An-Najah National University
Faculty of Higher Education
Department of Teaching Methods

The Strategies Used by the English
Language Teachers of the 11th Grade
and Their Attitudes toward Teaching
the Different Literary Texts in the
Northern Districts of Palestine

By

Suhad Odeh

Supervised by

Dr. Suzan Arafat

Submitted in Partial Fulfillment of the requirement

for the degree of Master of Education,

December, 2000

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December, 2000

Dedication

I dedicate my work to:

- My parents, the source of endless love and encouragement.
- My husband, Abd Al-Khaliq, the great encouragement and help.
- My Brothers and sisters, the purest love.
- My Sweet little son Rashad.

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My profound, deep gratitude to GOD.

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Abstract

The Strategies Used by English language Teachers of the 11th Grade and Their Attitudes Toward Teaching the Different literary Text in the Northern Districts Palestine

Submitted by
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Supervised by
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1999-2000

The purpose of this study was to investigate the main strategies that English Language teachers of the 11th grade use in teaching the different literary works. It also aimed at determining the teachers attitudes toward teaching literature, the effect of teaching literature on the students use of language , and the approach mostly used in teaching the different literary texts.

The study addressed the following questions:
What are the English language teachers' attitudes toward teaching English literature as part of teaching English language for the 11th grade?
What is the effect of teaching literature on the students' use of language from the teachers' view point?
What Approach is mostly used in teaching the different literary texts (Student-centered or teacher-centered)?
What strategies are mostly used by English language teachers of 11th grade in teaching poetry? Novel or short story? Play ?
What is the order of all the sub-domains?

Is there a significant difference in the teachers' attitudes toward teaching literature, the effect of teaching literature on the students' use of language , the approach mostly used in teaching literature, and the strategies mostly used in teaching poetry, novel or short story, and play due to the teachers gender? Qualification? Participation in in-service training courses? Experience?

The main findings of the study are:

Teachers have positive attitude toward teaching English literature as part of teaching English language.

Teachers believe that teaching literature has positive effect on the students use of language.

The approach mostly used in teaching the different literary texts is a student-centered one.

Teachers' generally use high positive strategies in teaching poetry, novel, short story, and play.

In light of these findings, the study recommends:

Teachers should use various strategies that proved to be effective in teaching the different literary texts.

Curriculum designers should modify the goals of teaching literature, to include more effective practical goals.

The time allocated to teaching anthology should be increased to enable the teachers to use more effective strategies.

Teachers should be given specialized training courses in teaching the different genres of literature.

Other researchers should conduct experimental studies to investigate the effectiveness of some strategies.

Conduct other studies by using other variables as the teachers' knowledge of strategies, and the degree of using these strategies.

Conduct other experimental studies on the students to find what strategies they use while reading literature .

A study is recommended to investigate the students linguistic achievement in a literary text after using a certain strategy of teaching .

Chapter One

1.1Introduction

Using literature for language development and enrichment is very important and it gets more and more importance nowadays. Understanding literature means and demands language understanding and it also leads to language enrichment.

Gilory and Parkinson (1997) pointed that literature is essential subject of study for language learners.

Heath (1996) said that perhaps no benefit of multi-genre literature classes of ESL writers and readers is greater than the focus they have on language. She argued that the awareness of language , how it works , what it can do , and how creative we can be with it pushes linguistic accomplishment cognitive , aesthetic , and social boosters that come along with heightened prominence that literature gives language. She added that extensive use of literature of all genres heightens pleasure , sharpens perception , and helps students do with language, oral and written , What is essential for their spiritual, instrumental, and social well being .

In their article :"teaching literature in a foreign language" , Gilroy and Parkinson (1997) said that the Russian and Czech formalists considered literature, especially poetry, as a special use of language, and poetic language was defined according to how it differed or deviated from standard language. This deviant language may have discouraged some language teachers from introducing literature into the classroom.

But Lazar (1993) Cited in coilroy parkinson (1997) addressed the concern that some teachers may feel about exposing learners to 'deviant' language. In her view focussing on deviant uses of language can help

learners to become aware of specific stylistic effects and also to consider how these effects are achieved by departing from the norm ,literature is a valuable way of supplementing the restricted input of the classroom and of expanding language awareness and fostering acquisition.

According to Hill (1986) there are many 'educational', psychological and linguistic arguments for teaching literature.

Educational: literature is still valid for its contribution to the students general knowledge and their intellectual , social and moral development as well as its universal appeal to the emotions.

Psychological: literature is a generative language context and a Focal point for students in their own effort to communicate. It also gives students motivation for learning by providing a range of texts and an introduction to the many different varieties of English.

linguistic : literature has the possibility of internalizing the language and reinforcing points previously learned

Aims of Teaching Anthology One

The English curriculum of the 11th grade consists of two main books; the first The Course which is the intended for 'intensive' reading and requires the comprehension of almost every sentence and every detail. The second part is The Anthology which covers 'extensive' or supplementary reading. As it is stated in the English Curriculum for the secondary stage, 1971, p.21, extensive reading aims at:

Consolidating the structures learned orally and in writing and combining these structures to produce units of reading.

1. Training the students to look for the meaning of a passage rather than to analyze individual words and sentences.

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2. Training the students to proceed from guided towards independent and developed reading as a habit.

3. Exposing the students to different styles and subjects

4. Exposing the students to different cultures

Other objectives of Anthology are:

1. To introduce students to original literary works in prose and verse from a variety of periods.

2. To train students in comprehending, analyzing, comparing and contrasting literary passages.

3. to guide the students towards independent reading and the enjoyment of literature .

Extensive reading, is also designed among other things to help students:

1. To read passages of varying lengths with only little help from the teacher.

2. To read quickly and comprehend.

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3. To enjoy reading.

It is also stated that extensive reading doesn't call for elaborate questioning The information contained in the reading assignment. Nor is extensive reading directly concerned with language exercises that deal at length with grammar, phonology and Lexis.

It is also said that extensive reading is essentially an out-of-class activity; that is , students should read an assignment at home, and when they come to class they should engage in discussion of what they have read. The discussion is controlled and guided by the teacher , but the students must do most of the talking. They answer and ask questions related to what has been read.

Later on, the authors of the Teacher's Book said that the post - reading questions require a lot of analysis, inference, association and connection on the part of the students. The inevitable questions which arise here are: how can students read and understand the literary work alone with its special use of language without much discussion of the literary work and without much help from the teacher? And what is more important how can students be able to analyze the literary work and answer the inference questions ? How can students comprehend and enjoy the literary text, especially the poem without discussing its figurative language?

The teacher is then reminded that the questions on appreciation are not only 'difficult' to answer, but also difficult to assess. But should students only deal with 'easy' questions Should they always be away from difficulty? Shouldn't teachers encourage them to challenge difficulty and thus gain 'pleasure'? Linfield (1996) argued that teachers must awaken in their students the joy of difficulty the pleasure of stretching the mind.

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1.2 Teaching Literature: Why? & How?

Teaching literature is very important in the language classroom, as it is expected to help students in developing language skills and literary appreciation, moreover, it will help students in getting deep understanding of life. Shell (1995) (cited in Gilroy and Parkinson (1997) pointed that literature involves learners in a personal way, giving them the opportunity to express themselves, stimulating the imagination, developing critical abilities and increasing emotional awareness. In their book <u>Teaching Young Adult literature: Sharing The connection</u> , Brown and Stephens (1995) pointed that the ultimate aim of education is to prepare students for meaningful membership in society ... , students have the potential to develop and mature through their interaction as readers of literature. They said that reading literature can be a process of self-discovering. Literature provides new perspectives for readers and brings with it the potential for seeing, recognizing and more important, accepting diversity among people and culture.

Duff and Maley (1995) (cited in Gilory 1990) pointed that the genuine feel of a literary text, acts as a powerful motivator and touches on themes to which learners can bring a personal response from their own experience .

It is agreed that literature teaching is of great importance to students, but how to teach the literary text is also of crucial importance. Brown and Stephens (1995) argued that many teachers teach literature as they were taught ..., "the realties of teaching adolescents should rapidly make these teachers rethink both their methods and the content they teach".

According to Duff and Maley (1990), (cited in Gilory and Parkunson 1997), the aim is not to teach students how to study literature from a critical or stylistic view, but to promote language learning by encouraging them to share their experiences, perceptions and opinions. The fact is that a literary text is opened to multiple interpretation between reader and text and among readers themselves.

As for Hittleman (1978), the teaching of literature doesn't seem to be widely accepted as a critical part of the school reading program.

Cullinan (1974) believed that children will not develop a sense of literature as enjoyment or as a means of understanding the world without specific guidance. Pupils, therefore, need a planned, balanced program of literature inotruction. (cited in Hittleman 1978).

In describing his attempts to develop literary competence in ESL students, Elliott (1990) believed that the essential factor is to create conditions under which students can develop genuine responses to literary texts.

Makay (1982) quoted in Gilroy and Parkinson (1997) argued that if the literary texts are to be used successfully in the classroom, they must be carefully selected and approached in a manner which promotes an aesthetic interaction between the reader and the text.

Huus (1975) argued that the planned, balanced program of literature should provide for :-

1. The free choice of reading material. It is the opportunity to select, read and even stop reading, something selected without any intervention from an adult.

2. The daily reading aloud of a story or a poem by the teacher. The teacher conveys to pupils a feeling that some thing is 'good' not by extolling the merits, but by the enthusiasm and feeling put into the reading of it.

3. The guidance to find a desired book.

4. The focus on a common element in the literature through topical units. The units can focus on a specific topic or subject area, on a type or from of writing , or on a style of writing.

5. The creative sharing of the books they are reading. Children can generate interest in the books they are reading or become interested in the books others have read, as they share their ideas through discussions, reports , art work , or dramatic presentation (cited in Hittleman 1978).

Gerlach (1992) says that teachers can facilitate reading as away of discovering knowledge in their subject areas ... reading literature can provide reinforcement for learning when students read about content which they can relate to and enjoy ... no matter how the curriculum is organized, learning takes place only when learners make active connections between what they need to learn and what they already know, understand and believe (cited in Brown and Setphens 1995).

1.3 Statement of the Problem

In the Palestinian curriculum for the 11th grade there is a good part of literary works in a separate book 'Anthology' In this book students are exposed to different geners of literature' Poetry, Short story', 'novel and play'. Many writers agreed that literature teaching for language was of great importance as well as it helped in developing skills of language. It was also agreed that literature helped in enriching the students' language.

But the benefit got from literature depends to a great extent on the strategies and activities used in teaching it. Lazar (1994) argued that despite the fact that students proficiency in the language is very limited, they need the challenge and stimulation of addressing themes and topics which have adult appeal , and which encourage them to draw on their personal opinions and experiences .

1.4 The Purpose of The Study

The main purpose of this study were :

1-as to find out the different strategies used by the English language teachers in teaching the different genres of literature in the <u>Anthology</u> class, to the 11th grade students in the Northern districts of Palestine (Tulkarm , Nablus and Jenin).

2-to-investigate the teachers' attitudes towards teaching literature in the English language class.

3-This study also tried to find out the approach used in teaching Anthology, teacher centered approach or student centered-approach. .

4- to find out the strategies and activities English language teachers of the 11th grade mainly use in teaching the differente literary works, and if these strategies are adequate and beneficial.

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1.5 Questions of the Study

1. What are the teachers' attitudes toward teaching English literature as a part of teaching English as a foreign language?

2. What is the effect of teaching English literature on the students' use of language from the teachers' view?

3. What is the approach used in teaching English literature; teacher - centered or student - centered?

4. What are the strategies mostly used in teaching English poetry Novel or short story and play ?

5. What is the order of all the sub-domains: the teachers' attitude toward teach literature , the effect of teaching literature on the students , use of language, the approach used teaching English literature and the strategies of teaching poetry , Novel or short story and play ?

6. Is there a significant difference in the teachers' attitudes toward teaching literature, the effect of teaching literature on the students' use of language , the approach used in teaching and the strategies used in teaching the different literary works due to the teachers' gender qualification and experience , participation in service training courses ?

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1.6 Significance of the Study

This study will hopefully provide benefit to the following sections of the society:

- English Supervisors: as this study intends to provide the supervisors with the strategies already being used and with those that should be included in service training coursers.

- Curriculum designers: as this study will suggest some suitable and varied strategies that proved to be of crucial importance in different parts of the world should be used in teaching literature in Palestine.

- English Teachers: this study will provide them with a variety of strategies from which to choose the most appropriate strategies that suit their students level, the material, the time, the aims and objectives of teaching the different literary works. So teachers will vary the strategies they already use.

1.7 Limitation of the Study

- The study is limited to the following:

1. This study was conducted on the 11th grade English teachers of the governmental schools in the Northern District of Palestine (Tulkarm, Nablus and Jenin). The sample of the study consisted of (89) male and female teachers of the 11th grade in the Northern Districts of Palestine (Tulkarm, Nablus and Jenin).

2. This study was done during the second semester of the academic year 1999-2000 .So generalization of the result is limited to the year of conducting the study .

3. The researcher has developed a questionnaire on the practices and strategies English teachers of the 11th graders' use in an Anthology class. Therefore the generalization of results is limited to the questionnaire developed by the researcher.

1.8 Definition of Terms:

1- **Literature:** Learis (1943) wrote of literature " the supremely civilizing pursuit ... it trains, in a way no other discipline can, intelligence and sensibility together, cultivating sensitiveness and precision of response and a delicate integrity of intelligence. (Cited in Gilroy and Parkinson 1997).

Eagleson and Kramer (1976 , (stated , " since language is the medium of literature , then literature by its very nature is going to furnish us with evidence on the operation of language. If we are interested in grammatical structure, then we can find abundant data in literature. Light can be thrown on meaning, on the process of word formation, on changing attitudes to language forms and on the relation between written and spoken word " quoted in Anastas (1990).

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2- Anthology: The collection of essays, short stories, poems, novels and plays used in the 11th grade curriculum.

3- Genre: The kind of literary form, e.g.: Poetry, drama, short story, novel ,… etc., that is used in the Anthology text book.

4- Deviation: using the elements of language in an unusual context to give them special attention .Carter (1982)

5- Strategy:

Rubin (1975) quoted in Candlin (1996) defined strategies as "techniques or devices which a learner may use to acquire knowledge. They are almost always purposeful and goal-oriented". Webster (1976) added that a strategy was a:

- Technique used in learning and thinking e.g :.problem solving, simultaneous scanning

- .Particular plan for winning success in a particular activity. Skilful planning.

- The art of devising or employing plans or stratagems toward a goal.

- careful plan or method.

Summary

This chapter presented the definition of literature. It presented some opinions of different authors and researchers on why and how to teach literature. It also displayed the aims of teaching literature according to the 11th grade Teachers' Book, and showed that these aims don't help in the development of the students' use of language. It presented the

problem of this study, the purpose and aim of applying this research, the questions the researcher wanted to answer after the research is completed.It also presented the significance of conducting this study and

the benefits that will evolve in the recommendations at the end of the research. This chapter specified the limitations to which the researcher has been committed while applying the research.At the end, this chapter

presented definitions of some important terms related to the research subject.

Chapter Two

Review of Literature

Introduction:

The review of literature of this chapter is divided into two parts. Part one is theatrical. It present the views with and against literature, what literature, what and against literature, what literature to teach, the importance of using different strategies in teaching literature, and the strategies of teaching literature.

The second part of this chapter present the empirical studies conducted on the area of literature and the strategies of teaching literature.

I.   Part one: The theoretical Review:-

2.1 Views with and against literature:

Maley (1989) cited in Gilroy and Parkinson (1997) pointed our that literature has lost favor with those who write about teaching: in the structural/ functional syllabus, there was often no room for literature, which was regarded as elitist, remote, deviant and not authentic. This view has challenged in recent years, and how, in the communication era "literature is back in favor".

Gilory and Parkinson (1997) argued that literature never went away, and has always been a large part of EFL for many learners. They added that the role of literature was, and for some still is, unquestioned: regarded as the highest from of expression of the target language, literature was/ is an essential subject of study learner.

Collie and Slater (1990) pointed that not many years ago, there seemed to be a decisive swing against literature in English as a foreign language (EFL). As literature doesn't convey people's daily communication, therefore, until very recently, language teaching approaches ignored the role that literature has played and plays in the development of a language. However, a new perception is gaining ground that literature can be of great help in the foreign or second language teaching.

