

تقويم طرائق تدريس الرواية في أقسام اللغة الإنكليزية

في كليات التربية في جامعة تكريت

رسالة ماجستير مقدمة الى مجلس كلية التربية في جامعة تكريت كجزء  
من متطلبات نيل درجة الماجستير في طرائق تدريس اللغة الانكليزية كلغة

اجنبية

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## **AKNOWLEDGMENTS**

I would like to express my special thanks to my supervisors Dr. Ahmed Sattam and Dr. Amra Ebrahim for their advises, suggestions and for their instructive guidance that enabled me to complete this thesis.

I also wish to express my highly appreciate for Dr. Ulum Mohammed Ali, department of Education and Psychology for all the time and the efforts that he spent to help me to complete the practical frame.

I'm also indebted to Dr. Najdat Kathem Mousa, The College of Education, University of Kirkuk for his guidance and spending much time in reading the work in manuscript.

I also want to express my appreciation to all the peers at the library of the College of Education for Women specially Miss Shaema Abdullah for her help in offering me with the references that are necessary for the thesis.

Appreciation is due to the peers at the library of the College of Education at Kirkuk University for their assistance in providing me with all the required references.

I wish to thank my family for their patience and their support for me.

Finally I owe thanks and appreciation to all the people who helped me in conducting this research.



*IN THE NAME OF GOD,  
THE COMPASSIONATE,  
THE MERCIFUL*

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# CHAPTER ONE

## INTRODUCTION

### **1.1The problem:**

Literature plays a vital role in teaching English as a second language. The novel as a part of literature shares this vital role. The methods that are used in teaching the novel cannot satisfy all the needs of the students. The instructors can try to find new methods in teaching novel to modify the current classical methods that are teacher –centered. The instructor must take in his/ her consideration a main question which is “What method shall I use with my students?” He / she has to select the methods that increase the student understanding of the novel and create deep synthesis with linguistic skills. The novels that are used in studying English language must be novels that have virtues of good stories. Through these novels which can be good material for teaching the language, the students can learn new words and expressions. The students’ minds become accustomed to the syntactic and structural patterns of the new language they are learning. (Gurrey, 1969:168).



It is known that the novel is a narrative form that contains very dramatic scenes and often the students forget what they learn of the characters and the events because the classical methods only teach them the plot while the language and the structure of the novel are neglected. The instructor's responsibility is to choose the correct and suitable method that enables him to pass to his students the ideas of the novelist. The primary purpose of learning a foreign language is to acquire the ability to communicate ideas, feelings, meanings and attitudes in that foreign language. (Nasr, 1963:163)

The mission of the novel instructor also involves imparting and developing notions of taste, assessing validity and the ability to recognize beauty. According to these bases the need is for a new strategy that provides the students with the analytic abilities with enjoyment rather than subject matter. (Wright, 1993: 2). The problem concentrates on the methods that cannot be comprehend in studying novel by most of the students and they face many problems in mastering the foreign language that differs from their native language (Lado, 1975:2) The focus point in this research will be making an assessment of such methods. Each educational situation should be assessed because assessment enables the educationalists and decision-makers to develop more effective and competent situations of learning. The practical and theoretical experiences, methods and assessments enable the

teaching of novel to be genuinely meaningful and effective (Kamm, 2003:1).

An assessment of the methods that are used leads to achieve constructive alignment between our aims as instructors and the students' outcomes. The students should achieve high quality learning outcomes resulting from the interplay between their learning efforts, the curricula and the teaching methods that the instructors apply. An assessment can be described as a term applied to a wide range of approaches used to measure what the students have learned. (Cordon 2004:1).

An assessment entails the process of specification of strategies intended to achieve the learning goals and the reason that these strategies are expected to be effective. Assessment strategies must have a strong foundation of empirical research and study. It is used to help instructors to improve their teaching methods and choose the most effective teaching method. (Zeilik,2004:1)

The problem is that lecturers at the Iraqi universities try to do their best to achieve a successful lecturing situation though there is no assessment for this situation so this study attempts to achieve this point;Therefore, this study tries to survey the methods which are used in teaching novel in English Departments / Colleges of Education / Tikrit University and assess them and suggest new scientific and more influential methods in teaching novel.

## **1.2 Aims of the study:**

This study aims at: -

1. Investigating the nature of the methods which are used by instructors who teach novel in Colleges of Education / Tikrit University.
2. Providing an assessment of the effectiveness of the methods that are used in teaching novel.
3. Identifying the difficulties and the problems that face the students of English departments in understanding the novel.
4. Trying to find out if there are differences between the male and the female students in facing the difficulties of learning novel.
5. Trying to find out the levels of the third year students in learning novel in English departments.
6. Applying statistical procedures to find out the nature of the teaching methods that are used in teaching novel in the English departments at Tikrit University and to find out the difficulties faced by the students in learning novel.
7. This study also aims at giving some suggested activities to help the instructors of novel find alternative methods wherever necessary.

### **1.3Hypothesis:**

It is hypothesized that the current methods that are used in teaching novel are in need to be developed in order to fulfill the students needs. These teaching methods must be effective and make the students of English departments acquire different skills without concentrating on limited skills such as reading and remembering only.

### **1.4The Procedures:**

These procedures are followed during this study:

1.Collecting information about the nature of the novels that are taught in English Departments of the Colleges of Education at Tikrit University and the methods that are used in teaching these novels.

2.Choosing the subject of the research which is the third year English department students in the Colleges of Education at Tikrit University to be the whole society of this study and to apply the questionnaire and the tests.

3.Constructing a questionnaire and distributing to the third year students in the colleges of education at Tikrit University to find out the nature of the methods that are used in teaching novel to find out the problems and the difficulties that the students face in learning novel. The questionnaire will contain (15) items. The face

validity of the questionnaire will be checked by submitting it to a jury of committee .The questionnaire will be distributed to the third year students of English departments.

4. Constructing two separate tests that will assess the achievements of the students and their levels in learning novel. The first test will contain (12) questions about Hard Times.The content and the face validity will be checked by submitting the items of the test to a number of experts of English language. The test will be applied to the students of English departments at the Colleges of Education and the College of Education for Women. The same procedures will be followed concerning the second test that will be about The Scarlet Letter and it will be distributed to third year students in English department at the College of Education for Women.

5.Tabulating and analyzing the results statistically.

## **1.5 Basic Definitions:**

- 1 Literature: Bassnett and Grundy (1993:7) define literature as

*“a high point of language usage ;arguably it marks the greatest skill a language user demonstrates. Anyone who wants to acquire a profound knowledge of language that goes beyond the utilitarian will read literary texts in that language”*

2 Novel: the English word *novel* comes from the Italian word *novella* which means “little new thing” .The term novel, in most European languages, is derived from the medieval term *romance*.(Goodvin ,1998:1) . The novel is a literary genre written in prose to reflect a certain conflict. It must have a beginning, middle and an end while *novella* refers to a work of prose fiction which is longer than a short story but shorter than a novel .It may contain between 12000 –30000words and it is sometimes called a long short story, short novel or novelette (Ibid:1).

3 Bloom Taxonomy: this model is considered one of the most popular instructional models that was developed by Benjamin Bloom. Thinking skills are categorized in this model from concrete to abstract which starts with knowledge, comprehension, application, analysis, synthesis and evaluation and he considered the last three skills as the higher-order skills. ( Cotton,2004:3)

5. Narrative: is defined as “ a series of events which make up a plot”. (Kay, 1998:265). The function of narrative is to summarize events that cannot or should not be dramatized as scenes, sometimes the events are not important enough to be written as scenes, but still contain necessary information; at other times we need to move from one scene to another without getting disturbed down in the details.

A narrative is a collection of events that tells a story that can be true or not to be in a particular order and recounted through telling or writing. (Houghton,2005:10).

6. Narrator: this term refers to the speaker or the voice that tells the story .It is not necessary that the narrator is the author himself. (Ibid :11).

7. Assessment: It is the process of evaluating a certain method and through this process the points of weakness and strength of that method can be cleared.

Cordon (2004:1) says that

*“ Assessment is a term applied to a wide range of approaches used to measure what our students have learned. Effective assessment begins with clear goals . Before we can assess how well our students are learning we need to identify and clarify what we are trying to teach ”*

8. Learning: This term is identified as the process of acquiring knowledge of a subject or it can be defined as getting a skill by study (Kimble & Garnezy, 1963:133) It can be considered as a permanent change in the behavior of the individuals and it is resulted from reinforced practice. (Brown, 1994:7).



## **1.6 Limits of the study:**

This study is limited to:

1. Teaching the novels in the Colleges of Education at Tikrit University which are Hard Times and The Scarlet Letter.
2. The questionnaire and the tests will be applied to the third year students in English Department in the College of Education and the College of Education for Women at Tikrit University for the academic year 2004-2005.

## Chapter two

### The Theoretical Frame and Literature Review

#### Section One:

#### 2.1 Teaching Literature Purposes: -

Literature can be considered as the most underestimated subject of study; it plays a critical role in students' lives. Understanding literature involves the mind in making sense. It involves a set of cognitive strategies that are used to enhance the thinking of the students. (Langer,2003:6). Literature has been a subject of study in many countries but it has not been given emphasis in EFL/ ESL classroom. It has only been done since the 1980s.

Literature is useful in language learning because of certain reasons as:

1. It provides the students with the ability to compare texts of different kinds and give them an understanding of the development of literature in certain historical periods
2. It enables them to understand the ways in which literature can be explored through associated disciplines such as history, philosophy and comparative literature.
3. It can develop the independent thoughts of the students, to create the ability to communicate information effectively. It will encourage the students to work independently. To discover and synthesize information,

they will be able to select the most relevant materials from a wide range of reading. They will learn how to assess the reliability of evidence and a variety of competing and conflicting arguments, to analyze complex questions and to exercise problem-solving skills. (Moody, 1971:13)

Moreover, it has some objectives that can be considered main objectives such as extracting, appreciating and creating beauty. (Wright, 1993: 1).

