TEACHING NOVEL AT THE UNIVERSITY LEVEL : A STUDY OF TEACHER-CENTERED INSTRUCTION VERSUS LEARNER-CENTERED INSTRUCTION

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OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

BY

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بسم الله الرحمن الرحيم

((قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا

إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ))

صدق الله العظيم

Dedication

To the memory of my mother who gave all that she could
and took nothing she could have .

To my father who has discreetly but painstakingly been
watching me walking up the path .

To my dear husband who is sharing me the ups and downs
of life .

We certify that the dissertation entitled "**Teaching Novel at the University Level : A Study of Teacher-Centered Instruction Versus Learner-Centered Instruction**" has been prepared under our supervision at the University of Baghdad as a partial fulfilment of the requirements for the degree of Doctor of Philosophy in Education (Teaching English as a Foreign Language)

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List of Abbreviations

EFL	English as a Foreign Language
ENL	English as a Native Language
FL	Foreign Language
FLT	Foreign Language Teaching
LCI	Learner – Centered Instruction
LL	Language Learning
LT	Language Teaching
TCI	Teacher-Centered Instruction
TEFL	Teaching English as a Foreign Language

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Abstract

Education is concerned with knowledge, skills, persons, interpersonal relations , and with values. The teacher is spontaneously involved in these various aspects through the process of teaching which is in essense human activity.

Teaching at   university is a challenging experience since this task demands a mature personality equipped with many years of educational training and developed cognitive powers . The teacher's task is to utilize and channel his students' motivation so that his specific aims can be optimally fulfiled. At   university, the framework of study is fixed and the syllabi, usually preparing for a final examination, is settled. Literature courses are included in the programme of language studies and thus novel as a component of such courses is taught to help students enrich their linguistic competence and improve their literary appreciation.

The teacher's challenge is to bring to life language and the literature and culture of that language; it is his charge to teach and facilitate the learning of a foreign language.Teaching, actually, is not just a matter of approach, method or techniques since it is accomplished through what and whom is being taught as well.

From the empirical research conducted so far into the learning effect of various methods, it has been concluded that there is no single method in teaching literary courses that could be ideal under all circumstances .

Aiming at investigating empirically the effectiveness of two types of instruction, the present study, to the best knowledge of the researcher, represents an unprecedented attempt to provide empirical evidence that the traditional type of instruction known as lecturing or Teacher-Centered Instruction is not as effective in teaching novel as Learner-Centered Instruction . The study is limited to the fourth-year students enrolled in the

Department of English / College of Arts/ University of Kufa in Najaf, for the academic year 2001/2002. It is also limited to two types of instruction namely Teacher-Centered Instruction and Learner Centered Instruction and the teaching material is Ernest Hemingway's "The Old Man and the Sea".

To achieve the aim of this study, an experiment has been designed; experimental and control groups were used. Two thirty-student groups were subjected to an experiment after being statistically equalised in host of variables. This experiment lasted for twelve weeks and finally a posttest was administered to measure the achievement of the experimental group who are taught according to LCI and the control group who are taught by adopting Teacher Centered Instruction.

Using the formulae of chi-square and t-test for two independent samples, the study has found that the students taught according to Learner Centered Instruction perform more efficiently in the test than those taught according to Teacher Centered Instruction. Hence, statistically significant differences have been found between the two groups which indicate that the hypothesis is proved to be valid.

Finally, conclusions have been drawn, recommendations believed to be significant for both instructors of literature and English Foreign Language learners have been issued, and several suggestions for further research work have been stated. Throughout all of these, emphasis was on the idea that the day of the silent passive generations of students has passed and that the new generations of teachers must be trained to handle discussions, to welcome students' giving full vent to their opinions and to initiate but not dominate the class activities.

Chapter One
Introduction

1.1 Statement of the Problem

The rapid growth of approaches and methods is a prominent characteristic of contemporary FLT. However, the field of LT has not reached the point of being able to consistently demonstrate the superiority of one method over another for all teachers, all students, and all settings. Consequently, methodology of teaching a FL should vary significantly according to the environment in which the teachers find themselves working. So, it is the task of the researcher in the field of LT to prove the efficiency of a certain approach to teach a certain group of learners in a certain classroom situation.

Salasar (1992: 31) states that LT has achieved a higher level of efficiency than ever before, but one thing has remained stagnant that is the teaching of literature. Harrison and Arnold (1973: 46) agree with Salasar and add that the teaching of literature is a difficult task since literature is a manifestation of verbal culture and cannot be filtered out or separated from language. It is an art that reflects, as Lazar (1996: 74) indicates, an imitation of life to which the teacher of literature could be a magician with the key in his hand. It is a mirror-like documentation where foreign students can learn a lot about the way people live, act, feel and think. In short, it gives a better understanding of life.

Literature courses are usually included within the programmes of TEFL at the university level where English is presented to students from the first stage on through analysing and interpreting literary texts, i.e. learning through literature. These texts are meant to supply students with authentic material and situations of the foreign culture. Thus, such English learners are expected to develop their competence of English language through such courses.

Referring to the significance of literary courses for students of English, Stern (1987: 47) emphasizes that they so much help to master the four skills of language namely listening , reading, speaking and writing. Besides, they help students to master the vocabulary and grammar of the language and develop the four levels of thinking, viz. literal, inferential, analytical and evaluative.

Literature, then, offers the best reservoir for an EFL learner. Yet, Ryan (1963: 1) asserts:

> of all literary forms, novel has been most conspicuously neglected. The reason for this neglect seems clear: most of the novels that have gained a more or less permanent place in the study of English are long and difficult.

Along with the general consensus of many researchers, particularly Lazim (1981), Al-Azzawi (1993), Al-Seady (1996), and Al-Temimi (2000), the difficulty of teaching literature lies in deciding the ideal or systematic approach , effective method, or the most appropriate techniques in TEFL used by instructors of literature at the university level. Through the studies of Al-Azzawi (1993) and Al-Temimi (2000), it has been found that the only way that has been dominating the teaching of novel at the university is the lecture or the extended teacher- controlled presentation in which there is a little interaction between the teachers and the learners.

Actually, the studies mentioned above are in line with what Long (1986: 58) and Salasar (1992: 32) emphasize that the majority of the teachers of literature teach novel in the same way their grandfathers did. They keep on talking to their poor students leaving them overwhelmed by the language of the novel and they impose their own ideas upon those students by telling them everything; asking questions and answering them themselves. This means that the students have no chance to express

themselves or to show any literary tendencies. This problem reaches its climax when communication remains one of the most troublesome questions due to the fact that learners of English have to combine "experience of" and "knowledge about" into an understanding of one way of life alien to their own. Such a problem gives rise to a bad need for a developmental work on teaching novel at the university level.

Ryan (1963 :viii) states that teaching a novel recommends integrating the various aspects of English- reading, discussion, and writing-together with thinking basic to all three and this rings an alarm for teaching novel in away to accomplish its purpose. Since this topic has not been conducted before, the present study comes to be justifiable.

1.2 Significance of the Study

This work is thought worthy to study since :

(1) It provides theoretical and empirical contribution to the field of TEFL by detecting the impact of the teacher-learner interaction.

(2) It serves as a contribution in facilitating TEFL in Iraq and in solving problems related to teachers, learners and material so that the study of literature in the Departments of English of the Colleges of Education, Arts and Languages may eventually contribute to the students' mastery of English.

(3) It strongly calls for guiding teachers of EFL in search for better teaching approaches, methods and techniques used in teaching literature in general and novel in particular .

(4) It provides empirical evidence on some aspects of teaching literature as educational debate because literature-teaching methodology is placed on a more secure empirical footing as it is

always said that an experiment is the only way for setting disputes regarding educational practice.

1.3 Aim of the Study

The present study aims at investigating empirically the effectiveness of two types of instruction,i.e. Teacher-Centered Instruction (henceforth TCI) and Learner-Centered Instruction (henceforth LCI) used by instructors of literature in teaching novel on the achievement of the fourth-year college students.

1.4 Hypothesis of the Study

It is hypothesized that the LCI is more effective in teaching novel than the TCI. Thus, the achievement of the experimental group which is taught according to LCI is superior to that of the control group which is taught according to TCI in the written test used.

1.5 Limits of the Study

The study has confined itself to the following points:

(1) The fourth-year students enrolled in the Department of English/ College of Arts at the University of Kufa for the academic year 2001/2002 .

(2) Two types of instruction used by instructors of novel,namely TCI and LCI.

(3) The last great novel of Ernest Hemingway (1974 :5 - 114) "The Old Man and the Sea"

1.6 Definition of Basic Terms

To shed light on the terminologies used in this study, the researcher would like to present the definition of the following basic terms:

1.6.1 Novel

In terms of fiction, Guralink (1960: 513) defines novel as "a type of literature represented by such a narrative fiction" and Chevalley in Forster (1962: 13) defines it as "a fiction in prose of a certain extent". But Hornby (2000: 904) gives this definition: "a story in prose with characters and a plot long enough to fill a complete book, about either imaginary or historical people".

On the basis of human experience, Thrall and Hibbard (1936: 285-286) define novel as "a form of fiction and as such it is imaginative which is based on human experience".

Operatinally, the definition adopted in this study will be "a type of literature as a piece of art represented by a fiction in prose which is imagintive and based on human experience".

1.6.2 Instruction

Instruction can be defined as "the act of teaching or the process of teaching a class of pupils or students" (Good, 1959: 290).This definition will be adopted in this study.

1.6.3 Instructor

Good (1959: 291) and Hornby (2000: 705) agree on the same definition of the term instructor in that it refers to "a teacher in colleges and universities".

1.6.4 Achievement

Achievement can be defined as "learning that takes place during a definable course of instruction" (Dwyer, 1982: 12).

Good (1959: 7) refers to achievement as "accomplishment or proficiency of performance in a given skill or body of knowledge".

The operational definition of achievement has been proposed to be the amount of performance or the degree of attainment resulting from teaching novel to fourth-year college-students of the Department of English after using two types of instruction, viz. TCI and LCI.

1.6.5 Lecture

The term lecture refers to "an instructional procedure by which the lecturer seeks to create interest, to influence, to stimulate or mold opinion, to promote activity, to impart information or to develop critical thinking, largely by the use of the verbal message, within a minimum of class participation"(Good, 1959: 315).

A lecture can be defined as "a set of key points with associated examples, elaborations , illustrations and qualifications" (Brown, 1978: 62). Bligh (1972: 10) defines it as "a period , which is a lesson or part of a lesson, of more or less uninterrupted talk from a teacher". Actually, he adds that lectures are regarded as instructor-centered method which is opposed to student-centered discussion method.

Operationally, lecture could be defined as the instructional procedure that EFL instructors use when they teach novel.

1.6.6 Approach

Anthony (1965: 8) defines approach as an axiomatic set of correlative assumptions dealing with the nature of both language and

language learning and teaching. It states a point of view, a philosophy, an article of faith, or something which one believes but cannot necessarily prove.

Strevens (1977: 23) states that by approach is meant a commitment to particular, specified points of view, to an ideology, one might say about LT.

1.6.7 Method

A method involves the carrying out of a set of procedures or activities which have been chosen by the teacher because they together relate coherently to the way, in which it is hoped, to reach the course objectives (Johnson and Morrow, 1981: 59).

1.6.8 Teaching Technique

A teaching technique is "an instructional procedure designed to relate to the students the material being presented in order to facilitate learning" (Good, 1959: 591).

Chapter Two

The Teaching of Literature
and
The Novel

2.1 Teaching Literature[*]

2.1.1 Literature in Education

Literature is a looking-glass in which the worthiness of good things and the destructiveness of evil things could be seen and portrayed (Gurrey, 1969: 174). In Fowler's (1965: 217) words, it is the record of the attempts of writers to express and communicate their ideas about man's hopes, dreams, ideas, feelings, thoughts, and experience and his relationship to society. It deals with the life of man in moments of crisis and anguish, with his most intimate relationships, innermost thoughts and his deepest loves and hates.

It is no exageration to claim that a study of literature helps one to understand people of different cultures, different social groups and different classes as it is a social force of man's unconquerable mind. In this respect Pattison (1972: 197) states:

> Literature has a role to play in personal development and social adjustment. It provides not only a genuine context for communication, but also gives pleasure by engaging emotions. It is valuable for its language, for the ideas expressed and for the knowledge and insight that it can give.

Accordingly, literature is included in educational programmes to be used as learning material to develop students' critical thinking. In fact, students are trained to analyse issues and see things from different perspectives. Through literature students develop their reading skills in order to build confidence in their ability as critical thinkers, i.e. it helps breed educated minds. For Hill (1986:7) literature widens students' scope

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[*] Whenever there is a reference to literature in this study, it implies a reference to novel since novel is a form of literature.

of thinking. Through literature students gain different experiences, knowledge and logical thinking which generate trained students in the target language. She argues that:

> the study of literature begins in delight and ends in wisdom. Literary texts are seen as authentic material. This means that most works of literature are not fashioned for the specific purpose of teaching language, but language is the medium of literary works. Literature after all is a language used at best.

The role and influence of literature and its language on language teaching/ learning context can be summed up by the view of Logan and Virgil (1972: 407) who state:

> Literature is a means by which pupils widen horizons, heighten awareness, develop imagination, stimulate thinking, discover meaning, expand vocabulary, develop sensitivity towards, and grow understanding of both others and themselves.

Brumfit (1985: 119) adds that by reading literature, students of an FL enhance their linguistic competence as well as their communicative competence and this could be evidently reflected by their performance.

Actually, literature becomes one source among others for promoting language learning so the primary concern will be to ensure that students interact with the literary text and with each other in ways which highly achieve language learning. In this sense, literature should be regarded a peculiarly potent resource and thus there are two primary purposes for teaching literature :

(1) The study of literature and

(2) The use of literature as a resource for language learning. (Maley , 1989: 10)

Literature is designed to serve as a path to facility in reading and in mastering the language generally and a literary work is a piece of art which teaches, delights, motivates, and encourages students to make sense out of language ; it provides the link between language and culture (Lado , 1964: 151)

The English language is believed to have been shaped by literature and through literature the sources of the language have mostly and most skillfully been used. Consequently, literature has been regarded, for many years and indeed until recently, as the capstone of the FL learning. Following, literature should be involved in the study of language as a most valuable part of the curriculum and should have a privileged place, as Griffith (1987: 71) emphasizes, within that curriculum.

A long with this general agreement upon the significance of literature, the question of the place of literature in the experience of LL is by no means confined to the TEFL in our country.

2.1.2 Literature in the University Programme

Literature has formed an integral part of the EFL curriculum as early as its history; therefore, there is a justifiable and a profitable place for it in the English curriculum of Higher Education. Nowadays, literature is being taught at the university level in the Departments of English where English is taught as an FL for four years in three colleges at the different Iraqi universities , namely the Colleges of Education, Colleges of Arts, and the College of Languages. The literary courses introduced within the programme of these colleges include an introduction to literature, English poetry, English novel, and English drama.

