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**Difficulties Facing English Teachers in Teaching
Literature in *English for Palestine*
Grade Twelve Textbook**

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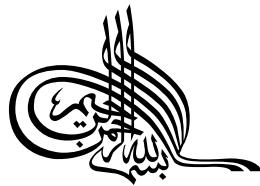
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DEDICATION

To the soul of all martyrs who sacrificed their lives for Al-Aqsa Mosque and our sake in the war on Gaza,

To the soul of my late mother, who was impatiently waiting for me to finish this work but unfortunately she died before seeing it, I ask Allah to have mercy upon her,

To the soul of my late father, upon whom I ask Allah to have mercy and whose love and affection were the candles that enlightened my way towards success,

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To all my uncles, aunts, cousins and relatives who waited my success,

To all my colleagues, friends and teachers of English in Gaza,

I dedicate this work.

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ABSTRACT

Difficulties Facing English Teachers in Teaching Literature in *English for Palestine* Grade Twelve Textbook

The study examined the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook which has been prescribed by the Ministry of Education for the twelfth graders in the West Bank and Gaza, and has been taught since the scholastic year 2006-2007. Being a previous teacher and now a supervisor of English, the researcher observed that English teachers face a lot of difficulties in teaching literature which would affect the students' attitudes towards literature.

In order to answer the questions of the study, the researcher adopted the descriptive analytical approach. The sample of the study consisted of (184) male and female teachers of English for twelfth graders, and (20) English language supervisors in all the six Gaza governorates. The researcher reviewed many books, previous studies, journals and related literature to get benefit from and to decide on the relevant procedures to follow while carrying out the study.

In order to achieve the aims of the study, a questionnaire of (75) items divided into three domains representing the three literature components (short story, poetry, and drama) was designed by the researcher and validated by a panel of 17 referees to be used as the main instrument of the study.

The data of the study were collected, computed and analyzed by using SPSS programme and applying the following tests :Alpha Cronbach Method, Gutman coefficient for unequal halves, Split-half techniques, t-test independent sample and One Way ANOVA.

The researcher listed a number of difficulties facing English teachers in teaching English in *English for Palestine* grade twelve textbook. The researcher found out that understanding these difficulties will help teachers, supervisors and syllabus designers to identify the problems and find solutions to improve the process of teaching literature. The study also revealed that there were no statistically significant differences attributed to teachers'

gender, age or years of experience in the difficulties facing English teachers in teaching literature.

In the light of these findings, the researcher suggested some recommendations for syllabus designers, supervisors and teachers to overcome the difficulties facing English teachers in teaching literature and to adopt more effective approaches to teaching literature. The study recommends that teachers should vary the techniques they used to adopt when teaching literature, and to be aware of the values of teaching English literature for the Palestinian society. The study also recommends that supervisors should pass their experience to teachers through training courses, workshops and micro-teaching to train English teachers to teach literature effectively. It was also suggested that further research should be conducted on the effectiveness of teaching literature in the Palestinian culture.

ملخص الدراسة

الصعوبات التي تواجه معلمي اللغة الانجليزية في تدريس الأدب في مقرر اللغة الانجليزية للسنة الثانية عشر في المناهج الفلسطينية

هدفت هذه الدراسة إلى تحديد الصعوبات التي تواجه معلمي اللغة الإنجليزية في تدريس الأدب في مقرر اللغة الإنجليزية للصف الثاني عشر في المنهاج الفلسطيني *English for Palestine* والذي تم إقراره ابتداء من العام الدراسي (2006 - 2007) في المدارس الثانوية التابعة لوزارة التربية والتعليم بمحافظات الضفة الغربية وغزة ، و من خلال خبرة الباحث و عمله مدرساً لهذا المنهاج ومن ثم مشرفاً تربوياً بمديرية التربية والتعليم غرب غزة، لاحظ وجود الكثير من الصعوبات التي تواجه المعلمين في تدريس الأدب، لذا سعى الباحث من خلال هذه الدراسة إلى تحديد تلك الصعوبات وكيفية التغلب عليها وإيجاد الحلول المناسبة لها. وبالإطلاع على الأدب التربوي والدراسات السابقة قام الباحث باستخدام المنهج الوصفي التحليلي لأنّه يتناسب مع موضوع الدراسة.

وللإجابة على أسئلة الدراسة قام الباحث بإعداد استبانة مكونة من (75) فقرة موزعة بالتساوي على ثلاثة محاور أساسية في تدريس الأدب وهي (القصة القصيرة و الشعر و الدراما) و تم التحقق من صدق و ثبات هذه الاستبانة من خلال فريق من أصحاب الاختصاص يضم (17) مختصاً في تدريس الأدب و طرق تدريس اللغة الإنجليزية وقد قام الباحث بتطبيق هذه الإستبانة على عينة الدراسة المكونة من جميع مشرفي اللغة الانجليزية بوزارة التربية والتعليم بمحافظات غزة والبالغ عددهم 20 مشرفاً و مشرفة و كذلك معلمي اللغة الانجليزية للصف الثاني عشر في جميع محافظات غزة والبالغ عددهم 184 معلماً ومعلمة في العام الدراسي (2009-2010) ، وقد تم معالجة البيانات إحصائيا باستخدام التكرارات والمتosteats الحسابية والنسب المئوية، ومعادلة جتمن ، ومعامل ارتباط ألفا كرونباخ و T-test بالإضافة إلى طريقة ANOVA أحادية الاتجاه.

وكان من أهم نتائج هذه الدراسة وجود عدد من الصعوبات تواجه معلمي اللغة الإنجليزية في تدريس الأدب، وكذلك عدم وجود فروق ذات دلالة إحصائية في هذه الصعوبات تعزى إلى جنس المعلمين، أو جنس الطلبة، أو عدد سنوات الخبرة لدى المعلمين، أو فئاتهم العمرية المختلفة. وخرجت الدراسة بمجموعة من التوصيات الموجهة لمصممي المناهج والمشرفين التربويين والمعلمين في المدارس الثانوية، وتتصب هذه التوصيات على التغلب على الصعوبات التي تواجه المعلمين في تدريس الأدب وتحسين أساليب تدريسه في مقرر اللغة الإنجليزية للصف الثاني عشر في المنهاج الفلسطيني ويوصي الباحث بضرورة إجراء المزيد من الدراسات الخاصة بتدريس الأدب في المستقبل.

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LIST OF ABBREVIATIONS

ABBREVIATIONS	Page
CLTA Communicative Language Teaching Approach	12
EFL English as a Foreign Language	12
EFP <i>English For Palestine</i>	12
ELC English Language Curriculum	12
FLL Foreign Language Learning	12
ELT English Language Teaching	12
ESL English as a Second Language	12
IUG The Islamic University – Gaza	12
GTC Gaza Training Center	12
MEHE The Ministry of Education and Higher Education	12
PNA Palestinian National Authority	12
RRA Reader Response Approach	12
SPSS Statistical Package for Social Science	12

CHAPTER ONE

1.1 Introduction

1.2 Statement of the problem

1.3 Research questions

1.4 Purpose of the study

1.5 Significance of the study

1.6 Limitations of the study

1.7 Definitions of terms

CHAPTER ONE

1.1 Introduction

English is a universal language; the language of communication across countries in the international world of trade, business, communication, air transportation and technology (Keshta, 2000). In the age of globalization and internet, people live in a small village in which they have no choices but dealing with English Language as the main means of communication (Abu Qulbein, 2004). English is considered one of the major subjects in the Arab world in general and in Palestine in particular. In Palestine, English is used as a foreign Language next to Arabic, and therefore, it has become one of the obligatory subjects in the Palestinian school curriculum.

Being an integral part of the English curriculum in the Palestinian schools, literature should be given appropriate attention so that the overall aim of teaching English can be achieved. Learning English literature by Palestinian students may not be an easy task because literature is culturally, linguistically, and socially alienated from those students. It has become the teachers' responsibility to exert more efforts to make learning literature an easier and more enjoyable and profitable experience for Palestinian students. In their attempts to do so, teachers should recognize the new concepts towards teaching literature as there is a mixture of different attitudes and beliefs in this field.

Based on literature discussions, the students could develop insightful responses concerning literal comprehension, personal connections, cross-cultural themes, interpretation, and evaluation of the text. Literature can also act as a powerful change agent

by developing students' intercultural awareness. Theoretically speaking, literature can play a useful part in developing general language skills because the basic goal of teaching literature is to facilitate the learning of language and communication skills.

Beyond language, literature provides students with important comprehension and analysis tools. Through literature, students learn to identify and analyze conflicts, themes, issues, and characters. Good texts, whether classic or modern literature, contain some universal themes which apply to the students' present and future lives. Literature is also an entryway into another culture. Moreover, learning literature enables students "to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling and artistic form within the heritage the literature of such cultures endows (Carter & Long, 1991, p 2).

The greatest pleasure and satisfaction to be found in literature occurs where it brings back to the realities of human situations, problems, feelings, and relationships (Moody, 1981). Literary texts so often touch on common themes and values which range from individual concerns to social issues such as death, love, pollution, and ethnic conflicts. Even the genres, conventions and devices portrayed are universal. Poetry has rhythm, rhyme and figurative usage; short stories and novels have plots with crises, conflicts and resolutions. Literature offers universal themes which are relevant to students' own experience. It, unlike many teaching inputs, is also a mirror that reflects and heightens each learner's perception of the social world. Thus, literary texts are open to multiple interpretation and genuine interaction (Duff & Maley, 1990:6). Students may relate the ideas, events and things found in literary texts to their own lives. It will help "to stimulate the imagination of our students, to develop their critical abilities, and to increase their emotional awareness"

(Lazar, 1993: 19). It also develops learners' pleasure in reading. When EFL learners enjoy reading literature and have motivation to interact with a text, they will develop their reading proficiency. When they try to comprehend the meaning of the text, learners must make inferences, drawing both on content of the reading and their own experience. "The reader is placed in an active international role in working with and making sense of this literary language" (Brumfit and Carter, 1986: 15).

Therefore, literature is considered the backbone of any nation. It plays an essential role in creating a new generation capable of changing the life style and develops its culture. Literature is written for those who are sensitive and have a high sense of imagination; therefore, one cannot imagine learning English without learning its literature.

By learning literature, students learn to see a world through others' eyes, observing human values and a different kind of living, and discovering others living in very different societies. They will understand and become broadly aware of the social, political, historical, cultural events happening in a certain society. Through literature, learners can deepen their cultural understanding. Consequently, the primary aim of literature is to give pleasure and to entertain those who voluntarily attend to it. In fact there has been an increasing interest in literature as a useful material for teaching a foreign language. English teachers and learners who have devoted themselves to serious teaching and learning want to teach and learn the best curricula and practices to achieve more efficient and effective proficiency in English.

In their attempts to achieve such proficiency among their students, grade twelve Palestinian teachers face a number of difficulties in teaching the language skills in general

and English literature (the short story, poetry, and drama) in particular. Clearly, the current teaching situation of literature in *English for Palestine* grade twelve textbook may not be contributing to the development of English language skills, if not hindering their development. Such situation can be attributed to the main features commonly practised in teaching literature in the set textbook. These features mostly comprise teacher explaining text, students listening, students reading aloud, teacher asking questions, and students answering questions.

Apart from students reading aloud, it is the teacher who talks and the students who listen. However, to talk at length is not necessarily to teach successfully. On the contrary, effective teaching and learning is more likely to take place in classrooms where the interaction is not completely dominated by the teacher, and where a variety of activities are used. In classes intended for teaching literature in English for Palestine grade twelve textbook, there is usually more teacher-talk but also teacher-talk confined mainly to 'explanations of text'. This means that in most literature classes the opportunities for encouraging interaction, introducing a variety of teaching and learning activities, and developing language proficiency are limited by the amount and type of teacher-talk which usually takes place.

The current practice reflects the 'content approach' (Lazar, 1993) to literature teaching. In general, this approach concentrates on imparting detailed factual knowledge about a few specific texts. The reasons why the content approach is so widely used are historical rather than pedagogical. Traditionally, literature as a subject that has always been taught by a means of 'lectures' on the content of specific texts or poems, especially at university level (Knutson, 1993). Besides, it can be truly said that it is this university style that has filtered

down into the secondary school education system. Moreover, in the past, literature was regarded as a body of specialized knowledge, with its own rules, structures, and facts, almost independent of the main stream of language (Lazar, 1993). This notion has helped to maintain the 'lecture-on-content' approach.

Another major difficulty facing teachers while teaching literature in English for Palestine grade twelve textbook is students' lack of language competency. This difficulty is also compounded with the stigma attached to literature as being a difficult and uninteresting area. This also results in the students' further drawing themselves away from literature.

Pedagogically speaking, there are still some major "difficulties" or "problems" expressed by teachers. Therefore, it is worthwhile investigating these difficulties, identifying their causes, and prescribing effective remedies for these problems so that they will not damage the benefits that literature embodies. Understanding these difficulties will enable teachers, supervisors and syllabus designers to identify the areas where teachers need to improve most in order to make the best use of literature in English teaching.

On the other hand, most English learners suffer a lot from studying literature such as drama, poetry, short story, and novel because there is a huge gap between these learners and literature. Unfortunately, few studies were carried out to show some problems which face teachers in teaching literature. Most of these studies discuss the importance of literature in learners' life. Therefore, the teachers should be aware of these problems in order to overcome them and have a good attitude towards literature. Therefore, it is hoped that this study help explore the questions of what the difficulties facing English teachers in

teaching literature in *English for Palestine* grade twelve textbook are, and how they can be effectively and appropriately overcome.

Once the findings, recommendations, and conclusions of this study are spread to grade twelve English teachers and supervisors through professional development workshops and newsletters, they may help a lot in promoting the art of teaching literature among teachers and supervisors and consequently enhance twelve graders' performance in English.

1.2 Statement of the problem

Being a previous teacher and now a supervisor of English, the researcher observed that Palestinian teachers are facing a lot of difficulties in teaching the literary genres in *English for Palestine* grade twelve textbook which would affect the students' attitudes towards literature.

These difficulties include three types: First, those related to the students such as using a content-based approach to teaching literature and students' overall lack of competency in English. Second, those difficulties related to the textbook such as the abundance of far-fetched ideas in literary texts Third, those difficulties related to teachers such as the lack of the visual aids employed by teachers. Because literature has an emotive and figurative use of language and because there is a cultural gap and a lack of comprehending a discourse that is totally unfamiliar to the students' socio-cultural background, the teacher has to excite the imagination of students to make his or her teaching effective and refreshing.

This study seeks to shed-light on these difficulties and propose some recommendations for overcoming them.

1.3 Research questions

To achieve the purpose of the study, the researcher addressed one major question and ten sub-questions derived from it. These questions are as follows:

a- Main question

What are the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?

b- Sub-questions

1. What are the difficulties facing English teachers in teaching the short story in *English for Palestine* grade twelve textbook?
2. What are the difficulties facing English teachers in teaching poetry in *English for Palestine* grade twelve textbook?
3. What are the difficulties facing English teachers in teaching drama in *English for Palestine* grade twelve textbook?
4. What is the level of the difficulty facing English teachers in teaching literature genres in *English for Palestine* grade twelve textbook?
5. Are there any statistically significant differences in the difficulties facing English teachers in teaching literature in English for Palestine from the teacher and supervisor's perspective?
6. Are there any statistically significant differences attributed to teachers' gender in the difficulties facing English teachers in teaching literature in English for Palestine grade twelve textbook?

7. Are there any statistically significant differences attributed to students' gender in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?

8. Are there any statistically significant differences attributed to teachers' age in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook ?

9. Are there any statistically significant differences attributed to teachers' years of experience in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?

1.4 Purpose of the study

The purpose of this study is to identify the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook, and to propose some solutions for them. The researcher designed a questionnaire to identify and analyze these difficulties. A panel of seventeen specialists in English literature and methodology at the universities of Gaza and experienced supervisors in Ministry of Education validated the questionnaire. Consequently, one hundred eighty-four teachers whose native language is Arabic and who are specialized in teaching English for grade twelve in addition to 20 English supervisors were inquired to complete the questionnaire, the study instrument. Specifically, the study purported to :

1- investigate the difficulties facing English teachers in teaching literature for grade twelve textbook.

- 2- determine the level of the difficulty facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.
- 3- find out whether there are any statistically significant differences in the difficulties of teaching literature in *English for Palestine* grade twelve textbook attributed to teachers' gender and period of experience in addition to the students' gender.
- 4- compare between teachers and supervisors perspectives concerning the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.
- 5- put forward some recommendations for tackling the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.

1.5 Significance of the study

The significance of the study stems from the fact that it is not only concerned with diagnosing the difficulties facing teaching literature in English for Palestine grade twelve textbook, but also with the attempt to put forward some recommendations that may help teachers lessen such difficulties. Then, the ultimate goal is to recommend procedures that may make teaching literature more effective, communicative, and interactive through helping teachers to adopt more skill-oriented teaching techniques.

Consequently, the role assigned to teach literature should not be confined only to learn and memorize some factual information presented to students by means of a 'lecture-on-content' approach but also through emphasizing the role of literature in improving the communicative competence. More specifically, this study is significant owing to the following reasons:

- 1- According to the researcher's best knowledge, this is the first study to be conducted on the newly adopted English language textbook *English for Palestine*, grade twelve textbook.
- 2- The study will create a list of the most important difficulties facing English teachers in teaching literature, which may help those teachers overcome them and teach literature more effectively.
- 3- The study could be a useful guide for English teachers in developing new methods and strategies in teaching literature.
- 4- The study will give syllabus designers an idea about difficulties facing teachers in teaching and students in learning literature in *English for Palestine* grade twelve textbook.
- 5- The study may also help supervisors of English to better guide and supervise English teachers involved in teaching literature in secondary schools.
- 6- The study will propose some recommendations that may help lessen such difficulties.

1.6 Limitations of the study

The study has the following limitations:

1. The study was confined to the Palestinian English language textbook "*English for Palestine 12*" which is now in use in the public secondary schools in Gaza and West Bank Governorates in cooperation with the Ministry of Education and Higher Education.
2. The study population comprised all English teachers teaching English for grade 12 in all the six Gaza governorates. The total number of those teachers was (230), in addition to all the supervisors of English in these governorates, whose total number was (20).
3. The study was applied in the scholastic year 2009 – 2010.

1.7 Definitions of Key Terms

The following key terms are operationally defined for the purpose of this study: difficulties facing English teachers in teaching literature in teaching literature in *English for Palestine* grade twelve textbook:

- **Difficulty:** A difficulty is a problem; a thing or situation that causes problems. However, in this study it refers to some obstacles facing the English teachers in teaching literature. (Oxford Dictionary, 2000)
- **Literature:** It is an imaginative or creative writing, especially of recognized artistic value; the class of writings distinguished for beauty of style or expression, as poetry, essays, or history. (Oxford Dictionary, 2000)
- **Drama:** It is a kind of literary composition meant to be enacted on the stage in which the story is told through dialogue, presenting characters placed in a situation of conflict and confrontation (Khader, 2007).
- **English teachers:** Palestinian non-native speakers of English who teach English as a foreign language .
- Grade twelve:** It is the last grade in the general education in Palestine (MEHE, Planning book, 2009).
- Textbook:** it is a book used for instructional purposes, especially in schools and collages". "Book used by students for particular branches of study can be characterized by another important feature: its intrinsically challenging nature". (Matos, 2000).
- English for Palestine - grade twelve textbook:** It is designated for the final year in the scholastic stages in Gaza and the West Bank governorates. The textbook consists of four main components: student's book, workbook, audio cassette and teacher's book.

CHAPTER TWO
LITERATURE REVIEW
THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

SECTION I: THEORETICAL FRAMEWORK

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CHAPTER TWO
SECTION I
THEORETICAL FRAMEWORK

2.1.1 Introduction

In this chapter two sections are reviewed. The first section presents the theoretical framework with necessary issues related to *English for Palestine* Grade Twelve textbook, English in the Palestinian education system, what is literature?, why use literature in English language teaching?, the importance of teaching literature in grade 12, values of learning English through literature, approaches to teaching literature, and an overview of the literary genres in *English for Palestine* grade 12 textbook and some commentary on each component of literature. The second section reviewed the previous studies.

2.1.2 English in the Palestinian education system

English is the only foreign language taught in Palestinian schools and institutions. Since 2001, English has been introduced to the Palestinian school curriculum right from grade one to grade twelve. Historically, English was introduced in grade seven and starting from 1996, it was introduced in grade five. Being the only foreign language introduced as a compulsory subject, English is considered one of the major subjects at the Palestinian schools. Therefore, it has had a unique and prestigious status in the Palestinian education system. As one of the main goals of teaching any language is to enable learners to communicate fluently and effectively in situations where this language is used (Stern, 1983), Palestinian educators hope that after students study English for a number of years, they will be able to communicate with the outside world and to use English in all aspects of their life.

2.1.2.1 *English for Palestine* textbooks

English for Palestine, a twelve-year course in general English, was written specially for schools in Palestine to realize the aims of the Palestinian Ministry of Education as described in detail in the Ministry's English Language Curriculum for Public Schools (1999). The course takes learners from beginner level in grade one to school-leaving level in grade twelve. In the English Language Curriculum, communicative ability is the main goal. So although it is important for learners to know about the language, real success is measured by what learners can do with the language: how well they can understand meaning and convey meaning in spoken and written English (English for Palestine 12, Teacher's Book, 2006).

