

The Role of Teaching the English Novel in Developing Language Skills

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Abstract:

In teaching English as a foreign language, the novel plays a vital role in developing and enhancing the language skills because in the novel the full range and variety of the English language is displayed with concrete examples of writing skill in action. A novel can be a stimulating resource for activities for language learners without necessarily involving them in a dedicated analysis of a highly literary criticism nature.

In teaching English as a foreign language, the novel has played a vital role in developing and enhancing the language skills, because:

In the novel the full range and variety of the English language is displayed, with concrete examples of writing skills in action (for example, the sequencing of ideas). A rich context for grammatical and lexical items is provided, as well as a large resource of prompts for oral work (Hurst, 1989-1990: 68).

For students, a novel has two objectives. First, it can create interest in studying it carefully and attentively. Second, the novel is the main source for providing them with various vocabulary items and with practical grammatical structures. Moreover, it may implicitly enhance the pronunciation of English particularly when it is read loudly in the classroom or at home. In addition, the two skills, reading and writing are consolidated actively through studying the English novel.

So, studying the novel helps students to organize their ideas and participate in discussing different subjects properly and seriously. It builds up the base for acquiring and developing the four English language skills:

listening, speaking, reading and writing

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the first one .

Objectively speaking, one can argue that the novel is very important to be used in the classroom since it provides the students with enjoyment and understanding of the real world of life. This can be created by the social and cultural problems handled by such a novel. Besides, it can be considered as one of the best ways through which students can learn a foreign language and develop their language skills. This, however, can be achieved if the emphasis is placed firmly upon tackling the novel from a linguistic orientation. Following such techniques in the classroom is based on the belief that:

a novel can be a stimulating and varied resource for activities for language learners without necessarily involving them in a detailed analysis of a highly literary/practical criticism nature (Hurst, 1989-1990:68).

Literary elements such as plot, setting, theme ...etc. should not be the main purpose behind dealing with the novel in the classroom. Concerning literary elements. Hurst (1989-1990: 70) states that "an awareness of plot, theme, characterization, structure, style and so on may be achieved indirectly but does not constitute a primary aim."

Why Studying Literature?

The study of literature as an important factor in creating an intimate relationship between the reader and the literary work, and between the reader and the language on the other side. Furthermore, literature occupies a significant part of language teaching programme because it provides learners with the ability to master the basic activities. It can draw an imaginative world and create an interesting life that makes the learner interact with the writer (Widdowson, 1975: 73-4).

For Daiches (1981: 4), the purpose of literature is the "telling of a story (either wholly invented or given new life through invention) or the giving of a pleasure through the same use of the invention imagination in the employment of words." McNamee (1982: 45-6) thinks that literature has become respectable in teaching English as a foreign language because literature of a language has played, and plays, an important part in the development of that language. To the learner of that language, it can give valuable insights into cultural and linguistic background

Literature may be seen as vicarious. In a sense, it provides learners with important insights by means of which they can see and understand much about themselves and life. In addition, literature enriches individual and social insights by means of which the learner can see into the heart and mind of men and look at man's innermost thoughts, feelings and dreams. It, also, can interpret the imaginative basic human situations, man's suffering of injustice and his conflict with his followers (Fowler, 1965: 218-19). People in general and learners in

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particular, then, need literature since it can enrich their life, enhance their sense of life significance. It provides a source of comfort, wisdom, pleasure and after all encourage the learners to learn English (ibid).

Chenfeld (1978: 211) shows the importance of literature by maintaining that:

Through literature we learn about ourselves, other people, other places, and other times. We dip into the wisdom of accumulated human knowledge; we gain insights into human situations and social and historical events. Through literature we discover what is possible in human experience and imagination, and our own lives grow in richness and depth.

Hence, literature is the medium by which knowledge is enriched from different aspects. It can provide a journey into the recesses of one's soul. Linguistically, it helps the learners to acquire vocabulary and use the English language well.