Brown (1978: 2-3) states that teaching in higher education is such a complex and challenging activity that all the lecturers should, from time

to time, reflect on their methods of teaching, and consider ways of refining the existing skills and of developing new ones.

The teaching of literature has remained, generally, an ignored field of study although literature is still playing a major role in teaching and developing the curricula of EFL by providing a convenient source of content (Brumfit, 1985: 105). Thus, it is a demanding task of any instructor to decide on what the teaching of literature can offer, to show the students how much is demanded of a reader if he is to get full enjoyment out of a literary work, and to ensure that the students acquire the necessary knowledge (Hort, 1963: 65). But Marckward (1978: 67) believes that it is unfortunate that little has been said of the way of teaching literature.

Literature in general, with special reference to novel, offers the learners of EFL potential benefits in many fields. Linguistically, it helps students to master the four language skills in addition to the grammar and vocabulary of the FL. Culturally, by examining different human experiences, it provides an exposure to a different culture (i.e. the culture of the native speakers). Aesthetically, by providing perspective insights into man's existence within the literary experience, the novel offers a unique aesthetic and intellectual experience, which can motivate students to develop their habits of reading novel both in and out of the class (Al - Azzawi 1993 : 8-10).

One can conclude that English novel is included in EFL curriculum because it brings enjoyment, develops the learner's personality and improves the communicative competence . Indeed, English becomes a living experience of communication through novel.

2.1.3 The Objectives of Teaching Literature

As far as the teaching of literature in EFL courses is concerned, the teacher of literature must decide what his/her aims are before introducing a literary work to the class. Al-Azzawi (1993: 10-3) and Al-Temimi (2000: 34-8) state that the objectives of teaching English literature to non-English speaking university students are not clearly defined. Yet, literature courses in general and those of novel in particular are taught to achieve one or more of a reasonable series of aims:

(1) Literature will increase all language skills since it extends linguistic knowledge by giving evidence of extensive and subtle vocabulary use, and of complex and exact syntax. Many teachers use literature to assist the development of competence in the language because literary works are used as contexts for exemplification and discussion of linguistic items.

(2) Literature is a link between culture and language. It affirms the idea that language and culture are inexorably intertwined and enables learners to understand that foreign culture.

(3) Literature gives the student awareness and human insight. Literary education, as seen by many, inculcates students with the kind of sensitivity to literature which allows discrimination of the 'good' from the 'bad', i.e. allows critical judgement and sound appreciation and leads to the development of taste.

(4) Literature may guide a few more gifted students towards their own creativity by examples derived from their reading of successful writers. Students could be encouraged by studying literature to infer meanings through interaction with the text. It might give them the chance to develop their ability to react objectively and think critically about what they have read (Ibid).

Hence, what method to employ in teaching English literature depends mainly on the aims set forward. Definitely, the choice of an appropriate method of TEFL leads to surprising consequences; therefore, the most essential task laid on the instructor of English literature is how to choose and then invest a particular method of teaching with the hope of best contribution to the stated aims.

2.2 The Novel

2.2.1 Preliminaries

Literature is in fact an "umbrella" term which covers a number of different genres and the important aspects and distinctive features of literature are noticeably common to all these genres. Novel represents one of these different genres. As a word it comes from the Italian "novella" which means a tale or a piece of news. It was applied to a collection of tales like Boccaccio's Deccameron (1348-58) which were popular in the fourteenth century. Novels can be identified as long prose fictions, including any kind of plot (tragic or comic), all styles and manners of dealing with their material, and showing the capacity to cover every imaginable subject matter from all points of view. (Gray, 1984: 140-1)

According to Thrall and Hibbard (1936: 280-5), the term novel emerges in its recognizably modern form in the Europe of the eighteenth century and with the publication of Daniel Defoe's Robinson Cruso in 1719 the English novel really begins. Thus, it is a young genre, a tiny infant in comparison to poetry and drama, both of which seem to be about as old as humanity writers have always been interested in the world around them, but the development of novel reflects a shift from an

essentially religious view of life towards new interest in the complexities of everyday life or experiences.

By the end of the eighteenth and the coming of the nineteenth century, England witnessed prosperity and progress whether scientifically, materially or socially. This resulted in the rise of middle class people and even the lower classes who began to have the desire to learn. Books, then came to be the means to educate those classes and to teach them how to rise or be reformed. The novel, then, conveyed a kind of moral message and a true representation of life. Moreover, what gave rise to the novel was the direct way it spoke about lay people and the rise of publishers which ended the patronage system (Gray, 1984: 143).

2.2.2 Aspects of Novel

The fundamental characteristic of novel lies in its story-telling aspect. Novels offer many of the advantages to the instructor. They tell a story and can give students the excitement of finding out what characters will do next. They present well-developed characters and can give students the chance to agree or disagree with ideas and actions . They can lead the students to another world easier to enter than the world of other kinds of literature (Forster, 1962: 33).

Howes (1972: 12) believes that novels are written to be read rather than to be produced. Thus, the novelist shapes his tale as he tells it and the reader is often left in less doubt about motive and meaning in a novel. Moreover, a novelist is a person with a special interest in people, in the way they live, and special gift for writing about human beings. He comes from different ages and ranks holding a pen in hand and initiating the process of creation sogged with humanity. Blisher (1976 ; 57) adds that novels can take the reader inside people to tell how they think and feel , so good novels do not just entertain the readers – excite them or make

them laugh or cry – but they also help to understand themselves and other people .

Novel helps instructors find ways to lead students to an appreciation of a literary work , It provides a theoretical rationale which would be useful for either experienced or prospective teachers and suggest ways in which theory can be translated into classroom practice (Howes , 1972 :1).

It is true that the "world" of a novel is a created one. Yet , it offers a full and vivid context in which characters from many social backgrounds are presented in a certain form of setting whereby a plot is neatly developed in order to convey a certain theme . Thus, a novelist is a creator who makes a story out of his knowledge of humanity , his skillful use of fictional techniques , and his ability to exploit imaginatively the vast resources of language . He brings to life something which did not exist before , something unique , and that can never be duplicated (Ryan , 1963 : 42-4)

Fries (1966 : 228) thinks that the novelist is concerned with presenting a segment of human experience which shows attitudes towards human values ; therefore , one may not only identify himself with the characters and live the story , but he may also regard the activity as a laboratory experiment in conduct . He may hold it up to view , question it and criticise it by discovering the characters' thoughts , feelings , customs , possessions, what they say, believe in, fear, enjoy, how they speak and behave behind closed doors.

Consequently, teachers of literature at universities should lead their students to discover how each of the essentials (i.e. setting, plot, character, and theme) is related functionally to the others and then to appreciate how a novelist weaves a multiplicity of meaning into an expressive unity that gives his novel an aesthetic form. Thus, it is the

teacher's job to provide the bridge that links between the world of the novel and that of the student (Fowler, 1965: 237). This means to relate literature to life by taking the students to the world of the novel to explore that world and sometimes unite with it, but how this is done is not so easily said.

2.3 Teaching The Novel

Almost nobody can deny the fact that in any teaching situation the first and most important thing is the objectives beyond the intended course. The teacher should select the appropriate ways of teaching that he thinks best suited these objectives. By so doing, an effective EFL instruction could be obtained in an effective teaching/ learning situation. In addition, it is important to know how the student is to learn and which basic language strategies with active and creative techniques can provide "a way in" to a literary text that lead to a successful and fruitful learning of English.

Magers (1968: 990) states that one of the problems that are possible to face a teacher of novel is the way of relating the characters, the setting, the action of another age, another way of thinking and living, to the present situation of the students. Brumfit and Carter (1986: 2) assure that this issue of literature and LT is generating a great deal of interest at present.

Hence, to make the process of learning EFL through teaching novel as effective as possible, teacher's action and teacher-learner interaction are basic aspects of classroom life. Al-Azzawi (1993), Al-Temimi (2000), and Al-Qaraghooly (2001), on the one hand, argue that the traditional and largely subjective method of teaching novel in Iraqi college classrooms is the lecture method or the teacher-controlled presentation. It is not

surprising that it is the teacher who does most of the talking and that most college students who learn EFL face difficulty in understanding lecture style. They (Ibid) find that it is more rapid and less explicitly articulated than the sort of speech the students have been exposed to before.

On the other hand, the dissatisfaction with lecturing as a method of teaching novel gives rise to a very serious need for an alternative method that might function as a substitution or at least a partner to lecturing. The present study attempts to present and investigate as closely as possible the two types of instruction, i.e. lecturing or TCI and LCI, and to shed light on the relationship between the particular teacher and the particular learner involved.

2.3.1 *Teacher – centered Instruction (Lecturing)*

2.3.1.1 *Historical Background*

Dewey uses the term "traditional " as a label for the format that is dubbed "Teacher-Centered Instruction " and points out that according to this mode everything is determined by educators not learners and thus participation of students is minimal. Actually, the major aim seems to be to ensure mastery of what is in books and in the educators ' minds mostly through verbal communication (Withall , 1985 :4993) .

Bligh (1972:18) argues that 'Instructor –centered' method or TCI is usually regarded as the lecture method where the sender of the message is the lecturer and the receivers are his audience of students. From a historical point of view , the lecture method of teaching is believed to be a long and honorable one since it is an economical way of teaching that has been in use for some (2500) years (Brown ,1978:44) .Lectures can be traced back to the Greeks of the 5th century BC . They were the most common form of teaching in Christian and Moslem universities. At that

time , the lecture consisted of an oral reading of a text followed by a commentary (Brown , 1985:2987).

In essence , a lecture consists of one person talking to many about a topic or theme. This talk may be associated with the use of audiovisual aids and with occasional questions. Today, lectures are still the most common form of teaching in universities not only in Iraq but throughout the world .Their continuous use may be attributable in part to tradition and in part to economy .Hence, the lecture is the predominant and most common method of teaching in higher education (Brown, Ibid ; Matriu et al, 1995 : 172).

2.3.1.2 The Role of the Instructor

The task of an FL instructor is to teach something and to provide circumstances which will enable students to do something. Thus, the teacher has to make three types of decisions: what to do, when to do it, and how to do it.

The instructor, while giving lectures to his students, always stands up in front of a large group of students and communicates for an interrupted period of some forty or fifty minutes. As a lecturer, he acts as a sender of an educational message. In this regard, Hills (1979: 13) believes that lecturing is an example of communication in which there are two main types of the persons who are involved in the teaching/ learning process: the teacher and the student. While the former acts as a sender of a message, the latter acts as a receiver of that message. This implies that the role of the teacher is one of "dissemination of knowledge" (Ibid:94).

Moreover , the lecture is the single most widely used instructor activity in college classrooms where educators have long bemoaned the practice of spoon feeding college students (Ellis, 1956: 10).

During such a spoon-feeding process, instructors of literature talk too much. They do all of the talking, leaving their poor students over

powered with the new massive culture. They tell them everything. Although the teachers ask the learners questions, they themselves answer these questions as if they were trying to impose their ideas on the learners by the interminable reading in the class: dates, biographies, and lengthy paragraphs of a literary text they could hardly follow. Indeed, the teachers provide their student with everything on a tray and the latter's job is just listening (Salasar, 1992: 31).

This seems the actual case in our classrooms where literature is used as a resource to learn EFL as shown by the relevant previous studies (cf. Chapter 3). The instructor reads pieces from the literary work, then he/she explains what events or ideas are expressed in them. Later on he/she raises a few questions and sometimes gives the answers directly without giving the chance to the learners to participate actively in the process of communication.

2.3.1.3 The Role of the Learner

During the time assigned to the lecture, an hour or less, the lecturer keeps on talking while the students are merely passive and unmotivated note-takers who learn from lectures through listening, observing, summarizing and note-taking (Ibid). The lecturer sends messages; the information is received, shifted, and stored by the students who only summarize the received messages and produce notes on them (Brown, 1978: 44).

Students sometimes react coolly to the lecture; this may be partly due to the scarcity of good lecturing and partly to over use of lecture method (Ibid : 41) . Understanding is a hidden variable in the students' activities. They provide no verbal feedback as to whether they were understanding what the lecturer was saying or not, but the latter may receive so visual feedback concerning how bored his students were and whether they were paying attention to him or not (Herriot, 1971: 82). This

suggests that there be little interaction between the lecturer and the learner since the students have no chance to express themselves or to show any literary tendencies. They are totally dependent on their lecturer who represents the only authority.

2.3.1.4 The Objectives of TCI

Any approach, method, and technique or procedure used in TEFL to any group of learners should be directed to the general and specific objectives stated in accordance with the policy of the philosophy of education.

Bloom (1954; 34-5) believes that if the objective is to transfer knowledge or information about a topic, then the lecture method is satisfactory but if the objective is problem-solving or the building of attitudes of inquiry, other methods are preferable. In Bligh's (1972: 18) words the lecture method can be used appropriately to convey information, but it cannot be used effectively on its own to promote thoughts or to change and develop attitudes without variations in usual lecture techniques. For Herriot (1971: 1) the lecturer seeks to affect the behavior of his audience as he is trying hopefully to enable them to analyse a topic in a more useful way. Furthermore, he aims at producing specific responses in a written examination.

The lecture method used in teaching novel at the university level must be therefore related to the educational objectives sought by the Ministry of Higher Education and Scientific Research. (cf. 2.1.3).

2.3.1.5 The Essentials of TCI

For the instructor who is seeking to develop the techniques of teaching, lecturing is a method in itself as, preparation, presenting information, explaining and stimulating interest are the main skills of lecture (Brown, 1985: 2988).

Preparation is the selection of content and goals of the lecture, i.e. the definition of the purpose and the structure of the lecture, by preparing adequate notes, preferably in an outline form, and reviewing them carefully before presentation. The well-preparing lecturer is the one who carefully studies the course material to determine the required points of emphasis, their accuracy and repersentativeness, and their best order of presentation, so that he may provide a unique contribution to learning (Brown and Thornton, 1963: 138; Brown : Ibid).

According to Beard (1972: 112-3), planning and organizing the lecture need careful attention. The lectur needs careful preparation of points under section headings, and it may be wise to keep each section together with relevant subheadings and illustrations. Actually, preparation of the lecturer's own notes is an individual matter and may well vary somewhat with subject.

Lecturers can play an important part in the process of teaching when the instructor is well-prepared. He/she must be familiar with the backgrounds of the special needs of his students. He/she must be patient as anything worth learning takes time to learn, and time to teach (Brown, 1985: 2987).

When presenting the lecture, the instructor should hold in mind that it is his responsibility to keep his audience's arousal high. His lecture plan should, therefore, include various methods of stimulating attention. To make the lecture meaningful and interesting, the lecturer shows confidence in making well-organized presentation. When he/she has begun to speak, the lecturer's mind will be on what he is saying and how the audience reacts just like an actor performing a role (Bligh,1972:220-2).

Brown (1978: 2) states that explaining is the heart of teaching in higher education just as its obverse , understanding is at the heart of

learning. Explaining, as for Brown (1985: 2989), means giving understanding of a topic, using examples and illustrations. One of the basic educational principles that should be used in explaining any topic is that it is usually better to proceed from the simple to the complex, from the concrete to the abstract, from the general to the particular and from the familiar to the unfamiliar.

