Exclusion of Literature from Sudanese Secondary Schools English Language Syllabus and its Adverse Effects on the EFL Learners

A dissertation submitted to the University of Khartoum in partial fulfillment of the requirement for an M.A. degree in English Language

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Dedication

To the souls of my mother

and Dr. Mohamed Elfatih Braima,

my beloved father, wife and my children.
Acknowledgment

I am very glad to express my thanks and gratitude to my supervisor Dr. Gubara A.M. alhassan for his unlimited help, continued guidance and advice. I would like also to express my sincere thanks to the teachers who participated in responding to the questionnaire and interview, and my brothers for their help. Thanks are due to my colleague teachers at the British Educational Institutes and my wife who has made unlimited concessions in order to help me finish this research.
This study is an attempt to investigate the effect of the exclusion of English literature from the EFL syllabus of the Sudanese secondary schools. The study aims to show the side effects of leaving out literature in secondary schools, the reasons that led to the exclusion of literature from secondary schools, that teaching literature through literary texts like drama, short stories, poetry and novels motivates the students to learn English language, and that a lot of linguistic benefits that EFL learners will be gained from teaching literature as a compulsory subject in this stage.

This study was carried out in Khartoum Bahry Locality. The data was obtained by questionnaire and interviews. The questionnaire was distributed to 60 English language teachers in secondary schools in Bahry locality. The interviews were answered by English lecturers from Khartoum University and English teachers from British Educational Institutes and secondary schools. This data was computed and analyzed with the Statistical Package for the Social Science (SPSS).

The results have shown that teaching English language through literature is a good method of language teaching. For literature motivates secondary school students to learn English language, the cultural contents of literature books are necessary for language learning and that language and literature are twins that cannot be separated at any level of language teaching. Consequently, the study recommends that the educational policy makers get back English literature as a compulsory subject in secondary schools. It also recommends that secondary school students should be encouraged to read literature inside and outside the classroom, and school libraries should be rich with literature books.
مستخلص

عنوان البحث: حذف الأدب من منهج اللغة الإنجليزية في المدارس الثانوية السودانية 
وآثاره العكسية على مستوى الطلاب في اللغة الإنجليزية بهذه المرحلة.

اسم الطالب: محمد أحمد علي

هذا البحث محاولة لتقصي أثر حذف الأدب الإنجليزي من منهج اللغة الإنجليزية في المدارس الثانوية السودانية. عليه فإن هذه الدراسة تهدف للكشف عن الآثار الجانبية المرتبطة على حذف الأدب من المدارس الثانوية، وتوضيح الأسباب التي أدت لحذف الأدب من هذه المرحلة. وتسعى إلى بيان أن تدريس اللغة الإنجليزية عبر النصوص الأدبية كالدراما والقصة القصيرة والشعر والرواية يعمل على تحسين الطلاب لتعلم هذه اللغة، وأن تدريس الأدب الأنجلزي كمادة إجبارية يحقق فوائد عديدة للطلاب هذه المرحلة.

أجريت هذه الدراسة بمحلي الخرطوم بحري، وقد شرع الباحث في جمع البيانات عبر استبيان ومقابلات. وقد شارك في ملء الاستبيان 60 معلماً من أساتذة اللغة الإنجليزية بالمرحلة الثانوية بمحلية بحري. أما المقابلات فقد شارك في الإجابة عليها أساتذة من جامعة الخرطوم وأساتذة من المعاهد البريطانية والمرحلة الثانوية، ومن ثم تم حساب البيانات وتحليلها باستخدام الحزمة الإحصائية للعلوم الاجتماعية.

أبانت نتائج البحث أن تدريس اللغة الإنجليزية عبر الأدب يعتبر طريقة جيدة للتدريس، وأن الأدب يُحفز الطلاب على تعلم اللغة الإنجليزية، وأن المحتوى الثقافي الموجود في كتب الأدب ضروري لتعليم اللغة الإنجليزية، كما أن الأدب واللغة لا يمكن الفصل بينهما في أي مرحلة من مراحل تدريس اللغة الإنجليزية. من ثم أوصيت الدراسة على أن يقوم واطع السياسات التعليمية على استعادة الأدب الإنجليزي للمدارس الثانوية كمادة إجبارية. كما أنها أوصيت بتشجيع الطلاب على قراءة الأدب داخل حيرة الدراسة خارجها، وأن تكون المكبات المدرسية غنية بكتب الأدب الإنجليزي.
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter One : Introduction</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>i</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>ii</td>
</tr>
<tr>
<td>Abstract (English)</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract (Arabic)</td>
<td>iv</td>
</tr>
<tr>
<td>Table of contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vii</td>
</tr>
<tr>
<td>1.0 Overview</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Significance of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Objectives of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Assumptions of the study</td>
<td>3</td>
</tr>
<tr>
<td>1.6 Scope of the study</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Two : Theoretical Framework</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Introduction</td>
<td>4</td>
</tr>
<tr>
<td>2.1 Definition of Literature</td>
<td>5</td>
</tr>
<tr>
<td>2.2 Historical background about teaching literature</td>
<td>6</td>
</tr>
<tr>
<td>2.3 Historical background about teaching literature in Sudan</td>
<td>7</td>
</tr>
<tr>
<td>2.4 Literature and language</td>
<td>10</td>
</tr>
<tr>
<td>2.5 The problems of teaching literature</td>
<td>14</td>
</tr>
<tr>
<td>2.6 why literary texts are used in EFL Classes</td>
<td>17</td>
</tr>
<tr>
<td>2.7 Selection of Literary Texts in ESL / EFL Classes</td>
<td>20</td>
</tr>
<tr>
<td>2.8 Literature and Language Skills</td>
<td>23</td>
</tr>
<tr>
<td>2.9 Advantages of Literary Genres in Language Teaching</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Three : Literature Review</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 Introduction</td>
<td>36</td>
</tr>
<tr>
<td>3.1 Why teach literature</td>
<td>36</td>
</tr>
<tr>
<td>3.2 The negligence of literature and its effect on English language in Sudan</td>
<td>39</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3.3 The role literature in improving the language learning</td>
<td>43</td>
</tr>
<tr>
<td>3.4 Literature as a fruitful source for English writing</td>
<td>48</td>
</tr>
<tr>
<td>3.5 Non-native literature in English language as a resource for language teaching</td>
<td>52</td>
</tr>
<tr>
<td>3.6 English literature in Non English spoken African countries</td>
<td>60</td>
</tr>
<tr>
<td><strong>Chapter Four : Methodology</strong></td>
<td></td>
</tr>
<tr>
<td>4.0 Introduction</td>
<td>66</td>
</tr>
<tr>
<td>4.1 Description of subjects</td>
<td>66</td>
</tr>
<tr>
<td>4.2 Description of instruments</td>
<td>67</td>
</tr>
<tr>
<td>4.3 Data Collection</td>
<td>68</td>
</tr>
<tr>
<td>4.4 Data Analysis</td>
<td>69</td>
</tr>
<tr>
<td>4.5 Methodology of the study</td>
<td>70</td>
</tr>
<tr>
<td><strong>Chapter Five : Discussion of Results</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 The questionnaire</td>
<td>71</td>
</tr>
<tr>
<td>5.2 The interview</td>
<td>91</td>
</tr>
<tr>
<td><strong>Chapter Six: Summary of Findings, Recommendations and Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>6.0 Introduction</td>
<td>95</td>
</tr>
<tr>
<td>6.1 Results</td>
<td>95</td>
</tr>
<tr>
<td>6.2 Recommendations</td>
<td>96</td>
</tr>
<tr>
<td>6.3 Suggestions for further research</td>
<td>97</td>
</tr>
<tr>
<td>Bibliography</td>
<td>98</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Page No.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Table No (1): The period that the teacher has been teaching English</td>
<td>71</td>
</tr>
<tr>
<td>Table No(2):The teachers favorite approach of English teaching</td>
<td>72</td>
</tr>
<tr>
<td>Table No (3): English literature is ignored in Sudan</td>
<td>73</td>
</tr>
<tr>
<td>Table No (4): English literature was eliminated because it does not improve the students in English language learning</td>
<td>74</td>
</tr>
<tr>
<td>Table No (5): the policy that excluded literature from secondary schools was a wrong policy</td>
<td>75</td>
</tr>
<tr>
<td>Table No (6): Language and literature are twins that can not be separated</td>
<td>76</td>
</tr>
<tr>
<td>Table No (7): Literature is the main source for language teaching and learning ?</td>
<td>77</td>
</tr>
<tr>
<td>Table No (8): Teaching English language through literature is an effective methods of learning</td>
<td>78</td>
</tr>
<tr>
<td>Table No (9): Literature improves the students abilities in English language</td>
<td>79</td>
</tr>
<tr>
<td>Table No (10): Literature motivates the students to learn English</td>
<td>80</td>
</tr>
<tr>
<td>Table No (11): The cultural contents of literature books is necessary to language learning</td>
<td>81</td>
</tr>
<tr>
<td>Table No (12): The re-introducing of literature to the secondary schools will stop the deterioration of language learning</td>
<td>82</td>
</tr>
<tr>
<td>Table No (13): The students enjoy learning English Language if Literature is brought back to secondary schools</td>
<td>83</td>
</tr>
<tr>
<td>Table No (14): Encouraging your students to discuss literary texts outside the classroom</td>
<td>84</td>
</tr>
<tr>
<td>Table No (15): Teaching Literature improve the students knowledge about the language skills</td>
<td>85</td>
</tr>
<tr>
<td>Table No</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>The absence of literature causes a big damage in English language learning</td>
</tr>
<tr>
<td>17</td>
<td>The exclusion of literature from secondary schools weakened the student knowledge about vocabulary</td>
</tr>
<tr>
<td>18</td>
<td>The absence of literature weakened the student knowledge about the language skills</td>
</tr>
<tr>
<td>19</td>
<td>The absence of literature from secondary schools damaged the students command in communication</td>
</tr>
<tr>
<td>20</td>
<td>The exclusion of literature from secondary schools damages the students knowledge about cultural and social sides of English language</td>
</tr>
</tbody>
</table>
Introduction

1.0 Overview

The Sudan has witnessed general deterioration in the standard of English language. This can be seen clearly via the students' marks in English language, the teachers' observations and the performance of the students in English language in the classroom, etc. The weakness of English language took place as a result of a variety of factors e.g. teachers low qualification, students low motivation for learning English language and the absence of literature from the English language syllabus. Among these the absence of literature from the English syllabus of secondary schools in the Sudan is the focus of this research.

No doubt that there is a strong bond between literature and language learning because literature is like a mirror that reflects the language identity. For instance through literature we can see the history, culture and the place of a language among other languages. Hence the researcher suggests that literature and language can never be separated at any level of language learning. Therefore, if literature was separated from a language, this would cause a big damage in the learning of that language.
1.1 Statement of Problem

This research attributes the deterioration of the standard of English language in secondary schools to the exclusion of English literature from the English syllabus of this stage which took place in 1995. This educational policy strongly lessened the students knowledge of vocabulary language skills, critical thinking abilities and it even weakened their motivation for learning English language in general.

Moreover, literature has educational values e.g war, love, friendship, poverty, et. Which are essential to the process of language learning. Therefore, we could acclaim the exclusion of literature affects both the educational and linguistic competence of language learners.

1.2 Significance of The Study

The importance of this study is that it focuses on the side effects of the exclusion of English literature from Sudanese secondary schools. It shows the role of literature in improving the standard of English language at secondary schools.

1.3 Objectives of The Study

This study intends to show:

1- How can literature motivate the students’ to learn EFL.
2- The linguistic benefits that EFL learners will gain from teaching literature at the secondary level.
3- The side effects of leaving out literature from the secondary school.
4- The educational policy that excluded English literature from secondary schools was extremely wrong as far as FLT is concerned.
5- There is a strong bond between literature and language teaching.
6- The reasons that led to the exclusion of literature from secondary schools.
1.4 Research Questions
The research tries to find suitable answers to the following questions:
1. How does the exclusion of English literature affect the language standard at secondary schools?
2. Is there any connection between literature and language learning?
3. What are the teachers and scholar’s view on the exclusion of English literature from the English syllabus of secondary schools?
4. What are the main reasons for eliminating English literature from secondary schools?
5. What are the benefits that English language at secondary schools will gain from getting back English literature?
6. Does literature motivate the students to learn English language?

1.5 Assumptions of The Study
The study will try to verify the following assumptions:
1. The exclusion of English literature weakens the standard of English language in Sudanese secondary schools.
2. The teaching of English literature enhances the students language skills, vocabulary and cultural knowledge.
3. The exclusion of English literature declines the students motivation for learning English language.

1.6 Scope of The Study
The focus of this study is the effect of the exclusion of English literature on English language at secondary schools in Sudan.
Chapter Two

Theoretical Framework

2.0 Introduction

This chapter investigates the relation between language skills components, and literature component, the problems of teaching English literature, the reasons for using literary text in foreign language classes, criteria for selecting suitable literary texts in foreign language classes, benefits of different genres of literature to language, literature and the teaching of language skills.

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot debate as to how, when, where and why literature should be incorporated in ESL/EFL curriculum. Vigours discussion of how literature and ESL/EFL instruction can work together and interact for the benefits of students has led to flourishing of interesting ideas, learning, and improved instruction for all. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (sage, 1987:1).

However, in Sudan the English literature was completely excluded from both the basic and secondary schools English syllabus in 1995 which has strongly weakened the student's standard in English language in general.
2.1 Definition of Literature

The word literature has various definitions for instance Burges (2008:9) says literature is an art which exploits language. Lazar (2000:1) argues that literature can be defined as the world of fantasy, horror, feeling and visions but into words. Literally means "acquaintance with letters (from Latin litter letter) as in Oxford English Dictionary, or works of art, which in western Culture" are mainly prose, both fiction and nonfiction, drama and poetry. In much of, if not all, the literary texts either oral or written include genres such as epic, legend, myth, balled, plus other forms of poetry and folk tales, short stories, (Saed, 2008:7).

