



Using literature to develop students' English language competence a case study of some secondary schools in Sudan

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Abstract

This study aims at confirming that using literature develops students' language competence in English language. It tries to investigate the usage of different literary works and genres of English literature and the roles these genres play in developing students' competence. The researcher used the descriptive analytical method. There have been a pre-test and post-test in which a sample of twenty-five students were tested. In addition, there has been a questionnaire to collect responses of thirty teachers of English language. After the analysis of the tests and the questionnaire, it has been proved that Literature helps develop students reading and writing skills, widens students' scope, socially and culturally, develops students' listening and speaking skills. In addition, students who usually engage in discussions, role-play, speaking, writing notes and comments are expected to be competent in English language. In this manner, it is strongly recommended that all the educational institutions in the Republic of Sudan, should apply using literature with its different genres. If so to speak, the result can't be generalized because it doesn't represent all teachers in Sudan. Therefore, further studies need to consider different localities of Sudan.

Keywords: ESL, CEFR, ELRP, CALL, teaching literature Sudan University of science and technology, the republic of Sudan

Introduction

Recently, literature has become a basic component and source of the language curricula rather than an aim of English instruction. Among language educators, there has been a strong debate as to how, when, where, and why literature should be used in an English classroom to improve students' English language competence. There are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to the four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity, there are some other factors requiring the use of literature as a powerful resource in the classroom context. Literature will help improve students' competence if it is incorporated with language curriculum or used as a source of the language curriculum, in any classroom.

As we have learned, competence and performance involve "knowing" and "doing". Many language instructions programs have focused more on the "knowing" (competence) part of learning a language wherein words and sentences are presented and practiced in a way to best help learners internalize the forms. The assumption here is that once the learners have 'learned' the information they will be able to use it through reading, writing, listening and speaking. The disadvantage of this approach is that the learners are unable to use the language in a natural way. Having been trained to learn the language through "knowing", learners have difficulty reversing this training and actually "doing" something with the language. In brief, it is difficult to assess whether the learners' insufficient proficiency is due to limitations of competency or a lack of performance.

In the nineteenth century, the Grammar Translation Method predominated ESL/EFL teaching. In that era, translating literary

texts from the second/foreign language to the students' native language was one of the main learning activities. But when this method was replaced by the Structuralism Approach, during the 1960s to the end of 1970s, literature was no longer used. Structuralism Approach was concerned with correctness of grammatical form and not with content, interpretation of the written word or style. In other words, teaching a foreign language was regarded as a matter of linguistics. Then, when the Direct Method, the Audio-lingual Method, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach successively dominated ESL/EFL teaching, literature was not utilized. Later, and with the appearance of the Communicative Approach in the late 70's and very early 80's, literature was also ignored. The tendency in the EFL classrooms was to teach "usable, practical" contents. Thus, literary works had no place in the curriculum. During this period most EFL courses were mainly aimed to enable the students to communicate orally. Consequently, dialogues dominated the curriculum.

Since the 1980s the situation changed quite radically, and literature is undergoing an extensive reconsideration within the language teaching profession. The inclusion of literary works in ESL/EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL/ESL classes are conducted. This interest in using literature in language teaching lies in three interrelated elements: authenticity, culture and personal growth. First, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language. Since literary texts contain language intended for native speakers, literature stands as a model for language learners

to become familiar with different forms and conventions (Collie and Slater, 1991, 4; Ur, 1996, 201) [6]. Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skills (Povey, 1967). Second, using literature in language teaching has the advantage of providing cultural information about the target language. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt (Collie and Slater, 1991) [6], which fosters learners' ability to interpret discourse in different social and cultural target language contexts (Savvidou, 2004) [4].

In line with these ideas, Littlewood (2000: 179) emphasizes the importance of the use of literature in EFL classes by showing the fact that a major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classrooms, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context. The actual situation of the reader becomes immaterial as he or she looks on the events created by language. The specific learning outcomes under "Language Competence" deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical application. Chomsky differentiates competence, an idealized capacity, from performance being the production of actual utterances. According to him, competence is the ideal speaker-hearer's knowledge of his or her language and it is the 'mental reality' which is responsible for all those aspects of language use which can be characterized as 'linguistic'. Chomsky argues that only under an idealized situation whereby the speaker-hearer is unaffected by grammatically irrelevant conditions such as memory limitations and is traction will performance be a direct reflection of competence. A sample of natural speech consisting of numerous false starts and other deviations will not provide such data. Therefore, he claims that a fundamental distinction must be made between the competence and performance.

