This study analyzed the public versus private school debate from the English teachers' perspective, which was also done in another study by Al-Natour and Hijazi (2012) that came to similar conclusions.

A study called "Students' Achievements in English at Jordanian Private and Public Schools and Parents' Attitudes towards Teaching Their Children at Private Ones: A Comparative Study" (2012). It discusses Jordanian students' achievements in English at private and public schools. The focus is on comparing the students of the two types of schools through a test to measure their achievements in the English Language. From a sample of 165 students from two public and two private schools, the results concluded that there is a significant difference. After analyzing the data, the researchers found that private school students have higher achievements, which agrees with Razavipour and Yousefi. As a result, the researchers recommended for more people to consider attending private schools.

In Altinsoy and Okan's (2017) study, "The Impact of Contextual Factors on English Language Teachers' Beliefs", the researchers discuss the factors that affect the teachers' role in English classrooms in general terms followed by a more focused look at private versus public schools. The study sample consists of 210 English teachers from different areas in

Turkey and found that the biggest differences between the public and private schools are related to policy, classroom, inspection, and students. The researchers used questionnaires and interviews to collect their data and found a significant difference between the school types.

Fareh's (2010) article titled " Challenges of teaching English in the Arab World: Why can't EFL programs deliver as expected?" analyzes the difficulties faced in teaching EFL in Arab countries. Some of the difficulties he found are the lack of preparation and inadequate assessment methods from educators, low motivation from learners, and the use of teacher centered teaching methods rather than student centered. Fareh offered some recommendations to improve these areas, such as including students in the classroom activities and lesson plans in order to create more self-dependent learners. Also, integrating language skills rather than teaching each one separately and allowing more exposure to English during the class.

2.3 Teaching and Learning English in Palestinian Context

The Palestinian context presents more challenges for educators and students than other areas. As a result of the complex political and social environment, education is directly affected negatively, along with other aspects of daily life. Therefore, it is important to take this into consideration when discussing the past studies conducted about education in Palestine.

Some studies discuss the difficulties in the education system as well as the teaching methods used in teaching language. For instance, in “The English Language Teaching Situation in Palestine” (2005) by Bianchi and Abdel-Razeq, the authors analyze different aspects of the role of English in general, in the education system and its future. Using a mixture of teaching methods and aids is useful in stimulating the learning environment because repetitiveness for each unit becomes mundane and boring for learners. The authors criticize monotony of teaching methods used in Palestinian classrooms. They also acknowledge the difficulties teacher face in their circumstances, but encourage more variety in the classroom.

In the article, “Implementing the First Palestinian English Language Curriculum: A need for Teacher Empowerment” (2009), the authors, Dajani and McLaughlin, discuss the state of English in Palestinian schools, including the challenges educators face and empowering them for the future. They also make some comparisons between the different types of schools and their approach to teaching English. The higher emphasis that private schools put on English has a large impact on their students. They start studying English at an earlier stage and offer more class time with native speakers and better textbooks. As a result, they are preparing their students to communicate efficiently and practically. The authors emphasize the advantage that private schools offer their students, which can be a motivating factor for parents to choose this type of school for their children.

Continuing with studies conducted in Palestine, “Palestinian Teachers’ Use of Questioning in Instructional Settings” was published in *Teaching and Learning English in the Arabic-Speaking World*, edited by Bailey and Damerow (2014). Enas Hammad’s research concentrates on strategies that Palestinian teachers’ use in their in English classes in both private and public schools in the Gaza Strip, Palestine. “It is noteworthy that though both types of schools are supervised by the Palestinian Ministry of Education, they use different curricula, including English language materials, and different learning and teaching environments” (Hammad, 116-117). The researcher used observations in 32 English classes and semi-structured interviews from focus groups English teachers in order to collect data. The results found many similarities in the ways that public and private school English teachers use questioning in their classrooms for different language skills, such as reading and vocabulary.

A study implemented in Tulkarm city by Tanni (2015), revealed university students’ perspectives regarding learning English. The researcher distributed a questionnaire to a sample of 180 students at Al-Quds Open University in order to collect data. It is important to mention that the researcher distributed the questionnaires across different faculties in order to properly represent the population of the study. The results revealed that students had a positive attitude towards English, particularly among females. Furthermore, the analysis showed a significant difference in the students’ attitudes according to their academic level. After concluding the analysis, the researcher recommended that the university

place more emphasis on helping students to improve their communication skills. The practical implementation of English would help improve their overall attitudes.

A crucial aspect of studying literature is using critical thinking to understand and analyze texts. This was the focus of a study done at Al-Quds University by Naser, Nafi' and Arman (2016). The researchers' aim was to determine the degree that the educators in the English department encouraged critical thinking in their classes. A questionnaire was the instrument used to achieve this aim. It was completed by a sample of 95 students in the English department. The second instrument was interviews conducted with eleven students. Consequently, the results showed the degree of the critical thinking skills used was medium, and the significant differences came from the academic level, which coincide with Tanni's (2015) results. The interviews expanded on the results, which revealed that teachers preferred to teach other skills, such as interpretation and analysis. As a result, the researchers recommended that special courses should be offered that focus on developing and practicing critical thinking. Both teachers and students need to be trained in this specific area in order to emphasize its importance.

2.4 Implementing literature in teaching and learning English

This subsection focuses on some studies conducted regarding the role of literature in teaching English and how students can benefit. Many scholars are in agreement about introducing literature as a way to learn

English for non-native speakers. For instance, Keshavarzi's (2012) explains that literature is a good source for practicing the main skills of language acquisition: reading, writing, speaking and listening. Also, literature can offer something that other sources cannot, which is social understanding and insight into other cultures. A key aspect of learning a new language is learning about the culture and society of its native speakers.

Daskalovska and Dimova (2012) argue that literature allows students to use the target language in a more creative and personal way. There is a chance for students to see functional and figurative language that differs from the standard curriculum. The chance to understand how language is used in real conversations, such as the use of idioms or figurative speech offers a new insight into the language.

Nasirahmadi, Madarsara, Aghdam (2014) conducted a study in Iran that used fourteen students as a control group and fourteen as an experimental group who worked with literature and discovered that the experimental group outperformed the control group on the exam given to them. The researchers came to the conclusion that incorporating literary works in language acquisition is beneficial to students.

Pushing beyond the surface of studying literature for linguistics and vocabulary improvement, there are deeper skills being employed, as shown in Hismanoglu's (2005) research. He explains the different aspects that need to be taken into consideration before using literature in the EFL classroom. These include: choosing suitable texts for the students, using

various genres and types of literature, and explaining the objectives for studying each text. Teachers must choose texts that benefit their students in order to use the texts as a tool to improve their language skills and higher thinking skills. The researcher goes on to explain in more detail regarding the benefits that studying literature has on each language skill.

Similar ideas are expressed in another article by McKay (1982), where she discusses the importance of choosing the right literature that promotes student engagement with the text. She explains that the development of language usage is a strong advantage for incorporating literature in the EFL classroom. Literature shows students how language is used in terms of context and relationships among people, which pushes language beyond linguistics and syntax. McKay explains other advantages and disadvantages in using literature in order to explain teachers' hesitation towards using it as a tool. For example, the researcher says that some teachers may argue that literature doesn't help teach grammar, which is the main goal of their class. However, McKay explains how literature is actually multifunctional.

One specific type of literature is emphasized by Eryaka (2005) in the research called "Benefits of Using Short Stories in EFL Context". The researcher discusses the advantages of using fiction as a tool to stimulate the minds of the readers in terms of their analytical skills and higher-order thinking. Students can learn about cultures and societies different from their own. This pushes the objective of learning a language past the

grammar and linguistic structure while creating a conversation between people. Students can discuss literary content, characters, dialogue and more. The researcher also includes all the contents of Bloom's Taxonomy while arguing about the importance of literature in EFL.

With regard to the cultural context that is prevalent in literature, Mustofa and Hill (2018) researched this concept in the EFL classroom in Indonesia. The researchers discuss the importance of conceptual and historical context of a piece of literature in order to fully appreciate it. This influences the readers' interaction with the text and the interpretation of the content. This paper recommends several methods to help students become more competent in their literary understanding and analysis. In addition, it explains the benefits that English learners gain from interacting with literature in terms of the linguistic and lexical competence.

2.5 Summary

In chapter two, the researcher explored past studies related to education in English as a foreign language and using literature as a study technique to help students. Researchers, teachers and scholars showed that studying literature offers various opportunities for improvement in English language, culture, and history while stimulating language skills. Furthermore, the researcher noticed a lack of literature related research conducted in the Palestinian setting, which is what makes this study necessary.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Methodology

3.3 Population of the Study

3.4 Sample of the Study

3.5 Instrumentation of the Study

3.6 Validity of the Study

3.7 Reliability of the Study

3.8 Procedures of the Study

3.9 Variables of the Study

3.10 Summary

Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter consists of the steps and methodology taken in conducting this research. This chapter includes the population and sample of the study and the steps taken to construct the research instruments of the study, including their validity and reliability. Also, the researcher explains the types of statistical test to analyze the data.