In addition, he says that the Muslim scientist and philosopher Imam-Jafar- Alsadig defines literature as the garment which one puts on what he says or writes so that it may appear more attractive. So it can be said that literature is the use of language to evoke response on the reader or the listener. It also a means of interaction between people and the different views, ideas, thoughts to make understanding among nations.

Anothony (1974 :9) argues that the English literature is the literature that written in English language. It is not merely the literature of England or British Isles, but a vast and growing body or writing made up of works of authors who use the English language as natural medium of communication. In other words the literature refers not to a nation but to a language; for instance, Nugugi is a Kenyan and Chinua Achebe is Anegerian, etc.

Accordingly, the various definitions of literature reflect its diversity and richness. It denotes that there is literature in different societies and nations around the world; relying on
the above mentioned ideas literature can be defined as a written or oral work of an artistic value, and marked by careful use of language including features such as creative figure of speech, elegant syntax, literary genres (poetry, prose, drama, and literary essays). It may also include a variety of prose forms such as diaries, journals and biographies. (Osman, 2008:9).

Therefore the study of literature goes beyond acquiring knowledge about literature. It also includes developing and strengthening creative and critical thinking skills and personal response. Through literature, students come to understand and appreciate the dynamic relationship that exit between reader, writer and text (saed, 2008:8).

2.2 A historical Background About Teaching Literature

The historical approach to literature not only represents linguistics but is also beyond the students literary and historical experience, i.e. appreciation or enjoyment is hindered not only by linguistic difficulties but also by a lack of response to the literacy and historical allusions of the works. Miguel Engindans says the importance of the literacy and historical allusions for understanding and enjoyment are emphasized. (Abderasol, 1976:53).

Accordingly, Kramash and Kramash ( ) stated that in the early past of the twentieth century learning of foreign language meant a close study of the conocial or musical literature in that language. In the period from the 1940s to the 1960s literature disappeared from the language curriculum entirely as more functional models of learning because it was seen as irrelevant to everyday communicative needs. However, in 1970s and 1980s the growth of the communicative language teaching methods led to the
reconsideration of he place of literature in the language classroom with recognition of the primary authenticity of literary texts and the fact that they are more imaginative. Moreover, they add that literature develops the vocabulary acquisition, reading skills, and the students critical thinking (Saed, 2008:14).

Further, he argues that the use of literature in ESL/EFL can be traced to over one century ago. In the seventies, methods such as community language, learning, suggestopedia, the silent way total physical response and the natural approach did not utilize literature to teach second or foreign languages. In the nineteenth century EFL, ESL were taught by the grammar translation method e.g. the students would translate literary texts from ESL, EFL to their native language. But when this method was replaced by the structural method literature was no longer used. Thus neither the direct method nor the audio lingual method utilized literature to teach second or foreign language.

However, he adds in the last two decades literature was brought back to the teaching of EFL because it was found that the literature can be used to reinforce the four skills and complement language teaching. Therefore, with students at the beginning and intermediate levels instructors can use literary texts for language practice, reading, comprehension and possible aesthetic appreciation.

2.3 Historical Background About Teaching Literature in the Sudan

The word literature first appeared for the fourth year intermediate. In fact these literature courses were reading lessons. The students at this level used to read as far as Reader VI. In the first year secondary some schools start with reader VII and the corresponding supplementary Readers. Other schools introduce simplified works instead of Readers.
These were Oliver Twist, Oxford Tales told and retold, and Prisoner of Zenda. Each one follows his own choice but the latter group is a minority at the present. As in the earlier level, the literature class is a lesson. The teacher usually divides the lesson into three or four sections depending on the length of the piece concerned. Each section is read by the teacher and the students alternatively. After each reading the teacher asks mainly factual questions to check the students comprehension. During the whole year only two are read from the Readers or the simplified books. (Abdelrasol, 1976:54).

He further adds, in the second year secondary the Readers and their corresponding supplementary were discontinued at the beginning of this level the students study simplified works in their literature class. In the second or third term (the schools year is three terms) the Longman's essential series was introduced. Books in this series were only edited and simplified. Representative titles were Rajah's Diamond and country of the Blind. The number of books were read do not exceed four. The goal deal aimed at in the second year was to make the students read a great deal by themselves out side the class. The students were encouraged to read and a class library reading period is allotted for this purpose. Though this lesson has its formal aspect, the teacher being present to direct it and answer questions, the students are not examined in these books or in this reading.

In third year secondary the transition from simplified to abridged books was supposed to take place. The syllabus of third year includes books like : Animal farm (abridged) and the Moonstere (Hutchinson abridged). However instead of reading these abridged books the students in third year are introduced to the non-simplified texts of fourth year. In fact the texts of fourth year are the set books for the Sudan school Certificate Examination. Hence the school certificate syllabus is taught in Third Year and Fourth Year. The Sudan School
Certificate syllabus of literature consists of two sections A and B. Section A contains plays and poems, section B is novels. The material of the two sections in non-simplified or unabridged terms are changed from year to another. The substitution observes strictly the historical period of each item i.e. a work of the romantic period is always replaced. By another, work of the same period Shakespeare’s plays appear yearly (Abdelrasol, 1976:55).

The Sudan School Certificate Examination has been linked up since 1937 with Cambridge School Certificate Examination. It is true that this association has given certain valuable advantages. It enabled Sudanese students to take an internationally recognized examination with high standards. Also in the past it ensured a high standard in English language. However, with all its obvious advantages the examination was planned originally and essentially for a different social and cultural background and its syllabus and standards have not adopted the new needs and special conditions of the Sudan. Conditions have changed radically since 1956. The country has attained its independence and it must accordingly evolve a system of education which will train people to shoulder their new responsibilities meaningfully and worthily. Fortunately the first step in this direction was taken in the establishment of the Sudan Examination Council. This body operating in collaboration with the Cambridge syndicate, has introduced a special Sudan version of the overseas Examination. As a result certain minor adjustment have been made from time to time in the English syllabus (Abdelrasol, 1976:59).

However, There were major changes in the school curriculum as a whole made by the Sudan Examination Council. These seriously affected the English language and literature program. First of all there was grouping of subjects in the Sudan Certificate Examination. The consequence of
this is that English literature once compulsory and main
source of linguistic strength competes on unfavourable terms
with Islamic Religious knowledge. Secondly, there was
Arabicisation of the subjects that were taught in English. The
medium of instruction became Arabic instead of English in
1965. Finally, it is no longer a requirement to have a pass in
English in order to get this certificate though a failure in
English disqualifies applicant for admission university.

Regarding the 1980s, Mohamed (2009:1) Stated that the
significance of literature in the development of English
language is very crucial, because it creates the sense of
competition among the learners in terms of developing
vocabulary reading skills and spoken skills. He added that
“While we were in the intermediate schools in the 1980s we
used to keep and memorize the whole chapter of Kidnap and
Jane Eyre. And some of the words I got from those books are
still in my memory as unforgettable words because they are
related to certain events in the stories.

He also says that the books of literature stepped to forward
in secondary schools in length and width in other words in their
contents and goals. Therefore we were asked to read a book (e.g.
Cry the beloved country, Arms and the Man) during a week then
we represent it in the class. That it was a real challenge for the
students to develop their skills. However, in the 1990s the English
literature was excluded from the syllabus of English language in
Sudan which led to a great damage in the standard of English
language (Mohamed, 2009:2).

All in all we can say that there aren’t any other builders
for English language palace except the literary books. So why
do wait? We have to invite them to participate now.

2.4 Literature and Language

Littlewood (1976:178) states that Literature is not
different from any other linguistic performance. It is an
instance of the productive use of a limited number of
linguistic structures in order to achieve communication. The main core of the linguistic system is the same, whether it is used for spoken gossip or for written literature. It is only when we consider the second level, stylistic variety, that the difference appears — apart from literary styles which differ more or less acutely from the styles of everyday usage, literature can draw on all available styles of everyday usage from the most elevated to the most informal, in order to gain its effects or give its representation of life.

Brumfit and Carter (1986:179) argues that moving from language to content at the third level literature is the expression of superficial subject matter as it relates events or describes scenes: the story of a novel or the plot of drama. When the reader begins to seek more than a cursory understanding of events and characters, the fourth level is entered at which literature is the symbolization of the author’s vision of these events and his or her world view, and the reader is faced with the underlying theme or meaning of the work. These, then may be considered as four levels within a literary work. These levels can be stated in linguistic terms as: language as the expression of superficial subject matter, and language the symbolization of the author’s vision. According to which level is emphasized as dominant, they also constitute four ways of viewing the work or four perspectives. These perspectives can be mentioned as follows:-

The first perspective states that literature provides instances of language structures in which it can form the basis for instruction and practice in the language skills especially reading comprehension accompanied by a varying amount of grammatical analysis and explanation. In addition, exercises and drills may be devised in order to transfer linguistic structures to the learner’s active repertoire.

The second perspective normally becomes relevant at latter stage than the first, when students become capable of
sensitivity to stylistic variation. Literature now becomes a vehicle for the learning of difference between language varieties. According to text and purpose this may mean the introduction to the formal written register as such or to a range of styles which the work exploits as it alternates between, say, a conversational style for dialogue, an informative style for narrative, and a poetic style for heightened effects. At a still more advanced level, the work of a regional writer may provide access to a local dialect or classical works may be studied for the light they threw on an earlier state of linguistic development. The most delicate stage of linguistic discrimination is reached when the idiosyncratic features of the authors style are explored, which is possible only after the student has acquired knowledge of what constitutes the common core of the language and what belongs to the publicly available stylistic varieties of the language.

The third perspective suggests that the more specific contribution of literature begins at the level of subject matter: the episodes, situations and characters created by the literary work. It also states that a major problem of language teaching in the classroom is the creation of an authentic situation of language. A language classroom especially one outside the community of native speakers is isolated from the context of events and situations which produce national language. In the case of literature, language creates its own context.

The fourth perspective cannot be enjoyed until after the work has been mastered at the three previous levels. Appreciation now goes beyond language or plot, in order to penetrate to the authors vision or underlying theme, which often transcends any specific place or time. At this level, it becomes unimportant whether for example jealousy is portrayed in a Shakespearian drama in English or twentieth century novel in French, though of course this becomes
important again as soon as we consider the work as an integrated whole and examine how the first three levels are structured to serve the fourth.

Therefore this strong connection or relation between language and literature caused the appearance of many approaches to EL learning that emphasize the emotional or effective side of learners against the excesses of Behaviourism and the alleged depersonalizing relationships. All have sought to emphasize that learning is not merely an intellectual process (language), but is one that engage the emotions, the ability to explore and be delighted, the ability to emphasize and reflect- in short, and the ability to create. The effective components of the process of language learning attitude directly to literature that great life illuminating communicative activity of man. And what is language the conventionally patterned noise contextualized to quote Brumfi. If not the basic raw material of literature, A literary experience is also a language experience, Arther (maintains, because first, stories received as literary experience are reputable, and second, the language of literature is memorable - not only because of rhythm and rhyme but also because people tend to remember best what interests them deeply rather than what they are told to remember or are consciously trying to remember (Ali, 1985: 10).

Widdowson (1978:3) points out two levels of linguistic knowledge; the level of usage and the level of use. According to his definition usage involves a knowledge of linguistic rules, whereas use entails knowing how to use these rules for effective communication. Then the question is, can a literary text contribute to a knowledge of either one? Most literary text assume that literature can provide a basis for extending language usage. Many of these texts focus on the particular grammatical points that are salient in the text. Furthermore,
vocabulary expansion is dealt with by attention to word forms and common expressions.

Moreover, Povey (1972:187) in summarizing the aims of using literature in ESL classes argues that literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax.

He adds although literature has traditionally been used to teach language usage, has rarely been used to develop language use. Yet, the advantage of using literature for this purpose is that literature presents language in discourse in which the parameters of the setting and role relationship are defined. Language that illustrates a particular register or dialect is embedded within a social context and thus there is a basis for determining why a particular form is used. As such, literature is ideal for developing an awareness of language use.

Thus literature and languages are twins that cannot be separated. And to create an efficient language learning, the students should be taught the language through Literature. Moreover the researcher states that the language learning is not merely structure but also language use which expresses the social, cultural sides of life. Therefore, this functional role of language cannot be achieved unless there is a unity between language and literature.

2.5 The Problems of Teaching Literature

Although educational administrators and the general public think that literature is an appropriate object for study in schools and universities, there are some problems raised by the teaching of literature. Many of these problems face literature in the mother tongue and literature in a foreign or second language as well. For instance, there is at present a high degree of uncertainty about the role of literature in school foreign
language course. Changes in educational and social conditions have shaken the once unquestioned status of literary study amongst our educational goals, and it also plays an ever more problematic role in a new pattern of language teaching which aims primarily to impart practical communicative skills. Recent discussions about advanced courses in schools have generally advocated less emphasis on literature in favour of language, and a revision of the principles governing the selection of texts to include greater consideration of pupils actual ability, experience, and interests (Littlewood, 1976:177).

Moreover, in (1921) George Sampson and Newbolt report registered strong opposition to the idea that English literature should be taught in schools as though it was a branch of knowledge and warned of the danger of its being subsumed with history or sociology. Eleven years earlier in 1910 the board of education circular on teaching English in secondary schools took a very similar line when it observed that the real teachers of literature were the great writers themselves and warned teachers against coming between them and young readers. All three were reacting against an academic factually based tradition which was by then well entrenched in the classroom reinforced by the public examination system and has been ousted from the curriculum only relatively recently (Brumfit & Carter, 1986:179).