The lecturer should present the explanation with the help of using blackboard, slide projector, overhead projector or any other audiovisual aids (Brown, 1978: 3). The skillful use of these aids sustains attention and enhances learning and achievement amongst students. Moreover, the lecturer should tackle the problems of explaining, lecturing, selecting, organizing and timing explanation.

To prepare and design an effective explanation for a specific lecture, an instructor has to decide precisely what to explain. This is best done by asking simple questions about the topic such as : What is ....? Why is ...? How does...? etc. (Ibid).

As a result , the instructor can give the audience a detailed lecture about a novel by studying characterization, interpreting figurative language and symbolism, teaching about style, and discussing them in the text of the novel under study. He/she can introduce the novel to get the class ready to read it. Besides, he can arouse curiosity about the text by reading the first few pages or a chapter with the students.

Generating interest and enthusiasm for a topic or subject is also an essential skill of lecturing and lectures are stimulating and interesting when they link ideas that had not been linked before in the students' mind (Bligh 1972: 87) .

The face, voice , hands, movement and stillness, and silence are all used to convey interest and enthusiasm. Thus, the face must be seen, the voice must be heard, the hands must be used, and stillness and silence

must be observed. All of these can be used by experienced lecturers to gain and hold attention. In lectures, communication includes more than the words that are spoken and heard. It includes non-verbal communication or paralanguage that contributes to the meaning to be conveyed and to facilitate getting more from lectures (Beard, 1972: 117; Revell, 1979 : 3 ; Apps, 1982: 38 ; Littlewood, 1988: 65-66).

Brown (1985: 2988) adds that clarity and interest are two essential features of lectures. This clarity refers to the idea that whatever is taught should be made clear, firm, and as bright as sunlight to students. Otherwise, there could be little understanding.

These essential principles are simple to understand but often difficult to put into practice. It is proved difficult to translate them into action. If they are to be effective, lecturers must be both clear and persuasive depending upon the way these skills are combined together .

2.3.1.6 Advantages and Disadvantages of TCI

Lecturing as a method of teaching has many merits and demerits. It seems highly significant as it transmits so much to so many at one time (Bligh , 1972: 19).

Lectures can be used for introducing activities, motivating learners, summing up at the end of units and for explaining difficult points. They are particularly useful for bridging gaps between topics to be studied in depth and for presenting information that would be otherwise available to the students (Clark & Starr, 1981: 210).

Educational psychologists attack lecturing for the fact that it results in passive methods of learning than those which fully engage the learner. They also maintain that students have no opportunity to ask questions and must all receive the same content at the same pace and that they are exposed only to one interpretation of subject matter. Some students also attack poor and inadequate preparation, presentation, and

structure of lecture. They look for not only the greatest but the only virtue of lecturing, i.e. clarity of presentation, which is based on comprehensive consideration for both the subject matter and the interests and differences within the audience (Beard, 1972: 103-106).

In this regard, some of the most common failings are : preparing more material than what can be comfortably covered within the time of lecture, going at a pace through the lecture, or both may be combined.

The type of instruction used inside the class is teacher - dominated instruction and not self-directed instruction, thus it is spoon-feeding. Accordingly, if given notes, students do not attend the lectures as they may copy such notes without understanding (Ibid, 108). If students are given everything the easy way, it is unlikely that the subject matter will be incorporated into their body of knowledge, i.e. what comes easily, goes easily (Salasar , 1992: 31).

In Bligh's (1972: 11) words the lack of feedback from the audience is a major defect of lectures. This can be explained fully by Hills (1979 : 18-19) who argues that feedback is "an important part of any self-regulating mechanisms and, since human beings are largely self-regulating mechanism, this must be considered in the context of teaching and learning". Instead of the instructor simply passing messages to the students, the communication process should be a dynamic interchange with the student feedback information on how the instructor's messages have been received. Eventually, the student keeps the instructor aware of his difficulties and the latter keeps the students aware of their progress and attempts to solve any difficulties they may have.

In fact, the lecture can only display information to the students but it cannot ensure that they learn it. Hence, students sometimes behave as if the lecture was the only real part of the education process and that they gain knowledge by some sort of osmosis through sitting and listening

passively to a set of lectures (Ibid, 90). What is important is what the students learn, not how much the lecture covers.

2.3.2 The Learner-Centered Instruction

2.3.2.1 Historical Background

Since the beginning of 1960s, there has been a considerable increase in the variety of pedagogical approaches being practised, partly due to the greater numbers and types of learners involved and partly to the progress which has been made in such areas as the description of the functions of language, the psychology of learning, and teaching methodology. The emphasis is no longer placed on the knowledge to be required nor on specific techniques by which it is to be required, but on the relationship between knowledge, techniques and the learner. Thus, the learners' characteristics are taken into account (Holec, 1980: 30).

Logan (1980: 94-5) adds that the recent thrust towards more individualization of instruction in the classroom has begun in 1960s mainly as a humanistic reaction against what was felt as excessive pressure for conformity. As a matter of fact, individualized instruction has several synonyms : differentiated instruction, personalized instruction, humanized instruction, autonomous learning, continuous-progress learning and learner-centered instruction which is the main concern of the present study.

Dewey uses the label "new" for the learner-centered procedure. He states that the learner-oriented processes ensure the students' analysis of their experiences and encourage learners to become more self-directed and self-responsible. Indeed, the concept of learner-centered education derives from client-centered therapy and the essence of both is to enable clients in either context to assume full responsibility, with the aid of an acceptant and empathic therapist or mentor for decisions, actions, and

their consequences. The ultimate aim is to help human beings to tap their latent and frequently unused urge for growth en route to becoming self-directed, self-responsible, and autonomous persons (Withall, 1985:2993-8).

Nunnan (1991: 178) thinks that a LCI is based on the fact that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and so the learner is the focus and the end-point of all the elements, and the point where the entire LL/LT process begins and ends. When the instructor teaches, it is with the aim and expectation that a learner learns. In this regard teaching is based on the assumption that the learner is at the heart of any teaching programme.

2.3.2.2 The Role of the Instructor

As Hills (1979: 97) affirms the role of the instructor has changed from one of "dissemination of all knowledge" more towards one of "manager of resources". The primary role of the instructor is to create situations in which the learner is most suggestible and then to present material in a way likely to encourage positive reception and retention by the learner. Furthermore the instructor has two main roles: the first is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second is to act as an independent participant within the learning –teaching process.

The instructor is a facilitator of his students learning. As such, he is a manager of classroom activities. In this role, one of his major responsibilites is likely to promote communication. During the various activities, he acts as an advisor who is answering students' questions and monitoring their performance. At other times, he might be a co-communicator engaged in the communicative activity along with the

students by developing appropriate teaching techniques which can help students to understand, speak, read and write the FL(Cornelius, nd : 2-3).

The instructor should create a relaxed atmosphere in the classroom where the relationship between him and his students is of vital importance. Both must use "talk-and-listen" system in which they must be patient. Anthony (1965: 11-12) and Mann (1970: 8) report that Finocchiaro believes that the most important element in teaching is the "perspective teacher" who has not only a "listening ear" but also a "listening heart". Thus, he can aid students in their own battle for ungraded or mere socially relevant courses. He could structure his class in such away that is entirely student-centered.

Hills (1979 : 64) finds that the instructor is assuming a directive role in which he has three main responsibilities : first, starting the discussion, second maintaining it , and third closing it. (Brumfit, 1985: 54) adds that he /she can hand over the learners themselves and act as monitor of the ongoing proceedings, which are under full teacher control . Consequently, the instructor must find means of engaging students actively in the exploration and interpretation of texts.

For Via (1975: 160) the duty of the teacher is to make his/her class a group, i.e. make them feel that they belong to an English class. The teacher, then, must become a member of the group instead of being always up front and must try to use the talk-and-listen system instead of just talking alone.

2.3.2.3 The Role of the Learner

The LCI encourages responses from the students. Above all, being communicators, they are actively engaged in negotiating meaning and in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by

communication since the teacher's role is less dominant than in TCI, students are seen as more responsible managers of their own learning.

Strevens (1980: 10) emphasizes that the learner is not simply apassive recipient of teaching and not just a walking Acquisition Device. On the contrary, he brings to the learning/teaching process a massive contribution of his own, an active and interactive personality, energized by a profile of varied qualities and abilities that shape the way in which he learns, and that therefore help to define the teaching which will be most effective and appropriate for him. The learner, then, is the ultimate element of the process of FLT and foreign language learning. He is, in fact, an active agent who shares others their own experiences, perceptions and opinions.

2.3.2.4 The Objectives of LCI

With great emphasis on the idea presented by Hills (1979 : 77), it is important not only to hear the words said by a teacher but also let the mind "play" with the ideas presented, questioning them, arguing and disagreeing with them and coming to conclusions about them. What the LCI interested in is engaging the students interactively with the text, with fellow students and with the teacher.

As a result, one has to call for a student-centered class to leave the class for students to practise the target language as one can learn to do something by doing it not by listening to it. Thus, the objective is to put the students in the middle of the whole literary process as far as literature is concerned and make them creators rather than passive containers of boring theories (Salasar, 1992 : 31)

It is hoped that students might face any literary text such as novels, with open and questioning spirit. Hence, LL can be achieved through engaging the students in communicative situations. They are supposed to do most of the work, not their instructor. Ultimately, the new material

must be used immediately after it has been presented to them (Brumfit, 1985: 15-23).

To achieve genuine communication is another objective in LT and LL of LCI where instructors and students alike must be aware of the need for clear communication and work consciously to achieve it through active interaction. In this case "learning will be enhanced when what is said, shown, discussed, demonstrated, worked with, or thought about is clear and unambiguous" (Brown & Thornton, 1963: 117). In this regard Via (1975: 159) states :

> Teachers of English literature should remember always that the classroom is a laboratory and the English classroom-every English classroom- is a language laboratory. It is a place to make mistakes. It is a place to learn where the students must be given the freedom to know that they can fall down whenever necessary without any kind of reprimand.

Hence, the objective which outweighs all others in importance is that students should be helped to discuss and clarify difficulties arising from their study and to overcome these difficulties. It appears that it is essential to provide opportunities for questions; to help understanding the literary course material; to ensure that students are not getting lost in literature courses; to search for areas of ignorance and to direct attention to them; and to promote understanding literary devices and facts related to the text under study. Accordingly , no adequate reason can have been advanced to convince that discussion with students could not serve many useful purposes.

Other objectives mentioned by Beard (1972 : 126) are : to obtain more intimate and personal contact with students than is possible in lectures; to promote critical and logical thinking; to aid students in

solving problems ; to give pr actice in using the FL by oral discussion and active participation; to study one topic in depth, revision and preparation for examination; to widen interests; to change attitudes; and to provide feedback to the staff on students' progress and attitudes or one the effectiveness of teaching.

2.3.2.5 The Essentials of LCI

As far as TEFL through literature is concerned, the main intention of LCI is to use literary texts as novels for stimulating language activities and for promoting language learning . Engaging students interactively with the text, with the teacher and with their classmates is what this type of instruction interested in. It represents a shift from language teaching to language learning; therefore , it is a shift from traditional techniques of teaching novel to theories which recognize each text as a part of social communication where the text remains a message to convey to readers.

Regarding literature and communication, Perry (1968: 1313) thinks that all literature deals with the communication of words. However, the narrative and dramatic forms differ essentially in their use of language. Via (1975:158-9) adds that students need to communicate by speaking the language not by just reading and writing. Thus, the teacher's task is not only talking but also listening and encouraging students to use the language and to learn through experience and through experiencing. If this is done, there will be true communication ensured by the teacher's main role and stated to be a human activity as follows:
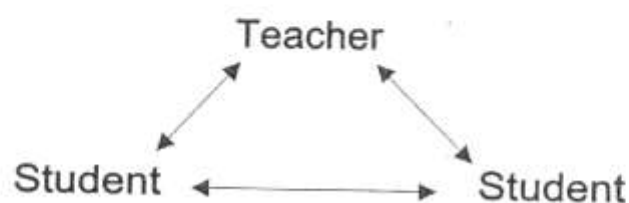
(Hills, 1979: 112)

It is necessary to let the students know that they are interacting with a human being not with a dictator so the teacher has to provide a relaxed atmosphere in the classroom. He / she should not talk with the students in pattern practices and drills but instead talk in ideas, to talk with emotions and with feelings. He/she should give students space to work with language in ways that are enjoyable, memorable and continually varying and should provide new modes of thought, new behaviors, new forms of expression, and best of all, new friends with whom to communicate.

English has become a living experience through novel as the students are fully involved in its analysis, discussions, and appreciation. Hence, the novel is taught with the emphasis that students do most of the work in the class while the teacher is a class-director. Encouraging discussion between students is valuable because of the fact that they can share their ideas and ideals with others by saying what they feel or think. In this case, the teacher should avoid playing a too dominant role in the discussion. He should put the responsibility on the students, and build a spirit of group cooperation and friendliness (Ibid., 90).

In LCI, it is recommended that the novel must be divided into segments, each followed by a discussion since novel is a long form of literature in which it is difficult to get students to perceive the relationship between whole and the parts. Furthermore, it is important to prepare students for a lesson by clarifying its goals and to relate it to their prior knowledge and skills. It is very helpful to ask students a series of general questions in order to create the right mental attitude for receptivity before beginning to read the literary work and to stimulate the students' willingness to respond . The experienced instructor is aware that not only is the question itself important but equally important the order in which it occurs in reference to others is equally important (Ryan. 1963 : 84).

In devising such questions, the teacher keeps in mind that he is not only developing understanding fiction, but also helping students gain greater power over language as an instrument for clear and imaginative thinking (Power, 1981 : 9).

The text of the novel can be presented in several ways such as silent reading by students to enjoy it as a story, taped reading by a native speaker, or the instructor's own reading i.e. the teacher can start his lesson by reading aloud. After presenting the text, the instructor may direct specific questions to call attention to the relevant parts of that text. The main concern of such questions is the characters, plot, setting , events and ideas.

The under study section will be fully explained through questions raised by the teacher and answers or responses of students which lead to a worthwhile class discussion in a critical or analytical framework. Such questions are the like of :

(1) Where, how, and with whom, does the novel begin/end?

(2) Who are the main characters? Who are the most important minor characters? What are their relationships to the protagonist?

(3) Mention one important decision the protagonist makes.What choices does he have? Why does he decide as he does?

(4) How does the author create suspense ? and so on.

Such a type of questions brings facts and opinions rather than those which can be answered "Yes" or "No". The students ' full answers to such questions may reveal their intelligent reading and active participation. They may provoke a lively discussion that touches on important issues in the story, and demand students' attention to the story's details. With a little guidance, the students would soon realize that in order to support their opinions with a thoughtful response, they have to develop some skill in literary analysis.

As a result , the whole class is invited to think, to remember what the author is trying to do, and to guess why he has chosen specific means of doing it. For Ryan (1963: 97-9) discussion is an instrument for learning. Through the amount of reading and class discussion, students overcome most of their language problems and elevate their ability to read critically and express themselves.