2.1.2.2 *English for Palestine* grade 12 textbook

English for Palestine grade twelve is for the final year in the secondary stage, where students are aged 17-18. It meets the needs of students in both the academic and the vocational streams. It consolidates language and skills from earlier years and teaches practical language skills that are relevant to all students. For the academic students, there is also more challenging work that develops the language skills they will need for further academic study (English for Palestine12, Teacher's Book, 2006).

2.1.2.3 General goals for teaching English in *English for Palestine* Grade Twelve textbook

Teaching English in Grade 12 aims to achieve the following:

1. It exposes students to learning experiences and opportunities that would enable them to comprehend, interpret, and appreciate written text of different genres and on a variety of topics.

2. It refines use of reading micro skills.
3. It develops ability to comprehend information in extended and international and transactional discourse.
4. It develops awareness of stylistic techniques and variations in written and oral texts.
- 5- It develops ability to critically evaluate texts, ideas,, and arguments.
- 6- It develops skills in exchanging and conveying ideas.
- 7- It develops social interaction and communication.
- 8- It refines ability to use language appropriately.
- 9- It develops ability to produce creative academic and functional writing.
- 10- It develops ability to read texts of different modes.
- 11- It develops understanding and appreciation of culture, attitudes and values, and ability to analyze culture bases for judgments end evaluation.
- 12- It develops high order thinking skills and cognitive and metacognitive strategies (creative critical thinking, problem-solving, logical reasoning, decision-making, summarizing note).
- 13- It sharpens academic skills and learning habits.
- 14- It enhances the ability to transfer knowledge to other, similar and relevant contexts.
- 15- It develops test-taking skills.
- 16- It develops information searching, library, and basic research skills. (English Language Curriculum 1999)

2.1.3 What is literature?

In its broadest meaning, literature can be defined as imaginative or creative writing, especially of recognized artistic value. It comprises poetry, novels, essays, etc., and characterized by excellence of style and expression and by themes of general or enduring interest.

According to Moody (1981), the primary aim of literature is to give pleasure and to entertain those who voluntarily attend to it. The writer also mentions that the greatest pleasure and satisfaction to be found in literature occurs where it brings us back to the realities of human situations, problems, feelings and relationships.

Literature helps students understand and appreciate cultures and beliefs different from their own. "By constructing with the literary text a reality different from that of texts of information, students are given access to a world of attitudes, and values, collective imaginings and historical frames of reference that constitute the memory of a people or speech community. Thus literature and culture are inseparable" (Kramsch 1993: 175).

Carter (2001:3) states that literature is as old as human language, and as new as tomorrow's sunrise. And literature is everywhere, not only in books, but in videos, television, radio, CDs, computer, newspapers, and in all the media of communication where a story is told or an image is created. John McRae (1994) distinguishes between literature with a capital L - the classical texts such as Shakespeare, Dickens - and literature with a small l, which refers to popular fiction, fables and song lyrics. He also sees that the literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries such as UK, USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English. Therefore, literary texts can also be studied in their original forms or in simplified or abridged versions. An increasing number of stories in English are written specifically for learners of other languages. The types of literary texts that can be studied inside and outside the ELT classroom include short stories, poems, novels, plays, songs and lyrics.

2.1.4 Why is literature used in English language teaching?

Literature is a microcosm of an entire society, a little window that permits us to look into the cultural values, traditions, and lifestyles of people and as a person's word reflects character, literature reflects the unique character of a group of people who share a language (Keshta, 2000). Because literature teems with such precious human experiences and values, it should have a unique position in the language classroom curriculum. Moreover, literature and language complements each other. Since language and literature are inseparable, their teaching should be complementary to each other. Following are some of the reasons that necessitate the inclusion of literature in English language teaching:

2.1.4.1 Literature is a motivational material

According to Lazar (1993), literature exposes students to complex themes and fresh, unexpected use of language. A good novel or a short story may be particularly gripping in that it involves students in the suspense of and unraveling the plot. A play may engage students in complicated adult dilemmas, and a poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

2.1.4.2 Literature can be an access to cultural background

Literature can provide students with access to the culture of the people whose language they are studying. Some novels, short stories and plays may achieve the illusion of representing reality but they are, in the end, works of fiction. It has been argued that poetry has possibly an even more indirect link with the real world since it creates its meaning by an orientation towards language itself (Widdowson, 1984:149).

2.1.4.3 Encouraging Language acquisition

Students in EFL contexts may have a limited access to spoken English, and written English often takes on importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition as it provides meaningful and memorable contexts for processing and interpreting new language. Moreover, the use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and group-work. This is because literature is very rich in multiple levels of meaning (Lazar, 1993).

2.1.4.4 Literature develops students' interpretative abilities

Any learning of a new language would seem to involve the learner in forming hypotheses and drawing inferences, whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalized, or what is implied behind the literal meaning of what someone says in a conversation. In addition, it has been argued that literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations (Widdowson, 1975).

2.1.4.5 Literature educates the whole person

Literature can help to stimulate the imagination of students, to develop their critical abilities and to increase their emotional awareness. If we ask students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English (Lazar1993)

2.1.5 The importance of teaching literature

Ghosn (1998) mentioned some benefits of literature: (1) authentic literature provides a motivating, meaningful context for language learning, and it presents natural language at its finest, promoting vocabulary development in context; (2) literature stimulates oral language and involves the child with the text while exposing him or her to some aspect of the target language culture; (3) literature can promote academic literacy and critical thinking skills and has the potential of fostering private interpersonal and intercultural attitudes and (4) good literature deals with some aspects of the human condition and attempts to come to some understanding of life. In many countries around the world, literature is highly valued and there has been an increasing awareness of the significance of integrating it in teaching English as a foreign language curriculum. For this reason, students of English may experience a real sense of achievement at tackling literary materials in the classroom because these materials can be intellectually stimulating, highly motivating, authentic, of educational value, and capable of expanding students' awareness of language and developing their interpretative skills (Lazar, 1993).

Realizing the gains that can be achieved through the integration of literature in the English school curriculum, the educational authorities in Palestine have been keen on integrating some literary texts into all prescribed English school textbooks (English for Palestine) in general and that of twelfth grade in particular. Nevertheless, such integration in the Palestinian English curriculum proved to be counterproductive because of a number of insurmountable difficulties facing English teachers in teaching the literary texts included in the prescribed textbooks. These difficulties may sometimes be attributed to the fact that the average class size in Palestine is quite large (more than

40 students per class), some teachers may not be well-motivated or well-trained for teaching English in the Palestinian schools in general and teaching literature in particular, some teachers enter the field of teaching not because they are enthusiastic and interested in teaching but rather because they were unable to find alternative jobs.

In addition, the new Palestinian curriculum which was imposed on the students without preparing well-qualified teachers affects their levels and perceptions of studying literature. In this vein, according to Keshta (2000: 14), one of the problems facing teaching English literature in Palestine is to help students appreciate other people's language, literature and ways of thinking, without losing their own language, cultural identity, religion, and individuality.

2.1.6 Values of learning English through literature

Maley (1987) listed a number of virtues for learning English through literature, the most important of which are:

2.1.6.1 Universality

No known language is without literature (oral or written). The themes which literature deals with are common to all cultures though the treatment of them may be different—Death, Love, Separation, Beliefs, Nature. Even the genre, conventions, and devices employed by literature are common across cultures (though of course there is no one-to-one correspondence.)

2.1.6.2 Non-triviality

Many of the more familiar forms of language teaching inputs tend to trivialize texts or experiences. Literature does not trivialize or talk down. Literature is about things that

mattered to the author when he wrote them. It offers genuine as well as merely "authentic" inputs.

2.1.6.3 Personal relevance

Because it deals with ideas, things, sensations and events which either form part of the readers' experience or which they can enter into imaginatively, they are able to relate it to their own lives.

2.1.6.4 Variety

Literature includes within it all conceivable varieties of the language, and all possible varieties of subject matter. Within literature, we shall find the language of law and of mountaineering, of medicine and of bullfighting, of church sermons and nursery talk. Students may be exposed to as much as or as little of this as desirable but they never lack for variety.

2.1.6.5 Interest

Literature deals with themes and topics which are intrinsically interesting because they are part of the vast domain of human experience and treats them in ways designed to engage the readers' attention.

2.1.6.6 Economy and Suggestive Power

One of the great strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Because it suggests many ideas with few words, literature is ideal for generating language discussion. Maximum output can often be derived from minimum input.

2.1.6.7 Ambiguity

Because it is highly suggestive and associative, literature speaks subtly and delivers different meanings to different people. It is rare for two readers to react identically to any given text.

2.1.7 Approaches of teaching literature

Teaching literature has recently changed a lot from knowledge about literature to knowledge of literature, from reading literature in breadth to reading literature in depth. It has been noticed that there is no perfect method of teaching literature as each method has its advantages and disadvantages. Following is an account of some recent approaches to literature teaching.

2.1.7.1 Author-oriented approaches

Klarer (2003:90-91) mentions that the author-oriented approach creates a strong and direct link between the literary text and the biography of the author in which the facts, events, and dates in an author's life are juxtaposed with the literary elements of his or her work. Autobiographies are clearly suitable for that approach. In many cases, autobiographical material enters the fictional text. In addition to that, author-oriented approaches focus on aspects which might have entered the text on a subconscious or involuntary level.

2.1.7.2 Communicative Language Teaching Approach (CLTA)

Richards and Rodgers (2004) consider the communicative approach one of the most recent methods of language teaching. The goal of (CLTA) is to develop communicative

competence. As a result, (CLTA) uses activities that engage learners in authentic communication. It emphasizes interaction as a means and an ultimate goal of learning a language. There are many principles in the communicative approach that support the class procedures to develop the communicative competence. Richards and Rodgers (2004:156-157) outlined the following principles:

- The attitude of the communicative language teacher towards errors is extremely important. In this context errors are tolerated and are seen as natural outcome of the development of communication skills.
- Accuracy is important but fluency is probably regarded as being even more important.
- Learners are the centre of learning process and they should be given every opportunity to express their ideas, emotions and opinions in the classroom.
- The communicative interaction which it involves encourages co-operative relationships among the learners. Students are given an opportunity to work with each other and to negotiate meaning.
- Contextualization is a basic premise in which the social contexts of any communicative event is essential in giving meaning to utterances
- In communicative approach, the teacher acts as an adviser, facilitator, guide, organizer, attentive listener, and manager during communicative activities.
- Real life or authentic language should be exploited in the classroom.
- Translation may be rarely used where students need or benefit from it.
- Students can start reading and writing from the first day.
- Teachers can help learners in any way that motivates them to work with the language.

2.1.7.3 Language Based Approach

Carter and Long (1991:7-8) indicate that the overall aim of teaching literature is to motivate students to read by relating the themes and topics in a literary text to their own experiences. The language based approach tends to be student-centered. It means that the teacher has to come 'down from the pedestal'. In other words, language based approach encourages students to read between lines and go in-depth inside literary texts rather than focusing on vocabulary in the lines of a text.

There are many techniques and strategies used in that approach. Some of them are: jigsaw reading, matching, gap-filling, and reading aloud. Jigsaw is borrowed from language teaching. It is easy to prepare and comprise re-ordering of a text which has been scrambled. It may suggest some sort of games and stimulates learner-learner interaction in the problem-solving technique. In this respect the term "jigsaw" is appropriate as it indicates a series of small increments which when added together will complete the picture (Carter and Long, 1991:71).

Matching exercise is another wonderful technique in which students are expected to match phrases, pictures, words, sentences. The main aim of using this technique is to enable students to use responses to the parts to build up sensitivity to the whole. Carter and Long (1991:75). Students in secondary schools enjoy such activities especially when conducted in groups.

Cloze or gap-filling is another technique in language based approach in which teachers use this activity in their classes and exams. The aim is to draw students' attention to the language and form of a text. Another aim is to draw attention to the use of particular

linguistic features such as connecting words between sentences or signal words across paragraphs. Students must focus on the function and the use of these words. This technique has many advantages. Firstly, it changes the ordinary role of the teacher. Cloze makes the teacher encourager, supporter, stimulator, attentive listener, manager and motivator. Secondly, it leads to involvement with the text. Thirdly, it is a productive way of increasing the students' awareness of the patterns of words in a literary text. Finally, the strategy of cloze emphasizes the role of students as the centre of learning process (Carter and Long, 1991:80).

Reading aloud is another technique used by both teachers and students. It is very important for teachers to open their reading task by reading the first paragraph aloud. A good teacher should read aloud in order to clarify some difficulties (Carter and Long, 1991:94-97).

2.1.7.4 Reader Response Approach (RRA)

The (RRA) has a growing influence on EFL literature classes (Carlisle, 2000). The reason is to encourage EFL learners to study literature for literature's sake, rather than for the mere attainment of language skills, which is the popular practice in most EFL classes (Ali, 1994).

2.1.7.5 The Personal Growth Model

This model attempts to bridge the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context where learners are encouraged to express their feelings and opinions and make connections between their own personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps learners develop knowledge of ideas and

language – content and formal schemata – through different themes and topics. Gajdusek (1988: 227-254) presented "an orderly, four-step approach to any literary text, an approach that obliges students to take responsibility for building their own more complex schemata, which allows them to explore a text on successively more demanding levels." These classroom techniques are: rereading activities which deal with essential background information and vocabulary, factual in-class work that answers who, where, when, and what, analysis for aspects of structure, theme and style, and extending in-class activities that extend the ideas or situations encountered in the text: written response.

Carter and Long (1991:81) explained that reading aloud is another technique used by both teachers and students. The students like and enjoy it a lot. It is very important for teachers to open this reading task by reading aloud the first paragraph. In fact, a good teacher should read aloud in order to clarify some difficulties. The researcher believes that reading aloud may help students overcome their weaknesses in understanding drama. Some say it is better to read silently, some say aloud; however, the researcher thinks reading aloud is better because it clarifies difficulties and makes the text alive. It also reveals humor, irony, and sarcasm which may not be obvious by silent reading.

Furthermore, Carter (1991:94-97) added more techniques which may facilitate teaching drama. The most important one is the pyramid discussion which concentrates on the attitudes and opinions of the readers, relating the students' experience, using different pre-reading techniques such as, true or false activities, predictions, and ranking activities. Students have the chance to work individually, in pairs, or in groups to state their decision, about the theme, for instance. Another technique which is full of creativity is writing letters

in which the readers are extremely involved in the text. In this case, the students are asked to write a letter from x to z because in that way the students can reveal their inner feelings.

2.1.7.6 Three-phase Approach in Teaching Literature

Saricoban (2002) explained that the teacher should follow the three-phase approach in teaching inside the classroom: pre-reading, while-reading and post-reading. The aims of pre-reading phase are stimulating oral communication, reading for pleasure to enrich thinking and focusing on waking the imagination. The aims of while-reading phase are clarifying text content which begins with general understanding of the text, and then moves to smaller units such as paragraphs, sentences and words. The aims of post-reading phase are relating the text to the learners' own knowledge, interests or views.

2.1.8 An Overview and Commentary of the Literary Genres in *English for Palestine* Grade Twelve Textbook

At the end of each *English for Palestine* grade twelve workbook unit, there is a literary text together with some background information, glossaries, questions, and exercises under each text. These Literary Genres are divided into three components. The first is 'The Bet', a short story in four parts, in units 1 to 4. The second part consists of four poems taught in unit 5. Furthermore, narrative summaries of the five acts of 'King Lear', a play by William Shakespeare, are in units 6 to 10. Also at the end of the workbook, there are dramatic scenes from each act which students can read, listen to and act if time allows. These scenes have been rewritten in modern English. The prose summaries are an integrated part of the grade twelve course, but the dramatic scenes are optional. There is also extra information about the work and the authors on the relevant Teacher's Book pages. Teaching these literary texts aims to introduce the two academic streams (Arts and Science) to some works

of literature in English (some shortened and simplified and some in original form). It also aims to encourage independent reading and to prepare students for the literature section of the examination. Detailed descriptions of these literary texts are manifested as follows:

2.1.8.1 The Short Story :"*The Bet*" by Anton Chekhov(1860 –1904)

Anton Pavlovich Chekhov (1860 –1904) was a Russian playwright, whose plays include The Seagull, Uncle Vanya, The Three Sisters and The Cherry Orchard. He was also a writer of over 200 short stories. He was known for the way he used mood and inaction to suggest the psychological state of his characters. (English for Palestine 12, Workbook Book, 2006).

"*The Bet*" begins in an autumn night with an old banker in his study, remembering how, fifteen years ago, he had given a party on another autumn night. There, intellectual men were discussing capital punishment; the majority of the guests believe it to be wrong, but the banker disagrees, saying that capital punishment kills a man at once, but life imprisonment kills a man slowly. One guest, a twenty-five-year old lawyer, says that both capital punishment and life imprisonment are wrong, but he would gladly choose the second, if necessary. The excited banker then declared that he would bet the lawyer two millions that he wouldn't stay in solitary confinement for five years. The young man takes the bet, but changes the term to fifteen years. It was then decided that the lawyer was put in a lodge in the banker's garden, and it is made so that he cannot see human beings, hear any voices, cross away from the lodge, or read any newspapers and letters. Any attempt to break the conditions will result in losing this bet. For the first year of confinement, the prisoner suffers from depression and loneliness. He refuses any wine and tobacco, and sends for light reading material. In the second, the prisoner does not play the piano. He would angrily talk to himself. In the sixth year, he begins to study languages, philosophy,

and history. In the tenth year, the prisoner reads the Gospel, and in the last two years the lawyer reads natural sciences and Shakespeare and Byron.

Fifteen years later, the older banker realizes that if he pays the lawyer he is ruined, as he is now bankrupt due to wild gambling on the stock exchange. At three o' clock, the banker takes the key to the lodge, and looks through the window as the prisoner sleeps. Opening the door, the old banker discovers that the lawyer now looks similar to a skeleton. The banker thinks of murdering to avoid paying the two millions, but reads a letter that the prisoner has written first. The prisoner expresses contempt toward freedom, life, and health, but he expresses love toward the books he has read.. Thus, fully renouncing the world, he declines the two millions, preferring to go five hours before the deadline; thus breaking the agreement. The banker, weeping, kisses the lawyer on the head, and goes out of the lodge, feeling self-loathing. The next morning, the watchman explains to the banker that the man has disappeared, climbing out of the lodge window and escaping. The banker takes the letter and locks it up in a safe.

2.1.8.2 Texts and commentaries of the four prescribed poems in EFP

Following are the texts of each of the four prescribed poems followed by a commentary:

I HAD A DOVE
By: John Keats (1795 – 1821)

I had a dove, and the sweet dove died
And I have thought it died of grieving;
O what could it grieve for? Its feet were tied
With a silken thread of my own hand's weaving:
Sweet little red feet! why would you die?
Why would you leave me, sweet bird, why?

You liv'd alone on the forest tree,
Why, pretty thing, could you not live with me?
I kiss'd you oft, and gave you white peas;
Why not live sweetly as in the green trees?

Commentary:

John Keats (1795 – 1821) is considered to be one of Britain's greatest Romantic poets. During his life, his work was highly criticized, and it was only after his early death that his poetry was appreciated for its imagination and rich language . (English for Palestine 12, Workbook Book, 2006).

The main idea of the poem is the loss of a loved person to the poet. This person could be someone closer to him or maybe a past love he has had. The poet speaks about something that escapes and he can't keep near him, against his own wishes. The structure of this poem is simple, and it has only one stanza composed of ten verses. The last verse can be a general conclusion about the entire poem. There are several verbal tenses that the poet uses in this poem. He uses past tenses when he speaks about the things that he had and now he has missed them. Then he uses the conditional tense to ask the questions, like waiting for a change, with the hope to retrieve. The poet speaks about a dove that he had, and it died. He asks why the dove has died. He thinks that the dove could have died because of the grieve, but he also doesn't know why the dove grieved. The poet grieved because the dove left him but he tries to understand why. He believes everything he did was polite, and he believes that he makes everything right, but despite this, the dove went away, so he doesn't understand what happened. The poet writes how he took care of the dove: "I kiss'd you oft, and gave you white pease". He also uses rhetorical questions though he knows he never gets an answer. The poet also believes that the dove, his love, died because of grieve, but

he is a little bit selfish. The poet wants to keep this person with him, but finally he has to accept the freedom of this person, the freedom of flying, as the dove does.

IF
By: Rudyard Kipling (1865 – 1936)

IF you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
' Or walk with Kings - nor lose the common touch,
 if neither foes nor loving friends can hurt you,
If all men count with you, but none too much;

 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And - which is more - you'll be a Man, my son!

Commentary:

Rudyard Kipling (1865 – 1936) was a story teller and poet, and well-known for his interest in the adventure and romance which he found in the growing British Empire. He won the Nobel Prize for Literature in 1907, still the youngest person to receive this award. (English for Palestine 12, Workbook Book, 2006).