The literature instructors try to make the students lifelong readers. They also try to develop strategies, for measuring student work and develop activities that allow students to demonstrate their understanding and insights without depriving them of the pure joy of reading (Raimes,1984:63). Teaching literature can create experiences for the students similar to the experiences that they can watch through the characters and they will be able to interpret what they have lived before. Teaching literature can also expand the life and make it more understandable. Through studying literature on the other hand the students can learn how the literature they study both creates and reflects cultural beliefs (Carter &Long,1991:2). Teaching the style used by the author is an integral part of teaching literature. Literature offers rich and invitingly different kinds of oral and written materials to the learners of any language (Krashan.1987:183). As the instructor begins to look at the style adopted in a literary piece he (she) will be able to identify the

specifics of the style adopted by the narrator. The goal of teaching the style is to enable the students to have their own individual styles.(Dienst,2003:2)

Literature has the potential of fostering emotional intelligence by providing vicarious emotional experiences that shape the brain circuits for empathy and help the child gain insight into human behavior. Literature also promotes language learning by enriching learners' vocabulary and modelling new language structures. Moreover, literature can provide a motivating and low anxiety context for language learning (Ghosen, 2001: 1). Teaching literature in general and teaching novel in particular offers many benefits in content area teaching. They make the young – adult literature enjoy reading engaging, popular–adult fiction. Young adult– literature features strong adolescent characters. It is beneficial that the instructor uses multiple texts including adult literature to help the students to create concepts across a range of texts. There is a fundamental disagreement with the reason for studying and teaching novel. Some instructors argue that knowledge of the novel will help the students to understand themselves and the others better, to become human beings who can deal more appropriately with reality. Other instructors focus on the artistic achievement of the novel while some are interested in the wisdom and human truths it contains. (Bjornson, 1985:188).

Some instructors view literature as a means of moral and ethical instruction. (Temple, 2004:1). Young adults enjoy reading fiction. Fiction is preferred over nonfiction, particularly the novels that deal with issues that belong to the lives of the students. Langer( 2003: 6) notes

*“ Literature is the most underestimated subject lives by helping us reflect on ourselves and the world ,but coming to understand it also involves the mind in making sense –it involves a set of cognitive strategies that are useful for the sharp and fully literary mind”*

Through teaching literature the student are allowed to develop their characters and personalities and increase their knowledge in acquiring new skills. (Moody, 1971:7)

## **Section two:**

### **2.2 The Concept Of Novel?**

A novel is “a fictitious prose narrative or tale of considerable length representative of the real life of past or present times portrayed in a plot of more or less complexity” (Hawthorn,1986:12). The novel also includes imaginary characters, situations and references to real places, people and events. Although the characters and actions are imaginary but they are in some sense representative of real life (Ibid: 4). A novel is a unity consisting of every word in it. It contains milieu, plot, characters, dialogue and style. The most important abstraction is the character. The novelist’s art is to mediate between the characters of his novel and the readers. The reader of the novel learns from the characters and events indirectly. There is mediation through a particular narrative source. The novel has characters, actions and a plot. It involves people who do things in a total context ruled over by the same sort of connective logic; chronology, cause and effect or whatever. The connection between these three elements creates some sort of unity.

Fiction is not only telling of what happens or describing what exists, it can be invented and created. The writers by using

this sense can simplify experiences and the readers can get the principles through events more accurately than the actual events. The writers create and at the same time they try to devise new modes of existence. (Altenbernd, 1966: 22). The studying of the novel leads to achieve the analysis of individual behavior and the interaction of social groups. The general description that we can give to a novel is history. The novelist is looking for the truth as the historian. He believes that a novel is not a transcript of life but it is a simplification of some side of life. It is judged by its adequacy to the raw material of its subject-matter. (Walter, 1954: 18). We can distinguish the novel from the short story and the fictional sketch which are necessarily brief. The novel can be discussed in terms of character, plot, fantasy, symbolism, pattern and rhythm (Forster, 1927: 1). The novel stresses on the development of the characters as a result of events or the actions. (Holman & Harman, 1986: 341).

### **2.2.1 The Major Types of Novel:**

There are many types of novel and the major types include:

#### **2.2.1.1 Allegorical Novel :**

In this novel the surface story leads to an end of deeper meaning. This is common in religious stories because earthly concerns are distorted reflections of heavenly concerns. *The Pilgrim's Progress* (1678) by John Bunyan is a good example of this type of novels. (Coyle, 1993: 1). The Allegorical novel

depends on an extended symbol, sometimes a whole story, such as a tale of a journey symbolizing the main character's entire life.. (Eiland , 2000:1)

### **2.2.1.2The Comic Novel:**

The comic novel is about people caught in situations, which draw out their own absurdities. The situation or the people themselves may be absurd. The novelist tries to illustrate the world in a strange form and the irrationality is emphasized. The world is portrayed as shallow and comic. *Vanity Fair* (1848) by William Makepeace Thackeray represents this type of novels. (Coyle, 1993: 1)

### **2.2.1.3 The Epistolary Novel:**

This type is written in the form of letters to or from people. In order to get the full sense of place, the letters would have to be long contrived. This type of novel also contains psychological potential. In ancient times middle class people wrote letters to each other in good English and good letters might make better novels. An Example of this type of novel is *Pamela* (1740) by Samuel Richardson .( Coyle,1993 :1)

An epistolary novel employs the first person narrative method in the form of letters, journals or diaries (Goodvin, 2004:3)



#### **2.2.1.4 The Picaresque Novel:**

The word ‘pizaro’ is Spanish which means rogue. This kind of novel is built on the tradition of the sixteenth-century Spanish picaresque narrative. The picaresque novel is typically episodic and it normally lacks a sophisticated plot or psychologically complex or developing characters. Daniel Defoe’s novel *Moll Flanders* is a pure picaresque novel (Hawthorn,1986:13).

A picaresque novel relates the adventures of an eccentric or disreputable hero in an episodic form (Goodvin, 2004: 3).

#### **2.2.2 Aspects of Novel:**

The novel is considered one of the modern and important forms of literature that appeared at the end of the seventeenth century .The appearance of the novel was a very important turning point in the history of English literature and during the eighteenth and nineteenth centuries the most famous novels were written. (Bradbury ,1969:7).

All fiction consists of the following main aspects are :

- 1.Character
- 2.Plot
- 3.Setting
- 4.Narration
- 5.Point of view
- 6.Theme
- 7.Conflict

Each aspect has its important role in forming any novel.

**Character:** it may be defined as a figure in a literary work who is composed of how she / he is described physically; what she/he says, does, and thinks and what others say and do in relation to her /him. Characterization refers to a process and a method which a writer uses to make these imaginary creations seem “real”. There are two things to remember about fictional characters: 1) they are not real people, although readers often respond to them as if they are; and 2) a reader can only know and judge a character through the context and contents of the story itself.” (Hunderson, 2005: 3).

A character also can be defined as a person who is responsible for the actions or thoughts within a novel. It can be considered as the medium through which the readers interact with a piece of literature. Every character has its own personality, attitude, manners and even appearances which the author can use to create the plot of the novel.(Ibid .6)

There are different types of characters they are:

**1. Round Character:** a round character is a fully developed, three –dimensional character that has been given multiple and some times contradictory traits. The reader is privy often to such a character’s thoughts and motivations as well to descriptions of her / his physical appearance, action, and dialogue. The complexity of a round character approximates that of a “real” human being.

**2. Flat Character:** a flat character is characterized by a single dominant trait; all other aspects of personality are excluded. Flat characters are often stock characters easily identified types such as “ the jealous lover” or “the tricky servant”.

**3. Static Character:** a static character is one who remains the same throughout the course of the story; things may happen to a static character, but nothing happens within the character her/himself.

Fiction theories identified five primary methods of characterization:

1. Authorial interpretation: any information told to the reader directly by the writer about the character's background, social position, values, beliefs or personality, and this is called exposition.

2. Physical description: any description of the character's physical appearance.

3. Speech: - what a character says and how she /he says it. Speech may occur as a direct dialogue.

4. Thought: - what a character thinks and how she /he thinks it and in what form thought is rendered. (Goodvin ,2004:1)

The origin of the word character is Greek which means, “engraved mark”. Characters are the central focus of any fiction. The action of the story comes totally from what they do, say, and feel. The main characters must receive more weight, more

description, more dialogue and more space in the story. (Lynch,2003:2). The literary term characterization can be defined as a technique available for the author and he can use it to create believable characters while the protagonist can be defined as the main character in the novel which is called the hero or heroine of a story. The protagonist is the central character, sympathetic or unsympathetic. The forces working against her/him whether persons, things, conventions of society or traits of their own character are the antagonists. (Reuben, 2003:1)

The importance of the character must be stressed and we must note that sometimes both flat and round characters may be involved in the successful novel..(Forster, 1927:1)

The novelist must try to make the characters look like real to the readers and make the readers in one way or another to be related to some of the characters. (Bradley ,2004:1) Characters in a work of fiction are generally designed to open up or explore certain aspects of human experiences. Characters often depict particular traits; they may represent only one or two traits or they may represent very complex conflicts, values and emotions. Usually there will be contrasting or parallel characters and usually there will be a significance to the selection of kinds of characters and to their relation to each other. ( Lye,1997: 1)

**Plot:** “the sequence of events or incidents of which the story is composed. Artistic unity is essential to a good plot. A good plot

should not have any unexpected turns or twists, no false leads, and no deliberate and misleading information.” (Reuben, 2003:1).

Forster used two principles of combining the events into sequences and the combination of the sequences to create a story. These two main principles are temporal succession and causality and they are used also to distinguish between “plot” and “story” .(Kenon,2002:17).

As a narrative a work of fiction has a certain arrangements of events which are taken to have a relation to one another. This arrangement of events has an end which is to create significance, raise the level of generality, extend or complicate the meaning or other jobs. (Lye, 1997: 4)

There are different definitions for the plot, but it is essentially the story, or the events that make up what the book is about. Plot is defined by conflict either internal or external, and the best plots are both original and interesting. Complexity of the plot is a matter of taste so is the setting (Sparks, 2002:1).