According to Hill (1986) the study of literature begins in delight and ends in wisdom. He argued that this is as true for an EFL/ESL student of English as it is for a native speaker. Hill argued that there are good psychological and linguistic reasons for teaching literature. He said that extensive reading literature provides:

1- 1.The possibility of internalizing the language and reinforcing points previously learned.

1- 2. A genuine language context and a focal point for the students in their efforts to communicate.

1- Motivation: Hill (1986) quoted Reeves (1986) who declared that if a reader was wants to find out what happens next, if it seems important to him personally, he will read on despite linguistic difficulties.

A cording to Duff and Maley (1990) (cited in Gilory and Parkinson1997) the genuine feel of literary texts, acts as a powerful motivator and touches on themes to which learners can bring a personal response from their own experience.

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Wright (1993) pointed that extracting, appreciating, and creating beauty should be the main objective for studding literature. She argued that many scholars have analyzed the utilitarian advantage of literature as a tool for the acquisition of new vocabulary but the value of second or third- language literature as a source of enjoyment is not often addressed.

Lazar (1996) argued that literary texts are a rich source of class room activities that can be very motivating for learners. She added that literary texts "encompass every human dilemma, conflict, and yearning, that elicit strong emotional reactions from learners".

Ronnquist and sell (1994) believed that foreign language learners benefit from reading target- language literature because is gives practice in the pragmatic contextualization of linguistic expression, and strengthens integrative motivation. They added the reading of literary texts in the target language gives genuine and easily available experience and socio-cultural contexts. They pointed out that reading literature no only gives learners a chance to contextualize on the basis of the cultural knowledge they already have, but can encourage them to use their brains in an effort to acquire the new knowledge they need in order to understand passages which pizzle them. They also argued that by using and acquiring cultural information, foreign language learners are in fact behaving like members of the community. They also hoped that for some learners, the reading of target language literature will stimulate the development of an integrative motivation in their learning.

A number of writers on this subject have made the case for teaching literature in second and foreign language quite forcefully. For

example Dunning 1989, Povey 1967 (cited in Gwin 1990) believed that literature:

1- Provides students with interesting and meaningful input in the written mode.

2- Provides a focus for meaningful output through writing and discussion.

3- Encourage appreciation of English as a beautiful language, while many learners have come to regard it only a practical and a utility one.

4- Enhances the learner's understanding of the cultural values of English- specking people, which is part of gaining true flency in the language.

5- Provides realistic experience for the type of reading which students will encounter in main stream academic courses in medium universities and other real-life situations.

6- Provides an effective of understanding the complex subtle elements that go into the creation of what is called good writing.

7- Reading material intended for natives is one of the most effective means of expanding one's L2 vocabulary

Hirvela and Boyle (1988) quoted in Murdoch (1992) believed that the study of literature can develop students can develop students character, help build emotional maturity and equip students, with new critical faculties.

Obeidiat (1997) mentioned that Zughoul (1986) and like – minded linguists argued that the language if literature deviates from natural or common language which led them to question "the validity " of the

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inclusion of literature in the English department of a Third World Country in a wide scale. They believed that the deviant language of literature makes extremely difficult for teachers to explain literary texts of all kinds, poems, short stories, novels and plays when exposed to linguistic techniques which are supposed to simplify, reveal, or explain meaning.

Lazer (1996) mentioned that the language of literary texts can often be very difficult, as it frequently deviates from generally observed rules. But she added that if teachers devise a series of tasks that guide students through the linguistic complexities, they encourage their students to develop their overall language awareness.

Some teachers found it difficult to expose students to the deviant difficult language of literature. Lazar (1993) (cited in Gilory and Prakinson 1997) believed that focusing on the deviant use of language can help learners to become aware of specific stylistic effects and also to consider how these effects are achieved by departing from the norm, and that literature is a valuable way of supplementing the restricted input of the (class room) and of expanding language awareness and fostering acquisition.

In his article, Obeidiat (1997) indicated that for a while, in many situations, literature was considered as either too difficult either too difficult or too remote from the learners, experience for regular use. But nowadays, there are powerful counter- arguments.

Karmasch (1993) argued that since language is social practice, cultural is the very core of language teaching and since literature and

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culture are inseparable, it follows – that literature too offers culturally authentic texts.

Collie and Salater (1987) quoted in Gilory and Parkinson (1997) acknowledged the value of literature as a source of cultural enrichment. But some Arab scholars according to Obeidiat (1997) argued that when they introduce Western literature into English programs they were, in effect, introducing a culturally superior, if somewhat threatening, subjects that represents a world more powerful, more dominating and more compelling than their own. Obeidiat added that others think that the very idea of teaching English literature is not an attempt towards a better understanding of the culture which it embodies, but rather, towards spreading racit, reductionism, prejudiced and hostile views that sharply conflict with suspicion as a subject culturally and socially unfit for the Arab students.

Lazer (1993) quoted in Gilory and Parkinson (1997) agreed on the cultural dangers of teaching literature, but she tried to find solution to this problem. She pointed out the danger that teaching literature may be identified with the imposition of particular imperialistic views. To overcome this, she suggested encouraging students to treat any description critically so that underlying ideological assumption in the texts were not merely accepted and reinforced, but questioned and evaluated.

Hill (1986) mentioned some problems that were associated with teaching literature. But he also gave his present opinion that these problems are not unsurpassable.

1. Literature id difficult to grade for the following reasons:

   -Uncommon vocabulary (Some times dated, specialized, or archic)

   -Complex syntax and structure especially in poetry.

   -Lack of homogeneity (with different degrees of difficulty even in one text).

   But Hill said that it is possible for students to advance in their grasp of language by tying to understand material which is little beyond them.

2. Literature is linguistically unsuitable as a model and this leads to making it unsuitable as a basis for practice material. It was concluded that the only literature to be allowed to students was that which had been simplified. But Hill argued that literature provides language "in use" and enables teachers to introduce "real life" into classroom to make students aware of all the potential situations in which language may vary.

3. The language of literature is irrelevant to the learner' needs.
Hill argues that this is true if teachers restrict their study of literature to the 19th century. He declared that if teachers use good modern prose as the basis for their course, then much of that language will have value for the students and the material will motivate them.

   May writers pointed out the important role that the use of literature has in educating the whole person. Sell (1995) believed that not only does literature bring out different areas of would, knowledge and human life within a set of covers. It also involves learners in a personal way, gibing them the opportunity express themselves, stimulating the imagination, developing critical abilities and increasing emotional awareness (cited in Giloty and Paekinson (1997).

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2.2 The Kind of literature to teach:

Murdon (1992) argued that the choice of text is clearly of crucial importance to the success of any attempt to introduce literature into a language course, He pointed that several considerations must determine the choice of a text. A text that is going to be selected for a course must be accessible in, or than simple language terms. Students must be able to appreciate and respond to the text's coding of its cultural and emotional experience. He added that it should have a story line and character that engage students, life experiences.

Laser (1994) indicated that it is not always easy to find texts where the level of language is simple enough for elementary or lower intermediate level students, but it is certainly possible, even if it means that most of the examples will be from contemporary literature rather than from past centuries.

According to Hill (1986), literature which is going to be suitable for students, especially in the early of language course, will have to be very carefully chosen indeed. He believed that the classics of literature may only by accessible to students at "tertiary level" (i.e. Collage or University), although there are a few which can be safely included earlier on. He adds that if teachers can choose the literary texts, there is a need to keep in mind the following basic criteria.

- The needs and abilities of the students.
- The linguistic any stylistic level of the text.
- The amount of background information required for a true appreciation of material.

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Hirvela and Boyle (1988) believed that for teaching literature there is a sensible and appealing education:

The student's attitudes + teacher goals + suitable texts = A course satisfying to students and teachers a like.

Ronnquist and Sell *(1994) indicated that in recent years, some excellent handbooks have been published on how to use literature in the classroom. However, much of the work so far addresses the needs and abilities of fairly advanced learners, and often deals with poems, plays, and novels for more or less canonical status. As less advanced learners, they added that it is suggested that teachers could use classical works in editions that were abridged and simplified. According to their own experience, Ronnqvist and Sell (1994) found that abridgement and simplification have serious drawbacks. Students some times feel that they are struggling in the dark. They also complain that the language of the simplified work is boring and unenjoyable.

Brown and Stephens (1995) were with using " Adult literature ' for young people. Young people are those of ages eleven to eighteen). They defined "adult literature" as books written especially for and about youth. They also said that adult literature is a genre to be read, experienced, and enjoyed along with other literary genres. They argued that literature for young adults is a vital addition to the school curriculum. They added that exploring literature not only helps students to see themselves in the broader context of their society, their culture and their world. But it also polumes focuses upon youthful characters and explores their sense of identity, their adventures, their dreams and trials, their experience, their

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problems, their lives and aspirations, because its audience is from the young.

Brown and Stephens (1995) pointed that the field of young adult literature is unique because its significant evolution has occurred within the past two generations. It growth in popularity with young people, its increase in acceptability with teachers, and its improvement in quality are indicative of the genre's coming of age. They added that young literature is rapidly becoming part of entire experience for young people, indeed, it is the frequent choice of readers from pre-teen to high school years.

Ronnqvist and Sell (1994) argued that using teenage novels is greatly beneficial to foreign language students. They indicated that learners are not expected to pick up shade meaning in a foreign teenage novel. But they should understand much of what they found, and they respond to stylistic coloring as well. They learn to accept that they do not grasp every thing at first, and they gradually achieve greater facility as their processing of the book advances and its characters, themes and over all socio- cultural context become more familiar.

Ronnqvist and Sell (1994) gave some reasons to justify use of teenage books for teenagers:

1- Familiar authors: When pupils read much of teenage works they become familiar with their authors. So they know some thing about the types of character, theme, setting and style and their interest has already been a roused.

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2- Motivating themes: teenage books, in their language, genres, themes and plots, satisfy the interests of the average teenagers. They say that there are teenage boos of some complexity to suit some learners of more sophisticated reading habits. And for pupils who hardly read, there are suitable light teenage books.

3- The teacher may choose what suits his / her students.

4- Pulp be dreadful rubbish, and so it's the teacher's job to choose the suitable teenage books and to lead their students to them.

5- Contemporary language: pupil like English teenage books because the language of the characters in them seems up-to- date.

Lazer (1994) discussed the issue of using literature at lower levels, elementary and lower intermediate students. She listed some difficulties that may face teachers when they teach literature at those levels, They are:

1- Language grading: Lazer said that many literary texts, whether prose or poetry, are written in language which has too complicated vocabulary, grammatical structures, and syntax.

2- Literary competence: She said that students who don't read literature in their own language or has literature very different from literature in English many remain "mystified" by the formal properties of they literary texts. They also may not able to interpret the text meaning.

3- Motivation: Laser said that "literature of lower levels is considered too highly specialized an activity to be interests to less advanced students".

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Campobell (1987) argued that teachers often express concern about the effect of linguistic difficulty both on students, enjoyment of texts and on developing their fluent reading skills of the target language. She suggests using "adapted literary texts ' By adaptation she means" Simplification. She said that what students mostly find difficulties Lexis. She what is important is lexical simplification which ultimately helps students develop fluent reading skills in the target language. But after a long discussion of the topic of simplification, Campbell concluded that simplification may in some cases make the text more difficult and it may be weakened by lexical simplification. So she advised teachers to be careful of choosing " adapted literary texts".

Linfield (1996) argued that all true and lasting learning originates in "Pleasure'. But the problem is that many Arab students are so busy searching for " a paraphrasble message" that they bypass any potential pleasure, as they consider "pleasure' and "difficulty" opposites. He added that it's the job of the teacher to make students taste the pleasure of difficulty.

Linfield also called for using good editions of literary works, where meanings of unusual or archaic words are provided. But at the same time, he was completely against simplification. He said "The worst thing we do as teachers is give our students a substitution text for the work of art we are ostensibly teaching them. He also argued that if students have the opportunity to compare originals with substations, they will see the actual literature and began to enjoy it and to work harder in order to increase their enjoyment.

Hucketal (1987) were with using contemporary realistic fiction in teaching children. They mentioned some point to show the importance of realistic fiction. They said that realistic fiction may help children to have a deeper understanding of human problems as well as understanding themselves and their own potential, Realistic fiction may also help young people realize that they are not the first in the world the world to face problem. It also helps the young to experience worlds they do not know. This allows students to organize and shape their own thinking about life.

Hittleman (1978) indicated that for a long time it was agreed that children literature should not present the real life as it is. But the current trends in children's literature are with using realistic literature which presents various themes, as : alienation, suicide, mental retardation, senility, poverty, racial themes, divorce, drugs and alcohol abuse, But Hittleman argued that not only realistic fiction is to be included in adult literature. There are other literary forms, as: fantasy, pop-literature, picture books and animal stories.

2.3 The importance of the teacher's role and the use of different strategies in teaching the different literary works:

Cullinan (1974) quoted in Hittleman (1978) argued that children will not develop a sense of literature as enjoyment or as a means of understanding the world without specific guidance. So, according to him, pupils need a planned, balanced program of literature instruction.

Makay (1982) argued that if the literary texts are to be used successfully in the classroom, they must be carefully selected and approached in a manner, which promotes an aesthetic interaction between the reader and the text.

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Brown and Stephens (1997) pointed that many teachers teach literature as they were taught. So the realities of teaching adolescents should rapidly make these teachers rethink both their methods and the content they teach.

Gilory and Parkinson (1997) advocated the use of different strategies while teaching language through literature. They believed that older approaches considered teaching grammar and vocabulary through literature as difficult job and a waste of time, as they found that the language of literature is difficult, irrelevant and confusing. But Gilory and Parkinson, on the other hand, indicated that solving these problems and difficulties leads to strategy development and hence communicative competence.

Wright (1993) believed that the teacher's mission involves developing the students enjoyment and helping them to recognize beauty. She added that teachers need a new strategy that equates enjoyment and personal recreation, with critical and analytical ability of students.

According to Gilory – Scott (1993) teachers are in need for guidance on how to teach students strategies and study habits to enable them to cope with the heavy reading requirements.

Hill (1986) argued that with an awareness of the potential for education enrichment which literature offers on a variety of levels, teachers can help students gain both pleasure and profit, delight and wisdom from their reading by using different strategies of teaching.

Applebee, (1992); Langer, 1994; Purves, (1992) quoted in Dugan (1997) indicated that students enjoy and deeply understand the literary work if there is a shared reading and writing, or talking about a literary work. But they say, "unfortunately, in some classrooms, literature is

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treated more like information to be memorized and tested than an experience to be enjoyed and appreciated" (p. 87)

Gajdusek (1988) said that the first important thing is that teachers should recognize the goals and purposes that guide them to select, create and structure activities to work with students. Then in the classroom, the teacher becomes a facilitator and a guide to students. She mentioned that if teachers want to increase the students' involvement and growth, they should use effective ways to work with the text enthusiastically and systematically.

Lazar (1994) believed that teachers often have very limited time to finish the syllabus. They may also consider that teaching literature as unnecessary and a time-wasting distraction. This will lead to lack of motivation of students. So the teachers' attitudes to literature as well as their methods of teaching are very important.

Rosenblatt (1982) (cited in Dugan 1997) indicated that teachers must be receptive to students' responses to the literary work. This requires an atmosphere of trust so that students share openly and know their thoughts are valued.

Dugan (1997) argued that by acknowledging students' responses, reinforcing them with positive comments and using open questions to guide discussion, teachers can help students reflect on their response on the text.

Two teachers, Jewell and Pratt (1999) decided to change the way they used literature in their reading programs. They said that the power of students' abilities to construct their own meaning as they read is becoming the main point for change in the use of literature in primary classrooms. In order to change their teaching practice and to make the students its center, they found that some changes were essential to the success of what they envisioned:

- Students should work ingroups.

- Students should be given choices of texts for literature study.

- Discussion would be based on students responses to the text rather than on teacher directed questions.

- Teachers shouldn't have the central role as questioners but rather have a facilitative role, enabling students to create and direct the content of the discussion.

- Instruction in reading strategies would be taught during other instructional periods.

Brown and Stephens (1995) argued that the teachers' knowledge and attitudes are important in helping students to change their behavior in reading. So teachers should facilitate reading, and be observants of the students' work. Brown and Stephens portrayed the teacher as "reader, expert, guide and researcher" (p.139).