In the first stanza, the poet talks about several character qualities: self-confidence, courage, patience and honesty. His words "If you can keep your head," "If you can trust yourself," and "If you can wait and not be tired by waiting" show those qualities. The second stanza deals with what you may do for the public, yet not have personal reasons or gain behind it. You can face trouble as easily as you face success, and you can take something that broke even though you worked so hard for it you can rebuild it all over again. That shows a hard work ethic. The third stanza speaks of taking everything you've worked for and risk it all, and then lose it and have to start again. The key to that is not telling anyone of your loss. That shows integrity. That's in the line "And lose, and start again at your beginnings and never breathe a word about your loss." Then it says you must take all you have within you, and when you are at your lowest point, you still have to have the will to try. This shows determination.

The final stanza speaks of you being able to work with anyone and not change who you are or what you stand for. This poem says that if you can do all of these things, the world is yours and you can be truly called a Man. "Yours is the Earth and everything that's in it, and-which is more-you'll be a Man my son!" This poem gives advice to a young man on behavior, honesty, and self-development in a hostile world using the imperative mood as follows: Be true to yourself and don't let doubts keep you from achieving your goals.

However, consider peoples' doubts and make improvements to yourself. Learn to be humble and don't become a boastful. Do not make dreams control your life. Do not ignore the disasters or triumphs as they both have different effects on your life. Learn to speak the truth and take responsibility for your actions or inactions that may cause an upset in your life. Do not place blame on others. When you've been kicked down, get back up and do not allow that kick to destroy you. Become stronger and wiser. Gather all things that are broken in your life and put them back together again to make it stronger. Live your life in the right way.

Be true to yourself and others. Leave a mark on the world, so once you're gone from this mortal world, you will be remembered with kindness and love. Do not allow success to overcome your kindness to others. Walk with the kings, but do not tread on others to get there. Do not lose yourself in the money world and do not put others down because of their situations. Give as much as you can to others who need your help and do not focus solely on your goals in life. Be kind and offer people help. Turning your back on the needy is selfish and greedy. By doing this to others, you are hurting yourself. If you can get through life with all its curves, good or bad, you can be proud of yourself for tackling your problems. Be humble and do not brag about your success. If you can go without bragging, you will achieve the greatest rewards: to be a man.

BE STRONG

By: Maltbie D. Babcock (1858 – 1901)

Be strong!

We are not here to play, to dream, to drift;
We have hard work to do, and loads to lift;
Shun not the struggle—face it; 'tis God's gift.

Be strong!

Say not, "The days are evil. Who's to blame?"
And fold the hands and acquiesce—oh shame!
Stand up, speak out, and bravely, in God's name.

Be strong!

It matters not how deep entrenched the wrong,
How hard the battle goes, the day how long;
Faint not—fight on! To-morrow comes the song.

Commentary:

Maltbie D. Babcock (1858 – 1901) was famous more as priest than as a poet, but his hymns are still sung in many churches today. He had an ability to express truth and morality simply. (English for Palestine 12, Workbook Book, 2006).

In this poem the poet asked the reader to be strong because we are created for a purpose, not to play, to dream of our wishes. The poet said we must be strong because we have hard work to do and the burden of heavy duties and responsibilities is heavy to bear, we shouldn't avoid struggle and we have to face it because it is a blessing gift from the God, we must be strong and not say the days are evil and they are the cause of our trouble, we mustn't blame our trouble on the days and say they are bad, we shouldn't give in, stand back, fold our hands up and wait our fate. The poet also said that we should resist and object to the wrong ideas and issues bravely in the name of God and for the sake of God, and that we mustn't collapse or faint because we need to fight for the right against the

wrong, Finally, the poet said that the great reward will come after death when we lead a happy life in paradise.

WAR IS NEVER OVER

By: Cecil L. Harrison

War is never over

Thought the treaties may be signed
The memories of the battles
Are forever in our minds

War is never over

So when you welcome heroes home
Remember in their minds they hold
Memories known to them alone

War is never over

Nam veterans know this well
Of their own eternal hell

War is never over

For I knew world war two
And I'll not forget the battles
Or the nightmares that ensue

War is never over

Those left home to wait know this
For many still are waiting
It was their farewell kiss

War is never over

Though we win the victory
Still in our minds the battles
No freedom is not free!

Commentary:

Cecil L. Harrison is an American poet who fought with the US Marines against Japan in World War 2, and in particular in the last major battle of the war in Okinawa from April to June 1945. He witnessed the death of 200,000 Japanese soldiers and civilians, and 100,000 US casualties. (English for Palestine 12, Workbook Book, 2006).

In this poem the poet speaks of the continuation of war even long after the missiles have stopped raining the homes of innocent people and the soldiers have all been shipped back to their home countries and even long after piece agreements had been signed at the end of the war. This poem is written in the form of a sestina. The repetition of the line “War is never over” in every stanza deepens the idea that war continues in the mind of soldiers and the hearts of those who can never forget the cruel ugliness of war. This poem adds to the continuance and pain that had been experienced by all those who had been involved in the war.

2.1.8.3 *King Lear* by William Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon, England, and he became the most important of all English writers. As a young man, he moved to London, became an actor and later developed into England's most popular writer of plays. Shakespeare wrote King Lear around 1605 and most people think it is one of his greatest plays. The play is a story from ancient times, but the people of Shakespeare's time understood very well the sufferings of Lear and Gloucester at the hands of their own children. They were also worried about the violence and social problems that can develop when rulers and governments change. They had just lived through such a change when Queen Elizabeth died in 1603. Elizabethan England was a society that gave every person a clear place, high or low. It required that people in lower positions should give great respect to the rich and

powerful , and also to parents and older people. People were shocked by *King Lear* because it showed the king and others in high positions being hurt by their children. It raised fears of social destruction. (English for Palestine 12, Workbook Book, 2006).

List of characters (English for Palestine 12, Workbook Book, 2006).

Lear, King of Britain

Lear is now an old man. He wants to leave the troubles and pressures of being king, but he wants to be respected as if he was still king. He expects his daughters to be grateful to him for giving them all his land and power and can't understand why they treat him so badly. He is perhaps not a good king or a good man. He gets angry very easily, and he makes a very stupid decision when he fails to take the good advice of the Earl of Kent and Cordelia. His most serious mistake is to believe that love can be bought. But by the end of the play he has learned that love and justice are not found in fine words and a show of power, but in actions.

Cordelia

Cordelia is the youngest of Lear's three daughters. She is intelligent, honest and kind. She understands at once the falseness and the danger of her father's plan to give away everything according to how much each of his daughters says she loves him. She refuses to play this game of competing with her sisters and saying she loves her father even more than they do. Instead, she tells the honest truth in simple words, and this makes her father angry with her. She is the only daughter who really loves him, however, and even after his unkindness to her she comes to rescue and look after him.

Goneril

Goneril is Lear's oldest daughter, and she is married to the Duke of Albany. She is cruel, selfish and ambitious. She does not really love her father and cannot wait for him to die before getting her hands on his power. She works with her sister Regan to destroy her father's life, in the end making him go mad. She prefers the evil Edmund to her own husband and turns against her sister when she sees her as a rival for Edmund's love. She plans to kill her husband, and she poisons her sister before finally killing herself.

Regan

Regan is even more cruel than Goneril, since she gets her husband the Duke of Cornwall to torture and blind the old Earl of Gloucester and kills the servant Oswald to kill Gloucester . She understands and gets on well enough with Goneril before they become rivals for Edmund and therefore enemies.

The Earl of Kent

The Earl of Kent is King Lear's greatest friend and adviser. Like Cordelia, he dislikes dishonesty and prefers to speak the honest truth, even if it gets him into trouble; and like her, he remains true to Lear even after the old King has sent him away and talked about killing him. However, like Lear he gets angry easily. Kent is such a friend to Lear that he feels he cannot live long after the old King has died.

The Earl of Gloucester

The Earl of Gloucester is also an old man, with two grown-up sons. He gets on well with his legitimate son Edgar, but he likes his illegitimate son Edmund better. He is much too quick to believe Edmund's lies about his brother. He wants to get on well with everyone and tries to be a peacemaker between the King and his daughters – until he can no longer

accept their terrible treatment of Lear and decide it is time to do what is right . He is very brave when he is tortured.

Edmund

Edmund is angry because his brother will receive all his father's money and power while he himself will get nothing because his parents were not married. Edmund is clever at making his father and brother feel what he wants them to feel. He is decisive, a good leader of the army, brave in battle, and some one who does not mind danger. Unfortunately he is also secretive, selfish, cruel and careless about anyone apart from himself – except for one time. Just before he dies, his brother forgives him for the bad things he has done, and he in turn tries to save the lives of Lear and Cordelia .

Edgar

Edgar is in many ways rather similar to his brother Edmund. He too is quite secretive. He enjoys acting the part of Tom the madman, and he is brave in battle, preventing his father from being killed by Oswald and finally fighting his brother man to man. What makes him very different from Edmund is his feelings for others. He feels deeply sorry for the King when he goes mad and for his own father when he is blinded. He even feels sorry for Edmund when he is dying, and he forgives him.

The Duke of Cornwall

The Earl of Gloucester matches his wife Regan closely. He too is cruel and ambitious.

The Duke of Albany

The Duke of Albany is basically a good man who is married to a bad woman. He is weaker than his wife Goneril, who looks down on him. but when he finds out how bad she really is, he is quick to say what he thinks of her, and is ready to act decisively.

The Fool

Lear's Fool is a strange person. He sees very clearly how stupid Lear has been and tells him so. He is intelligent in a strange way and funny and rather sad. He stays with Lear when he is mad and tries to make him feel happier with his strange jokes. He clearly likes the old King and calls him Nuncle (Uncle). He disappears from the play after Act3. We do not really know what happens to him, except for what Lear says in the final scene, ' My poor fool is hanged'.

Commentary

The Story is chiefly concerned with the King Lear and his three daughters, Goneril, Regan and Cordelia. The old King decides that he will divide his kingdom between them in proportion to their love for him. Goneril and Regan please him by exaggerated and false expressions of love, but Cordelia ,who truly loves her father, fails to do so. Lear is so angry with her that he says she is no longer his daughter and he gives her share to Goneril and Regan (and their husbands, the Dukes of Albany and Cornwall), leaving Cordelia with nothing. Having control of the kingdom, Goneril and Regan soon forget their promises to care for their father, now old and powerless. Mad with rage at their in-gratitude, he is driven out into the storm. Arriving at Dover after much suffering, he finds that a French army has landed there, and that Cordelia is with them, now married to the King of France. The scene in which the old man, confused, weak and almost at death's door. Attended by Cordelia's servants and a doctor, Lear is carried into the royal tent where she greets him. But there is to be no happy ending. the French are defeated by the English under Albany and the treacherous Edmund. Cordelia is hanged by Edmund's order, and the play ends with Lear carrying her body on to the stage, where he himself dies. Meanwhile the evil-minded Goneril and Regan have quarreled over their lover, Edmund. Goneril, having poisoned her sister, has also killed herself.

CHAPTER TWO
SECTION II
PREVIOUS STUDIES

2.2.1 Introduction

This section reviews 51 previous studies to get benefit related to teaching literature from the experience of other researchers. These studies were presented under three main titles and were arranged in a chronological order from the most recent to the oldest. The first title deals with 13 previous studies concerned with the difficulties of teaching literature; the second title included 24 of the studies which focused on approaches to teaching literature, and the third title introduced 13 previous studies concerned with the advantages of teaching literature. Brief details are given and suggestions as well as recommendations of these studies are drawn throughout the discussion. Then the researcher will give his comment in regard to these previous studies.

2.2.2 Previous Studies concerned with difficulties of teaching literature

2.2.2.1 Beliaeva (2009)

The study revealed that under the conditions of the sociocultural situation in Russia today, the teaching of literature is going through a crisis. The students are no longer reading as much and are no longer motivated to acquaint themselves with literature of high artistic quality. To address this crisis, the researcher claimed that what is needed is a search for effective ways to improve the teaching of literature, with the aim of strengthening the beneficial effect of good-quality literature on the personality. The only way to do this is to make use of didactic principles of individually oriented instruction in the methodology of teaching literature.

2.2.2.2 Alsofi (2008)

The researcher listed a number of difficulties in teaching English novel for the eleventh grade from the teachers' perspective in Gaza. He adopted the descriptive analytical approach. The sample of the study consisted of (43) teachers teaching English language for the eleventh grade in Gaza governorate. A questionnaire of three domains with (43) items was designed by the researcher and validated to be used as a main instrument to achieve the aims of the study. The study revealed that there are no statistically significant differences in difficulties facing teachers in teaching English novel due to teachers' gender, student's gender and teachers' experience.

2.2.2.3 Banks (2008)

The researcher examined FL difficulties as well as effective strategies that others have used to conquer a lot of challenges in teaching disabled and at-risk students . The researcher also indicated that teaching disabled and at-risk students have FL learning difficulties, due to deficiencies in their native languages. The researcher suggested that teachers should use multi-sensory approaches and should also teach phonology/orthography and grammar, as these may be necessary for teaching disabled and at-risk students to understand and use the target language.

2.2.2.4 Dan (2008)

The researcher believed that college students see traditional classroom learning much differently from previous generations. Consequently, the researcher discovered that teachers in the literature classrooms face problems in breaking through the language barrier

in older works written in very old forms of English. The researcher had particular problems in teaching undergraduates the basics of Shakespeare plays. Having attempted various techniques to make Shakespeare's Othello more accessible to his undergraduates, the researcher had developed prompts asking for creative and imaginative responses to the play rather than traditional critical readings. Students met these assignments with interest and enthusiasm. More ambitious or creative students had the opportunity to write their scenes in sixteenth-century English to fill in gaps in characters' motivations and history important to the development of the narrative. The researcher was also fortunate enough to teach at a culturally diverse institution that allowed for considerably more varied perspectives.

2.2.2.5 Duff and Maley (2007)

The researchers explained that teachers could cope with many of the difficulties of teaching language through literature if they ask a series of questions to assess the suitability of texts for any given group of learners:

- 1- is the subject matter interesting to the group,
- 2- is the language level appropriate,
- 3- is the text right lengthwise for the time available,
- 4- does the understanding of the text require cultural or literary background,
- 5- is it religiously or culturally offensive in any way,
- 6- can it be easily exploited for language learning program?

2.2.2.6 Shakfa (2007)

The researcher identified the main difficulties facing the junior and senior students studying English at the Islamic University of Gaza while learning drama. The researcher

applied a valid and reliable questionnaire which consisted of 34 items divided into two domains: 1- difficulties related to the nature of drama 2- difficulties related to the in class and out of class environment. The sample of the study consisted of one hundred and thirty three students forming (39%) of the population of the study. These subjects were randomly selected to participate in the study. The population included both male and female students enrolled in the course "English Literature in the 20th Century " in the second term (2006–2007). All the students were majoring in English language and literature. The researcher concluded that:

- 1- More than 80% of the students were in agreement that " reading drama is more common than watching it" was the major difficulty facing students in learning drama.
- 2- Over 70% of the students were in agreement that " Students feel frustrated with the length of the play", "large number of students inside the class", "Students do not have the right to choose the text they want to study" were serious problems.
- 3- There are no statistically significant differences in the difficulties facing students in learning drama due to gender, and the marital status.

The researcher recommended carrying out further researches on the difficulties facing IUG junior and senior students in learning drama and focusing firstly on cultural similarities and then on cultural differences to bridge the gap between Arabic culture and English one.

2.2.2.7 Chandrasena (2006)

The researcher discussed the challenges and perspectives of introducing literature into foreign language studies at universities in Sri Lanka based on research conducted among students of six foreign languages at University of Kelaniya, Sri Lanka. Although literature

is a major component in the undergraduate study programs, the students tended to develop their language skills. Thus, they devoted less time to reading literature. A major hindrance in integrating literature into foreign language curriculum is the lack of language competency of students. Lack of appreciation for literature due to traditional teaching methods also resulted in the students' further drawing themselves away from the literature. While suggesting remedial measures already tested in the German study program for more effective teaching, that paper emphasized the importance of didactics in literature and training students to cultivate a learning culture that included appreciating one's own literature.

2.2.2.8 Chang and Schallert (2006)

The researchers investigated the difficulties in studying and teaching the required survey courses of British and American literature in traditional English departments in Taiwan as well as what the students and instructors did when encountering these difficulties. Conducted in two traditional English departments in Taiwan, that study had two types of participants: two instructors with different nationalities offering British literature and American literature respectively and the upper-division English majors enrolled in the two classes. The focal student groups from the two classes were volunteers.

For cross-validation of the findings, the following data sources were included: classroom observation for eight weeks, a questionnaire, semi-structured text-based and in-depth interviews with focal groups, and in-depth interviews with the instructors. Along with classroom observation narratives and analytic memos, interview data with these informants were transcribed and analyzed.

2.2.2.9 Meixner (2006)

The researcher preserved teachers challenges to expand their understanding of "culture" beyond racially specific contexts and into the many roles people play within the communities to which they belong. To provide them with support as they worked to teach literature in ways that are relational as well as context-specific, the researcher developed a scaffolded series of community-based questions that began by focusing on the main characters and move increasingly toward a closer analysis of the various contextual communities to which these characters belonged. Once these communities have been identified and examined, students looked at the extended communities and analyzed their significance in the text as well as in the experiences of the characters.

2.2.2.9 Chen (2002)

The researcher shed lights on problematic aspects that face EFL literature major students. The researcher summarized the problems that faced EFL learners which are related to their cultural knowledge, to their lack of vocabularies, and to the lack of subtle use of the words they already have. The researcher also proposed a solution for such problems. First, extensive reading of authentic materials and various metaphoric patterns might provide input of every type, lexical, syntactic, rhetorical, and cultural, to EFL writers. By using meaningful texts with various rhetorical patterns as the teaching materials and using integrated activities of reading and writing in language learning classroom, we might expect to both increase students' lexical inventory and knowledge of syntactical variations, and to demonstrate discourse patterns while informing them about social issues.

2.2.2.9 Keshta (2000)

The researcher examined the perception of foreign students regarding the understanding and teaching of English literature. The researcher also investigated Gaza university student's perceptions of drama and short stories in English with respect to teaching approaches and strategies, specific problems encountered, benefits, and reasons for studying literature. The researcher designed a survey in this investigation to collect and analyze the data. He randomly selected one hundred forty-seven foreign students majoring in English in Gaza universities to participate in the study. Finally, the researcher stated three conclusions: the first is that major problems facing foreign students in learning drama in English literature were theme, conflict, length of the play, and writing style, the second conclusion is that major problems facing foreign students in learning short stories in English literature were vocabulary, writing style, character role, plot, and theme and the third conclusion is that appreciation of other cultures, evaluating and creating new ideas, and promoting language development were the beneficial components of understanding English literature.

2.2.2.12 Scalzone (1999)

The writer wrote about the challenges which face ESL learners in using poetry in learning English language. The researcher wrote about a challenge which is closely related to student-teacher or student-student interaction during learning-teaching process. About this challenge she wrote that "teacher is to eliminate student-to-student, student-to-teacher, and teacher-to-student communication barriers that might be harmful to the learning atmosphere". The writer also made a reference to the remedial steps to overcome such a challenge through a number of activities suggested for the learners.

2.2.2.13 Lazar (1994)

In this article, the writer focused on how literary texts could be used with elementary and lower intermediate students. Common difficulties with using literature at that level should be considered, and the kinds of knowledge and skills which those students needed to develop were briefly mentioned.

A series of tasks and activities for exploiting three different poems was then presented. The types of task and activity did not aim only to help teachers overcome the difficulties of using literature at that level, but also to extend the students' grammatical and lexical knowledge, and improve their overall language awareness. Many of these activities could also be used with prose texts, such as extracts from short stories.

2.2.3 Previous Studies Concerned with Approaches of Teaching Literature

2.2.3.1 Pollock, Chun, Kim, (2008)

The paper explored ways in which Western literature can be taught to Non-Western students. The paper demonstrated that non-western values do not have to be overcome but rather Western values can be highlighted and reinforced to deal with literary complexity. Values and ideals such as freedom, self-identity, religion, feminism, and equality were explored and discussed to highlight major areas for non-Western students to comprehend. These could be reinforced through open discussions in the classroom, brainstorming activities, debating controversial moments in literary works, and writing activities to promote further literary investigation. Students can also be prepared for international

literary academic exams through multiple-choice practice exams and extensive preparation in developing well-written essays. By reinforcing those Western values and ideals, any non-Western student could come to understand Western literature and appreciate its aesthetic values as well.

2.2.3.2 Heble (2007)

The study presented an experiment in teaching literature at Sultan Qaboos University in the Sultanate of Oman. As the researcher was required to teach two sections of the same course, "Introduction to Drama", he decided to teach one section entirely face-to-face and to supplement his classroom teaching in the other section with online elements. While online teaching did not have a significant effect on the student's final exam results, it certainly seems to have helped them overcome some of the more intangible cultural restrictions that they function within and to have allowed them to engage in an active and open exchange of opinions and ideas across genders.

2.2.3.3 Beach and Marshall (2006)

The researchers reflected and built on recent key developments in theory and practice in the field of teaching literature in the secondary school including: (1) The importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs, attitudes, and ideological perspectives encountered in literature; (2) Organization of the literature curriculum around topics, themes, or issues; (3) Infusion of multicultural literature and emphasis on how writers portray race, class, and gender differences; (4) Use of drama as a tool for enhancing understanding of texts; (5) Employment of a range of different ways to write about literature; (6) Integration of critical analysis of film and media texts with the study of literature; (7) Blending of quality young adult literature into

the curriculum; and (8) Attention to students who have difficulty succeeding in literature classes due to reading difficulties, disparities between school and home cultures, attitudes toward school/English, or lack of engagement with assigned texts or response activities.