3.2 Methodology

This research was conducted by means of two approaches, including quantitative by means of questionnaires distributed among teachers and students. The questionnaire was created by reading previous studies and adopting questions from El-Helou (2010). In addition, there is a qualitative approach by means of classroom observation of three courses in the English Language and Literature Department at An-Najah National University throughout six weeks. The researcher used a rubric (see Appendix 2) as the basis of her observation in order to track the significant categories related to the study. These categories include time spent using literature, students' motivation towards studying literature and its activities, classroom environment while studying literature and its activities, students' interaction while studying literature and its activities, and students' awareness of cross-cultural issues present in literature.

3.3 Population of the Study

This study consisted of two populations. The first population consisted of the teachers with experience in teaching literature in the English and TEFL department at An-Najah National University during the 2018/2019 academic year. The total number was 18 teachers. The second population consisted of all undergraduate students at An-Najah National University who specialized in English Language and Literature or Methods of Teaching English during the 2018/2019 academic year. The total number was 993 students.

3.4 Sample of the Study

This study consisted of two samples, one for each population. The first sample consisted of 15 faculty members at An-Najah National University with experience in teaching EFL and literature. The responses of this sample were varied based on gender and years of teaching experience. The second sample consists of 293 undergraduate students at An-Najah National University who specialized in English Language and Literature or Methods of Teaching English. These respondents were varied based on gender and specialization and year level. Due to the higher number of female students in the population for both specializations, the sample consisted of more females than males accordingly.

The first sample of the study was students, which was distributed according to three independent variables: Table 1 shows distribution of the sample.

Table (1) Distribution of the first sample (students) according to independent variables.

| Variable | Class | Frequency | Percentage |
|-----------------------|---------------------------------|------------|-------------|
| Gender | Male | 33 | 11.9 |
| | Female | 245 | 88.1 |
| Specialization | Methods of Teaching English | 88 | 31.7 |
| | English Language and Literature | 190 | 68.3 |
| Academic Year | First Year | 114 | 41 |
| | Second Year | 50 | 18 |
| | Third Year | 63 | 22.7 |
| | Fourth Year | 51 | 18.3 |
| Total | | 278 | 100% |

The second sample of the study was teachers, which was distributed according to three independent variables: Table 2 shows the distribution of the sample.

Table (2) Distribution of the second sample (teachers) according to independent variables.

| Variable | Class | Frequency | Percentage |
|----------------------------|----------------------|-----------|-------------|
| Gender | Male | 9 | 60 |
| | Female | 6 | 40 |
| Academic Position | Instructor | 6 | 40 |
| | Assistance Professor | 7 | 46.7 |
| | Associate Professor | 2 | 13.3 |
| | Professor | 0 | 0 |
| Years of Experience | 1-5 years | 7 | 46.7 |
| | 6-10 years | 1 | 6.7 |
| | 11+ years | 7 | 46.7 |
| Total | | 15 | 100% |

3.5 Instrumentation of the Study

To achieve the objectives of this study, the researcher used a 19-item questionnaire for students and a 20-item questionnaire for teachers. The questionnaires consisted of two parts, the first focused on personal

information, such as gender, years of teaching experience and specialization. The second part consisted of the items. The students' questionnaire used the 5-point Likert scale, which uses the following correlation: strongly agree= 5, agree= 4, neutral= 3, disagree=2, strongly disagree=1. The teacher's questionnaire items were worded negatively, which uses the Likert scale with the following correlation: strongly agree=1, agree=2, neutral= 3, disagree=4, strongly disagree=5. In addition, the researcher conducted classroom observations of four courses over a period of four weeks during the second semester of the 2018/2019 academic year. The observations were done based on a rubric (see Appendix 2) that outlines the objectives and main areas of focus.

3.6 Validity of the Instruments

To ensure the validity of the instruments, they were distributed to a jury of experts in the field of TEFL or English Language and Literature. The jury's feedback was taken into consideration and revisions were made to the tools by editing, paraphrasing, and omitting some items, bringing the questionnaire items to a total of 19 for students and 20 for teachers. It was recommended to simplify and reduce the number of items for the students' questionnaire. For example, the researcher removed an item regarding the lack of proper guidance for students while studying literature. Also, the researcher worded the students' questionnaire items positively in order to avoid confusion.

3.7 Reliability of the Questionnaires

The reliability of the questionnaires as calculated through Cronbach Alpha formula, were (.79) for students' questionnaire and (.81) for teachers' questionnaire, which is acceptable for the purpose of this study.

3.8 Procedures of the Study

The questionnaire was distributed among the faculty and students. It took about three weeks to complete the process of distribution and collection of the instrument. Furthermore, the researcher spent four weeks observing classes for four undergraduate courses.

3.9 Variables of the Study

The study included two types of variables:

Independent Variables:

Gender: with two levels (male and female)

Teachers' academic position: with four levels (Instructor, assistant professor, associate professor, and professor). The researcher chose this variable to consider the differences in opinions due to the different academic positions available at the university.

Teachers' years of experience: with three levels (1-5, 6-10, 11+). The researcher chose this variable because she was interested to investigate

the way that the teachers' level of experience effects their perspective towards using literature.

Students' specialization: with two levels (English language and Literature and Methods of Teaching English). The researcher included both specializations because majority of the courses that the students are required to complete overlap.

Students' academic year: with four levels. This is included because students who have more experience studying literature may have different opinions than less experienced students.

Dependent Variables:

The dependent variables in this study are the teachers' and students' perspectives towards the effectiveness of using literature activities in EFL at An-Najah National University.

3.10 Summary

This chapter discussed the populations and samples of the study and the procedures taken to collect the data. In addition, this chapter explained the research design, which explains how the questions of the study were answered. Finally, the reliability and validity of the instruments were discussed.

Chapter Four

Results

4.1 Introduction

4.2 Data Analysis

4.3 Results

4.3.1 Results of the First Question

4.3.2 Results of the Second Question

4.3.3 Results of the Third Question

4.4 Conclusion for Students' Results

4.4.1 Conclusion for Teachers' Results

4.5 Results Related to the Observations

4.5.1 Introduction

4.5.2 “Poetry” Observation Results

4.5.3 “Advanced Reading” Observation Results

4.5.4 “Conversation and Aural Comprehension” Observation Results

4.5.5 Conclusion for Observations

4.6 Summary

Chapter Four

Results

4.1 Introduction

This chapter focuses on the results of the study according to the research questions. It contains the statistical analysis produced from the tools of the study and a brief summary.

4.2 Data Analysis

In order to accomplish this, the data collected by the researcher analyzed by using different statistical techniques. This includes means, standard deviations, percentages, Independent T-Test, One-way ANOVA and LSD Post Hoc test. Also, Cronbach Alpha formula was used to calculate the reliability of the questionnaire.

4.3 Results

4.3.1 Results of the First Question

To answer the first question of the study **“What are the students’ and teachers’ attitudes towards using literature activities in EFL?”** The researcher used the means, standard deviations, percentages and ranks for each item in the questionnaires distributed to students and teachers. Since there are two samples, there are two parts to the results. Tables 3 and 4 show the results.

Part 1: Students

The researcher used the following scale as shown in table (3) to rank the analytical results for the students' questionnaire.