Thomson (1987) cited in Brown and Stephens (1995) believed that teachers should encourage students to link the literary work to their own lives. Teachers should also be sure that students get the book they like to read.

Hirvela and Boyle (1988) indicated that students may like certain genres of literature and dislike other genres, but teachers are not to accept the students likes and dislikes. On the contrary, they have to create a suitable atmosphere in which the literary work is to be taught, to have the goals of teaching literature in mind, and to present the material in an appropriate way.

Murdoch (1992) believed that teachers sometimes need a lot of guidance if they have had little or no experience in teaching literature. He indicated that a genuine program for the study of literature needs to be

beyond the use of " communicative and drama – based activities ". He also suggested helping students to develop a meaningful interaction between the text and the reader and to lead students to get the meaning of the text which challenges the reader to react to its themes.

Hittleman (1978) (believed that students need help from their teachers to develop certain strategies to understand literature. He says that students need" strategies for distinguishing between real and make believe; strategies for recognizing the author's craft, the mood, feeling, tone of a story or a poem ; strategies for recognizing and interpreting figurative language ; and strategies for extending one's personal reading interests " (p. 363).

Many writers agreed that teaching literature helps in language development .It is the teacher's role to help students in developing their language awareness through literature reading. Heath (1996) said if teachers create a series of tasks and activities that guide students through "the linguistic complexities", they encourage their students to develop their overall language awareness (p. 774).

Stern (1987) argued that since the non-English speaking countries haven't changed their ways of teaching or examine them in light of the current interest in communicative competence, literature there is still taught in the old traditional way. But in many English – speaking countries the situation is different. In these countries, the universities provide training in literature instruction for teachers, and they offer in-service training on the teaching of literature through conferences and workshops, and develop their own curricula.

Natal (1982) presented some responsibilities for teachers while teaching their students to read. These were: deciding what students can do and what they can not, choosing the suitable text, choosing the activities

and strategies to develop the skills they want, preparing the class for the intended activities, giving the activity, and making sure that every one in the class share and work productively to reach the answer rather than giving the answer to them, and finally making sure that every student improves steadily according to his capacity.

Granahan (1997) argued that the teachers' role is to help children develop " the cognitive strategies essential to applying critical thinking skills to the stories, poems and plays that they read" (p.7).

Goodman and Goodman (1979) quoted in Baumann and Ivey (1997) argued that " teaching students to read is not putting them into a garden of print and leaving them unmolested", but rather giving them instructions which lead to student – centered way of dealing with texts (P.248).

Shook (1996) pointed out that a literary work which has been properly chosen for beginning learners and which is accompanied by "well-designed strategy-based reading tasks that guide learner – readers through the lexical, and cultural problems, can make literary texts highly accessible to beginning readers" (p. 39).

4.2 Strategies of teaching literature:

Spillman (1996) believed that teachers are always searching for strategies that have been successfully tried to satisfy the need of the students. Spillman mentions some strategies in teaching the novel They are :

1. Literary circles: students work in groups to respond to the literary texts and analyze their elements.

2. Literature logs: These are response journals. They can be written after students and teachers or only students finish discussing the literary texts.

3. Cooperative book sharing (CBS) : in this strategy, students cooperatively read sections of a literary work and then tell their part in a large group sharing session. Students may read aloud in turns, in pairs, or select one reader from the group to read the story. After this, students give their responses to what they have read, and they discuss the literary work.

4. Sharing groups: in this strategy, a group of students have the choice to select the book they want to read. Then they tell the other groups about the book and present their response to it. This will encourage the others to read the book.

5. Literary publications: in this strategy student write about what they are reading, as in book reviews.

Spillman also mentions other strategies used in teaching the story, These are:

1. Aloud reading by the teacher

2. Drawing pictures

3. Retelling the story

4. Prediction of events

5. Recognizing cause and effect relationships

6. Writing questions

7. Acting the story

8. Discussing the structure, Focussing on one verb for example

9. Putting one's self in other character's place, deciding what to do or say in such a situation

Brown and Stephens (1995) suggested some strategies that may help in students involvement with and sharing of literature. Some of these strategies are:

1. Adding and subtracting meaning: this strategy is like brainstorming. The teacher reads the title of the literary work and asks students to generate the meaning of the literary work. Then the teacher reads the first line or sentence and asks students to brain storm meaning. This process continues until the end of the literary work. Then the responses which are not suitable are eliminated, and the acceptable ones are kept. This strategy is more suitable to poetry.

2. Readers' theatre: in this strategy a script is presented based on the dialogue between two characters in the work. First it is done by the teacher. Then students work in groups to make similar scripts. These scripts are then read aloud without props or actions which help students focus on the meaning and what it reveals about characters. This script is more suitable to fiction.

3. Book talks: the aim of this strategy is to encourage students to read different literary works. Students choose the literary works independently, read them,and present a brief account about them to other students.

4. Book sharing: this strategy involves students reading aloud, a passage or section from their independent reading. This will help students recognize the power of language by hearing how writers make characters come alive, and evoke new findings and reactions.

5. Reaction and reflection statements: teachers may present different statements before reading the literary work. This

makes students focus on important concepts or ideas before reading the literary work and while reading, and help in their internalization after reading.

6. Paired square: this strategy activates the students prior knowledge about a literary work. The teacher writes a word, a phrase, or a line of poetry on the board and ask students to list individually their associations. Then students work in pairs, and then in groups listing their associations. Finally each group share its work with class. Then the teacher leads his students to the proper selection.

7. Graphic organizers: different types of graphic organizers help students to make connection with literature such as mapping of characters, conflict, and ideas; comparison contrast diagrams ; and relationship charts.

8. Opinion guide: such a strategy helps students identify their opinions in important issues and compare them with the characters' opinions. Charts can be used to do this.

9. Polar opposites: in this strategy, characters' qualities and traits are analyzed, by being rated along a continuum with a scale of three to seven points. These polars are a good source for discussions, writing activities, creative projects, and creative opinions.

10. Character crests :in this strategy, students draw a graphic like a crest divided into four main sections. The first section shows the character's characteristics, the second one shows the character's actions, the third shows the character's life and the final shows the motto of the character.

11. Fiction and social conscience: in this strategy students are asked to focus on the social issues behind a work and present them in a chart.

12. Dilemma resolution: in this strategy, students focus on what is exciting,such as conflicts. This will lead the students' discussion to examine the resolutions to the dilemma, which increase their critical abilities.

13. In their shoes: in this strategy, students are expected to identify with and understand characters. A student takes the role of a certain character in a certain situation, then a group of students analyzes the character's actions and authenticity.

Granahan (1997) mentioned a number of strategies that she thinks will develop the students' critical thinking that will give better under standing of what students read. These strategies are:

1. Sort out same and different: in this strategy, students are expected to list some similarities and differences between characters, actions ,... etc on charts.

2. Spin a character web: in this strategy, students are expected to focus on a character's physical appearance, feelings, and own words to get better understanding of them.

3. Put yourself in my shoes: in this strategy, students remember the experience of a certain character,then pretend to be that character, which will make the students understand a story or a novel characters experience and behavior.

4. Make good guesses: in this strategy students learn how to use their prior knowledge and story cues to make prediction about story or novel events.

5. Determine what happens and why: in this strategy, students learn to recognize the cause and effect relationships and put them on charts.

6. Use good judgment: in this strategy, students learn that a judgement in decision is made after thinking carefully about a situation. Making judgement can help students better understand a character's situation and behavior.

7. Put things in order: in this strategy, students learn to put a series of events in the proper order and put that order on a sequence chart.

8. Paint a picture :in this strategy, students learn to practice picturing story characters, settings, and plot events. So students learn how imagining can help them better understand and enjoy what they read.

9. Becomes a storyteller: in this strategy, students learn how to retell a story in order to check their understanding of what they have read. They need to recognize the most important ideas in order to tell the beginning, middle, and end of a story in a few sentences.

Exton (1987) mentioned some strategies used in teaching novel, short story or poetry they are:

1- Completing a short story: In this strategy, the teacher just gives the first half of the short story. Then the class work in pairs, examining the text clues to reach accurate predictions and find possible endings.

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2- Find similarities and differences : this strategy enables students to develop deeper insights into story, its language, form, and structure

Lazar (1994) also suggested a strategy called" student work sheet".

There are different kinds of work sheets. Each work sheet has different stages. A completed work sheet for example has the following stages:

1. Warmer : students are asked to make associations around key words which lead students to get the themes of the literary text.

2. Students are asked to complete a gap-fill activity. Since their language skills in English are very limited, they cannot be expected to give full "interpretation " of the text. This gap-fill can be lexical or grammatical.

3. Students are asked to associate lexical groupings from the text, which makes students aware of thematic contrasts in the text and it's a way of "personalizing" the lesson and encouraging students to relate what they read to their own experiences.

4. Students then, are asked to complete a sentence about themselves which is "modeled" on one from the text (p.p116-123)

McDonough (1995) quoted some strategies mentioned by Hosenfeld (1984). Successful readers use these strategies. Teachers may direct their students to use such strategies while reading the literary text. These strategies are:

1. Keeping the meaning of the passage in mind

2. Reading in broad phrases

3. Skipping essential words

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4. Examining illustrations

5. Reading the title and making information form it

6. Using orthographic information (e.g. capitalization)

7. Looking up words correctly

8. Using ones knowledge of the world

9. Following through with a proposed solution to a problem

10. Evaluating

McDonough also mentioned some strategies that poor students use. These are:

1- Paraphrasing

2- Rereading

3- Questioning

Dugan (1997) advocated encouraging students to respond openly to literature and become actively involved in the meaning – making process. He is with teaching literature according to the Transactional Literacy Discussion theory (TLD). According to this theory, readers actively construct meaning by responding to a text and then reflecting their responses. Students here read to experience the poem, play or story. This theory includes the following strategies:

1. Getting ready: it involves strategies like, pre-reading strategies which aim to make students familiar with the literary work they are going to   read. Teachers show students how to use the title, the pictures, the author's note and how to make predictions. All of this motivates students to read the literary work.

2. Reading and thinking aloud: in this strategy, students are encouraged to think aloud when they have a comment or

questions during reading. Then with time thinking aloud becomes thinking silently.

3. Wondering on paper: in this strategy, students are encouraged to write their wonderings on what they are reading in a form of questions or comments. These wonderings are a valuable source of ideas for late discussion and writing activities.

4. Talking: in this strategy, students and teachers share wondering. Applying this strategy may take from 15-20 minutes, depending on students' wonderings and responses.

5. Thinking on paper: in this strategy, students choose some aspect, theme, or interpretation to explain further in their writing. To make this writing as meaningful as possible, students should share their writing with other students and discuss their writing. The teacher may also take part in this discussion by raising a question, responding to student's question, or suggesting a solution.

6. Looking back: in this strategy, students evaluate their learning. This can be done verbally or in a written form.

In the same article, Dugan indicated that teachers should develop students' independence by teaching them to use meaning – making strategies. These strategies include:

1. Thinking aloud and wondering to make sense of a story
2. Exploring different perspectives
3. Justifying or clarifying a comment
4. Finding similarities and differences
5. Finding text clues to explain one's ideas

Shook (1996) argued that the most important thing to be done to readers of FL literature, is the introduction of useful strategies. He quoted lists of strategies from three writers: Grellet (1981), Cohen (1990), and Galloway (1992).

- The strategies mentioned by Gerllet (1981) are:

    1- Inference through context.

    2- Inference through word formation

    3- Understanding relation within the sentence

    4- Linking sentences and ideas

    5- Predicting

    6- Skimming

    7- Scanning

    8- Reviewing

- The strategies mentioned by Cohen (1990) are:

    1- Clarification of purposes

    2- Organization of text.

    3- Reading for meaning

    4- Very little use of dictionary

    5- Ongoing summaries

    6- Making predictions.

    7- Looking for markers of cohesion

- The strategies mentioned by Galloway (1992) are:

    1- Sorting and categorizing

    2- Describing

    3- Predicting

    4- Summarizing

    5- Question posing

6- Imagining

7- Contrasting constructs

Jewell and Pratt (1999) presented some strategies that teachers of English literature use to guide the literary discussions successfully and thus help students to contribute their personal responses. These strategies are:

1. Restatement: teachers reframe students' ideas for clarification.

2. Validating and affirming: Teachers reinforce a variety of responses and discussion behaviors.

3. Fostering supporting evidence: in this strategy, teachers help students to find or verbalize proofs for their ideas.

4. Guiding students to elaborate and extend their thinking. Teachers encourage students to go beyond their initial statement.

In her article " Motivating Students through Music and Literature ".

Towell (1999/2000) argued that including music in the curriculum could be magical when introducing students to reading literature. She said that using music in teaching reading would motivate "struggling readers". She said that when music is combined with literature, it helps students to experience their emotional responses. She mentioned some strategies of using music:

1. Playing classical background music during reading time

2. Choral reading of poetry

3. Playing music to create certain moods

4. Singing along with picture books made from songs (pp. 284-287)

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Suranna (1999/2000) emphasized that students need to recognize the cultural differences through teaching literature. He mentioned two strategies for doing this:

1. Story telling / mask making: in this strategy students are exposed to a different culture. The teacher may use "story prompts" to get the students start writing or telling a story. These prompts may be a word or two about one particular aspect of a country. Then students write the story or tell it orally. Students may also create masks to extend their stories. Suranna says that using this strategy not only helps students develop literacy, but also gains empathy for others.

2. Obeying one's heart: this strategy indicates that students' imagination can be aroused by discussion. So students and teachers must keep their minds open to the kinds of experience the classroom offers. So they both will be able to bring forth their hopes, fears, motivations, and passions.

Amer (1997) argued that the strategy of reading a loud to EFL learners at an early stage was particularly important. He said that when reading to themselves, beginning learners read word by word due to their limited linguistic competence .This will lead to unmeaningful reading, so reading a loud by the teacher helps EFL readers to read meaningful phrases rather than reading word by word. This leads to a higher level of comprehension. A teacher first reads a story aloud, then encourages students to read a loud in turn (pp. 43-44).

McClure (1995) suggested different strategies of teaching poetry. Some of these strategies were:

1. `Listening to poems on tapes and making tapes of their favorites

2. Drawing pictures to illustrate poems

3. Comparing poetry with prose, especially when a poem reflects the mood, theme, or characters of the story

4. Free-Silent reading of poems: in this strategy, students read poems silently with comments on why they liked them. Then students compare their comments

McClure also mentioned some strategies used to encourage students conversation through discovering poetry:

1. Leading students to active discussion: teachers can do this by leading conversation, and giving models of questions and discussion behaviors. Then gradually, students gain confidence and become able to take an active role in the discussion

2. Reading poetry aloud individually or in group

3. Prediction: the teacher reads the title of the poem and asks students to predict what it might be about

4. Discussing the poetic elements of poetry as: precise words, sound, shape, and figurative language

5. Discussing and explaining the meanings of words unfamiliar to children. This leads to understanding, which can deepen enjoyment

Galda and West (1995) are strongly with exploring literature through drama. They believed that drama helps students to learn about literature as they explore texts, re-create senses, become characters, and reflect on their experiences with literature. These are some strategies to explore literature through drama:

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1. Pantomime: this strategy involves conveying the meaning of story through facial expressions and body language. To present pantomime, students must think and talk about how characters look, feel and act.

2. Reenactment: It is a spontaneous representation of the story's significant events. This reenactment requires no props, costumes or script. It does require through familiarity with the story to be reenacted. This strategy is crucial to both actors and listeners.

3. Interpretation: oral interpretation provides opportunities for re-reading favorite scenes or stories. Discussion of personalities of characters and how those personalities might be reflected in their voices follows this effective oral reading. This strategy leads to literary understanding.

4. Improvisation: it requires students to extrapolate from the story to enact an original scene. Improvisation of stories offers younger students an opportunity for successful experiences. This helps students to explore characters by returning to the text to support their ideas about characters.

5. Role playing: this strategy encourages students to probe deeply into characters and explore motivation and point of view as they relate to characters' actions and reactions. It offers students the opportunity to experience other lives, interpret characters and use of language.

6. Readers' theatre: this strategy involves oral discussion of text, characters, and events as well as writing scripts that reflect the events and characters students have read about. When writing

their scripts, students change in the language, such as deleting unnecessary phrases.