The plot of a novel or a story can be described as a framework on which the elements of the novel are built together. (Silvester, 2004:1).

There are four basic component elements of the plot :

1. Introduction
2. Conflict
3. Climax

#### 4. Resolution

In the introduction the writer begins his story and tries to give information to the reader about the main character. Through the conflict which is generally introduced near the beginning of the novel, the reader knows that the main character has a problem when climax occurs, the conflict is about to be solved. Finally the novelist uses resolution which gives the continuity of the novel after the climax. ( Smith 2001:3).

#### **Setting:**

Any narrative requires a setting, which has a particular culturally coded significance. Setting like characters can be used in contrasting and comparative ways to add significance, and it can be repeated with variations. (Lye, 1997:4)

Setting is defined as the time and the place of the action and it sometimes provides the reader with a background for the characters and their actions, it is very important when it functions as an environment that determines the types of the characters and affects the events of the plot. (Donald & Morrow, 1996: 345).

It is believed that setting is the most neglected aspect of fiction. But the serious writer should consider carefully every aspect of the novel. Setting can be considered, as a tool that the writer can use to have great effect .It is merely where the story takes place. Time is also important as an aspect of setting. Different time periods have different looks and atmospheres.

Setting can be powerful, it can affect the characters and even influence the events.(Silvester,2004:2).

### **The Narration:**

Narration requires a narrator, someone (or more than one) who tells the story. This person or persons will see things from a certain perspective, or point of view in terms of their relation to the events and in terms of their attitudes towards the events and characters. A narrator may be external, outside the story. It is necessary to distinguish between the narrator and the novelist, the narrator is a part of the novelist's plan which the novelist created, while the novelist can be defined as the person who plans the novel and makes decisions about how the story is told.The narrator can be considered as one of the means which is used by the novelist to make his novel understandable. (Milligan, 1984:96)

### **Point of view:**

In fiction it is most simply defined as “vantage point” specifically, from which the story or narrative can be told. In longer works points of view can be multiple in a piece of fiction.The writer can choose from many points of view and each one has different problems, responsibilities and different effects. Different writers have categorized them in many ways, but there is a fairly common system for the point of view. In this

system the available points of view are first, and third person. The point of view is often effective in giving the sense of closeness to the character when the reader of the novel can see all the events through that character's eyes. (Silvester, 2004:1).

When the third person is used characters are referred to as "he" and "she". The narrator may be distinguished from the author and he is not necessarily a character in the novel. It is easier to write in the third person when the writer wants to turn a personal experience into fiction. Finding the right point of view and the right voice for each individual piece of fiction is vital (Ibid.7)

### **Theme:**

The term theme refers to the larger significance of the story, the general observations or truths about life experience that are suggested by the particular combinations of characters, events, setting and language of a given story. (Kay,1998: 266).The theme is the controlling idea or central insight. It can be a revelation of human character which may be stated briefly or at great length and a theme is not the moral of the story .It is the central and unifying concept of the story. It must account for all the major details of the story. (Reuben, 2003:2). It can be said that theme is the general message that the author wants to convey, for example, the importance of Native American heritage in *the worriers* . (Ibid.289)

The theme can be regarded as the most important element in fiction .The controlling idea and the truth about life that the author tries to convey to his readers. Theme is often revealed to



the reader when the awareness concerning the characters increased.( Donald &Morrow,1996:345).

**Conflict:**

Conflict can be defined as the struggle between the opposing forces.(Kay, 1998:265). It is the relationship between the protagonist who is the narrative's chief character and whom the interest of the plot is centered around and the antagonist who is the protagonist's opponent. There are many common types of conflict such as: -

1. Conflict between the individuals
2. Conflict between the protagonist and fate
3. Conflict between the protagonist and his own desires or values or what is called internal conflict
4. Conflict with nature  
( Goodvin ,2004:2)

## **Section Three:**

### **2.3 The methods Of Teaching Novel:**

There are many strategies used in the classroom to overcome the difficulties that face the students when they acquire skills. Two of the most important strategies are pedagogical strategies which are teacher –centered methods and methodological strategies which tend to be learner – centered. Some pedagogical strategies allow the instructor to create a comfortable learning environment in the classroom in which students are encouraged to ask questions in open discussion, which will strengthen the rapport between the instructor and the students and the students will be provided with opportunities to discuss different ideas and approaches to solving problems.(Keller,1998:3).

The strategic –learning classroom is student-centred and it needs the instructor to be in challenge to make the learning process meaningful. This aim requires to take a new view in teaching and the change must be in the methods and approaches that are used by the instructor.(Walker,1998:6).

Teaching novel is very necessary for the students because it provides different emotional experiences that help the

students to gain insight into human behavior and teaching novel also leads to language learning by increasing the learner's vocabulary and providing the learners with various models of language structures. When students study literature, they will be motivated and provided with a low – anxiety context for learning English language. Emotional intelligence can be defined as realizing the feelings of individuals and this knowledge can be used to make the correct decisions .It includes the ability to provide hope and draw an optimistic outlook to face the disappointments and the difficulties. (Ghosen 2001: 10).

A full programme of novel study requires three dimensions: a developmental dimension, which concerns the role of novel in providing personal delight and insight into human experience; a humanistic dimension, which concerns the role of literature in general and novel in particular to bring the students into contact with their culture; and a dimension of form, which concerns the understanding of genres and skill in reading them. The most important objective of teaching novel is to introduce the students to the necessity of reading simultaneously at literal and symbolic level in order to realize that one of the major functions of novel is to turn events into ideas and to develop positive values in establishing them in their personal lives. ( Howard ,2004:1)

Characters, their motivations, their stories and the setting and places should bear some likeness to reality. In teaching novels the instructor should connect the novel to the reader or the student. The novel instructor should help the students to understand how novelists and readers look for and understand the realities and sources behind the story, these are the main goals and objectives of teaching novel (Annenberg, 2004:1). In teaching novels the instructors try to examine their own effectiveness in helping students to comprehend and appreciate novels.

The students may find the deeply imbedded conflicts in the novel difficult to grasp without the help of proven comprehension strategies. (Gruznska, 1999:189). The novel instructor can use different classroom approaches, for example, he may use discussion questions and various assignments that can make the students understand and comprehend the characters and the events of the novel. He can focus on the time period that the novel was written and the time in which the story takes place to increase the students sensitivity. (Hansen, 1998:211). The novel instructor can spend part of the lecture's time to deal with the students' free responses. (Stout, 2004:1).

The students should understand that studying a foreign language has changed from the narrow one to the great achievements. The instructor must put his main goal to

understand and express the language and culture because both points of view complete each other. (Dienst, 2003: 3).

Certain techniques can be used in teaching any novel and covering areas that are listed in the outline below: -

1. Locations of the events of the novel, Geography, climate, resources.
2. History
3. Language
4. Culture
5. Development and summary of plot

There are three certain pedagogical methods that are used in teaching novel which are teacher-centered, subject –centered and student-centered. Most of the instructors put together a combination of them, but the students –centered teaching method is the most effective because of the way the learning process operates and because teaching process cannot be independent of students. (Ibid. 6). The rate and success of the second language attainment can be determined by one of the important key factors which is motivation that the instructor must take into his /her consideration and give priority when he starts teaching novel. It provides the students with the main incentive to initiate learning and the determination to continue the long and often difficult learning process. The students with the best abilities cannot accomplish long–term goals without the sufficient motivation.

Instructors are first and foremost supposed to teach the curriculum, but they cannot ignore the fact that this cannot happen without motivating the learners. It is a great challenge for the instructors to motivate the students because the adolescent learners come with their emotional and psychological interests, but the instructors can motivate the students by using authentic literature to supplement core materials which is one of the ways of motivating adolescents, yet the task of reading a novel in foreign language can be difficult for many pupils. Creating a pleasant and supportive learning environment by the instructor is very useful. The instructor can encourage his students to develop their full potential by supportive context. If the instructor aims to teach any novel first of all he must explain the benefits of studying that novel and how the language awareness, language competence and the knowledge of the culture of the target language can be developed. (Ellis, 2001:1). As the instructors take on more interactive methods of instruction, they have created new paradigms for understanding what literature is, and what the teaching of literature should do. Over the last two decades, other literary traditions have been asserted in an attempt to unleash the greater power of literature as a means of expanding students' awareness of their lives and the world around them. (Temple, 2004:2).

There is a list of major goals of university teaching that the instructor should put in his / her priority. These objectives

include changing student's factual knowledge and competence in the course material, strengthening various cognitive capacities for example study skills, reasoning /writing and speaking skills and fostering intellectual appreciation of the subject matter which means that the most important objectives of university instruction for many faculties should be imparting knowledge and skills to students. (Clark, 1995:1)

Instructors of novel are supposed to use a set of pedagogical approaches that include critical thinking and active engagement of students .The instructor of novel must focus on the new orientation which stresses on the reciprocal relation between the text and the reader. (Iser,1971: 32).The instructor who teaches novel can extend his / her understanding of the themes of the novels that he/she is going to teach by searching for some biographical background on the author because some writers use fiction as a tool to reflect issues related to their own experiences in their lives.The instructor must also explain to his/her students the time and the setting of the novel and he/she has to do further research to find out the correct time and setting if they are not familiar to him /her(Ibid.2) .The instructor must be aware of the internal conflicts among the characters of the novel that appear during the novel when the plot develops and he /she must remember that these conflicts may be far more significant than the external conflicts in helping the instructor to discover the theme of the novel.

### **2. 3.1 New Approaches To Novel Teaching:**

The basic purpose of teaching novel is to make the lives of the students more manageable, more meaningful and more pleasant by different means like introducing them to believable relationships among the characters and through the events of the novel for consideration of understanding.