2.2.3.3 Paran (2006)

The researcher in his study believed that learners do not learn in isolation but absorb what is around them. The researcher included practical applications and case studies used to make literary teachings come alive in varied ESL/EFL classroom settings around the world. He also brought to life the organic connection between literature and language teaching. Believing that learners do not learn in isolation but absorb what is around them, this study proved that language and literature do not have to be taught in separate realms. It showed how the study of literature can be successfully integrated with ESL/EFL teachings. It presented case studies with learners at the primary, secondary, and tertiary levels, as well as in teacher training, including creative methodologies, customized for different learners, texts, and lessons, as well as for other teachers. In this study, the researcher described pedagogically sound activities using children's literature, fairy tales, popular songs, popular literature, autobiographies, poetry, and filmed versions of literary works. The researcher also discussed how to combine genres and technology to provide numerous activities that creatively use materials, foster in-depth discussions and team projects, and enhance language learning.

2.2.3.5 Naughton (2004)

The researcher examined the use of Educational drama in Education for Sustainability in the upper stages of the primary school (10- and 11-year-olds). The focus of his study was

on a series of drama lessons based on environmental themes. The lessons linked with some of the key aims in Education for Sustainability—to help young people to develop awareness, knowledge and concepts, to encourage positive attitudes and personal lifestyle decisions and to help them to acquire action skills in and for the environment. The researcher suggested that the drama was instrumental in helping the children to achieve the learning outcomes set for the lessons.

The researcher suggested that the active, participative learning central to drama is particularly useful for allowing children to develop skills in communication, collaboration and expressing ideas and opinions. Also, the immersion in the imagined context and narrative, integral to the 'stories' in the drama, allowed the children to feel sympathy with people who are affected by environmental issues and problems. Finally the researcher concluded that drama allowed the participants opportunities to rehearse active citizenship and facilitates learning in Education for Sustainability.

2.2.3.6 Barnes-Karol (2003)

The researcher focused on helping graduate students reframe their thinking about the teaching of literature to undergraduate students in the various roles that undergraduates play as language learners and particularly as "nonintended readers" of texts from cultures very different from there own. The researcher suggested that students can be led to engage in a dialogue with texts, to take advantage of their position as nonnative readers, and to develop the capacity to become intercultural readers.

2.2.3.7 Anne (2002)

The article reported on case-study research which explored English as a second language (ESL) learners' perceptions of the role played by the literary cloze activity in the development of their language and literary awareness. The subjects, four students from a variety of language, cultural and literary backgrounds, attended a semester-long university ESL subject which adopted a language-based approach to literature. Data included the subjects' evaluations of the technique, a multiple-choice literary cloze exercise and an audio taped discussion in which the subjects retrospectively explained and analyzed their responses. The findings shed light on why the subjects considered that the cloze procedure and following discussion had influenced their vocabulary acquisition and development, interpretative skills and confidence to form and express opinions. Data analysis demonstrated that cloze may be used to highlight the cohesive structure of a text and 'open up' its meaning, and equally to sensitize learners to stylistic features. Finally, the findings provided an indication of the way language proficiency might have influenced the subjects' responses to the cloze activity, but also suggested that cultural and literary background, as well as personality and age factors, might have affected their ability to interpret and express opinions about the text.

2.2.3.8 Janseen (2002)

The author examined self-questioning as a means of enhancing students' understanding of texts, especially literary texts. Theoretical trends underlying self-questioning in reading are outlined. Next, research on the effects of self-questioning instruction was explored. Results indicated that students could be trained to ask questions during reading and that such

training might lead to significant gains in reading comprehension and recall. Qualitative research indicated what approaches might be effective in the literature classroom.

2.2.3.9 Ronald (2002)

The study suggested using translated first language literature in the second language classroom. The study discussed the value of teaching literature and advantages of teaching translated first language literature. The study concluded that the use of translated first language literature in the second language classroom circumvented several traditional problems associated with employing L2 literature while retaining much of the original value of teaching it. To properly use translated first language literature, EFL teachers need to do careful and extensive research regarding what text to employ and which English translation is the best. For if the material is not prudently chosen, and the students are not familiar with it or the translation is not appropriate, using it could mean lost pedagogical opportunities.

2.2.3.10 Saricoban (2002)

The researcher explained that the teacher should follow the three-phase approach in teaching inside the classroom: pre-reading, while-reading and post-reading. The aims of pre-reading phase are stimulating oral communication, reading for pleasure to enrich thinking and focusing on waking the imagination. The aims of while-reading phase are clarifying text content in which begins with general understanding of the text, and then moves to smaller units such as paragraphs, sentences and words. The aims of post-reading phase is relating the text to the learners' own knowledge, interests or views. In this approach, the teacher can use a pyramid discussion to concentrate on the attitudes and

opinions of the readers, relating the students' experience, using different pre-reading techniques such as true or false activities, predictions and ranking activities. As a result, students can share and compare their experiences with those mentioned in the play by asking some stimulating questions

2.2.3.11 Savvidou (2002)

The researcher described various approaches to teaching literature and provided a rationale for an integrated approach to teaching literature in the language classroom based on the premise that literature is language and language can indeed be literary. The researcher discussed reasons beyond teaching literature in the classroom. She also suggested some approaches to teaching literature: the Cultural Model, the Language Model, the Personal Growth Model.

The researcher concluded that an integrated approach to the use of literature offers learners strategies to analyze and interpret language in context in order to recognize not only how language is manipulated but also why. An integrated approach to the use of literature in the language classroom offered foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types. The use of literary texts in the language classroom could be a potentially powerful pedagogic tool.

2.2.3.12 Hwang (2001)

The researcher aimed to study the development of her reading strategies and to shed-light on the findings the study highlights the importance of literature as a basis in developing her literacy growth. She also recommended the importance of collaborative and group work in

developing learners' lingual skills. The study found that her strong motivation to learn English was the key contribution to the sharp increase in her reading skills. It also found that the learning environment positively influenced her literacy growth. It also suggested the classroom teachers should provide literature-rich environment as well as utilize the reader's workshop classroom. The study also recommended teachers use collaborative retrospective miscue analysis for their classrooms by promoting students' interaction in a group or in class. Students would benefit through development of reading comprehension and skills from interacting with others.

2.2.3.13 Moss (2000)

The researcher offered suggestions for developing literary experiences that provided middle-grade students with opportunities to build an awareness of literary elements, genre, and the craft of authors, and to learn strategies for exploring multiple meanings in literary texts. The literary experiences in the book was developed within a series of thematic units that could serve as the building blocks for a literature program.

2.2.3.14 Pasternak (2000)

The paper gave an overview of a professor's experience. The paper pointed out that most of the professor's education comes from listening to her students' and new acquaintances' stories. It noted that her students' experiences with educational systems were different from her own, and that some of her students in "Approaches to Teaching Literature" struggled because they could not use the idea of teaching a primary text from a pedagogical attitude. The researcher learned that she needed to promote a means to have her students look at

themselves and their literatures as culturally significant even before teaching pedagogy and methods.

2.2.3.15 Scalene (2000)

The researcher indicated the importance of literature-based content in developing learners' skills. Moreover, he made reference to its advantage in developing learners' communicative engagement. The researcher also stated that the integration of literature into the ESL reading classroom is not a new concept but rather a resurrected one, as more and more teachers and researchers in the field of ESL instruction have seen the value of literature in a lot of studies. Traditional approaches to the use of literature have been transformed from a focus on the literature as a product to the view that literary study is a communicative act that engaged in by both student and teacher.

2.2.3.16 Seranis (2000)

The researcher discussed an example of using a reader response technique in teaching a literary work . He presented lesson plans and activities that were used in a study exploring the reader response patterns produced by Year 12 students from three different schools to the teaching of classical literature in translation. The emphasis is placed on their reading and reacting to the Homeric "Odyssey." Lesson plans and activities using reader response techniques were provided to the teachers and personal reading journals were distributed to all students participating in the study. Although designed with British students in mind, the resources could be adapted for use in other countries. The main aim of the reading journal was to enable students to record their personal responses to the passages studied in the

classroom. The lesson plans set out reading program that promote an autonomous reading based on the experiences and expectations of individuals.

2.2.3.17 Breem (1999)

The researcher in his PhD thesis offered an approach which gave Palestinian major university students a basis for fuller exploration and interpretation of the modern English novel, which is more systematic, detailed and retrievable than other analysis. This approach constituted the study of the modern English novel through an integration of language and literature. In order to achieve this purpose, developed models are proposed to correspond to four important narrative aspects in the English novel. The study focuses on an analysis of selected extracts from William Golding's Lord of the Flies. Furthermore, it offers a pedagogical guide to help teachers and students working with the proposed approach.

2.2.3.17 Linfield (1999)

The researcher developed seven ideas which he considered crucial to the improvement of teaching literature in the Jordanian Universities:

1. Pleasure as a greatest motivator.
2. Teaching begins when the words are understood.
3. The need for good editions.
4. What does it mean? Why this is a dangerous question?
5. Study the literature, not the teacher.
6. We should teach questions, not answers.
7. The need for constant invigoration of teachers.

2.2.3.19 Gregg and Carroll (1998)

The book discussed new thematic approaches for teaching literature in high schools. Secondary school English teachers and university teachers present ideas in this book for turning classrooms into places where students explore the issues that are important to them. The book integrates traditional and contemporary literary works, popular music, television, movies and videos, the World Wide Web, and student creations. It argued that a thematic approach to instruction provides teachers with an opportunity to individualize instruction without isolating students at either end of the classroom success spectrum.

2.2.3.20 Katz (1998)

The researcher suggested that English language departments should use the mother tongue in teaching literature of the target language. The author had intellectual and pragmatic justifications for this approach. Intellectually, it is a source of joy for language faculty to share target language literature, and it is the thematic components, not language, that offer richest discussion. Practically, students don't have time to read literature in original language, and language programs need enrollments.

2.2.3.21 Esplugas and Landwehr (1996)

The researchers argued that a successful foreign-language literature class is one in which the instructor enables the students to exercise their critical thinking skills in interpreting a text. By applying cognitive skills in a systematic manner when analyzing literary works, students learn to substantiate their interpretations through well-reasoned arguments and become aware of the reasoning process itself.

2.2.3.22 Ali (1993)

The researcher described a Malaysian college class in which he incorporated a reader response approach into the teaching of English literature. Students had group discussions around their responses to a story and then were involved in creating and presenting projects, for example, a diary entry that students wrote assuming they were a main character. The researcher also reported that through the discussions and activities students learned to accept other students' ideas and interpretations. Students also enjoyed aesthetic values of the text and understood them as active readers.

2.2.3.23 Ayşe Akyel and Eileen Yalçın (1990)

The researcher aimed to evaluate the present state of literature teaching in the English departments of five selected private higher schools in Istanbul through an analysis of student and teacher responses to questionnaires. The findings of the paper might yield further insights for implementing literature-teaching strategies in non-English-speaking countries like Turkey, whose educational systems wave between modern and traditional practices, but whose syllabuses and examinations often included English literature. The survey conducted shown that a careful analysis of learner needs was usually neglected; that there was limited use of communicative language teaching methodology which brought to the foreground learner–learner interaction; and that students' attitudes and goals in terms of linguistic and literary competence were not given due importance in curriculum design.

2.2.3.24 Harper (1988)

The researcher discussed a teaching approach to foreign language literary texts for an introductory and intermediate level consists of a three-phase sequence. First, the preparatory phase which provides linguistic activities and establishes comprehension; Second, the interpretive phase which includes expressions and exchange of student reactions; and third, the synthesis phase which provides for an overall evaluation of the text.

2.2.4 Previous Studies concerned with advantages of teaching literature:

2.2.4.1 Alvastad and Castro (2009)

The researchers discussed reasons for reading literary texts in university curricula of foreign languages. Their analysis is based on 2 sources of information: 16 syllabi of Spanish as a foreign language and a questionnaire in which 11 university instructors teaching these syllabi expressed their intentions. They pointed to a number of risks when emphasis is placed on instrumental goals such as acquisition of vocabulary and grammar or cultural knowledge. The researchers suggested that the literary modules within language curricula should formulate their own specific goals. Rather than privileging linguistic and cultural competences to be trained, the literary modules could, for example, raise students' awareness of the facts that there are many ways of reading a text but that interpretation remains a historically situated and controlled activity.

2.2.4.2 Cordi (2009)

The researcher revealed his experience as a fourteen-year classroom teacher and nine years as a storytelling teacher at the secondary level. It juxtaposed these experiences using the storytelling and story making processes found in process drama and dramatic inquiry. With dramatic inquiry, the study examined how story is used to sustain the inquiry of students as they engage in the fictional world not as passive listeners, but as active agents or co-constructors of drama worlds. This is a critical study of how the researcher's identity as a professional storyteller and storytelling teacher has changed as a result of studying and teaching using pedagogies known as process drama and dramatic inquiry. These methods of teaching employ improvisation and teacher-in-role to co-construct and imagine in a drama world. As a storyteller, the researcher viewed storytelling within a limited "organized storytelling" context with fixed rules and set descriptions of the essential story elements including tale, teller, and audience (listener). In addition to performance storytelling, this work valued story making and a different form of performance found in "everyday narratives." Applying these everyday narratives to classroom contexts when students are using process drama or dramatic inquiry, the teacher narratives are changed.

2.2.4.3 Lydia (2007)

The researcher proposed his project as a personal look at the topic of meaning in literature from his own perspective as a writer. The project asked what role the researcher as an author plays in the meaning of work and what attitudes he should hold toward that meaning when writing a literary text. With the goal of settling these questions, the project began by exploring the researcher's own views of meaning in reading and in writing process of literature. The exploration included the writing of his own fiction work. The

study concluded a view of meaning based on patterns or structures of experience that is both open and yet tied to reality. Once the project reached a view of meaning and how it operated, the project moved on to discuss attitudes and approaches to writing .

2.2.4.4 Louie (2006)

The researcher indicated that when using multicultural literature in the classroom, teachers should: (1) Check the text's authenticity; (2) Help learners understand the characters' world; (3) Encourage children to see the world through the characters' perspectives; (4) Identify values underlying the characters' conflict resolution strategies; (5) Relate self to the text and critique the portrayal of characters in the text and in popular media; (6) Use variants of the same story or collection of stories to help students to build schema; and (7) Encourage students to talk, write, and respond throughout reading the multicultural texts.

2.2.4.5 Renzi (2005)

The researcher investigated how teachers' beliefs about literature, students, and pedagogy affect their literature instruction in the high school English classroom. The researcher checked out what teachers choose to teach and how they teach within the context of a literature classroom is important. Teachers' perceptions of literature and literature instruction have been studied before. The current study added to the research in taking into account how community expectations, the school's expectations of students and teachers, and the teacher's own perceptions and beliefs work together to influence literature instruction within the classroom. The study was grounded in qualitative research traditions with a focus on an interpretive descriptive process of "thick description" to create three case studies of teachers' literature instruction in high school classrooms. Data sources

included, interviews and stimulated recall sessions, observations, audio and video tapes of classroom instruction, researcher's field notes, and surveys of students. Analysis was conducted to construct a case study of each of the three teachers and to understand how their beliefs and community influences affected their literature instruction. Cross-Case analysis was then conducted to search for emerging patterns between the three cases. These case studies suggested that there are several influences on teacher's literature instruction in the high school classroom. Teachers' beliefs were mediated by personal experiences in educational settings, their experiences of teaching in general, and teaching particular students within a particular setting. Their beliefs about literature instruction were influenced by community expectations, departmental mandates for content coverage, and their personal relationships with the texts being taught in their classroom. Each of these teacher's beliefs about what worked in the classroom (beliefs about pedagogy) and what students could and could not do (beliefs about students) were directly related to what their purpose for literature was in the classroom (beliefs about literature). The success of their instructional practices depended largely upon whether the teacher was apt in his or her beliefs about students.

2.2.4.6 Musa (2004)

The researcher investigated the students' perceptions of the literature materials and examined their views of the types of literature materials, Asian literature and English Literature. The students concerned in this study were studying in the TESL Foundation Course in Gaya Teacher Training Institute in Kota Kinabalu, Sabah and they appear to be weak in literature. 50 students are involved in this study. The study explores which materials the students prefer and what factors influence their choice of materials. This is an exploratory study which adopts a qualitative approach whereby the analysis of the data

from journal writings and semi-structured interviews are used to answer the research questions. The findings of this study show that, in terms of understanding, Asian literature is the choice due to the similarity of the cultural background between the students and the materials, the familiarity of content and the relativity of the themes and settings. It was also raised, that in terms of appeal, English literature is their choice because English literature is different from what they are used to, therefore making it interesting.

2.2.4.7 Myonghee (2004)

The paper aimed at exploring how literature circles work in the context of L2 instruction through a close scrutiny of classroom interactions in an adult ESL class where nine ESL learners read fictional works and discussed the readings. The paper examined the characteristics of student interactions with the literary text and with other group members, focusing on how the interactions would relate to the learners' L2 reading experiences and language development. Analysis of discourse of the literature discussions showed that the students developed diverse, insightful responses concerning literal comprehension, personal connections, cross-cultural themes, interpretation, and evaluation of the text. It also revealed that the students were engaged in highly dialogic social interactions in the target language. The findings suggested that the literature discussions helped the students emotionally and intellectually to participate in the literary text, generating an opportunity for enjoyable L2 reading experiences. In addition, the literature discussions contributed to promoting students' L2 communicative competence by offering chances for them to produce extended output.

2.2.4.8 Karina (2003)

The researcher focused on literary and linguistic iconicity. The researcher explained that poetry became the primary focus of investigations, while prose received substantially less attention. The primary premise of the research is the existence of correlations between ideas and beliefs that preoccupy a particular society, and the literary forms in which those beliefs are expressed. He exemplified the theory that language possesses non-arbitrary linguistic signs. Thus, it is natural to suppose that any literary movement which advances a set of specific ideas develops expressive forms that become distinctive of it. Such distinctive characteristics emerge not only in poetry but in prose as well. The proposed investigation concentrated on iconic elements of syntax which mirror those concepts and beliefs, which are generated by Russian literary movements and which preoccupy the society during the periods of their preeminence. The four movements examined in this thesis are Sentimentalism, Romanticism, the “Natural School” and three examples of the prose of the Silver Age.

The target of this research is establishing connections between ideas and forms, and distinguishing recurring instances of iconicity that are conditioned by a particular movement. As it becomes apparent that numerous prose works that refer to a particular literary movement exhibit persistent syntactic characteristic, one may wonder what conditions their recurring use in the works of a particular author or even of numerous authors. Upon a closer examination of these devices, it appears that many are connected with the general premises of the dominating literary movement. It becomes necessary to comprehend what movement-generated ideas stand behind these iconic devices and why.

2.2.4.9 Shrimpton and Godinho (2002)

The study discussed the differences in students' engagement in small-group literature discussions and the strategies that teachers used to support student talk. They used case studies which draw on videotaped data from small-group literature discussions, interviews with teachers, and student focus groups to provide insights into teacher practice in small-group discussions. They stated that the research project was conducted in three schools located in the Melbourne suburbs, approximately 120 children participated, and 12 teachers were recruited from the three primary levels: they found that what was emerging as more significant than gender-based differences in the ways that boys and girls engage in literature discussions is their socio-cultural positioning to the discussion process. They observed that the differences in students' engagement in literature discussion are due to their cultural and social understanding.

2.2.4.10 Dodson (2000)

The researcher described how drama could fit into the communicative approach to language teaching. He discussed how the idea of drama in the language classroom developed from the 1970s to the present. He stated some benefits of using drama in language classrooms such as: learning the language because of practicing it with communicative activities in a real context, acquiring and practising new vocabulary and grammatical structures, and getting pleasure and entertainment. The researcher observed also some potential drawbacks to this approach such as: teachers' lack of preparation, students' backgrounds about drama and skepticism, and readers' impression about drama whether it is serious or not. The researcher used various theatrical activities to achieve the benefits of using drama. These activities include reading plays, watching or listening to

plays, staging plays, writing plays, pantomime, jazz chants, role play and simulations, fairy tales and folk tales, and improvisation.

2.2.4.11 Gonzalez (1998)

The researcher wrote in defense of using literature in teaching language. In this study, Gonzalez pointed out the advantage of using English language literature in terms of reading comprehension and emphasizing linguistic context. About this he wrote "most EFL teachers know how difficult it is to get students to achieve fluency in English. This is mainly due to large classes, limited time, students sharing the same mother tongue, and inappropriate use of materials and/or methodology.