Accordingly, there is still little clarity about what role the literary texts should perform, and it is not uncommon to find a situation where the teacher translates passages and dictates notes, in an examination centred approach which largely ignores the deeper insights or skills that pupils might gain from their confrontation with literature. On the other hand, it is clearly not possible to think in terms of one single role which literature should perform. A group of pupils aiming at a functional commend of language may read a modern novel because of its linguistic content, while a group
of future academic specialists may discuss the basic human issues portrayed in a classical play.

In addition, they also state that there are common arguments against using literature. The most common ones are the following. First, since one of our main goals as ESL teachers is to teach the grammar of the language, literature due to its structural complexity and its unique use of language, does little to contribute to this goal. Second, the study of literature will contribute nothing to help our students meet their academic or occupational goals. Finally literature often reflects a particular cultured perspective: thus a conceptual level, it may be quite difficult for students.

Furthermore they emphasize that the recent approaches to language teaching have ignored literature. However, increasing recognition of the difficulties of communicative syllabuses have led to a more cautious approach. And most attempts to provide motivating and communicative material for learners are strong in technique but weak in any sense of development of structure. Even courses from intended for school use suffer from fragmentation of contents.

Moreover, English literature faces many misconception because some policy makers in non-spoken English countries believe that literature implicitly teach foreign morals and culture, moreover, many works of literature are related to the colonial era. Therefore the people in non-spoken English countries consider literature as a tool of cultural colonization. However, there is often reluctance by teachers, course designers and examiners to attach unabridged and authentic texts to EFL syllabus. As Brumfit points in epigraph to individual freedom in language learning and teaching. And he also argued that discussions of literary context and social theories are helpful and necessary for language teaching and language learning as well. For him educational values were primary, the valuable literature to him is the one that enables
students to define themselves through contact with others experience and the task of the educator fundamentally to create conditions that enable the learner to contact in the best possible way. (Saed, 2008:24)

Regarding the problems facing the teaching of literature in Sudan can be attributed to the educational policy that excluded the literature from the English language syllabus at both basic and secondary schools. This took place because of political and educational policies. The former suggests that the Ministry of Education wanted to strengthen native language (Arabic) and its culture, and the Islamic educational system prefers the Islamic and Arabic literature to the foreign literature. And with regard to the latter we notice that nowadays Sudan changed its economic cooperation to the east, especially Asian countries like China, Malaysia, etc. This in turn led to a big change in the political issues between Sudan and these countries. Consequently the economic, political and cultural relations between Sudan and the European countries is no longer like when it was in the past. All these factors together led to the exclusion of English literature from Sudanese educational system.

2.6 Why Literary Texts are Used In EFL Classes

In recent times a renewed interest has emerged in the teaching of literature in the language class, and quite a lot has been written on the subject. Whereas, in the past, not much was actually said about literature in foreign language classes. At one time it was included, in courses without there ever have much discussion about why it was a part of the course, perhaps because its place was taken for granted, its use obvious and therefore there was no need to say much about it.
Later, though, with a greater emphasis put on the spoken language in foreign language classes, the tendency was one of drawing away from literature and, in fact, it ceased to be a component of many courses of English as a second or foreign language, its prominence in the course giving away. (Bottino, 1999:1).

In the 1980's, however, things started to change in language teaching. There was continued debate on the place of literature in EFL/ESL classroom and the interface of literature and language, so that the teaching of literature is now often seen within the framework of three main models:

i. The language model.
ii. The cultural model.
iii. The personal model.

Of course, these models are all liked, but broadly speaking they can be described as follows:

i. **The language model**

With regard to this model, literature supplies learners with a wide range of individual 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 the discourse functions of sentences, the variety of possible structures, the different ways of correcting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to make use of some of that potential themselves. Thus they improve their communicative and cultural in the authentic richness, naturalness of the authentic texts.(Hismanglo, 2005:3).
This model, however, is criticized by others who argue that instead of motivating students this can become a mechanistic process and its use can be detrimental. They hold the view that these language activities are not the real aim of literature and very likely detract from any sense of pleasure the work in question should impart. (Bottino, 1999:212).

Never the less, he adds, in selecting a given text, it is often the language teachers with to confront their students with good examples of good use of language. Many concede that the students have much to gain in terms of language development by being given such examples, but they emphasize that the main purpose of literature teaching is to enable the student to find his own way into text. In this language-based model, the activities are learner-control. The focus is often on the way language is used, how linguistic forms convey literary meanings, and going beyond the literal interpretation of the lines.

ii. Cultural model

This model is seen as a means of transmitting important ideas and feelings, also sometimes universal, in the target language, and as a way in which students encounter a wide variety of words and expressions. Through this model students learn about a culture and ideology other than their own. It is also sometimes seen as centering more on knowledge about texts with not much time being given to individual texts.

Hismanglo (2005 :2) states that for many language learners, the ideal way to increase their understanding of verbal/nonverbal aspects of communications in the country within which that language is spoken- a visit or an extended stay– is not just 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. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy, how they speak and behave in different settings). This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literary of semiotics. 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.

### iii. Personal model

The object of this model has been termed by some as an engagement with the reading of literary texts, or an engagement not for the sake of getting through exams, but as genuine liking for literature not confined solely to the classroom. Like the language model, the personal growth model is more student-centered. Its aim is to motivate the students to read by selecting themes, to a large extent, related to their own personal experiences. It is sometimes anti-analytical and many describe its purpose as one of reading literature in order to make the text their own. Students are also encouraged to evaluate what they read for themselves and distinguish the merits of the works they read. (Bottino, 1999:2)

These three main models for the use of literature in the classroom necessarily open up a number of issues. One of
these is the value of the use of literature for study purposes and its use as a resource may appear less academic but is also a valid approach, a means for developing a personal response, which calls for sensitivity and understanding, providing many linguistic opportunities and basing many language exercise on interesting material, thus furthering the personal development of language skills.

2.7 Selection of Literary Texts in ESL / EFL Classes

Tasneen (2000:5) argues that if the teachers are aware of the potential problems involved in the use of literature in language teaching, they may be better equipped to use this kind of material more effectively. The essence of any literary experience must be an examination of how the text provokes an inter-subjective experience that generates reading and interpretations. Text selection is a crucial factor, (Malely, 2001:184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation. MCRae (1997) also says that "careful text selection is fundamental to the successful use of any kind of representational materials" (1997:49). Robert Hill (1995) demonstrates two sets of criteria in his essay. Lazar (1993:25) also talks about some criteria. Combined criteria from all the sources mentioned above are formulated in the following section:-

- The student's cultural background.
- The student's linguistic proficiency.
- The student's literacy background.
- The data of composition.
- Interesting texts.
• Availability and suitability of the text.

The success in using literature in ESL classes depends on the selection of literary works. A text which extremely difficult has a few benefits, to solve the problem of linguistic difficulty of a text we should adopt the process of text simplification. There are, however, serious disadvantages to using this approach. As Honeyfield (1977 – 434 -5) points out, simplification tends to produce a homogenized product in which the information diluted. Further more, the simplification of syntax may reduce cohesion and readability. Brumfit & Carter (1986: 193 – 4)

Therefore, we should look for other solutions instead of simplification. One obvious solution is to select texts which are relatively easy. A second solution is to select texts from literature written for young adults which has the following characteristics: theme of such literature deals with the problem of personal growth and development, to be relatively short and it should be stylistically less complex. It is also very important to select themes with which the student can identify.

Moreover, Collie and Slater (1990) argue that when selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing. Choosing
books relevant to the real life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well, if the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment, a fresh into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts, feelings, emotions or situations presented by a completely new perspective: all these are motives helping learners to scope with the linguistic obstacles that might be considered too great in less involving material (Hismanglo, 2005:6)

Generally, it can be argued that the selection of appropriate literary text depends on the teachers, qualification and the students' interest and motivation for learning the language. Concerning the former, when the language teacher is highly qualified in his subject he would be aware of his students’ language standard, needs, interest and areas of weakness and strength, and the later, when the students are highly motivated to language learning, they would help their teachers in the process of literary text selection.

2.8 Literature and Language Skills

It is agreeable that literature is a good source for teaching the four main skills i.e. Listening, reading, writing and speaking. These skills should be taught in integrated way so as to create the referential and interactional meaning in addition to the oral and written production of words, phrases and sentences. These skills can be mentioned as follows:
2.8.1 Literature and Reading Skills

Teaching English literature aims to develop reading proficiency. Hence, this shows the strong relation between the reading skills and the study of English literature. Since in studying English Literature the learner is generally taught short passages written in simple language he should comprehend what is written and be familiar with the forms of the words that are written in English. In addition, he or she should find some information, and compares them with his own knowledge and values. Abdelrahman (2004:15).

By comparing what he studied in a literary text with his own knowledge, values and culture, the student will master the reading skills and interact with the writer of the text. Widdowson (1979 – 74) and others regard reading as not a reaction to a text but as interaction between writer and reader mediated through the text. This interaction seems to occur on two levels: Linguistic and conceptual. In other words reading, reading necessitates the ability to interact with a text by decoding the language and comprehending the concepts presented.

2.8.2 Literature and Writing Skills

No doubt that literature is a fruitful source for writing in EFL. Since literary genres like poetry, short stories, drama and novels are rich of vocabulary, writing techniques and strategies, it could be argued that literature develops the EFL learners writing skills. Moreover literature motivates the students to read and write regularly which is necessary for mastering the writing skills. For instance if a language teacher presents a poem to his students and explains the metaphor,
rhythm, etc, this will make the students more interested in the text as a result this text will motivate them to master the language tasks (i.e writing) of this text easily and fast. Therefore we could acclaim that literature is an ideal source for language skills in general and writing skills in particular.

Hismanglo(2005:6) states that Literature can be a potent and motivating source for writing in ESL/EFL, both as a model and a subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and/or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by the reading, literature serves as subject matter. Literature house in immense variety of themes to write on in terms of guided, free, controlled an other types of writing.

2.8.3 Literature, Speaking, and Listening
The speaking is one of the four macro language skills. It is a productive skill that enables the speaker to produce language orally so as to convey his ideas to others. This activity demands knowledge of linguistic rules and social rules as well. Since literature is a supreme source for both knowledges, it can be argued that literary texts are the most suitable for teaching speaking skills.

Concerning the listening skills, literature develops the listening skills because it is rich of drama, role playing, oral reading, comedies, and poetry which are essential for listening skills. For instance when a language learner listens to a dramatic scene performed by native speakers of language, he will master pronunciation, discussion, and cultural factors that help him improve both speaking and listening skills.
2.9 Advantages of Literary Genres in Language Teaching

2.9.1 Poetry

A poem is a composition written inverse-poems rely heavily on imagery, precise word choice, and metaphor; they may take the form of measures consisting of patterns of stresses or of patterns of different of different-length syllables; and they may or may not utilize rhyme. One can readily characterize poetry precisely. Typically though, poetry as a form of literature makes some significant use of the formal properties of the word it uses- the properties of the written or spoken form of the words independent of their meaning. Meter depends on syllables and on rhythms of speech; rhythms and alliteration depend on the sound of words. (Karima, 2002:3)

Abdelrahman (2004) argues that the Longmans English Language dictionary (1968: 901) defines it as “a type of discourse which achieves its effects by rhythm, sound patterns and imaginary.” It takes its origin from emotions and packs much meaning, strong images in a few words, and it affects the reader more than it tells.

Hismanglo (2005:8) argues that poetry can pave the way for the learning and teaching of basic language skills. It is metaphor is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously make use of metaphor as one of its primary methods, poetry offers a significant learning process. There are at least two learning advantages that can be derived from studying poetry. The appreciation of the writer's composition process and developing sensitivity for words and discoveries that may later grow into a deeper interest and greater
analytical ability. He adds, Sarac (2003:17-20) explains the educational benefits of poetry as follows.

- Provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.
- Triggers unmotivated readers owing to being so open to exploration and different interpretations.
- Evokes feelings and thoughts in heart and mind.
- Makes student familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Accordingly, it can be stated that poetry supplies the EFL learners with linguistic and literary knowledge that enables them to be capable of making their points of view about the language use. It also enriches discussion and motivates the students to participate strongly in classroom. In addition, poetry enlarges the students’ understanding of metaphorical use of language because it becomes a part of their daily language. Therefore, poetry should be used in language teaching so as to develop both the linguistic and literary competence of the students.

2.9.2 Short Stories

Abdelrahman (2004) states that short story is one of the oldest types of literary genres. Rees (1984: 203) defines it as “a story which is short. “Short stories are divided into two types:

(a) The short-short story:
(b) the long short story

Type (a) of short stories would be no more than one page or two in length. It is simple, having one simple effect and it focuses on a particular episode or situation. Type (b) of short
stories may run to over a hundred pages “novella”. It has a simple plot, small number of characters and less varied setting. The theme of writing short story is usually courage, honesty, Love, Fear, misunderstanding, jealously, hatred or loyalty. There should be conflict between people or people and ideas, or people and circumstances, or man and himself. Writers usually select some aspects or situations or characters and present them in a more life like aspect.