The Place of Literature in the Classroom

Literature is a valuable element in a language course because it clearly appears in academic syllabuses. Dicker (1989: 6) states that "one of the newest trends in teaching English as a foreign language is the literature-based syllabus design" and he thinks, also, that "people are beginning to seriously consider the role of literature in language teaching and, to a some what lesser extent, the role of language in literature teaching."

In addition, literature can be used to teach any area of language since it has a great advantage for the students studying English as a foreign language in which it provides them with a good exercise of language skills because any kind of literature, whether prose or poetry, requires these skills to be practiced properly (Widdowson, 1975: 81-2).

Literature, then, helps the students to develop their linguistic knowledge and improves what they know about English syntax, morphology, semantics, and implicitly phonetics as well (Salih, 1989: 25). Thus, through literature the learners can properly understand the English syntax in which they distinguish between acceptable and unacceptable sentences. They can learn to produce and understand sentences that they have not seen or heard before. Also their knowledge of morphology may be improved. Furthermore, the quantity and the quality of lexis and idioms will be multiplied in their language repertoire (ibid).

The study of literature aims at "exposing students to literature to achieve an educational and cultural goal." The second aim is "developing the literary competence" (Akyel and Yalcin, 1990: 175). Linguistically, the study of literature results in developing the students' ability to comprehend English

language well. Davies (1985: 189) shows that literature will lead to:

enriching... the linguistic level. A greater consciousness of the full range of possibilities for variation offered by the language -will make the student more sensitive to the way a particular writer selects from and exploits these possibilities and quicker to recognize what is special about the style of a literary text.

Clearly, the role of literature in the classroom today occupies a very significant position in literary texts. It provides material with some emotional colour, that can make fuller contact with the learners' own life, and 'cah'thus*' counter balance the more fragmented effect of many collections of texts used in the classroom (Moody, 1971: 23). Obediat (1997: 32) states the important role of literature in classroom and its place in helping the learners to develop their linguistic competence. Obediat (ibid) affirms that:

Literature helps them acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners

Methodology

The Significance of the Tests

The major aim of this investigation is to test the hypothesis of the study, and at the same time to determine whether the procedure which is followed in the investigation is valid or not. Furthermore, the test aims at indicating the role of English novel through which the students can acquire different vocabulary items and develop their language skills. This can be achieved through tracing the development in the students' repertoire and the development in the students' language.

However, the test will clarify the role of English novel in developing the four language skills, and show the effective role of the novel in learning English. This can be achieved through tracing the changes in the students' language. These changes will no doubt shed light on the value of usin^ English novel as a means in teaching English as a foreign language.

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The Material of the Tests

To constitute the material of the test, "**Hard Times**" by Charles Dickens is chosen by the researcher for several reasons. The first is that this novel is familiar to the learners being their subject in the courses. The second is that the learners have studied it during the first course in the time that preceded the mid-year vocation, and the test has been carried out after the vocation. Thirdly, the purpose behind the test is to evaluate the role of the English novel in developing the language of the learners and to examine to what extent the novel has provided them with different vocabulary items, with grammatical structures and develop their language skills.

The researcher made up a **pre-test** in order to examine the major role of the novel in the classroom. The test includes various activities by which the researcher would measure the place of the novel in developing the language of the students. Furthermore, this test consists of six questions. The materials of these questions are based on the novel they have studied, i.e., "**Hard Times**". Each question has been subdivided into items (see appendix 1).

Before the post-test was carried out, the researcher in cooperation with the novel's instructor gave lectures of about 90 minutes weekly from 21st of February 2001 till 15th of May 2001. During these lectures, the emphasis was focused on certain extracts chosen from the novel "**Hard Times**". The purpose of such lectures was to help the learners to learn how to deal with the novel from a linguistic point of view.