Darllen (2004:4) presents many approaches to the class novel with methodology examples and learning features. The instructor can select the most suitable approach for his/her students. The researcher will illustrate some of these approaches and the novel instructor can use the most useful approach to his/her classroom. These approaches are:

1. Cloze:- The instructor can choose an extract presented with deletions in text and that makes the students focus on the vocabulary and the author's style . The instructor in class groups can make suggestions about the deleted words by drawing on their understanding of the style and the language that is used in the text. It will draw the students' attention to syntax. This will encourage hypothetical speculation and problem – solving activities. It will develop the students' awareness of how the text is constructed.
2. Predication: - The instructor can cut up the extract into sections and the group of students will speculate on what is going to happen in the next section. This approach will lead to confirm and give



confidence to learner's existing sense of novel. It will develop logical sequence skills and encourage close reading, awareness of contextual clues and provide evidence from text.

3. Correspondence: - The instructor may ask his/her students to write letters from the characters of the novel to imagined people out of the text or between peripheral characters about behavior or personality of the central characters. By using this approach the students will become actively involved with the people and events in the text. Also this approach helps to demonstrate comprehension of aspects of characters and comment on novel as a reader but from the viewpoints of the characters.

4. Active comprehension: - the instructor can divide his/her students into groups and these groups frame their own questions about a passage and select key question to explore as a group or to offer to rest of class. This approach helps the students to develop their abilities to frame appropriate questions and encourage them to adopt an active interrogative attitude to the text.

5. Reading logs: - In this approach the most important steps are exercising book or folder containing rough jottings, reflections, personal connections, reviews in relation to books read in the class and in private. If the instructor follows this approach, he will develop personal responses of the students, valuing the readers' judgements and insights into text, providing cumulative records of reading experiences and developing the learners' autonomy.

Occasionally new developments in teaching of literacy lead to accusations of teaching as poor teaching or even non-teaching, but the fact is that when the used method is student-centered method, like the other methods of teaching, requires complex and sophisticated skills on the part of the teacher.(Campbell,1995:21)

### **2.3.2 Teach Students How to Read a Narrative Text:**

The instructors need to teach the students how the narrative texts work and be read because we can prepare the novels to achieve many important purposes in our world. Narrative fiction texts can provide the students with the only encounter with imagination.The instructors also should recognize the purposes of teaching novel because it directs how the literary text should be taught or read; therefore, teaching fiction – texts is vital. ( Wolfe,2004:1).

The instructors as well as the students focus on the design or the form of the narrative which is the first and the last importance of any work of fiction This is one of the approaches in reading narrative texts. Other approaches that can be applied in reading novel which are useful, even important approaches that consider the literary text as one sequence and a pattern, when the students recognize these sequences, patterns or relationships, they will read more effectively. (Ibid.1).

The novel instructor should realize that whatever choices he/she made for his/her students he/she must put in his/her

consideration that when most of the students become in the teaching situation, they have with them fears and expectations they learned in their homes or their neighborhoods; therefore it is the job of the instructor to provide them with excellent literature and to show them the wonderful world of literature. (Blasingame & Goodson, 1998:6). If the instructor wants to help his students to better understand a literary text, it is very important to draw the students' attention to the elements and the structure of the literary texts, as well as the strategies for reading the different types of literature. It will be very useful if the literary forms, techniques and vocabulary can be addressed to the students in mini – lessons before they start reading the selected text. These mini- lessons will provide the knowledge for the students to experience, think about, and respond to what they are going to read in the classroom. They should become connected literature. (Applebee&Langer1992:21). The novel instructor can minimize the difficulties that face the students in learning novel if he / she varies the activities in the classroom to cover various skills. The focus would be on homework that involves reading the text and learning new vocabulary items. (Al-Galabi,1976: 274).

When the instructor starts teaching novel he /she must realize that they teach one form of literature which is about imagined people, places and events. The instructor must remember that the main purpose of his/ her task is to stimulate

the students' imaginations and communicate the author's perception or view of the world .The instructor must guide the students to recognize the main elements of the novel such as the plot,and sub-plots and recognize the relationship between them.The students must also remain aware of the characters' motivations ,they also must recognize the events that lead to changes in the characters. (Ibid.22).

The novel instructors can help their students to take personal pleasure from reading assigned novels. They can make the learners recognize why great novels enlarge their lives. The instructor can also design a plan that gives the students the tools and the encouragement for becoming lifelong readers of great novels.( Annenberg, 2004:1).The instructor of novel must first introduce to his / her students the protagonist (central character) and what goal she or he tries to achieve and the instructor must direct his / her students' attention to the fact that there may be more than one protagonist . The instructor can also consider the forces including other characters that try to prevent the protagonist from achieving that goal.

### **2.3.3 Developing Novel Teaching Style:**

There are many factors that contribute together to develop the instructor's style in teaching in general and teaching novel in particular. The first initial factor that plays a vital role in developing the instructor's style is his /her personal experiences.

He/she must forward a model for teaching as a first step in this issue. The instructor must get benefit from his /her experiences to establish strong and clear relationships with the students. (Lucky, 2004: 1).

The instructor's personality is a very important factor that involves in developing his /her style. It may contribute to the students' personalities to the effectiveness of the learning experiences and to the assessment of the instructor. The other factor that can be added is the instructor's educational philosophy and his/her views on the roles of the students and the teachers in the teaching process. The instructor must put in his /her consideration the principle of self-knowledge as the very basic building block for commitment, love and mastery of the teaching process. It is not just required that the instructor be professional in explaining the subjects and perfect in using the techniques, but he/she must have a strong inner –sense of self-identity and integrity to present. (Palmer, 1998:1)

The instructors as well as the educators must realize that their objectives in rewriting curricula, revising texts and reforming education never can be achieved if they fail to challenge the human heart which is the source of good teaching because at the end the learning experience will reflect the very soul of the individuals. (Ibid.3)

The instructor can make progress in his /her style when he /she tries to invite all his /her students to open dialogue without

aiming to know where the dialogue will reach or knowledge of how to turn the dialogue into a communal dialogue. (Schugurensky, 2003:3).

Many experts in the education field maintain that the adult learners have a certain tendency to start different activities as managing the knowledge, trying to reflect, acting and creating theories in different ways .It is possible to recognize four different types of learners which are: -

1. Accommodator: - when the learner has the ability to learn by doing.
2. Diverger: - the learner has the ability to view concrete situations from many different points of view.
3. Converger :-when the individuals learn they can at the same time be proficient to find practical uses of the ideas and the theories that they are learning .
4. Assimilator: - the learner has the best ability to understand the information he receives and puts them in a logical form.(Kolb,1976:4)

The instructor can plan the lecture in terms of length and placement and he should have a structured outline which includes an introduction, a body and a conclusion .If he/she wants ideal lectures, mini-summaries must be given periodically, the instructor allows participation of the students and gives them time for reflection and feedback. (Humber, 1996:26).

If the instructor wants to use any instructional technique effectively he/she has to understand the fundamental principles and assumptions which the technique is based on, this can be one of the principles that leads to actual improvement of the instruction (Kizlik, 2004:1).

One of the most important roles for the instructor is to stimulate the students with a need to learn and then the instructor must help them to define and identify what they should know or be able to make in order to satisfy that need, this means that the instructor must guide his /her students to decide what they learn. (Barnett,1992:60). The instructor must have the effective characteristics that support developing his /her style such as having skills and competence in the subject. The good instructor must have a willingness to go on learning and self evaluated performance. He / she has to seek feedback from his/her students and accept criticism from others. The instructor must have the desire to help others to learn .The instructor also should have the competence with the teaching techniques that include audio-visual and others methods and competence with assessment methods. (Ibid.57)

Recently a new interest appeared among the instructors in making teaching process more effective and developed by engaging in more discussion about it .The instructors must be motivated to engage in such discussions because these kinds of conversations will improve the pedagogy that they follow with their students. By discussing important issues such as the teaching philosophies, problems and methods, they can refine their approaches to teaching and learn new methodologies and solutions .The instructors must be aware of the assumptions that

drive approaches to teaching and how the used methods reflect these assumptions. It is important for the instructors to consider teaching as an intellectual activity.

## **Section four**

### **2.4 Effective Assessment Strategies: -**

Teaching is an art and the instructors, who have no teaching abilities, can teach in a good way if they have the interest and the willingness to apply themselves. The instructors have some basic beliefs and objectives and all the teachers manifest some similar characteristics in their teaching, irrespective of the subject matter and teaching method. There are characteristics of good teaching and one of these characteristics is the style of teaching.

Many instructors start their teaching career greatly affected by one of the instructors who taught them during their educational experience. Some students find the instructors great, others consider teaching average while other students do not care about the instructor's style or the method the instructor uses in teaching. These three reactions are typical. If all the students dislike the used method, there will be a problem that must be dealt with. The instructor has many responsibilities, which include functioning in the role of a planner, motivator, manager, instructor and evaluator. The instructors must have some competence in each of these roles, while some other instructors are not equally adept at fulfilling all of them. (Lackey,2004:2)



Some of the strategies used in teaching novel, are effective and efficient and others are not. There are some characteristics which are shared by the strategies that are both effective and efficient. These characteristics fall into three categories:

- 1.Content features
2. Design features
- 3.Usefulness features.

The content of the strategy refers to its step and what it is designed to facilitate during the learning process. The design features refer to how the steps are packaged to facilitate learning and subsequent use of the strategy. The usefulness feature refers to the potential transferability of the strategy to everyday needs in a variety of settings. An effective strategy that is used in teaching has steps that must be sequenced in a manner that leads to an efficient approach to the task. This set of steps also leads to specific and successful outcomes. (Deshler & Lenz, 1996:1)

A strategy is not a collection of ideas that leads to completion of task but it must be a collection of good ideas that are organized in the best sequence and leads to mental and physical actions for the task. The strategy that is effective in teaching novel must enable the students to realize personal goals that are relevant to their needs. Effective strategies can be applied across a variety of settings, situations and contexts. Strategies that are designed to meet highly specific situations are the most powerful in teaching specific contexts.