During this educational journey, students might grow critical readers, writers and thinkers. They activate and practise language skills without boredom or hesitation and this, of course , leads to progress in language acquisition and language performance.

Nunnan (1991: 192) regards a literature classroom as a warm noisy exiting environment which is the most suitable one for students to acquire language and practise its various skills. Students should participate a series of noisy argumentative and exciting discussions not parrot-like sessions with the teacher asking a question, receiving a students response, asking a question to a new student and so forth. Such discussions typically are boring and accomplish little other than the assessment of students' factual knowledge. As a result, they become a fragmented ritual rather than meaningful enjoyable processes.

2.3.2.6 *Advantages and Disadvantages of LCI*

Apparently, the activities proposed in LCI have some merits and demerits which can be summarized as follows:

(1) The learner is no more a recording instrument, but an active participant. This will, of course, encourage students to share their own experiences, perceptions and attitudes.

(2) LCI enables students to read literature and interact at four levels: read to respond, gain knowledge, appreciate and develop their abilities to understand. Through discussion, appreciation and analysis of group works, students satisfy their needs for self-expression and they speak

with each other in a loud voice confidently. These activities also help to kindle the learners' imagination. Members can broaden their new points, gain understanding and crystalise their thinking.

(3) The students will be interested in what is going to happen; they have motivation to live in the world of the novel and to find a kinship between this world and their own world.

(4) LCI develops the FL four skills with particular emphasis on speaking. To speak the language is very important. If students just read and write , they may wonder how they can use this language . But to speak a language might give a reason for learning it. So by the students responses to general and specific questions raised by their instructor or other students, there will be a way to release and let so much English stored up in their heads out. Through LCI, students are encouraged to listen carefully, reflect, reason, participate and to contribute.

(5) Instructing students and providing feedback on performance are the two most commonly conceived classroom functions of instructors. Positive feedback is in fact much more effective than negative feedback in changing students behaviour. Psychologically speaking, positive feedback according to (Nunnan, 1991 : 195) has two principal functions : to let students know that they have performed correctly and to increase motivation through praise. The feedback obtained on the success of learning and teaching is one of the main advantages of LCI.

In addition to such merits, some demerits could be worth-mentioning:

1.The intensive and extensive use of teaching techniques inside the class requires a well-prepared teacher to keep on the work at its high

level of arousing interest of the students. This may be regarded as a tiresome and time-consuming job for the instructor of literature.

2.There is a great need to many language-teaching aids such as laboratories , overhead projectors, recordings, video-films, maps,etc which may not be available in many classes.

3.Due to the intensive and extensive teaching techniques and teaching aids, LCI should be best limited to advanced learners only. For the beginners need much more attention and should be taught by using simplified teaching techniques .

Chapter Three

Related Literature

3.1 Introduction

The following is a survey of relevant studies of both EFL and English as a native language (henceforth ENL) conducted in the field of teaching. The researcher has come across these studies as they have a so direct relation to the present study that they compare two or more approaches or methods in teaching a subject matter to a group of learners. The researcher believes that they have enriched the topic and can be considered a starting point for the research. In fact, they have been used as a guide that clarifies the steps and procedures followed in the present study.

These studies are presented chronologically and discussed in details to show their similarities and differences to the present work.

3.1.1 Studies Related to TEFL

It is necessary to mention that the surveyed EFL studies are mainly concerned with teaching English to foreign students. Some of these studies are based on descriptive research while others are experimental in which two or more teaching methods or approaches are involved.

3.1.1.1 Lazim's (1981)

This study aims at examining closely the obstructions the students at the university level in Iraq may encounter in their understanding and appreciation of English poetry. It also seeks to investigate the actual reasons behind the "unresponsive" attitude of Iraqi students towards English poetry.

A sample from the third stages of the English Department at the College of Arts and College of Education of the University of Basra is selected for the distribution of a questionnaire. The analysis of the students' responses to the questionnaire by adopting the percentage

procedure has revealed a definite deficiency, on the part of the students, in understanding and appreciating English poetry.

Results and findings show that there are some reasons behind the obstructions those students may encounter in the area investigated. These reasons are the difficult language of poetry, the current methodological deficiency in the teaching of poetry, the unfamiliar cultural content of the poems taught, the insufficient time devoted to poetry in the syllabus and the students being acquainted with English poetry only after joining the university.

In view of the findings drawn out from the responses of students, a few recommendations are suggested by the researcher.

3.1.1.2 Al-Azzawi's (1993)

The major aims of this study are to identify the existing teaching techniques used by instructors of novel in the departments of English and to decide whether these specific techniques emphasize the study of novel as a means of learning the FL or they are concerned with studying novel as a fictional work.

Sixteen instructors of novel from four departments of English in four different colleges, viz College of Education (Ibn Rushd), College of Arts, College of Languages, and College of Education for Women/ Baghdad University have been considered as a sample and represent the population of the study as they are the total number of the instructors of novel in the four colleges.

The scientific recorded observation was the procedure adopted by the researcher and thus, a checklist was prepared. To give more reliability to the observation results and to collect some information on the instructors' experience in teaching novel, a questionnaire was delivered to the students.

After finding the validity and reliability of the procedures, the study concludes that most of the techniques used by instructors in teaching novel cannot be recommended as ideal techniques in TEFL. The existing techniques used in teaching novel are:

(1) Part of the chapter is read to the students who listen passively and scarcely participate in class discussion.

(2) Each point is discussed on certain moral, aesthetic, and literary values. Little or no attention is paid to points which emphasize language and linguistics, i.e. grammar, vocabulary, pronunciation, etc.

(3) Students respond briefly to some questions raised about the section under discussion.

(4) For the next lesson, students are asked to prepare the next section or chapter as homework without giving any idea or summary about it.

In addition, the researcher concludes that there is a confusion between the objectives of using novel in TEFL and those of studying novel as a fictional work.

3.1.1.3 Al-Bakri's (1994)

The main objective of this study is to investigate empirically the effect of using an eclectic method in teaching oral practice exercises on the achievement of intermediate school pupils. To achieve this aim, two hypotheses have been tested.

An experiment is designed to fulfil the aim and its hypotheses; an experimental group taught oral practice exercise with the communicative activities and a control group taught according to the Audiolingual Method are used. Two groups of thirty pupils are chosen from the second year intermediate in Al-Zahra Secondary school. Written and oral tests are constructed. Two tests are exposed to a jury for the purpose of ascertaining their validity. The test-retest method is used to calculate the written test validity while the reliability is used with the oral test.

Results and findings show that the achievement of the experimental group is superior to that of the control group in the written and the oral tests. Furthermore, the study concludes that oral practice exercises should be seen in the long term as a means of acquiring a thorough mastery of the language as a whole, not as ends in themselves.

Besides, it is possible for a creative teacher to use material and audio-viusal aids that can serve to make learning more interesting and bring about a meaningful and communicative use of language.

3.1.1. 4 Al-Seady's (1996)

This study aims at investigating the situation of teaching English drama in the departments of English at the university level in Iraq by comparing the efficiency of an aesthetic , linguistic, and an eclectic method in achieving the aims of teaching English drama; establishing a set of aims, assumptions, teaching techniques, and testing strategies for aesthetic and linguistic methods; proposing on eclectic method for teaching English drama; and in formulating a set of aims for teaching English drama in the departments of English in Iraqi colleges.

The population of the study consists of second-year students in the Department of English-University of Qadisiya. Out of this population, three experimental groups are taught by the researcher himself. Moreover, open and closed questionnaires are conducted to survey experts' attitudes regarding the initially formulated aims of the researcher .

The findings of this study indicate that the eclectic method is an effective one for achieving the aims of this study. Moreover, there is a gap between the aims and objectives of the aesthetic and linguistic methods and the aims formulated as a result of the procedures of this study.

It is worthmentioning that the researcher realizes that instructors of English drama at the university level in Iraq are in doubt as to the appropiate methods to be followed in teaching their courses.

3.1.1.5 Al-Temimi's (2000)

The aims of this study are to identify the prevailing techniques used in teaching literature in the departments of English in the colleges of Education; to find out whether the techniques followed are in correspondence with the objective of consolidating the students' learning of language skills, or they stress only the development of students' skills of literary appreciation; and to suggest some new techniques that might sustain English language teaching.

The sample of the study is the population, which consists of thirteen instructors representing the total number of the instructors of literature in the two colleges of Education (Ibn Rushd and Women's College) at the University of Baghdad. Scientific recorded observation is the procedure adopted in this study. Therefore, the researcher has prepared a checklist of forty-nine items. The researcher also directs two questionnaires: one to the instructors and the other to randomly chosen group of 100 students from both colleges.

Results and findings show that the prevailing technique used in teaching literature courses in the departments of English in the colleges of Education is the traditional technique of teaching: the instructor reads pieces from the literary work, then explains what events or ideas are expressed in them and the students are mostly passive audience. Sometimes, instructors only raise a few questions at the end of the lesson about what has been explained to which the students respond briefly. Moreover, the teaching techniques used by instructors of literature emphasize course content rather than the development of students' language skills or those of literary appreciation. Finally, the researcher

concludes that the fact of not producing competent teachers of English may be partly related to the inappropriate teaching techniques followed by instructors of literature and that the instructors' adoption of these inappropriate techniques can be related to the lack of clear-cut objectives of introducing literature courses into the preparation programme of the departments of English in Colleges of Education.

3.1.2 Studies Related to ENL Teaching

The following foreign studies are found to be of some relevance to the present work in one way or another.

3.1.2.1 Clabaugh's (1977)

This study is designed to highlight the effects of three different modes of instruction on the comprehension and attitude scores of students, namely directed instruction, which includes lecture and discussion, teacher-centered mediated instruction in which the teacher uses a variety of media to assist in the presentation of the content, and student-centered mediated instruction where students develop mediated material for presentation to the rest of the class. Each mode is randomly assigned to existing students in a twelfth grade language arts class.

Pretests and posttests on both comprehension and attitude are given to the students in each of the three classes. Attitudes are measured on semantic differential scales which assessed students attitude in three areas: (1) attitude towards the type of content covered, (2) attitude towards the class in general, and (3) attitudes towards the mode of instruction.

The pretest and posttest scores on both the comprehension test and the attitude questionnaires are analysed by analysis of covariance. The results show that two of four analyses - one on comprehension test and three on the aspects of attitude - are found to be statistically significant. These are comprehension and attitude towards the mode of instruction

experienced in both cases, the student - centered mediated instruction and directed instruction groups. The researcher mentions one probable reason for this: the student-centered mediated instruction mode is novel to the students and on the surface does not seem to require as much work as the other two modes. These misconceptions probably contributed to the lower scores.

3.1.2.2 Rothman's (1980)

This study attempts to determine which teaching methodology, lecture or case study/ discussion, is more effective in terms of students' knowledge gain and sensitivity to children with special learning problems.

Forty-eight graduate students enrolling two sections of an introductory graduate course in the field of learning disabilities comprise the sample. One section is instructed by using the lecture method and the other section is instructed by using the case study/ discussion method. The latter consists of a written presentation of a case, audiovisual materials, tangible materials and objects, as well as human resources. Both classes receive the same information although class presentation is different.

A pretest/posttest knowledge and sensitivity scale are administered in both groups. The major findings of this study reveal that :

(1) the lecture group does marginally significantly better in terms of knowledge gain ;

(2) the case study/ discussion group does significantly better in terms of acquiring greater sensitivity towards disabled children ; and

(3) the case study/ discussion group is better able to analyse in depth the special problems of teaching disabled children.

3.1.2.3 Black's (1981)

This study aims at investigating the differences between using the inquiry and the expository method for the increase of critical thinking skills of high school senior government students. This study adopts the claim that higher cognitive questioning (inquiry method) is an avenue to critical thinking.

To achieve the aim of this study, four hypotheses are tested. Pretest and posttest are used at the levels of composite scores, knowledge acquisition, comprehension ability to analyse and synthesize and the ability to evaluate information. Thus, the instrument of the research is the sequential test of educational progress, social studies : 1979. The STEP III social studies test is used as both the pre- and post-test for measuring the difference between the mean score of (118) senior government students using the inquiry method and the expository method.

After six weeks of treatment for fifty-nine students of each method, the students are submitted to a test. Data are analysed at the 0.05 level of significance by using the tests for independent means and for related means.

The study reaches the following conclusions :

(1) The only rejected null hypothesis on the pretest is the sublevel of knowledge acquisition . Thus, any differences between the pre- and posttest means between the inquiry and the expository groups on the other measurements can indicate differences brought on by the treatment.

(2) Although there are no significant differences between the inquiry and the expository groups at any level in the posttest, the inquiry group has greater mean score gains.

(3) Although there are no significant differences between the mean scores of the inquiry students on the pretest and the post test, the inquiry students registered mean score gains at each level.

(4) There are no significant differences between the mean scores of the expository students on the pretest and the post test.

3.1.2.4 Harri s´ (1982)

The primary focus of this study is to determine the extent to which classroom teaching strategies influence the affective engagement of a reader with literature.

It is hypothesized that there will be significant differences in the frequency and kind of affective response produced by the subjects after the implementation of three treatment strategies: teacher-directed lecture-discussion, self-directed small groups and creative drama exercises.

The secondary concerns are the influence of literature, and group on affective response; interaction effect between treatment and literature; and the influence of group treatment strategy, and literature on cognitive response and reading information test scores.

The subjects of the study are 60 high school sophomores who presented the middle 80% of ability and achievement in their class. The subjects have been previously assigned by a computer to three different tenth grade English classes.

Each group is exposed to three pieces of literature (a short story, a play , and a novel) in the same order. To determine the extent of affective engagement with the literature, an open-ended question is presented to the subjects after their exposure to each piece of literature. Casey's (1977) seven categories of affective response are used to determine the number of affective and cognitive responses made by each student within each protocol. Means and standard deviations are derived . The General

Linear Model (GLM) statistical procedure is applied to the data. Differences are considered significant at the 0.05 level of confidence.

Analysis of the data reveals that: (1) There is no significant difference among the three treatment strategies in their ability to influence affective response; therefore, the hypothesis is rejected. (2) There is no significant group or literature effect related to affective response. (3) There is no interaction effect between the treatments and literature. (4) There is no significant group effect, literature effect, and treatment effect related to cognitive response as well as the reading information text.

3.2 Discussion of Related Studies

3.2.1 Aims

On the one hand, the major aims of the four EFL studies conducted by Lazim (1981), Al - Azzawi (1993) , Al -Seady (1996), and Al - Temimi (2000) are to identify and define the prevailing techniques used in the teaching of poetry , novel , drama , and novel respectively and the difficulties faced by Iraqi learners in learning EFL throughout such literary courses. Moreover. AL-Bakri (1994) aims at investigating empirically the effect of using an eclectic method in teaching oral practice exercises on the learners' achievement while Al-Seady (1996) aims at comparing the efficiency of aesthetic, linguistic, and eclectic methods in achieving the aims of teaching English drama.