2.2.4.12 Ghosn (1998)

The researcher presented four good reasons for the use literature in the primary schools and integrating it into English as a foreign language (EFL), especially in cases where language proficiency is the ultimate goal of the learning-teaching process and it is limited to the classroom and school. The researcher stated the following: (1) authentic literature provides a motivating, meaningful context for language learning, and it presents natural language at its finest, promoting vocabulary development in context; (2) literature stimulates oral language and involves the child with the text while exposing him or her to some aspect of the target language culture; (3) literature can promote academic literacy and critical thinking skills and has the potential of fostering private interpersonal and intercultural attitudes; and (4) good literature deals with some aspects of the human condition and attempts to come to some understanding of life, either symbolically or metaphorically, and can thus also contribute to the emotional development of the child.

2.2.4.13 Helena (1997)

This study was concerned with the building and sustaining of theories of childhood in a literature classroom. Using talk as its primary resource, it required an analytic position that gave primacy to talk. The study concentrated on the presuppositions of child and childhood in a literature classroom. It considered studying the naturally occurring talk between teachers and students as a path to exploring the routinely taken-for-granted practical reasoning and common sense knowledge that they would employ.

This study examines the novel Magpie Island and the classroom talk for the theories of childhood that could be accomplished. It should be noted that in examining and commenting upon the novel and the moment-to-moment interactions of this teacher and group of students, the study did not aim to valorize or criticize the text or the practices of the individuals. It aimed, rather, to comment upon that data set as an intersection of particular cultural practices that piece together a particular interaction in a particular way at a particular moment. This can then throw light on those practices and their implications and consequences. The researcher found out one consequence of the theoretical mismatch between the novel and the classroom talk was that the classroom talk restricted the interpretive possibilities of the novel. That undermined a premise of the pedagogy of literature in the classroom which aimed to develop and extend student's meaning-making interactions with text. The talk in this classroom, for this particular literature unit, overwrote certain meanings available.

2.2.5 Commentary on the Previous Studies

The second section of this chapter reviewed a number of previous studies that were very close to the study the researcher is carrying out. Therefore, in the light of previous studies outlined above, the following can be noticed:

- 1- The researcher noticed that there are a large number of difficulties facing teachers while teaching literature in both EFL and ESL contexts and the Palestinian EFL teachers teaching twelfth graders are no exception. Consequently, the researcher believed that English language teachers in Palestine are in a bad need for modern theories and approaches to teaching literature.
- 2- A number of previous studies discussed the difficulties facing teachers while teaching English literature in general, but some of these studies showed difficulties facing learners in learning English literature in particular.
- 3- Some researchers used the descriptive analytical approach for carrying out their studies. The tools used ranged from using open interviews to applying questionnaires .For example, Alvastad and Castro (2009) applied a valid and reliable questionnaire in which 11 university instructors teaching these syllabi expressed their intentions.
- 4- Although some studies are based on contexts very far away from the Palestinian one, a lot of the ideas discussed in these studies can be beneficial for the Palestine context. Consequently, Palestinian educators can get benefit from them in helping the Palestinian teachers overcome their difficulties facing them while teaching literature.

5- The researcher tried to review the previous studies related to difficulties facing teachers in teaching literature in order to link them with teaching literature in the Palestinian schools. For example, Chang and Schallert (2006) investigated the difficulties in studying and teaching the required survey courses of British and American literature in traditional English departments in Taiwan as well as what the students and instructors did when encountering these difficulties.

6- Most points discussed in the previous studies are very close to the situation in the Palestinian schools and could honestly help the English teachers in Palestine overcome their problems.

7- Only three of the previous studies discussed difficulties in teaching literature in the Palestinian schools and universities, and only one study deals with the approaches to teaching literature. These previous studies are of: Keshta (2000), Alsofi (2008), Shakfa (2007), and Breem (1999).

9- Alsofi (2008) claimed that Palestinian teachers are facing a lot of difficulties in teaching literature in general and novel in particular.

10- Shakfa (2007) identified the main difficulties facing the junior and senior students studying English at the Islamic University of Gaza while learning drama.

11- Breem (1999) in his PhD thesis offered an approach which gave Palestinian major university students a basis for fuller exploration and interpretation of the modern English novel, which is more systematic, detailed and retrievable than other analysis.

12- A great number of the studies discussed methods and approaches of teaching literature such as Moss (2000), who offered suggestions for developing literary experiences

that provide middle-grade students with opportunities to build an awareness of literary elements, genre, and the craft of authors and artists, and to learn strategies for exploring multiple meanings in literary texts.

13-. Some of the previous studies agreed that choosing, finding and teaching a literary work is a real challenge. An example was Linfield (1999), who indicated that there are lots of problems in teaching English language and literature in the Arab universities.

14- Some of the previous studies agreed that students see traditional classroom learning much differently from previous generations. Dan (2008) discovered that teachers in the literature classrooms face problems in breaking through the language barrier in older works written in very old forms of English. The researcher had particular problems in teaching undergraduates the basics of Shakespeare plays.

15- In conclusion, the researcher of the current study found out that foreign and second language teachers face a lot of difficulties while teaching literature and so do their Palestinian counterparts. As a result, these teachers need to be exposed to and be familiar with dealing with such difficulties.

2.2.6 Summary

In the first section of Chapter Two the researcher presented the theoretical framework that dealt with the most important issues related to teaching literature in general and teaching literature in English for Palestine in particular.

The researcher indicated the values of teaching literature, English language in the Palestinian system, the teaching of literature in Palestinian schools, and general goals for teaching English in Grade 12. The researcher, in addition, shed light on some approaches

to teaching literature such as Author-oriented Approaches, Language-based Approach and Communicative Language Teaching Approach. The researcher gave an explanation of the three components of English literature (the short story, poetry and drama) prescribed in *English for Palestine* grade twelve textbook.

In the second section, the researcher divided the literature review into three sections, the first related to difficulties in teaching literature, while the second reviews studies related to approaches in teaching literature, and the third deals with the advantages of teaching literature. Eventually, the researcher commented on these studies which were presented and arranged in a chronological order from the most recent to the oldest.

CHAPTER THREE

THE METHODOLOGY

- 3.1 Introduction**
- 3.2 Research Design**
- 3.3 Population and Sample of the Study**
- 3.4 Instrumentations**
- 3.5 Description of the questionnaire**
- 3.6 Validity of the Questionnaire**
- 3.7 Reliability of the Questionnaire**
- 3.8 Procedures of the Study**
- 3.9 Statistical Methods Used**
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CHAPTER THREE

THE METHODOLOGY

3.1 Introduction

Chapter three contains the practical aspects and procedures followed throughout the study and introduces a complete description of the methodology of the study: research design, the population, the sample, the instrumentation, the pilot study, the description of the questionnaire, and validity and reliability of the questionnaire. Moreover, it introduces the statistical methods used in this study.

3.2 Research design

The researcher used the descriptive analytical approach to carry out the study. Brown and Rodgers (2002) defined the descriptive research as a research that describes a group of characteristics or behaviors in numerical terms. They also mentioned that the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion. The descriptive research is designed to obtain relevant and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from facts discovered (Abu Shaaban, 2003). This approach has been used in this study because it is the most appropriate one for helping the researcher in tackling the difficulties facing English teachers in teaching literature in English for Palestine grade twelve textbook.

3.3 Population and pilot study

According to the registers of the Ministry of Education & Higher Education, the total number of teachers who teach English for grade twelve in the six governorates of Gaza public schools the scholastic year (2009-2010) is 230 teachers (123 males and 107 females) distributed throughout the six Gaza Directorates of Education: North Gaza, West Gaza, East Gaza, Al-Wostta , Khan-Younis, and Rafah. Besides, there are 20 English language supervisors (14 males and 6 females) in these governorates.

3.3.1 Pilot study:

The Sample of the pilot study consists of 30 teachers i.e. 13% of the total population of the study who were randomly selected. The pilot study aims to ensure the reliability and the validity of the instrument of the study. The pilot sample was excluded from the population when the main sample was drawn.

3.3.2 Sample of the study:

Due to the relatively small number of the study population, the researcher used the whole population as the study sample. The pilot study surveyed the opinions of (30) teachers, who were excluded from the study sample ($230 - 30 = 200$). The researcher distributed the questionnaires to the remaining (200) teachers and (20) supervisors. However, the total number of the returned and well completed questionnaires by teachers was only (184) : ($200 - 16 \text{ unreturned} = 184$) and all the (20) supervisors. That is approximately (92 %) of the teacher population and (100%) of the supervisor population were included

in the study. Table (3.1) shows the distribution of the sample of the study according to teachers' gender. Table (3.2) shows its distribution according to students' gender, Table (3.3) shows the distribution according to teachers' years of experience, and Table (3.4) shows the distribution according to teachers' age.

Table (3.1)
Distribution of the sample according to the Teachers' gender

Teachers' gender	Number	Percentage
Male	100	54.348
Female	84	45.652
Total	184	100.000

Table (3.2)
Distribution of the sample according to the Students' gender

Students' gender	Number	Percent
Male	96	52.174
Female	88	47.826
Total	184	100.000

Table (3.3)
Distribution of the sample according to the Teachers' years of experience

Teachers' experience by years	Number	Percentage
Less than 5	36	19.565
From 5 - less than 10	58	31.522
From 10 – less than 15	54	29.348
More than 15	36	19.565
Total	184	100.000

Table (3.4)
Distribution of the sample according to the Teachers' age

Teachers' age	Number	Percentage
From 22- to less than 29	40	21.739
More than 29- less than 40	100	54.348
More than 40 or above	44	23.913
Total	184	100.000

3.4 Instrumentation

The researcher believed that the most suitable tool for achieving the purpose of the study is conducting a questionnaire for collecting data concerning the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook. The questionnaire was developed to be answered by the twelfth grade English teachers in addition to all the supervisors in all the governorates of Gaza schools in the scholastic year (2009-2010).

To determine the reliability of the questionnaire, the researcher used Alpha Cronbach Formulas. The results showed that the questionnaire is highly reliable. In addition, Split Half Reliability Coefficient was also used to confirm the questionnaire's reliability. Results showed that the study instrument is highly reliable.

3.5 Description of the questionnaire

The researcher used a questionnaire as a main instrument to achieve the aims of the study. The first draft of the questionnaire consists of 60 items classified into three domains i.e. the short story, poetry, and drama dealing with difficulties facing English teachers in teaching literature. It adopted the five-point Likert-Scale: Strongly Disagree, Disagree, Not sure, Agree , and Strongly Agree. (See Appendix A)

The researcher distributed the questionnaire to a panel of 17 referees specialized in English language and methodology in the Islamic University of Gaza, the Al-Azhar University of Gaza, Al-Aqsa University, the UCAS and English supervisors and teachers in the Ministry of Education of Gaza. The aim of validating this questionnaire is to get benefit from their

comments and suggestions. Further, upon the researcher's supervisor recommendation, 5 new items were added to each of the three domain.

After considering the comments and suggestions of the referees, the researcher modified some items and credited the final frame of the questionnaire to be applied. Therefore, the number of items became 75 items, classified into three domains. Those included difficulties facing English teachers in teaching the short story (*The Bet*), poetry (*I had a dove, If, War is Never Over, and Be Strong*), and drama (*King Lear*) respectively. The instructions of the questionnaire were clearly written in English on three attached papers. The instructions included the purpose of the questionnaire and guiding steps for the participants to choose the appropriate answer for each item (See Appendix B).

3.6 Validity of the questionnaire

Bynom (2001:1) defines validity as "the truth of the test in relation to what it is supposed to evaluate. It is concerned with the relevance and usefulness of what you are measuring". Also, Al Agha (1996: 118) states " a valid test is the test that measures what it is designed to measure". In order to validate the questionnaire, the researcher applied two main types of validity: the referee validity and the internal consistency validity.

3.6.1 The referee validity

The researcher distributed the questionnaire to a panel of referees specialized in English language and methodology at the Islamic University of Gaza, the Al-Azhar University of Gaza, Al-Aqsa university, to English supervisors and teachers in the public schools. The researcher invited the referees to review and examine the questionnaire which was

specifically designed to collect data on the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook (See appendix C).

3.6.2 Internal consistency validity

Al Agha (1996) defines internal consistency as the correlation of the degree of each item with the total average of the test. The internal validity coefficient was computed by using the Pearson formula. The questionnaire was computed by using the Statistical Package for Social Science "SPSS".

The results shows that the value of these items was suitable and highly consistent and valid for conducting this study. They also shows that all the items are statistically significant at the levels (0.01, 0.05), which shows a high internal consistency of the questionnaire and assured its validity.

As seen in Tables (3.5), (3.6), (3.7), and (3.8) the questionnaire is highly consistent and valid as a tool for the study. The tables reveal that the coefficient correlation of each item within its domain was significant at levels of (0.01) and (0.05) . These tables also show the correlation coefficient of each domain with the whole questionnaire. According to each of the three component of literature, it can be concluded that the questionnaire is highly consistent and valid as a tool for the study.

Table (3.5)
Correlation coefficient of the items of *the short story* with the total degree of the domain

no	Items of the short story	Pearson correlation	Sig. level
A1	Students lack clear aims and objectives for studying the short story.	0.527	sig. at 0.01
A2	Students do not experience the sense of pleasure and enjoyment that goes with the study of a short story.	0.527	sig. at 0.01
A3	Students lack background knowledge about the short story writer's life and the prevailing social climate.	0.635	sig. at 0.01
A4	Students concentrate on the content and ignore the language skills embedded in studying the short story.	0.450	sig. at 0.05
A5	Students face difficulties in the process of analyzing and assessing the short story, which results in text misinterpretation	0.601	sig. at 0.01
A6	Students are not properly guided about how to use the appropriate strategies for studying the short story.	0.564	sig. at 0.01
A7	Students' overall weakness in English language skills makes understanding the short story difficult.	0.549	sig. at 0.01
A8	Students feel burdened with implications of studying the short story for the exam, which makes its study a difficult task to accomplish.	0.511	sig. at 0.01
A9	Students lack the ability to appreciate the short story which is an essential requisite for enjoying and understanding it.	0.472	sig. at 0.01
A10	Students struggle hard and face a tough time to get the real meaning of the short story.	0.400	sig. at 0.05
A11	Students develop some psychological barriers to the short story learning resulting from the difficulties they undergo while studying it.	0.411	sig. at 0.01
A12	Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the short story.	0.458	sig. at 0.01
A13	The short story content and language are not in harmony with students' age and interest..	0.661	sig. at 0.01
A14	The short story comes from an alien culture, which sometimes contradicts students' Islamic culture and values.	0.611	sig. at 0.01
A15	The short story entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.	0.577	sig. at 0.01
A16	There is no benefit of studying the short story because its language is not used in daily life.	0.503	sig. at 0.01
A17	Language difficulties kill the sense of enjoyment of studying the short story.	0.476	sig. at 0.01
A18	Inappropriate methods are used in the process of teaching the short story.	0.363	sig. at 0.05
A19	Not enough class time is allocated for teaching the short story.	0.490	sig. at 0.01
A20	Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching the short story.	0.518	sig. at 0.01
A21	The short story is written in incomprehensible language obviously beyond students' linguistic and socio- cultural background.	0.520	sig. at 0.01
A22	The short story is highly unrealistic and full of ambiguity, which makes it difficult for students to comprehend	0.637	sig. at 0.01
A23	The short story is highly symbolic, which makes it difficult for students to grasp.	0.589	sig. at 0.01
A24	The short story contains an intricate overlapping and occasionally superstitious event sequences and themes.	0.463	sig. at 0.01
A25	The short story is full of far-fetched ideas and images.	0.508	sig. at 0.01

“r” table value at (28) d f. at (0.05) sig. level equal 0.361

“r” table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.6)
Correlation coefficient of the items of poetry with the total degree of the domain

no	Items of poetry	Pearson correlation	Sig. level
B1	Students lack clear aims and objectives for studying poetry.	0.648	sig. at 0.01
B2	Students do not experience the sense of pleasure and enjoyment that goes with the study of poetry.	0.579	sig. at 0.01
B3	Students lack background knowledge about the poets' lives and the prevailing social climate	0.609	sig. at 0.01
B4	Students concentrate on the content and ignore the language skills embedded in studying poetry.	0.618	sig. at 0.01
B5	Students face difficulties in the process of analyzing and assessing the poems, which results in the poems' misinterpretation.	0.529	sig. at 0.01
B6	Students are not properly guided about how to use the appropriate strategies for studying poetry.	0.480	sig. at 0.01
B7	Students' overall weakness in English language skills makes understanding the poems difficult.	0.643	sig. at 0.01
B8	Students feel burdened with implications of studying poems for the exam, which makes their study a difficult task to accomplish.	0.573	sig. at 0.01
B9	Students lack the ability to appreciate poetry, which is an essential requisite for enjoying and understanding it.	0.493	sig. at 0.01
B10	Students struggle hard and face a tough time to get the real meaning of the poems.	0.690	sig. at 0.01
B11	Students develop some psychological barriers to poetry learning resulting from the difficulties they undergo while studying it.	0.452	sig. at 0.05
B12	Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the poems.	0.498	sig. at 0.01
B13	Poetry content and language are not in harmony with students' age and interest.	0.405	sig. at 0.05
B14	The poems come from an alien culture, which sometimes contradicts students' Islamic culture and values.	0.480	sig. at 0.01
B15	The poems entail a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.	0.386	sig. at 0.01
B16	There is no benefit of studying poetry because its language is not used in daily life.	0.630	sig. at 0.01
B17	Language difficulties kill the sense of enjoyment of studying poetry.	0.537	sig. at 0.01
B18	Inappropriate methods are used in the process of teaching poetry	0.535	sig. at 0.01
B19	Not enough class time is allocated for teaching poetry.	0.412	sig. at 0.05
B20	Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching poetry.	0.581	sig. at 0.01
B21	Poetry is generally disliked due to the abundance of figurative language and images which students fail to interpret.	0.683	sig. at 0.01
B22	Linguistic structure in poetry can be confusing because of the use of irregular punctuation, capital letters and organization.	0.463	sig. at 0.01
B23	Students generally feel that poetry contributes very little to their language development compared to other genres.	0.486	sig. at 0.01
B24	Poetry is highly philosophical, which makes it difficult for students to understand.	0.467	sig. at 0.01
B25	The poems are full of unfamiliar themes and connotations.	0.457	sig. at 0.05

“r” table value at (28) d f. at (0.05) sig. level equal 0.361

“r” table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.7)
Correlation coefficient of the items of *drama* with the total degree of the domain

no	Items of drama	Pearson correlation	Sig. level
C1	Students lack clear aims and objectives for studying drama.	0.607	sig. at 0.01
C2	Students do not experience the sense of pleasure and enjoyment that goes with study of drama.	0.532	sig. at 0.01
C3	Students lack background knowledge about the playwrights' lives and the prevailing social climate.	0.644	sig. at 0.01
C4	Students concentrate on the content and ignore the language skills embedded in studying drama.	0.613	sig. at 0.01
C5	Students face difficulties in the process of analyzing and assessing the play, which results in the play's misinterpretation.	0.623	sig. at 0.01
C6	Students are not properly guided about how to use the appropriate strategies for studying drama.	0.600	sig. at 0.01
C7	Students' overall weakness in English language skills makes understanding the play difficult.	0.392	sig. at 0.05
C8	Students feel burdened with implications of studying the play for the exam, which makes their study a difficult task to accomplish.	0.592	sig. at 0.01
C9	Students lack the ability to appreciate drama, which is an essential requisite for enjoying and understanding it.	0.514	sig. at 0.01
C10	Students struggle hard and face a tough time to get the real meaning of the play.	0.565	sig. at 0.01
C11	Students develop some psychological barriers to drama learning resulting from the difficulties they undergo while studying it.	0.511	sig. at 0.01
C12	Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the play.	0.401	sig. at 0.05
C13	Drama content and language are not in harmony with students' age and interest.	0.464	sig. at 0.01
C14	The play comes from an alien culture, which sometimes contradicts students' Islamic culture and values.	0.579	sig. at 0.01
C15	The play entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.	0.428	sig. at 0.05
C16	There is no benefit of studying drama because its language is not used in daily life.	0.544	sig. at 0.01
C17	Language difficulties kill the sense of enjoyment of studying drama.	0.629	sig. at 0.01
C18	Inappropriate methods are used in the process of teaching drama.	0.508	sig. at 0.01
C19	Not enough class time is allocated for teaching drama.	0.373	sig. at 0.05
C20	Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching drama.	0.586	sig. at 0.01
C21	The play is used as a text for translation, which discourages students to understand it.	0.486	sig. at 0.01
C22	The play abounds with a large number of characters, which hinders students' ability to follow up events.	0.514	sig. at 0.01
C23	The play contains an intricate overlapping and occasionally superstitious subplots.	0.558	sig. at 0.01
C24	The setting of the play causes some confusion.	0.646	sig. at 0.01
C25	Some quotations are written in a language which is different from everyday English.	0.460	sig. at 0.05

"r " table value at (28) d f. at (0.05) sig. level equal 0.361

"r " table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.8)
Matrix of relation correlation coefficient for the domains with each other
and with their total degree

	Total degree	Short story	poetry	drama
Total degree	1			
Short story	0.978**	1		
poetry	0.984**	0.945**	1	
drama	0.982**	0.936**	0.953**	1

“r” table value at (28) d f. at (0.05) sig. level equal 0.361

“r” table value at (28) d f. at (0.01) sig. level equal 0.463

3.7 Reliability of the questionnaire

(Fraenkel and Wallen 1996:10) define reliability as the degree to which scores obtained with an instrument are consistent measures of whatever the instrument is measuring. The test is reliable when it gives the same results if it is reapplied in similar conditions. Alpha Cronbach and the Spilt- half methods were used to measure the reliability of the study instrument.