During the period of experimentation, the learners are asked to memorize various vocabulary items. They also were asked to write a summary, for instance, on some characters in the novel. Thus, such an activity aims at improving the writing skill and developing the ability of learners to use different grammatical structures and vocabulary items. The learners also had been asked during the study of the extracts of the novel to give the synonymous and **antonymous** words in the extracts they had studied.

The learners are taught how to deal with the novel linguistically. That is to say, they learned how to look at a literary work, like a novel, with linguistic orientation.

However, the post-test had been carried out on the 15th of May 2001. The test comprises six questions which are exactly the same as those of the **pre-test** in patterns but with different items. The aim behind the post-test is to determine the effective role of the English novel in developing the language skills and to trace the changes in the language students' repertoire particularly when it is used and taught from a linguistic point of view. **The Subjects**

A total number of 60 students (20 males and 40 females) out of 72 is

randomly selected as the sample group for the test. They are randomly chosen from the third stage, Department of English, College of Education, University of Basrah for the academic year 2000-2001. All are native speakers of Arabic. They are similar in age. Furthermore, they have similar background knowledge of English as a foreign language which comes as a result of two years of concentrated exposure to that language. So, the literary and linguistic experiences of the subject has been built on the basis of a two-year course which includes literary and linguistic material. The main purpose of such a course is to develop a linguistic knowledge for the subjects and to result in learning English as a foreign language. After two years, those students, males and females, will be teachers in Iraqi intermediate or secondary schools.

Method of Selecting the Subjects

The selection of the subjects to sit to the post-test is based on the students' responses to limited personal information including name, age, and sex. Therefore, the 60 students that are selected from the third year for such an aim have common characteristics in that they are of the same nationality, their ages range between 20-24 years, they did not have any extra course in English, they did not travel to any foreign country in which they can speak English, and some other similar attributes.

In the pre-test all the learners are selected to participate in the test. After checking all the information, the decision was to exclude from the post-test the ones who did not have all the information they had been asked to mention like age.

The difference between both tests, pre-test and post-test, is that at pretest the learners are chosen randomly. In post-test, unlike the pre-test, the learners are chosen according to the characteristics that have been mentioned previously.

However, the main group of the post test that is selected can be considered as the group who were provided with more extensive lectures than that of in the case of pre-test. These lectures aim at developing their capacity to deal with the novel as a linguistic text by which they can understand English as a foreign language. On the contrary, the students, carrying out the **pre-test**, did not know how to deal with the novel linguistically, not only is this but they also used to study the novel from a literary point of view. In other words, the tackle of the novel is based on the literary characteristics that are used in constructing the literary form of novel. This, in turn, results in creating fatigue for the students and also making a great gap between the text and the students. That is to say, the students are motivated to study notes about the novel without giving more attention to the language of the text. Therefore, such methods and techniques make the purpose of using novel in the classroom out of hand and cause the failure of the students in the literary subjects. **Irshied** and Baker (1992: 11) explain such problem saying that:

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Students therefore come to literature courses with little experience in the reading of extensive prose. Most come to literary study with no experience at all in writing; most have never written an essay of any kind in their lives. With no experience to speak or in writing, and very little in extensive reading, they are all ill-prepared to tackle a complicated short story in the first year, let alone a novel. They have analyzed nothing before entering university.

So, in order to avoid such a problem, help students to understand the language of the novel properly, and create more interest in using the novel, new procedures should be followed. Such procedures will give more emphasis on developing the four language skills: listening, speaking, reading and writing.

However, the pre-test shows the lack of using the novel linguistically in achieving the main aim behind using it in the classroom. On the contrary, the post-test shows the major role of the English novel in enriching the students' repertoire of different language activities when it is taught linguistically.

Administration of the Test

The test, which is of two parts, was administered at the University of Basrah, College of Education, Department of English. The pre-test is administered on 21st of February, 2001. The aim of the pre-test was to determine the benefit of the novel for the learners and to limit the defect of the traditional procedures in achieving the intended aim that novel is supposed to achieve.