When the instructors present information, they use linear model, for example, a textbook can be covered from chapter one to the next. The cognitive theory can guide the design of the instruction. It is not a problem when the presented material is well structured and simple. When the knowledge that is taught is complex and the difficulty of the presented material is increased, in this case the traditional linear instruction will be ineffective. The instructor must present the information in a variety of ways as well as for a variety of different purposes .If the instructor uses flexible instructional methods, this will help the students learn the contours and complexity of the material which they are studying and it helps them to work with the content of the text from several different perceptions. (Mehal, 1997:1)

The assessment of the quality of the teaching methods can be done on three basic features, which are:

1. The competence of the teacher in imparting knowledge.
2. Facilitating independent thinking and life-long learning that is reflected in the learning outcomes.
3. Growth and innovations as an instructor and educationalist.

The instructors appraisals can be based on three aspects of which the first one involves facilitating the acquisition of a body of knowledge, the ability to engage in technical application of knowledge to problems appeared in the classroom situations and

specific skills that are needed to the pursuit of a discipline or a profession. The second aspect involves a set of higher order cognitive abilities to the thoughtful applications of knowledge in novel or real- life situations, independent thinking and life –long learning. Finally the third aspect involves functioning self-reflective educationist engaging in ongoing innovation and self–improvement.(Mohanana&Pan,2004:1)

Any assessment of the teaching methods tries to cover certain aims like:

1. Analyzing the teaching process and defining criteria for effective teaching and learning process.
2. Examining the range of the teaching methods, their purposes, characteristics, advantages, disadvantages and making an evaluation of their use and impact on learning.
3. Examining the learning resources and evaluating their use.
4. Introducing the teachers to the range of assessment methods available for use with their students.
5. The instructor must follow the concept of equal opportunities and how far it permeates the ethos of the education system .( Rumpus,2004:2)

The assessment programme obliges the instructor to use instructional approaches identified in the effective teaching research and modulate them for English – language learners. The educators need to provide both sufficient opportunities for

the students to use oral language and writing and sufficient time for teaching the language. Instructors should match instructional techniques to the subject areas in which they are most effective. (Swanson, 2004:8)

The instructor must be aware of some variables that can be considered as factors and must be taken into consideration. These variables include the main characteristic of the students, the material that will be taught which means curriculum content, the goals that the instructor intends to achieve through his or her task and finally the activities that the students are intentionally engaged in them. (Kizlik, 2004:1).

The instructor must focus on cognitive aspects of the effective teaching which includes techniques that are used by the instructor if he /she aims to explain concepts and principles clearly so that the students will have the ability to understand the individual thoughts that are presented .It is very beneficial to use clear explanations in university teaching and that leads the students to connect difficult material to concepts, examples and language that they have already understood and they will be provided with strong foundations for abstract ideas. (Clark,199:4)

#### **2.4.1 Principles of an Effective Assessment:**

Many challenges face the instructor when trying to teach novel and one of the challenges is to create the motivation and the interest for the students to follow the events of the novel and

at the same time to accept the author's idea or attitude. If the instructors utilize cloze reading of the novel and focus on one of the defining aspects of the novel, they can forge a host of questions that will enable the students to interact with the central issues, themes and challenging questions that rest at the foundation of the interconnected elements of any great novelist's work. This is one of the approaches that the instructors can try to face the challenges of teaching novel. (Kamm, 2003:1)

The assessment process of the used methods in teaching novel aims to bring answers to certain questions and these answers can be considered as principles to the effective assessment process. These questions are: -

1. Is this kind of approach similarly appropriated for the teaching of novel?
2. What are the changing perspective of the author, the character and the reader?
3. How does the incorporation of literary theory affect these questions?
4. What does our study of pedagogy or of second language acquisition reveal about effective approaches to study novel?

The assessment of the practical, theoretical experiences and the used methods will enable the teaching of novel to be a genuinely meaningful and effective educational experience not just for the students but for the instructors as well. Although there are many techniques that can be applied to different types

of university teaching, there is no absolute definition for effective instruction. Instructors also vary in their educational objectives. One of their important distinctions that is used in determining effective teaching may be the relative importance of cognitive and effective goals, some qualities of effective teaching can be related to skills, while there are other qualities that are strongly related to effective objectives such as fostering interest and curiosity. (Clark,1995:2). One of the important roles that the instructor can play is particularly notable and considered one of the most influential tools is his/her responsibility for providing a safe environment in which the students can direct their energies to the tasks that they follow in the classroom. (Richards & Rodgers, 1990:122).

If the instructor wants to use any instructional technique effectively he/she has to understand the fundamental principles and the assumptions which the technique is based on. This can be one of the principles that leads to actual improvement of instruction. At one end of this range there is the instructor who is the imparter of information and knowledge while the students are the intended recipients of that information or knowledge. At the other end of the range are the instructor's behaviors that decide the shape of the interaction with the student in more complex way (Kizlik, 2004:1)

The instructor can use the strategic teaching technique to foster the students' ability to engage in strategic learning. Strategic

teaching is a technique that is used by the instructor to focus directly on fostering students' thinking .The strategic instructor must be aware of the cognitive requirement. The strategic instructor is one who is a thinker and has the ability to make decisions. He/she possesses a rich knowledge base and finally he / she is a modeler and a good mediator of instruction (Ibid.2)

If the instructor plans for an effective lesson organization he/she must depend on careful planning of the class in advance as well as the organization –related techniques during the instruction. The instructor can select the most important condition for well –organized instruction which is a clear and a well – articulated understanding of the subject matter at a level equal to the students' level. (Clark,1995:3).

#### **2.4.2 Category For Instructors To Be Assessed: -**

Some education reformers believe that improving teaching process mainly happens by developing and establishing better teaching methods, but there is one very important thing that must be put in priority when we want to teach which is the instructor himself. Training instructors in acquiring skills in new classroom management, in active learning, co-operation learning and one –to –one counselling must be the main priority (Dunkin, 1997:7). There are issues and methods associated with instructor evaluation that depend upon the stage of professional development attained by the teachers in order to be evaluated.

There are parallel evaluation systems suggested by Stiggins and Duke (1990). The first evaluation system would be an induction system for novice teachers with focus on meeting performance standards to achieve tenure, annual evaluation of performance standards and induction classes with mentors and a recognition of similarities in performance expectations for all, (Dunkin, 1997:37). The second system would be a remediation system for experienced instructors in need of remediation to correct the deficiencies in performance, so that they might avoid dismissal. The third system would be a professional development system for competent, experienced instructors pursuing excellence in particular areas of teaching. They would be involved in goal setting and rely on a wide variety of sources such as peers, supervisors, students and themselves for feedback. They would respond to different demands for performance by different levels and subject areas. Such an approach necessitates instructor involvement in the development of instructor evaluation system. (Ibid.51)

There are wide aspects of teaching and instructor development that need to be understood as the educationalists begin to understand these aspects, they begin to realize that much more than pedagogy, instruction or teaching method is at stake. The methods that are used, the instructors' development and the instructors' careers all these affect directly the quality of what the instructors do in the classroom.



### **2.4. 3 Review of Related Literature in Iraq :**

The researcher believes that the purpose of introducing previous studies is to present as much as possible the different types of assessment of the English language teaching methods that are used by the instructors and it gives a clear idea about the problem that is going to be investigated. The studies that will be reviewed here are concerned mainly with the teaching methods ,the teacher training programmes and the difficulties that face the English department students in learning the language .

**1. Saad Zahid (1985) M.A. thesis “Methods of Teaching English as a Foreign language” in terms of behavioral objectives as a preservice training programme of English dept. College of Education, University of Baghdad”.**

The researcher aimed to answer the following questions:

1. What are the behavioral objectives of preservice training programme of English Department?
2. To what extent have the student teachers of the English Department in the College of Education achieved the mentioned objectives during teaching practices?

The researcher selected (25) student teachers to be the sample of the study and he used a checklist as the statistical instrument and he reached the following results:

3. The objectives of the programme have not been properly achieved.

The females have achieved the objectives of the programme better than the males. The programme is more effective with the females.

**2. Abdul –Salam Karim (1989) M.A. thesis “an assessment of the English Language Course at the laboratory technicians departments, Technical Institutes in Iraq”.**

The aims of the study are: -

1. Assessing the current English course to find out the scope of its conformity or the lack of it with the (English for specific purposes) principles and requirements.

2. Proposing an alternative English programme in outline form plus a specimen unit, which would meet the learners' communication, needs both academically and vocationally. The study reached the results that the current textbooks designed for the first year students of laboratory technicians departments at the Technical Institutes are inadequate as far as the objectives of the course, the learners needs, the used methods and the offered materials. The researcher selected (130) students from the first year of Laboratory Technician at Iraqi Institutes and he used the questionnaire and the interviews as the statistical instruments .

### **3. Istabreq Tareq (1999) M.A. thesis “The Difficulties that are faced by The Students In Mastering the English Short Story”**

The study aims at:-

1. Investigating the nature of the short story teaching in Iraqi Colleges of Education.
2. Trying to find out the major difficulties faced by students in their understanding of the short story and suggesting methods for avoiding these difficulties.
3. Treating the short story as an art that is different from reading comprehension subjects .
4. Arguing that the cultural difference is the main factor that affects the other differences and which the study specified as the main issue.
5. Identifying the difficulties the Iraqi students face in understanding the English short stories .The difficulties are grouped and the cultural one was the main concern of this study, whereas other difficulties need further research in the field.

The researcher selected (90) second year students English departments to be the sample of the study at the Universities of Baghdad, Mosul and Tikrit. She used a questionnaire for the teachers and a test for the students as the statistical instruments in her study .The researcher reached the results that the students of the English departments face many difficulties in mastering short story and these difficulties are

cultural, literary comprehensive and linguistic, but the cultural difficulty is the main one All the studies vary in the statistical instruments that are used among the questionnaire tests checklist and interviews. The researcher of the current study used two separate tests and a questionnaire of the students. The samples of the three previous studies were chosen randomly and the small sample contains (25) students while the higher number contains (130) students.