Chomsky dismissed criticisms of delimiting the study of performance in favor of the study of underlying competence, as unwarranted and completely misdirected. He claims that the descriptivist limitation-in-principle to classification and organization of data, the "extracting patterns" from a corpus of observed speech and the describing "speech habits" etc. are the core factors that preclude the development of a theory of actual performance. One's competence is defined by the grammar, or set of language rules, that is represented mentally and manifested based on his or her understanding of acceptable usage in each linguistic idiom. Therefore, grammatical competence defines an innate knowledge of rules rather than knowledge of items or relations. According to Chomsky, it is regarded to be innate because one does not have to be trained to develop it and will still be able to apply it in an infinite number of unheard examples.

Statement of the problem

Secondary school students are very poor in terms of English language competence, because any language is suitably taught

side by side with its literature. This study aims at investigating whether English literature develops Secondary School students' English language competence. It is believed that one of the most urgent problems that educators, in Sudan, must seriously consider is to find out ways of developing students' competence. It is believed that the use of literature as a technique for teaching the four skills is very popular within the field of foreign language teaching nowadays. Therefore, literature plays a major role in developing students' English language competence.

Objectives of the study

The objective of this study is to use literature to develop students' English competence in some secondary schools in Khartoum locality. The study is to:

- Use literature as a tool to develop secondary school students' English competence.
- Find out the English language teachers' idea in using literature to develop secondary school students' competence.
- Suggest including literature in the curriculum to develop secondary school's English language competence.

The Study Questions

The following questions are raised:

- To what extent does teaching literature enhance secondary school students' competence in English Language?
- What is the English Language teachers' view on the influence of English literature on developing Secondary Schools students' English competence?
- How do Secondary School students see the importance of literature on developing their competence?

The Study Hypotheses:

Because some questions have been raised, there must be some hypotheses. These are as follows:

- Teaching literature enhances secondary school students' English language competence.
- English Language teachers believe in the importance of English literature in developing Secondary Schools students' competence.
- Including literature in the curriculum is important for developing students' English competence.

Literature Review

There are so many definitions regarding the term "literature." However, it is used to describe a written or a spoken material. Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction.

There are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

- Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts are included

within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life. Literature can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed.

2. For many students studying English language, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

3. Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

4. Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. Students become enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses.

Why study and use literature?

There are many reasons for the study of English Literature. Students who study only English Language, with its emphasis on reading and writing skills, sometimes fail to see the point of studying English literature, especially if they have no plans to study English at university. But English literature can introduce students to a range of aspects, not only of the English language but also of English culture. There are elements of English culture included in the English literature. Of course, this is quite apparent when studying the works of Shakespeare, writers, poets and playwrights of the eighteenth and nineteenth centuries. It is therefore true to say that when studying English literature; students learn the context and meanings of famous quotes and phrases. Studying literature does not confine the students to the traditions of England but includes the possibility of introducing them to traditions which inform English literature and literature in other contexts, such as American.

When studying literature, students are expected to feel the enjoyment and appreciation that exists in it. These in their turn, will give students the ability to develop interest in the text they study as they finish their studies and join their adult live. They

Will have the confidence to try new forms of books and writings, since they were already exposed to different genres during their school days. What is to be noted is also that the study of literature helps students learn not only language aspects such as new vocabulary words but also, they use language for specific and aesthetic purposes. Familiarity with the concepts of meter and rhythm can improve their writing skills. Finally, the study of literature can provide students with the ability to be creative.

There should be logical reasons; pedagogical, cultural, educational, etc., as to answer the question "why do people use literature in a classroom." The most outstanding reasons can be listed as follows:

- Literature is authentic material. It is good to expose learners to literature in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.
- Literature encourages interaction. It has multiple layers of meaning and can be effectively mined for discussions and sharing feelings or opinions.
- Literature expands language awareness. Asking learners to examine sophisticated examples of language. This makes them more aware of the norms of language use (Widdowson, 1975 quoted by Lazar 1993).
- Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom (Lazar 1993).
- Literature is motivating as it holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement when understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books (Lazar 1993).