In order to ensure a better administration of the test, the subjects were divided into two groups randomly. Two sheets were distributed simultaneously. Also, the time, given to them, was about one and half an hour so as to feel relax when they start to answer the questions. Further, the students often feel tense and fear when they hear that they are going to sit for a test. So, in order to get better results from the experiments, the researcher had to alleviate as much as possible the tension the subjects may have felt in such circumstances. The subjects, then, put at ease by talking to them in a friendly way by telling them that what they were going to do was to be constructed for special research purposes and it has nothing to do with any other kind of evaluative judgements.

Concerning the pre-test, each subject was provided with two sheets. The first sheet contains three questions: 1, 2 and 3. The second one has, also, three questions: 4, 5 and 6 (see appendix 2). The scores are distributed equally i.e. each question has (10) marks in which the total was (60) marks.'

The first question is a summary which aims at measuring the writing skill of the learners to determine to what extent those learners can apply the characteristics of writing an essay they learn from other subjects. The second

question includes two characters found in "**Hard Times**" soon after that certain adjectives or characteristics belong to each one have been listed below them. In addition, these adjectives had been chosen to be suitable to one character. In other words, the two characters have no distinctive feature. Such activity aims at determining the reading skill. That is to say, it shows how far the students have studied the novel seriously. If they do so, then they will have the ability to distinguish the characteristics that belong to each character. While the third question includes a list of vocabulary items followed by ten sentences. Each sentence has a blank which can be filled with a suitable word from the list. These vocabulary items were randomly chosen from different extracts of the novel. The purpose of this activity is to examine how far the students have acquired vocabulary items in pursuing the **novelistic** elements of sequences.

The second sheet has three questions: 4, 5 and 6. Question (4) has been subdivided into two sections. Section (A) includes words and their synonyms; while section (B) includes a group of words with their antonyms. The learners had been asked to match, in section (A), the words that have similar meaning. On the contrary, in section (B), the learners have to match the words that have different meaning. The purpose of such activity is to develop the learners' capacity to memorize different lexical items. In question (5), ten prepositions were listed along with ten sentences. Each has a space which requires one suitable preposition to be chosen to fill up the space. Concerning the grammatical structures, this activity aims at developing the ability of the students to use prepositions properly. Finally, the last question includes five statements chosen from different extracts. These statements are entirely inaccurate in what they say concerning the events of the novel "**Hard Times**". What is required is to be rewritten the statements accurately according to the correct events in the novel. The purpose of this activity is to develop both the writing and reading skills and also to motivate students to study the novel properly and seriously.

However the post-test, as compared with the **pre-test**, was administered on 15th of May, 2001 after finishing the extensive lectures that were prepared by the researcher in cooperation with novelist's instructor during the time preceding of carrying out post-test. The pre-test and the post-test are similar in their patterns but they are totally different in their items.

Test Analysis

The responses of the students in both the pre-test and the post-test are analyzed according to each question. The scores were equally divided for each question. The total mark of the questions was (60) marks. Each question had been given (10) marks.

The answers of both tests are checked and analyzed in order to show the difference between the procedures and techniques followed in teaching the

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novel, not only is this but it also sees to what extent the language of the students is developed, their vocabulary items are increased and their grammatical structures acquired had been used well.

Analysis of the Results of the Test Subjects' Scores of the Two Tests

Table (1) shows the subjects' scores out of (60) in the two tests (pretest) and (post-test). In the table, the mean value and the standard deviation for each test are stated. Furthermore, for the statistical comparison between the two tests, the level of significance is presented in order to see the difference between the two tests.

Table (I): The Subjects' Total Marks of the Two Tests

Test	Pre-test	Post-test
Sum	1023	3172
X~	17.05	52.86666667
Sd.	3.553107973	4.24131
P	0.000001	

Looking carefully at table (1), one can find that greatest number of the students in the pre-test is quite poor, and their comprehension is very low. So, the total number of them had failed to pass the test or give acceptable results in the test. This indicates the need to build up new appropriate strategies and techniques which aim at activating the students to participate actively in dealing with the novel by asking them to do many assignments. This will certainly encourage the students to be active. Then, what is required from the students is to be motivated, active, and creative, not to act as passive learners who wait to get ready-made information from their instructor or from other references.