Table (3) Students' Questionnaire Scale

| | |
|-----------|-----------|
| 4.21-5 | Very high |
| 3.41-4.20 | High |
| 2.61-3.4 | Moderate |
| 1.81-2.6 | Low |
| 1-1.8 | Very Low |

Table (4): Data for students' attitudes in descending order

| No. | Item | Mean | Std. Deviation | Rank |
|-----|--|------|----------------|-----------|
| 9 | Studying literature improves your English reading skills. | 4.34 | .90 | Very high |
| 8 | Studying literature helps you improve your vocabulary. | 4.23 | 1.00 | Very high |
| 13 | Studying literature helps improve your writing skills. | 3.94 | 1.00 | High |
| 16 | Literature activities help you analyze the texts closely. | 3.72 | .97 | High |
| 14 | You appreciate the purpose of studying literature. | 3.65 | 1.01 | High |
| 2 | You are aware of the objectives of studying literature. | 3.64 | .78 | High |
| 11 | Literature activities help you understand the texts more comprehensively. | 3.64 | 1.03 | High |
| 4 | Studying Literature in the English language is enjoyable. | 3.58 | 1.10 | High |
| 17 | You can find all aspects of life in literature rather than academic writing. | 3.54 | .97 | High |
| 3 | You feel motivated to study literature in the English language. | 3.54 | 1.11 | High |
| 15 | The literature you study contains symbolism that is comprehensible to you. | 3.44 | 1.01 | High |
| 5 | You have a tendency to translate literature to your native tongue in order to understand it. | 3.37 | 1.08 | Moderate |
| 19 | Literature is more relevant to your interests than academic texts. | 3.35 | 1.10 | Moderate |

| | | | | |
|---------------------|--|-------------|-------------|-------------|
| 1 | In your courses, studying literature is regularly supplemented with activities. | 3.33 | .96 | Moderate |
| 18 | Suitable techniques are used to study literature. | 3.31 | .94 | Moderate |
| 12 | You are aware of cross-cultural issues in literature. | 3.31 | .98 | Moderate |
| 10 | There is a suitable amount of time to study literature and complete activities. | 3.10 | .95 | Moderate |
| 6 | Literature is reflective of current issues in Palestinian society. | 3.10 | 1.02 | Moderate |
| 7 | There are few difficulties in understanding literature due to unfamiliar vocabulary. | 2.45 | 1.07 | Low |
| Total Degree | | 3.51 | 0.46 | High |

The results of table (4) show that the rank for students' attitudes towards using literature activities at An-Najah National University was high, with a mean of (3.51). Two items got a rating of very high, nine items got a rating of high, seven items got a rating of moderate, one item got a rating of low, and no items got a rating of very low. The highest mean was given to item (9), "Studying literature improves your English reading skills", whose score is (4.34), which was ranked "very high". This means that students view studying literature as a beneficial resource for them to advance their reading abilities. On the other hand, the lowest mean was given to item (7), "There are few difficulties in understanding literature due to unfamiliar vocabulary", whose score is (2.45), which was ranked "low". This means that students' struggle greatly with the number of unfamiliar vocabulary words present in the literature they read. This could cause students frustration while reading.

Part 2: Teachers

Since the items in the teachers' questionnaire were negatively worded, the researcher used the following scale to rank the analytical results as shown in table (5).

Table (5) Teachers' Questionnaire Scale

| | |
|-----------|-----------|
| 1-1.8 | Very high |
| 1.81-2.6 | High |
| 2.61-3.4 | Moderate |
| 3.41-4.20 | Low |
| 4.21-5 | Very low |

Table (6): Data for teachers' attitudes in descending order

| No | Item | Mean | Std. Deviation | Rank |
|----|---|------|----------------|-----------|
| 7 | Students' weakness in English language skills makes studying literary texts difficult. | 1.73 | .59 | Very high |
| 3 | Students lack familiarity about the relevant socioeconomic climate of the literature. | 1.80 | .77 | Very high |
| 5 | While students' study literature, misinterpretation occurs regularly. | 1.80 | .56 | Very high |
| 6 | There is a lack of proper guidance while students' study literature. | 2.07 | 1.16 | High |
| 10 | Students are not motivated to study literature. | 2.13 | .74 | High |
| 1 | Students lack clear objectives to study literature. | 2.13 | .92 | High |
| 4 | Students focus on the content and disregard the language skills associated with studying literary texts. | 2.20 | 1.01 | High |
| 15 | The literature involves a lot of challenging figurative and symbolic language which causes difficulties for students. | 2.33 | .82 | High |
| 8 | Students find it difficult to prepare for literature exams. | 2.33 | 1.05 | High |
| 9 | Students do not appreciate the purpose of studying literature. | 2.33 | 1.18 | High |
| 2 | Students do not enjoy studying literary texts. | 2.47 | .99 | High |
| 20 | Students do not relate to literature because it's full of ambiguity. | 2.60 | 1.12 | High |

| | | | | |
|--------------|---|-------------|-------------|-------------|
| 18 | There is a lack of available class time to study literature. | 2.67 | 1.18 | Moderate |
| 17 | Inappropriate techniques are adopted in the classroom while studying literature. | 2.67 | 1.45 | Moderate |
| 19 | Lack of effective teaching aids negatively affects teaching literature. | 2.73 | 1.22 | Moderate |
| 14 | The literature contains cross-cultural issues that students are unaware of. | 3.00 | .93 | Moderate |
| 11 | There is a tendency among students and teachers to translate literature to their mother tongue. | 3.20 | 1.37 | Moderate |
| 12 | The literature's content does not match with the students' age. | 3.27 | 1.33 | moderate |
| 13 | The literatures' content does not match with the students' interest. | 3.27 | 1.33 | moderate |
| 16 | Students do not find aspects of modern, daily life in the literature they study. | 3.93 | 1.16 | low |
| Total | | 2.53 | 0.50 | high |

The results of table (6) show that the rank for teachers' attitudes for using literature activities at An-Najah National University was high, with a mean of (2.53). Three items got a rating of very high, nine items got a rating of high, seven items got a rating of moderate, one item got a rating of low, and no items got a rating of very low. The highest mean was given to item (7), "Students' weakness in English language skills makes studying literary texts difficult" whose score was (1.73), which was ranked "very high". This means that teachers view their students' English language skills as a source of difficulty while they study literature. Studying literature is less effective when students struggle to comprehend and perform in English. The lowest mean was item (16), "Students do not find aspects of modern, daily life in the literature they study", which means that teachers view literature as a representation of the reality of daily life that students can relate to. This relates to keeping students interested in the texts they read.

4.3.2 Results of the Second Question

To answer the second question of the study, **“Is there a significant difference at ($\alpha=0.05$) in students’ attitudes towards using literature activities in EFL at An-Najah University due to gender, year or major?”** The researcher used t-test and one-way ANOVA to analyze the data from the questionnaire. Tables 7,8, 9,10 and 11 show the results.

Table (7): Results of T-test for the differences in students’ attitudes according to gender

| Total | Gender | N | Mean | Std. Deviation | t | Sig.* |
|-------|--------|-----|------|----------------|--------|--------|
| | Male | 33 | 3.30 | 0.67 | -2.788 | 0.006* |
| | Female | 245 | 3.53 | 0.42 | | |

*The mean difference is significant at the 0.05 level.

Table (7) shows statistical differences at ($\alpha=0.05$) on the total degree of students’ attitudes towards using literature activities at An-Najah National University due to the variable of gender. The significant value was (0.006), which is less than (0.05), which means that gender affects students’ attitudes in favor of females towards using literature activities at An-Najah National University. The researcher attributed this difference to the fact that the English Language and TEFL departments are female-dominated, which shows that females prefer to study English.

Table (8): Results of T-test for the differences in students' attitudes according to specialization

| Total | Specialization | N | Mean | Std. Deviation | t | Sig. |
|-------|---------------------------------|-----|------|----------------|-------|-------|
| | TEFL | 88 | 3.54 | 0.41 | 1.024 | 0.307 |
| | English Language and Literature | 190 | 3.48 | 0.48 | | |

Table (8) shows no statistically significant differences at ($\alpha=0.05$) on the total degree of students' attitudes towards using literature activities at An-Najah National University due to the variable of specialization. The significant value was (0.307), which is more than (0.05). This means that differences in specialization does not affect the students' attitudes.

Table (9): Data of the students' attitudes according to academic level

| Academic Level | N | Mean | Std. Deviation |
|----------------|-----|------|----------------|
| First Year | 114 | 3.40 | 0.51 |
| Second Year | 50 | 3.68 | 0.37 |
| Third Year | 63 | 3.51 | 0.44 |
| Fourth Year | 51 | 3.55 | 0.38 |
| Total | 278 | 3.50 | 0.46 |

Table (9) shows that there are differences between the means of the academic levels. Therefore, the researcher performed the One-Way ANOVA test in order to check these differences, which is shown in Table (10).

Table (10): Results of One-Way ANOVA test for the differences in students' attitudes according to academic level.

| Source of Variance | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------|----------------|-----|-------------|-------|-------|
| Between Groups | 2.930 | 3 | .977 | 4.820 | .003* |
| Within Groups | 55.520 | 274 | .203 | | |
| Total | 58.450 | 277 | | | |

*Mean is significant at the 0.05 level

Table (10) shows statistically significant differences at ($\alpha=0.05$) on the total degree of students' attitudes towards using literature activities at An-Najah National University due to the variable of academic level. The significant value was (0.003), which is less than (0.05). In order to detect the differences, an LSD Post Hoc test was performed as shown in table (11).