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to over crowded classes, overloaded syllabus and limited time – some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story which is defined by poet (in Abrams, 1970 : 158) " as a narrative that can be read at one sitting from one half hour to two hours, and that is limited to a certain unique or single effect; to which every detail is subordinate seems to be the most suitable one to use in public school. Since it is short, and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the works. (Parsed, 2006:46)

A short story is brief work of Literature. Emerging from earlier oral story telling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to
defy easy characterization. At its most prototypical the short story features as small cast of named characters, and focuses on a self-contained incident with the intent of evoking a “single effect” or mood in doing so, short stories make use of plot, resonance, and other dynamic components to a far greater degree that is typical of anecdote, yet to a far lesser degree than a novel (Wikipedia: P.1)

Sage (1987 : 43) states that short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and tones. The world of short fiction both mirrors and illuminates human lives. Therefore the inclusion of short fiction in the ESL/EFL curriculum offers the following educational benefits. (Hismanglo 2005:9-10)

• Make the students' reading task easier due to being simple and short when compared with the other literary genres.
• Enlarges the advanced level readers' world views about different cultures and different groups of people.
• Provides more creative, encrypt, challenging text that require personal exploration supported with prior knowledge for advanced level readers.
• Motivates learners to read due to being an authentic material.
• Offers a world of wonders and a world of mystery.
• Give students the chance to use their creativity.
• Acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.
• Promotes critical thinking skills.
• Helps students to go beyond the surface meaning and dive into underlying meanings.
• Facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community).
• Helps students coming from various backgrounds communicate with each other because of its universal language.
• Makes students feel themselves comfortable and free.

Russel. R argues That short story is useful tool for teaching and learning a second Language. It is easy to be understood by the non-native speaker. It focuses on one primary theme or topic and this makes it easier to follow than a longer work that is has numerous plots and multiple characters.

He adds Another benefit that the non native speaker gains from short stories is that they are written with the natural dialogue and conversational tone. Since short stories are designed to be read in one setting, it can be argued that such stories can be read in the morning commute, lunch break or in the evening.

2.9.3 Drama

Drama comprises dialogue between characters, and usually aims at dramatic/theatrical performance rather than reading. During the 18th and 19th centuries, opera developed as a combination of poetry, drama, and music. Nearly all drama took verse form until comparatively recently. Shakespeare could be considered drama. Romeo and Juliet, for example, is a classic romantic drama generally accepted as literature. Greek drama exemplifies the earliest form of drama of which we have substantial knowledge. Tragedy, as a dramatic genre,
developed as a performance associated with religious and civic festivals, typically enacting or developing upon well-known historical or mythological themes. Tragedies generally presented very serious themes. With the advent of newer technologies, scripts written for non stage media have been added to this form. War of the worlds (radio) in 1938 saw the advent of literature written for radio broadcast, and many works of drama have been adapted for film or television conversely, television, film, and radio literature have been adapted to printed or electronic media.

Abdelrahman (2004) argues that drama can be defined as a text that is written for stage performance. For instance A play usually has some features in common with a written story: basic idea and plot, scene or setting, and characters.

Boudreault (2010: 2) argues that the benefits of drama in Language teaching as follows:

- The acquisition of meaningful, fluent interaction. In the target Language.
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interaction manner.
- The fully contextualized acquisition of new vocabulary and structure.
- Improve sense of confidence of the student and his or her ability to learn the target language.

He adds, drama for the second language learners can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even walk in the shoes of another. It provides an opportunity for independent thinking (Mc Caslin 1996).
Students are encouraged to express their own ideas and contribute to the whole creative drama will offer exercises in critical thinking and the chance for the students to be creative e.g, the role-plays in small groups. The ESL / EFL group will have many situations where they can develop their own ideas as well as skills of cooperation when interacting with classmates. The group work builds social awareness and understanding as we walk in the shoes of another. Drama gives an excellent method for studying human nature and working in harmony. The play acting provides the opportunity for a healthy release of emotions in a safe setting which can work to relieve the tension of learning in second Language.

The educational benefits of drama, according to Lenore (1993:10) are as follows:-

• Stimulates the imagination and promotes creative thinking.
• Develops critical thinking skills.
• Promotes language development.
• Heightens effective listening skills.
• Strengthens comprehension and learning retention by involving the senses as an integral part of the learning process.
• Increases empathy and awareness of others.
• Fosters peer respect and group cooperation.
• Reinforces positive self-concept.
• Provides teachers with a fresh perspective on teaching.
• Bringing authenticity into the classroom.
• Exposing learners to the target culture as well as the social problems a society may be undergoing.
• Increases creativity originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and
examination of moral attitudes, while developing communication, skills and appreciation of literature.

- Helps learners improve their level of competence with respect to their receptive and productive skills.
- Provides a solid basis for the learners to bridge the gap between their receptive and productive skills.
- Offers students the space and time to develop new ideas and insights in a range of contexts.
- Enables students to develop new understanding and forms of knowing not accessible in other more traditional ways of learning.

Godfrey.T (2010: 1) argues that one of the main aims of using drama in a language course is to provide an active, stimulating, fun and creative environment in which to develop the students language learning potential. Students are encouraged to explore English through their imagination and creativity and to express this through Language, and other forms of communication that may include: movement, action, dance and role-play. These activities aim to develop the followings:

- Confidence, motivation, trust and participation.
- Oral and written communication skills.
- Awareness of interpersonal and social cultural communication skills.
- Accuracy and fluency of expression
- Rhythm and pronunciation.
- Linguistic intelligence.
- Social interactive skills.

Generally, it can be argued that the teaching of English language through drama is an effective technique of language
teaching because it helps the students to improve their motivation, pronunciation, comprehension and self-confidence which are necessary for language learning.

2.9.4 Fiction
Fiction is useful for both linguistic system and everyday life. It reflects what people really do in their daily lives. Therefore, teaching a novel in EFL classes offers the following educational benefits. (Hismanglo:2005:11)

- Develops the advanced level readers' knowledge about different cultures and different groups of people.
- Increases students motivation to read owing to being an authentic material.
- Offers real life/real life like settings.
- Gives students the opportunity to make use of their creativity.
- Improves critical thinking skills.
- Paves the way for teaching the target language culture.
- Enables students to go beyond what is written and dive into what is meant.

Thomas (1998:1-5) explains the educational benefits of novels as follows :-

- Stimulates their imagination.
- Helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences.
- Helps them master the skills that will enable them to acquire information process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful. Effective decision and solutions.
- Develop oral and written language skills.
• Serves as a springboard for a multitude of holistic learning and critical thinking activities beginning with basic students involved and excited about the reading process.
• Motivates students to become all lifelong reader.

Lazar (1990) argues that use of a novel in language learning offers a rich source for pedagogic activities. Simultaneously, it gives rise to its own set of difficulties – both practical and literary. He adds, using a novel with English language learner can provide teachers with unique opportunities for educational and linguistic development. But it also creates particular problem for both teachers and students. We may ask, for example, how the teaching of the novel can be successfully integrated into syllabus. Will our students be over whelmed by too much new vocabulary? Are there specific literary skills we would wish our students to acquire when studying a novel?

It seems vital, therefore, when devising a syllabus or materials for teaching a novel not only to try to anticipate the problems both learners and teachers experience, but also try to identify those specific features of novels which provide unusual educational and linguistic opportunities for the learner, since these may help us understand more clearly how to overcome the difficulties.

In sum, the use of novel is a very useful technique in today's foreign language classes because it makes the students reading lesson motivating, interesting and entertaining.
Chapter Three
Literature Review

3.0 Introduction
A lot of debates have been made about the use of literature in the language classroom. While some of them totally agree with this teaching approach, others strongly reject it. The former are in favour of the use of literature for study purposes because they think this is a valid approach, a means for developing personal response which calls for understanding and providing many linguistic opportunities, and developing the language skills. While the latter oppose the use of literature in the classroom and they say that it becomes knowledge for its own sake and does not naturally lead to developing the student language skills. (Bottino, 1999:2).

Therefore this chapter shows different views about the cons and pros of using literature in the language classroom. It also investigates the importance of teaching literature, the negligence of literature, the role of literature in improving language learning, literature as a resource of writing, Non Native literature in English language as a resource for language teaching.

3.1 Why Teach Literature
Abdelrasol (1976:58) states that we teach and learn literature because in it we seek to perceive ourselves as a whole in the alienated fragmented world in which we live, or as Shumman argued the more one becomes engrossed in literature, the more rapidly do limitations of time and space fade. In such a world, where time and space set men part, man resorts to literature as an expression of universal spirit. In literature he sees his infinite ability for association, for
sharing feeling and ideas, captures the meaning of life: he senses in his pages and unveils the mysteries of existence. Therefore literature is considered as the key to man's being, for literature provides a highly satisfactory means of expanding the awareness and consciousness of those who are exposed to it.

Brumfit & Carter (1986:193) literature offers several benefits to ESL classes. It can be useful in developing linguistic knowledge, both on usage level and a use level. Secondly to the extent that students enjoy reading literature, it may increase their motivation to interact with a text, and thus ultimately increase reading proficiency. Finally, an examination of foreign culture through literature may increase their understanding of that culture and perhaps spur their own imaginative writing.

Moreover, (Osman, 2008:10) states that by teaching literature in the secondary schools with suitable and appropriate materials containing different types of literary texts such as essays, short stories, novels, plays, poems, ... etc which enhance the students linguistic abilities in all skills. Consequently, the teaching of English literature offers many linguistic benefits for the students. These benefits can be mentioned as follows:

1/ It enables the students to be more linguistically sensitive.
2/ It enables the students to comprehend the literary text as a preliminary step towards appreciating it.
3/ It helps students to explore meaning below the surface. The main frame, the connotative effort of words, the use of imaginary, the signs and symbols and satire and irony.
4/ It provides students with materials to speak and write about.
5/ Literature is very enjoyable to read.
6/ It provides students with different styles of writing and representations of various authentic uses of the language.
7/ It is a good basis for vocabulary expansion. 
8/ It can supply an excellent jam off point for discussion or writing. 
9/ It involves emotions as well as intellects which adds motivation and may contribute to personal development. 
10/ It is a part of the target culture and has value as part of the learners general education. 
11/ It encourages emphatic, critical, and creative thinking. 
12/ It raises awareness of different human situations and conflicts.

In addition to, the importance of teaching literature can be seen through the contribution of literature to the student's reading abilities which in turn contributes to the improvement of other linguistic abilities. For instance, reading helps students develop vocabulary being taught about literature, and by hearing and reading good literature students recognize how authors have used language to catch their readers and hearers interest.

Accordingly, Chomsky (1972) studies the effect of independent reading development. He found that those who read for their own pleasure were highest on a reading achievement test and on language development. Furthermore, the results showed that the highest scores in syntactic development and reading achievement were made by those who read or were reading from books on higher readability levels than their own linguistic development. Thus the reading of books with harder words and more difficult syntax contributes even more to the development of the vocabulary comprehension and language. So we could argue that student's horizons can be broadened through reading many kinds of literature. Through books, students can become more acquainted with the foreign lands and explore dozens of new fields. Literature books can take children all over the world into fantasy lands. Therefore students should be aware of
poetry, modern adventure, drama, folk tales and legends (Sead, 2008:).

Therefore, we could acclaim that the study of literature goes beyond acquiring knowledge about literature. It also includes developing and strengthening creative and critical thinking skills and personal response. Through literature students come to understand and appreciate the dynamic relationships that exist between reader, writer and text.

3.2 The Negligence of Literature and its Effect on English Language in Sudan

Tasneen (1999: 4) argues that during the past few years, there has been much discussion on the significance of using literature as a language teaching resource. There are two major difficulties of literature in language teaching, discussed, they are as follows:

1. Linguistic difficulty of the text is one of the major arguments against using literature in the language classes.
2. Learners may need a lot of background knowledge about English language and culture to interpret some texts.

Accordingly, Saed (2008 : 24) states that some policy makers in non spoken English countries believe that literature implicitly teaches foreign morals and culture, moreover, many works of literature are related to the colonial Area. Therefore the people in the non-spoken English countries consider literature as a tool of cultural colonization.

In addition, Turker (1991:1) argues that, although literature language once played a significant role in language study, its prominence faded as linguistics became the focal point of language programs (widdowesn, 1982) linguist such as Topping (1968) argue that literature should be excluded from the foreign language curriculum because of its structured
complexity, lack of conformity to standard grammatical rules, and remote control perspective. In other words, these linguists believe that literature does not contribute to foreign language students' practical goal of achieving linguistic proficiency.

Regarding the teaching of literature in Sudan Abdelrahman (2004:2) argues that a drastic change in the educational system came in 1995 after the liquidation of the intermediate school and their subsequent merging into the primary schools which are to become eight years "basic school" and three years secondary school. At this stage English literature has been abandoned at the primary level and nearly has come to a halt at the secondary level.

What mentioned above is agreeable, because the absence of the intermediate school caused a lot of problems in the Sudanese education, because the intermediate stage used to shape the pupils (who come from the basic school) personality e.g. it gives them a feeling with a positive transition from stage to another and with this transition an improvement in their knowledge generally and their knowledge about English language in particular would happen.

The researcher says his opinion according to his experience in intermediate school. He argued that when he went to the intermediate school he was very interested because he was going to study English language and literature. During his stay at the intermediate school he studied a good amount of literature e.g. Jane Yare, Kidnapped and Treasure Island which they added a lot to his knowledge about English language, culture and history. For instance from Jane Yare he could know that the rich people in England love spending their holidays in the country side. And also some of the rich are kind to the poor and even they can make love relations with them as in the relation between Mr. Rochester and Jane Yare.
Therefore, there is absolute confession that the absence of the intermediate school left behind a big gap that led to a big damage in the student's personality and performance. And also the absence of English literature from the English language syllabus at both the basic and secondary schools that caused a big deterioration in the students command in language learning generally.

Then Abdelrahman (2004:3) adds, with this new system of education, the number of course at secondary schools raised from about ten to seventeen, so, literature is generally retreating and losing ground as every new day more and more students are scornfully rejecting it. Obviously, this happened because of the heavy load that has been caused by this curriculum change.

What mentioned above is a fact that no one could reject, because the heavy load of courses enforces the students to get rid of the optional courses, like literature. And gradually the desire for learning English language in general and literature particular vanished. This happened because literature is an important factor for motivating the students to learn English language.