Examining the levels of success and failure in the post-test, one can discover that the students' level is totally different from that in the pre-test. Such a result strongly supports the change and development of the students' language not only is this but it also supports that their ability to comprehend the materials of the novel have raised considerably.

Finally, as it is noted in Table (1), the average value of the pre-test is (17.05) and that of the post-test is (52.86666667). When the scores are subjected to the statistical treatment of the T-test, the difference between both tests is highly significant because the P's value is (0.00009) which is much below the adopted level which is agreed upon by statisticians. That is to say, they agreed that the difference is to be highly significant, P's value is 0.01.

Correct Answers of Each Question of the Two Tests

The correct answers of the two tests have been presented in the following tables from (2-7). Each table states the correct answer of one question. These answers are statistically subjected in order to show the difference between pre-test and post-test. Also in each table, mean, standard deviation, the total sum and the level of significance are presented. Table (2): The Mean, Standard Deviation and the P value of pre-test and post-test of Question (1)

Test	Pre-test	Post-test
Sum	263	411
X-	4.383333333	6.85
Sd	1.563261114	1.581945

P 0.00002

Table (2) shows the correct answer of question (1) of both tests (pretest and post-test) out of (10 marks). The table also displays that the subjects are varied in their answers for such a question which represents a summary. This question clearly aims at testing the ability of learner concerning the writing skill.

However, the mean value of this question is (4.38) for the pre-test and (6.85) for the post-test. The subjects state a high degree of variation in their capacity to make a summary; therefore, their answers of this question ranged from (0-10) in both tests. In the pre-test, twenty-four answers are acceptable above the average; while the others are unacceptable below the average. On the contrary, the answers of the subjects in the post-test are acceptable except four subjects who fail to give acceptable ones. In addition, nine of the subjects' answers were below the average. The table also shows that the subjects gave much better answers in the post-test than those in the pre-test. This indicates that the difference between the pre-test and the post-test is highly significant in which the P's value is (0.00002).

From the results in the table, it can be deduced that the subjects' failure in giving acceptable summary is due to that they are not encouraged to study the novel carefully and properly. In other words, the subjects are not given assignments that lead to developing both their writing and reading skills. Connected with this, the instructor of the novel can activate these skills by asking the students to study novel from such a page to another then he asks them to write an essay of which they can summarize what they have studied. So, such activity helps the teacher to diagnose the points of weakness of his learners not only this but he will be able to recognize those who do not study the novel as well. For learners, this activity will result in developing the two skills and

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increasing their vocabulary items as well.

Table (3): The Mean, standard deviation and the "P" value of pre-test and post-test of Question (2)

Test	Pre-test	Post-test
Sum	272	375
X-	4.533333333	6.25
Sd	0.964921472	1.173507
P	0.00001	

Table (3) represents the subjects' scores concerning recognition of the characteristics that belong to each character in the novel, it can be deduced that the subjects fail in their attempt to distinguish the characteristics that belong to each character in "**Hard Times**". It can also be seen from that, only thirty-three subjects give acceptable answers in the pre-test. By contrast, the greatest number of subjects gives acceptable answers except eleven ones have failed to recognize the correct characteristics of the characters in the post-test. Furthermore, the average value of the pre-test is (4.53333333) and that of the post-test is (6.25).

When the results are subjected to the statistical treatment of T-test, the differences between the tests come to be highly significant because the level of significance is (0.00001). This indicates that the difference is much below the adopted level in which the differences are called highly significant.

However, it can be concluded that the subjects' answers are totally different in the post-test from those in the pre-test. This states that the students do not study the novel seriously and depend only on the general information that they get from the instructor.