Robinson (1975) mentioned two strategies of teaching short story. They are:

1. There is no waste in the short story: this strategy indicates that nothing will be discussed if it is not necessary. So students should use their imaginations and infer much from the text through text clues. Teachers should encourage students to guess and not to mind committing errors.

2. Read the beginning of the story slowly: the beginning segments of a story are the most difficult ones; so they need to be read slowly and thoughtfully. Teachers can help students by discussing the aspects of the beginning of the story.

Robinson also mentioned some strategies of teaching novels. They are:

1. Recalling the characters as they appear in the story, by remembering some of their characteristics

2. Making a mental consideration of the entire story in the form of a very brief summary

3. Working in groups to discuss the characters, the events, and the problem

4. Evaluating the novel, individually and in-groups

In teaching the play, Robinson is with the strategy of "performing" it. He says that this contributes to the students' appreciation of drama (pp.197-198).

Mcteague (1992) emphasized the importance of the teachers' role, and the use of effective classroom strategies in teaching literature. He mentions three class room strategies:

1. Use of reading response journal: it is a notebook where students record a measure of their enjoyment of a book they have chosen for silent reading under the teacher's guidance. Teachers may arrange students in pairs or in groups while writing, they may also provide directions and guidance to students.

2. The listening log: it was used as a response to the teacher's daily reading aloud from a literary work not available to the students. After reaching the unit, the teacher asks his students to write their response to the reading. The teacher might allow 5 or 6 minutes for writing. The teacher begins to read again by repeating the last few lines. Then the teacher reads the next unit, stops and asks the students to write. This will be done till the end of the literary work.

3. Guiding student's book talk: It involves using a blackboard framework and a general procedure that teachers may use to guide students to explore a text together as a whole.

The teacher prepares a table of four headings and columns as shown in the table below. At the end of a reading or listening activity, the teacher gathers the students infront of broad. The teacher asks students to focus on the first column and call out their spontaneous responses in a word or start phrase. The teacher then lists them quickly on the board, the same thing is done with the other columns.

Chamber's framework for guiding students Book talk.

Likes	Dislikes	Puzzles	Patterns

May and Raleigh (1984) listed some strategies for gaining comprehension. These strategies are:

1. Wide–angle question: a teacher asks students some questions to discuss about passage, poem, or short story. These questions should be of the kind that doesn't have a single right answer, such as 'Is this the Right title for the passage?" Pupils work in pairs in answering the questions.

2. Responding to statements: this is a superior version of multiple choice. In a short story, for example, a list of short statements (some controversial / or contradictory; some agree with the writer's intentions). Students then are asked to work in pairs to decide on the two/three most appropriate statements. A class discussion can be also started with those who choose inappropriate statements.

3. Question-setting: students are asked to write their own questions on the text they read, Students work in pairs to answer these questions. A class discussion can be also useful.

4. Marking the text: this strategy involves asking students to underline (or indicate in the margin in some way) parts of the text. This marking helps to attract the students' attention to the most important ideas.

5. Deletion of single words: copies of text from which some words are deleted, are given to pairs of students' to decide on the suitable words to replace them. The most important thing here is the students discussion and not the completion.

6. Prediction: the teacher divides the story or any other literary text into different parts. After finishing the first part students are asked to work in groups to predict what is going to happen next.

7. Sequencing: this involves ordering a text by focusing on the structures of the text. The teacher cuts a text into pieces and asks students to put than in order.

8. Finding boundaries: it is the opposite of sequencing as students are asked to divide the text into what they think are sections, describing what makes one section different from the other. It is easier to tell the students the number of sections the teacher thinks there are.

9. Drawings and diagrams: this involves asking students to present some of the information in some visual form (e.g. drawings, flow charts, tables, or networks). This could be done to focus attention on the relationship between characters in a story, or their points of similarity and difference.

10. Role playing and other extensions: this involves verbal representation of the written material through interviews with characters to ask about their feeling, and motives.

Gadorath (1994) mentioned some strategies of teaching poetry they are:

- Preordering (words, ;ines, verse)
- Putting lines in the correct place

- Matching
- Translation
- Close (remove all verbs, adjectives, etc)
- Substitute other words

2. Analytical strategies,
   - Discussing the title
   - Discussing points that attract attention (word, phrases, punctuation)
   - Grouping words thematically
   - Comparing and contrasting two or more poems
   - Commenting on likes and dislikes

Morado, Koenig and Wilson (1999); Stern (1978) ; and Hill (1986) emphasized the importance for using role playing as a strategy of teaching the different literary works. They said that this strategy gives students deeper understanding of characters and their interrelationships. It also enabled students to develop their imagination and become stars.

Hill (1986), Tomlinson (1986), Zhenyu (1997) listed some strategies of teaching literature. They are:

1. Pre-reading discussion: it involved arousing the students interest in the subject focusing on the prior knowledge of the students, and eliciting the meaning of some vocabulary

2. Prediction

3. Reading through the passages: class – reading should be carefully managed to make sure that students share the same experiences. Some parts especially in poetry and play should be read aloud. This reading can be done alone by the teacher,

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individual students, group – reading, silent reading or listening to a cassette recording

4. The story telling strategy: after discussing the story, students are asked to tell the story. The teacher points to a student to start telling the story, then he points to another one unpredictably and so on. All the important events should be mentioned

5. Name that character: Two students are chosen to play, while the other students choose a character form the work and list the person's characteristics. The two students are then asked to guess the name of the character, as the characteristics are read aloud slowly.

Olshansky (1997) presented a new strategy for helping students to write a story through painting pictures. The strategy is called" picturing story". In this strategy, students are asked to paint pictures, then, students are given time to admire their paintings. Students then share their paintings. These painting serve as the inspiration for story ideas. The story begins from those beautiful pictures then it develops to become a full story.

Strodt – Lopez (1996) listed some strategies for teaching stories. They are :

1. Introducing the story: discussing the title, the author, the cultural origin, and predicting what the story is about from the title.

2. Read, tell or play the story: the teacher may read, then narrate spontaneously, then use body gestures as if acting. Students' participation in reading and acting gives them deeper

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perspective on the story and leads to more personal interpretations.

3. Summarizing the story: students are asked to summarize the story that they heard in various versions. This leads to more than one appropriate understanding.

4. Focused listening: students listen to the oral reading and narrating of a story. Then they are given some statements which are true or false. They have to find evidence from the text to prove their responses. Then students work in pairs to compare their responses and discuss them.

II. Empirical studies:

2.5 Studies conducted on the area of literature

Hirvela and Boyle (1988) conducted a study on the literature courses and the students' attitudes toward literature learning. This study aimed at developing a better understanding of how students felt about studying literature, which literary genres were most favored or feared by the students, which genre of literature short story, novel, poetry, or drama do students most enjoy or find most difficult. The students involved in the survey were Hong Kong Chinese, whose first language was Cantonese. They were working adults studying part-time in the evening for a degree which combines English language and literature. To achieve the results of the study, a questionnaire was given to the second year students before they began their introduction to literature course. Their responses were helpful. Accordingly, the next year the exercise was repeated with 2nd year students, while the third year students were given a follow-up survey to determine how they now felt about literature.

The results of the survey showed a common response that students have many fears and anxieties about studying literature, especially poetry. The most enjoyable genres of literature were novel and short story. The most feared genre was poetry. The aspects, which cause particular trouble to students, were interpretation of the theme and vocabulary, especially in non-modern texts.

In his study Zughoul (1987) (cited in Obediat (1997) examined the curricula of a number of English department at Arab Universities (the universities of Baghdad, Damascus, Kuwait, Yarmouk, and Two American universities in the Middle East area. Zughoul found that the curricula of these departments (with exception of the American University of Beirut) are heavily dominated by the literature component. Similar observations have been made about the rest of the third world countries. In some of these countries, the study of English literature not only dominates the syllabus of the English department, but also asserts that the other components of the syllabus language and linguistics are underrepresented in the curriculum. He said that rarely does a department in the third world country offer solid language training. He also indicated that the incoming students are not proficient in the language, but it is assumed that they are proficient. This unrealistic assumption is, to a great extent, responsible for the failure of English departments in third world countries to respond to the needs of the communities they are supposed to serve.

Obediat (1996) (cited in Obediat 1997) conducted a study which aimed to test the conflicting claims regarding the place of literature in the curriculum in the Arab world. To do this, Obediat examined the curricula of the same English departments that Zughoul above mentioned as well as a few other departments at different Arab universities including the

universities of the united Arab Emirates, Kuwait, Bahrain, Sultan Qaboos, King Saud, Damascus, Tashreen, Al Ba'ath, Safax,Al Qurouan, Mohammed Ben Abdellah And Alexandria.

The results Obediat found were surprising. The number of linguistic courses in the Arab World universities was highly greater than the number of literature courses in these universities. This result contradicted the result that Zughoul reached. This result made Obediat conclude that English departments of the universities of the Arab World are actually highly dominated by the language and linguistic components more than anything else. So he thought that there was a need for literature, not language to help English department upgrade their offerings and standards.

Shook (1996) conducted a surveillance study to examine the current use of FL literature at the beginning level. This writer surveyed 15 basal college Spanish textbooks currently in publication. He examined the textbooks in details, with careful attention to both reading passages and relia (e.g. advertisements, menu). He found that 11 textbooks don't contain any literary text. Only 4 of 15 or 26.6 percent of the first year Spanish textbooks surveyed include literature. Shook presented three factors for the deliberate exclusion of literature. The first factor is economic, as the cost of a published literary work in a textbook is often staggering. The second factor may be the traditional view that the language of literature is "advanced", so it is left until the third or fourth year of study. The third factor may be the lack of recognition of the part of literature in introducing students to linguistic and cultural information.

Shook examined the four books which has literary works, to find if these works are accompanied with strategies and activities to help students understand the literary works and overcome the linguistic / cultural background of these literary texts. He found that only two books

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of the four are accompanied with strategies. Shook concluded the textbook should be carefully made in order to suit the beginning foreign language learners. He also maintained said that these texts should be accompanied with strategies to enable students to overcome the grammatical, lexical and cultural problems.

Salih (1992) pointed that Zughoul (1983, 1985, 1987) claims that Arab students lacked interest in studying literature in English. So the aim of Salih's study was verifying Zughoul's views which in his words were "impressionistic and lacked empirical evidence".

To do this, Salih developed a questionnaire to Colette data from 118 Arab students in the Department of English language and Literature at Yarmouk University in Jordan. Salih analyzed the students' responses to the different items of the questionnaire. The results showed that students enjoyed English literature more than language and linguistics, but they enjoyed linguistics more than language. The results also showed that students would like to be given more literature courses, and they did like the idea of having the number of literature courses reduced.

Salih attributed this to the fact that literature is beneficial in developing the student's language ability, and in developing the four language skills since students need all of them. Also literature helps students acquire native-like competence in English, express their ideas in good English, lean the features of modern English, and become more proficient, creative, critical and analytical. So the findings of Salih (1992) contradict those of Zugoul (1983, 1985, 1987).

Anastas (1992) conducted a study on the influence of teaching English literature on learning English as a foreign language. This study aimed to investigate the need for including more of English literature in the English language curriculum, the methods which teachers of English

language used in teaching, and selecting the suitable English literary texts which can motivate the students to learn English language successfully. The researcher distributed a questionnaire to some English language teachers of governmental and private schools in Bethlehem, Ramallah and Jerusalem. The aim of this questionnaire was to find out the methods teachers used in teaching English language, the literature and English texts they were teaching, and finally the goals of teaching English literature. The researcher also analyzed the results of the Placement exam at Bethlehem and Beir-Zeit universities, and the students' average in the Tawkihi exam.

The results of the study showed that the students of the private schools were better than those of the government schools in their achievement in the placement exam. It was also found that there way a difference at ($\alpha = 0.05$) between governmental school teachers and those of the private schools in the methods of teaching. The teachers of the private schools used discussion method while those of the government schools used the reading method. The study also found a difference in teacher books used in teaching English language in the governmental and private schools. As in private schools, there are special literary text books to teach but in the governmental there are no separate books for literature.

The researcher also found that 87% of secondary level students preferred studying literature through reading literary books and stories and watching films. She also found that 85% English language teachers of both government and private schools advocated using more literary texts in teaching English language at schools as well as changing the present English curriculum.

Studies Conducted on the Strategies of Teaching Literature:

Al-Momani (1983) conducted a study at Yarmouk University, to investigate the most frequent strategies and activities used in an Anthology class in the 12th grade in Ajloun District to teach vocabulary and structure. He also wanted to find whether the Anthology class is a teacher-centered or student-centered class. The sample of the study consisted of two groups; a group of students, and a group of teachers. The students' sample consisted of 256 male and female 12th grade students. The teachers' sample consisted of 193 male and female teachers. Al-Momani developed a questionnaire of 51 items to investigate the most common strategies in teaching vocabulary and structures in the Anthology class. He distributed the questionnaire on both teachers and students. The results of the study showed that the most frequent strategies used in teaching vocabulary in an Anthology class are: translation strategy, context strategy and definitional strategy. The results also showed that the Anthology class is a teacher-centered one. Teacher encourages students to understand the general meaning of the text rather than knowing the details. He also found that the teacher responses are different from the students' responses to the questionnaire items in favor of teachers. As such, the researcher found it necessary to recommend that teachers, book designers and researchers make important modifications in method and content in the Anthology class.

Bauman and Ivey (1997) conducted a study which aimed at exploring what diverse second grade students learned about reading, writing and literature through a year long, integrated program of literature environment and skill and strategy instruction.

This study was designed as a qualitative, interpretive case study. The participants of the study were students in Jim's second grade class at Fowler Drive Elementary school in Athens, Georgia, a middle-sized community in the Southern area. Thirteen students in Jim's class presened a comprehensive population for the case study. The study was carried during the period 1994-1995 school year, when Jim took leave from his position to teach the second grade full time. Gay Ivey was a participant observer in the classroom. As for the instructional environment in Jim's 2nd grade classroom, it had a classroom library about to 500 trade books. Jim changed the books through the year to six of easier books for struggling readers, multiple genres, and books that present cultural and ethnic diversity. As the year progressed, children's published collections of stories they had written were added to the collection of books. The class was divided into groups. Each group engaged in multiple reading and writing activities across the reading period. There were three main activities: reading practice time, where students read connected significant amount of time to 15 minutes. This reading can be free reading or structured one where Jim listened to students and provided them with the instructions. The second activity was strategy lessons, where instructions in word identification, vocabulary, comprehension literature reading, and writing strategies were presented. The third group of activities were reading / language activities, in which students engaged in literature extension and language art activities.

The data analyzed, included files of the students' works and writing, portions of Gay's journal in which specific children were mentioned, files included general data sources, such as Jim's daily plan book, Jim's journal, letters sent to parents... etc.

The results showed that the 2nd grade students developed into readers. Their appreciation for literature increased. They became better at comprehending what they read. And even their writing proficiency was developed. So, Bauman and Ivey believed that this study provides evidence for the efficacy of teaching students reading and language arts strategies within literature based environment.

Blook (1993) quoted in Bauman and Ivey (1997) implemented a year-long program for systematically teaching diverse children reading and thinking strategies through children's literature. Three hundred and fifty two students from 48 grade 2 through 6 classrooms in three schools were randomly assigned by the researcher to experimental or control conditions. Students in the experimental classes were provided 1.5 hours lessons taught by researcher's assistants twice weekly for 32 weeks. Lessons consisted of two parts: (a) teacher explanation and modeling of cognitive strategy, decoding an unknown word, predicting to increase inferences and (b) application of the strategy through independent reading of self-setected literature. In control classes, a more conventional lesson that did not emphasize strategy instructions was used.

Results showed significant findings in favor of the experimental group for the vocabulary, comprehension and reading. Experimental students were better in transferring cognitive strategies and in critical creative thinking. So, Block concluded that her program of strategy instruction in literature-based program served to "expand students thinking and improve their reading abilities "(p. 249).