On the other hand, ENL studies conducted by Clabaugh (1977), Rahman (1980), Black (1981), and Harris (1982) aim at investigating differences between using two or more methods of teaching and at identifying which is more effective than the other.

Compared to all these studies , the present study aims at identifying empirically the efficiency of two types of instruction: TCI vs. LCI in teaching novel.

3.2.2 Sample

Concerning the sample, two of the previous EFL studies (Al -Azzawi: 1993, Al -Temini: 2000) deal with instructors of literature as their samples, three studies (Lazim: 1981, Al-Bakri: 1994 and Al-Seady: 1996) with students. With regard to this study, the sample includes two groups: an experimental group and a control group of EFL college students in the University of Kufa. Thus, the present study coincides with ENL studies in dealing with students as the sample of the research.

3.2.3 *Instrumentality and Procedures*

As far as the research insturment is concerned , Al -Azzawi (1993) and Al -Temimi (2000) employ observation checklist while Al-Seady (1996) and Al-Bakri (1994) are based on experiments. Lazim (1981) uses a questionnaire as the main instrument of the study.

The present study , in line with the ENL studies , uses a test as its tool. Consequently, face validity, which is very important for any tool used in investigation, is obtained and reliability coefficient is computed.

3.2.4 *Statistical Treatment*

Different statistical methods have been used in the previous studies according to the aims and hypotheses of each. The data of Al-Azzawi (1994) and Al-Temimi (2000) are analysed by using percentages, Cooper formula and Fisher formula; Al -Bakri (1994) uses a t-test as the main statistical means; Lazim (1981) analyses the students' responses to the questionnaire by applying the percentage method; and Al-Seady (1996) depends upon t-test to achieve his statistical treatment.

Concerning the ENL, in Harris (1982) means and standard deviations are derived and the General Linear Model statistical procedure is applied to analyse the data. Clabaugh (1977) depends on the analysis of covariance. The other studies use the t-test as a statistical procedure and data are analysed at the 0.05 level of significance. As for the current investigation, Chi-square, t-test and Pearson Correlation coefficient formula are used in order to achieve the aim of the present work . Such statistical methods are found to be suitable for data analysis.

3.2.5. Findings and Results

Most of the findings of the previous EFL studies demonstrate the significant role that literature may play in TEFL. At the same time, they stress the effectiveness of using the communicative activities in teaching and learning an FL. They express some dissatisfaction with the current status of teaching literature in Iraqi colleges. Actually, they are in correspondence with the present study in suggesting rigorous modifications of the activities adopted by most of the literature instructors in the classroom.

The recent developments in the field of psycholinguistics and FL education suggest that languages are most effectively learned when they are used for the purpose of communication. Thus, all the previous experimental studies, whether EFL or ENL, aim at determining the effect of using communicative techniques in teaching certain activities on the achievement of students. Hence , teaching becomes a matter of improving the individual's capacity to evoke meaning from the text by leading that individual to a critical self-reflect in this process, i.e. teacher's task is to foster fruitful interactions, or more precisely, transactions among the learners.

Chapter Four
Procedures

4.1 Sample Selection Procedure

4.1.1 Population

The population of the present study is the fourth-year advanced undergraduate students who major in EFL at the Iraqi universities and who have been enrolled in the departments of English in the Colleges of Arts for the academic year 2001-2002.

4.1.2 Sample

The sample that has been selected is the fourth-year students of morning classes at the Department of English/ College of Arts/ University of Kufa. This sample has been chosen among other colleges for administrative and practical considerations. Since the experiment should last for twelve weeks, it was difficult to convince the heads of the departments of English in other colleges such as College of Education (Ibn Rushd)/ University of Baghdad to incorporate such experiment to their students. The department of English at the University of Kufa has proved to be very cooperative.

The initial size of the sample is (69) male and female students divided into two sections, (A) and (B). Section (A) , originally consisting of (35) students, has been chosen to represent the control group; Section (B) consisting of (34) students, has been chosen to represent the experimental group. This sort of sampling is educationally called of 'incidental' or 'accidental' in which the researcher deals with in tact classes where the students in a class constitute the entire sample (Downie and Heath, 1983: 134).

The final size of the sample is (60) after excluding the only non-Iraqi student, (four) repeaters, and two students from each group failed to attend the posttest.

4.2 The Experimental Design

Best (1981 : 57-59) states that experimentation is the classic method of the science laboratory, where the manipulated elements and the observed effects can be controlled. Thus, an experiment involves the comparison of the effects of a particular treatment with that of a different treatment. In a simple conventional experiment, reference is usually made to an experimental group and to a control group. These groups are equated as nearly as possible. The experimental group is exposed to the influence of the factor under consideration; the control group is not.

Accordingly, (and in order to fulfil the aim of the present study, an experiment has been conducted). The experimental group is the group that is taught novel by adopting LCI while the control group is the group that is taught by adopting the traditional type of instruction i.e. TCI.

In accordance with the requirements of the present study the researcher has chosen "the posttest only, equivalent groups design" in which the experimental group only receives the independent variable for a specific period of time. Then, both groups are subjected to a posttest to measure their achievement, i.e. the dependent variable and their scores are compared and tested statistically. In fact, this design is one of the most effective in minimizing the threats to experimental validity. At the end of the experimental period, the difference between the mean test scores of the experimental and that of the control group is subjected to a test of statistical significance, a t-test or an analysis of variance .

The above mentioned two groups are equalised in terms of many variables so that any significant difference between the scores of the two groups can be attributed to the effect of the independent variable.

4.3. Equalisation of Testees

To achieve better equation of the control and the experimental groups, some of the variables which may affect the findings of the experiment are statistically controlled. These variables are: the sex variable (male or female), age , the academic level of the parents and the scores of novel in the previous academic year.

To demonstrate whether any significant differences on the four mentioned variables do occur between the experimental and control groups, chi-square formula and the t-test for two independent samples are used. According to the statistical manipulation of the available data, it is found that there are no statistically significant differences between the two groups at 0.05 level of significance in all the above mentioned variables. Thus, the two groups are matched and this has been shown in Tables (1-4) which summarize the results of the statistical treatment of sample equivalence.

Table (1)

Chi-Square Value for the Differences in Sex Variable Between the
Experimental and Control Groups

Group	No. of the Sample		Counted X^2 value	Table X^2 value	d.f.	Level of Significance
	male	female				
Control A	9	21	1.763	3.84	1	0.05
Experimental B	14	16				

According to Table (1), there is no significant difference in the sex variable between the experimental and the control group, for the counted X^2 value which is (1.763) is found to be lower than the table X^2- value

which is (3.84) when the level of significance is 0.05 and the degree of freedom is (1).

Moreover no significant difference is found between the two groups of testees in the variables of age and academic level of the mother and the father according to Tables (2) and (4). Appendix (1) displays in details the age of the subjects in months.

Table (2)

The t- Value for Equalising the Study Subjects in the Age Variable

Group	N	X⁻	S^2	df	Counted t-value	Table t-value	Level of Significance
Experimental	30	277.03	84.83	58	0.3	2.00	0.05
Control	30	276.73	78.9				

The mean scores of the experimental group and the control group in the third year in novel are (58) and (57.2) respectively. The counted t-value is (0.27) and the table t- value is 2.00, which indicate no significant difference between the two groups. For more details, see Table (3) and Appendix (2).

Table (3)

The t- Value for the Variable of the Previous Year Average Scores in

Novel

Variable	Group	N	X⁻	S^2	df	Counted t-value	Table t-value	Level of Significance
previous year average scores	Exp.	30	58	23.8	58	0.27	2.00	0.05
	Cont.	30	57.2	16.4				

Table (4)

Chi-Square Value for the Differences in the Variable of the Academic
Level of the Parents Between the Testees of Both Groups

Variable	Group	N	Illiterate	Read and Write	primary	Intermediate	Preparatory	Diploma	B.A M.A &Ph.D.	X^2 value		d.f	Level of Significance
										Counted	Table		
father's Education	Exp.	30	3	2	3	4	2	5	11	4.096	5.99	2*	
	Cont.	30	2	2	6	5	3	7	5				0.05
Mother's Education	Exp.	30	10	5	7	3	1	3	1	1.11	7.81	3*	
	Cont.	30	9	5	9	2	2	2	1				

In addition to the previous mentioned variables, the researcher has tried to control some of the extraneous variables and ensure that they do not have effects on the independent variable. Maturation is one of these variables which refers to "biological and psychological processes within the subjects that may change during the experiment" (Dalen, 1962: 267). The period of the experiment is not long enough that the subjects' responses may be attributed to the changes that occurred within the passage of time.

No specific or unusual events have happened during the period of the experiment; therefore , the effect of retroactive history is controlled (cf. Christensen, 1980: 94). Moreover, to avoid the selection bias, the sample is randomly assigned to the various treatment groups.

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* The cells that have frequencies lesser than (5) are combined in one cell. So, the total number of cells becomes (3), with (2) degrees of freedom as far as father's education is concerned while the total number of cells becomes (4) with (3) degrees of freedom in relation to mother's education.

The experiment has not confronted any effect of experiment mortality since none of the subjects in both groups has left college during the period of the experiment. Even the only exception of two students from each group who did not attend the posttest is not worth mentioning.

4.4 The Instructional Material and the Application of the Experiment

The instruction of both groups has started during the second semester of the academic year 2001-2002. The experiment (through which a novel course is introduced (three) lectures per week) has begun exactly on the 5th of March. It lasted for (twelve) weeks and the researcher herself taught the two groups in order to control the instructor variable in the experiment. The lessons have been arranged for both groups on Tuesday and Wednesday every week. The control group has been taught by using the conventional type of instruction while the experimental group has been taught with the Learner-Centered Instruction.

The instructional material that has been taught to both types of groups is Hemingway's "The Old Man and the Sea" as a textbook of the syllabus adopted by the College of Arts.

Both groups have been taught according to a model lesson plan preparred for each lesson (see appendices 3,4 and 7). Having lasted for (twelve) weeks, the experiment came to end on Wednesday the twenty-third of May, 2002 .

4.5 The Instrument of the Research

4.5.1 Design

A written achievement posttest has been constructed to attain the aim of the study and consolidate its hypothesis. At the end of the formal instruction which was entirely controlled by the researcher, both groups of students are subjected to the same achievement test in order to evaluate the effectiveness of this instruction. Furthermore, and as for Harris (1969 :3), the post test measures the present level of mastery in the subject that the students of the sample have attained as a result of instruction.

4.5.2 Validity

The most important quality of a good test is validity. In general, a test is valid to the extent that it measures what it claims to measure (Best, 1981: 197 and Lado , 1964: 169). Face validity and content validity are two important kinds of validity in relation to the construction of an achievement test. Actually, the test has content validity if it is designed to measure the mastery of the content of a particular course of study (Harris, 1969: 19).

In order to ensure content and face validity of the test, the items of the test have been exposed to a panel of (twelve) experts in the fields of methodology, linguistics, and literature so as to judge the adequacy of the test. The jurors have been requested to propose and make any necessary suggestions for modification, deletion or addition that enrich and sharpen the test as the instrument of measuring the achievement of the two groups of students in novel.

The jury members* have agreed upon the validity of the test and its suitability for the testees and they have asserted that the test designed for this experiment has included items on almost all the material that has been covered during the experiment. So, it is suitable and valid and the level of difficulty is appropriate to be used for the fourth-year college students.

4.5.3 Reliability

The reliability of the test is certainly an important factor in judging whether the test is good or not. It is the quality which is essential to the effectiveness of any data-gathering procedure. Indeed, reliability is the quality of consistency that the instrument or procedure demonstrate over a period of time (Best, 1981: 153-154; Lado 1964: 196 ; Kerlinger 1973: 95) show that "a test is reliable if the scores obtained with it are steady".

In this study two kinds of scorer reliability are adopted and , thus, two kinds of agreement are found to accomplish reliability. The first kind is intrascorer reliability which is achieved when the researcher herself

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* The name of jurors have been arranged according to their academic titles and then alphabetically:
(1) Professor Abdulla Al-Mousawi, Ph.D. College of Education/ Ibn Rushd.
(2) Professor Hazim Mahmood, M. A., Al-Turath University College.
(3) Assistant Professor Abdul-Hameed Nasir,Ph.D College of Languages.
(4) Assistant Professor Kadhim Al-Zubeidy, Ph.D., College of Education / Ibn Rushd.
(5) Assistant Professor Sabah Attallah, Ph.D., College of Education/ Ibn Rushd.
(6) Professor Tarik Al-Ani,M.A , College of Languages.
(7) Instructor Azhar Noori, M. A., College of Education/ Ibn Rushd.
(8) Instructor Fatin Khairi Al-Rifai, Ph.D., College of Education/ Ibn Rushd.
(9) Assistant Instructor Fatima Al-Shiraida, M. A., Al-Turath University College.
(10) Assistant Instructor Sabah Wajid, Ph.D. candidate, College of Education/ University of Kerbala'.
(11) Mr. Ayid Matar, Ph.D. candidate , College of Arts / University of Baghdad
(12) Mr. Heitham Al-Zubeidy, Ph.D. candidate , College of Arts/ University of Baghdad.

scored the students' responses to the posttest twice with a time interval of three weeks. Pearson correlation coefficient formula is used and the reliability coefficient is found to be (0.88).

The second type is interscorer reliability when another scorer[*], in addition to the researcher herself, scored a sample of the test papers. Using the same formula, the calculated reliability coefficient is (0.83).

The resulting two coefficients are acceptable because they are statistically significant, i.e. above the level of 0.05 (cf. Nunnally, 1972: 226). Therefore, a sample of the testees' papers are corrected three times: twice by the researcher herself and the third by the other scorer. It is important to mention that the total number of the papers corrected in the three times is (twenty): (ten) from the experimental group and (ten) from the control group.

4.5.4 The Scoring Scheme of the Test

The researcher has developed scoring scheme for the whole test to ensure its objectivity as possible as she can . Hence, the distribution of marks is clearly specified and most of the test items are highly organized to cover the main aspects of the novel under study, as the jury members stated.

It is noteworthy to mention that the researcher has faced difficulty in constructing an objective test which measures the students' achievement in a literary subject i.e. the novel. Instructors of literature usually give a few questions that need long answers and allow the student to show their linguistic abilities subjectively. The total mark of the test is (50) distributed among the five questions which should be answered within two hours (see appendix 5).

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[*] Dr. Muyyad Naji Ahmed Al. Samarrai

4.6 Statistical Procedures

The following statistical methods and tools have been used to achieve the aim of the present study:-

1. Chi-square

The following formula is used to find the significance of differences in computing equalisation and analysing results of the present investigation in relation with the variables of sex, parents' education and the academic achievement levels of both groups of the study:

$$X^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

(Best , 1981: 289)

where :

      fo = the observed frequencies .

      fe = the expected or theoretical frequencies

2. Pearson Correlation Coefficient Formula

This is used to calculate the reliability coefficient of the posttest, using the mark/ remark method:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left[N \sum x^2 - (\sum x)^2 \right]\left[N \sum y^2 - (\sum y)^2 \right]}}$$

where :

      x = first variable

      y = second variable

      N = size of the sample

3. t-test

$$t = \frac{x_1^- - x_2^-}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

(Glass and Stanley , 1970 : 295)

where :

X_1^- =the mean of the experimental group

X_2^- = the mean of the control group

n_1 = the number of the subjects in the experimental group

n_2 = the number of the subjects in the control group

S_1^2 = the variance the experimental group

S_2^2 = the variance the control group

The variance has been calculated by applying this formula:

$$S^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)}$$

Chapter Five

Analysis of Results , Conclusions
and
Recommendations

5.1 Analysis of Results

To determine whether there is a significant difference between the two mean scores of the experimental and the control groups in the total scores of the achievement test, the results obtained from the written posttest have been analysed .