Literature and Teaching

Literature plays an important role in teaching the four basic language skills (reading, writing, listening and speaking). However, when using literature in the language classroom, these skills should be taught in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences. (J. McRae & R. Boardman 1984)

The incorporation of the literature component into the English Language syllabus is usually not welcomed by students with low English language proficiency as they do not have the appropriately complex skills needed to read literary texts. Even without the incorporation of the literature component into the syllabus, these students are already struggling learning the language and the incorporation of the literature component is seen as adding another burden. However, students need to be at a reasonable level of competence so that they will be able to comprehend the literary text to be taught to them.

Although it is not stated in the list above, it is argued that literature is also taught for aesthetic appreciation. This is discernible through a closer look at the learning outcomes stated by any educational institution where the students should be able to discuss about the characters, plot, setting, author's point of View and other literary elements found in the text.

Methodology

In fact, there are important reasons which lead the researcher to do this study. First, there are a lot of studies on using literature to teach English, Second, the researcher wants to find out whether there is a need for teaching literature to develop student’s competence or not. There are no questionnaires distributed on students or researches in this field. Third, using literature encourages students to get involved in the language activities in classroom rather than textbooks do. Finally, this study may help in taking a decision to add literature to the Sudanese curriculum.

Population

The pretest and the posttest were given to secondary school students in Khartoum. Likewise, respondents of the questionnaire were the secondary school teachers from the Ministry of Education, Sudan, Khartoum State. They were thirty randomly chosen teachers.

Sample

The pretest and posttest are used to evaluate and assess students on whether literature helps develop students’ competence in English language. However, there are twenty-five students. They were given a pretest after teaching them Cry the beloved country by Alan Paton, the famous South African novelist. The twenty-five students were another test (posttest) in which they show some improvement. A questionnaire is designed to study the same hypothesis. It has been constructed based on Deckard’s (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The thirty teachers participated in this survey were all in-service English language teachers at secondary schools, Khartoum locality, Sudan. The sample were chosen from Khartoum locality secondary schools

Data Collection

To collect data for this research on Using Literature to develop students’ competence in English language at secondary level, a pretest and posttest and a questionnaire were adopted as tools for data collection. Of course, these are common practice for data collection to evaluate different educational processes.

Questionnaire as a tool

This study was conducted to show the impact of using literature on the development of language competence. The data of this study have been based on collecting and analyzing information on a pre-test to assess students’ level before the study. A posttest is a source of data to check whether students after they study for three months. Finally, the same test was given after the study was completed to show the attitude of students of the experimental group. The questionnaire is used to collect data and information. However, some people believe questionnaire is alternative. Moreover, it is believed that it is used to collect information in a short time. It is also believed that if a questionnaire is designed properly, the data collected may be processed efficiently and relatively straightforwardly, especially with the help of modern computers and sophisticated word processing software. Questionnaire is also said to be anonymously conducted. This led to elicitation

Questions of more candid answers from the respondents. It seems that the construction of the questionnaire is easy, in a way. This reality let some people underestimate the difficulty involving the practice of questionnaire design and probably insufficient reliability and validity of the collected data. Another problem is that the validity that is sustainable when taken as a tool to probing into an issue with satisfactory profoundness if the wording of the questions is kept as simple and straightforward as possible for respondents to understand. The survey is not intended to evaluate teachers’ performances, but rather to provide useful information. It may also serve as an awareness raising tool for participant teachers since its completion required them to think and reflect on various experiences and aspects of their professional learning. This research has pre and posttest as well as a questionnaire. As agreed, there must be findings, suggestions, recommendations and limitations for any research.

Questionnaire Analysis Experience

Table 1

| Experience | Number | Percent | C. Percent |
|-----------------------|--------|---------|------------|
| (0 - 5) years. | 12 | 40 | 40 |
| (5 - 10) years. | 9 | 30 | 70 |
| More than (10) years. | 9 | 30 | 100 |
| Total | 30 | 100 | |

| N | Valid | 30 |
|---|---------|----|
| | Missing | 0 |

Statistics for all variables valid (30) Missing (0) Variables, tables and graphs:

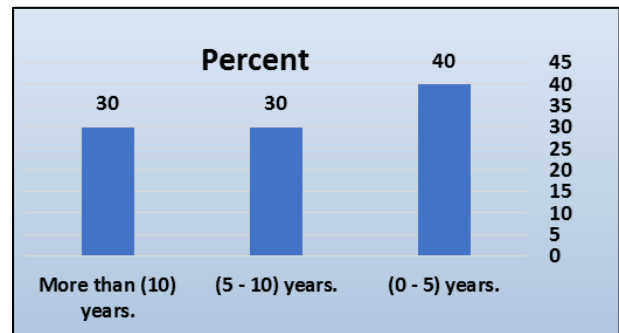


Fig 1

4.2.1. Teaching literature enhances secondary school students’ English language competence.

1. Teaching literature enhances student’s competence in English language.

Table 2

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 15 | 50 | 50 |
| | Agree | 12 | 40 | 90 |
| | Neutral | 3 | 10 | 100 |
| | Total | 30 | 100 | |

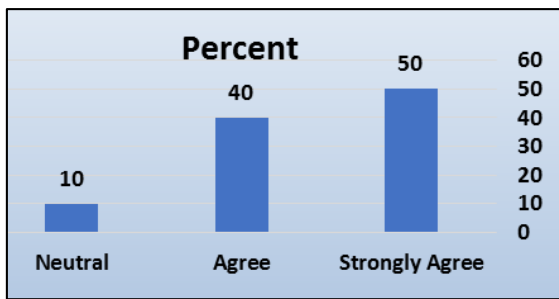


Fig 2

Teachers respond to the above hypothesis as it is stated hereinafter: Thirty-one teachers, equivalent to 50 percent, have chosen Strongly Agree. On the other hand, twenty-seven, equivalent to 40 percent, have chosen Agree, whereas, three, equivalent to 10 have chosen Neutral. The cumulative percent is 96.9.

2. Literature is a suitable tool for developing students' competence.

Table 3

| | Alternative | Frequency | Percent | C. Percent |
|-------|----------------|-----------|---------|------------|
| Valid | Strongly Agree | 14 | 46.7 | 46.7 |
| | Agree | 15 | 50 | 96.7 |
| | Neutral | 1 | 3.3 | 100 |
| | Total | 30 | 10 | |

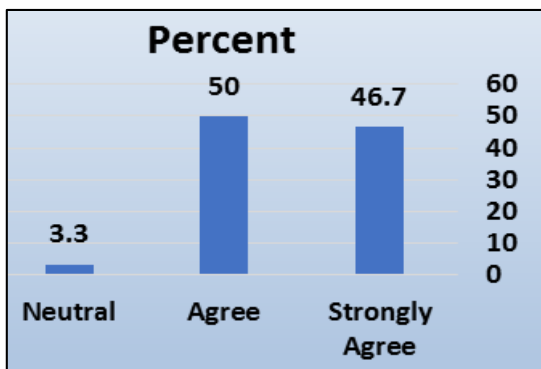


Fig 3

Teachers respond to the above hypothesis as it is stated hereinafter: fourteen teachers, equivalent to 46.7 percent, have chosen Strongly Agree. On the other hand, fifteen equivalents to 50 percent, have chosen Agree, whereas, a teacher, equivalent to 3.33 has chosen Neutral. The cumulative percent is 93.3.

3. Students can be competent in English language when studying literature.

Table 4

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 16 | 53.33 | 53.33 |
| | Agree | 10 | 33.33 | 86.6 |
| | Neutral | 3 | 10 | 96.66 |
| | Disagree | 1 | 3.33 | 100 |
| | Total | 30 | | |

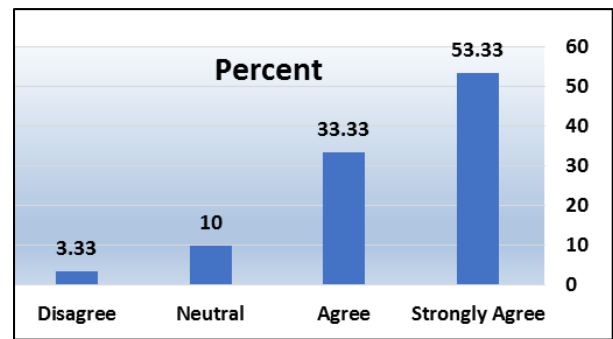


Fig 4

This frequency table shows the following: sixteen teachers, equivalent to 53.33 percent, strongly agreed. Ten teachers equivalent to 33.33 percent, agreed. On the other hand, three teachers, equivalent to 10 percent were neutral. The cumulative percent is 93.3.