In tackling this problem Abdelrahman (2004:3) argues that English literature used to be part of the curriculum in Sudanese secondary schools. Taking it optionally may have affected and played a great role in the deterioration of English language. Then he hopes his study empirically reflects the importance of English literature in strengthening the English language in secondary schools.

In addition to, Mahgoub (2007:3) argues that the spine series: four, five and six is not sufficient for the student learning and therefore doesn't help them sit for secondary school certificate unless it is supplemented with the suggested educational programme (the pioneer in English) so as to rise
the standard of the students in the language to the desired level.

Albusairi (2008:6) argues that for text books to achieve highly desirable effects on the learner they should attract the learners' curiosity, interest and attention through less familiar and unusual topics, illustrations and activities. The topics should provide human interest and stimulate cultural and personal comparisons. In terms of language textbooks should be generative and would motive students to want to talk or write. They should stimulate good thinking and develop critical thinking. Moreover, to break the monotony of the unite routine, an unexpected activity should be included and many text types taken from different types of sources should be used. The presentation should be attractive by using attractive colours and photographs. However, this is not the case in spine. More than 83% of the names and topics are local. The thing which gives the impression that the topics are translations of Arabic readers.

However, he states that the purpose of language education is widening students' knowledge of the world, broadening their cultural horizons and critical thinking without ribbing them of their culture and this can only be achieved by literary texts.

Accordingly, Abdelrahman's (2004:4) aims to find out the empirical evidence which shows that teaching English literature has a strong effect on learning of English language, prove that the negligence of teaching English literature causes the deterioration of English language at the Sudanese schools. And prove that literature adds to the learner's accumulative knowledge of English language learning.

Then he chose two groups of secondary school students in Gezira State. One of those groups of was taught a course of literature and the other was neglected. After that he gave the
two groups a pre-test and a post-test in English language. Consequently, he found the following results:

1. The one who have done well in the post test are the ones who took the course of English literature
2. The performance of the ones who did not take literature proves to be relatively poor.

Finally Ali (1985:14) argues that there are many people who question the relevance of literature to the practical concerns of language teaching, many who regard it as an unnecessary indulgence. There are others of less practical bent who wish to dissociate it from language study in order to preserve it like a sacred relic possessing mysterious potency. It seems to me that we urgently need an attitude to literature, and a teaching approach based upon it.

3.3 The role of Literature in Improving the Language Learning

Tesneen (1999:3) Many writers in the field of ELT have emphasized the benefits of using literature for language teaching and learning purpose. These scholars state various reasons and justifications for incorporating literature texts in the language classroom.

Hirvela (2001:117) states some ideas about the benefits of using literature as a resource in ELT. He believes that reading literature is one of the best ways to inspire the writer in the learners. He asserted that literature creates a longing for learning the language his ideas can be paraphrased in this way.

1. Conventional texts used in ELT, which are usually only information based, come from no particular context. In activities with these texts, the learners are only supposed to take the role of a passive learner. Literary texts encourage the students to identify with or react against the characters that
attract their attention. The learners become more active, involved and engaged while learning the language through literature.

2. Literature stimulates the learners to solve mysteries and answer questions, create activity that fosters deeper connections.

3. Literature also has many instances of deviant language usages. These can be used as a resource for the teacher to expose the students to a variety of text types and different uses of language, and thus in turn to teach the language.

4. By reading literature, students are exposed to various cultures as well as various styles and levels of English.

Ur (1996:201) also lists some of the advantage of literature as a language teaching resource, which can be summarized in the following way:

1. Literature is a very enjoyable resource to learn a language.
2. Literature is a good resource for increasing word power.
3. It encourages developing various reading skills.
4. It encourages critical and creative thinking.
5. It enriches the students' world knowledge.
6. It can be used a springboard for exciting discussion or writing.

Moreover, Abdelrahman (2004:13) states that effective teaching means an educational movement which seeks to make schools more effective through bringing about effective teaching. This generally refers to teaching which has the following characteristics: expectation for learning, student behavior, class routines and procedures, standards, grouping, objectives, instruction and direction, learning time, reteaching, teacher-student interactions and student rewards and incentives.
However, effective teaching could not be achieved through knowing how to teach only, but there are some other means as well, such as: the appearance of the teacher, his voice, his kindness…. And so on. It is accompanied by happy learning because effective teaching involves motivation, variation, aids, social warmth, and something that can make learning a pleasant experience to students, so that they participate in classroom activities and all of these can be achieved through teaching English literature for the functions it has in developing language teaching and learning. These functions are:

1. Literature as a means for moral education.
2. A means for extensive reading.
3. A means for developing.
5. A means for the awareness of language.
6. A means for understanding the culture of the target language.
7. A means for interaction between the teacher and the student.

Elshafie (2007:7) argued that the most of the students who study English language as a foreign language have problems in mastering English language skills. These problems can be solved by teaching literature which help the students to understand the language better. Therefore, he explicitly wants to show that literature is an important factor for language learning and to encourage the educationalists to bring literature to the English syllabus again.

The researcher agrees with this suggestion and adds that literature doesn't help the students to master the language skills only but it also helps them to improve their knowledge about the target language culture, civilization and social background. It also motivates them to learn the language for academic and pleasure purpose, and it helps them know about
the technology, economy, habits and traditions, behavior and religion of this language speakers.

Povey (1986) states that literature increases all language skills because it extends linguistics, knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax.

Moreover, Elshafie (2007:7) asks the question: why literature should be taught? The researcher thinks this question is very important and it must be asked to the educationalist and the ones who are responsible about the absence of literature from the English syllabus at all or most educational institutions in Sudan. It must be asked to them in order to be answered practically by bringing back literature to Sudanese secondary schools compulsory as soon as possible.

In addition to, he discusses the relation between linguistics and literature in the field of language comparison and analysis. Accordingly, the researcher admits that this point is very necessary because if we want to compare two languages or more we must know about their communities which are the main source for literature. For instance if we want to compare English and Arabic languages historically and linguistically we must know or have awareness of the following:

1) The two languages societies.
2) Speakers culture.
3) The first source of the two languages.
4) The political history of the two languages and how it affects on them.
5) The native speakers efforts to progress their languages.
6) The reasons that have made English language to be more spoken than Arabic language nowadays.

All the above questions can be answered by literature which is an important source for exploring other nations culture and language history. Accordingly, if we check the
role of literature in improving the standard of English language in non-spoken English countries like UAE and Qatar and Malaysia we find that literature has an endless benefits on the language standard of those countries. Consequently, those countries nowadays use English language in most of their everyday conversations, deals and business.

Therefore, he aims to introduce literature curriculum to the students who study English as a foreign language. By this he thinks that literature will improve the students' language skills and enables them to master them. So what is noticed is that both the researcher and Elshafie have the same aim in that they both call for the reintroducing of literature to Sudanese schools compulsory as soon as possible.

He also asked the following questions: what the relation of literature to language curriculum? Can the students develop better language learning without literature? why should we teach literature to students of English as a foreign language?

To answer these questions we can argue that the relation between literature and language is similar to the relation between water and plant (literature as water and language as a plant) which will die if it is not watered for a long time. So this give us an impression that literature is like an irrigation source for language and without it language will be with an incomplete identity. The second question can be answered by the fact that they can't develop a better language and this is clear from the Sudanese students case where literature is not used in their schools. The third question can be answered by the fact that literature has an endless benefit on both language learning and teaching. For instance literature improves vocabulary, reading and cultural knowledge.

After that he gave a questionnaire to both teachers and students. Consequently, he finds the following:
1/ Literature is very important for language learners because it reinforce the reader activity in making meaning from the text.
2/ Literature must be taught because it helps both the teachers and the students make the comparisons between languages to see how human languages are different and gain more knowledge of how human languages are structured.

Then he recommends that literature must be brought back to Sudanese English syllabus and it must be a multicultural in order to provide the students with skills that are necessary for living and working in a world populated by a variety of ethnic and cultural groups.

Finally, we can argue that to make distinction between literature and language there is no a reason for banishing literature and language curriculum. Literature and language should be linked and mutually reinforced. (Brumfit & Carter, 1986: )

3.4 Literature as a Fruitful Source for English Writing

Osman (2008 :20) says that literature has a strong relation with other language skills especially writing. Therefore mastering literature can help learners to enrich their abilities in writing, because literature feeds thinking and enriches vocabulary. Accordingly, he thinks that more English literature studied as school, the better standard in English language in general and writing in particular is accomplished. By this, Osman aims to shed more light on the role of literature in enhancing writing skills in secondary level and how literature can expand students thinking to write correctly.

Stem (1991) emphasizes that literature can be a potent and motivating source for writing in ESL – EFL, both as the model and as the a subject matter literature as a model occurs when students writing becomes similar to the original work or clearly imitates its content, them, organization and style.

There is no doubt that literature is very important for writing because when we write we need information source which it can be supplied by literature. So by learning
literature courses the students at secondary schools can have a fruitful source for language learning in general and writing skills in particular. For instance if a student has studied a novel about the history of Europe this will help him to write a topic about Europe because he would have a good information and vocabulary about this area of writing.

Then Osman (2008) hypothesizes that the teaching of literature enhances the writing skill in secondary level and the most of the problems that encounter students in writing are due to the students poor vocabulary. This is agreeable because literature give us a big imagination abilities that help us think deeply about the topic that we are writing about. In addition to this fact, literature books are rich with new vocabulary which enables us to have good writing abilities.

Then he argues that the main benefits of literature are: it increases vocabulary, students get acquainted with different kinds of language forms it also develops thinking, and literature can provide the learner with the way how native people write their language. He also adds using literature as a content in ESL/EFL class provides three major benefits: first, because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific goals. Second using literature as content in the ESL classroom provides an ideal basis for integrating the four skills; finally, in an era when English used a great variety of cross-cultural encounters, literature texts are valuable in raising students and teachers cross-cultural awareness.

Marriame (2001:328) states that using literary texts in writing classes is also valuable for helping students to become aware of voice and point of view in written texts. One excellent genre for developing fluency in writing, particular for less proficient language learners is poetry. Because poetry is less restricted by the grammatical and lexical constraints of
other types of discourse, poems can provide learners with a medium for exploring and playing with language.

Therefore literature can be used to develop students writing abilities, since the students can follow it as example to write essays, short stories ..etc. writing in this way offers two benefits : First, it provides students with a way to express their personal interpretation of a story. Thus promoting the type of aesthetic response to reading literary texts. Second to the extent that students are asked to refer to the test to justify their conclusions about the literary selection, they learn to support their opinions with relevant information because literature can capture the imagination of students and provide such a wide range of contexts, it is an excellent vehicle for stimulating different types of writing as: letters, diaries, reports, scripts, notices, persuasive writing, journalism, narratives and poems.

Through literature, students think about language and style as well as the social and historical contexts in which they are writing. They can also use arange of techniques and different ways of organizing and structuring material to convey ideas and themes, and have to consider the way in which they exploit the choice of language and structure to achieve a particular effect.

Accordingly to Long R. Bulgarella (1985:21), whether the teacher is presenting a short story, a poem or a play, he should do the following :

1) Students are given a summary of the whole text, some background information about social, economic and political conditions under which the text was written.
2) Students are given a summary of the written or reading segment. A written or reading segment is a group of lines in a poem, a chapter in a story or an act in a play that students are required to read at home .
3) Students recognize the meaning of the key words in written or reading segment. Teacher encourages students to bring their monolingual and bilingual dictionaries in the class. Guessing the meaning of the difficult words is also encouraged.

4) A reading segment is assigned for home reading.

5) Students are given handouts including some comprehension questions, some linguistic exercises. These questions and exercises are to be answered after reading segment.

6) In the following period, the teacher call on different students to give their response for each question and response.

7) When responding, students are asked to provide their evidence by referring to the text.

8) In the light of discussions held students are asked to check their answers, correct them add to them or modify them.

Brumfit & Carter (1986: 202) argue that to improve his writing skills the students also has to have a good vocabulary including a good deal of synonyms. This which be achieved by learning literature which is a good source for language teaching and learning. Thus the student must find and use synonyms to improve their writing skills, for instance the word angry has synonyms like: raging, cross, peeved, annoyed, furious, fuming and the word joy: happy, glad, or enjoyed, pleased, cheerful, delighted. Another way for enriching vocabulary is to give a picture of a face which expresses a complex of emotions. The Monalisa would be a good example. The student has to describe her face as:

Monalisa has the beautiful eyes in the world. They are large and brown with long lashes, and they have a beautiful, almond shape. The expression in her eyes is soft and gentle, and sometimes it seems mystical. When you look into
Monalisa eyes, you sense the mystery and honesty of her feelings. Monalisa has the most beautiful expressive eyes I have seen.

Osman (2008) finds that the students like and enjoy literature texts, school libraries in Sudan lack for sufficient literature books, students writing is enhanced as they study literature and teachers don't encourage their students to read literature outside the classroom. And he recommends the following :-

1) Teachers should encourage their students to read literature outside the classroom.
2) Introducing more literature in the secondary school level.
3) Literature should be introduced gradually.
4) School libraries should be supplied with sufficient literature books.

3.5 Non – native Literature in English Language as a Resource for Language Teaching

It is noticed that many Arabic, African and Asian countries reject the study of English literature at their schools because of its linguistic complexity and it also causes a cultural invasion to their people, and it affects their identity. However the exclusion or the reject of English literature will also weakens the students' standard in English language. Therefore what is the acceptable solution for this big problem which is a conflict between the national identity and the learning of English.