Morrow (1992) quoted in Bauman and Ivey (1997) explored the impact of a program of rich, literature based experience on diverse

children's literacy achievement and the use of literature and attitudes toward reading. One hundred sixty-six culturally diverse students in nine-second-grade classrooms from two schools were randomly divided into three groups. Two of them were experimental groups and the third was a control group. (1) An experimental group in which children were provided a literature-based reading and writing program, that included literacy centers, teacher-directed literacy activities, and independent reading and writing periods as a complement to the existing basal reading program; (2) The second experimental group was identical except for the addition of a component in which parents supported literacy activities at home; (3) A control group in which teachers maintained the basal reader instructional program.

Results on informal comprehension test, measures of reading attitude and records of book read in and out school showed significant findings in favor of the experimental classrooms over the control classrooms (but no difference between the experimental groups). Morrow concluded that "the combination literature-basal instruction with traditional based reading instruction was more powerful than traditional instruction alone" (p. 250).

Kitajima (1997) conducted a study to examine if strategy training will help students comprehend a Japanese narrative. To fulfill this aim, two groups of students enrolled in a fourth-semester Japanese course participated in this study. The experimental group received in-class strategy training that focused on solving referential problems and using syntactic and discourse cues.

A post-test was then given to both groups. Students were asked to read a Japanese narrative and to rewrite the contents in English. The results showed that the experimental group of students comprehended the story better than the control group of students. These strategies lead Kitajima to conclude that strategy training, which directs students to focus on monitoring referential ties, is beneficial to L2 readers reading comprehension.

Lancia (1997) conducted a study to find the effect of literature on children's writing. This second grade teacher discovered that literature was the most effective model for writing in his classroom, as lots of his students appeared to "borrow" from literature in order to create their pieces of writing. Lancia conducted his study in his second-grade classroom. The participants of this study were twenty-one students. The reading program offered by Lancia included daily, self-selected independent reading, shared reading, reading aloud, and teacher guided reading in basal. Students were also instructed directly in reading strategies. They were also involved in the arrangement of the classroom library. In the writing workshop, students selected topics, conferred with their peers and their teacher, and developed favorite pieces into published books. Over the course, Lancia's students did a lot of writing. 128 complete stories were written into published books. By analyzing the students written stories, Lancia found that students borrowed plots, characters, ideas, events, and language of works they read. Lancia said that borrowing ideas of already established authors appears to be a significant stage in a child's writing development. Lancia concluded that literature offered a most effective model for writing in his classroom, the indicated that students who borrow ideas from other literature works

become successful language users, and become able to connect reading and writing in meaningful ways (p. 470).

Amer (1997) conducted a study on the effect of the teacher's reading aloud on the reading comprehension of EFL students reading a story. Seventy-five 6th grade male students at an intermediate school in Cairo participated in the study. The students had been studying EFL for six years. They were divided into two classes. The experimental class consisted of 39 students, while the control class consisted of 36 students. The story was divided into four meaningful parts. Each part was taught every other day in one 50 minutes session. Different teachers taught the two groups.

Amer also instructed the teacher of the experimental groups to teach, in a way that includes pre-reading activities, where key vocabulary in the part to be read was discussed and explained. Next the teacher read the part aloud. Students were asked to follow the reading silently. The teacher stopped reading at random spots in the text and asked students to read the following word. The teacher then asked students several comprehension questions. The same procedure was followed with the control group, except that students of control group read the text silently without oral reading. Two texts were used to measure the effect of reading. The first was multiple choice the second was a cloze test.

The results showed that the learners of the experimental group had better understanding of what they were reading. So, Amer concluded that reading aloud by the teacher may help EFL readers develop a positive attitude towards reading and may motivate them to read for pleasure.

Dugan (1997) conducted a study on the Transactional Literature Discussion model which provides opportunities for graded reading, writing, and talk sessions that encourage students to respond openly to literature and become actively involved in the meaning making process. The study was " a qualitative" one involving a group of six struggling readers. The participants were allowed to select from a collection that they did not yet read but might find interesting. The students reviewed collection as a group and chose the novel "Shiloh" Naylor, 1991 (cited in Dugan 1997).

Dugan and her students met as a group twice a week, after eight weeks to read, write about, and discuss the novel. At the beginning students worked in a group, but later on they worked in pairs. Participants were involved in a number of activities and strategies that included reading and thinking aloud, reading on paper, talking, thinking, on paper and looking back. To share an appreciation of literature students, participants were allowed to present Readers' Theater. Students from another grade performed the novel, then discussion after this was allowed.

The results of the study showed that the participants of the study favorably, became actively involved in meaning making. The students grew from passive, timid readers to active readers who confidently expressed their thoughts. Students also learned to justify their responses and they developed an aesthetic appreciation for the novel. Role-playing or Readers' Theater increased their appreciation for literature.

Shanhan and Shanhan (1997) advocated the use of Character Perspective Charit CPC and said that it is an instructional technique that fosters story understanding. They say that Sherry, a school teacher, was interested in the idea of CPC. So, she tried it at her school with children in Grades (2-6) with very promising results. Shanhan and Shanhan indicated that stories and novels used should have two or more characters with separate goals and it will be better if the characters' goals are in conflict. They said that Sherry first introduced CPC to children and showed how CPC works. This took 30-40 minutes depending on the length of the story used. All the children read the story, the teacher did the initial charit with the help of children.

Next Sherry presented two blank charts that were selected with two main characters to students. Then she explained to students that they were to fill in these charts: the characters views and goals, explaining that each character had his own goals, and problems aroused from these goals. She then asked them questions to help to fill in the charts. The results showed that children became aware of more subtle aspects of stories, such as characters goals, intention, decisions, plans, reaction and themes which were often omitted from the maps or charts used. Most of Sherry's students have been able to use CPC independently or in small groups after only single demonstration. But second graders were in need for some additional assistance with ideas of point of view and theme.

So, Shanhan and Shanhan concluded that the technique is a practical one that can be used in a variety of ways with children as early as a second grade, and that they generally seemed to enjoy its use and appreciate the insights they gain. Shanhan and Shanhan believed that CPC is valuable because it encourages children to use structural

formation as a base for interpretation. By asking the students to enter the minds of the various characters, they gain deeper understanding of story and theme.

Summary:

This chapter provided a comprehensive review of the literature related to the study. This review of literature was divided into two parts. The first one presented theoretical background. This presentation included views with and against teaching literature in E.F.L classrooms. It also presented different ideas and views or the suitable kind of literature that should be selected while teaching literature. This chapter also presented the views on some writers on the important role of the teacher in choosing the most suitable strategies while teaching literature. The last section of this part included a number of different strategies that can be used while teaching the different literary texts. The second part of this chapter presented a review of some practical studies on the field of literature. It also presented a number of studies conducted to investigate the effects of using some strategies in teaching the different literary texts.

Chapter Three
Methodology

Introduction

This chapter has covers the procedure as well as the instrument used to carry out this study. It has also limits the population and area where the study was conducted, and it has describes the research design and the statistical methods adopted in analyzing the results of the study.

The purpose of this study is to determine the teachers' attitudes toward teaching literature as a part of teaching English as a foreign language in the Northern Districts of Palestine (Tulkarm, Nablus and Jenin). It has also stated the approach used in teaching English literature, the effect of teaching English literature on the students' use of language and more importantly, the strategies mostly used in teaching the different genres of literature, more specifically' the strategies mostly used in teaching poetry, the strategies mostly used in teaching novel or short story and the strategies mostly used in teaching the play.

3.1 Design of the study:

This study is a descriptive study through the design of a questionnaire to measure the different strategies that English teachers in the Northern Districts of Palestine (Tulkarm, Nablus and Jenin), use in teaching the different literary texts.

It has also measured the teachers' attitudes toward teaching literature as part of teaching the English language. It has also found out the approach used in teaching English literature. This study involved two

types of variables, namely dependent and independent. The dependent variables are mainly the response of the teachers on the questionnaire, the independent variables were:

- Gender (male or female)
- Education level (less than B. A or more than B. A)
- Years of experience (less than 5 years, 5-10 year, more than 10 years)
- Participation in in-training courses (Yes or No)

3.2 Population of the study:

The population of this study consisted of all the male and female English language teachers of the 11th grade of the governmental schools in the three Northern Districts of Palestine (Tulkarm, Nablus, and Jenin), in the 2nd semester of the academic year 1999-2000, It consisted of (110) male of female English language teachers of the 11th grade. Table 3.1 below shows the distribution of the population based on the country of work and gender.

Table(3.1)

Population Distribution According to district and Gender

District	Male	Female	Total
Tulkarm	16	16	32
Nablus	30	21	51
Jenin	15	12	27
Total	61	49	110

This table shows the total number of male and female English language teachers of the grade in the three districts: Tulkarm, Nablus and Jenin which is 110. It consists of 4 a females and 61 males.

3.3 The Sample of the Study:

The researcher intended to take all the population of the study as a sample to be more representative and to have more credible results. But in the period during which the questionnaire was distributed ,there was a teachers' strike. So the researcher wasn't able to collect all the papers. She could only get (89). So it was taken as sample of the study.

The distribution of the sample based on different considered independent variables is shown in tables (3.2-3.6)

Table 3.2

Sample Distribution According to District and Gender

District	Male	Female	Total
Tulkarm	16	14	30
Nablus	21	17	37
Jenin	13	9	22
Total	50	39	89

Table (3.3)

Sample Distribution According to Number and Qualification

Qualification	Teachers No	Percent
Less than B.A	2	2.2 %
B.A and more	87	97.8 %
Total	89	100 %

Table (3.4)

Sample Distribution According to Participation in in-Service Training Courses

Participation in in	Teachers' No	Percent
Participation [Yes [	50	56.2 %
Participation [No [	35	39.3 %
Total	85	95.5 %
Missing	4	4.5 %
Total	89	100 %

Table (3.5)

Sample Distribution According to Experience

Years of Experience	Less than 5 years	From 5-10 years	More than 10 years	Total
Teachers No	27	24	38	89
Percentage	30.3 %	27.0 %	42.7 %	100 %

3.4 Procedure:

1. The researcher developed a questionnaire depending of reading on different books and articles related to the topic of study.

2. The questionnaire was given to a jury of English specialists. Their suggested modifications and changes were taken into consideration.

3. The researcher retailed and modified the questionnaire according to the jury's comments and suggestions.

4. The researcher obtained a permission from the Ministry of Education to carry out her study in the Northern districts of Palestine (Tulkarm , Nablus , and Jenin)

5. The questionnaire was then distributed by the Directorates of Education in the three districts and was also collected by them.

6. The number of the distributed questionnaire was 110, whereas the number of the collected questionnaire was 89

7. After collecting the questionnaire , it was statistically analyzed to reach the results of the study, As we shall see in page 71-72.

3.5 Instruments of the study:

3.5.1 The Questionnaire:

The main instrument used is a questionnaire developed by the researcher to measure the attitudes of the 11th grade English teachers toward teaching English literature, the effect of teaching English literature on the students use of language from the teachers' view point, the approach used mostly by English teachers in teaching the different literary works and the strategies mostly used by English teachers in teaching the different literary works, poetry, novel or short story or play to develop the questionnaire, the researcher referred to different books and articles written on the subjects of the questionnaire, reviewed and analyzed them to construct the questionnaire. The researcher developed

the draft questionnaire to include 94 items divided into 6 domains the questionnaire was reviewed by 4 Ph.D. holders in the field related to the study subject from An-Najah National University, 2 English teachers of the 11th grade and a statistician the suggested modifications and changes were taken into consideration, So the questionnaire was reconstructed to include 83 items divided into 6 domains. Table 3.6 below shows the distribution of these items to the different domains. The questionnaire will appear in Appendix B.

Table (3.6)

Domains and Items of the Questionnaire

Domain	Item	No
1. The English teachers' attitudes toward teaching	1-19	19
2.The effect of teaching English literature on the	2-32	13
3.The approach used in teaching the different literary	33-42	10
4. The strategies mostly used in teaching poetry	43-59	17
5.The strategies used in teaching novel or short story	60-73	14
6. The strategies used in teaching play	74-83	10
Total		83

3.5.2 Validation of the Instrument:

To ensure the content validity, all the modifications and changes suggested by questionnaire reviewers were considered. Based on this criterion, some items were changed, some items were dropped out and few items were added.

3.5.3Questionnaire Reliability:

To measure the reliability of the instrument, the reliability of ALPHA formula was applied to all the male and female English teachers who answered the questionnaire .Table 3.7 shows the results of the reliability coefficients for the different domains. Results showed that reliability coefficient for the different domains are not the same. This may be attributed to the difference in the number of items, which form each domain. Some domains have 17 items, others have 10 or 9 items. So the low number of items leads to low reliability. But the reliability for all the items over all the domains is 0.91 Based on these results, the questionnaire developed can be considered as a reliable instrument.

Table 3.7

Reliability Coefficients for the Different Domains

Domains	No. of Items	Reliability
1.The English teachers' attitude toward teaching English literature as a part of English language teaching.	19	0.73
2. The effect of teaching English literature on the students use of English language.	16	0.86
3. The approach used in teaching the different literary texts.	9	0.65
4. The strategies mostly used in teaching poetry.	17	0.69
5. The strategies mostly used in teaching novel or short story.	14	0.67
6. The strategies mostly used in teaching the play.	10	0.8505
Tot	83	0.9147

3.6 Statistical Analysis:

The following statistical techniques were used.

1. Means, standard deviation and percentages of the teachers' responses were scored for each item.

2. Strategies and activities were ranked according to their occurrence in the class.

3. Each question was then analyzed due to the teachers, gender, experience, qualification and participation in in-service training courses.

4. Alpha equation was used to determine the reliability of the questionnaire.

5. T-test for independent variables was used to answer the last four questions of the study.

3.7 Summary:

This study is a descriptive, survey one that uses a questionnaire to find out answers to the different questions of the study. The population for this study is all the male and female English language teachers of the 11th grade in the governmental schools of the Northern Districts of Palestine (Tulkarm, Nablus, and Jenin) in the second semester of the academic year 1999-2000. The sample of items study consisted of 89 male and female teachers of English language in the three Northern Districts of Palestine (Tulkarm, Nablus, and Jenin). This study involved two types of variables, namely dependent and independent variables . The dependent variables were mainly the response of the teachers to the questionnaire. The independent variables were gender, qualification(less than B.A or B.A and more), years of experience (less than five years, five to ten years more than ten years), participation in in-service training courses (yes, or No).

Chapter Four
The Results of The Study

Introduction:

This chapter states the results of data analysis. The researcher state the results of all the questions of this study. Since the study is a descriptive one, all the questions have been answered using means, standard deviations, and percentages. The last four questions have been investigated by using T Test for independent variables.

The scale used to judge the results of all questions has been:

100% – 80%	very high
80 % – 60%	high
60% – 40%	mediate
40% – 20%	low
20 %–0%	very low

Question One:

What are the English language teachers' attitude toward teaching English literature as a part of teaching English Language for the 11th grade?

This question was answered by using: means, standard deviations, and percentages. The following scale was used to judge the results:

100 %–80%   very high

80% – 60%   high

60 %– 40%   mediate

40% – 20%   low

20 %–0%   very low

The results have been as follows in table (4.1)

Table (4.1)

Attitudes of English Language Teachers Toward Teaching English Literature

No	The Item	Means	%	St.D.
8	I think that teaching the literary text in the Anthology helps in developing the students' reading skill	4.5193	90.2%	8382.
10	Teaching the literary texts of the Anthology improves the students' level of comprehension	4.4953	89.2%	7725.
11	Teaching the literary text of the Anthology enriches the students' vocabulary	4.4066	88%	8800.
7	I think that teaching the literary texts in the Anthology helps in developing the students' speaking skills	4.1156	82.8%	9487.
5	I think that teaching the literary texts in the Anthology text book is helpful in teaching the English Language	4.0792	81.4%	1.2222
14	Discussion of the literary work makes students hate it	3.8283	76.4%	1.2573
9	I think that teaching the literary text in the Anthology helps in developing the students' writing skills	3.7624	75.2%	1.1589

No	The Item	Means	%	St.D.
13	Discussion of the literary work kills the students' enjoyment	3.5842	71.6%	1.4302
3	I think that the selected literary works suit the students' level of comprehension			
4	I find it difficult to test the literary works	3.4242	68.4%	1.2417
12	Teaching the literary text of the <u>Anthology</u> enriches the students knowledge of structure	3.3861	67.6%	1.2647
6	I think that teaching the literary texts in the <u>Anthology</u> helps in developing the students listening skill.	3.3564	67%	1.3681
18	The goals of teaching literature put in the teacher's book are satisfactory.	3.2574	65%	1.2382
1	As a teacher, I find teaching English literature (novel, short story, play, and poetry) difficult.	3.1683	63.2%	1.271
16	I need more training courses in teaching literature.	2.9700	59.4%	1.3450
19	The time devoted to the Anthology is enough to achieve the goals.	2.7984	55.8%	1.4249
17	I find it difficult to use various strategies with large classes.	2.7327	54.6%	1.3183
15	Testing the literary work makes students hate it.	2.5510	51%	1.2257
2	Students find it difficult to understand the literary texts	1.9010	38%	8186.