4. Teachers can help developing student's competence effectively through teaching literature.

Table 5

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 9 | 30 | 30 |
| | Agree | 15 | 50 | 80 |
| | Neutral | 4 | 13.33 | 93.33 |
| | Disagree | 2 | 6.7 | 100.00 |
| | Total | 30 | | |

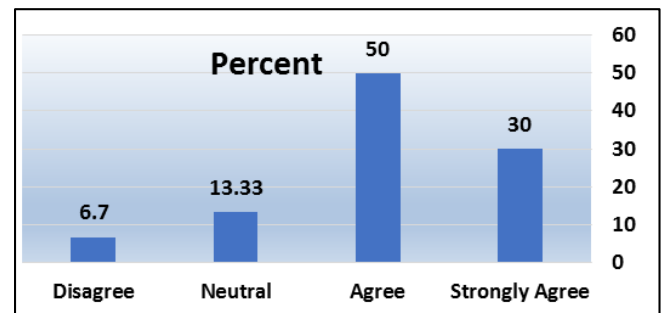


Fig 5

This frequency table shows the following: Twenty-five teachers, equivalent to 41.7 percent, strongly agreed and twenty-eight, equivalent to 46.7 percent, agreed. On the other hand, five teachers, equivalent to 8.3 were neutral and two teachers, equivalent to 3.3 disagreed.

5. Students' language competence is developed through literature.

Table 6

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 16 | 53.33 | 53.33 |
| | Agree | 11 | 36.66 | 90.00 |
| | Neutral | 2 | 6.66 | 96.66 |
| | Disagree | 1 | 3.33 | 100.00 |
| | Total | 30 | | |

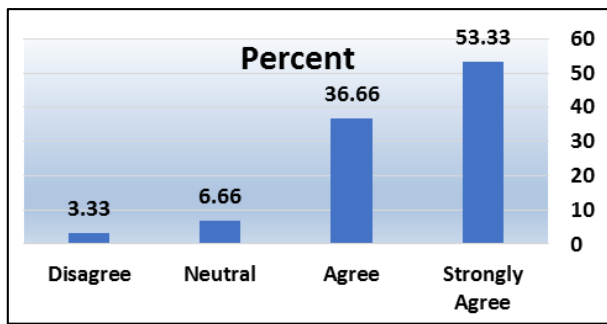


Fig 6

Thirty-two teachers, equivalent to 53.3 percent, strongly agreed and twenty-two, equivalent to 36.7 percent, agreed. In the contrary, four teachers, equivalent to 6.7 were neutral and two teachers, equivalent to 3.3 disagreed.

4.2.2 English Language teachers believe in the importance of English literature in developing Secondary Schools students' competence.

6. Literature can help develop student's fluency.

Table 7

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 13 | 43.33 | 43.33 |
| | Agree | 10 | 33.33 | 77.6 |
| | Neutral | 4 | 13.33 | 90.00 |
| | Disagree | 3 | 10 | 100.00 |
| | Total | 30 | 100 | |

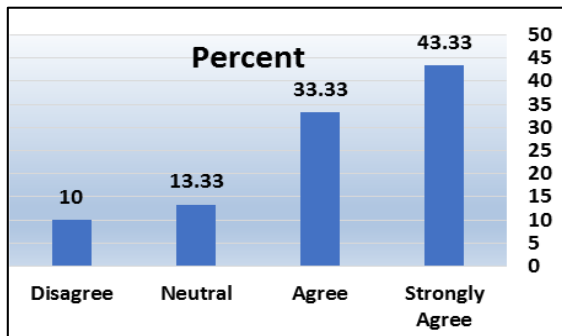


Fig 7

On the above frequency table, thirteen teachers, equivalents to 43.33 percent, strongly agreed whereas, only ten teachers, equivalent to 33.33 percent, agreed. On the other hand, four teachers, equivalent to 13.33 were neutral and three teachers, equivalents to 10 disagreed.