3.7.1 Alpha Cronbach method:

"Alpha Cronbach" is considered to be the most general form of reliability estimates and it also, concerned with homogeneity of items compromising the scale" (Thorndike, 1997). The researcher used Alpha Cronbach Formula to examine the reliability of the questionnaire. Table (3.9) shows that the reliability coefficient by using split- half method after modification is more than (0.886). This indicates that the questionnaire is reliable which encouraged the researcher to apply it on the sample of the study.

Table (3.9)
Reliability coefficient Alpha Cronbach Methods

Domain	No. of items	Alpha Cronbach
Short story	25	0.886
poetry	25	0.894
drama	25	0.895
Total	75	0.963

3.7.2 Split-half Method :

The researcher calculated the correlation between the first and the second half of each domain of the questionnaire and the whole questionnaire. Then, the researcher used Gutman Formula to modify the length of the questionnaire in order to find out the reliability coefficient . Table (3.10) indicates that the questionnaire is reliable to be applied and distributed to the study sample . Alpha Cronbach coefficient is (0.963) and the Spilt-half coefficient is (0.978). The researcher used Gutman to calculate the reliability because the domain is odd number.

Table (3.10)

Correlation between two parts (even X odd) items of the questionnaire and the reliability after modification

domain	no. of items	Correlation before modification	Reliability after modification
Short story	25*	0.880	0.881
poetry	25*	0.943	0.948
drama	25*	0.921	0.924
Total	75*	0.978	0.978

3.8 Procedures of the Study

The researcher used the descriptive analytical approach to achieve the aims of the study and hence adopted the following procedures to accomplish its objectives:

- 1- Reviewing previous studies that discussed difficulties and approaches of teaching literature in EFL context so that the researcher could benefit from their procedures, tools, and results, and hence prepare the literature review for the present study.
- 2- Preparing the theoretical framework through reading some specialized books in this field and searching in previous related studies.
- 3- Reviewing literature that discussed the difficulties, approaches, and importance of teaching literature in EFL contexts.
- 4- Designing the first draft of the questionnaire. (See Appendix A)
- 5- Designing the final copy of the questionnaire dividing to three domains including (75) items concerning the difficulties facing English teachers in teaching literature components in English for Palestine grade twelve textbook. (See Appendix B).
- 6- Asking a panel of 17 experts in English language and methodology for validating the questionnaire. (See Appendix C)
- 7- Taking permission from the Ministry of Education and Higher Education of Gaza to apply the questionnaire on the twelfth grade English teachers and the supervisors of English. (See Appendix D).
- 8- Writing the researcher's CV. (See Appendix E)
- 9- Administrating the questionnaire to the whole study sample 184 (230 -30 pilot study =200 – 14 missing = 184) male and female teachers and 20 English supervisors.
- 10- Collecting the data of the present study for statistical treatment to get findings.
- 11- Analyzing , interpreting, commenting on the results and linking them with those of previous studies.

3.9 Statistical Methods Used

The data was collected and computed by using Statistical Package for Social Science (SPSS). The following statistical methods were used:

1. The data was collected and computed by using Cronbach Alpha, Gutman coefficient for unequal halves and Split-half techniques to confirm the validity and reliability of the questionnaire .
2. Means and percentages were used to determine the main difficulties facing English teachers in teaching literature.
3. T-test independent sample was used to measure the statistical differences in means between teachers' gender, students' gender , teachers' experience and teachers' age.
4. One Way ANOVA was used to measure the statistical differences in means between the three domains.

3.10 Summary

This chapter presented a complete description of the methodology and the procedures of the study, the research design, the population and sample of the study, the instrumentation, and the pilot study. Moreover, it introduces the statistical methods used throughout the study. The chapter also includes different tables which showed the sample distribution of teachers' gender, age and years of experience in addition to the students' gender.

A sample of (30) teachers was used as a pilot study to determine the validity and the reliability of the study tool. Content validity was approved by introducing the questionnaire to a panel of 17 experts. Internal consistency validity, the Pearson correlation between the items and their domains was computed, then the correlation between the domains and the whole tool was also computed. The results showed that the items are significantly correlated with their domains and all domains are significantly

correlated with the questionnaire. This means that the tool has internal consistency validity. To determine the reliability of the questionnaire, Alpha Cronbach formulas and split half reliability coefficients were used. Results show that all split half reliability coefficients are highly reliable. Chapter Four will be mainly concerned with introducing the study results in a form of statistical tables. Those will be discussed and interpreted in Chapter Five. The results relatedness to those of previous studies and commentary on them will also be included.

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Introduction

4.2 Presentation of the results

4.2.1 Results related to the first question

4.2.2 Results related to the second question

4.2.3 Results related to the third question

4.2.4 Results related to the fourth question

4.2.5 Results related to the fifth question

4.2.6 Results related to the sixth question

4.2.7 Results related to the seventh question

4.2.8 Results related to the eighth question

4.2.9 Results related to the ninth question

4.3 Summary

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Introduction

This chapter tackles the results of the study in regard with the research questions. The data of the study were collected, computed and analyzed by using Alpha Cronbach Method, Gutman coefficient for unequal halves, Split-half techniques, t-test independent sample and One Way ANOVA. Tables were also used to clarify these data.

4.3 Presentation of the results

The statistical treatment of the study data will be introduced in this section. The results will be presented in terms of each sub-question.

4.2.1 Results related to the first question

The first question: "What are the difficulties facing English teachers in teaching the short story in *English for Palestine* grade twelve textbook?"

To answer this question the researcher used the frequencies, the sum of responses, means, standard deviation, the percentage weight and the rank of each item of the questionnaire as illustrated in Table (4.1) below :

Table (4.1)
Frequencies, the sum of responses, means, standard deviation, the percentage weight
and the rank of teaching the Short Story

No.	Item of teaching the short story	Sum	Mean	Std. Deviation	% weight	rank
1	Students lack clear aims and objectives for studying the short story.	657	3.571	1.032	71.41	13
2	Students do not experience the sense of pleasure and enjoyment that goes with the study of a short story.	601	3.266	1.250	65.33	21
3	Students lack background knowledge about the short story writer's life and the prevailing social climate.	716	3.891	1.135	77.83	4
4	Students concentrate on the content and ignore the language skills embedded in studying the short story.	746	4.054	0.821	81.09	2
5	Students face difficulties in the process of analyzing and assessing the short story, which results in text misinterpretation	729	3.962	0.925	79.24	3
6	Students are not properly guided about how to use the appropriate strategies for studying the short story.	624	3.391	1.154	67.83	18
7	Students' overall weakness in English language skills makes understanding the short story difficult.	754	4.098	0.959	81.96	1
8	Students feel burdened with implications of studying the short story for the exam, which makes its study a difficult task to accomplish.	703	3.821	0.956	76.41	6
9	Students lack the ability to appreciate the short story which is an essential requisite for enjoying and understanding it.	693	3.766	0.961	75.33	8
10	Students struggle hard and face a tough time to get the real meaning of the short story.	627	3.408	1.122	68.15	15
11	Students develop some psychological barriers to the short story learning resulting from the difficulties they undergo while studying it.	663	3.603	1.051	72.07	12
12	Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the short story.	687	3.734	1.111	74.67	9
13	The short story content and language are not in harmony with students' age and interest..	596	3.239	1.204	64.78	22
14	The short story comes from an alien culture, which sometimes contradicts students' Islamic culture and values.	697	3.788	1.093	75.76	7
15	The short story entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.	663	3.603	1.035	72.07	11
16	There is no benefit of studying the short story because its language is not used in daily life.	507	2.755	1.250	55.11	25
17	Language difficulties kill the sense of enjoyment of studying the short story.	674	3.663	1.217	73.26	10
18	Inappropriate methods are used in the process of teaching the short story.	626	3.402	1.215	68.04	16
19	Not enough class time is allocated for teaching the short story.	625	3.397	1.197	67.93	17
20	Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching the short story.	706	3.837	1.194	76.74	5
21	The short story is written in incomprehensible language obviously beyond students' linguistic and socio- cultural background.	640	3.478	1.164	69.57	14
22	The short story is highly unrealistic and full of ambiguity, which makes it difficult for students to comprehend	557	3.027	1.261	60.54	24
23	The short story is highly symbolic, which makes it difficult for students to grasp.	574	3.120	1.148	62.39	23
24	The short story contains an intricate overlapping and occasionally superstitious event sequences and themes.	610	3.315	1.081	66.30	20
25	The short story is full of far-fetched ideas and images.	616	3.348	1.116	66.96	19

In Table (4.1) it is noticed that the five items of the most difficulty in teaching the short story are:

- No (7) "Students' overall weakness in English language skills makes understanding the short story difficult." occupied the first rank in the hierarchy of difficulties with a percentage weight of (81.96).
- No (4) "Students concentrate on the content and ignore the language skills embedded in studying the short story." ranked second in terms of difficulty with a percentage weight of (81.09).
- No (5) " Students face difficulties in the process of analyzing and assessing the short story, which results in text misinterpretation " occupied the third most difficult item with a percentage weight of (79.24).
- No (3) "Students lack background knowledge about the short story writer's life and the prevailing social climate." occupied the fourth rank in the hierarchy of difficulty with a percentage weight of (77.83).
- No (20) "Absence of any effective teaching aids (LCD, TV, films) which hinders teaching the short story." followed with a percentage weight of (76.74).

With reference to Table (4.1) it is apparent that the four items of the least difficulty in teaching the short story are:

- No (16) "There is no benefit of studying the short story because its language is not used in daily life" occupied the twenty-fifth rank in the hierarchy of difficulties with a percentage weight of (55.11).
- No (22) "The short story is highly unrealistic and full of ambiguity, which makes it difficult for students to comprehend" ranked the twenty-fourth rank in terms of difficulty with a percentage weight of (60.54).
- No (23) "The short story is highly symbolic, which makes it difficult for students to grasp." occupied the twenty-third most difficult item with a percentage weight of (62.39).
- No (13) " The short story content and language are not in harmony with students' age and interest. " ranked the twenty-second rank in the hierarchy of difficulty with a percentage weight of (64.78).

4.2.2 Results related to the second question

The second question: "What are the difficulties facing English teachers in teaching poetry in *English for Palestine* grade twelve textbook ?"

To answer this question the researcher used the frequencies, the sum of responses, means, standard deviation, the percentage weight and rank of each item of the questionnaire. The results concerning this sub- question are presented in table (4.2) below.

Table (4.2)
Frequencies, the sum of responses, means, standard deviation, the percentage weight and rank of teaching Poetry

No.	Items of teaching poetry	Sum	Mean	Std. Deviation	% weight	rank
1	Students lack clear aims and objectives for studying poetry.	687	3.734	1.056	74.67	7
2	Students do not experience the sense of pleasure and enjoyment that goes with the study of poetry.	656	3.565	1.217	71.30	16
3	Students lack background knowledge about the poets' lives and the prevailing social climate	728	3.957	0.867	79.13	3
4	Students concentrate on the content and ignore the language skills embedded in studying poetry.	731	3.973	0.858	79.46	2
5	Students face difficulties in the process of analyzing and assessing the poems, which results in the poems' misinterpretation.	724	3.935	0.967	78.70	4
6	Students are not properly guided about how to use the appropriate strategies for studying poetry.	658	3.576	1.109	71.52	13
7	Students' overall weakness in English language skills makes understanding the poems difficult.	748	4.065	0.990	81.30	1
8	Students feel burdened with implications of studying poems for the exam, which makes their study a difficult task to accomplish.	700	3.804	1.079	76.09	5
9	Students lack the ability to appreciate poetry, which is an essential requisite for enjoying and understanding it.	683	3.712	1.039	74.24	8
10	Students struggle hard and face a tough time to get the real meaning of the poems.	652	3.543	1.130	70.87	17
11	Students develop some psychological barriers to poetry learning resulting from the difficulties they undergo while studying it.	656	3.565	1.001	71.30	15
12	Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the poems.	679	3.690	1.085	73.80	9
13	Poetry content and language are not in harmony with students' age and interest.	636	3.457	1.173	69.13	22
14	The poems come from an alien culture, which sometimes contradicts students' Islamic culture and values.	643	3.495	1.219	69.89	18
15	The poems entail a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.	668	3.630	1.016	72.61	11
16	There is no benefit of studying poetry because its language is not used in daily life.	548	2.978	1.293	59.57	25
17	Language difficulties kill the sense of enjoyment of studying poetry.	637	3.462	1.191	69.24	20
18	Inappropriate methods are used in the process of teaching poetry	642	3.489	1.196	69.78	19
19	Not enough class time is allocated for teaching poetry.	618	3.359	1.132	67.17	24
20	Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching poetry.	699	3.799	1.115	75.98	6
21	Poetry is generally disliked due to the abundance of figurative language and images which students fail to interpret.	678	3.685	1.002	73.70	10
22	Linguistic structure in poetry can be confusing because of the use of irregular punctuation, capital letters and organization.	667	3.625	1.074	72.50	12
23	Students generally feel that poetry contributes very little to their language development compared to other genres.	656	3.565	1.006	71.30	14
24	Poetry is highly philosophical, which makes it difficult for students to understand.	637	3.462	1.125	69.24	21
25	The poems are full of unfamiliar themes and connotations.	622	3.380	1.095	67.61	23

Concerning the results presented in table (4.2) above, it is obvious that item (7) occupied the first rank with a percentage weight (81.30), item (4) whose percentage weight is (79.46) rank second; followed by item (3) with percentage weight (79.13), item (5), however, ranked fourth with percentage weight (78.70) and item (8) whose percentage weight is (76.09) occupied the fifth in terms of difficulties that English language teachers face in teaching literature for grade twelve students.

On the other hand , items (16), (19), (25) and (13) were the least frequent ones respectively. Items (16), for instance, whose percentage weight is (59.57) ranked twenty – fifth, items (19) occupied the twenty fourth rank with a percentage weight (67.17) preceded by item (25) whose percentage weight is (67.61) and item (13) with a percentage weight of (69.13).

4.2.3 Results related to the third question

The third question: "What are the difficulties facing English teachers in teaching drama in *English for Palestine* grade twelve textbook?"

To answer this question the researcher used the frequencies, the sum of responses, means, standard deviation, the percentage weight and rank of each item from the questionnaire were calculated as shown in table (4.3) below :

Table (4.3)
Frequencies, the sum of responses, means, standard deviation, the percentage weight
and rank of teaching Drama

No.	Items of teaching drama	Sum	Mean	Std. Deviation	% weight	rank
1	Students lack clear aims and objectives for studying drama.	688	3.739	1.049	74.78	7
2	Students do not experience the sense of pleasure and enjoyment that goes with study of drama.	628	3.413	1.282	68.26	18
3	Students lack background knowledge about the playwrights' lives and the prevailing social climate.	685	3.723	1.079	74.46	9
4	Students concentrate on the content and ignore the language skills embedded in studying drama.	734	3.989	0.856	79.78	2
5	Students face difficulties in the process of analyzing and assessing the play, which results in the play's misinterpretation.	690	3.750	1.020	75.00	5
6	Students are not properly guided about how to use the appropriate strategies for studying drama.	634	3.446	1.115	68.91	15
7	Students' overall weakness in English language skills makes understanding the play difficult.	737	4.005	0.967	80.11	1
8	Students feel burdened with implications of studying the play for the exam, which makes their study a difficult task to accomplish.	688	3.739	1.060	74.78	8
9	Students lack the ability to appreciate drama, which is an essential requisite for enjoying and understanding it.	695	3.777	0.980	75.54	4
10	Students struggle hard and face a tough time to get the real meaning of the play.	628	3.413	1.147	68.26	19
11	Students develop some psychological barriers to drama learning resulting from the difficulties they undergo while studying it.	668	3.630	0.932	72.61	11
12	Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the play.	690	3.750	1.047	75.00	6
13	Drama content and language are not in harmony with students' age and interest.	619	3.364	1.234	67.28	22
14	The play comes from an alien culture, which sometimes contradicts students' Islamic culture and values.	677	3.679	1.111	73.59	10
15	The play entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.	627	3.408	1.127	68.15	20
16	There is no benefit of studying drama because its language is not used in daily life.	565	3.071	1.164	61.41	25
17	Language difficulties kill the sense of enjoyment of studying drama.	633	3.440	1.163	68.80	16
18	Inappropriate methods are used in the process of teaching drama.	626	3.402	1.183	68.04	21
19	Not enough class time is allocated for teaching drama.	633	3.440	1.115	68.80	17
20	Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching drama.	713	3.875	1.107	77.50	3
21	The play is used as a text for translation, which discourages students to understand it.	640	3.478	1.126	69.57	12
22	The play abounds with a large number of characters, which hinders students' ability to follow up events.	636	3.457	1.173	69.13	14
23	The play contains an intricate overlapping and occasionally superstitious subplots.	612	3.326	1.122	66.52	23
24	The setting of the play causes some confusion.	610	3.315	1.116	66.30	24
25	Some quotations are written in a language which is different from everyday English.	637	3.462	1.096	69.24	13

In Table (4.3), it is noticed that the five items of the most difficulty in teaching drama are:

- No (7) "Students' overall weakness in English language skills makes understanding the play difficult." occupied the first rank in the hierarchy of difficulties with a percentage weight of (80.11 %).
- No (4) "Students concentrate on the content and ignore the language skills embedded in studying drama." occupied the second rank in terms of difficulty with a percentage weight of (75.78 %).
- No (20) "Absence of any effective teaching aids (LCD, TV, films) which hinders teaching drama." occupied the third most difficult item with a percentage weight of (77.50 %).
- No (9) " Students lack the ability to appreciate drama, which is an essential requisite for enjoying and understanding it." occupied the fourth rank in the hierarchy of difficulty with a percentage weight of (75.54%).
- No (5) "Students face difficulties in the process of analyzing and assessing the play, which results in the play's misinterpretation." occupied the fourth rank in the hierarchy of difficulty with a percentage weight of (75.00%).

In Table (4.3) it is also noticed that the four items of the least difficulty in teaching drama are:

- No (16) "There is no benefit of studying drama because its language is not used in daily life." occupied the twenty-fifth rank in the hierarchy of difficulties with a percentage weight of (61.41 %).
- No (24) "The setting of the play causes some confusion." occupied the twenty-fourth rank in terms of difficulty with a percentage weight of (66.30 %).

- No (23) "The play contains an intricate overlapping and occasionally superstitious subplots." occupied the twenty-third most difficult item with a percentage weight of (66.52 %).
- No (13) " Drama content and language are not in harmony with students' age and interest." occupied the twenty-second rank in the hierarchy of difficulty with a percentage weight of (67.28%).

4.2.4 Results related to the fourth question

The fourth question: "What is the level of difficulty facing English teachers in teaching literature genres in *English for Palestine* grade twelve textbook ?"

To answer this question the researcher used the frequencies to calculate summation of responses, means, standard deviation, the percentage weight and rank of each genre of the questionnaire, as shown in Table (4.4) below:

Table (4.4)
Means, standard deviation , percentage weight and rank of each of the literary genres

Literary genres	No. of items	Sum	Mean	Std. Deviation	% weight	Rank
Short story	25	16291	88.538	12.862	70.83	3
Poetry	25	16653	90.505	13.161	72.40	1
Drama	25	16393	89.092	14.263	71.27	2
Total	75	49337	268.136	36.702	71.50	

Regarding the results concerning the level of difficulties facing English language teachers above, it can be observed that poetry ranked first ($m = 90.505$, $SD = 13.161$, and % weight = (72.40), followed by drama ($m = 89.092$, $SD = 14.263$, and % weight = (71.27), and short story occupied the third rank ($m = 88.538$, $SD = 12.862$, and % weight = (70.83))

4.2.5 Results related to the fifth question

The fifth question: "Are there any statistically significant differences in the difficulties facing English teachers in teaching literature in English for Palestine from the teachers and supervisors perspectives?" To answer this question, the researcher used T-test , to determine means, standard deviation, significance value, and significance level of differences between teachers and supervisors. Table (4.5) below handles the results in concern:

Table (4.5)
Mean, standard deviation, t value, significance value, and significance level of differences between teachers and supervisors

Literary genres	position	No.	Mean	Std. Deviation	t	Sig. level (2-tailed)	sig.
Short story	supervisor	30>	97.500	16.555	2.872	0.005	sig. at 0.01
	teacher	183	88.538	12.862			
Poetry	supervisor	30>	95.000	18.680	1.386	0.167	not sig
	teacher	183	90.505	13.161			
Drama	supervisor	30>	96.050	18.019	2.016	0.045	sig. at 0.05
	teacher	183	89.092	14.263			
Total degree	supervisor	30>	288.550	52.297	2.256	0.025	sig. at 0.05
	teacher	183	268.136	36.702			

"t" value at (183) d f. at (0.05) sig. level 1.96

"t" value at (183) d f. at (0.01) sig. level 2.58

Table (4.5) shows that there are statistically significant differences between the teachers and supervisors regarding the difficulties facing English teachers in teaching literature in favor of the supervisors except for poetry.