Table (4): The Mean, Standard Deviation and the "P" Value of the Pre-test and Post-test of Question(3)

Test	Pre-test	Post-test
Sum	65	308
X-	1.083333333	5.133333
Sd	1.68682681	1.721909
P	0.000005	

Table (4) displays the subjects' choices for choosing the suitable lexical item that best fills up the blank. However, Table (4) shows that the subjects' choices are the least successful. The mean value of the pre-test of this question is (1.083333333) and that of post-test is (5.133333). The standard deviation of the pre-test is (1.68682681) and that of the post-test is (1.721909). In addition, subjects varied greatly in their answers to such question. Their answers ranged from (0-10) in both tests. This table shows that only one subject gives an acceptable answer in the pre-test. The others scored unacceptable answers in which twenty-two subjects score (0%). On the contrary, forty-two students score acceptable choices and only eighteen of them do not give the correct choices (see appendix 6). The table indicates that the difference between the tests is clear. Statistically speaking, the differences in both tests appear to be highly significant in which the "P" value is (0.00005). This no doubt indicates that the subjects' answers of the post-test are greater than those of the pre-test.

According to the scores that are derived from Table (4), the researcher can conclude that the learners' ability to choose the vocabulary items that best fill up the blanks is very low. This states that the procedures followed in teaching the novel neglect the language aspects of the text. This, in turn, had weakened the capacity of learners to develop their language. In other words, the emphasis on the literary aspects more than the linguistic ones makes the students search for information written about the novel without giving more attention to the original text of the novel.

Table (5): The Mean, Standard Deviation and

the "P" Value of Pre-test and Post-test of Q.(4)

Test	Pre-test	Post-test
Sum	130	365
X-	2.166666667	6.083333
Sd	1.585599033	2.157303
P	0.000005	

Table (5) shows the correct choices of both synonymous and antonymous words. The subjects' choices of the words are varied considerably. As the table states, the correct choices range from (0-10) in both tests.

Concerning the pre-test, only five subjects scores acceptable answers. Also, eight of them score (0%); while other subjects make unacceptable answers. In the post-test, unlike the pre-test, forty-two out of (60) subjects give correct choices and only (18) subjects had fail to give acceptable choices. The table shows the mean value and the standard deviation of both tests. For the pre-

test, the mean value is (2.166666667) and the standard deviation is (1.585599033). The mean value of post-test is (6.083333) and the standard deviation is (2.157303). As the table shows, the differences between the two tests are highly significant in which the P value is (0.000005).

However, the purpose of such activity is to determine how far the novel can provide the learners with different vocabulary items. The aim is also to measure to what extent the learners read the novel actively and attentively. The greatest number of subjects fail to give acceptable answers.

Such a result emphasizes the failure of the procedures they are adopted in using the novel in the classroom so as to make the learners deal with it properly not only is this but these results also prove that the learners are not encouraged and directed to study the original text.

Table (6): The Mean, Standard Deviation and the "P" Value of Pre-test and Post-test of Question (5)

Test	Pre-test	Post-test
Sum	75	310
X-	1.25	5.166667
Sd	1.187862344	1.574873
P	0.00001	

Table (6) shows the subjects' correct choices of preposition that best fill up the blanks. However, the subjects' choices are considerably varied from one subject to another. The table also indicates that the subjects' answers are ranged from (0-10) in both tests. In the pre-test, all the students were unable to give acceptable answers. Nineteen subjects had got (0%) (see appendix 8). In the post test, unlike pre-test, thirty-nine subjects had given acceptable choices in which their recognizing and choosing the correct prepositions are more better than in the pre-test.

Statistically, the mean value is (1.25) for the pre-test and (5.166667) for the post-test. In addition, the standard deviation for both tests is (1.187862344) for the pre-test and (1.574873) for the post-test. This indicates that the difference between the two tests is highly significant in which the P value is (0.00001).