To solve the first problem Ali (1985:12) suggests the adoption of Stylistics which provides a way of integrating the two subjects English language and English literature, which are commonly taught in isolation one from the other. The unfortunate consequences of such a separation have often
been noted. It is not unusual to find literature teachers, both in first and second language situations, attempting to teach literary 'classics' to learners whose knowledge of the system and use of English is so limited as to make the work being presented to them totally incomprehensible. Very often the teacher resorts to translation and paraphrase to overcome linguistic difficulties. Such a procedure not only has the effect of misrepresenting the nature of literature but also of creating a resistance to it in the learner's mind. For, if a writer's meaning can be expressed in simpler terms, then why, the learner will reasonably ask, does he choose to express himself in such an unnecessarily complex way? Literature takes on the character, in the learner's mind, of a mysterious and perversely roundabout way of saying something that could be said much more simply and directly in another way.

Then he adds if literature as a subject is given a stylistic basis, however, the selection of works to be taught will inevitably be controlled by the learner's capacity to understand the language which is used. Furthermore, if the teaching of language and literature are regarded as aspects of the same activity, then this will require the language teacher to develop materials for the teaching of the use to complement those he uses for the teaching of system.

He also argues to put the matter: If literature is to be taught as a form of discourse then, on the one hand, its textual features must be such as to relate to what the learner knows of English grammar and vocabulary, and on the other hand, he must be introduced to other forms of discourse, of a conventional type, with the literary discourse can be compared. Notice that this comparison yields reciprocal benefits: the uniqueness of literary discourse is revealed by relating it to conventional forms of language use and this in turn involves the study of how language is used conventionally in other forms of discourse. Thus the learning
of the language system is extended into the learning of language use.

Moreover, he states that it is not uncommon to find teachers in both an English-speaking and a non-English-speaking context attempting to achieve the lofty cultural and moral aims directly and succeeding only in mystifying their pupils and students, who have no way of linking the concepts and aesthetic effects being talked about with their own experience of language. It is not surprising that there is so often so little participation in literature classes and that there is so much boredom and resentment in consequence. To adopt a linguistic approach to literature, then, is not to prevent the acquisition of benefits of cultural or moral kind but on the contrary to provide for their promotion in a systematic way. And even if these benefits are not acquired, the learner will have acquired others of practical educational value. To adopt the loftier cultural and moral purposes as a basis for defining the subject of literary studies, however, is to run the risk of representing literature as something arcane, pretentious and irrelevant.

Finally he concludes the approach that has been proposed demonstrates the usefulness of literature by showing how it can develop a sharper awareness of the communicative resources of the language being learned. It can help in the acquisition of essential skills of the communication by extending the study of system to the practice off putting it to use in both the comprehension and necessary for the learner's further education or his work.

Accordingly, Kachru (1986:140) recommends the appropriateness of using in language a rather specialized body of English literature is written by non native user of English. A non-native user is one who has acquired an institutionalized variety of English as a second language. For instance the Sudanese writer, can write the Sudanese literature in English
which will be taught in their schools. By this procedure they can avoid the cultural invasion and gain the improvement of English language learning in their schools.

To avoid the cultural invasion, Thiongo (1986:226) states that literature of the African peoples should come first—literature of people who have struggled against racism, colonialism, against imperialist economic, political and cultural domination and this means mostly progressive Asian and Latin American literatures – should follow – literature from the rest of the world – chosen on the basic of relevance to our struggle against inhibitive social structure – should be the third component in our schools.

Then Karchru (1986:141) chooses the non-native English literature of south Asia where a big number of literature writers use English as the only language of creativity, though there are some who are creative in both their mother tongue and English. However some questions might raise against the use of English language by those writers: e.g. why do such writers choose English as the language of their creativity. Is English language is appropriate for recreating typically Indian (or Asian) social, cultural, emotional contexts? What are the circumstances led to your using the English language for the purpose of writing poetry? Do you think English is one of the Indian languages? The answers to these questions are revealing and apply to most of the non-native English literature, for example, those African, south East Asia and the Philippines. So the responses to these questions vary in their seriousness and details, (e.g.) one poet considers these as silly questions because he thinks English is one of the most familiar and we must use it. Another thinks the language that employs is not important, what is important is thought contained in the world. Another poet who is called Kamala Das has presented the same feeling succinctly in the following poem.
I am Indian, very brown, born in Malabar, I speak three languages, Write two, dream in one. Don't write In English they said:

English is not your mother tongue, Why not leave me alone, critics, friends, visiting cousins, everyone Of you? Why not let me speak in any language I like? The language I speak became mine, its distortion. Indian, funny perhaps, but it is honest. It is as human as I am human, don't you see? It voices my joys, my longings, my hopes, and it is as useful to me as cawing. Is to crows or roaring to the lions, it is human speech, the speech of the mind that is here and not there, a mind that sees and hears and is a ware.

From what mentioned above we get the fact that non-native speakers of English are not forced to study and use English language and literature but it is rather their choice. Therefore it is better for them to express their own literature in English language because this can give them many benefits.
for both their standard of English language and their culture. Moreover they can avoid learning about foreign habits and culture of the west which is considered as a cultural invasion specially for Islamic countries. In addition to, by doing this procedures (writing non-native literature in English) and if it is applied properly it will offer an international spread for the non-native culture and civilization because English is used and spoken in the most of the world as a first or second language.

Moreover when a non-native literature is written in English language, it can inform the whole world about its nation ideas, belief, heritage and religion. Therefore Sudanese writers should write their literature in English language and introduce it to the whole world because Sudan nowadays is facing a violent attack from the west especially the USA and its aliens like England, France and etc.

Therefore writing about their culture, tolerant religion and good intention towards the others in English language enables them to change the west people impressions about Sudan because those people know nothing towards Sudanese real life, but they just watch and listen to what is transmitted by their mass media and believe it.

If it is agreeable that a language is the most important tool of communication, so why don't we express ourselves and send our message to our friend, and enemies in their own language. Consequently this can be written books e.g. as novels, short stories and poetry.

Therefore the researcher strongly hopes that the educational foundations and experts in his country to adopt this approach (writing Sudanese literature in English) and introduce the new syllabus to Sudanese schools and universities. The researcher is also sure this unique mixture between the Sudanese rich literature and the English language will create an overwhelming result in the students
performance in a very short time, because this will offer a
direct opportunity for the students to master their language
and to improve their knowledge bout their Sudanese culture.

Then Brumfit & Carter (1986:143) ask the question how a
non native writer of English uses various linguistic devices to
contextualize a non native language in his own un-English
culture. In his response to this question they say that there is a
thus a relationship between the use of linguistic nativization
process and the resultant acculturation of English. The
devices used for nativization are various types. Here the
researchers will merely refer to some devices discussed in
literature.

1. Lexical innovations: These innovations include
lexicalization of various types in the text, particularly the
borrowing of local words into English, and hybridization
of words from two distinct lexical sources (e.g.
lathicharge to attack with a baton, usually used by police
to control amob….), (policewala, a policeman).

2. translation equivalence : In the earlier studies it has been
shown that the creative writers use translation from L1
into English as one of the productive devices for
correlating the speech event with its appropriate formal
item, for example :
b. Cherisher of the poor, what does your honour fancy.
c. May they womb be dead.
d. You spoiler of myself.
The examples above are very interesting e.g. the expression
cherisher of the poor translated from Urdu, functions as a
mode of address. It indicates power and authority and is used
for superior. The example (b) is from (Bhawani Battachnya)
he who rides a tiger – this expression of abuse, meaning, may
you have no progeny is specifically, used for a woman. And
the third is also translated from Urdu which uncomplimentary
expression is used for a person who has been ungrateful.
3. Contextual redefinition: of lexical items of English in new contexts, especially the use of kingship terms, attitudinal terms, etc. one has to redefine the use of the terms such as mother, sister, brother-in-law.

4. Rhetorical and functional styles: The communicative styles are organized in such a way in English that they became functionally appropriate in terms of the situations, settings, and the participants in a speech act. The concept of what is contextually a 'proper' style is partly derived from the native literary or oral tradition in some cases also determined by the style repertoire of literary language such as sanskrit, Arabic, or Persian. The result is that the non-native English literatures thus acquire a distinct stylistic characteristic. As I have stated else where (Kachru, 1983), the native English speakers find such functional styles "deviant" and use attitudinally marked terms such as Latinity, phrase-mongering, polite diction, moralistic tore, bookishness to characterize these, such labels seem to ignore that the transfer of style and rhetorical devices are language and culture dependent, and may be one way to manifest the user's identity through language.

By using these devices a non-native writer can overcome all the problems that encounter him in writing his/her own literature in English language. By this way the writer can make a big harmony between the non-native literature and English language. Which will reflect a unique kind of literature that strengthens the student's knowledge about their literature and their knowledge about English language in general.
3.6 English Literature in Non English spoken African Countries

Thiongo (1986:223) argues that in 1973 a committee was appointed in Kenya to assess the teaching of English literature in Kenya schools. This committee makes comments, observations, and conclusions based on the assumption that literature is a very crucial reflection of society. And it also rejected the notion that a child in Nairobi can only know itself by studying London first, by first immersing itself in a European writer's imaginative responses to his countryside and to his history; the notion, in other words, that a Kenyan child's route to self-realization must be via European heritages and cultures. The price we pay for these Eurocentric studies of ourselves is the total distortion and misplacement of values of national liberation making us continue to be slaves to imperialism.

This reflects a very dark and hopeless vision towards the study of English literature in Kenya and other African countries. On the contrary we notice that many non-native speakers of English study English literature without facing any negative impacts on their identity or culture – for instance in the Sudan literature was being taught for a long time and a lot of the students who studied it at that time didn't change their vision towards their people or deny their belonging to their country.

Therefore if someone has a strongly rooted relation with his people and strong belonging to his country, the study of English literature will never affect his identity or culture negatively.

Then he adds that literature reflects the life of people. It reflects in word images people creative consciousness of their struggles to mould nature through co-operative labour and in the process acting on and changing themselves. It reflects in
word images a people consciousness of the tensions and conflicts arising out of their struggles to mould a meaningful social environment founded on their combined actions on nature to wrest the means of life: clothing, food, and shelter, literature thus contains peoples, images of themselves in history and of their place in the universe.

After that he states, let's be frank. Being a student of literature in today's Kenya means being an English student. Our children are taught the history of English literature and language from the unknown authors from Beowulf to T.S. Eliot. They are made to recite, with ethereal faces and angelic voices, poems in praise or censure of the retiring unreachable haughtily coy mistress, a remnant of the courtly love games of the idle European feudal classes.

Go lovely Rose.

Tell her, that wasters her time and me when I resemble her to thee.

How sweets and fair she seems to be.

They recite poems which are English writers' nostalgic response to his landscape"

I sing of books, of blossoms, birds and bowers.

Of April, may, of June, and July fowers.

I sing of May poles.

They sing of the beauty of English and of the changing seasons:

Fair daffodils, we weep to see.

You haste a way so soon
As yet the early – rising sun
Has not attain'd his soon.
The children are also mesmerized by winter in a polluted
British Industrial setting and so they faithfully chante about
The yellow fog that rubs its back upon the windows panes.
The yellow smoke that the rubs its muzzle on the windows panes
Licked its tongue into the corners of the evening
Moreover he argues. Thus the teaching of only European
literature, and mostly British imperialist literature, in our
school means that our students are daily being confronted
with the European reflection of itself, the European image in
history. Our children are made to look, analyze, and evaluate
the world as made and seen be European reflection of itself,
analyze, and evaluate the world as made and seen by
European. Worse still, these children are confronted with
distorted image of themselves and of their history as reflected
and interpreted in European imperialist literature.

They see how Prospero sees Calibon and not how
Calibon sees Prospero ; how Crusoe discovers and remakes
Man Friday in Crusoe's image, but never how Friday view
himself and his heroic struggles against centuries of Crusoe's
exploitation and oppression.

However, talking about teaching English and European
literature in Tanzania, Brumfit (1970:38-44) states that the
study of a language through literature improves the students
competence in English, and understanding of how language
works; second, it improves a basic critical competence, third
an understanding to the historical situation, of Swahili and
African writing in relation to European and other tradition,
and of the literary arts in relation to European and other
traditions, and of the literary arts in relation to other arts and activities of man. These aim are not on the whole aesthetic they are all, broadly speaking, sociological, concerned with literature as a linguistic phenomenon in particular setting. However they are all relevant to the term self Reliance which the Tanzanian education calls for.

By regarding what is mentioned above about teaching literature in two African countries is completely different. The Kenyan writer talks about the English literature as an instrument of destruction while the one who writes about the Tanzania mentions the positive effects of the English literature on the African students. Therefore we can argue that the result can he adapted by the learner of literature himself. So if the learner is a hopeful and preserved he will see the positive side of literature and if he is hopeless and has a weak personality he will be damaged by the foreign literature.

After that Thiongo (1986:224) states that the negative impact of foreign literature on our students identity, emerges more clearly if you compare literature with the state of the cinema in Kenya today. Every time we go to the movies we are confronted with the way the imperialist bourgeois sees the world we are faced, so to speak, with the ideological justification of their ways to themselves and to us. Thus we never see ourselves reflected on the screen; we never react to or respond to ourselves and to our environment on the screen. Worse we often applaud the superhuman feats of racist heroes of imperialism – a James Bond or an American cowboy wiping out a whole crowd of third world people: Africans, Chinese, Mexicans or the native American – the so called Red Indians.

Furthermore he argues this is cultural imperialism, a very powerful instrument of oppression because it distorts people's vision of history and of the reality of the world round them. These distorted literary reflection, reinforced by
religious image of white gods and angels reigning and choiring in heaven white black devils writhed in hell because of black sins, were meant to lead us and especially the educated and Christianized – to paths of self – doubt and self – hatred and to indecisive postures before our enemies. Okot. p. Bitek in song of ocol has powerfully depicted this educated generation writhing in anguish amidst tortuous thoughts and questions:

Why I was born black?