4.2.6 Results related to the sixth question

The sixth question: "Are there any statistically significant differences attributed to the teachers' gender in the difficulties facing English teachers in teaching literature in English for Palestine grade twelve textbook?" T.test was used to determine means, standard deviation, significance value, and significance level of the differences between male and female teachers as stated in Table (4.6) :

Table (4.6)
Mean, standard deviation, t value , significance value, and significance level of the differences in the teachers' gender

Literary Genres	gender	No.	Mean	Std. Deviation	t	Sig. level (2-tailed)	sig.
Short story	male	100	88.540	13.023	0.002	0.998	not sig
	female	84	88.536	12.746			
Poetry	male	100	91.180	13.125	0.758	0.450	not sig
	female	84	89.702	13.236			
Drama	male	100	90.720	14.017	1.698	0.091	not sig
	female	84	87.155	14.393			
Total degree	male	100	270.440	37.968	0.929	0.354	not sig
	female	84	265.393	35.165			

"t" value at (183) d f. at (0.05) sig. level 1.96

"t" value at (183) d f. at (0.01) sig. level 2.58

Table(4.6) shows that there are no statistical significant differences in the difficulties facing English teachers in teaching literature due to teachers' gender.

4.2.7 Results related to the seventh question

The seventh question: "Are there any statistically significant differences attributed to teachers' gender in the difficulties facing English teachers in teaching literature in English for Palestine attributed to teachers' gender?"

A T.test to determine mean, standard deviation, t value significance value, and significance in the differences between male and female students was used to answer the seventh sub-question.

Table (4.7)
Mean, standard deviation, t value, significance value, and significance of differences due to Students' gender

Literary genres	gender	No.	Mean	Std. Deviation	t	Sig. level(2-tailed)	sig.
Short story	male	96	88.771	12.532	0.256	0.798	not sig
	female	88	88.284	13.281			
Poetry	male	96	91.083	12.982	0.621	0.535	not sig
	female	88	89.875	13.398			
Drama	male	96	90.635	13.843	1.538	0.126	not sig
	female	88	87.409	14.600			
Total degree	male	96	270.490	37.464	0.908	0.365	not sig
	female	88	265.568	35.889			

"t" value at (183) d f. at (0.05) sig. level = 1.96

"t" value at (183) d f. at (0.01) sig. level = 2.58

The results in table (4.7) show that there are no statistically significant differences in the difficulties facing English teachers in teaching literature due to the students' gender.

4.2.8 Results related to the eighth question

The eighth question: "Are there any statistically significant differences attributed to teachers' age in the difficulties facing English teachers in teaching literature in English for Palestine?" To answer this question One Way ANOVA was used to determine variance ,sources ,sum of square, differences, value, significance value and significance level due to are no statistically significant differences in the difficulties facing English teachers in teaching literature due to the teachers' age was used. The results are stated in table(4.8) below.

Table (4.8)
Analysis of variance for the literary genres due to the Teachers' age

Literature genres	source of variance	Sum of Squares	df	Mean Square	F	Sig. level	Sig.
Short story	Between Groups	205.578	2	102.789	0.619	0.540	not sig.
	Within Groups	30070.155	181	166.133			
	Total	30275.734	183				
Poetry	Between Groups	784.505	2	392.252	2.297	0.104	not sig.
	Within Groups	30911.490	181	170.782			
	Total	31695.995	183				
Drama	Between Groups	671.592	2	335.796	1.663	0.193	not sig.
	Within Groups	36555.837	181	201.966			
	Total	37227.429	183				
Total degree	Between Groups	4158.377	2	2079.188	1.553	0.214	not sig.
	Within Groups	242351.226	181	1338.957			
	Total	246509.603	183				

"f" value at (2, 183) d f. at (0.05) sig. level = 3.04

"f" value at (2, 183) d f. at (0.01) sig. level = 4.71

Table(4.8) shows that there are no statistically significant differences in the difficulties facing English teachers in teaching literature due to the teachers' age. In other words, the difficulties are the same for all age groups .

4.2.9 Results related to the ninth question

The ninth question: "Are there any statistically significant differences attributed to teachers' years of experience in the difficulties facing English teachers in teaching literature in English for Palestine?"

As shown in table (4.9) One Way ANOVA including variance sources, sum of squares, differences, mean squares, differences, mean square , f value , significance value , significance level due to teachers' years of experience was used to set an answer to the ninth sub question .This means the difficulties are the same for all teachers regardless of years of experience.

Table (4.9)
Analysis of variance for the literary genres according to the Teachers' years of experience

Component of literature	source of variance	Sum of Squares	df	Mean Square	F	Sig.	
Short story	Between Groups	805.505	3	268.502	1.640	0.182	not sig.
	Within Groups	29470.229	180	163.723			
	Total	30275.734	183				
Poetry	Between Groups	710.470	3	236.823	1.376	0.252	not sig.
	Within Groups	30985.525	180	172.142			
	Total	31695.995	183				
Drama	Between Groups	719.297	3	239.766	1.182	0.318	not sig.
	Within Groups	36508.132	180	202.823			
	Total	37227.429	183				
Total degree	Between Groups	4713.583	3	1571.194	1.170	0.323	not sig.
	Within Groups	241796.021	180	1343.311			
	Total	246509.603	183				

"f" value at (3, 203) d f. at (0.05) sig. level = 2.65

"f" value at (3, 203) d f. at (0.01) sig. level = 3.88

With reference to Table (4.9) above, there are no statistically significant differences due to teachers' years of experience in the difficulties facing English teachers in teaching literature. That is to say the difficulties is the same for all teachers regardless of years of experience.

4.3 Summary

Chapter Four deals with the results of the study. The results of each question were calculated statistically using different tables. The results of the first, second, and third sub-questions show that English teachers face a lot of difficulties in teaching literature. The results of the sixth, seventh, and eighth questions show that there are no statistically significant differences in the difficulties facing English teachers in teaching literature due to teachers' gender, age, or years of experience.

CHAPTER FIVE

FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

5.2 Findings

5.3 Discussion

5.4 Conclusions

5.5 Recommendations

CHAPTER FIVE

FINDINGS, DISCUSSION, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Introduction

Chapter five aims at discussing and interpreting the findings of the study in the light of the research questions. It also sums up the conclusions and the pedagogical implications that the researcher drew. The researcher then comes out with some overall recommendations to teachers, supervisors, curriculum designers, and decision makers involved in teaching English in the Palestinian educational process.

5.2 Findings

Based on the results of this study, the following findings emerged:

1) Over 76% of the participants agree that there are major difficulties facing English teachers in teaching the short story in *English for Palestine* grade twelve textbook. Those difficulties are due to a number of reasons mentioned in the following items.

- Students' overall weakness in English language skills makes understanding the short story difficult.
- Students concentrate on the content and ignore the language skills embedded in studying the short story.
- Students face difficulties in the process of analyzing and assessing the short story, which results in text misinterpretation.

- Students lack background knowledge about the short story writer's life and the prevailing social climate.
- Absence of any effective teaching aids (LCD, TV, films) which hinders teaching the short story.

2) More than 76% of the participants mentioned that the following items included the causes of the major difficulties facing English teachers in teaching poetry in *English for Palestine* grade twelve textbook.

- Students' overall weakness in English language skills makes understanding the poems difficult.
- Students concentrate on the content and ignore the language skills embedded in studying poetry.
- Students lack background knowledge about the poets' lives and the prevailing social climate.
- Students face difficulties in the process of analyzing and assessing the poems, which results in the poems' misinterpretation.
- Students feel burdened with implications of studying poems for the exam, which makes their study a difficult task to accomplish.

3) Over 75% of the participants stated that the major causes of difficulty facing English teachers in teaching drama in *English for Palestine* grade twelve textbook are incorporated in the following items:

- Students' overall weakness in English language skills makes understanding the play difficult.

- Students concentrate on the content and ignore the language skills embedded in studying drama.
- Absence of any effective teaching aids (LCD, TV, films) which hinders teaching drama.
- Students lack the ability to appreciate drama, which is an essential requisite for enjoying and understanding it.
- Students face difficulties in the process of analyzing and assessing the play, which results in the play's misinterpretation.

4) Participants ranked the level of difficulties facing English teachers in teaching literary genres in *English for Palestine* grade twelve textbook as follows:

- "Poetry" occupied the first rank of difficulty with a percentage weight of (72.40%).
- "Drama" occupied the second rank of difficulty with a percentage weight of (71.27%).
- "The Short Story" occupied the third rank of difficulty with a percentage weight of (70.83%).

5) There are statistically significant differences between the teachers and supervisors in favour of the latter of their assessment of the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook. Nevertheless, there were more difficulties in teaching poetry from the supervisors perspective. Although supervisors' assessment of the difficulties facing English teachers in teaching poetry was higher than that of the teachers, this difference was not statistically significant.

- 6) There are no statistically significant differences in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook due to teachers' gender.
- 7) There are no statistically significant differences due to the teachers' age in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.
- 8) There are no statistically significant differences due to teachers' years of experience in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.
- 9) There are no statistically significant differences due to the students' gender in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.

5.3 Discussion

In order to achieve the purpose of the study, the researcher commented on and interpreted the study findings in the light of the study main question and the ten sub-questions with reference to the previous studies and theoretical framework.

5.3.1 Discussion of the results of the main question

The main question: "What are the difficulties facing English teachers in teaching literature in English for Palestine grade twelve textbook?" To answer this question, frequencies, means, the percentage weight, the rank of each item of the questionnaire were calculated. It

is noticed that English teachers are facing several difficulties in teaching literature in English for Palestine grade 12 textbook. The major difficulties are:

- Students' overall weakness in English language skills which makes understanding literature difficult.
- Students concentration on the content and ignorance the language skills embedded in studying literature.
- Students' implications of studying literature for the exam, which makes their study a difficult task to accomplish and accordingly they feel burdened.
- Absence of any effective teaching aids (LCD, TV, films), which hinders teaching literature.
- The literature being from an alien culture, which sometimes contradicts students' Islamic culture and values.
- Students lack the ability to appreciate literature, which is an essential requisite for enjoying and understanding it.
- Difficulties students face in analyzing literature, which results in text misinterpretation.

The researcher attributed the first three difficulties to the students' concentration on the content approach which is often used for learning literature. The concept of this approach aims at making students dependent on rote learning, which is an appropriate strategy for the kinds of exams for which they are supposed to be sitting. As such tests favour memorization over understanding and creativity, teachers in most cases focus on just helping students memorize some content points and some grammatical rules for the sake of

accuracy-based tests. These results confirm the results of Linfield (1999), who admitted that Arab learners are facing difficulties in learning English literature. These results also agree with the results of Alsofi (2008), who found that Palestinian teachers were facing a lot of difficulties in teaching literature in general and novel in particular. Although cultural awareness is necessary, the researcher finds that it is necessary to have a content which reflects the Palestinian Islamic culture.

The researcher attributed the fourth difficulty to the lack of audio-visual aids which are not available at the majority of Palestinian secondary schools in Gaza. Even when they are available, they may be kept stored for fear of being damaged because of the inappropriate classroom conditions or because of teachers' inability to use them. These results conform with that of Carter and McRae (20001), who explained that audiovisual methods demonstrated their importance in teaching and learning a foreign language.

The researcher attributed the fifth difficulty "The literature comes from an alien culture, which sometimes contradicts students' Islamic culture and values" to the lack of any literary work by Arab or Muslim authors and to the cultural gap and the psychological barriers between the Palestinian students' point of view as Muslims and the themes of literature because any literary text should match the students' needs, interests, and culture. Besides, the Palestinian students are in real need for encouraging literature which is supposed to remind them of their fair issue. To bridge that gap, teachers should be indulged in pre-reading activities.

According to Carter and Long (1991:22) "pre-reading activities are useful in overcoming the cultural factors as there may be particular difficulties which pre-reading activities can

ease". These results correspond to those of Keshta (2000), who focused on reflecting the theme through everyday activities. This result is also similar to Shrimpton and Godinho (2002), who found that the differences in students' engagement in literature discussion are due to their cultural and social understanding.

"The researcher attributed the sixth and seventh difficulties " Students lack the ability to appreciate literature, which is an essential requisite for enjoying and understanding it." ,and "Students face difficulties in the process of analyzing and assessing literature, which results in text misinterpretation." to the over crowdedness. Students do not have the opportunity to participate or give opinion inside classes which are overcrowded. According to Brown and Rodgers (2002), there are three areas in which classroom interaction studies have had major influence on discussion of language pedagogy. These three areas involve teacher-student interaction, student-student interaction, and student-text interaction. Therefore, the discussion in the classroom should involve students, teachers and literature. In addition, literature is a good chance for students to speak up their minds, participate, discuss and express their feelings. Accordingly, lack of participation and discussion would affect students' level negatively.

These results confirm the results of Shrimpton and Godinho's study (2002), Henning's study (2001), Keshta's study (2000), Costello's study (2006) and Annaralla's study (1999) that focused on the importance of cultural understanding in teaching literature and drama.

The researcher agrees with Keshta (2000: 125) that English literature courses should familiarize students with English culture, to stimulate student's desires to learn English as an international means of communication and to develop the students' language skills.

5.3.2 Discussion of the results of the first question

The first question: "What are the difficulties facing English teachers in teaching the short story in *English for Palestine* grade twelve textbook?" To answer this question the researcher used the frequencies, the sum of responses, means, the percentage weight and the rank of each item and domain of the questionnaire. It is noticed that English teachers are facing a lot of difficulties in teaching the short story in *English for Palestine* grade 12 textbook. The major difficulties are :

- Students' overall weakness in English language skills which makes understanding the short story difficult.
- Students concentration on the content and ignorance the language skills embedded in studying the short story.
- Difficulties students analyzing the short story, which results in text misinterpretation.
- Students lack of background knowledge about the short story writer's life and the prevailing social climate.
- Absence of any effective teaching aids (LCD, TV, films), which hinders teaching the short story.
- The short story inclusions a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.

For more details see Table (4.1).

Again, the researcher attributed the first three difficulties "Students' overall weakness in English language skills makes understanding the short story difficult." , " Students concentrate on the content and ignore the language skills embedded in studying the short story." and " "Students face difficulties in the process of analyzing and assessing the short

story, which results in text misinterpretation." to the students' concentration on the content approach which is often used for learning the short story. The popularity of this approach depends on rote learning, which is an appropriate strategy for the kinds of exams students are supposed to be sitting for. Since these exams depend on memorization over understanding and creativity, teachers have to concentrate helping students memorize some content points and some grammatical rules for the sake of accuracy-based tests.

Similarly, the researcher attributed the fifth difficulty "Absence of any effective teaching aids (LCD, TV, films) which hinders teaching the short story" to the lack of teaching aids which can be used for teaching the short story effectively. These aids are not available at the majority of secondary schools, and even when they are available, they may be kept stored for fear of being damaged, or because of the inappropriate classroom conditions, or because of teachers' inability to use them. This result is similar to Carter and McRae's research results which revealed that audiovisual methods demonstrated their importance in teaching and learning foreign language.

The researcher attributed the sixth difficulty "The short story entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend." to the fact that short story includes of a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend the short story. The researcher believes that teachers of English language should vary their techniques in teaching the English short story. They are advised to use more than one strategy at the same period. Katz (1998: 16) suggested that English language teachers should use the mother tongue in teaching literature of the target language. Teachers may also use story-telling strategies and the narration technique which can be the most exciting methods in teaching the short story.

5.3.3 Discussion of the results of the second question

The second question: "What are the difficulties facing English teachers in teaching poetry in English for Palestine grade twelve textbook?"

To answer this question, frequencies, means, the percentage weight and the rank of each item and domain of the questionnaire were calculated. It is noticed that English teachers are facing a lot of difficulties in teaching poetry in *English for Palestine* grade 12 textbook.

The major difficulties according to table (4.2)are :

- Students' overall weakness in English language skills which makes understanding the poems difficult.
- Students concentration on the content and ignorance the language skills embedded in studying poetry.
- Students lack of background knowledge about the poets' lives and the prevailing social climate.
- Difficulties the students face in analyzing the poems, which results in the poems' misinterpretation.
- Students' implications of studying poems for the exam, which makes their study a difficult task to accomplish and makes them feel burdened.

The researcher attributed the first, second, and fifth difficulties to the students' concentration on the content-based approach, which is often used for learning poetry and to the shortage of time allocated for teaching the prescribed poems, which hinders carrying out the skills embedded in teaching poetry. Teachers have to teach the poems and all the

exercises and contextual questions following them in English for Palestine textbook. This is due to the fact that exams generally concentrate on memorization rather than on appreciating critical meanings of literature. So, teachers should help students memorize some content points for the sake of accuracy-based tests.

The researcher attributed the third and fourth difficulties to the student's lack of knowledge about the poets life which explains a lot of the inner and deep meaning of different poems in *English for Palestine*. Accordingly, the researcher believed that students can understand and appreciate any literary work better and easier if they connect the work with the prevailing social climate of the poet's life. Obviously, this is very clear in the two poems "*Be Strong*" and "*War is never over*", which encourage Palestinian people to be patient and brave in difficult times such as last war on Gaza and the difficult Palestinian political situations in general.

5.3.4 Discussion of the results of the third question

The third question: "What are the difficulties facing English teachers in teaching drama in English for Palestine grade twelve textbook?"

Frequencies, means, the percentage weight and ranks of each item of the questionnaire were used to find an answer for this question. It is noticed that English teachers are facing a lot of difficulties in teaching drama in *English for Palestine* grade twelve textbook with reference to table (4.3). The major difficulties are:

- Students' overall weakness in English language skills which makes understanding the play difficult.

- Students concentration on the content and ignorance the language skills embedded in studying drama.
- Absence of any effective teaching aids (LCD, TV, films), which hinders teaching drama.
- Students inability to appreciate drama, which is an essential requisite for enjoying and understanding it.
- Difficulties that the students face in analyzing the play, which results in misinterpretation it.

The researcher also attributed the first two difficulties to the teachers' concentration on the content approach in teaching drama and to the overall weakness of students in general and the lack of appreciation of drama in particular. Moreover, students who participate in the process of analyzing drama would be more persuasive in their communication and drama would also help students indulge themselves in the current events of the world. In addition, students in drama classes would learn to cooperate, work together, and accept others' points of view, especially in our complicated situation in Palestine. Accordingly, drama is an important means for preparing students to live and work in our complicated world and to support the Islamic values and the Arab culture.

The researcher attributed the third difficulty "Absence of any effective teaching aids (LCD, TV, films) which hinders teaching drama." to the lack of participation and teaching aids which can be used in teaching literature effectively. The researcher thinks that these teaching aids are not available at the majority of secondary schools. This may cause a lot of difficulties in teaching drama for the 12 graders. Generally speaking, the researcher believes that teachers do not use any teaching aids to improve and stimulate students'

cooperation and understanding. The difficulties in teaching drama may also be attributed to students' overall weakness in English language in general, and the gap between students and teachers, which hinders students' learning of drama. So, the English Language teachers should bridge that gap and use more effective technique such as using suitable teaching aids to encourage students to overcome this dilemma.

This is in line with the results of Zayda's (1997) study that aimed at providing students with an excellent way to express their feelings, breaking the ice and removing the psychological barriers between teachers and students. This result is similar to that of Carter and McRae (2000:1), who suggested that audiovisual methods are important in teaching and learning foreign language

The researcher attributed the fourth and fifth difficulties "Students lack the ability to appreciate drama, which is an essential requisite for enjoying and understanding it." ,and "Students face difficulties in the process of analyzing and assessing the play, which results in the play's misinterpretation." to the lack of using acting and participating in the role-playing which is very important in learning drama. The aim of role-playing is to involve students in realistic situations so that they can enjoy studying drama. The researcher believes that using these techniques in the classroom may improve speaking and listening skills which are considered the target aims in teaching drama

These results agree with the result of Joyce and Weil (1996) who explained that role-playing is an excellent technique in learning drama because it deals with problems through actions in which a student puts himself in the position of another person to interact with others who are also playing roles. Similarly, these results conform with

Chandrasena (2006) study results that a major hindrance in integrating literature into foreign language curriculum is the lack of language competency of students. Lack of appreciation of literature and traditional teaching causes students to further draw themselves away from the literature.

5.3.5 Discussion of the results of the fourth question

The fourth question: "What is the level of the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?"

To answer this question the researcher used the sum of responses, means, the percentage weight and ranks of each item and domain of the questionnaire. It is noticed that participants ranked the level of difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook from the most difficult to the least as presented in the table (4.4) follows:

- "Poetry" occupied the first rank with a percentage weight of (72.40%).
- "Drama" occupied the second rank with a percentage weight of (71.27%).
- "The Short story" occupied the third rank with a percentage weight of (70.83%).

These results showed that teaching poetry was ranked first in difficulty level in teaching literature amongst the three literary genres. The researcher attributed the difficulty of teaching poetry to the fact that it is full of figurative language and is heavily culture-bound, which makes understanding it difficult. In addition, the researcher attributed this difficulty in teaching poetry to its nature which usually has more possible interpretations than teaching drama and the short story in general. Teaching drama ranked second in term of

difficulty because, although it is about the suffering of some human beings and students find themselves in it, the play is full of soliloquies, figurative and culturally-loaded language, which makes understanding it difficult. Finally, the teaching of the short story was ranked the least difficult by the teachers and this may be attributed to the fact that children and adults enjoy reading stories in their mother tongue and such enjoyment may be transferred to short stories even in a foreign language. Moreover, stories are written in a fairly easier and more comprehensible language.