5.1.1 Presentation of Results

According to the scores gained by the study sample in the posttest, see appendix (6), the researcher has first compared the mean scores of the two groups: the mean of the experimental group is (33.3) and that of the control group is (25.2).

The t-test formula is employed to find whether there is any significant difference between the mean scores of the two groups. The counted t-value is (2.99); it is compared to the table t-value which is (2.00). This indicates that there is a significant difference under (58) degree of freedom at 0.05 level of statistical significance between the two groups and this difference between the mean scores is found to favour the experimental group. Consequently , the expermintal group is better than the control group ; so the hypothesis that the achievement of the experimental group which is taught according to LCI is superior to that of the control group which is taught according to the TCI in the written test is accepted, see Table (5) and appendix (6).

Table (5)

The t-Value of the Written Posttest Scores

Croup	No	X^-	S^2	df	T-value counted	T-value Table
Experimental	30	33.3	75.5	58	2.99	2.00
Control	30	25.2	144.6			

5.1.2 Discussion of Results

The statistical analysis of the results obtained by the experimental and the control groups indicates that the subjects' achievement of the experimental group who have been taught by adopting LCI is significantly higher than that of the control group who have been taught by adopting TCI-a case which leads to the fact that the mean of the experimental group which is (33.3), grades higher than of the control group (25.2) in the written test. Consequently, the hypothesis of the study is accepted.

The reasons behind this statistical significant difference between the experimental and control group, from the researcher's point of view, are the following facts:

(1) As advanced students easily grow impatient and normally think they know more than they do, the adoption of LCI provides the use of a variety of techniques that make the students indulged in the lesson material.

(2) Through discussion, participation and initiation, the students practise speaking, reading and writing in association with listening.

(3) As a result of open discussion, the students will no longer suffer the one-way communication in which the teacher has all the advantages.

(4) The communicative activities used inside the class build up the students' confidence and create an atmosphere of trust among them. This is because such activities give students opportunities to make personal use of the language they are learning, i.e. to be active participants instead of being passive recipients.

(5) By speaking the language, the students will be able to use it to convey thoughts, intentions, wishes, information, etc. Thus, a student would have a master over various elements: the individual sounds arranged in words, the vocabulary of the language related to one another in utterances by structure and the different aspects of pronunciation, stress and intonation.

(6) Because of the students' communication and verbal responses, various skills are involved in the mastery of the language, i.e. receptive skills (listening and reading), and productive skills (speaking and writing).

(7) The students are given the chance to have experienced most of the items of the language. Thus, they can check their ability to use them to communicate in various situations. Accordingly, their motivation is increased.

(8) The students are asked to formulate personal views on the novel under study through classroom discussions and so, the teacher's task is directed towards promoting the productive side of his students.

Finally, the results of the present study are in agreement with the related studies, mentioned in chapter three, in concluding that the communicative activities used inside the class and the great focus on the students participation and discussion enhance the students' linguistic achievement.

5.2 Conclusions

Although the lecturing techniques are important in helping the students to get information, assimilate facts, change attitudes and promote thoughts about the FL, it can be said that through mere sitting and note-taking, students will learn lesser than what is expected from them to learn.

The learners of the FL learn this language not by sitting at their chairs doing pencil and paper tasks in isolation from their classmates but by manipulating language and by being engaged in meaningful use of language in a community of language learners.

To develop the language and master the art of reading and writing , lecturing and note-taking are not the best way for the learner. The students need to learn how to listen, to speak, to read, and to write in an FL not to come to the class, hear the lecture, leave and forget it. Students are passive since there is no interaction between them in the class and only little writing experience is there. Besides, no intuitive understanding and no feedback can be realized. Lecturing gives students very few opportunities to speak or write about their topic, and what writing they do, usually on exams, suggest that they need more practice and correction.

Students should be encouraged to listen actively and to process what they are hearing during the lesson, not to be spoon-fed. Because language is an interactive process, learners of language need ample opportunity to interact in a meaningful interesting context which leads to real discussion for the sake of a deeper understanding. They need to develop their vocabulary items and structures. They need to the collaboration of their classmates and teachers in creating meaningful contexts and negotiating meaning in those contexts.

A simple conclusion from all of this asserts that the LCI is important to improve the present situation of teaching novel at the university level as an example of TEFL through literary courses. What is actually needed is more student participation in the class. The most effective way for students to learn is to talk or argue with their teacher and their classmates. They need to connect theoretical material from class with real world examples, and they clearly do own what they learn only when it has been connected to something that they already own.

It must be emphasized that the lecture method alone is rarely adequate. This does not mean that lecturing is rarely appropriate. Actually, it has a place, but the place it is given is often too prominent. The heavy reliance placed upon it and its frequent use as an all-purpose method are, in the researcher's opinion, unjustified in the light of the evidence as to what it can achieve.

5.3 Recommendations

Several recommendations are made to achieve the process of learning and teaching EFL, especially in teaching literary courses, in the light of the results and conclusions of the present investigation. These recommendations are:

(1) College instructors, in particular, must be aware that different kinds of objectives in teaching novel are best achieved by different methods. Instructors should consider their own objectives of teaching their literary courses including teaching novel and they decide their methods of teaching in the light of these objectives.

(2) Although lectures may be used effectively and economically to outline a topic, to enunciate general principle and to stimulate interest, they should not be expected to carry the whole burden of teaching in higher education. In this regard LCI represents a developing notion of a remarkable growth which is used to satisfy

personal needs of students, to encourage students to think rationally and imaginatively, and to communicate clearly.

(3) Students learn best by active methods of teaching where instructors place them in situations in which they have to analyse data, put their thoughts in words, express themselves and to apply their knowledge. In fact, lecturing is a passive method which inhibits the students' expression of themselves ; therefore, teachers of literature in general and of novel in particular should bear this in their minds.

(4) From both psychological reasons and educational purposes, it has been affirmed that LCI provides significant results when used in teaching. Thus, TCI in combination with LCI result in very great contributions to the process of teaching and learning EFL.

(5) A successful instructor is the one who considers lecturing as an art which should be related to his students' backgrounds , knowledge, skills and interests. If he is not, students are soon lost.

(6) Although lecturing is customary at the college level, it can be made more effective by giving attention to the following suggestions:

a) Lecturers should avoid discourses on trivial personal incidents.

b) Lectures should be well planned and organized by the instructors so that they may not digress by including irrelevant material.

c) The teacher should give his students instructions in taking simple notes and in organizing verbal material.

d) Lecturing can supplement many teaching devices, such as demonstration, role-playing, group discussion and use of visual aids and thus it involves more than verbal fluency.

e) Lectures should not rehash textbooks or other material read by the students but , instead, they should present new and fresh ideas not readily available to the students.

7) Instructors of novel , in particular, should join courses in methods of teaching literature to EFL university students.

8) To enable instructors to pay much attention to develop their students participation and discussion based on using the FL, the number of students in language classes should be reduced as much as possible.

9) The use of language labs in teaching literature or novel should be reconsidered by supplying recordings of the studied texts. So, video films , compact disks and tape recorders should be available.

10) Modern journals, periodicals and any books related to methods of teaching literature to EFL students should be available in the library of the department of English or the library of the college.

11) To provoke more opportunities for communicative activities in and outside the classroom, students' participation in class discussion can be increased by devoting oral tests in which the students have to answer questions and speak about subjects suggested by the the instructors of novel in addition to their daily, monthly or final written tests.

12) Instructors of novel can give their students topics similar to what they had studied in the course to be prepared as term papers to encourage them to use the FL they are learning. Then, they can present these papers orally in the class.

13) Instructors of novel should give more emphasis to the learner and to the process of learning. They should emphasize individualised learning which gives the chance for every student in the class to participate actively in the class discussion.

14) The researcher recommends a mixture of both TCI and LCI in teaching novel according to the level, whether advanced or beginners , of the students. Classroom procedures from both can be combined to achieve the desired objectives .

5.4 Suggestions for Further studies

The researcher suggests the following areas for further researches:

1) Investigating the effect of using TCI vs. LCI in teaching other literary courses such as poetry and drama on the students' achievement.

2) Making a comparative study of the teaching methods used in teaching literature at the Colleges of Arts and the Colleges of Education or the College of Languages.

3) Evaluating the use of feedback by instructors of literature in developing students' learning of language skills.

4) A study using the same types of instruction can be conducted with other courses such as linguistics , comprehension, phonetics, etc.

5) The same study can be carried out in Colleges of Education for women to see whether the results support the conclusion of this study or not, with a specific emphasis on sex variable.

6) A similar study can be conducted to investigate the achievement of other classes at the university level i.e., the second or third stage.

Appendices

Appendix 1

Subjects' Age in Months

The Experimental Group						The Control Group					
No	X_1	X^2_1	No	X_1	X^2_1	No	X_2	X^2_2	No	X_2	X^2_2
1	272	73984	16	273	74529	1	264	69696	16	284	80656
2	269	72361	17	280	78400	2	273	74529	17	271	73441
3	274	75076	18	286	81796	3	270	72900	18	265	70225
4	276	76176	19	266	70756	4	277	76729	19	269	72361
5	265	70225	20	270	72900	5	272	73984	20	280	78400
6	293	85849	21	272	73984	6	282	79524	21	284	80656
7	279	77841	22	275	75625	7	290	84100	22	292	85264
8	268	71824	23	283	80089	8	270	72900	23	289	83521
9	288	82944	24	291	84681	9	268	71824	24	266	70756
10	291	84681	25	266	70756	10	277	76729	25	273	74529
11	282	79524	26	278	77284	11	291	84681	26	265	70225
12	277	76729	27	289	83521	12	287	82369	27	278	77284
13	270	72900	28	290	84100	13	265	70225	28	280	78400
14	264	69696	29	291	84681	14	273	74529	29	287	82369
15	269	72361	30	264	69696	15	270	72900	30	290	84100

$\sum X_1 = 8311$ $\qquad\qquad$ $\sum X_2 = 8302$

$\sum X^2_1 = 2304969$ $\qquad\qquad$ $\sum X^2_2 = 2299806$

$X'_1 = 277.0333$ $\qquad\qquad$ $X'_2 = 276.7333$

$S^2_1 = 84.832$ $\qquad\qquad$ $S^2_2 = 78.862222$

$$t = 0.3$$

Appendix 2

Subjects' Scores in the Final Examination in Novel for
Third Year College Students 2000-2001

The Experimental Group						The Control Group					
No	X_1	X^2_1	No	X_1	X^2_1	No	X_2	X^2_2	No	X_2	X^2_2
1	52	2704	16	65	4225	1	51	2601	16	50	2500
2	50	2500	17	62	3844	2	52	2704	17	55	3025
3	55	3025	18	57	3249	3	51	2601	18	61	3721
4	53	2809	19	60	3600	4	53	2809	19	58	3364
5	70	4900	20	59	3481	5	62	3844	20	55	3025
6	60	3600	21	56	3136	6	58	3364	21	63	3969
7	63	3969	22	55	3025	7	61	3721	22	52	2704
8	59	3481	23	54	2916	8	56	3136	23	64	4096
9	60	3600	24	56	3136	9	59	3481	24	59	3481
10	58	3364	25	54	2916	10	64	4096	25	58	3364
11	56	3136	26	53	2809	11	60	3600	26	63	3969
12	60	3600	27	52	2704	12	52	2704	27	57	3249
13	49	2401	28	62	3844	13	53	2809	28	56	3136
14	58	3364	29	62	3844	14	57	3249	29	58	3364
15	66	4356	30	64	4096	15	57	3249	30	60	3600

$\sum X_1 = 1740$ $\sum X_2 = 1715$

$\sum X^2_1 = 101634$ $\sum X^2_2 = 98535$

$X^{\cdot}_1 = 58$ $X^{\cdot}_2 = 57$

$S^2_1 = 23.8$ $S^2_2 = 16.4$

Appendix 3

A Model Daily Lesson Plan for
Teaching the Control Group

Class : Fourth-year undergraduate –A–
Date : March 5th , 2002
Material : Part One : Prologue to the Voyage .

Objectives
A. Special Objectives
1.Improving the students' linguistic competence .
2.Developing the students appreciation-and perhaps love-for novels which can be referred to as an "enjoyment of reading novels" .
3.Helping students see how other communities behave and how people of other cultures think .
4.Introducing different literary devices to the students by all possible means including speech and gestures .
5.Allowing the students to realize the literary values of "The Old Man and the Sea" as a serious and intelligent treatment of human life .
6.Enabling the students to comprehend what is spoken , to elicit and write down important information from the lecture they listen to .
7.Developing the students' imagination power .

B. Behavioural Objectives
At the end of this lecture , fourth-year college students will be able to :
1.Take notes of important lecture information .
2.Be familiar with the literary devices mentioned by the instructor .
3.Increase the students deposit of vocabulary of the target language .
4.Prepare the students for world citizenship .
5.Acquaint students with the style of the novelist .

Techniques
1.The instructor begins the lesson by an introduction in which the scope of material to be dealt with and the plan of presentation are defined .
2.Listing all the main topics the lecture will cover and write them on the board .

For practical purposes , the one long text has been divided into five parts in line with the five parts of Coles (1981) Notes on the text .

3. Using introductory questions as a starting point to begin the lecture such as :

   Have your read "The Old Man and the Sea" before ?

   What you know about Hemingway ? Is he a British or an American novelist ? And so on .

4. Sitting or standing upright , the instructor speaks directly to his audience (students) telling them some information about the novelist's biography .

5. Reading loudly some important passages from the part under study and asking the students to underline the key words in these passages especially the first passages in the text, for example the words:

   old man , skiff, fish, salao, unlucky, harpoon, sail, and defeat, etc...

   (Hemingway, 1974: 5)

6. Explaining the events found in the passages that have already been read; explaining new and difficult words and expressions in English or in Arabic; and pointing out some of the rhetorical devices such as:

   - He dreamed of ... *lions*   (symbol of strength)
   - *Like young cats*   (simile)
   - He would *shiver himself warm*   (paradox)

   (Hemingway, 1974: 20)

7. The lecturer makes her points , develops her ideas and gives supporting data while students are mostly passive audience .

8. Taking notes, the students listen actively but scarcely participate in discussion .

9. Explaining some grammatical structures that can be exemplified in some passages of the text, for example: The use of multi-word verbs such as walked up , went in , etc...

   They walked up the road together to the man's shack and went in through its open door. The man leaned ... charcoal.