7. Using literature in ESL/EFL helps improve students' writing skill.

Table 8

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 13 | 43.33 | 43.33 |
| | Agree | 14 | 46.66 | 90.00 |
| | Neutral | 2 | 6.66 | 96.66 |
| | Disagree | 1 | 3.33 | 100.00 |
| | Total | 30 | 100 | |

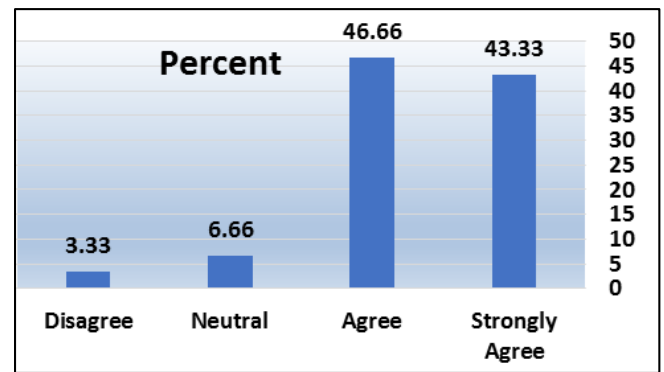


Fig 8

On the above frequency table, thirteen teachers, equivalents to 43.33 percent, strongly agreed and fourteen teachers, equivalent to 46.66 percent, agreed. Two teachers, equivalents to 6.66 became neutral and only one teacher, equivalent to 3.33 percent disagreed.

8. Literature can prepare the students to be fluent speakers.

Table 9

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 18 | 60 | 60 |
| | Agree | 7 | 23.33 | 83.33 |
| | Neutral | 4 | 13.33 | 96.66 |
| | Disagree | 1 | 3.33 | 100.00 |
| | Total | 30 | | |

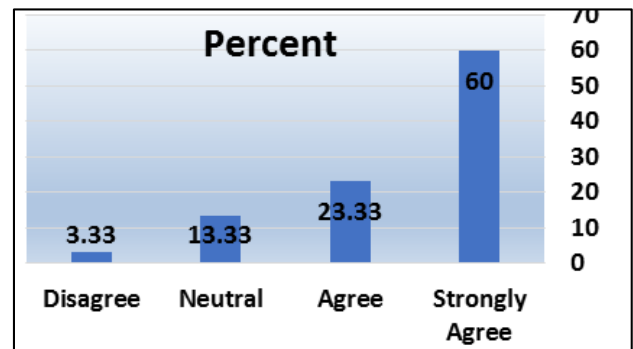


Fig 9

On the above frequency table, eighteen teachers, equivalent to 60 percent strongly agreed and seven teachers, equivalent to 23.33 percent agreed; but four teachers, equivalent to 13.33 percent became neutral and a teacher equivalent to 3.33 disagreed.

9. Literature introduces students to different cultures and therefore widens their scope.

Table 10

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 19 | 63.33 | 63.33 |
| | Agree | 9 | 30 | 93.33 |
| | Neutral | 1 | 3.33 | 96.66 |
| | Disagree | 1 | 3.33 | 100.00 |
| | Total | 30 | 100 | |

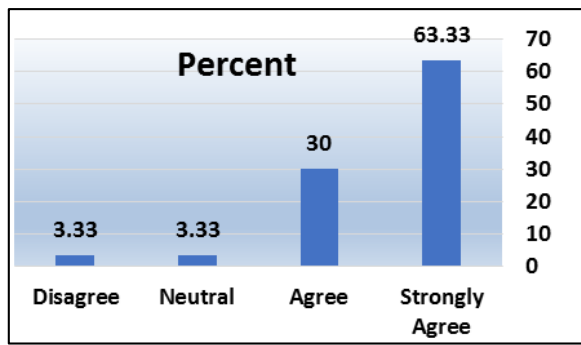


Fig 10

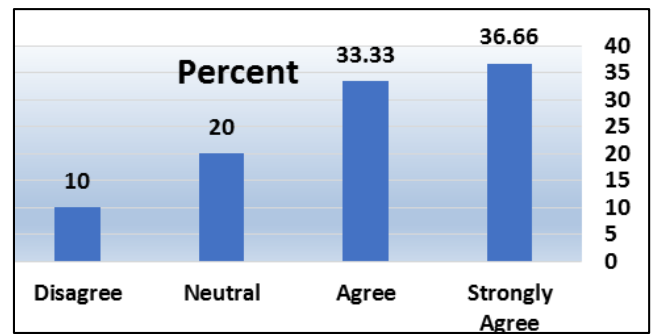


Fig 12

The above frequency table shows that, nineteen teachers, equivalent to 63.33 percent strongly agreed and nine teachers, equivalent to 30 percent, agreed. There was one teacher equivalent to 3.33 percent became neutral and similarly, a teacher equivalent to 3.33 disagreed.