- Number of sample (89)

- The minimum value 1.00

- The maximum value 5.00

The results of table (4.1) revealed that the teachers' attitude toward teaching English Literature as a part of teaching English language was positive and generally high. The percentages of the teachers' responses to

the different items of this domain were ranked between 90.2% which is very high and 38% which is low. The items 8,10,11,7 and 5, got the percentages 90.2%, 89.2%, 88%, 83.8%, and 81.4% respectively.

These statements were positive. They revealed the teachers' view that teaching literature is helpful in developing the students' reading skill, improving the students' level of comprehension, enriching the students' vocabulary, developing the students' speaking skill, and in teaching the English language in general.

The percentages of the statements 14,9,13,3,4,12,6,18, and 1 were generally high .These statements got the percentages 76.4%, 75.2%, 71.6%,70.6%,68.4%,67.6%, and 63.2% respectively. Five of these statements were positive. The other four statements were negative. The negative statements showed that discussing the literary work doesn't make students hate it, and doesn't kill the students' enjoyment. They also showed that teachers didn't find teaching or testing the different literary works difficult. The positive statements revealed the teachers' thought that teaching the literary texts in the <u>Anthology</u> helped in developing the students' writing and listening skills. It also suited the students' level of comprehension and enriched the students' knowledge of structure.

They also believed that the goals of teaching literature available in the Teachers Book are satisfactory.

The percentages of the statements 61, 19, 17 and 15 were medium. These statements got the percentages 59.4%, 55.8%, 54.6%, and 51% respectively. All of these statements were negative expect 19. These

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statements revealed the medium thought of teachers that they didn't need more training courses in teaching literature, and that they find it difficult to use various strategies with large classes. They thought that testing the literary works didn't make students hate it. As for the time devoted to Anthology, teachers thought that it's enough to achieve the goals.

The last statement, which is negative, got a low percentage (38%). It revealed that teachers highly think that students find it difficult to understand the literary texts.

Question Two:

What is the effect of teaching literature on the students' use of English language from the teachers' viewpoint?

This question was answered by applying means, standard deviations, percentages. The results were as follows in table (4.2).

Table (4.2)

The Effect of teaching Literature on Students' Use of English Language.

No	The Item	Means	%	St.D.
20	After teaching the literary texts, my students' ability to discuss and speak is developed.	4.0792	81.4%	7960.
33	I find that the students' degree of comprehension of any text is increased after teaching the literary text.	4.0782	81.4%	8796.
21	After teaching the literary text, my students' use of the suitable vocabulary gets better in speaking and writing	4.0396	80.6%	8823.

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No	The Item	Means	%	St.D.
30	From my experience I find that students enjoy reading literary texts.	3.7129	74.2%	1.0894
22	I find that the students' speaking fluency is increased after teaching the literary text.	3.7030	74%	1.1095
26	After teaching the literary texts, students' use of meaningful sentences in composition gets better.	3.6985	73.8%	1.0382
27	Students are able to compare literary texts' (theme, events, main ideas) after teaching the literary texts.	3.6931	73.8%	1.0746
28	After teaching the literary texts, students use some expressions from the literary texts in their composition	3.5347	70.6%	1.0730
4	I find the students' use of the correct structures in speaking and writing gets better after teaching the literary text.	3.4950	69.8%	1.0920
25	I find that the errors committed by students in the use of vocabulary and grammar decrease after teaching the literary text	3.4158	68.2%	1.1855
31	As a teacher, I find that students can analyze the literary text after teaching it.	3.4059	68%	1.1152
29	While writing composition, students are able to implement the theme of the literary work.	3.1089	62%	1.0574
32	Students' use some themes of the literary work in their composition.	3.0190	60.2%	1.0196

The results of table (4.2) above showed that teaching literature had a good and positive effect on the students' use of English language. The statements 20,23, and 21 got very high percentages. They were 81.4%, 81.4%, and 80.6% respectively. This statement showed the teachers' view that teaching the literary texts helps in developing the students' ability to speak and discuss. They also believed that it increases the students' degree of comprehension. Moreover, students' use of the suitable vocabulary in speaking and writing gets better.

All the other statements got high percentages form 74.2% to 60.2%. These statements revealed the positive effects of teaching

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literature on the students' use of language in which teachers believe, Such as better use of meaningful sentences in composition, students' enjoyment in reading, increase in the comprehension degree, ability to compare between different literary texts, better use of vocabulary and structure in speaking and writing, decrease of errors in grammar and vocabulary, more ability to analyze the literary texts, and more use of themes and expressions of the literary texts in writing and speaking.

Question Three:

What approach is mostly used in teaching the different literary texts (student-centered or teacher centered)?

This question was answered by applying means, percentages, and standard deviations. The results were as follows in table (4.3)

Table (4.3)

No	The Item	Means	%	St.D.
39	I ask students to participate in discussing the literary work.	4.6337	92.6%	7446.
35	I ask students to prepare the literary work before class discussion.	4.5248	90.4%	9010.
40	Students' participation in discussing the literary work is a waste of time.	4.4257	88.4%	1.0709
34	I encourage my students to read the 'free reading' literary texts on their own.	3.9900	79.8%	1.3001
33	I teach all the required literary texts in the <u>Anthology.</u>	3.7723	75.4%	1.3333
42	I encourage students to write their own questions on the literary work.	3.6910	73.8%	1.1462
41	I only direct the students discussion.	3.6535	73%	1.1869
36	I ask some students to prepare parts of the literary work and present them in the class	3.3861	67.6%	1.3582
37	I organize students in groups while discussing the literary work	3.3564	67%	1.2295
38	It is my job to explain the literary work to the students	1.9192	38.2%	1.0647

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The results of table (4.3) above revealed that the approach mostly used in teaching the different literary texts is a student - centered one. This was revealed through the teachers' responses to the different items of this table. The statements which implied student - centered approach got either very high or high percentages. The statements which implied teacher - centered approach got low percentages. The results revealed that students participate in discussing the literary work, prepare the literary work at home, write their own questions on the literary work, present some parts of the literary work in the class, and work in groups while discussing the literary work. Teachers encouraged their students to read the " free reading " literary work. The statements also revealed that teachers don't find students' participation in discussing the literary work as a waste of time. Teachers only direct students' discussion and don't consider explaining the literary work a teacher's work.

Question Four:

What strategies are mostly used by English Language teachers of the 11ᵗʰ grade in teaching poetry?

This question was answered by applying means,, percentages, and standard deviations. The results were as follows in table (4.4).

Table (4.4)

The Mostly Used Strategies by English Language Teachers in Teaching Poetry to 11ᵗʰ Graders.

	The Item	Means	%	St D.
43	I read the poem aloud before discussing it	4.5446	90.8%	8429.
56	I involve students in discussing the poem to gain enjoyment	4.5193	90.2%	8382.
44	Students read the poem aloud individually and in groups	4.1762	83.4%	1.0849

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	The Item	Means	%	St.D.
45	When students read the poem aloud I correct any mistake in pronunciation	4.1089	82%	1.1653
51	I discuss with the students the figurative language of the poem (metaphor, simile, personification)	4.0693	81.2%	1.0417
48	Students enjoy listening to the poems through the voice recorder	4.0574	81%	1.1768
54	I urge students to use the dictionary to check the meaning of some vocabulary in the poem	3.9802	79.6%	1.0861
46	I find paraphrasing the poem the best way of teaching it	3.9704	79.4%	1.0624
53	Discussing the rhyme of the poem is of no use	3.9600	79.2%	1.3185
	The Item	Means	%	St.D.
52	I draw the students' attention to the irregular structure of the poem.	3.8234	76.4%	1.296
47	I find listening to the poems through tapes a waste of time	3.7500	75%	1.3811
55	I ask the students to draw an imaginary picture of the poem	3.6634	73.2%	1.2432
49	There is no need to teach the vocabulary of the poem	3.5208	70.4%	1.3113
57	I discuss the poem with the students word by word	3.0490	60.8%	1.3956
50	There is no need to teach the structure of the poem	2.7113	54.2%	1.4280
59	After discussing the poem, I ask students to write a related composition	2.6337	52.6%	1.2706
58	I ask students to record the poem on tape.	2.0690	41.2%	1.1933

The results of table (4.4) above revealed that English Language teachers of the 11th grade used different strategies in teaching the poem. This was revealed by the very high and high percentages that the different strategies mentioned in this table scored. The strategies that were very highly used were reading aloud group discussion, and using tapes. The strategies which were highly used were: using the dictionary, detailed discussion (rhyme, irregular structure), and drawing imaginary pictures. The strategies which were moderately used were: writing a related composition, and recording poems on tapes.

The results also showed that teachers didn't (over correct) pronunciation errors while reading. Teachers didn't consider paraphrasing the poem the best way of teaching it.

Question Five:

What strategies are mostly used by English language teachers of the 11th grade in teaching the novel or short story?

This question was answered by applying means, percentages, and standard deviations. The results were as follows in table (4.5)

Table (4.5)

The Mostly Used Strategies by English language Teachers in Teaching Novel or Short Story to 11th Graders

No	The Item	Means	%	St.D.
67	In teaching the novel or short story, I ask students to focus on the quotations of the main characters to analyze their characteristics.	4.2547	85%	8980.
71	In teaching the novel or short story, I teach students to draw conclusions based on the events.	4.2056	84%	8380.
72	I ask students to summarize the novel or short story using their own words.	4.0880	81.6%	1.1518
68	I ask students to put the events of the novel or short story in order.	4.0782	81.4%	9889.
60	I begin with asking students about their first impression of novel or short story.	4.0000	80%	9798.
No	The Item	Means	%	St.D.
64	I draw the plot-line of the novel or short story.	3.9018	78%	1.0803
70	In teaching the novel or short story, I encourage students to combine prior knowledge and text clues to predict events.	3.8254	%76.4	1.0747
63	In teaching novel or short story, I encourage students to draw imaginary picture of some situations and characters.	3.5391	%70.6	1.2245

No	The Item	Means	%	St.D.
66	I ask students to focus on the physical appearance of the characters of the novel or short story.	3.4462	68.8%	1.1930
69	In teaching the novel or short story, I ask my students to recognize the cause and effect relationships and put them in a chart.	3.4268	68.4%	1.1401
65	I urge my students to draw charts to compare some characters of the novel or short story.	3.1940	%63.8	1.2895
73	In teaching the novel or short story, I ask students to write a related composition.	2.7746	%55.4	1.3413
61	In teaching the novel or short story, I translate some parts to the students.	2.2871	45.6%	1.1691
62	I just give students the main idea in the novel or short story without discussing the details.	2.1485	42.8%	1.3296

The results of table (4.5) above revealed that different, active strategies of teaching novel and short story were very highly used. The strategies that were very highly used were : quotation analysis, drawing conclusions, making summaries, ordering events, and making first impressions. The strategies that were highly used were : drawing the plot line, prediction, drawing imaginary pictures, analyzing characters' physical appearance, recognizing cause & effect relationship, and comparison of characters by using charts.

The statements which got moderate percentages revealed that teachers taught students strategies as writing related composition and translation. The last statement which is negative revealed that teachers generally give the main idea of the literary text rather than discussing its details.

Question Six:

What strategies are mostly used by English language teachers of the 11th grade in teaching the play ?

This question was answered by applying means, percentages, and standard deviations. The results were as follows in table (4.6).

Table (4.6)

The mostly Used Strategies by English language Teachers in Teaching Play to 11th Graders.

No	The Item	Means	%	St.D.
83	I encourage students to get the theme of the play.	4.7129	94.2%	6684.
78	I teach students to use the elements of the play (setting, characters, events, imagery, etc. ...) to reinforce comprehension and enjoyment.	4.1253	82.4%	1.0810
80	I encourage students to use the text clues to get the gist of the play.	4.1188	82.2%	9196.
79	In teaching the play, I encourage students to predict events depending on prior knowledge.	4.0574	81%	9617.
81	I urge students to summarize the play.	3.7822	75.6%	1.2538
75	I teach my students to draw the plot line of the play.	3.7373	74.6%	1.1674
74	I teaching the play, I encourage students to act it.	3.5979	71.8%	1.3010
77	I encourage students to draw imaginary pictures of the play's events.	3.2376	64.6%	1.3502
76	I encourage students to arrange the events of the play in a chart.	3.0891	61.6%	1.3274
82	I ask students to re-write the play in a short story form	2.7030	54%	1.3678

The results of table (4.6) revealed that teachers used some strategies very highly. These strategies were: theme recognizing, discussing the elements of the play, using text's clues, and prediction. They got the percentages 94.2%, 82.4%, 82.2% and 81% respectively.

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Some strategies were highly used. These strategies were : summarizing, drawing of plot line, acting, drawing imaginary pictures, and events' arrangement in charts. The last item of this table got the lowest percentage which was 54%. This revealed that teachers moderately used the strategy of re-writing the play in a short story form.

Question Seven:

What is the order of all the sub-domains?

This question was answered by applying means, percentages, and standard deviations. The results were as follows in table (4.7)

Table (4.7)

The Order of All the Sub-Domains

	The Item	Mean	%	SD	No of
1	The teachers' attitude toward teaching literature as part of teaching English language.	3.52	70.4%	47.	89
2	The effect of teaching literature on the students' use of language.	3.62	74.2%	68.	89
3	The approach used in teaching the different literary works.	3.71	%74.2	56.	89
4	The strategies that are mostly used in teaching poetry.	3.67	73.4%	45.	89
5	The strategies that are mostly used in teaching novel or short story.	3.49	69.8%	54.	89
6	The strategies that are mostly used in teaching the play.	3.68	73.6%	75.	89
7	Total score	3.62	72.4%	43.	89

The results of table (4.7) showed that all the sub-domains got high percentages. They were ranked between 69.8% - 74.2%. These results revealed that the teachers' attitude toward teaching literature was highly

positive. The results also showed that the effect of teaching English literature on the students' use of language, from the teachers' view point, was highly positive. They also revealed that the approach used in teaching English literature was a student-centered one. The results also showed that the strategies that were mostly used in teaching poetry, novel or short story, and play were generally high, effective, and positive ones.

Question Eight:

Is there a significant difference in the teachers' attitude toward teaching literature, the effect of teaching literature on the students use of language, the approach used in teaching literature, and the strategies mostly used in teaching poetry, novel or short story, and play due to the teachers' gender ?

To answer this question T Test for two independent samples was used. The results were as follows in table (4.8)

Table (4.8)

The Teachers Attitude Toward Teaching Literature, The Effect of Teaching Literature on Students' Use of language, The Approach and strategies Used in Teaching Poetry, Novel of Short Story of Play Due to the Teachers Gender.

No	Sub – Domain	Male = 51		Female = 38		T	Significance
		M	SD	M	SD		
1	The teachers' attitude toward teaching literature as a part of teaching English language.	3.58	54	3.54	36.	1.24	21.
2	The effect of teaching literature on the students' use of English language.	3.58	75	3.66	58.	52.	60.
3	The approach mostly used in teaching literature.	3.62	62.	3.84	45.	82.	07.
4	The strategies mostly used in teaching poetry.	3.60	42.	3.77	38.	1.83	07.
5	The strategies mostly used in teaching novel or short story.	3.43	61.	3.58	42.	1.35	17.
6	The strategies mostly used in teaching the play.	3.65	85.	3.71	60.	34.	72.
7	Total score.	3.58	47.	3.67	35.	1.03	31.

The results of table (4.8) above revealed that the difference between means didn't reach the level of significance. The values of T were (1.24,.52, 1.82, 1.83, 1.35,.34, and 1.03) respectively. The critical value was 1.99. Since the values of T didn't reach the level of critical value, there was no significant difference at $\alpha = 0.05$ in the teachers' attitude toward teaching literature as a part of teaching English language, the effect of teaching literature on the students' use of language, the approach used in teaching literature and the strategies mostly used in teaching poetry, novel or short story, and play due to the teacher's gender.