## Chapter Three

### Procedures

This chapter deals with the procedures that are followed by the researcher. The first step of these procedures is the limitation of the population of the research and the other steps are:- the questionnaire and the test .The subject of the test is decided by analyzing two novels (Hard Times and The Scarlet Letters) in order to choose the items of the test, the pilot study, the validity of the test, the reliability of the test, statistical analysis of the items of the tests: difficulty ,discrimination and attraction of the items, choosing suitable statistical approaches, administration of the test and the scoring scheme.

#### **3.1 Population Of The Research:**

The population of the research consists of the third year students in English Departments of the College of Education and the College of Education for Women at Tikrit University. The sample of students is (70) consisting of (40) female and (30) male students for the academic year 2004-2005. Table (1) illustrates the population distribution according to gender.

**Table (1) The population of the research**

No.	College	Male	Female	Total
1.	College of Education	30	15	45
2.	College of Education for Women	-----	25	25
<b>Total</b>		30	40	70

**3.2 The Sample Selection: -**

The sample has been chosen from the College of Education and the College of Education for Women which consists of (30) male and (40) female students which has been the population itself that is described in table (1).

**3.3 The Questionnaire and the Test****3.3.1 The Questionnaire:-**

To achieve the aim of this research which is to make an assessment of the methods that are used by the instructors who teach novel at the college level, the researcher has constructed a questionnaire for the students to find out the nature of the difficulties that face them when they learn novel as a part of assessment. See Appendix no (1). The following steps have been used to construct the questionnaire:-

1. Fifteen questions have been set up to find out the problems that face the students in novel teaching instructions. Besides the questions contained the aim to find out the nature of the teaching methods that are used by the novel instructors

and ascertain their effectiveness. The researcher drew up the question No.1 about the difficulties that face the students when they are taught novel as an open –questionnaire and it has been distributed among third year students.

2. Through the answers of the students on the open – questionnaire (see appendix (1)) the researcher has arranged the problems that face the students according to their frequency a close –questionnaire has been constructed in the light of the open – questionnaire.

3. The researcher has put a scale which consists of three answers which are: Yes – No – Seldom and the difficulties have been classified into four categories which are :

1. methods of teaching
2. comprehension
3. linguistics
4. vocabulary

5. The difficulty of the questions is decided by using the power of the item scale. The result is that most of the items have the power of difficulty ;therefore they can be considered problems that face the students in learning novel (Stanley,1972:269).

6. The number of difficulties, which are obtained by close questionnaire is (12) difficulties. In order to find out the real difficulties that face the students in learning novel, the researcher depends on number (1) as standard (each difficulty took one mark or more is considered real

difficulty otherwise that it cannot be considered real difficulty; therefore the researcher omitted them to achieve this objective. This formula has been applied :-

$$\begin{array}{ccc} \begin{array}{c} \text{Number of students} \\ \text{who answered 'yes'} \\ \times 2 \end{array} & + & \begin{array}{c} \text{number of students} \\ \text{who answered 'no'} \\ \times \text{zero} \end{array} & + & \begin{array}{c} \text{number of students} \\ \text{who answered} \\ \text{seldom} \times 1 \end{array} \\ \hline & & \begin{array}{c} \text{Total number of students} \end{array} \end{array}$$

After the researcher has applied the close questionnaire on all the students and after picking out the real difficulties they became (12) difficulties. (See table no.(2))



**Table (2) explains the real and non-real difficulties**

No.	The difficulties	The level	Notes
1.	The method that is used in teaching novel by the instructor is difficult	0.72	Non-real difficulty
2.	The novels that are taught are not interesting and make you feel bored	0.82	Non-real difficulty
3.	Do you prefer the teacher to explain all the details of the events and give you full description of any character in any novel?	1.32	real difficulty
4.	The method that is followed is not comprehensive	0.74	Non-real difficulty
5.	Do you prefer your teacher to use video –tape when he /she teaches novel?	1.78	real difficulty
6.	Do you enjoy the instructor's style in telling the story?	1.72	real difficulty
7.	Do you have the ability to criticize one of the chapters or the characters?	1.26	real difficulty
8.	The method that is used by your teacher in teaching novel draws your attention Completely to the events and the characters of the novel.	1.46	real difficulty
9.	Is this method a good example for the way that you would like to learn novel?	1.28	real difficulty
10.	Does your teacher give you a full description of the background of the story to paint a real picture for the events and the characters?	1.58	real difficulty
11.	Do you feel that you are transported to that time or place when the teacher explains the details of the novel?	1.26	real difficulty
12.	Does the teacher convince you of the attitudes of the people in the novel and the challenges among them?	1.52	real difficulty
13.	Does the teacher succeed in making the characters seem real to you?	1.4	real difficulty
14.	Do you often get a good picture of the cultural, historic, location and occupation of the main character?	1.5	real difficulty
15.	Does the teacher teach you the methods of criticizing?	1.22	real difficulty

7. To achieve the face and content validity of the questionnaire, it has been exposed to a jury \* consisting of eleven teachers of English language and psychology. The face and the content validity have been checked by exposing 15 questions to the jury. Their opinions have been identified concerning these questions and whether they are suitable to be the items of the questionnaire. They agreed and some of the items have been reviewed and modified according to their points of view.

\*1. Dr. Nawfal Saeed / College of Education / Tikrit University

2. Dr. Uluom Mohamed Ali / College of Education / Tikrit University

3. Dr. Ryaid Ibrahim / College of Education for women / Tikrit University

4. Dr. Hamdi Hameed Yousif / College of Education for Women / Tikrit University

5. Mr. Fallah Salladin Mustafa (M.A) College of Education / Kirkuk University

6. Mr. Safwat Al-Bazaz (M.A) College of Education / Kirkuk University

7. Mr. Gazi Faik (M.A) College of Education / Kirkuk University

8. Mr. Shubbar Abdul Adil Mousa (M.A) College of Education for Women / Tikrit University

9. Mrs. Istabraq Tareq (M.A) College of Education / Tikrit University

10.Mrs.Rudaina Abdul-Razzaq (M.A) College of Education for women

11.Miss.Sama Sadullah Ahmed (M.A) College of Education /Kirkuk University

### **3.3.1.1 The administration of The Questionnaire**

The administration of the questionnaire has been started by meeting the third year students of the English department in the College of Education and the College of Education for Women. The importance of the questionnaire has been explained for the students and they were asked to answer the questions of the questionnaire carefully and accurately. The questionnaire was distributed to the students and collected by the researcher .

### **3.3.2 The Test**

On the basis of the data that has been gathered from the students by applying the test and according to the hypothesis of this study and to achieve the aim of finding out the level of the students' achievements in studying the novel, the researcher has built two tests to achieve the purpose behind this study . The test can be used as a means of reaching to the correct and accurate decision. (Baker, 1989:3). The tests have been presented to third year students of English Departments in the College of Education and the College of Education for Women.

### **Building the test:**

To identify the levels of the students in learning novel as one of the aims of the research, the researcher has built two tests.

The first one has been applied to the third year students of English Department in the College of Education and College of Education for Women (see Appendix (2) and (Appendix (3)).

The two tests were built by applying the following steps: -

1. The researcher has read and analyzed the contents of the novels Hard Times and Scarlet Letter. Then the researcher drew up 12 multiple choice questions from the first novel to be answered by the third year English Department students of the College of Education and College of Education for Women, and 15 multiple choice questions from the second novel to be answered by English Department. Third year students in the College of Education for Women.
2. The researcher has measured the power of the difficulty and the discrimination of each item by selecting the higher group which has the highest marks and the low group which has the lowest marks by applying 27 % from the marks which are arranged from the highest to the lowest mark because this means is considered the best way to measure the power of discrimination and this percentage presents two groups which represent the real differences. (A. & S, 1997,180).  
the discrimination level of the questions is acceptable and all the wrong options for the questions are attracted because they obtained negative signs.(Stanley, 1972,450) .To achieve the objectivity of the items of any test, it is very important that the incorrect alternatives for every item to be attractive and the individual differences will be taken into consideration

(Gronlund,1971,253).Tables no.3 and no.4 explain the difficulty power of the items and the discrimination level of the questions.

**Table No.3 The Statistical Analysis of the items of the first test-**

Question	Difficulty power	Discrimination level
1.	0.71	0.37
2.	0.42	0.74
3.	0.37	0.53
4.	0.66	0.33
5.	0.63	0.53
6.	0.31	0.53
7.	0.71	0.68
8.	0.61	0.42
9.	0.71	0.68
10.	0.61	0.84
11.	0.32	0.33
12.	0.32	0.58

**Table No .4**  
**The Statistical Analysis of the items of the second test**

Question	Difficulty power	Discrimination level
1.	0.43	0.57
2.	0.30	0.57
3.	0.30	0.57
4.	0.36	0.41
5.	0.79	0.57
6.	0.71	0.57
7.	0.50	0.57
8.	0.64	0.41
9.	0.71	0.43
10	0.50	0.30
11	0.43	0.71
12.	0.43	0.57
13.	0.43	0.30
14.	0.30	0.57
15.	0.32	0.41

2. In the light of the statistical analysis and the jury members' notes, the items of the test have been built objectively. The item of each question contained four options, one of them is the correct answer.

**Table no (5)**

**The percentages that the items of the first test received on the basis of the jury members' points of view:**

<b>No. of item</b>	<b>The percentage</b>
1.	100%
2.	100%
3.	86%
4.	86%
5.	100%
6.	100%
7.	86%
8.	86%
9.	100%
10.	86%
11.	100%
12.	100%

**Table no ( 6)**

**The percentages that the items of the second test received on the basis of the jury members' points of view:**

<b>Seq.</b>	<b>The percentage</b>
1.	86%
2.	86%
3.	57%
4.	100%
5.	86%
6.	100%
7.	100%
8.	100%
9.	57%
10.	100%
11.	100%
12.	100%
13.	100%
14.	86%
15.	100%

By following the same steps that are mentioned above, the second test was built for the third year students of English Department in the College of Education for Women. The test was about the novel The Scarlet Letter.