The phenomenon is not of course peculiar to Africa. It is true of the whole black world, the colonized world, indeed true of these 'Aimi cesaire' has described as societies drained of their essence, cultures trampled underfoot, institutions undermined, lands confiscated, religions smashed, magnificent artistic creation destroyed, extraordinary possibilities wiped out. Ocol's torment and his repudiation of the creative collective selfhood of African peoples is born out by a real – life testimony from Malcomx, who writes:

"How ridiculous I was to stand there simple lost in admiration of my hair now looking white in the mirror ... This was my first really big step towards self degradation: when I endured all that pain, literally burning my flesh in order to conk my natural hair until it was limp to have it look like a white man's hair! I had joined that multitude of black men and women who are so brain washed into believing that black people are inferior and white people superior that they will even violate and mutilate their God created bodies
to try to look pretty by white standards".(Brumfit
& Carter,1986:226)

Finally he concludes, well, we may not always mutilate
our bodies, but how often have we mutilated our minds and
our creative potential through total surrender to cultural
imperialism.

Accordingly, we can conclude that 'Thiongo' is very
pessimistic about studying English literature in his country
'Kenya'. However this is unfair opinion from him because
many linguists agree that literature is very important for
learning a language and improving cultural knowledge about
it.
Chapter Four

Methodology of the Research

4.0 Introduction

This study is conducted at secondary schools stage (Khartoum State) in order to examines the consequences of the exclusion of English literature on language learning at Sudanese secondary schools. The questions of the study are about, the absence of English literature and its affects on the language standard at secondary schools. What is the connection between literature and language, what the main reasons for dropping English literature from secondary schools, what are the benefits that English language at secondary schools will gain from getting back English literature and does literature motive the secondary school's student to learn English language? The answers to these questions would reveal whether or not the research realizes its goals.

This chapter is about the methodology of the study. The data required was obtained by two types of instruments: a questionnaire and interview. Also there were two kinds of subjects which they both consist of teachers population. Then comes the procedures which were divided into two types: procedure for gathering data and procedure for data analysis.

4.1 Description of Subjects

The data was collected from two groups of population. These groups can be described as follows:

4.1.1 Type One

The first subjects were English language teachers (60 teachers) at secondary schools who are still in service. They
represent the English language teachers in the North of the Sudan. These subjects include both the trained and untrained, the old and young, and the motivated and unmotivated teachers. All these factors would help us in comparing the English language learning situation under the impact of the absence of English literature.

4.1.2 Type Two

This type of mainly consists of top ranking English teachers, and the technical administration of English Language Department at British Educational Institutes, and lecturers and linguists at Khartoum University. This subject answered the interviews.

4.2 Description of Instruments

As mentioned above the data has been gathered by two types of tools: a questionnaire and an interview. These tools will be explained as follows:

4.2.1 Questionnaire

The first type of instrument is represented by a questionnaire, because it often shows fair results and enables the respondents to answer the questions neutrally and freely. Therefore, the questionnaire suggests effective solution for the problems of language learning that caused by the exclusion of English literature. Accordingly, 60 questionnaires were given to English language teachers of secondary schools at (Bahry locality). These schools were chosen randomly. However, the teachers population who answered the questionnaire were chosen carefully in order to show the real status of language learning under the influence of the absence of English literature from secondary schools.

4.2.2 Interviews

This instrument is represented by an interview which is considered to be very useful for various reasons e.g. it gives highly accurate information because the interviewees are
responsible about what they say. In addition, the interviews often give detailed information about what the researcher wants to find about the topic. Therefore, five interviews were given to highly experienced English teachers.

4.3 Data Collection

There were many steps followed to collect the data of the study from different educational institutions. For instance, the Documentation Center of the Ministry of Education was one of the most fruitful places to the researcher because it is very rich in references that are relevant to the research area. Moreover, this center includes long series of educational magazines and conferences that have covered the whole history of the Sudan which gave researcher unlimited help.

Therefore, the subjects that are available in this center helped the researcher a lot to design the questionnaire which consists of 20 questions. In the process of designing the questionnaire the researcher followed many procedures e.g. first he suggested some questions pivot seriously to solve the study problem and classified these questions in five groups, from the top to the bottom. The first question asks about the effect of the absence of literature on language learning and the second asks if there is a connection between literature and language learning, the third asks about the main reason for eliminating English literature from secondary schools, the fourth asks about the advantages that language learning will gain from getting back literature and finally asks if literature motivate the students to learn English language.

Finally, the researcher hopes the answers to these questions will solve the problems that caused by the exclusion of literature. Then the interview was chosen in order to show more vital information about this area of research. This interview includes a lot of questions that are all about the
impact of the exclusion of literature on language learning. To design the interview the researcher chose simple and clear questions about the research topic. The substance of the interview was based on material from the faculty of education – Khartoum University, Ministry of Education, Sudan Library and British Council.

4.3.1 Procedure for Data Analysis

The data that was gathered by the interviews show that interviewees talk can enlighten us about the impact of the exclusion of literature on language learning at secondary schools, and the positive role that should be taken by the educational foundations in the legislation of policies that suit the educational needs, improve the status of English language learning and avoid being destructive. Moreover, these interviewees will show the status of English language learning generally, will find out the problems of it and will suggest the best solutions for these problems. What is said by the interviews will be discussed in the next chapter. Therefore, the benefits that will be gathered from the interviews would help us a lot in criticizing the policy that excluded English literature because the interviewees have a great knowledge about what they talk about and they also have a long experience that enable them to evaluate this policy properly. Their knowledge and experience can even qualify them to be policy makers.

4.4 Data Analysis

As mentioned before that the data was collected by two instruments a questionnaire and interview. Accordingly, the researcher is going to analyze this data in two different ways. First the questionnaire is analyzed by using the Statistical Package for Social Sciences computer program in order to show the study results accurately and statically. Then comes the interview which will be discussed as it was answered by the interviewees themselves.
4.5 Methodology of the study

This research was carried out in Khartoum state. The data that show the result of this study was collected from different subjects, teachers, scholars and policy makers. And the instruments that were used are questionnaires, and interviews.
5.1 The Questionnaire

Chart (1) shows that the majority of the teachers who participate in the questionnaire (38:3) have been teaching English language for 10 years or less. Then come the ones who have been teaching English for 15 years or less with a percentage (28:3). Finally, come the ones who have been teaching English for 5 years or less and the ones who have other answers than the three choices with the same a percentage (16.7). Therefore, the subject of this study including different types of teachers, teachers who studied and taught literature, teachers who studied literature but have not taught it and teachers who have not studied or taught it. This variety of subject enables the researcher to have appropriate and useful result, for his study.

Q 1 : How long have you been teaching English ?

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<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>60</td>
</tr>
</tbody>
</table>

(1)

5 years or less valid
10 years or less
15 years or less
Other
Total
Table (2): shows that most of the teachers selected the first choice (learner centered) approach with a percentage (43%). Then comes the teacher centered approach with a percentage (30%). After that comes the task centered approach (20%) and finally comes the choice what are the others with a percentage (6.7%). Accordingly, the majority of the teachers have chosen the learner centered approach because this approach is very practical and it enables, the learner to have a vital role in the learning process. Therefore, in this approach the learners abilities are essential and central to the educational strategy. For instance the syllabus can be designed according to the learners needs. Thus the teacher is considered as a facilitator rather than a class controller.

Q 2: What is your favourite approach of teaching?

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<td>43.3</td>
<td>26</td>
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<td>100.0</td>
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</table>

Learner centered approach valid
Teacher centered approach
Task centered approach
what are the Others
Total
Chart (3) supports the researcher's suggestion in that it indicates that English literature is ignored in Sudan because the majority of the teachers (60%) selected the first choice "definitely true". Then comes the other choice sequentially, true (30%), and to some extent and not true with the same percentage (5%). No doubt this is a logical result because the ignorance of literature can be seen easily in Sudanese schools where no literary texts are taught. Accordingly, if a secondary school student has been asked about the meaning of the English word "literature", he can't answer this question. Therefore, the English literature is ignored in Sudan and no one can reject this fact even the one who are responsible about this ignorance, this ignorance left behind a big gap in the learning of English language. This gap can be seen clearly by comparing between the students of the past and the students of today "e.g. the former have a good command in English language and strong cultural background while today students are weak in English and cultural knowledge.

**Q 3:** English literature is totally ignored in the Sudanese educational system.

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<th>Percent</th>
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<td>60.0</td>
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<tr>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>60</td>
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Total
Table (4) shows that most of the teachers selected the last choice "not true" with a percentage (83.3%) by this answer the teachers show that English literature improves the student's command in English language learning. Then comes the other options sequentially, to some extent (10%), definitely true (5%) and true (1.7%). This chart shows that the most of the teachers who answered the questionnaire agree that English literature improves the students command in English language learning. Then the question is: why was it excluded although it is important? to answer this question we need to know the main reasons for dropping literature from Sudanese schools. These reasons are very important for correcting the academic situation in Sudan. Therefore, this question can be answered in this chapter by interviewees who are linguists and experts in English language teaching.

Q 4: English literature was dropped from the secondary schools because it does not improve the students' command in English language learning.

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<tbody>
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<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>3</td>
<td>Definitely true</td>
</tr>
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<td>6.7</td>
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<td>1.7</td>
<td>1</td>
<td>True</td>
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<tr>
<td>16.7</td>
<td>10.0</td>
<td>10.0</td>
<td>6</td>
<td>True to some extent true</td>
</tr>
<tr>
<td>100.0</td>
<td>83.3</td>
<td>83.3</td>
<td>50</td>
<td>Not true</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>60</td>
<td>Total</td>
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</table>
In table (5) we notice that most of the teachers who participate in the questionnaire choose the first option "definitely true" with a percentage (55%). Therefore, their answers explain that the policy that excluded English literature was a wrong policy. Then comes the others options as follows true and not true with the same percentage (18.3%) and finally comes the options to some extent true with a percentage (8.3%) of course it is a wrong policy that separated the soul (literature) from the body (language). It is agreeable fact that the body can never live without the soul. And to reform the situation of English language in secondary schools, all the responsible about the absence of literature must think seriously of getting back literature to this stage as soon as possible.

**Q 5**: The policy that excluded English literature from secondary schools was a wrong policy.

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<td>55.0</td>
<td>55.0</td>
<td>33</td>
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<td>37.3</td>
<td>18.3</td>
<td>18.3</td>
<td>11</td>
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</tr>
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<td>81.7</td>
<td>8.3</td>
<td>8.3</td>
<td>5</td>
<td>to some extent true</td>
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<tr>
<td>100.0</td>
<td>18.3</td>
<td>18.3</td>
<td>11</td>
<td>Not true</td>
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<td></td>
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</table>
Table (6) explains that most of the teachers selected the first option (definitely true) with a percentage (55%). This indicates that literature and language are inseparable twins. Then comes the other choices as follow: true (35%), and to some extent true (10%). Consequently this shows that the exclusion of literature from secondary schools English syllabus causes a big loss in learning English language. Language and literature are inseparable parts because the literature is a rich source for language learning and the language is an organizational system for literature (by syntax, morphology, a semantic, etc …). Therefore, it is very difficult to separate two parts which complement each other. This can be shown by the Sudanese students, standard of English language nowadays as a result of the absences of English literature.

Q 6 : Language and literature are twins that can never be separated.

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</table>

Definitely true valid
True
to some extent true
Total
Chart (7) explains that the majority of the teachers choose the options "to some extent" with a percentage (40%). Therefore, this option is positive and it indicates that literature is considered to some extent a source for language learning. Then come the other options as follows true (30%), definitely true (23.3%) and not true (6.7%). This chart shows that literature is a rich a source for language learning for many reasons (e.g.) literature provides the students with the cultural knowledge which is very important for the language learning it also supplies the language learners with the historical knowledge and improves their language skills especially reading.

Q 7 : Literature is the main source for language teaching and learning.

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<th>Frequency</th>
<th>Frequency</th>
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<td>23.3</td>
<td>14</td>
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<td>93.3</td>
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<td>to some extent true</td>
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<td>Not true</td>
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<td></td>
<td>100.0</td>
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Table (8) which about the effectiveness of literature for language learning, shows that the majority of the teachers select the option "definitely true" with a percentage (50%). Therefore, this indicates that literature is an effective method for language learning. Then come the other options sequentially, true (31.7%), to some extent true (16.7%) and not true (1.7%). Therefore this chart shows the teaching of English language through literature is an effective method because by learning a language task through literature the students can get good understanding for the language task itself.

Q 8: The teaching of English language through literature is an effective method for language learning.

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<td>19</td>
<td>True to some extent true</td>
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<tr>
<td>98.3</td>
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<td>16.7</td>
<td>10</td>
<td>to some extent true</td>
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<td>1.7</td>
<td>1</td>
<td>Not true</td>
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<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
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<td>Total</td>
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</table>
Table (9) also shows that most of the teachers choose the first option "definitely true" with a percentage (70%). Then come the other options as follows: "true" (25%) and "to some extent" (5%). Therefore this explains that the literature improves the students abilities in English. It also improves the students standard of English on different levels, for instance by learning literature the students will be more self confident as a result of what they have studied about different societies with different experiences. The learners also improve their literary and critical abilities by reading plays, novels, stories, etc … Moreover, they improve their linguistic abilities by practicing the literary language.

Q 9 : Literature improves the students' abilities in English language.

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</table>

Definitely true valid
True
To some extent true
Total
Chart (10) shows that the majority of the teachers who participate in the questionnaire (63.3) select the first option "definitely true" in order to confirm that literature motivates the students to learn English, then comes the other options as follows: "true" (30%), and "to some extent true" (6.7%). No doubt literature motivates the students to learn a language because it offers them novels, stories, poetry and drama which are good source for entertainment. Therefore, by studing literature students will be motivated to learn English language generally. And sometimes the literature texts are displayed on the cinema or TV and this encourages the learners to read the books in order to comprehend the films properly.