The results stated in Table (6) show that what the students do is not directed to study the novel seriously and well; and this causes the failure of the learners to be more active in their studying it. Furthermore, the finding elicited from the table shows that the majority of students fail to recognize the suitable preposition as it is seen in the pre-test; while the priority of subjects have the ability to choose the appropriate prepositions as in the post-test.

Table (7): The Mean, Standard Deviation and the "P" Value of Pre-test and Post-test of Question (6)

Test	Pre-test	Post-test
Sum	214	376
x	3.566666667	6.266667
Sd	1.58773548	1.132968
P	0.000012	

Table (7) displays the correct answers of the subjects. The mean value of this question is (3.566666667) for the pre-test and (6.266667) for the post-test. On the other hand, the subjects varied a great deal in their answers concerning re-correction of the events according to the information that derived from the novel "**Hard Times**". The table statistically reveals that the difference between the two tests is highly significant in which the P value is (0.000012).

Again, from the results of Table (7) it can be deduced that the greatest number of subjects are incapable of re-correcting the events derived from the novel as it is seen from the results of the pre-test. Concerning the post-test, the subjects' re-correction of the events is better than that of in pre-test. This indicates that the students are not encouraged to study the novel well. This is because of the great gap between them and their text.

Discussion of Results

It is clear from the analysis of the test that the role of the English novel, as it is seen from the results of the pre-test, is hindered. This indicates an urgent need to activate this role effectively and actually.

The results of the test indicate that the subjects' answers are unsatisfactory. Such a result surely reflects that the students' ability to comprehend and study novel is not serious. In other words, the procedures and techniques followed in teaching novel result in the lack of achieving the actual role that is intended to be obtained. This also means that the students are not directed properly to study novel which is supposed to develop their language skills and consolidate their knowledge about English language.

The results show a very important point to be viewed. That is to say, very considerable efforts must be made to expose the students to deal with the materials of the novel more serious in which the emphasis should be based on the linguistic items such as vocabulary, grammatical structure and the language skills for, first, these items help the students to learn English as a foreign language; in the second, most of the students will be teachers of English in the secondary schools in Iraq. So, it is very dispensable for those students to learn how the elements of the English language are formed as constructed full

statements.

As far as the literary elements such as characterization, setting, plot... etc. they should be used to serve the learning of language. In other words, the emphasis should be focused on using such elements to help the students to comprehend the language and widen their horizon to use language actively. This means that these elements should not be as an ultimate aim in using the novel in the classroom.

From the results presented in the tables, the **pre-test**, it can embrace the need for using techniques and procedures that give more emphasis on the linguistic items than on the literary elements. Such point no doubt indicates that the lack of using the novel from linguistic orientation results in making obstacles in comprehending the novel well.

Objectively speaking, the majority of students is not able to deal with the novel as a linguistic text for acquiring new vocabulary items and grammatical structures and manage them to express themselves on conveying their ideas, thoughts, opinions adequately. From the **summary question**, it can be deduced that the vocabulary items and the grammatical structures are used to indicate the weakness of students to build up acceptable summary based on the information from the novel. This also reveals that many of students do not read the novel well. This surely shows that the techniques used in tackling the materials of novel do not encourage the students to study novel actively.

Concerning the relationship between the results of both tests, the majority of students expressed their inability to deal with the novel, as in the pre-test, in the right manner. The point reveals that the student will not be expected to achieve any satisfactory progress in their understanding of English language in which the novel is used as one of the means to achieve such an aim. By contrast, it is found that most students, as in the post-test, give better answers partly when they begin to deal with the novel from linguistic point of view.

The results, deduced from the study, prove that the novel has a major role in developing the language skills, and it also can enrich the students with different vocabulary items and grammatical structures. As a result, the students will be able to use them in different real situations. This will certainly results in learning English language as a foreign language. **6.1**

Conclusions

As indicated earlier, the purpose of the present study is to find out the extent the novel can play in developing students' language skills and to examine to what extent the novel may provide them with different vocabulary items and grammatical structures. It also aims at revealing the definite deficiency of procedures and techniques used in dealing with the novel in the classroom.