A table of specification was put for the test to decide the number of the questions, the behavioral objectives and the percentage of concentration. The three behavioral objectives that were decided are: (knowledge, comprehension and application). See (Appendix no. (4) )and (Appendix no. (5))

### **3.4 The Pilot Study:**

The pilot study is applied to the third year students of English Departments in the College of Education and the College of Education for Women. This pilot study aims at finding out the students' opinions concerning the questions of the tests, whether these questions are clear or if they are in need to be modified. The tested novel is Hard Times and the test contains 12 questions. The pilot study is applied to twenty male and female students .The time needed to answer the questions was 23 minutes. The students do not mention any negative points about the questions. It is obvious that the questions are clear and produce understandable ideas concerning the details of the novel that is tested. The second pilot study is applied to third year students of English Department at the College of Education for Women. The tested novel is The Scarlet Letter and the time needed to answer the questions is 25 minutes and the test contains 15 questions .The pilot study is applied to 20 female students .

### **3.5 The Validity Of The Test:**

The questions of the tests have been submitted to the\* jury of experts and novel instructors in order to show the face and content validity of the test .The best means to be sure of the face validity of the test is by making a group of evaluators evaluate to what extent the items of the test achieve the feature that is aimed to be measured. (Ebel, 1979:566). The validity of the items of the test has been checked by using the percentage scale and each item which gets 80% approval from the jury was considered valid and the item that get less than 80% it has been omitted and some of the questions have been modified according to the jury members' suggestions by following this process the validity of the test has been checked:

- \* 1. Dr. Isbah Al-Doori / College of Education for Women / Tikrit University.
- 2. Dr. Najdat Kathim Mousa / College of Education / Kirkuk University.
- 3. Dr. Ulum Mohammed Ali / College of Education / Tikrit University.
- 4. Dr. Hamdi Hameed Yousif / College of Education for Women / Tikrit University.
- 5. Dr. Abdulla Al- Doori / College of Education for Women / Tikrit University.
- 6.Mr. Falah Salahaddin Mostafa (M.A) / College of Education / Kirkuk / University

8. Mrs. Manal Omer Moussa (M.A) / College of Education / Tikrit University.

### **3.6 The Reliability of the Test: -**

The reliability of the test means the accurate scale in measuring what it is used for. It is a necessary features to any test in order the result that is obtained and scored to be stable. (Brown, 1983,37). The reliability has been estimated by using the split –half method and then Sperman formula was applied and modified by using Sperman –Brown formula ( $r^2/ 1+r$ ).The percentage of the reliability of the test that has been applied to the third year students of English Department in the College of Education for Women, the degree of reliability is 0,69 .The test has been applied to 25 students . In the test that was applied to seventy of the third year students of English department, the degree of reliability is 0,71.

### **3.7 The Administration of The Test: -**

The first test has been applied to the third year students of English Departments in the Colleges of Education. The test has been applied during the second half of the academic year 2004-2005.

The following steps have been applied:

1. The researcher explained to the testees the aim of the test and she informed them that their answers would help to improve their marks and it was written as instruction with the test.
2. The test papers of the novel Hard Times have been printed and prepared. The test consisted of (12) items .The copies of the test have been distributed to the students after the researcher has been explained how to choose the correct option in each question and asked them to answer the questions carefully.
3. The test has been applied to the students on Monday 14<sup>th</sup> March / 2005 .It has been given to the students at 9 a.m. and the limited time to answer was. 60 minutes.
4. The researcher distributed and collected the papers by herself.
- 5.The same steps were followed for the second test about the Scarlet Letter and it was given to the students at 10:30 a.m. and the allocated time was 60 minutes

### **3.8 Scoring Scheme:**

The first test has been contained 12 items. The test was out of (12) marks and each item got (1) if it was answered correctly. The items that were incorrect and the ones that were not answered by the students or when two options were selected by the student were considered incorrect and scored zero. The

second test contained (15) questions was out of (15) marks and the items that were answered correctly would get (1) and the wrong items would get zero. The researcher checked the papers by herself.

### **3.9 The Statistical Instruments: -**

The researcher has applied the following statistical methods for the purpose of achieving the objectives of the test: -

- The power of the items by applying the following formula

$$\frac{(F1 \times 2) + (F2 \times 0) + (F3 \times 1)}{\text{Total Frequencies}}$$

- The percentage for measuring the validity of the items by applying :-

$$\frac{\text{Less number} \times 100}{\text{High number}}$$

- The person's formula for correlation coefficient has been used to find out the reliability of the test.

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

- Sperman –Brown formula was also used for achieving the reliability of the test.

$$\frac{2R}{1+R}$$

- $K^2$  to find out the differences between male and female students in their degrees.

$$(O - E)^2$$

$$K^2 = \frac{\quad}{E}$$

## **Chapter Four**

### **Analysis of the Results**

In the light of the aims of the research, the results are that obtained are analyzed by applying the statistical procedures. The aims no. (1,2,3,4) of the research are concerned with the nature of the teaching methods that are used in teaching novel at the college level at Tirkit University. The results of the questionnaire show that the students face certain problems in learning novel. They also face many difficulties in comprehending and vocabulary. They lack in comprehending the details of the novel. This shows that the instructors follow the traditional methods in teaching novel and they do not get in their priority the individual differences among the students ; therefore, the student depends in his studying on his personal efforts.

The result was that most of the items have the power of difficulty; therefore, they can be considered problems that face the students in learning novel (Stanley, 1972:269). The total number of the difficulties that are achieved by applying the questionnaire was (12) out of (15) See Table (no.2) and this means that the teaching methods cannot achieve the general objectives behind teaching novel.

The problem that appeared in item (no. 3) has the power of difficulty (1.32) and it was (Do you prefer the teacher to explain all the details of the events and give you full description of any character in any novel?).The researcher believes that telling the details of the events and giving full description of the main character, his problem and his circumstances may support the main idea of the novel. The novel instructor must focus on the details of the novel as he/she focuses on the main theme of the novel.

The problem that appeared in item (no.5) has the power of difficulty (1.78) and it was (Do you prefer your teacher to use audio –visual aids when he / she teaches the novel?).Nowadays most of the instructors who teach novel at the college level neglect using visual aids as videotape, CD or TV. Using such aids can create interesting atmosphere and the novel will be clearer and more understandable and the students can recognize the figures and images of the characters instead of just imagining them.

The problem that appeared in item (no.6) has the power of difficulty (1.72) and it was (Do you enjoy the instructor's style in telling the story?) .The novel instructor must be very careful in his /her style in explaining the events and introducing the characters. He /she must select the clear expressions and understandable meanings and applying the suitable techniques that improve his /her style.



The problem that appeared in item (no.7) has the power of difficulty (1.26) and it was (Do you have the ability to criticize one of the chapters or the characters?) .The novel instructors must teach their students the proper means of criticizing the literary works that they are studying .The instructor must grow within his /her students the ability of criticizing the literary texts.

The problem that appeared in item (no.8) has the power of difficulty (1.46) and the item is about (The method that is used by your teacher in teaching novel draws your attention completely to the events and the characters). The novel instructor must take in his/her consideration the individual differences when he/she selects the method that will be used in teaching novel. He or she must try to increase the rate of comprehension of the details of studying novel. He or she must save no efforts in improving the teaching method by following the modern and developed methods.

The problem that appeared in item (no. 9) has the power (1.28) and it was (Is this method a good example for the way that you would like to learn novel?) .The novel instructor always tries to refresh and renew the used methods in teaching novel .The selected method must first of all be comprehensive by the students and facilitate his /her task concerning the explanation of the teaching material and achieving the aims behind teaching novel.

The problem that appeared in item (no.10) has the power of difficulty (1.58) and the item was (Does your teacher give you a full description of the background of the story to paint a real picture for the events and for the characters?) This problem may lead to that the students will acquire unclear information about the novel or the author of the novel and this creates the feelings that the novel that are taught to them are not related to the environment that the students live in.

The problem that appeared in item (no.11) has the power of difficulty (1.26) and it was about (Do you feel that you are transported to that time or place when the teacher explains the details of the novel?).

The problem that appeared in item (no.12) has the power of difficulty (1.52) and it was about (Does the teacher convince you of the attitudes of the people in the novel and the challenged among them?) .The novel instructor must explain to his students the causes and the results that make that characters behave in that way. He / she must discuss with the students the excuses behind that behavior. This method makes the instructor convince the students with the attitudes of the characters and the reasons for the challenge among them.

The problem that appeared in item (no.13.) has the power of difficulty (1.4) and it was about (Does the teacher succeed in making the characters seem real to you?). The novel instructor

must follow the techniques that give the students feelings that the characters are real people living somewhere.

The problem that appeared in item (no. 14) has the power of difficulty (1.5) and it was about (Do you often get a good picture of the cultural, historic location and occupation of the main character?). The novel instructor must show the students a clear picture about the period, location and the cultural aspects of the events. The students should have clear ideas about the circumstances of the events.

The last problem that appeared in item (no.15) has the power of difficulty (1.22) and it was about (Does the teacher teach you the methods of criticizing?). The same details concerning his point as mentioned in item (no.7)

The difference between the male and the female students concerns the problems that are real because the item that has been considered problem obtained power of difficulty more than (1) and it will not be considered problem if it gets less than (1). They have statistical indication on the level (0.05 )by applying  $K^2$  formula.

There was statistical difference between the male and the female students concerning items (3,5,10,11) while there was no statistical differences between them concerning the items (6,7,8,9,12).

The two tests have been built to achieve the aim (no. 5) of the research concerning the levels of the third year students of

English Department in learning novel. The first test was applied to the third year students of English Departments at the College of Education and College of Education for Women. The test was about the novel Hard Times.