On the above frequency table, eleven teachers equivalent to 36.66 percent, ten teachers equivalent to 33.33 percent, six teachers equivalent to 20 percent and three teachers equivalent to 10 percent strongly agreed, agreed, were neutral and disagreed respectively.

10. Studying different genres, enhances students' understanding of literature.

12. Exposing students to discussions while studying literature can develop their speaking skill.

Table 11

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | | 2 | | |
| | S. Agree | 14 | 46.66 | 46.66 |
| | Agree | 12 | 40 | 86.66 |
| | Neutral | 3 | 10 | 96.66 |
| | Disagree | 1 | 3.33 | 100.00 |
| | Total | 30 | 100 | |

Table 13

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 22 | 73.33 | 73.33 |
| | Agree | 6 | 20 | 93.33 |
| | Neutral | 4 | 13.33 | 6.66 |
| | Total | 30 | 100 | 100.00 |

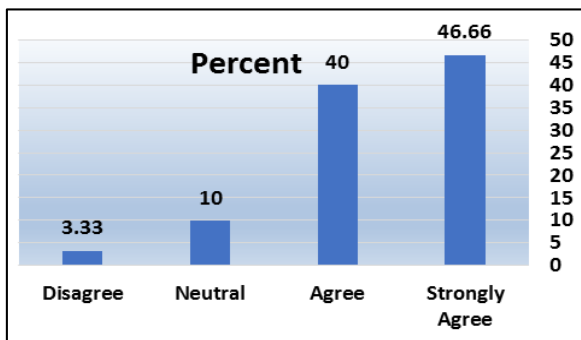


Fig 11

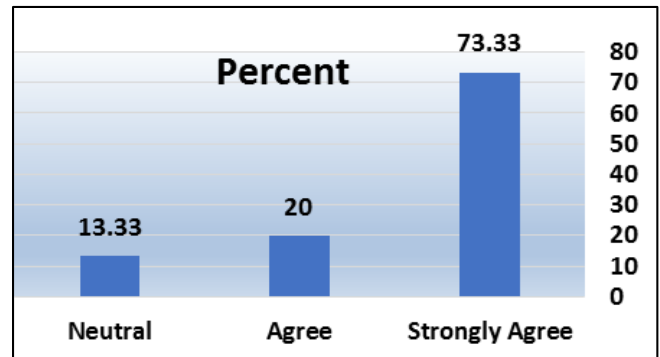


Fig 13

On the above frequency table, fourteen teachers, equivalent to 46.66 percent strongly agreed and twelve teachers, equivalent to 40 percent, agreed. On the other hand, three teachers, equivalent to 10 percent were neutral and a teacher equivalent to 3.33 disagreed.

On the above frequency table, twenty-two teachers, equivalent to 73.33 percent strongly agreed and six teachers, equivalent to 20 percent, agreed. There are only four teachers equivalent to 13.33 percent were neutral.

4.2.3. Incorporation of literature in the curriculum is important for developing students' English competence.

13. Teaching literature positively improves students' reading skill.

11. Teaching literature can improve students' listening skill.

Table 12

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 11 | 36.66 | 36.66 |
| | Agree | 10 | 33.33 | 70.00 |
| | Neutral | 6 | 20 | 90.00 |
| | Disagree | 3 | 10 | 100.00 |
| | Total | 30 | 100 | |

Table 14

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 16 | 53.33 | 53.33 |
| | Agree | 10 | 33.33 | 86.66 |
| | Neutral | 4 | 13.33 | 100.00 |
| | Total | 30 | 100 | |