**Q 10**: Literature motivates the students to learn English.

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</table>
Table (11) explains that most of the teachers selected the option "true" (46.7%) which is a positive option. Accordingly, this option indicates that literature is very important for the student to know about cultural contents of literature which is important for learning a language. Then comes the other options as "definitely true" (38%) to some extent true (15%) and "not true" (1.7%). So this chart shows that literature must be studied at both the native and non-native classes of English language, because its cultural content is very necessary for language learning. Therefore, learning a language without its cultural content is like a frozen substance that nothing of interaction be felt within it. This shows that literature is very important for language learning because it creates the interaction between the different parts of language learning process.

**Q 11**: The cultural content of literature books is necessary to language learning.

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<td>9</td>
<td>to some extent true</td>
</tr>
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<td>1.7</td>
<td>1.7</td>
<td>1</td>
<td>Not true</td>
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<td></td>
<td>100.0</td>
<td>100.0</td>
<td>60</td>
<td>Total</td>
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81
Chart (12) shows that the majority of the teachers select the option "true" (31.7%). This indicates that the reintroducing of literature to secondary schools will stop the deterioration of English standard in this stage. Then come the other options as follows: "definitely true" (28.3%), to some extent true (23.3%) and "not true" (16.7%). Consequently this suggestion is logical, because literature improves the language skills, motivates the student to learn English and supply them with a cultural knowledge which is important for language learning.

Q 12: The reintroducing of English literature to secondary schools will stop the deterioration of language learning.

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<th>Valid percent</th>
<th>Percent</th>
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|                  |               |         |           |
|------------------|---------------|---------|
| Definitely true  | valid         |
| True             |               |
| to some extent   | true          |
| Not true         | total         |
| Total            |               |
Table (13) shows that the majority of the teachers select "yes they absolutely do" (53.3%) in order to confirm that the students will enjoy learning English language if literature is brought back to secondary schools syllabus. Then come the other options as follows: yes they do (32.07%). To some extent they do (13%) and "no they don't" (1.7%). It is absolutely true the students will enjoy learning English language if literature is brought back because it motivates them. Most of secondary schools are teenagers who feel that there is a big transition in their life is taking place with this transition they want to change their intellectuals and conceptions about life. Therefore, the English literature offers them a wide space for doing this (e.g.) they will learn about European culture and societies and compare them to their culture and European world by imagination. So literature gives the student strong motive to learn English language.

Q 13 : Do you think your students will enjoy learning English language if literature is brought back to secondary schools syllabus?

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<tr>
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</table>

Definitely true       valid
True
To some extent true
Not true
Total
Chart (14) shows that most of the teachers who participate in the questionnaire choose the first option "definitely true" (41.7%) in order to show that they encourage their students to read and discuss literary texts outside the classroom. Then come the other options as follows: true (36.7%), to some extent true (16.7%) and not true (5%). This chart shows that the most of the teachers encourage their students to practice literature outside the classroom because the students do not have a chance for practicing and discussing literature inside the classroom. This indicates the students are interested in literature but they don't have an opportunity for studying it in their schools because it has already excluded.

Q 14: Do you encourage students to read discuss literary texts outside the classroom?

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</table>

Definitely true          valid
True
To some extent true
Not true
Total
Table (15) shows that the majority of the teachers (58.3%) choose the variable (definitely true) in order indicate that texts like short stories, fiction, etc. … improve the students, language skills. Then come the other choices as follows: true (33.3%) and to some extent true (8.3%). It is absolutely true literature improves the language skills. For instance literature improves reading by offering the language learners opportunities to read quickly and comprehend easily. This gives the students the abilities that enable them to learn the language accurately and to practice it in their daily life as written or spoken language. Accordingly, the literature improves both the productive and receptive skills.

**Q 15:** Teaching literary texts like (fiction, short stories, novels etc …) improves the students' knowledge about the language skills.

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<tr>
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<td>5</td>
<td>to some extent true</td>
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</table>
Chart (16) shows that most of the teachers (56.7%) select the first option "definitely true" in order to explain that the absence of literature damage English language at secondary schools. Then come the other options to express the same idea as follows: true (26.7), to some extent true (13.3%) and not true (3.3%). These damages can be seen on the result of English language exams as secondary schools. In addition to the student's performance in English language inside the class. For instance if you ask a student who studies at secondary schools questions like how old are you? he can't not answer it. So this damage can be attributed to many factors but central to them the absence of literature.

Q 16: The exclusion of Literature caused a big damage in the standard of English language in secondary schools.

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<td>Definitely true</td>
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Table (17) explains that the majority of the teachers (56.7%) select the first option "definitely true" in order to explain that the exclusion of the literature caused a big damage or weakened the English vocabulary. Then come the other options as follows: "true" (23.3%), "to some extent true" (16.7%) and not true (3.3%). Thus the suggestion that the students vocabulary was weakened by the absence of literature from secondary schools is right. For instance if a teacher asks a student who studies at secondary school nowadays about the meaning of word like "information" or "conversation" in English language the student will almost find it difficult to answer this question. This weakness is attributed to the absence of literature, because before the exclusion of literature the students in Sudan used to play vocabulary games inside and outside their schools and consider those games as a competition.

Q 17: The exclusion of literature from secondary schools weakened the student's knowledge of vocabulary.

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<td>60</td>
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</table>

Definitely true valid
True
To some extent true
Not true
Total
Chart (18) shows that the most of the teachers (41.7%) select the second option "true" to confirm that the absence of literature weakened the language skills. The other options come as follows: definitely true (31.7%), to some extent true (25%) and not true (1.7%). Therefore, this suggestion is agreeable because the language skills work together to provide the language learner with a good performance in English language. Therefore, the exclusion of literature has strongly affected the students' performance in reading skills which in turn affected all the other skills, writing, listening and speaking in secondary schools.

Q 18: The exclusion of literature from secondary schools weakened the students' knowledge of language skills.
Table (19) shows that the majority of teachers (40%) focus on the first choice "definitely true" in order to confirm that the absence of literature weakened the student's command in communication. Then come the other options as follows: true (31.7%) to some extent true (21.07%) and not true (6.7%). Therefore this result shows that the study of literature is an important factor for improving the student's communicative skills in English language and vice versa. However, what it is noticed nowadays at secondary schools that students are very weak in communication in English, this can be attributed to many factors like lack of qualified teachers, the absence of communicative syllabus and absence of literature which cause a big damage in all components of language learning and teaching as well.

Q 19: The absence of literature from secondary schools damages the students' command in communication.

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</tbody>
</table>

Definitely true valid
True
to some extent true
Not true
Total
The last chart shows that the most of the teachers (58.3%) choose the first variable "definitely true" to indicate that the absence off literature weakened the students cultural knowledge about English language. Then come the other options as follows: true (2.7%) and to some extent (12%). Accordingly, literature is like a mirror that reflects peoples' culture, habits, traditions and social interaction. So the study of a language without literature is like studying a science like chemistry, physics and biology. However when we study the language through literature we gain many cultural social and linguistic benefits.

**Q 20 :** The exclusion of literature from secondary schools damages the students' knowledge about cultural and social sides of English language.

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<tr>
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<tr>
<td>to some extent true</td>
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<tr>
<td>Total</td>
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</table>
5.2 The Interview

First the researcher interviews Ustaz Isameldin Mahmoud who is the director of the technical administration at the British Educational Institutes for language learning. Mr. Mahmoud has been working as English teacher for more than 15 years. He prefers the communicative approach of language teaching for many reasons as follows:

(a) The classroom goals are focused on all of the components of communication competence and not restricted to grammatical or linguistic competence.

(b) Language techniques are designed to engage learners in the pragmatic authentic and functional use of language.

(c) Students ultimately have to use the language productively and receptively in unreleased contents.

Mr. Mahmoud doesn't agree with the fact that literature is totally ignored in the Sudanese educational system because he thinks that the reading passages which are available in the current syllabus are one of the major corners of English learning. He also adds that literature wasn't excluded because it doesn't improve the students command in English language but it might have been dropped in order to reduce the cost of the educational materials and the lack off teaching staff.

He agrees that the policy that excludes English literature was absolutely wrong policy because it was implemented without studying its negative impact on English learning. Then he adds that language and literature are twins that can never be separated and literature is a vital subject for improving both the reading awareness and getting the cultural factors which are essential parts for language learning. He also explains that literature can be one of the rich sources for language learning and teaching as well. Finally, Mr. Mahmoud admits that the absence of literature causes a big damage to the language learning. Therefore, he recommends...
with the reintroducing of English literature to secondary schools compulsory as soon as possible in order to stop this deteriorated situation of English language in the Sudan.

Secondly, accordingly, to Ustaz Alnaji Suliman, who works for British Education Institutes and has been working as English teacher for 29 years, says that he prefers the communicative approach of teaching because it emphasizes the integration of teaching and learning in the best form, aiming at enabling learners to use the language rather than knowing about it.

Concerning the exclusion of literature, Mr. Suliman says that the educational authorities have at last changed their minds to confess that the policy excluded literature was a wrong policy. Moreover, Mr. Suliman illustrates that literature closely related to culture and since culture and language are inseparable, literature is a means of facilitating overcoming cultural barriers that are likely to block learning a foreign language.

Regarding the language skills Mr. Suliman illustrates that literature is an empirical effective method of developing receptive skills such as reading. Moreover, it can provide authentic materials which can be used by teachers to develop others skills as well. In addition, it exposes learners to read language situation where some subtle expressions, phrases and grammar points are contextually used.

He also agrees with the fact that literature motivates the students to learn English language, but he adds this depends on the selection of the texts, the learners' age, cultural and interest, all can interchangeably influence students' abilities and motivation. Mr. Suliman adds that he usually encourages his students to read literature inside and outside the class but their response is always discouraging because of the absence of literature from Sudanese schools and libraries.
Finally, he admits that the exclusion of literature damages the students' knowledge about vocabulary, language skills and the cultural and social sides of English language.

Then comes Mr. Ahmed Mohamed Ali who also works for British Education Institutes and he has been working as English teacher over 30 years. He also prefers the communicative approach of language teaching because nowadays the main function of a language is communication. Mr. Ali disagrees with exclusion of literature from secondary schools because he thinks it is very important and useful for language learning. Moreover, he thinks that literature improves the students' command in English language learning and its absence caused the weakness of English language status at secondary schools. He also shows that literature and language are partners that can never be separated.

In addition, Mr. Ali says literature plays a great role in motivating the students to learn English language and it further makes learning very interesting, and he also adds that the cultural contents of literature help a lot in English language learning. Mr. Ali also confesses that the reintroducing of literature will stop the deterioration of English language at this stage if the English language teachers are well trained. He also explains that the students will enjoy learning the language if literature is brought to secondary schools depending on the qualified teachers.

Moreover, Mr. Ali shows that he always encourages his students to read literature inside and outside the classroom and sometimes he brings the books for them because he thinks literary texts like short stories, fiction and novel improve the students' knowledge about the language skills.

Then he admits that literature absence damaged the standard of English language in Sudan in general and in secondary schools in particular, and he adds besides the
absence of literature, the absence of school library, and the absence of the English society contribute to this damage.

Finally, he admits that the absence of literature weakened the student's vocabulary, the students' command in English, the students' knowledge about cultural and social sides of English language.

However, he attributes this damage to other factors in addition to the absence of literature, these factors are: the students' low interest in English language, the following up from the English teachers, the students' negative attitude for learning English, the syllabus, and the teachers low qualification.
Chapter six

Summary of Findings, Recommendations and Suggestions

6.1 Summary of Findings
Through a deep and accurate study, collecting and analyzing the data the researcher has arrived at the following:

1. Literature was ignored in the Sudanese educational system.
2. The educational policy according to which English literature was excluded from secondary schools syllabus was totally wrong.
3. Language and literature are twins that cannot be separated.
4. The teaching of English language through literature is an effective method for language teaching.
5. Literature motivates the secondary schools students to learn English language.
6. The cultural contents of literature books are necessary for language learning.
7. The exclusion of literature contributed to the damage of the standard of English language at secondary schools.
8. The exclusion of literature lessened the students' knowledge about English vocabulary.
9. The exclusion of English literature has adversely affected the students' ability to communicate.
10. The exclusion of English literature has lessened the students' knowledge about the English culture.
11. The student will get more enjoyment if English literature is restored as a compulsory subject at secondary schools and is taught by qualified teachers.

**6.2 Recommendations:**

The researcher strongly encourages and recommends that policy makers at the ministry of education to reintroduce literature to secondary schools compulsorily as quick as possible. Relying on the results, that incorporated into the curriculum of English at secondary schools. And as it is shown above literature is an essential part of language learning.

Accordingly, the researcher recommends the following:

(1) To stop the deterioration of English language at secondary schools, literature should be brought as soon as possible and it must be compulsory and comprehensive.

(2) Schools libraries should be rich with literature books.
(3) Secondary schools students should study literature because it enables them to acquire more vocabulary and how to use them in contexts. And it also enables them to comprehend any text that they are exposed to.

(4) Secondary schools students should use and read literature inside and outside the class to improve their English standard.

(5) There must be a large amount of literature at secondary schools because this stage is a bridge to university where a good knowledge of English is strongly required.

6.3 Suggestions for Further Research

The research does not investigate the following areas which are suggested for further studies:

- The negligence of literature and its impact on the writing performance of secondary schools students.
- Literature is a fruitful source of cultural knowledge.
- The exclusion of literature and its effects on the students motivation for language learning.
Bibliography