   (Hemingway, 1974: 10-1)

10. At the end of the lesson , the students raise few questions about what has been explained by their instructor to which she responds briefly .

Appendix 4

A Model Daily Lesson Plan
for Teaching the Experimental Group

Class : Fourth – year undergraduate – B –
Date : March 5th , 2002
Material : Part One : Prologue to the Voyage

Objectives
A. Special objectives
1.Improving the students' linguistic and communicative competence .
2. Forming a civilized character through the modification and
   enlargement of values , or the development of the ability to think
   intelligently, maturely , and responsibly .
3. Enabling the students to read without help unfamiliar authentic texts at
   appropriate speed , silently and with adequate understanding.
4. Providing students with real opportunities to experience the practical
   use of the target language.
5. Consolidating the students' mastery of language skills , namely ,
   listening , speaking , reading and writing .
6. Being in acquaintance with the British and / or American life and
   traditions.
7. Encouraging students to express their feelings with regard to extracts
   chosen from the novel and to make comments and suggestions to
   develop ideas.
8. Developing the imagination power of students and appreciation for
   novels.
9. Allowing the students to realize the literary devices of the novel .
10. Teaching the students how to think deeply and understand intuitively
    the novel through participation and group discussion.

B. Behavioral Objectives :
1.To enable the students to understand extracts from the novel and grasp
   their meaning.

2. To enable the students to understand extracts from the novel by silent reading .

3. To enable the students to read English passages loudly with correct pronunciation , stress , intonation , pause and articulation of voice.

4. To enrich the students' active and passive vocabulary .

5. To familiarize the students with the usage of particular grammatical points and the way they use then.

6. To enable the students to speak the FL to express their needs , to read and write what they want.

7. To encourage the students to work as one large group and provide them with opportunity for self expression to increase their love of aspiration.

8. To acquaint the students with the style of the novelist .

9. To teach the students some moral lessons through the novel to train their characters.

10. To enable the students to express different ideas orally and also in writing in a systematic way.

Techniques

1. Beginning the lesson by an introduction to bring readers and the novel together and arouse their interest . Thus the instructor :

a- Presents a map of the Caribbean and locates the action of the novel . Illustrations from an Encyclopedia on deep-sea fishing introduce the students to the fish and the type of tackle used and the geographical setting of the story.

b- Gives the students a detailed explanation regarding the historical background of the novel , the social conditions which the novelist is trying to portray and the novelist's biography , e.g.

Hemingway was one of the most famous American writers of the 1900s . He had been an international literary celebrity for more than a quarter of a century . It was a name associated with war and courage , love and violence , and with beauty and death . His name was a legend . He was not only an American writer but he had become a symbol of literature and a symbol of a particular way of living and dying ., He was a careful and precise artist.

"The Old Man and the Sea" is Hemingway's last great novel. It is a story of an old fisher man's lonely struggle with a giant fish. It is an epic study of triumph and defeat of man pitted against the savagery of nature by his power of will . This fisherman (Santiago) possessed the quality of manhood essential for true living and true work despite his old age and weakness due to isolation . For Hemingway like most men , the old age is a nightmare , it is a terrible ghost indeed. This problem of age was never far from his mind and this is what the novel will display towards its end.

2. Writing the title of the first part on the board .
3. Presenting the main idea of this part briefly .
4. Reading some important passages a loud to the class , giving the students the chance to read them silently then let them participate in reading these passages loudly.
5. Asking the students to work in pairs . She asks one of them to read aloud one of the character's speech and the other will answer him while the instructor will be the narrator such as the conversation between the Protagonist Santiago and one of the minor characters whose name is Manolin .

'*Santiago*' the boy said to him as they climbed the bank from where the skiff was hauled up . '*I could go with you again , we've made some money*'.
The old man had taught the boy to fish and the boy loved him.
'*No*' , the old man said . '*you're with a lucky boat , stay with them*'.
'*But remember how you went eight – seven days without fish and then we caught big ones everyday for three weeks*'.
'*I remember*' the old man said . '*I know you did not leave me because you doubted*' .
'*It was papa made me leave . I am a boy and I must obey him*'.
'*I know*' the old man said . '*It is quite normal*' '*He hasn't much faith*'.
'*No*' , the old man said . '*But we have . Haven't we?*'

(Hemingway, 1974: 6)

6. Correcting the pronunciation errors, whether segmental or suprasegmental, made by the students while they are reading.

7. Asking students to comment on this specific conversation and encouraging them to connect the ideas of the character's speech with everyday life situations .

8. Giving the students a chance to provide their ideas , explanations , and assessments by asking them , some specific and general questions such as :

a) Why did Manolian leave Santiago alone ?

b) Was the boy mistaken to obey his papa or not ?

c) What sort of relationship should be between a father and his son ? and so on

9. Concentrating on moral and educational aspects.

10. Analysing some paragraphs or sentences from the part under study to demonstrate the style and language used by the novelist.

11. Asking the students to nominate the 'adjectives' used by the novelist is describing the protagonist or any other character , then explaining their meanings . synonyms and antonyms such as :
The old man was *thin* and *gaunt with deep wrinkles* in the back of his neck . (Hemingway , 1974 : 5)

12. Explaining some grammatical points with reference to the chosen text such as the use of simple , compound and complex sentences . These grammatical points can then be compared with extracts from the text to show some of the characteristics of the writer's style . Hemingway for example uses sentences which are short , simple . direct statement connected mainly by the conjunctions 'and' and 'but' , varied sometimes by the use of 'then' and 'so', e.g.
"He was asleep in a short time and he dreamed of Africa when was a boy and the long , golden beaches and the white beaches , so white they hurt your eyes , and the high ..." (Hemingway , 1974 : 19)

13. Encouraging students to work as one large group to prepare a list of adjectives used in describing the characters' actions ... etc .

14. Asking students to give summaries of this part of the literary work , whether written or spoken, to elaborate the students' understanding of the overall meaning of some extracts .

15. Because positive feedback is essential, the instructor praises the students for their correct responses to increase their motivation for more participation and build good habits in learning an FL.

16. Assigning the material for the next lesson to be read at home:

a. Asking students to produce their productions of how the plot will develop, for example to predict :

i) the next action of the hero or any other character in the novel.

ii) the result of a relationship or struggle between two or more characters such as the relationship between Santiago and Manolin.

iii) the fate of the protagonist .

iv) the end of the literary work, i.e. of the novel.

b. At the end of the lesson , the students are asked to write at home some passages in which they explain their own ideas , their major points and comments regarding a certain suggested topics such as:

"After all , there is always the chance that sunshine will follow a downpour of rain" .

Appendix 5

The Posttest Items Submitted to the Jury

> **University of Baghdad**
> **College of Education/ Ibn Rushd**
> **Department of Education and**
> **Psychology**
> **Higher Studies / Ph.D**

Dear Sir/ Madam,

The researcher intends to conduct a study on "Teaching Novel at the University Level: A Study of Teacher-Centered Instruction Versus Learner-Centered Instruction." With respect to your invaluable experience and insight, you are kindly requested as a faculty member to help enriching the study with any piece of information you believe significant.

A group of fourth-year college students are planned to be exposed to a test as a research instrument, so the researcher hopes that you would supply the study with your notes to enhance the validity of that test and its suitability to measure the testee's achievement.

As a specialist in TEFL, would you please read the test items enclosed below and state if they are appropriate. Any additions, modifications and suggestions will be highly appreciated.

> *Wi'am A. Taha El-Bayati*
> *Ph. D. Candidate*

Novel: The Old Man and the Sea

Total marks: 50
Time: 2 Hours

Name _____ Section_____ Age_____

The level of father's education_____

The level of mother's education_____

NOTE: Answer ALL questions

Q.1 State briefly the occasion, speaker and person addressed in the following passages (do not explain the passages themselves): (12 Marks)

a." What that?" She asked a waiter and pointed out to the long backbone of the great fish that was now just garbage waiting to go out with the tide.

b. "Although it is unjust," he thought, "But I will show him what a man can do and what a man endures."

c. "I do not care. I caught to yesterday. But we will fish together now for I still have much to learn."

d. " I am a tired man. But I have killed this fish which is my brother and now I must do the slave work."

Q.2 Give short answers to the following questions: (15 Marks)

a. What do these words "lamar" and "elmar" indicate?

b. Who are the outsiders in *The Old Man and the Sea*?

c. Why does the old man want to kill the fish in spite of his admiration for it?

e. What meaning do you attach to the young lions of Santiago's dream?

Q. 3 State the main themes of The Old Man and the Sea that are embodied in the character of Santiago as an old fisherman.(9 Marks)

Q.4. Discuss briefly Hamingway's style with special reference to The Old Man and the Sea . (5 Marks)

Q.5. Show to what extent you agree or disagree with the following:
(9Marks)

   a. Maolin's behaviour towards Santiago.

   b. Santiago's insistence on killing the Marlin.

   c. The fisherman's belief in bad luck.

BEST OF LUCK

Examiner : Wi'am Abdul-Wahab Taha

Appendix 6

Subjects' Scores in the Posttest

The Experimental Group						The Control Group					
No	X_1	X^2_1	No	X_1	X^2_1	No	X_2	X^2_2	No	X_2	X^2_2
1	30	900	16	41	1681	1	28	784	16	15	225
2	27	729	17	43	1849	2	31	961	17	19	361
3	18	324	18	40	1600	3	14	196	18	9	81
4	32	1024	19	36	1296	4	18	324	19	14	196
5	43	1849	20	33	1089	5	38	1444	20	10	100
6	34	1156	21	38	1444	6	44	1936	21	19	361
7	42	1764	22	36	1296	7	33	1089	22	42	1764
8	40	1600	23	36	1296	8	15	225	23	33	1089
9	27	729	24	24	576	9	37	1369	24	36	1296
10	38	1444	25	26	676	10	12	144	25	49	2401
11	11	121	26	39	1521	11	40	1600	26	32	1024
12	37	1369	27	35	1225	12	20	400	27	13	169
13	25	625	28	13	169	13	33	1089	28	15	225
14	29	841	29	45	2025	14	16	256	29	20	400
15	44	1936	30	38	1444	15	43	1849	30	9	81

$\Sigma X_1 = 1000$ $\Sigma X_2 = 757$

$\Sigma X^2_1 = 35598$ $\Sigma X^2_2 = 23439$

$X_1 = 33.3$ $X_2 = 25.2$

$S^2_1 = 75.5$ $S^2_2 = 144.6$

$(\Sigma X_1)^2 = 1000000$ $(\Sigma X_2)^2 = 573049$

$t = 2.99$

Appendix 7

The Teaching Material of the Lesson Plan

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now. without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*. which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They

were as old as erosions in a fishless desert.

Everything about him was old except his eyes and they were the same colour as the sea and were cheerful and undefeated.

'Santiago,' the boy said to him as they climbed the bank from where the skiff was hauled up. 'I could go with you again. We've made some money.'

The old man had taught the boy to fish and the boy loved him.

'No,' the old man said. 'You're with a lucky boat. Stay with them.'

'But remember how you went eighty-seven days without fish and then we caught big ones every day for three weeks.'

'I remember,' the old man said. 'I know you did not leave me because you doubted.'

'It was papa made me leave. I am a boy and I must obey him.'

'I know,' the old man said. 'It is quite normal.'

'He hasn't much faith.'

'No,' the old man said. 'But we have. Haven't we?'

'Yes,' the boy said. 'Can I offer you a beer on the Terrace and then we'll take the stuff home.'

'Why not?' the old man said. 'Between fishermen.'

They sat on the Terrace and many of the fishermen made fun of the old man and he was not angry. Others, of the older fishermen, looked at him and were sad. But they did not show it and they spoke politely about the current and the depths they had drifted their lines at and the steady good weather and of what they had seen. The successful fishermen of that day were already in and had butchered their marlin out and carried them laid full length across two planks, with two men staggering at the end of each plank, to the fish house where they waited for the ice truck to carry them to the market in Havana. Those who had caught sharks had taken them to the shark factory on the other side of the cove where they were hoisted on a block and tackle, their livers removed, their fins cut off and their hides skinned out and their flesh cut into strips for salting.

When the wind was in the east a smell came across the harbour from the shark factory; but today there was only the faint edge of the odour because the wind had backed into the north and then dropped off and it was pleasant and sunny on the Terrace.

'Santiago,' the boy said.

'Yes,' the old man said. He was holding his glass and thinking of many years ago.

'Can I go out and get sardines for you for tomorrow?'

'No. Go and play baseball. I can still row and Rogelio will throw the net.'

'I would like to go. If I cannot fish with you I would like to serve in some way.'

'You bought me a beer,' the old man said. 'You are already a man.'

'How old was I when you first took me in a boat?'

'Five and you nearly were killed when I brought the fish in too green and he nearly tore the boat to pieces. Can you remember?'

'I can remember the tail slapping and banging and the thwart breaking and the noise of the clubbing. I can remember you throwing me into the bow where the wet coiled lines were and feeling the whole boat shiver and the noise of you clubbing him like chopping a tree down and the sweet blood smell all over me.'

'Can you really remember that or did I just tell it to you?'

'I remember everything from when we first went together.'

The old man looked at him with his sun-burned, confident loving eyes.

'If you were my boy I'd take you out and gamble,' he said. 'But you are your father's and your mother's and you are in a lucky boat.'

'May I get the sardines? I know where I can get four baits too.'

'I have mine left from today. I put them in salt in the box.'

'Let me get four fresh ones.'

'One,' the old man said. His hope and his confidence had never gone. But now they were freshening as when the breeze rises.

'Two,' the boy said.

'Two,' the old man agreed. 'You didn't steal them?'

'I would,' the boy said. 'But I bought these.'

'Thank you,' the old man said. He was too simple to wonder when he had attained humility. But he knew he had attained it and he knew it was not disgraceful and it carried no loss of true pride.

'Tomorrow is going to be a good day with this current,' he said.

'Where are you going? 'the boy asked.

'Far out to come in when the wind shifts. I want to be out before it is light.'

'I'll try to get him to work far out,' the boy said. 'Then if you hook something truly big we can come to your aid.'

'He does not like to work too far out.'

'No,' the boy said. 'But I will see something that he cannot see such as a bird working and get him to come out after dolphin '

'Are his eyes that bad?'

'He is almost blind.'

'It is strange,' the old man said. 'He never went turtle-ing. That is what kills the eyes.'

'But you went turtle-ing for years off the Mosquito Coast and your eyes are good.'

'I am a strange old man.'

'But are you strong enough now for a truly big fish?'

'I think so. And there are many tricks.'

'Let us take the stuff home,' the boy said. 'So I can get the cast net and go after the sardines.'

They picked up the gear from the boat. The old man carried the mast on his shoulder and the boy carried the wooden box with the coiled, hard-braided brown lines, the gaff and the harpoon with its shaft. The box with the baits was under the stern of the skiff along with the club that was used to subdue the big fish when they were brought alongside. No one would steal from the old man but it was better to take the sail and the heavy lines home as the dew was bad for them and, though he was quite sure no local people would steal from him, the old man thought that a gaff and a harpoon were needless temptations to leave in a boat.