Table (11): LSD Test for multiple comparisons for the variable of academic level

| Year | Year | Mean Difference |
|--------|--------|-----------------|
| First | Second | -.28242* |
| | Third | -.10803 |
| | Fourth | -.14931* |
| Second | First | ----- |
| | Third | .17439* |
| | Fourth | .13311 |
| Third | First | ----- |
| | Second | ----- |
| | Fourth | -.04128 |
| Fourth | First | ----- |
| | Second | ----- |
| | Third | ----- |

*The mean difference is significant at the 0.05 level

Table (11) shows that the differences were between (first year) level and (second year) level in favor of the second. Also, there are differences between (first year) and (fourth year) in favor of the first. Finally, there are differences between (second year) and the (third year) in favor of the second. This means that the students' attitudes towards using literature activities in EFL at An-Najah National University are affected by the variable of academic level.

4.3.3 Results related to the third question

To answer the third question of the study, **“Are there any statistically significant differences at ($\alpha=.05$) in teachers' attitudes towards using literature activities in EFL at An-Najah University due to gender, position or years of experience?”** The researcher used t-test and one-way ANOVA to analyze the data from the questionnaire. Tables show the results.

Table (12): Results of T-test for the differences in teachers' attitudes according to gender

| Total | Gender | N | Mean | Std. Deviation | t | Sig. |
|-------|--------|---|------|----------------|-------|-------|
| | Male | 9 | 3.49 | 0.55 | 0.172 | 0.866 |
| | Female | 6 | 3.45 | 0.36 | | |

Table (12) shows no statistical differences at ($\alpha=0.05$) on the total degree of teachers' attitudes towards using literature activities in EFL at An-Najah National University due to the variable of gender. The significant value was (0.866), which is more than (0.05), which means that gender does not

affects teachers' attitudes towards using literature activities in EFL at An-Najah National University.

Table (13): Data of the teachers' attitudes according to academic position

| Academic Position | N | Mean | Std. Deviation |
|---------------------|----|------|----------------|
| Instructor | 6 | 3.47 | .38 |
| Assistant Professor | 7 | 3.38 | .36 |
| Associate Professor | 2 | 3.85 | 1.13 |
| Full Professor | 0 | 0 | 0 |
| Total | 15 | 3.48 | .47 |

Table (14): Results of One-Way ANOVA test for the differences in teachers' attitudes according to academic position.

| Source of Variance | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------|----------------|----|-------------|------|------|
| Between Groups | .347 | 2 | .173 | .752 | .493 |
| Within Groups | 2.768 | 12 | .231 | | |
| Total | 3.114 | 14 | | | |

Table (14) shows no statistically significant differences at ($\alpha=0.05$) on the total degree of teachers' attitudes towards using literature activities in EFL at An-Najah National University due to the variable of academic position. The significant value was (0.493), which is more than (0.05).

Table (15): Data of the teachers' attitudes according to academic position

| Years of Experience | N | Mean | Std. Deviation |
|---------------------|----|------|----------------|
| 1-5 years | 7 | 3.22 | 0.37 |
| 6-10 years | 1 | 3.65 | ----- |
| 11+ years | 7 | 3.71 | 0.49 |
| Total | 15 | .752 | 0.47 |

Table (15) shows that there are differences between the means of the academic levels. Therefore, the researcher performed the One-Way ANOVA test in order to check these differences, which is shown in Table (14).

Table (16): Results of One-Way ANOVA test for the differences in teachers' attitudes according to academic position.

| Source of Variation | Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|----------------|----|-------------|-------|------|
| Between Groups | .858 | 2 | .429 | 2.281 | .145 |
| Within Groups | 2.256 | 12 | .188 | | |
| Total | 3.114 | 14 | | | |

Table (16) shows no statistically significant differences at ($\alpha=0.05$) on the total degree of teachers' attitudes towards using literature activities in EFL at An-Najah National University due to the variable of academic position. The significant value was (0.145), which is more than (0.05).

4.4 Conclusion for Students' Results

The results of this study revealed that students believe that studying literature helps improve their reading skills, as well as their vocabulary and writing skills. Also, they use literature activities to assist them in analyzing the texts themselves. Students are aware of the purpose and objectives of studying literature for EFL. On the other hand, the data revealed statistically significant differences on the total degree of the students' attitudes towards using literature activities in EFL at An-Najah National University due to the variables of gender and academic level.

4.4.1 Conclusion for Teachers' Results

This study showed that teachers believe that students' English language skills cause them difficulties while they study literature as well as some misinterpretation of the texts. Also, teachers' see their students' lack of background information about the socioeconomic and cultural background of the literature as an issue. There were no statistically significant differences between the teachers' attitudes towards using literature activities in EFL at An-Najah National University.

4.5 Results Related to the Observations

4.5.1 Introduction

The purpose of conducting observations was to understand the way literature and supplementary activities were used in courses for English Language and TEFL majors. The researcher's intention was to observe the effectiveness of using literature and literary activities first hand by focusing on the following categories: Amount of time spent on literature, students' motivation, the classroom environment, students' interaction with peers and difficulties encountered by students. In order to collect data, the researcher took notes about the texts and activities used in the classroom, as well as students' behavior while studying. The researcher recorded some sessions when deemed appropriate. After observing each course for four weeks, the researcher summarized her main findings related to the five categories for each course. Furthermore, to show the relationship between the use of literature and students' behavior, the researcher presented a chart

rating each week on a scale of 1-5. Finally, the researcher offered reflections on the experience.

The researcher chose four courses that were offered during the second semester of the 2018-2019 academic year at An-Najah National University. The courses the researcher observed were “Advanced Reading”, “Conversation and Aural Comprehension”, and two sections of “Poetry”. The researcher chose to observe two sections of the “Poetry” course because courses with a curriculum that includes literature are divided into separate sections according to students’ specialization. In order to understand the dynamics among the different sections of the same course, the researcher observed the “Poetry” sections for both English Language and Literature majors and TEFL majors.

4.5.2 “Poetry” Observation Results

This course is required for both specializations and includes students from different academic years. However, due to the difference of English levels among students, the sections of this course are separated based on specialization. Poetry for English Language and Literature majors was taught by Instructor Iman Hammad. Poetry for TEFL majors was taught by Assistant Professor Ahmad Qabaha. Throughout her observation, the researcher understood why literary based courses are taught separately. The contrast between the sections was interesting and worth mentioning in this research. Some significant differences included students’ participation,

use of teaching aids, and the students' level of English comprehension and performance.

Some of the topics covered in the Poetry course included types of poems, rhythm, rhyme scheme, literary devices, symbolism, imagery and more. These topics were covered through lectures, student presentations, studying examples from the textbook and activities. Students participated in analysis of poems while working with their peers. Also, in order to distinguish between types of poems, the students were given examples of poem to identify with their peers. Another common activity for both sections of the course was to read poems aloud and discuss them together. The students commented on symbols, literary devices, rhymes, choice of language, etc.

First of all, the English language and Literature majors were more confident in their language skills and more willing to use English in the classroom, whereas, TEFL majors struggled to speak. The researcher saw several TEFL majors hesitate to speak English and request to speak Arabic instead. The teacher had to continuously encourage the students to use English. Moreover, the students' language comprehension levels were also revealed when TEFL majors needed more explanations in Arabic than English language majors. When introducing a new concept or element of poetry, TEFL majors took more time to comprehend the information due to weaker English listening and speaking skills. The students often said "Doctor, I don't understand", or "Can you give us an example?" They often

required explanation in Arabic, whereas English Language majors rarely needed further explanation.

Furthermore, students of each section were given different requirements. For instance, all English Language and Literature majors were required to present a given topic related to poetry, whereas TEFL majors were given the option to present to the class. The presentations consisted of elements of poetry, such as rhythm and rhyme scheme. As the English language students presented about rhyme schemes, there were few questions from peers. The presenter explained the topic in well spoken English and gave examples to show the class. Overall, the instructor trusted the students to give competent presentations. During the TEFL section, rhyme schemes proved to be a difficult topic for them to grasp immediately. During the student presentations, the doctor had to intervene to explain more clearly, and he found many errors in their work. Also, the students relied on aids too much while presenting. For instance, several students wrote about rhyme schemes on a PowerPoint and proceeded to read directly from it, which was not the case with English Language students. They had notes written on a piece of paper as a guide, but were more comfortable while speaking about their topic and used the whiteboard to explain themselves as they spoke. This showed the researcher that English Language students are more independent in their studies and have better language performance.

The student's level also coincided with the speed of the class. The English Language and Literature majors moved at a quicker pace than TEFL students, who spent more time studying each concept. On the other hand, the researcher noticed a significant difference among the level of students enthusiasm and participation in the classroom. TEFL students answered questions from the teacher, worked with their peers, and came prepared with their questions. They showed great interest in the texts they study, despite their weak English skills, they were more active than the English Language majors.