This formula has been applied to find out the levels of the students:

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*Total number of the students' marks*

*Total number of the students*

The obtained result by using this formula was (7.51) which is the real mean of the first test and if we compare it with the hypothesized mean which is (6), the result is higher than the hypothesized mean which means that the students level in learning novel at the English dept. is over the middle. The second test that was applied to the third year students of English department at the College of Education for Women was about the novel Scarlet Letter. After applying the same formula that is mentioned above, the result shows that the real mean of the students is 9.52 which is higher than the hypothesized mean which is (7.5) and this means that the female students' level is over the middle level.

The differences in the degrees between the male and female students have been measured by applying T-test formula:

$$\bar{X}_1 - \bar{X}_2$$

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\frac{s_p}{\sqrt{n_1}} + \frac{s_p}{\sqrt{n_2}}}$$

$$\sqrt{\frac{{}_1s^2(n_1 - 1) + s_2^2(n_2 - 1)}{n_1 + n_2 - 2} * \frac{1}{n_1} * \frac{1}{n_2}}$$

The results have shown that there are no differences with statistical indication between the male and female students because the obtained value equals (0.33) and this number is less than the tabled value which is (2.021) on freedom degree (58) and with level 0.05 and this means that there are no differences with statistical indications and in this case the zero hypotheses will be accepted and the alternative hypotheses will be refused:

Zero hypotheses =  $M_1 - M_2 = \text{Zero}$

Alternative hypotheses =  $M_1 - M_2 \neq \text{Zero}$

The reason that there are no differences available between the male and female students is due to the classical teaching methods that are used in teaching novel. These methods make the students depend on one skill that is the skill of memorizing the information.

## **Chapter Five**

### **Conclusions, Suggestions and Recommendations**

#### **5.1 Conclusions**

In the light of the results of the research, the researcher has reached the following conclusions: -

1. The method that is used by the novel instructors is traditional method which is teacher-centered. These methods have become old-fashion and they have to be changed and developed according to the new and modern educational systems all over the world.
2. Some of the students lack the ability to master the novel as a literary work and to comprehend the novel material.
3. The students through learning novel have acquired skills such as reading and memorizing the vocabulary.

To improve the process of teaching novel, there must be a certain method to be followed, which may help the students to understand the novel and at the same time acquire many skills and to achieve the main aim behind teaching novel which is preparing the students to be lifelong readers.

#### **5.2 Suggestions**

The researcher has identified many suggestions that might be useful for the novel instructors as well as the English department students.

These suggestions are:

1. The novel instructor must explain to his /her students the general aims of their studying novel .The novel instructor should also try to give his /her students the historical background of the novel that they are going to study and a brief explanation about the author and his other literary works.
2. Identifying the general idea or the main theme of the novel as an introduction that simplifies the understanding of the details and the moral lessons that we may have by studying this novel. Also it will be very useful to explain the elements of the novel in general that will help the students to draw a clear picture about the novel.
3. Some important paragraphs of the chapters in the novel should be read by the students to get the benefits of the skills that they will acquire which are listening and reading. The instructor can make some comments and explain some points that will support the main idea of the paragraph. The discussions and expressing the ideas between the instructor and the students is very important that will help the students to acquire the skills of speaking and listening comprehension.
4. The novel instructor may prepare some questions about each chapter of the novel that cover the main idea and the students may have a complete idea about the text and vocabulary will be clarified for the students.

5. Teaching the students the proper ways of answering literary questions because most of the students have no such ability.

6. The novel instructor must focus in teaching novel on the students' daily activities which may reflect the rate of their understanding the main theme and the events of the novel and also they may reflect to what rate the teaching methods that are used meet the students' needs and fulfill their aims

### **5.2.1 Suggested Activities: -**

The researcher suggests the following steps for the novel instructor who wants to teach novel in a suitable way. These are some of the activities that the instructor can use to select the strategies in teaching novel. The novel instructor can choose a range of strategies that reflect the purposes of the study of a literary text such as a novel. He /she can organize a sequence of complementary strategies to help the students to make complementary responses to the text.

The novel instructor can use the following options:

1. Establishing literature groups in the classroom among the students for displaying, reading or discussing literature. The novel instructor may guide the students to act the important scenes or the scenes that they prefer ,this method will make the students get interested in the novel .



2. The instructor can provide listening area with tape recorders and headphones where students can listen to taped books.
3. The instructor and students can share the reading of a story and comments on questions about the events, characters, plot, setting, style, ideas and themes in the text. The instructor can have the students produce creative visual and oral responses .
4. Providing times for students to choose their own reading material and read silently for an extended time.
5. Organizing small – group discussions for reviewing and revisiting the text for closer study of narrative, character language and theme.
6. The instructor can ask his students to write short responses for questions discussed in small groups or by the whole class. These responses then form the basis of more extended responses.
7. The instructor can provide the students with copies of books by an author whose work engages students and encourages the students to read , discuss and compare several book.
8. Writing letters to the characters is one of the most familiar activities that are followed in teaching literature and in literature–based reading classes and it is considered a perfect

activity through which the student will practice positive, caring expressions. The instructor can follow this activity after he reads about the character and then explains the details of the obstacle that the character faces and the students discuss the feelings that are involved concerning this problem and then the instructor can ask the students to write letters to the characters and say something to them that shows that they understand how the character feels and why and they can suggest for the character a solution for his problem that would be as a support or encouragement. Then the students can share their letters and evaluate them. This activity will help the instructor to build the students language skills and writing these letters can reinforce the students vocabulary and grammar.

### **5.3 Recommendations for novel instructors: -**

On the basis of the results of this study, the researcher has drawn some recommendations: -

1. The instructors of literature in general and the instructors of novel in particular must have some courses in modern methods of teaching English literature.
2. Instructors of novel must try to be creative in choosing the method that will be followed in teaching novel and try to refresh the used method from time to time by new techniques in order not to make the students feel bored in learning novel.

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## AKNOWLEDGMENT

The researcher would like to express her special thanks to her supervisors Dr. Ahmed Sattam and Dr. Amara Ebrahim for their valuable advises, suggestions and for their instructive guidance that enabled the researcher to complete this thesis.

The researcher also wishes to express her highly appreciate for Dr. Ulum Mohammed Ali, department of Education and Psychology for all the time and the efforts that he spent to help the researcher to complete the practical frame .

The researcher is also indebted to Dr.Najdat Mousa Kathem , The College of Education , University of Kirkuk for his guidance and spending much time in reading the work in manuscript.

The researcher also wants to express her appreciation to all the employees at the library of the College of Education for Women specially Miss Shaema Abdullah for her help in offering the researcher with the references that are necessary for the thesis.

Appreciation is due to the employees at the library of the College of Education at Kirkuk University for their assistance in providing the researcher with all the studies concerning the subject of the research.

The researcher wishes to thank her family for their patience and their support for the researcher.

Finally the researcher owes thanks and appreciation to all the people who helped her in conducting this research.

## **Abstract**

### ***AN ASSESSMENT OF TEACHING NOVEL METHODS IN ENGLISH DEPARTMENTS IN THE COLLEGES OF EDUCATION AT TIKRIT UNIVERSITY***

The English language learners in the Colleges of Education at Tikrit University face many difficulties in studying novel; so this study aims at making an assessment of the teaching methods followed by novel instructors in teaching novel.

The study aims at:

1. Investigating the nature of the teaching methods that are used in teaching novel in English departments at the college level.
2. Trying to find out the difficulties that face the students of English departments in studying novel and whether the male and the female students share the same difficulties or not.
3. Applying the statistical procedures to find out the nature of the difficulties that faced English department students / Tikrit University and the level of their achievement in studying novel.

According to the hypothesis of this study the methods that are followed in teaching novel are not well established and they may not meet all the needs of the students and their educational requirements.

In order to achieve aims of the study certain procedures have been followed:

A questionnaire has been constructed and distributed to the third year students of English Department in the College of Education and College of Education for Women / Tikrit University to find out the nature of the difficulties that face the students in studying novel and also to find out the nature of the current teaching methods that are used in teaching novel. Two tests have been built as instruments of measurement. The first test which contains (12) questions is to be answered by the third year students in English Department at the College of Education and the College of Education for Women and the second test contains (15) questions is given to the third year English department students at the College of Education for Women. The tests aim at deciding the levels of the students in learning novel and the differences in achievements between the male and the female students. The novels that are included in the tests are:

1. Hard Times by Charles Dickens
2. The Scarlet Letter by Nathaniel Hawthorne

The face and the content validity of the questionnaire have been checked. It has been submitted to a jury of eleven experts in English language and psychology while the two tests have been submitted to a jury of seven experts in English methodology and psychology. The first test has been applied

to seventy students in English departments at the College of Education and the College of Education for Women. Two weeks later the test was repeated on the same students in order to obtain its reliability. The second test, on the other hand, has been applied to twenty five female students at the College of Education For Women and it was carried out within the same procedures to fulfill its reliability. The test has been applied to the students during the second term of the academic year 2004-2005, when the students have completed studying the two novels. Through the analysis of the results of the questionnaire and the tests, it has been found out that the teaching methods that are used in teaching novel are not effective enough to meet all the needs of the students and they need to be developed and modified by following the modern methods of teaching novel. It has also been found out that the students face many difficulties in studying novel and these difficulties can be categorized into four kinds which are:

1. Difficulty of methods of teaching
2. Linguistics difficulty
3. Comprehension difficulty
4. Vocabulary difficulty

While through the analysis of the results of the tests it has been found out that the levels of the students are more than middle and there are no statistical differences between the male and the female students in the difficulties that face them. After

the analysis of the results of the current study, certain conclusions, suggestions and recommendations are made.

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COLLEGE AT TIKRIT UNIVERSITY  
IN PARTIAL FULFILMENT OF THE  
REQUIRMENTS FOR THE DEGREE OF MASTER  
IN METHODS OF TEACHING ENGLISH AS  
FOREIGN LANGUAGE***

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***MAY, 2005***