They walked up the road together to the old man's shack and went in through its open door. The old man leaned the mast with its wrapped

sail against the wall and the boy put the box and the other gear beside it, The mast was nearly as long as the one room of the shack. The shack was made of the tough bud-shields of the royal palm which are called *guano* and in it there was a bed, a table, one chair, and a place on the dirt floor to cook with charcoal. On the brown walls of the flattened, overlapping leaves of the sturdy fibred *guano* there was a picture in colour of the Sacred Heart of Jesus and another of the Virgin of Cobre. These were relics of his wife. Once there had been a tinted photograph of his wife on the wall but he had taken it down because it made him too lonely to see it and it was on the shelf in the corner under his clean shirt.

'What do you have to eat?' the boy asked.

'A pot of yellow rice with fish. Do you want some?'

'No. I will eat at home. Do you want me to make the fire?'

'No. I will make it later on. Or I may eat the rice cold.'

'May I take the cast net?'

'Of course.'

There was no cast net and the boy remembered when they had sold it. But they went through this fiction every day. There was no pot of yellow rice and fish and the boy knew this too.

'Eighty-five is a lucky number,' the old man said. 'How would you like to see me bring one in that dressed out over a thousand pounds?'

'I'll get the cast net and go for sardines. Will you sit in the sun in the doorway?'

'Yes. I have yesterday's paper and I will read the baseball.'

The boy did not know whether yesterday's paper was a fiction too. But the old man brought it out from under the bed.

'Perico gave it to me at the *bodega*,' he explained.

'I'll be back when I have the sardines. I'll keep yours and mine together on ice and we can share them in the morning. When I come back you can tell me about the baseball.'

'The Yankees cannot lose.'

'But I fear the Indians of Cleveland.'

'Have faith in the Yankees my son. Think of the great DiMaggio.'

'I fear both the Tigers of Detroit and the Indians of Cleveland.'

'Be careful or you will fear even the Reds of Cincinnati and the White Sox of Chicago.'

'You study it and tell me when I come back.'

'Do you think we should buy a terminal of the lottery with an eighty-five? Tomorrow is the eighty-fifth day.'

'We can do that,' the boy said. 'But what

about the eighty-seven of your great record?'

'It could not happen twice. Do you think you can find an eighty-five?'

'I can order one.'

'One sheet. That's two dollars and a half. Who can we borrow that from?'

'That's easy. I can always borrow two dollars and a half.'

'I think perhaps I can too. But I try not to borrow. First you borrow. Then you beg.'

'Keep warm old man,' the boy said. 'Remember we are in September.'

'The month when the great fish come,' the old man said. 'Anyone can be a fisherman in May.'

'I go now for the sardines,' the boy said.

When the boy came back the old man was asleep in the chair and the sun was down. The boy took the old army blanket off the bed and spread it over the back of the chair and over the old man's shoulders. They were strange shoulders, still powerful although very old, and the neck was still strong too and the creases did not show so much when the old man was asleep and his head fallen forward. His shirt had been patched so many times that it was like the sail and the patches were faded to many different shades by the sun. The old man's head was very old though and with his eyes closed there

was no life in his face. The newspaper lay across his knees and the weight of his arm held it there in the evening breeze. He was barefooted.

The boy left him there and when he came back the old man was still asleep.

'Wake up old man,' the boy said and put his hand on one of the old man's knees.

The old man opened his eyes and for a moment he was coming back from a long way away. Then he smiled.

'What have you got?' he asked.

'Supper,' said the boy. 'We're going to have supper.'

'I'm not very hungry.'

'Come on and eat. You can't fish and not eat.'

'I have,' the old man said getting up and taking the newspaper and folding it. Then he started to fold the blanket.

'Keep the blanket around you,' the boy said. 'You'll not fish without eating while I'm alive.'

'Then live a long time and take care of yourself,' the old man said. 'What are we eating?'

'Black beans and rice, fried bananas, and some stew.'

The boy had brought them in a two-decker metal container from the Terrace. The two sets of knives and forks and spoons were in his

pocket with a paper napkin wrapped around each set.

'Who gave this to you?'

'Martin. The owner.'

'I must thank him.'

'I thanked him already,' the boy said. 'You don't need to thank him.'

'I'll give him the belly meat of a big fish,' the old man said. 'Has he done this for us more than once?'

'I think so.'

'I must give him something more than the belly meat then. He is very thoughtful for us.'

'He sent two beers.'

'I like the beer in cans best.'

'I know. But this is in bottles, Hatuey beer, and I take back the bottles.'

'That's very kind of you,' the old man said. 'Should we eat?'

'I've been asking you to,' the boy told him gently. 'I have not wished to open the container until you were ready.'

'I'm ready now,' the old man said. 'I only needed time to wash.'

Where did you wash? the boy thought. The village water supply was two streets down the road. I must have water here for him, the boy thought, and soap and a good towel. Why am I so thoughtless? I must get him another shirt

and a jacket for the winter and some sort of shoes and another blanket.

'Your stew is excellent,' the old man said.

'Tell me about the baseball,' the boy asked him.

'In the American League it is the Yankees as I said,' the old man said happily.

''They lost today,' the boy told him.

'That means nothing. The great DiMaggio is himself again.'

'They have other men on the team.'

'Naturally. But he makes the difference. In the other league, between Brooklyn and Philadelphia I must take Brooklyn. But then I think of Dick Sisler and those great drives in the old park.'

'There was nothing ever like them. He hits the longest ball I have ever seen.'

'Do you remember when he used to come to the Terrace? I wanted to take him fishing but I was too timid to ask him. Then I asked you to ask him and you were too timid.'

'I know. It was a great mistake. He might have gone with us. Then we would have that for all of our lives.'

'I would like to take the great DiMaggio fishing,' the old man said. 'They say his father was a fisherman. Maybe he was as poor as we are and would understand.'

'The great Sisler's father was never poor and he, the father, was playing in the big leagues when he was my age.'

'When I was your age I was before the mast on a square-rigged ship that ran to Africa and I have seen lions on the beaches in the evening.'

'I know. You told me.'

'Should we talk about Africa or about baseball?'

'Baseball I think,' the boy said. 'Tell me about the great John J. McGraw.' He said *Jota* for J.

'He used to come to the Terrace sometimes too in the older days. But he was rough and harsh-spoken and difficult when he was drinking. His mind was on horses as well as baseball. At least he carried lists of horses at all times in his **pocket** and frequently spoke the names of horses on the telephone.'

'He was a great manager,' the boy said. 'My father thinks he was the greatest.'

'Because he came here the most times,' the old man said. 'If Durocher had continued to come here each year your father would think him the greatest manager.'

'Who is the greatest manager, really, Luque or Mike Gonzalez?'

'I think they are equal.'

'And the best fisherman is you.'

'No. I know others better.'

'*Qué va*,' the boy said. 'There are many good fishermen and some great ones. But there is only you.'

'Thank you. You make me happy. I hope no fish will come along so great that he will prove us wrong.'

'There is no such fish if you are still strong as you say.'

'I may not be as strong as I think,' the old man said. 'But I know many tricks and I have resolution.'

'You ought to go to bed now so that you will be fresh in the morning. I will take the things back to the Terrace.'

'Good night then. I will wake you in the morning.'

'You're my alarm clock,' the boy said.

'Age is my alarm clock,' the old man said. 'Why do old men wake so early? Is it to have one longer day?'

'I don't know,' the boy said. 'All I know is that young boys sleep late and hard.'

'I can remember it,' the old man said. 'I'll waken you in time.'

'I do not like for him to waken me. It is as though I were inferior.'

'I know.'

'Sleep well old man.'

The boy went out. They had eaten with no light on the table and the old man took off his trousers and went to bed in the dark. He rolled his trousers up to make a pillow, putting the newspaper inside them. He rolled himself in the blanket and slept on the other old newspapers that covered the springs of the bed.

He was asleep in a short time and he dreamed of Africa when he was a boy and the long, golden beaches and the white beaches, so white they hurt your eyes, and the high capes and the great brown mountains. He lived along that coast now every night and in his dreams he heard the surf roar and saw the native boats come riding through it. He smelled the tar and oakum of the deck as he slept and he smelled the smell of Africa that the land breeze brought at morning.

Usually when he smelled the land breeze he woke up and dressed to go and wake the boy. But tonight the smell of the land breeze came very early and he knew it was too early in his dream and went on dreaming to see the white peaks of the Islands rising from the sea and then he dreamed of the different harbours and roadsteads of the Canary Islands.

He no longer dreamed of storms, nor of women, nor of great occurrences, nor of great fish, nor fights, nor contests of strength, nor of

his wife. He only dreamed of places now and of the lions on the beach. They played like young cats in the dusk and he loved them as he loved the boy. He never dreamed about the boy. He simply woke, looked out the open door at the moon and unrolled his trousers and put them on. He urinated outside the shack and then went up the road to wake the boy. He was shivering with the morning cold. But he knew he would shiver himself warm and that soon he would be rowing.

The door of the house where the boy lived was unlocked and he opened it and walked in quietly with his bare feet. The boy was asleep on a cot in the first room and the old man could see him clearly with the light that came in from the dying moon. He took hold of one foot gently and held it until the boy woke and turned and looked at him. The old man nodded and the boy took his trousers from the chair by the bed and, sitting on the bed, pulled them on.

The old man went out the door and the boy came after him. He was sleepy and the old man put his arm across his shoulders and said, 'I am sorry.'

'*Qui va*,' the boy said. 'It is what a man must do.'

They walked down the road to the old man's shack and all along the road, in the dark, bare-

ولكي تُحقق الدراسةُ هدفَها صُممتْ تجربةٌ وُظفتْ مجموعتين ضابطةً وتجريبيةٌ قوامُ كـل منهما اثنان وثلاثون طالباً خُضِعتا للتجربة بعد اجراءِ التكافؤ الاحصائيّ بينَهما في جملـــةٍ مــن المتغيرات.

واستغرقت التجربة اثني عشر أسبوعاً أدى بعدها كلٌّ من المجموعــةِ التجريبيــةِ التــى دُرست بطريقة التدريس المتمحور حول المتعلم والمجموعةِ الضابطةِ التـــي دُرِّسـتْ بطريقــةِ التدريس المتمحور حول التدريسيّ اختباراً بعدياً لتقويم أدائهما .

وقد توصّلت الدراسةُ باستعمال معادلة "مربع كاي "والاختبار الثاني لعينتين مستقلتين الى ان اداءَ الطلبة الذين دُرِّسُوا بطريقة التدريس المتمحور حول المتعلم اكثرُ كفاءةً من أداء أفرائهم الذين دُرِّسُوا بطريقة التدريس المتمحور حول التدريسيّ .

لذا وجدت فروقَات هامة احصائيا بين المجموعتين مما يؤشر صحة الفرضية .

وأخيرا توصّل البحثُ الى جملةٍ من الاستنتاجات والتوصيات التي يُعتقد بأنها ذاتَ اهميــةٍ لكلٍّ من تدريسيّ الادب ومتعلّمي الانكليزية بوصفِها لغةً اجنبيةً وقدم مقترحاتٍ عديدةً لاجــــراء المزيدِ من البحثْ . ومن خلال كل ما تقدم كان التركيز على فكرةٍ مفادُهـــا أنّ أجيــال الطلبـةِ السلبيّينَ الصامتين قد وَلّتْ وأنّ على الجيل الجديد من التدريســـيين أنْ يتــدرّب علـــى قيـــادة المناقشات والترحيب بتعبير الطلبةِ عن آرائهم وأنْ يبادرَ بالنشاطات الصفية لا أنْ يهيمنَ عليها.

الخلاصة

تُعنى التربية بالمعرفة والمهارات والاشخاص والعلاقـــات بينـــهم وبـــالقيم .ويشـــترك التدريسيُّ تلقائياً في هذه النواحي المتنوعة من خلال عملية التعليم التي هي في جوهرها واحـدةٌ من الانشطة الإنسانية .

ويعدُّ التدريس في الجامعة تجربة تحدٍ لانه مهمة تتطلبُ شخصيةٌ ناضجةٌ متزودةٌ بسـنن من التدريس التربوي والادراك الواسع . ومهمة التدريسيِّ هي توظيفُ دافعية الطلبة وتوجيهـها الى ما يحققُ اقصى حدٍ ممكن من اهدافه المحددة .

ففي الجامعة يكون اطار الدّراسة ثابتاً والمناهج التي تهيء في العادة الطلبـــة لامتحـــان نهائي مقررةٌ . ويتضمنُ برنامجُ الدراسات اللغوية مقررات ادبية تُدرّسُ فيها الرواية بوصفـها احدى مكونات تلك المقررات لكي يستطيع الطلبة اثراءَ كفاءتهم اللغوية ، فضـــلا عـــن تنميـــة حسِّهم الادبي .

ويتمثّل التحدي الذي يواجهُه التدريسيّ في بعثِ الحياة في اللغة وادابها وثقافتِها . وواجبُه في ذلك تدريسُ اللغة الاجنبية وتسهيل تعليمِها . وليسَ التدريسُ فلسفةً تعليميةً او طريقةً او تقنيةً ما حسب وانما يتحققُ من خلال المادة التعليمية ومن يتعلمُها .

وقد توصلت البحوثُ التجريبية المنجزةُ الى يومنا هذا حول اثر الطرائق المختلفة علـــى المتعلم الى عدم وجود طريقة مثالية في تدريس مقررات الادب تحتَ كلِّ الظروف .

وتمثّل الدراسة الحالية الهادفة الى اجراء بحثٍ تجريبي في مـدى تـأثير نمطيـن مـن التدريس محاولةً لا سابق لها على حد علم الباحثة لتقديم ادلة تجريبية على أنَّ نمــط التدريـس التقليدي المعروف بالمحاضرة او التدريس المتمحور حول التدريسيّ لا يوازي تأثيرَ التدريـــس المتمحور حول المتعلّم في تدريس الرواية .

تتحدّدُ الدراسة بطلبةِ السنةِ الرابعةِ في قسم اللغة الانكليزية فـــي كليـــة الاداب بجامعـــة الكوفة في النجف للعام الدراسي ٢٠٠١–٢٠٠٢ كما انها تتحدّد بنمطين فقط من أنماط التدريس وهما التدريسُ المتمحور حول التدريسيّ والتدريس المتمحور حول المتعلّم اما المادة التعليميـــة فهي رواية "الشيخ والبحر " للروائي ارنست همنغواي .

تدريس الرواية في المرحلة الجامعية :
دراسة في التدريس المتمحور حول التدريسي مقابل التدريس
المتمحور حول المتعلم

اطروحة

مقدمة الى مجلس كلية التربية (ابن رشد) في جامعة بغداد وهي جزء من
متطلبات نيل درجة دكتوراه فلسفة في التربية /طرائق تدريس اللغة
الانكليزية بوصفها لغة اجنبية

من
ونام عبد الوهاب طه البياتي

باشراف

الاستاذ الدكتور   الاستاذ
صباح صليبي الراوي   عايف حبيب العاني

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