During the researchers' observation, the following activities took place in the English Language and Literature majors Section:

Week One: Studying rhythms and counting meters

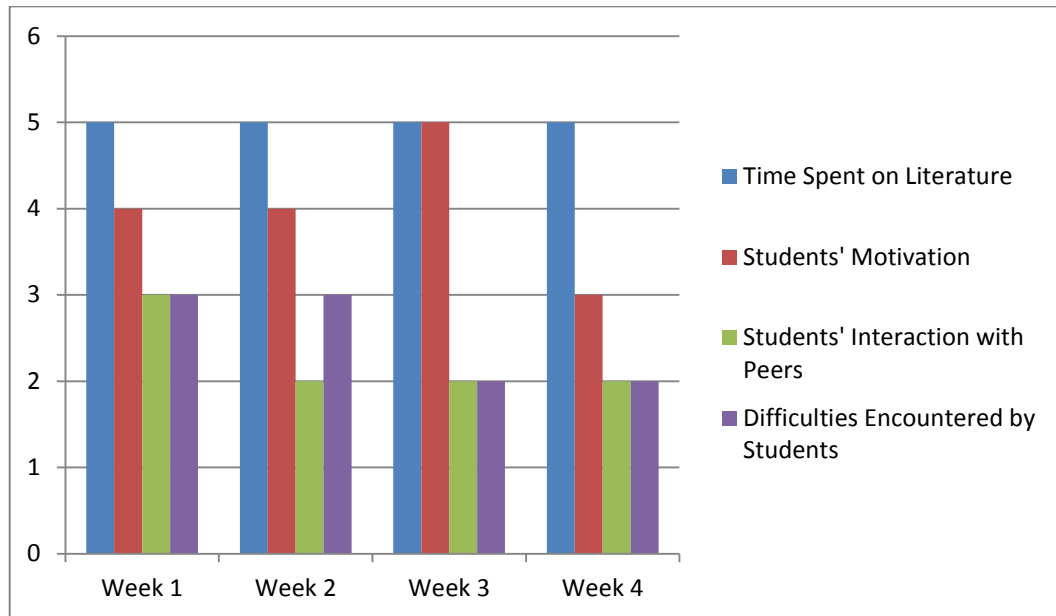
Week Two: Studying the significance of context in poetry

Week Three: Studying types of symbolism in poetry.

Week Four: Identifying and analyzing different literary devices.

The following chart shows the researcher's rating for each week according to: amount of time spent on literature, students' motivation, the classroom environment, students' interaction with peers and difficulties encountered by students.

Table (17) Results of observation for “Poetry” English Language and Literature specialization course



During the researcher's observation, the following activities took place in the TEFL majors' section:

Week One: studying figures of speech

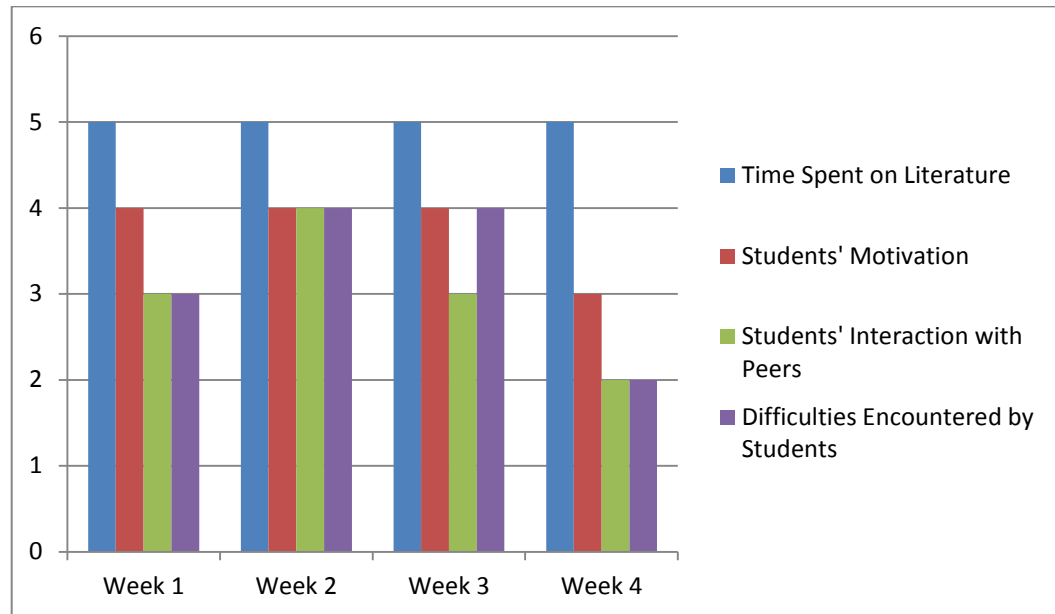
Week Two: identifying types of rhymes, rhythm and meters

Week Three: practicing word stress and pronunciation

Week Four: identifying and analyzing Sonnets

The following chart shows the researcher's rating for each week according to: amount of time spent on literature, students' motivation, the classroom environment, students' interaction with peers and difficulties encountered by students.

Table (18) Results of observation for “Poetry” TEFL specialization course



4.5.3 “Advanced Reading” Observation Results

The “Advanced Reading” course is required for both specializations and includes first and second year students. The course was taught by Instructor Heba Yaseen and the students’ academic years were mixed. The researcher observed the students studying different types of texts, including literature, news articles and academic texts. Due to the variety of texts studied in this course, the researcher could compare students’ behavior while studying literature versus academic texts. For instance, students were given a fairytale entitled “Ashputtle” to read. Then, the students were organized into groups of three in order to analyze the text. During the analysis, one girl mentioned, “this story reminds me of the ‘Cinderella’ story because of the characters.” They were given a worksheet containing questions to help guide their analysis. The worksheet focused on five

different reading strategies, including skimming, scanning, intensive reading, extensive reading, and making inferences. The students had to use each strategy in order to answer the corresponding questions. The fairytale was used as a tool to practice these strategies. Since the students worked in groups they discussed the differences between the five strategies in order to come to the correct conclusions. The researcher saw some students struggle with differentiating between the strategies. However, at the end of the session, the instructor and students reviewed the worksheet together in order to clarify any confusion. Furthermore, the students showed their ability to make connections between different literary texts, which the researcher interpreted as a sign that the students were engaged with the texts.

The next text the students studied was scientific nonfiction. This allowed them to practice studying different types of writings. This particular text discussed current issues among people in today's society, including addiction and diseases. This text differed from the previous one, "Ashputtle", because it presented a different writing style for the students to practice reading and analyzing. Although they used some of the same reading strategies with the nonfiction text, they were exposed to a different genre. This activity had the potential to help them use their language skills beyond the classroom. However, the researcher noticed that due to the scientific nature of the text, the students struggled to understand it well and relate to it personally. This was a negative aspect of studying this type of article.

During the researcher's observations, the following activities took place:

Week One: group work about "Ashputtle" fairytale.

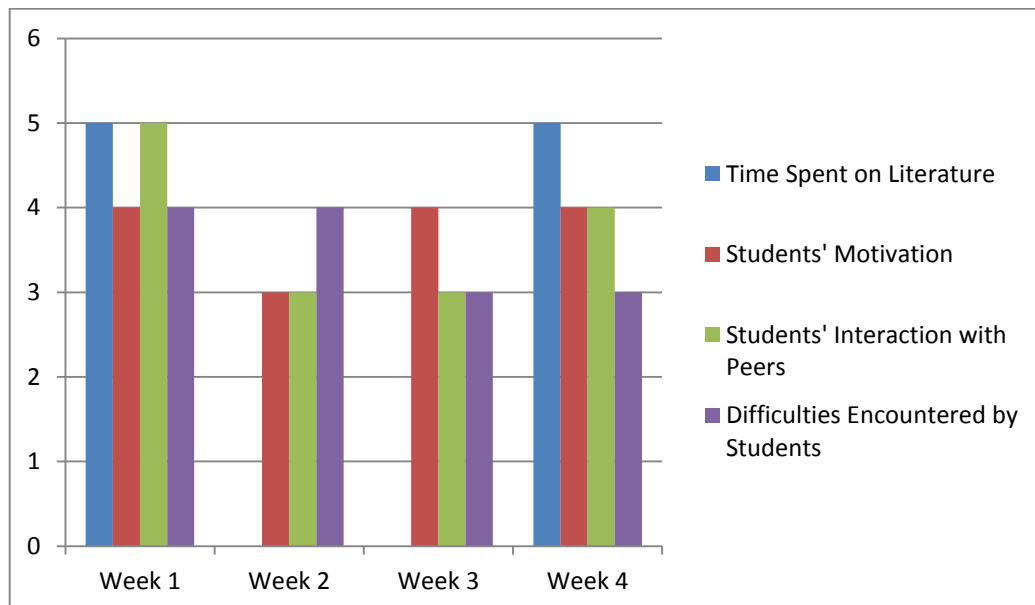
Week Two: Studying a scientific article about current issues

Week Three: Studying an academic text about prejudice.