Question Nine:

Is there a significant difference in the teachers' attitude toward teaching literature as a part of teaching English language, the effect of teaching literature on the students' use of language, the approach used in teaching literature, and the strategies mostly used in teaching poetry, novel or short story, and play due to the teachers' qualification?

This question was answered by applying T Test for independent samples. The results were as follows in table (4.9)

Table (4.9)

The Teachers Attitude Toward Teaching Literature, The Effect of Teaching Literature on Students' Use of language, The Approach and strategies Used in Teaching Poetry, Novel of Short Story of Play Due to the Teachers Qualification.

No	Sub – Domain	More than B.A = 87		Less than B.A = 2		T	Significance
		M	SD	M	SD		
1	The teachers' attitude toward teaching literature as a part of teaching English language.	3.52	48.	3.58	33.	18.	58.
2	The effect of teaching literature on the students' use of English language.	3.6	68.	4.19	68.	1.19	23.
3	The approach mostly used in teaching literature.	3.72	57.	3.60	00.	29.	76.
4	The strategies mostly used in teaching poetry.	3.67	46.	3.82	16.	45.	65.
5	The strategies mostly used in teaching novel or short story.	3.49	54.	3.64	50.	37.	70.
6	The strategies mostly used in teaching the play.	3.67	75.	4.25	77.	1.07	28.
7	Total score.	3.61	43.	3.84	004.	75.	45.

The results of table (4.9) above revealed that the difference between means didn't reach the level of significance. The values of T were (.18,

1.19,.29,.45,.37, 1.07 and.75) respectively. The critical value was 1.99. Since the values of T didn't reach the level of critical value, there was no significant difference at α =0.05 in the teachers' attitude toward teaching literature as part of teaching English language, the effect of teaching literature on the students' use of language, the approach used in teaching literature, the strategies mostly used in teaching poetry, novel or short story, and play due to the teacher's qualification.

Question Ten:

Is there a significant difference at α=0.05 in the teachers' attitude toward teaching literature, the effect of teaching literature on the students' use of English language, the approach mostly used in teaching English literature, the strategies mostly used in teaching poetry, novel or short story, and play due to the teachers' participation in in-service training courses ?

This question was answered by applying T Test for independent samples. The results were as follows in table (4.10)

Table (4.10)

The Teachers Attitude Toward Teaching Literature, The Effect of Teaching Literature on Students' Use of language, The Approach and strategies Used in Teaching Poetry, Novel of Short Story of Play Due to the Teachers Participation in in-Service Training Courses .

No	Sub – Domain	With participation =50		Without participation =35		T	Significance
		M	SD	M	SD		
1	The teacher attitude toward teaching literature as a part of teaching English language.	3.53	45.	3.48	52.	45.	65.
2	The effect or teaching literature on the students' use of language.	3.61	70.	3.60	68.	06.	95.
3	The approach mostly used in teaching literature.	3.71	59.	3.75	52.	27.	78.
4	The strategies mostly used in teaching poetry.	3.66	47.	3.69	43.	28.	77.
5	The strategies mostly used in teaching novel or short story.	3.5	53.	3.54	50.	33.	73.
6	The strategies mostly used in teaching play.	3.74	83.	3.63	60.	68.	49.
7	Total score	3.63	47.	3.61	35.	12.	90.

The results of table (4.9) revealed that the difference between means didn't reach the level of significance. The values of T were (.45,.06,.27,.28,.33,.68 and.12) respectively. The critical value was 1.99. Since the values of T didn't reach the level of critical value, there was no significant difference at α =0.05 in the teachers' attitude toward teaching literature, the effect of teaching literature on the students' use of language, the approach used in teaching literature, and the strategies mostly used in teaching poetry, novel or short story, and play due to the teacher's participation in in-service training courses.

Question Eleven :

Is there a significant difference at α=0.05 in the teachers' attitude toward teaching literature, the effect of teaching literature on the students' use of English language, the approach mostly used in teaching literature, the strategies mostly used in teaching poetry, novel or short story and play due to teachers' experience ?

This question was answered by applying " One way analysis of variants " ANOVA The results were as follows in table (4.11)

Table (4.11)

The Teachers Attitude Toward Teaching Literature, The Effect of Teaching Literature on Students' Use of language, The Approach and strategies Used in Teaching Poetry, Novel of Short Story of Play Due to the Teachers Experience.

No	Sub- Domain	Source of variation	Sum of squares	D. F	Means of Square	F	Significance
1	The teachers' attitude toward teaching English literature as a part of teaching the English language.	Between groups	70.	2	35.	1.57	20.
		Within groups	19.33	88	22.	–	–
		Total	20.03	88	–	–	–
2	The effect of teaching English literature on the students use of the English language.	Between groups	0013.	2	006.	0.14	98.
		Within groups	41.25	86	48.		
		Total	41.26	88			
3	The approach mostly used in teaching literature.	Between groups	29	2	146.	44.	64
		Within groups	28.25	86	32.		
		Total	28.54	88			

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No	Sub- Domain	Source of variation	Sum of squares	D. F	Means of Square	F	Significance
4	The strategies mostly used in teaching poetry.	Between groups	95.	2	47.	2.34	10.
		Within groups	17.43	86	20.		
		Total	18.38	88			
	The strategies mostly used in teaching novel or short story.	Between groups	118.	2	05.	19.	82.
		Within groups	25.97	88	30.		
		Total	26.89	89			
6	The strategies mostly used in teaching play.	Between groups	70.	2	35.	61.	82.
		Within groups	49.55	86	57.		
		Total	50.26	88			
7	Total score	Between groups	10.	2	05.	27.	76.
		Within groups	16.25	86	18.		
		Total	16.35	88			

The results of table (4.11) above revealed that according to " one way analysis of variance". There is no significant difference at $\alpha=0.05$ in the teachers' attitude toward teaching literature, the effect of teaching literature on the students' use of English language, the approach mostly used in teaching literature, and the strategies mostly used in teaching poetry, novel or short story, and play due to the teacher's experience.

Summary

This chapter included a presentation of the findings and answers for the questions of the research. The findings included the results of the questionnaire's analyses. These results showed that the teachers' attitude

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toward teaching literature as part of teaching language was positive. Teachers also believed that teaching literature had positive effect on the students' use of language. The results also showed that the approach of teaching the different literary works is a student centered one. It was clear that teachers highly use good strategies of teaching the different literary texts despite of their gender, qualification, experience or participation in in-service training courses.

Chapter Five
Discussion, Conclusions & Recommendations

Introduction:

This chapter presents the results of the study, draws conclusions and suggests the recommendations of the researcher.

The main purpose of this study was to determine the main strategies that English Language Teachers use in teaching the different literary works for the 11th grade in the Northern Districts in Palestine (Tulkarm, Nablus Jenin). It also aimed at investigating the teachers' attitudes toward teaching English Literature on the students' use of Language, and the approach mostly used in teaching English Literature.

5.1Discussion & Conclusions: ·

The discussion and conclusions will be presented in this chapter under the headings of the different questions presented above.

Question one asked about the English Language Teachers' attitudes towards teaching English Literature as a part of teaching the English language for the 11th grade. The results showed that the teachers' attitude were generally positive. This could be attributed to the fact that Arabic is a rich and highly interpreted language. Arabs also read the Holy Quran, which presents a very rich source for mental and logical interpretation. This creates positive attitudes towards literature in general. English literature will be a valuable source of language if we consider the society's positive attitude towards those who study English and use it. Salih (1992) found that students enjoy English literature more than

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language. This attitude may be carried by future teachers especially if literature performs a rich source to learn from as Salih confirms. This result is also in agreement with the findings of Anstas (1992) who found that teachers of both governmental and private schools have a positive belief that language can be taught through literature. They are also with using more literary texts in teaching the English Language.

The second question investigated the effect of teaching English Literature on the students' use of the English Language from the teachers' point of view. The results showed that teaching English literature had a positive effect on the students' use of language. Many researchers have investigated this issue. One researcher, Zughoul (1987) found that students whose syllabus is dominated by literature are not proficient in language. But later on, it appeared that this was only an assumption with no scientific or empirical evidence. Other researchers like Salih (1992) Obediat (1996), Shook (1996) and Lancia (1997) have conducted studies to evaluate students' benefit of English Literature. Their results showed that teaching literature helps students upgrade their use of language itself. It presents students with linguistic and cultural information, helps them to acquire a native – like language; develops their four language skills, helps them to become more proficient, creative, critical and analytical; and helps them to express their ideas in good English as they may borrow from what they read.

The third question investigated the mostly used approach in teaching the different literary texts (student-centered or teacher-centered)? The results of this question revealed that the approach mostly used in teaching the different literary texts is a student-centered one. Many writers like Cullinan (1974), Makey (1982), Wright (1993) Gilroy

Scott (1993), Brown and Stephens (1995) and Gilroy and Parkins (1997) think that teachers shoued change their old methods of teaching from teacher-centered to student-centered one, and use different strategies in teaching the literary work.

Al Momani (1983) found that the approach mostly used by teachers of 12th graders in teaching literature is a teacher-centered one. This is not strange. It may be attributed to the fact that 12th grade (Al-Tawjihi) aims at getting high marks rather than developing the students' critical or analytical thinking. But in the 11th grade the situation differs. So, its logical to find this contradiction between the findings of this study and those of Al Momani.

Anstas (1992) investigated the suitable approach that should be used in teaching literature in the governmental and private schools. She found that discussion method was used in private schools, while the reading method was used in governmental schools. She also found that students of private schools were better in understanding and achievement than those of the governmental schools.

Questions four, five, and six investigated the most used strategies by English Language teachers of the 11th grade in teaching poetry, novel or short story and play. The results of those questions showed that teachers generally use good strategies in teaching poetry, novel or short story and play. Many writers such as Spillman (1996), Brown and Stepens (1995), Granahan (1997), Exton (1987), Lazer (1994), Dugan (1997), Towell (1999/2000), Suranna (1999/2000) and many other writers suggested using a number of beneficial strategies some of which are mentioned in this study. All these studies showed positive results.

Many researchers like Bauman and Ivey (1997), Blook (1993) Morrow (1992), Kitajima (1997), Lancia (1997), Amer (1997), Dugan (1997) and Shanhan & Shanhan(1997) conducted a number of empirical studies on the usefulness of using some strategies. All of these studies showed positive results of using these strategies. It was found that the student's comprehension and appreciation of literature was increased, They also expand students' thinking, improves their reading abilities, lead to more effective writing and motivates students to read for pleasure.

Al Momani (1983) found that strategies mostly used in teaching literature to the 12th graders were translation strategy, context strategy and definitional strategy. So, he found it necessary to recommend changing the methods and strategies used in teaching literature. .

The seventh question was about the order of all the sub-domains. The results of this question showed that generally all the sub-domains got high percentage (72.4%). They were ranked between (69.8% and 74.2%).

The result shows that both teachers' attitudes and their strategies of teaching literature are generally positive. This may be attributed to the increased interest of the Ministry of Education in developing the level of education by employing qualified teachers, and encouraging them to use different strategies teaching English language in general.

Questions eight, nine, ten,and below asked about the significant difference in the teachers' attitudes toward teaching literature, the effect of teaching literature on the students' use of language, the approach mostly used in teaching literature , and the strategies mostly used in teaching poetry, novel, or short story and play due to the teachers'

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gender ,participation qualification in in-service training courses and experience.

The results of these questions revealed that there are no significant differences in the teachers' attitudes toward teaching literature, the effect of teaching literature on the students' use of English language , the approach mostly used in teaching literature and the strategies mostly used in teaching poetry, novel or short story and play due to the teachers' gender, qualification, participation in in-service training courses and experience.

According to the researcher's best knowledge, this is the first study to investigate the above differences. But after reaching the above result, the researcher concluded that these demographic personal variables may not have effects on the teachers' attitudes or use of the different kinds of strategies. The teachers gender for example has nothing to do with attitudes or strategies. Any male or female teacher can use a certain strategy if he/she has enough knowledge of it and willingness to apply it.

As for teachers' qualification only two teachers have less than BA. qualification. So, they don't represent the population of this study. It is also known these days that no teacher with less than B.A.can teach the 11th grade. Only those two teachers might have been teaching for a long period of time, during which they have acquired knowledge and experience of strategies. They may also have good abilities to teach the 11th grade. So, the researcher sees that qualification can not certainly indicate the teacher's attitude or kinds of a strategy be use.

The training courses in which 50 male and female teachers participated were not specialized in strategies of teaching literature. Only one of them during the last 20 years have been given on teaching literature. It was only for one session. So, a one-session training course in teaching literature is not enough and it is not expected to have a significant influence on the teachers' attitudes or use of different strategies.

The same thing can be said for experience. The passing of years implies to us gaining experience. But this is not always true. What is effective here is the teachers' knowledge of these strategies and his/her abilities and willingness to apply them. These results made the researcher think it is necessary to recommend that other researchers do not use these variables while studying attitudes and application of methods. But they are encouraged to use other variables like the participants' real knowledge and his/her application of this knowledge which can be experimentally measured.

Note :It seems that teachers were not sure of some points. They claimed that they used various strategies in teaching the literary works. At the same time, they believed that the goals of teaching English literature in the teachers book were satisfactory. Teachers also revealed that they generally gave the main idea of the literary work rather than discussing its details.

The researcher concluded that teachers generally follow the instructions of the teacher's book. But some times they find themselves forced to use other strategies of teaching to explain more to their students, to answer the students questions or to deepen their

understanding and pleasure. To do this, teachers use other strategies but not in a systematic way.

5.2 Recommendations:

Based on the discussion and conclusions above, the following are the main recommendations:

1. Teachers should use various strategies that proved to be effective in teaching the different literary texts, and suit their students' levels, time allocated and material.

2. Curriculum designers should modify the goals of teaching literature, to become more active and influential which leads to students' development.

3. The Ministry of Education should increase the time allocated to teaching Anthology; so, those teachers can use different strategies to gain deeper understanding of students.

4. The Ministry of Education should provide teachers with specialized training courses in literature teaching and the various effective strategies of teaching that can be used.

5. Other researchers should conduct experimental studies on some strategies of teaching literature to investigate the students' linguistic achievement, comprehension and appreciation of the literary texts.

6. Conduct other studies by using other influential variables as the teachers' knowledge of strategies, his/her ability and willingness of using these strategies.

7. Conduct other experimental studies on the students to find what strategies they use while reading literature.

8. A study further studies are recommended to investigate the students' linguistic achievement in a literary text after using a certain strategy of teaching.

9. Teachers should be given training courses where teachers gain knowledge and practice of different strategies in teaching literature that proved to be active and influential .

10. Further studies are recommended to inveotigate the strategies of teaching literature in the university .

11. University teachers are teaching encouraged to use some of these strategies in teaching the different literary text for the iniversity students .

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Teaching Methods Department

Dear Colleague,

The following questionnaire has been constructed to analyze the main strategies used by English teachers in teaching the different literary genres to the 11th graders. Then, the study is expected to suggest different strategies for teaching each genre of literature to the graders.

Your help in this handout will be very appreciated. Please read each item carefully and place a check mark (✓) under the appropriate column that indicates your true response to each item .

Note: This is not a measurement for teachers' knowledge and competence. Your responses are confidential and therefore neither your name nor your school is included.