According to the statistical analysis of both tests, the present study achieves its aim. That is to say, it shows that if the novel is used properly and

seriously in tackling it linguistically, the effective role of the novel in developing the language of learners will get its fruit.

Despite the fact that novel is very important in language teaching and learning, still it is not used appropriately and thoroughly. This is mainly ascribed to the procedures and techniques adopted. Therefore, a significant difference between students' scores in the pre-test and that of the post-test is definitely clear.

As far as the results of the post-test is concerned, it is seen as the highly significant difference between the results that students achieve through the extensive lectures that states to the students. These lectures have been delivered with more firmly focus on the linguistic activities. This also indicates that the techniques are followed make the students acquainted with the English language. They also have benefited much from using such techniques and procedures in the classroom.

On the other hand, students' scores of the pre-test, unlike that of the post-test, are low and that can surely be attributed to the traditional deficiency that used in teaching English novel. In other words, the failure of the students to achieve acceptable results is mainly due to the methods and techniques of presenting the novel in the classroom. Thus, the difference in the average scores of the post-test is higher than that of the pre-test. That is to say, the average of the post-test is (52.8666667) and the pre-test is (17.05).

The students are not given a chance to use their ability to study the novel thoroughly. In other words, they are not encouraged to deal with the novel actively. They always take information and notes directly from the teacher or from the assumed notes in other references which provide them with general notes about the novel. No doubt this has led to neglecting the original text. Also, in such procedures the novel has lost its real importance and value behind its use in the classroom. Wei (1999: 25) concludes, after making inquiries, that the teaching of literature in general and novel in particular fail to achieve its aims. He (ibid) states that "it is not the fault of literature or the learner, but rather of the teachers and the strategies and approaches they used." In addition, Wei (ibid) reveals two basic facts in his investigation:

For most of the graduates, there is a wide gap between what they learned in literature courses and how they can use the knowledge to enrich their teaching.

The knowledge they learned in literature courses does not seem to be relevant in their teaching.

One concludes that the novel has a very important role in developing the language of learners but the traditional techniques have presented a drawback regarding the use of the novel in the classroom at university level.

The present study shows also that teachers' emphasis of literary elements more than language activities has weakened the ability of the students to

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comprehend the language well since the procedures followed cause a gap between the students and the novel. That is to say, students focus firmly on general notes that have been written about the novel. So, teachers' concern of literary forms of novel result in negligence of language skills and grammatical structures used in the original text of the novel.

However, the present study indicates that the novel can be considered as a valuable means in teaching English as a foreign language because it provides the foreign learners of English language with variable vocabulary items and grammatical structures especially when it is used from the linguistic point of view. In addition, novel plays a major role in the development of foreign language skills: listening, speaking, reading and writing. Novel is also important in this respect because of the role it plays in helping foreign language teachers to uncover the points of strength in the students' prediction to be emphasized and the points of weakness to be remedied.

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دور تدريس الرواية الانكليزية في تطوير المهارات اللغوية

الخلاصة

تلعب الرواية دورا مهما في تدريس اللغة الانكليزية وتطوير مهاراتها لان الرواية تحتوي على تنوع واسع للغة وأمثلة حية على مهارة الكتابة في سياقاتها المتنوعة ولذلك تعتبر الرواية من العناصر المهمة داخل الصف الدراسي بما انه تزود المتعلم بالمتعة والدراية فيما يخص واقع الحياة . يقوم الباحثان بإعداد اختبار لمعرفة تأثير تدريس الرواية الانكليزية على تطوير المهارات اللغوية حيث يتم اختيار رواية أوقات صعبة لتشارلز ديكنز لهذا الغرض وبعد إجراء الاختبار يتوصل الباحثان إلى مجموعة من الاستنتاجات والتوصيات فيما يخص طريقة تدريس الرواية الانكليزية