Week Four: Studying "Hansel and Gretel" story as a class and in pairs.

The following chart shows the researcher's rating for each week according to: amount of time spent on literature, students' motivation, the classroom environment, students' interaction with peers and difficulties encountered by students.

Table (19) Results of observation for "Advanced Reading" course



4.5.4 “Conversation and Aural Comprehension” Observation Results

“Conversation and Aural Comprehension” course is required for English Language and Literature majors only. This course was taught by Instructor Reem Qadan and included students from different academic years. This course used various activities that encouraged the students to speak only in English. These activities included peer interviews, student presentations, studying music lyrics, studying letters, and watching and commenting on videos. The instructor introduced a variety of tasks for students to do each week in order to stimulate their listening and speaking skills in the target language. She also spent time talking with them for a few minutes at the beginning of each session as a warm-up. This course’s objective was to expose students to different types of communication and strengthen their conversation skills. This included both listening and speaking, which was prevalent during their activities. Therefore, the researcher observed the students’ behavior and interaction while participating in activities aimed to improve their conversation skills.

While the students studied letters written in Early Modern English language, they were exposed to an older style of English and different styles of communication. The students read several letters and analyzed the writer’s style, tone and intention. While reading the letters aloud, the instructor focused on correcting students’ fluency and pronunciation. Furthermore, she used this as an opportunity to correct the students’ stress patterns, pauses and breathing while reading. In addition, she encouraged

the students to read in a tone that matched the content. The researcher noticed that in the beginning, the students were shy to read aloud in the target language, however, the teacher insisted on reading the letters several times in order for the students to become more comfortable. After some time they became more comfortable and interested in the activity. Following the reading, the teacher asked the students questions to initiate a class discussion about the content and context of the letters. She asked the students to imagine the backstory of the writer and recipient of the letters according to clues from the letters. This sparked a lively discussion between the students about each of their perspectives.

Another activity in this course used a silent short film called “Paperman” presented to the students, with the task of writing their own dialogue for the film’s characters. This activity gave students a chance to write creatively and imagine the conversation between the characters based on only visuals. Before sharing their dialogues, the class discussed the main themes and symbols presented in the film in order to analyze its visual content before adding the dialogue. Then, each student shared their writing with the class. They explained the reasoning behind their dialogue they wrote, including the possible thoughts of the characters as well. This activity encouraged students to think outside the box, which was clear in their writing. They were excited to share their ideas and the peer interaction was strong throughout this activity.

During the researcher's observations, the following activities took place:

Week One: reading and studying letters.

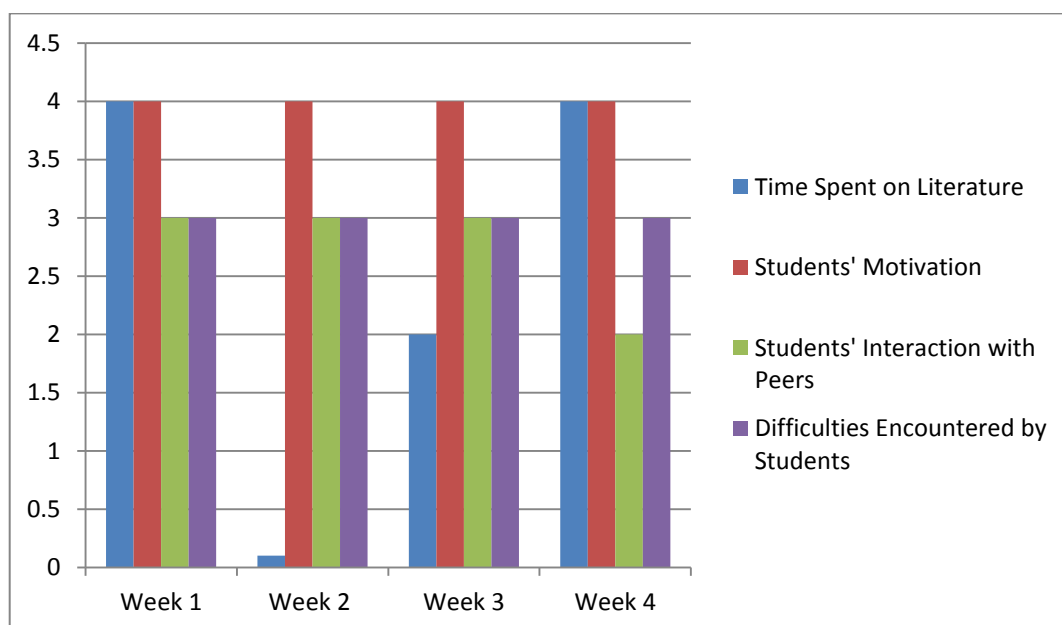
Week Two: short student presentations about various topics.

Week Three: studying silent films and writing original dialogue.

Week Four: listening to songs in English and studying the lyrics.

The following chart shows the researcher's rating for each week according to: amount of time spent on literature, students' motivation, the classroom environment, students' interaction with peers and difficulties encountered by students.

Table (20) Results of observation for “Conversation and Aural Comprehension” course



4.5.5 Conclusion for Observations

Overall, the observation allowed the researcher to gain some insight into the way literature is taught and studied among students at An-Najah National University. In addition to the positive effects that literature activities brought to the process of literary study. Observation as a research tool was helpful for the researcher to gain first-hand insight to the students' interaction with literature and find areas for improvement as well. The researcher perceived that the literature and activities used in the courses at An-Najah National University are beneficial towards students' development in the English language.

4.6 Summary

The above chapter listed the results of the statistical analysis of the study questions. Also, the reliability and validity of the tools was presented. The role of the independent variables in the study (gender, specialization, academic level, academic position and years of experience) in the students' and teachers' attitudes towards using literature activities in EFL at An-Najah University were dealt with. Finally, the results of the researchers' observations were presented.

Chapter Five

Discussion of the Results

5.1 Introduction

5.2 Discussion of the results related to the main question

5.3 Discussion of the results related to the sub-questions

5.3.1 Discussion of the results related to the sub-questions for students

5.3.2 Discussion of the results related to the sub-questions for teachers

5.4 Discussion of the results of the observation

5.5 Conclusion

5.6 Recommendations

Chapter Five

Discussion of the Results

5.1 Introduction

This chapter discusses the results of study. Furthermore, the researcher concludes her findings and offers recommendations based on them. Finally, a summary of the chapter is included.

5.2 Discussion of the results related to the main question of the study “What are the students’ and teachers’ attitudes towards using literature activities in EFL at An-Najah National University?”

The results indicated that the total degree is considered high on the overall students’ attitude towards using literature activities in EFL at An-Najah National University. Moreover, the lowest responses of agreement were regarding items that are related to students’ weakness in vocabulary and awareness of cross-cultural issues.

It is important that teachers choose literature that is suitable for their students’ level in order for them to benefit. This coincides with Hismanoglu’s (2005) research in which he explains that there are various types of literature according to genre, difficulty or topic, therefore, these aspects need to be taken into consideration before deciding on a text. Furthermore, Hismanoglu emphasizes the necessity for explaining the objectives for studying each text. It was shown in this study that An-Najah National University teachers see a lack of awareness of the objectives of

studying literature among students. On the other hand, results from the students showed that they ranked high on their attitude toward awareness of objectives. This revealed a contradiction in the study between students' and teachers' attitudes.

The results regarding the teachers' attitude towards using literature activities in EFL at An-Najah National University were ranked as high, corresponding with the students' attitude. Students' highest responses of agreement were related to the notion that studying literature has positive influence on their English skills, like reading, writing, and vocabulary. However, Keshavarzi (2012) shares this view that incorporating literature in EFL is a beneficial way to promote language acquisition and practice all language skills. He explains other benefits of studying literature, such as gaining cultural knowledge and social understanding, which literature provides. This point relates to this study because it showed that both students' and teachers' attitudes towards learners' awareness of cross-cultural issues as moderate. This means that both populations see room for improvement in this area, which can be addressed through studying literature, according to Keshavarzi.

5.3 Discussion of the results of the sub-questions:

The main question underlies three sub-questions for each population. For each question, a hypothesis has been formed.

5.3.1 Discussion of the results of the sub-questions for students.

The first hypothesis states: “There are no statistically significant differences at ($\alpha=0.05$) in students’ attitudes towards using literature activities in EFL at An-Najah University due to gender.”

To find any significant differences for gender, an independent-samples t-test was used. There are statistically significant differences at ($\alpha=0.05$) on the total degree of the students’ attitude towards using literature activities in EFL at An-Najah National University due to gender.