The Researcher

A- Gender:

Male ☐

Female ☐

B- Education Level:

Less than BA. ☐

BA and more ☐

C-   Years of Experience:

Less than five years ☐
Five – Ten years ☐
More than ten years ☐

D- Participation in Service Training Courses:

Yes ☐
No ☐

E	Teachers' attitudes toward teaching literature as a part of teaching English language	Always	Sometimes	Uncertain	Seldom	Never
1	As a teacher, I find teaching English literature (novel, short story, play and poetry) difficult.					
2	Students find it difficult to understand the literary texts.					
3	I think that the selected literary works suit the students' level of comprehension.					
4	I find it difficult to test the comprehension, analyses, and evaluation of the literary works.					
5	I think that the literary texts in the Anthology are helpful in teaching the English language.					
6	I think that teaching the literary texts in the Anthology helps in developing the students' listening skills.					
7	I think that teaching the literary texts in the Anthology helps in developing the students' speaking skills.					
8	I think that teaching the literary texts in the Anthology helps in developing the students' reading skills.					
9	I think that teaching the literary texts in the Anthology helps in developing the students' writing skills.					
10	Teaching the literary texts of the Anthology improves the students' level of comprehension.		.			
11	Teaching the literary texts of the Anthology enriches the students' knowledge of vocabulary.					
12	Teaching the literary texts of the Anthology enriches the students' knowledge of structure.					
13	Discussion of the literary work kills the students' enjoyment.					
14	Discussion of the literary work hinders students' understanding.					
15	Testing the literary work makes students hate it.					
16	I need more training courses in teaching literature.					
17	I find it difficult to use various strategies in teaching large classes.					

18	The goals of teaching literature put in the Teacher's Book are satisfactory.					
19	The time devoted to the anthology is enough to achieve the goals.					
F	The effect of teaching literature on the students' use of language.					
20	After teaching the literary texts, my students' ability to discuss and speak is developed.					
21	After teaching the literary texts, my students' use of the suitable vocabulary gets better in speaking and writing.					
22	I find that the students' speaking fluency is increased after teaching the literary text.					
23	I find that the students' degree of comprehension of any text they read is increased after teaching the literary text.					
24	I find that the students' use of the correct structures in speaking and writing gets better after teaching the literary text.					
25	I find that the errors committed by students in the use of vocabulary and grammar decrease after teaching the literary text.					
26	After teaching the literary texts, students' use of meaningful sentences in composition gets better.					
27	After teaching the literary text, students are able to compare between literary texts (theme, events, main ideas)					
28	After teaching the literary text, students use some expressions from the literary texts in their composition.					
29	While writing composition, students are able to implement the theme of the literary work.					
30	From my experience, I find that students enjoy reading literary texts .					
31	As a teacher, I find that students can analyze the literary text after discussing it.					
32	Students use some themes of the					

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	literary work in their composition.					
G	The approach used in teaching the literary texts					
33	I teach all of the required literary texts in the Anthology textbook.					
34	I encourage my students to read the " free reading" literary texts by their own.					
35	I ask students to prepare the literary text at home before class discussion.					
36	I ask some students to prepare parts of the literary work and present them in the class.					
37	I organize students in groups while discussing the literary work					
38	It is my job to explain the literary works to my students.					
39	I ask students to participate in discussing the literary work.					
40	Students' participation in discussing the literary work is a waste of time.					
41	I only direct the students' discussion.					
42	I encourage students to write their own questions on the literary work.					
H	Strategies of teaching poetry					
43	I read the poem aloud before discussing it.					
44	Students read the poem aloud individually and in groups.					
45	When students read the poem aloud, I correct any mistake in pronunciation.					
46	I find paraphrasing the poem the best way of teaching it.					
47	I find listening to the poems through tapes a waste of time.					
48	Students enjoy listening to the poem from the voice recorder.					
49	There is no need to teach the vocabulary of the poem.					
50	There is no need to teach the structure of the poem.					

51	I discuss with the students the figurative language of the poem (metaphor, simile, personification)					
52	I draw the students' attention to the irregular structure in the poem.					
53	Discussing the rhyme of the poem is of no use.					
54	I urge students to use the dictionary to check the meaning of some vocabulary in the poem.					
55	I ask the students to draw an imaginary picture of the poem.					
56	I involve students in discussing the poem to gain enjoyment.					
57	I discuss the poem with the students word by word.					
58	I ask students to record the poem on a tape.					
59	After discussing the poem, I ask students to write a related composition.					
	Strategies of Teaching Novel and Short Story					
60	I begin by asking students about their first impression of novel and short story.					
61	In teaching novel and short story, I translate some parts to the students.					
62	I just give the students the main idea in the novel or short story without discussing the details.					
63	In teaching novel or short story, I encourage students to draw imaginary pictures of some situations and characters.					
64	I draw the plot-line of the novel situations and characters.					
65	I urge my students to draw charts to compare some characters of the novel or short story.					
66	I ask my students to focus on the physical appearances of the characters of the novel or short story.					

67	In teaching novel or short story, I ask students to focus on the quotations of the main characters to analyze their characteristics.					
68	I ask students to put the events of the novel or short story in order.					
69	In teaching the novel or short story, I ask students to recognize the cause and effect relationships and put them in charts.					
70	In teaching the novel or short story, I encourage my students to combine prior knowledge and text clues to predict events.					
71	In teaching novel or short story, I teach students to draw conclusions based on the events.					
72	I ask students to summarize the novel or short story using their own words.					
73	In teaching novel or short story, I ask students to write a related composition.					
J	**Strategies of Teaching the Play**					
74	In teaching the play, I encourage students to act it.					
75	I teach my students to draw the plot line of the play.					
76	I encourage students to arrange the events of the play in charts.					
77	I encourage students to draw imaginary pictures of the play's events.					
78	I teach students to use the elements of the play (settings, characters, events, imagery etc..)					
79	In teaching the play, I encourage students to predict events depending on prior knowledge.					
80	I encourage students to use the text clues to get the gist of the play.					
81	I urge students to summarize the play.					
82	I ask students to rewrite the play in a short story form.					
83	I encourage students to get the theme of the play.					

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Appendix B

An-Najah
National University

Faculty of Graduate Studies

بسم الله الرحمن الرحيم

جامعة
النجاح الوطنية

كلية الدراسات العليا

التاريخ : ٢٠٠٠/٤/٢٣

معالي وزير التربية والتعليم المحترم

تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة الطالبة "سهاد عبد الهادي نجيب عودة" رقم التسجيل (٩٦٤٩٥٣٠)

الطالبة المذكورة اعلاه هي احدى طلبة الماجستير في كلية العلوم التربوية تخصص أساليب

تدريس لغة انجليزية بجامعة النجاح الوطنية ، وهي الآن بصدد اعداد الرسالة بعنوان :

(الاستراتيجيات التي يتبعها مدرسو اللغة الانجليزية في تدريس انماط الأدب المختلفة لطلاب الصف

الاول الثانوي في محافظات الشمال (طولكرم ، نابلس ، جنين))

لذا نرجو التكرم بمساعدتها في توزيع استبانته على مدرسي ومدرسات اللغة الانجليزية

للصف الاول الثانوي في محافظات الشمال) .

شاكرين لكم حسن تعاونكم .

تفضلوا بقبول الاحترام ،،،

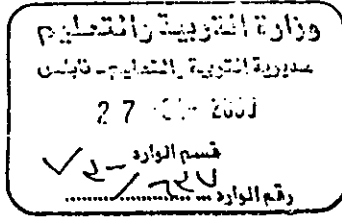عميد كلية الدراسات العليا

د. محمد العملة

نسخة : الملف

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Appendix C

بسم الله الرحمن الرحيم

Palestinian National Authority

Ministry of Education

السلطة الوطنية الفلسطينية

وزارة التربية و التعليم

الرقم : وت/ ٣٠ /٢١/ ٢٠٨٨

التاريخ : ٢٥/ ٤ /2000م

الموافق : ٢١/ ١ /1421هـ

حضرة د. محمد العملة المحترم

عميد كلية الدراسات العليا/ جامعة النجاح الوطنية/ نابلس

تحية طيبة وبعد ،،،

<u>الموضوع : الدراسات الميدانية</u>

<u>الإشارة : كتابكم المؤرخ في 23/4/2000م</u>

أوافق على قيام الطالبة " سهاد عبد الهادي نجيب عودة" بإجراء دراستها حول " الاستراتيجيات التي يتبعها مدرسو اللغة الإنجليزية في تدريس أنماط الأدب المختلفة لطلاب الصف الأول الثانوي في محافظات الشمال (طولكرم، نابلس، جنين) "، وتوزيع الإستبانة المعدة لهذه الغاية على مدرسي ومدرسات اللغة الإنجليزية للصف المذكور في مدارس تلك المحافظات، وذلك بعد التنسيق المسبق مع مديريات التربية والتعليم المعنية .

مع الاحترام ،،،،،

/ وزير التربية والتعليم

/ مدير عام التعليم العام

أ. وليـــد الــزايـــــة

نسخة/ السيد مدير التربية والتعليم/ جنين المحترم

نسخة/ السيد مدير التربية والتعليم/ طولكرم المحترم

نسخة/ السيدة مديرة التربية والتعليم/ نابلس المحترمة

رجاء تسهيل مهمتها .

نسخة/ الملف

إع/ن.ع

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Appendix D

بسم الله الرحمن الرحيم

Palestinian National Authority		السلطة الوطنية الفلسطينية
Ministry		وزارة
of Education		التـــربيـــة والتعـــــليـــم
Directorate of Education - Nablus		مديرية التربية و التعليم- نابلس

الرقم: مدر/1/2-/20١٠١

التاريخ: 4/ 2000

الموافق: 29 /1 /1421

حضرات مديري ومديرات المدارس الثانوية المحترمين

الموضوع: الدراسات الميدانية /جامعة النجاح الوطنية

بعد التحية،

لا مانع من دخول الطالبة "سهاد عبد الهادي نجيب عودة" الـــى مدرســـتك وتوزيـــع الاستبانة على مدرسي ومدرسات اللغة الانجليزية حول " الاســـتراتيجيات التـــي يتبعـــها مدرسو اللغة الانجليزية في تدريس أنماط الأدب المختلفة لطلاب الصف الأول الثانوي".

مع الاحترام

مديرة التربية والتعليم

ريما زيد الكيلاني

غ. ش /ا.ج

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Appendix E

Palestinian National Authority
Ministry of Education
Directorate of Education
Jenin

السلطه الوطنيه الفلسطـــــينيه
وزارة التربيه والتعليم
مديرية التربيه والتعليم

جنين

رقم: ع/١٢٧/٤٠١
التاريخ:٢٨/٤/2000م
الموافق : / 1421 هـ

حضرة السيد مدير /ة مدرسة .... المحترم /ة

تحية طيبة وبعد ,,

<u>الموضوع : الدراسات الميدانية</u>

يقوم الطالبة .. سها د عبدالقادر نجيب عودة .. بإجراء دراسة حول الاستراتيجيات التي يشجع بها مدرسو اللغة الانجليزية في تدريـــــب أنماط الآداب المختلفة لطلاب الصف الأول الثانوي وتوزيع الاستبانة المعدة لهذه الغاية.

رجاء تسهيل مهمته وإعادة الاستبانة الى .... قسم التعليم العام / المديرية .... على أن لا يؤثر ذلك على سير الحصص الدراسية.

مع الاحترام ,,

مدير التربية والتعليم

جمال طريف

ر.ف:ك.م

الاستراتيجيات التي يستخدمها مدرسوا اللغة الإنجليزية للصف الحادي عشر في محافظات الشمال الفلسطينية في تدريس الأعمال الأدبية المختلفة واتجاهاتهم نحو تدريس الادب .

جامعة النجاح الوطنية
– كانون أول 2000

سهاد عودة
بإشراف
د. سو زان عرفات

هدفت هذه الدراسة إلى معرفة أهم الاستراتيجيات التي يستخدمها مدرسوا اللغـــة الإنجليزيـــة للصف الحادي عشر في تدريس الأعمال الأدبية المختلفة .وقد هدفت الدراسة ايضاً إلى تحديـد اتجاهات المعلمين نحو تدريس الأدب ، تأثير تدريس الأدب علـــى اسـتخدام الطـلاب للغـة والمنهج المستخدم غالباً في تدريس مختلف الأعمال الأدبية .

عرفت الدراسة الأسئلة التالية :–

1. ما هي اتجاهات معلمي اللغة الإنجليزية نحو تدريس الأدب الإنجليزي كجـزء مـن تدريس اللغة الإنكليزية للصف الحادي عشر ؟

2. ما تأثير تدريس الأدب على استخدام الطلاب للغة من وجهة نظر المعلمين ؟

3. ما هو المنهج المستخدم غالباً في تدريس النصوص الأدبية المختلفة (منـهج يعتمـد على الطالب / أم منهج يعتمد على المعلم)؟

4. ما هي الاستراتيجيات التي يستخدمها مدرسة اللغة الإنجليزية غالبـاً فـي تدريـس الشعر / الرواية والقصة القصيرة أو المسرحية ؟

5. ما هو ترتيب جميع الجوانب الفرعية ؟

6. هل هناك فروق دالة إحصائية في اتجاهات المعلمين نحــو تدريـس الأدب تـأثير تدريس الأدب على اللغة ، المنــهج المسـتخدم فـي التدريـس ، الاسـتراتيجيات المستخدمة في تدريس الشعر ، الرواية ، والقصة القصيرة أو المسرحية يعزى إلـى جنس المعلم ؟ مؤهله العلمي ؟ اشتراكه في دورات تدريبية ، أو خبرته ؟

للإجابة على هذه الأسئلة عملت الباحثة استبانه وتم مراجعتها واختبارهــا مــن قبــل إحصائي ، واساتذه أدب في جامعة النجاح ، ومدرس مدارس ومن ثم وزعت هذه الاستـــبانة على عينة الدراسة ،وكان افراد عينة الدراسة 89 معلماً ومعلمة للغة الانجليزية للصــف الاول الثانوي في محافظات الشمال (طولكرم ،نابلس ،جنين).

للحصول على النتائج وتحليل الاستبانة . استخدمت أساليب إحصائية مختلفة ، حيــــث شملت المتوسطات ، البنس المئوية ، والانحرافات العيارية لتمديـــد اتجاهـــا المعلميـــن نحـــو تدريس الأدب الإنجليزي كجزء من تدريس اللغة ، تأثير تدريـــس الأدب الإنجليـــزي علـــى استخدام الطلبة للغة ، المنهج المستخدم في تدريس الأعمال الأدبية المختلفة ، والاستراتيجيات المستخدمة في تدريس كل من الشعر ، الرواية والقصة القصيرة ، والمســـرحية . كمـــا تـــم استخدام اختبار المستقل لتحديد تأثير متغيرات الدراسة على جوانب الاستيعاب المختلفة .

أما نتائج الدراسة فكانت على النحو التالي :-

1. اتجاهات المعلمين نحو تدريس الأدب الإنجليزي كجزء من تدريس اللغة كانت علـــى الأغلب إيجابية .

2. يعتقد المعلمون أن تدريس الأدب الإنجليزي له تأثير إيجابي على اســـتخدام الطلبـــة للغة .

3. المنهج المستخدم في تدريس الأعمال الأدبية المختلفة هو النظام الذي يعتمـــد علـــى الطالب (الذي يكون محورة الطالب)

4. المعلمون بشكل عام يستخدمون استراتيجيات إيجابية وعالية في تدريـــس مختلـــف الأعمال الأدبية الشعر ، الرواية ، والقصة القصيرة والمسرحية .

5. ليس هناك أي فروق دالة إحصائية في جميع الجوانب تعزى إلـــى متغــير جنـس المعلم، مؤهله ، اشتراكه في دورات تدريبية أو سنوات خبرته .

في ضوء تلك النتائج ، فان الدراسة توصي

1. على المعلمين استخدام استراتيجيات منوعة فـــي تدريـــس الأعمـــال الأدبيـــة المختلفة

2. على مصممي المنهاج أن يعدلوا في أهداف تدريس الأدب حتى تحتوي علـــى أهداف عملية واكثر فعالية .زيادة الوقت الممنوع لتدريس (انتولوجي) لتمكيـــن المعلمين من استخدام استراتيجيات أو اكثر فعالية .

3. تزويد المعلمين بدورات متخصصة في تدريس أنماط الأدب المختلفة

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4. أن يقوم باحثون آخرون بإجراء دراسات تجريبيه لمعرفة مدى فعالية الاستراتيجيات المستخدمة .

5. إجراء دراسات أخرى باستخدام متغيرات مختلفة مثل معرفة المعلمين بالاستراتيجيات ، ودرجة استخدامهم لهذه الاستراتيجيات .

6. إجراء دراسات تجريبية على الطلبة لمعرفة الاستراتيجيات التي يستخدمونها أثناء قراءتهم للأدب

7. إجراء دراسة لبحث مدى تحصيل الطلبة اللغوي جراء دراستهم للنصوص الأدبية بعد استخدام استراتيجية معينة في التدريس .