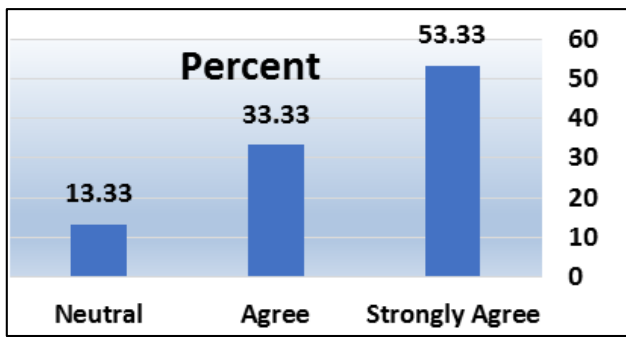


Fig 14

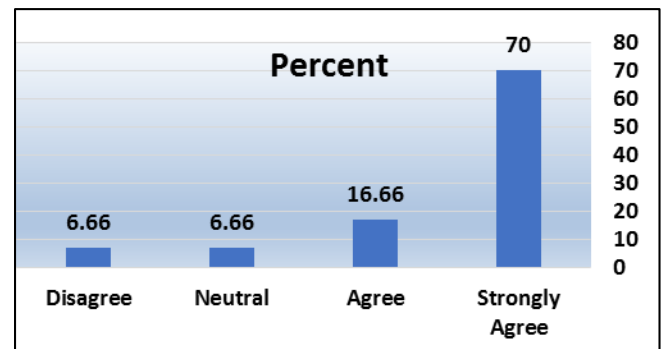


Fig 16

The above frequency table states that sixteen teachers, equivalent to 53.33 percent showed strong agreement and ten teachers, equivalent to 33.33 percent showed agreement only. On the other hand, four were seven teachers equivalent to 13.33 percent were neutral.

In the frequency table above, twenty-one teachers, in percentage 70 strongly agreed upon the hypothesis and five teachers, in percentage, 16.66 agreed upon it, two teachers, 6.66 percent became neutral and similarly, two teachers, 6.66 percent disagreed.

- 14. Literature can play a major role in improving students' writing skill.

Table 15

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 19 | 63.33 | 63.33 |
| | Agree | 10 | 33.33 | 97.66 |
| | Neutral | 1 | 1.33 | 100.00 |
| | Total | 30 | 100 | |

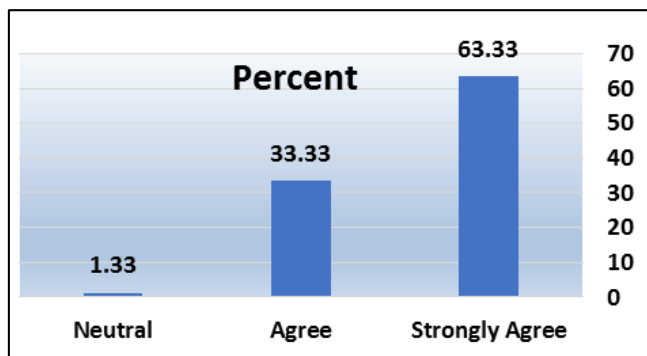


Fig 15

The above frequency table shows that, nineteen teachers, equivalent to 63.33 percent, strongly agreed and ten teachers, equivalent to 33.33 percent, agreed. There was one teacher equivalent to 1.33 percent was neutral.

Summary, Findings and Recommendations

Based on the analysis stated in chapter four, the following findings are to be considered as they have been reached:

1. Literature develops students' competence in English language, if used in a classroom situation.
2. Literature helps develop students reading and writing skills.
3. Literature widens students' scope, socially and culturally.
4. Literature develops students' listening and speaking skills.
5. Students who study literature are likely to be better than those study English only.
6. Students who usually engage in discussions, role-play, speaking, writing notes and comments are expected to be competent in English language.

As far as using literature in ESL classes, it is strongly recommended that all the educational institutions in the Republic of Sudan, should apply using literature with its different genres. Because it has been proved that it develops students' competence. Teaching literature properly, should take place through qualified teachers. Teachers of literature should therefore be we trained to master the four skills. In addition, there must be fixed specifications and criteria through which English language teacher are to be chosen.

- 15. Students studying literature are expected to be more competent than those who don't.

Table 16

| | Alternative | Frequency | Percent | C. Percent |
|-------|-------------|-----------|---------|------------|
| Valid | S. Agree | 21 | 70 | 70 |
| | Agree | 5 | 16.66 | 86.66 |
| | Neutral | 2 | 6.66 | 93.33 |
| | Disagree | 2 | 6.66 | 100.00 |
| | Total | 30 | 100 | |

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