This means that differences in gender affect the learners’ attitude towards using literature activities in EFL at An-Najah National University. The researcher attributed this result to the majority of the student populations in the English Language and TEFL departments are female, which shows that females prefer to study English. This corresponds with Tanni (2015) who claims that university students’ perspective regarding learning English are significantly different, with females being more positive than males.

The second hypothesis states: “There are no statistically significant differences at ($\alpha=0.05$) in students’ attitudes towards using literature activities in EFL at An-Najah University due to specialization.”

An independent-samples t-test was used to find any significant differences for specialization. The results showed no statistically significant differences at ($\alpha=0.05$) on the total degree of students’ attitudes towards

using literature activities in EFL at An-Najah National University due to the variable of specialization. The researcher attributes this to the numerous courses that overlap the specialization study plans.

The data analysis of the third hypothesis, “There are no statistically significant differences at ($\alpha=0.05$) in students’ attitudes towards using literature activities in EFL at An-Najah University due to academic level”, was conducted by a One-Way ANOVA test. The results revealed that there are statistically significant differences at ($\alpha=0.05$) on the total degree of the students’ attitude towards using literature activities in EFL at An-Najah National University due to academic level.

This means that differences in academic level affect the learners’ attitude towards using literature activities in EFL at An-Najah National University. The differences are between (first year) level and (second year) level in favor of the second. Also, there are differences between (first year) and (fourth year) in favor of the first. Finally, there are differences between (second year) and the (third year) in favor of the second. The researcher attributes this result to the students’ personal interests and experiences with studying literature.

5.3.2 Discussion of the results of the sub-questions for teachers.

The first hypothesis states: “There are no statistically significant differences at ($\alpha=0.05$) in teachers’ attitudes towards using literature activities in EFL at An-Najah University due to gender.”

To find any significant differences for gender, an independent-samples t-test was used. The results showed no statistically significant differences at ($\alpha=0.05$) on the total degree of the teachers' attitude towards using literature activities in EFL at An-Najah National University due to gender. The researcher attributes this to teachers' awareness of the various benefits of incorporating literature in their curriculums.

The second hypothesis, "There are no statistically significant differences at ($\alpha=0.05$) in teachers' attitudes towards using literature activities in EFL at An-Najah University due to academic position", was analyzed using a One-Way ANOVA test. The results revealed no statistically significant differences at ($\alpha=0.05$) on the total degree of the teachers' attitude towards using literature activities in EFL at An-Najah National University due to academic position. The researcher attributes this result to the teachers' frequent use of literature as a way to engage their students with the target language.

The third hypothesis states: "There are no statistically significant differences at ($\alpha=0.05$) in teachers' attitudes towards using literature activities in EFL at An-Najah University due to years of experience." The results showed no statistically significant differences at ($\alpha=0.05$) on the total degree of the teachers' attitude towards using literature activities in EFL at An-Najah National University due to years of experience. The researcher attributes this to the teachers' experiences with using literature

with their students as encouragement to continue to incorporate it in courses.

5.4 Discussion of the results of the observation

After completing the in-class observations, the researcher was impressed with the students' behavior and motivation while studying literature. Although some students were shy in the beginning, they became more comfortable over time. One of the most important aspects of the observation was that the researcher saw how eager the students were to understand the texts and they often asked questions for clarity. The researcher saw this as a positive sign regarding their interest and motivation to study literature and understand it to the best of their ability. Students who ask questions show that they are engaged with the text. The researcher noticed this in all four courses she observed, however, she saw this occurred the most frequently in the "Poetry" course for TEFL majors. The differences among the English Language and Literature students and TEFL students were interesting because of the students' behavior while studying literature. Although TEFL students struggled more in terms of understanding new concepts, they showed more motivation and enthusiasm in the classroom. The researcher detected that many of the difficulties students faced were due to unfamiliar vocabulary, particularly while reading poetry. Many of the poems they studied were quite old, including Shakespeare, D.H Lawrence, and T.S Eliot. Therefore, some of the language was written in older English, which made it difficult for students

to pronounce and understand the poems. While students were working on supplementary activities, these difficulties affected their ability to answer questions and analyze the texts. However, the activities helped students' highlight the main ideas and elements of the text. As a result, the researcher understood that these literature activities were vital to students' ability to engage with the text and interact with their peers.

Furthermore, the researcher noted that, in general, students were more active in discussions and activities when they could relate the texts to their own lives and experiences. For instance, while discussing the significance of symbols in the "Poetry" course, the students were able to offer examples of symbols specific to their country. Then they differentiated between types of symbols by sharing some personal symbols meaningful to them. Another similar instance occurred in the "Conversation and Aural Comprehension" course while studying song lyrics. The teacher allowed the students to choose music they like to share with the class. This activity required them to focus on the lyrics specifically, which gave the students some difficulties, but they were still motivated. The researcher understood that this motivation stemmed from the students' personal relations to the songs. They appealed to the students' interests, which they indicated through their behavior.

In terms of students' interaction with their peers, the researcher saw that literature activities were a great way to encourage students to work together. During the "Advanced Reading" course, the majority of the time

studying literature and working on tasks was done in group or pairs. During this time, students read and analyzed the literature together, which helped them to share their ideas as well as practice speaking English. Since the number of students was quite high, dividing them into smaller groups was more effective than working as a whole class. As the class reconvened at the end of each session, the students shared their views about the texts with the rest of their peers. This way, the teacher checked that everyone was on the right track.

The class observations have documented the students' and teachers' interaction and behavior while studying literature. The observations also revealed some differences in behavior between TEFL and English Language students while studying literature. Literature helped to promote engagement with the texts as well as student interaction. It stimulated conversation in the target language and exposed students to unfamiliar cultural aspects of native English speakers. The researcher detected high levels of student participation and motivation while studying literature in each course.

5.5 Conclusion

Based on the results of this study, the researcher came to the following conclusions:

Overall, the attitudes of both students and teachers were found to be high regarding using literature activities in EFL at An-Najah National University. This shows that both students and teachers view incorporating

literature as a beneficial tool for improving learners' English. However, both populations found difficulties in certain aspects of studying literature, such as the students' English language levels. The difficulty students find in the target language needs to be taken into consideration before texts are chosen for each course in order to allow students to connect with the texts without too much difficulty.

Furthermore, teachers felt a gap in the students' awareness of cross-cultural issues and socioeconomic background of the texts. These challenges often lead to misinterpretation of the texts, which was revealed as a concern for teachers in this study. These findings are significant because it shows there needs to be greater emphasis placed on the authors' circumstances and their climate, which influences their writing. This research should take place before students begin reading the text in order to prevent misinterpretations.

Students agreed with teachers regarding challenges with cross-cultural issues and difficulties relating the texts to Palestinian culture. There are numerous cultural aspects of native English speakers that differ from Palestinian society, which poses potential challenges for EFL learners. This emphasizes the necessity to expose students to foreign cultures in order to improve students' interaction with the literature. All of the above mentioned aspects of studying literature are part of a comprehensive experience for EFL learners to improve their overall language competency.

5.6 Recommendations:

Following the results of this study, the researcher offers the following recommendations for teachers and students to consider:

1. Incorporating literature can be very beneficial to students if the texts are suitable for them. Therefore, the researcher urges teachers to learn about their students' English language level and personal interests to take into consideration while choosing the literature for each course in order to maximize students' benefits.
2. The researcher recommends teachers to focus on the pre-reading aspect of studying literature. This includes researching and discussing the context of the literature, such as the setting, the author's background, the socioeconomic climate, historical and cultural factors that influence the text.
3. Due to the various types of literature, it can be used to practice many aspects of the target language, including conversation. Therefore, the researcher urges teachers to incorporate more literature activities for students who want to improve their conversation skills.
4. The researcher recommends students to read literature in the target language as a tool to practice English not only for university requirements, but in their leisure time as well. Reading is a form of entertainment while offering educational benefits. The more students include reading in their life; they will see natural improvement in their language as well as their cross-cultural knowledge.

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Appendix (1)**Letter Sent to Validation Committee**

An-Najah National University

Faculty of Graduate Studies

Consultation Form of Tools

Dear Professor,

The researcher is conducting an M.A thesis entitled:

“The Effectiveness of Using Literature Activities in English as a Foreign
Language from Teachers’ and Students’ Perspectives. Case Study: An-
Najah National University”

In order to validate the tools used in the application of this research, a jury
of experts in the TEFL field is invited to review them. Please provide your
comments related to the content or structure of the tools. Any comments or
modifications will be taken into consideration when revising the tools.

The researcher,

Summer Khaled

Jury member’s signature _____ Date _____

Appendix (2)**Rubric for Class Observation**

While observing three courses in the English Language and Literature Department including “Poetry” (two sections), “Advanced Reading” and “Conversation and Aural Comprehension”, the researcher will observe the students’ behavior and interaction with literature and its activities over the course of four weeks. The researcher’s class observations will focus on the following categories:

1. Time spent on studying literature and its activities.
2. Students’ motivation towards studying literature and its activities.
3. The class environment while studying literature and its activities.
4. Students’ interaction while studying literature and its activities.
5. Students’ awareness of cross-cultural issues present in the literature.

The researcher will score each category based on a scale from 1-5 each week according to her observations. This will reveal the how each category increases or decreases over time.

Appendix (3)**Student Questionnaire**

Dear TEFL and English Language and Literature Students,

This questionnaire has been designed for my master's thesis aimed at exploring the effectiveness of using literature activities in English language classrooms in An-Najah National University.

Please read the statements carefully and answer part I and part II.

Your answers will be kept confidential and anonymous.

Thank you for your cooperation.

The researcher,

Summer Khaled

Please mark the appropriate answer:

Gender: Male

Female

Year: 1st

2nd

3rd

4th

Specialization: Methods of Teaching English

English Language and Literature

| | Items | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | In your courses, studying literature is regularly supplemented with activities. | | | | | |
| 2 | You are aware of the objectives of studying literature. | | | | | |
| 3 | You feel motivated to study literature in the English language. | | | | | |
| 4 | Studying Literature in the English language is enjoyable. | | | | | |
| 5 | You have a tendency to translate literature to your native tongue in order to understand it. | | | | | |
| 6 | Literature is reflective of current issues in Palestinian society. | | | | | |
| 7 | There are few difficulties in understanding literature due to unfamiliar vocabulary. | | | | | |
| 8 | Studying literature helps you improve your vocabulary. | | | | | |
| 9 | Studying literature improves your English reading skills. | | | | | |
| 10 | There is a suitable amount of time to study literature and complete activities. | | | | | |
| 11 | Literature activities help you understand the texts more comprehensively. | | | | | |
| 12 | You are aware of cross-cultural issues in literature. | | | | | |
| 13 | Studying literature helps improve your writing skills. | | | | | |
| 14 | You appreciate the purpose of studying literature. | | | | | |
| 15 | The literature you study contains symbolism that is comprehensible to you. | | | | | |
| 16 | Literature activities help you analyze the texts closely. | | | | | |
| 17 | You can find all aspects of life in literature rather than academic writing. | | | | | |
| 18 | Suitable techniques are used to study literature. | | | | | |
| 19 | Literature is more relevant to your interests than academic texts. | | | | | |

Appendix (4)**Teacher Questionnaire**

Dear English Language and Literature Teachers,

This questionnaire has been designed for my master's thesis aimed at exploring the effectiveness of using literature activities in English language classrooms in An-Najah National University.

Please read the statements carefully and answer part I and part II.
Your answers will be kept confidential and anonymous.

Thank you for your cooperation.

The researcher,

Summer Khaled

Please mark the appropriate answer:

Gender: Male Female

Years of Teaching Experience: 1-5

6-10

11+

Academic Position: Instructor Assistance Professor Associate Professor Full

| Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 1 Students lack clear objectives for studying literature. | | | | | |
| 2 Students do not enjoy studying literary texts. | | | | | |
| 3 Students lack familiarity about the authors of the literary texts and their relevant socioeconomic climate. | | | | | |
| 4 There is too much focus on the content and disregard for the language skills associated with studying literary texts. | | | | | |
| 5 While students study literature, misinterpretation occurs regularly. | | | | | |
| 6 There is a lack of proper guidance while students' study literature. | | | | | |
| 7 Students' weakness in English language skills makes studying literary texts difficult. | | | | | |
| 8 Students find it difficult to prepare for literature exams. | | | | | |
| 9 Students do not appreciate the purpose of studying literature. | | | | | |
| 10 Students are not motivated to study literature. | | | | | |
| 11 There is a tendency among students and teachers to translate literature to their mother tongue. | | | | | |
| 12 The literature's content does not match with the students' age. | | | | | |
| 13 The literature's content does not match with the students' interest. | | | | | |
| 14 The literature contains cross-cultural issues that students are unaware of. | | | | | |
| 15 The literature involves a lot of challenging figurative and symbolic language which causes difficulties for students. | | | | | |
| 16 Students do not find aspects of modern, daily life in the literature they study. | | | | | |
| 17 Inappropriate techniques are adopted in the classroom while studying literature. | | | | | |
| 18 There is a lack of available class time to study literature. | | | | | |
| 19 Lack of effective teaching aids negatively affects teaching literature. | | | | | |

Professor

| | | | | | |
|---|--|--|--|--|--|
| 20 Students do not relate to literature because it's full of ambiguity. | | | | | |
|---|--|--|--|--|--|

Appendix (5)

Permission of the Faculty of Graduate Studies Dean at An-Najah National University

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2019/2/10

حضرة الأستاذ الدكتور النائب الأكاديمي المحترم

الموضوع: تسهيل مهمة الطالبة/ سمر نادية خالد، رقم تسجيل (11750563)

تخصص ماجستير اساليب تدريس اللغة الإنجليزية

تحية طيبة وبعد ،،،

الطالبة/ سمر نادية خالد ، رقم تسجيل 11750563، تخصص اساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها:

(فاعلية استخدام النشاطات الأدبية على تعليم اللغة الإنجليزية كلغة اجنبية من وجهة نظر المدرسين والطلبة:
دراسة حالة جامعة النجاح الوطنية)

يرجى من حضرتكم تسهيل مهمتها في جمع بيانات ومعلومات من مدرسي برنامج اساليب تدريس اللغة الإنجليزية من طلبة وأعضاء الهيئة التدريسية في القسم لرصد فاعلية استخدام النشاطات الأدبية على تعليم اللغة الإنجليزية كلغة اجنبية ، وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

د. علي عبد الحميد
جامعة النجاح الوطنية
كلية الدراسات العليا
نابلس / فلسطين

جامعة النجاح الوطنية

كلية الدراسات العليا

فاعلية استخدام النشاطات الأدبية في تعليم اللغة الإنجليزية كلغة اجنبية
من وجهة نظر المدرسين والطلبة: دراسة حالة جامعة النجاح الوطنية

إعداد

سمر نادية خالد

إشراف

د أحمد عوض أمين رباع

قدمت هذه الأطروحة إستكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب
تدريس اللغة الإنجليزية، بكلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

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فاعلية استخدام النشاطات الأدبية في تعليم اللغة الإنجليزية كلغة أجنبية من وجهة نظر المدرسين والطلبة: دراسة حالة جامعة النجاح الوطنية

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الملخص

تم تنفيذ هذه الدراسة الوصفية في الفصل الدراسي الثاني للعام الأكاديمي 2019/2018 في جامعة النجاح الوطنية، نابلس، فلسطين. تهدف هذه الدراسة الى استقصاء ميول المدرسين والطلاب تجاه استخدام الأنشطة الادبية في مساقات في تخصصات اللغة الانجليزية وتدريس اللغة الإنجليزية كلغة أجنبية في جامعة النجاح الوطنية. تم أخذ جنس الطلاب، تخصصاتهم ومستواهم الأكاديمي بعين الاعتبار، بالإضافة الى جنس المعلمين، سنوات الخبرة وموقعهم الأكاديمي.

لتنفيذ هذه الدراسة، تم توزيع استبيانات على عينة مكونة من 293 طالباً و15 مدرساً. بالإضافة الى ذلك تمت مراقبة الطلاب في أربعة مساقات كأداة متممة لوصف تصرف وردود فعل الطلاب تجاه دراسة الأدب. لتحليل البيانات استخدمت الباحثة اختبار (t-test) واختبار تحليل التباين (one-way ANOVA). اظهرت النتائج وجود اختلافات ذات قيمة احصائية (على مستوى 0.05) بين الطلاب بناءً على متغير الجنس والمستوى الأكاديمي. من ناحية أخرى، لم تكن هناك اختلافات ذات قيمة احصائية (على مستوى 0.05) بين الطلاب بناءً على متغير التخصص. إضافة الى ذلك أظهرت الدراسة عدم وجود اختلافات ذات قيمة احصائية (على مستوى 0.05) بين المدرسين بناءً على متغير الجنس أو الخبرة أو الموقع الأكاديمي. في ضوء هذه النتائج، توصي الباحثة باستخدام الأدب في الغرف الصفية بما يناسب المستوى اللغوي للطلاب واهتماماتهم لزيادة التحفيز. كما تنصح الباحثة بتشجيع الطلاب على بحث خلفية الكتب الدراسية ومؤلفيها قبل قرائتها لزيادة مستوى الاستيعاب لها. إضافة الى ذلك، تقترح الباحثة استخدام الأدب كوسيلة لممارسة المحادثة في اللغة المستهدفة وتشجيع الطلاب لدراسة الأدب في وقت فراغهم لزيادة الفائدة.