5.3.6 Discussion of the results of the fifth question

The fifth question: "Are there any statistically significant differences from the teacher and supervisor perspective in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?"

To answer this question, the researcher used T.test , standard deviation, significance value, and significance level to determine the differences between teachers and supervisors. Based on the result of the study, the teachers and supervisors agreed that there are a lot of difficulties facing teachers in teaching literature. However, statistics indicate that the supervisors are more determined than the teachers about the level of difficulty in teaching literature (See Table 4.5). The researcher attributed this to the nature of the supervisors' job, and their comprehensive understanding of the constraints facing the Palestinian educational system.

5.3.7 Discussion of the results of the sixth question

The sixth question: "Are there any statistically significant differences attributed to teachers' gender in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?"

To answer this question, a T-test method was adopted to calculate mean, standard deviation, significance value, and significance level of the differences between male and female teachers.

The results in table (4.6) revealed that there are no statistically significant differences due to teachers' gender in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook. This result can be attributed to the fact that both male and female teachers have the same social and educational circumstances and that they both use the same methods in teaching literature.

This result conforms with the results of Keshta's (2000) study and the study of Shrimpton and Godinho (2002) study. These two studies discussed the gender-based differences in teaching and learning literature. They found that there were no differences in teaching and learning literature due to gender.

5.3.8 Discussion of the results of the seventh question

The seventh question: "Are there any statistically significant differences attributed to students' gender in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook?"

To answer this question, a T-test method was adopted to calculate mean, standard deviation, significance value, and significance level of the differences between male and female students. The results showed that there are no statistically significant differences in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook attributed to students' gender.

This may be attributed to the fact that both male and female students live in similar atmosphere and both of them have almost the same social and educational background, and this might also be attributed to the fact both sexes pass through the same teaching methods. Moreover, having the same background of both male and female students may explain the proximity in their results.

These results agree with the results of Alsofi's (2008) study, which found that there are no statistically significant differences in the difficulties facing English teachers in teaching the novel attributed to the students' gender. These results also disagree with that of Lazar (1990) who noticed differences in learning poetry due to gender in favour of female students. He attributed this difference to the individual differences and intelligence levels among male and female students.

5.3.9 Discussion of the results of the eighth question

The eighth question: "Are there any statistically significant differences attributed to teachers' age in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook ?"

To answer this question the researcher used One Way ANOVA. Sum of squares, differences, mean square, f value, significant value, significance level of difficulties due to the teachers' age was calculated in table (4.8).

The results showed that there are no statistically significant differences attributed to teachers' age in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook. This may be attributed to the fact that all teachers have almost the same circumstances, that is to say the difficulties in teaching literature are typical for all age groups.

5.3.10 Discussion of the results of the ninth question

The ninth question: "Are there any statistically significant differences attributed to years of experience in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook. ?"

To answer this question the researcher used One Way ANOVA was used to determine. sum of squares, differences, mean square, f value, significance value, significance level of the difficulties due to teachers' years of experience.

The results in table (4.9) showed that there are no statistically significant differences attributed to teachers' years of experience in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook? Although years of experience should have a critical role in the teaching of literature, the researcher has noticed that there are no differences in the difficulties of teaching literature due to teachers' years of experience.

The researcher attributed this to the fact that English language teachers pay little attention to the teaching of literature; they just teach it for the sake of the examination. In addition, the researcher attributed this result to the traditional usage of the same methods which are still used in teaching literature in particular and English language in general.

These results agree with the results of Alsofi's (2008) study, which found that there are no statistically significant differences attributed to the teachers' years of experience in the difficulties facing English teachers in teaching the novel.

5.4 Summary of Findings

In the light of the study results and discussion, the following are drawn:

1- The major and serious difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook were :

- Students' overall weakness in English language skills which makes understanding literature difficult.

- Students concentration on the content and ignorance the language skills embedded in studying literature.
- Students' implication of studying literature for the exam, which makes their study a difficult task to accomplish.
- Absence of any effective teaching aids (LCD, TV, films), which hinders teaching literature.
- The literature being from an alien culture which sometimes contradicts students' Islamic culture and values.
- Students' inability to appreciate literature, which is an essential requisite for enjoying and understanding it.
- Difficulties students face in analyzing literature, which results in text misinterpretation.

2- It is noticed that participants ranked the level of difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook from the most difficult to the least one as follows:

- "Poetry" occupied the first rank with a percentage weight of (72.40%).
- "Drama" occupied the second rank with a percentage weight of (71.27%).
- "The Short story" occupied the third rank with a percentage weight of (70.83%).

3- There are no statistically significant differences attributed to teachers' gender, age, and years of experience in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook. There are almost no differences between male and female, or between novice and experienced teachers in the difficulties of teaching literature.

- 4- There are no statistically significant differences attributed to students' gender in the difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.
- 5- There are statistically significant differences between the teachers and supervisors in their attitudes towards the difficulties in teaching literature in favor of the latter except for poetry.

5.5 Conclusion

- 1- The researcher is highly convinced that the role of literature teacher is not easy. It is his role to break down the psychological barriers between students and literature.
- 2- Experience of difficulty in teaching literature can be attributed to the lack of theoretical knowledge on the part of teachers concerning their roles, lack of practical knowledge, or to the unwillingness of the teacher to perform these roles.
- 3- Statistics indicate that the supervisors are more determined than the teachers about the amount of difficulties in teaching literature. This can be due to the nature of the supervisors' job, and their comprehensive understanding of the constraints facing the Palestinian educational system.
- 4- Teaching poetry was ranked the most difficult of the three literary genres. The difficulty of poetry may arise from the fact that it is full of figurative language and is heavily culture-bound, which makes understanding it by Palestinian students difficult.
- 5- Teaching drama ranked the second most difficult because, although it is about the suffering of some human beings and students can identify themselves with, the play is full of soliloquies and figurative and culturally loaded language, which makes understanding it difficult.

6- The teaching of the short story is the least difficult to the Palestinian teachers and this may be attributed to the fact that children and adults enjoy reading stories in their mother tongue and such enjoyment may be transferred to short stories even in a foreign language.

5.6 Pedagogical Implications

The researcher suggests the following pedagogical implications :

- 1- Teachers should use English in teaching literature to enable students to communicate with each other and stop using their native language.
- 2- Teachers should avoid the teacher-centered approach in teaching literature. Instead, students should be encouraged to read literature and speak up their mind.
- 3- Teachers should reinforce social and cultural interaction while teaching English literature .
- 4- Dramatizing literature and using teaching aids such as LCD, TV, films, and videos in teaching literature should be given special consideration in *English for Palestine* grade twelve textbook
- 5- Overcorrection should be avoided and teachers should be more tolerant with students' errors to decrease their anxiety and help them enjoy and appreciate literature.
- 6- Students should be encouraged to read literary works for enjoyment and pleasure.
- 7- Students can get benefit from reading and appreciating literature in developing the writing skill; they can re-arrange mixed up sentences, retell the story from different aspects, or they may develop certain events in a literary genre.
- 8- Cultural similarities and cultural differences should be given great attention to bridge the gap between the Arab culture and the English one. This will help to foster a positive attitude toward the literary work being studied and English literature in general.

9- Teacher should be asked to use modern approaches and strategies in teaching English literature.

10- There must be continuous revision of the English literature curriculum to reflect social and cultural needs of the Palestinian students .

11- It is recommended that teachers in Palestine use some of the literature written by native Arab authors in order to make the themes more relevant and consequently more meaningful to Palestinian students.

12- To gain students' confidence in the study of English literature, the teachers should build on the students' previous knowledge , experience, and ideas about the literature they study.

5.7 Recommendations

On the basis of the findings of this study and in the light of the difficulties facing English teachers in teaching literature in English for Palestine grade twelve textbook, following are some recommendations that may help overcome these difficulties and improve the process of teaching literature in Palestine.

5.7.1 Recommendations for English teachers

Teachers' role is to direct students' learning towards a specific goal, to facilitate students' learning, to monitor their performance and to explain what is not clear enough to students. The researcher hopes that the following recommendations could help teachers in the process of teaching literature:

1. Teachers need more training on how to teach literature effectively because they know the rules but they do not know how to apply them in teaching literature.

2. It is recommended that English literature classes should be organized into small group formats.
3. Teachers should use more audio-visual aids such as: LCD, videos, films in teaching literature to create good atmosphere for students and to facilitate the process of teaching literature in *English for Palestine* textbook.
4. English literature courses should familiarize students with English culture, to stimulate students' desires to learn English as an international means of communication.
5. Teachers are recommended to shift from the traditional teaching methods to the communicative approach that is based on the students' real involvement in the teaching-learning process.
6. Teachers are recommended to vary teaching techniques in teaching literature, and to be aware of the values of teaching English literature in *English for Palestine* textbook.
7. Teachers are recommended to establish a theatre in each school to enable students to act, feel interested and communicate.
8. Teachers are recommended to begin with modern literature and to avoid old English vocabulary in teaching *English for Palestine* textbook.
9. Teachers should be aware of cultural barriers which may influence the understanding of literature in teaching *English for Palestine* grade 12 textbook.
10. It would be highly effective for English teachers if they shift from teaching about literature to the teaching of culture and literature in teaching *English for Palestine* grade twelve textbook.
11. Teachers should consider students' individual differences in teaching literature, and adopt modern techniques that enhance students' participation and interaction.
12. Teachers should compare and contrast the Palestinian situation to different themes of literature in teaching *English for Palestine* grade twelve textbook.

13. Instructors in Gaza governorates should not just teach contents of literary works but rather attitudes and abilities as well.
14. Teachers should use their previous knowledge and experience in order to increase positive feelings towards literature.
15. Teachers should be aware of up-to-date teaching methods, techniques or approaches and choose what suits their students.

5.7.2 Recommendations for curriculum designers and decision makers

- 1- Curriculum designers should supply the English language syllabus with literary texts which reflects the Palestinian culture and society. Keshta (2000) insisted that it is important to create a literature syllabus which reflects the needs and interests of the Palestinian students.
- 2- Curriculum designers should also separate the literature from the workbook and put it in a separated textbook.
- 3- More-detailed lesson plans, teaching procedures and evaluating teaching literature should be integrated in the teacher's books of *English for Palestine* grade 12 textbook.
- 4- Schools should be supplied with audio-visual materials and other teaching aids for teaching literature effectively.
- 5- Some literary works by Arab or Muslim authors should be added to the syllabus of literature for twelve graders in *English for Palestine*.

5.7.3 Recommendations for Supervisors of English

- 1- Supervisors are recommended to provide teachers with more detailed lesson plans and train them to use modern methods in teaching literature.
- 2- Supervisors should pass their experience to the teachers through training courses to acquaint them with the three-phase approach to teaching literature
- 3- Supervisors are recommended to focus on training sessions, workshops and micro-teaching courses to train teachers to teach literature effectively.
- 4- Supervisors are recommended to strengthen the relationship between the Ministry of Education and the local and international academic institutions such as the Islamic University of Gaza, the AMIDEAST and the British Council.
- 5- Workshops should be held in order to discuss strengths and weaknesses of teaching literature to support strong points and avoid weaknesses.
- 6- A committee that includes teachers, supervisors and parents should be formed to solve students' problems in studying literature in English for Palestine grade twelve textbook .

5.7.4 Recommendations for further studies

In order to extend the findings of this study, the following topics may need further investigation:

- 1- A study should be conducted on the effectiveness of teaching literature on the Palestinian culture in *English for Palestine* grade twelve textbook.
- 2- A study should be conducted to investigate the role of psychological and cultural factors on teaching literature in *English for Palestine* grade twelve textbook.

3- A study should be conducted on the effectiveness of the internet on developing teachers' competency in teaching literature in *English for Palestine* grade twelve textbook.

4- A study should be conducted on evaluating the in-service and novice teachers' attitudes towards teaching literature in *English for Palestine* textbooks.

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Appendices

Appendix (A)

The First Draft of the Questionnaire

The Islamic University of Gaza

Faculty of Graduate studies

Curriculum & English Teaching Methods Department

Consultation Form of a Questionnaire

Dear Dr. /Mr/Ms

The researcher is carrying out an M. Ed dissertation entitled:

"Difficulties Facing English Teachers in Teaching Literature

in *English for Palestine* Grade Twelve Textbook"

You are kindly invited to referee this questionnaire which is designed to test and collect data on difficulties facing English teachers in teaching literature in *English for Palestine* grade twelve textbook.

I would be very grateful if you provide me with your comments related to relevance, sentence structure, number of items, and classification of items used in this questionnaire.

Any modifications, additions, or omissions will be taken into consideration when revising this questionnaire.

The researcher,

Hani Ali Rabah El- Helou

.....
Referee's name and signature

Date:

**Difficulties Facing English Teachers in Teaching Literature
in English for Palestine Grade Twelve Textbook**

I- The short story (The Bet)

Difficulties	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
1- Lack of clear aims and objectives for studying the short story					
2- Absence of the sense of pleasure and enjoyment that goes with study of the short story					
3- Lack of knowledge background about the short story writer's life and the prevailing social climate					
4- Concentration merely on the content and ignorance of the language skills embedded in studying the short story					
5- Difficulties students face in the process of analyzing and assessing the short story, which results in text misinterpretation					
6- Absence of proper guidance about how to use the appropriate strategies for studying the short story					
7- Students' overall weakness in English language skills, which makes understanding the short story difficult					
8- Students' inability to appreciate the short story which is an essential requisite for enjoying and understanding it					
9- Difficulty in getting the real meaning of the short story.					
10- Students' development of some psychological barriers to the short story learning					
11- Lack of harmony between the short story content and language and students' age and interest					
12- The alien culture of the short story, which sometimes contradicts their own					
13- The philosophical nature of the short story, which makes it difficult for students to understand					
14- The symbolic nature of the short story, which makes it difficult for students to grasp					
15- The highly intricate overlapping and occasionally superstitious event sequences and themes of the short story					
16- The short story's abundance of far-fetched ideas and images					
17- Language difficulties resulting in killing the sense of enjoyment of studying a short story					
18- Methods used in teaching and learning the short story are inappropriate					
19- Inadequacy of class time allocated for teaching the short story					
20- Unavailability of effective teaching aids (e.g. LCD, TV, films) necessary for facilitating students' leaning of the short story					

**Difficulties Facing English Teachers in Teaching Literature
in English for Palestine Grade Twelve Textbook**

II- Poetry (*I had a dove, If, War is Never Over, and Be Strong*)

Difficulties	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
21. Lack of clear aims and objectives for studying poetry					
22. Absence of the sense of pleasure and enjoyment that goes with study of poetry					
23. Lack of knowledge background about the poets' life and the prevailing social climate					
24. Concentration merely on the content and ignorance of the language skills embedded in studying poetry					
25. Difficulties students face in the process of analyzing and assessing poetry, which results in text misinterpretation					
26. Absence of proper guidance about how to use the appropriate strategies for studying poetry					
27. Students' overall weakness in English language skills, which makes understanding the poems difficult					
28. Students' inability to appreciate poetry which is an essential requisite for enjoying and understanding it.					
29. Difficulty in getting the real meaning of poems					
30. Students' development of some psychological barriers to poetry learning					
31. Lack of harmony between poems' content and language and students' age and interest.					
32. The alien culture of the poems, which sometimes contradicts their own					
33. The philosophical nature of poetry, which makes it difficult for students to understand					
34. The symbolic nature of poetry, which makes it difficult for students to grasp.					
35. The highly intricate overlapping and occasionally superstitious event sequences and themes of the poems					
36. Poetry's abundance of far-fetched ideas and images					
37. Language difficulties resulting in killing the sense of enjoyment of studying poetry					
38. Methods used in teaching and learning poetry are inappropriate.					
39. Inadequacy of class time allocated for teaching poetry					
40. Unavailability of effective teaching aids (e.g. LCD, TV, films) necessary for facilitating students' leaning of poetry					

**Difficulties Facing English Teachers in Teaching Literature
in English for Palestine Grade Twelve Textbook**

III- Drama (King Lear)

Difficulties	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
41. Lack of clear aims and objectives for studying drama					
42. Absence of the sense of pleasure and enjoyment that goes with study of drama					
43. Lack of knowledge background about the playwright's life and the prevailing social climate					
44. Concentration merely on the content and ignorance of the language skills embedded in studying drama					
45. Difficulties students face in the process of analyzing and assessing drama, which results in text misinterpretation					
46. Absence of proper guidance about how to use the appropriate strategies for studying drama					
47. Students' overall weakness in English language skills, which makes understanding drama difficult					
48. Students' inability to appreciate drama which is an essential requisite for enjoying and understanding it					
49. Difficulty in getting the real meaning of drama					
50. Students' development of some psychological barriers to drama learning					
51. Lack of harmony between drama content and language and students' age and interest					
52. The alien culture of drama, which sometimes contradicts their own					
53. The philosophical nature of drama, which makes it difficult for students to understand					
54. The symbolic nature of drama, which makes it difficult for students to grasp					
55. The highly intricate overlapping and occasionally superstitious event sequences and themes of drama					
56. The play's abundance of far-fetched ideas and images					
57. Language difficulties resulting in killing the sense of enjoyment of studying drama					
58. Methods used in teaching and learning drama are inappropriate					
59. Inadequacy of class time allocated for teaching the play					
60. Unavailability of effective teaching aids (e.g. LCD, TV, films) necessary for facilitating students' leaning of drama					

Appendix (B)

The Final Frame of the Questionnaire

The Islamic University of Gaza

Faculty of Graduate studies

Curriculum & English Teaching Methods Department



Dear colleagues,

The researcher is carrying out an M. Ed dissertation entitled:

"Difficulties Facing English Teachers in Teaching Literature"

in *English for Palestine Grade Twelve Textbook*"

You are kindly requested to answer this questionnaire, which is the tool that will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teacher. Please, do not write your name, the name of your school, or any ID specifications.

Your participation will be highly appreciated.

Personal information:

Teacher Gender: () Male

() Female

Student Gender () Male

() Female

Age : () 22- 29

() 30- 39

() 40 or above

Years of experience: () less than 5

() 5-10

() 11-15

() more than

Education Level: () Diploma

() B A

() Mast

The researcher,

Hani Ali Rabah El- Helou

**Difficulties Facing English Teachers in Teaching Literature
in *English for Palestine* Grade Twelve Textbook
The Short Story (*The Bet*)**

Difficulties	Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Students lack clear aims and objectives for studying the short story.					
2. Students do not experience the sense of pleasure and enjoyment that goes with the study of a short story.					
3. Students lack background knowledge about the short story writer's life and the prevailing social climate.					
4. Students concentrate on the content and ignore the language skills embedded in studying the short story.					
5. Students face difficulties in the process of analyzing and assessing the short story, which results in text misinterpretation					
6. Students are not properly guided about how to use the appropriate strategies for studying the short story.					
7. Students' overall weakness in English language skills makes understanding the short story difficult.					
8. Students feel burdened with implications of studying the short story for the exam, which makes its study a difficult task to accomplish.					
9. Students lack the ability to appreciate the short story which is an essential requisite for enjoying and understanding it.					
10. Students struggle hard and face a tough time to get the real meaning of the short story.					
11. Students develop some psychological barriers to the short story learning resulting from the difficulties they undergo while studying it.					
12. Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the short story.					
13. The short story content and language are not in harmony with students' age and interest..					
14. The short story comes from an alien culture, which sometimes contradicts students' Islamic culture and values.					
15. The short story entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.					
16. There is no benefit of studying the short story because its language is not used in daily life.					
17. Language difficulties kill the sense of enjoyment of studying the short story.					
18. Inappropriate methods are used in the process of teaching the short story.					
19. Not enough class time is allocated for teaching the short story.					
20. Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching the short story.					
21. The short story is written in incomprehensible language obviously beyond students' linguistic and socio- cultural background.					
22. The short story is highly unrealistic and full of ambiguity, which makes it difficult for students to comprehend					
23. The short story is highly symbolic, which makes it difficult for students to grasp.					
24. The short story contains an intricate overlapping and occasionally superstitious event sequences and themes.					
25. The short story is full of far-fetched ideas and images.					

**Difficulties Facing English Teachers in Teaching Literature
in English for Palestine Grade Twelve Textbook
Poetry (*I had a dove, If, War is Never Over, and Be Strong*)**

Difficulties	Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Students lack clear aims and objectives for studying poetry.					
2. Students do not experience the sense of pleasure and enjoyment that goes with the study of poetry.					
3. Students lack background knowledge about the poets' lives and the prevailing social climate					
4. Students concentrate on the content and ignore the language skills embedded in studying poetry.					
5. Students face difficulties in the process of analyzing and assessing the poems, which results in the poems' misinterpretation.					
6. Students are not properly guided about how to use the appropriate strategies for studying poetry.					
7. Students' overall weakness in English language skills makes understanding the poems difficult.					
8. Students feel burdened with implications of studying poems for the exam, which makes their study a difficult task to accomplish.					
9. Students lack the ability to appreciate poetry, which is an essential requisite for enjoying and understanding it.					
10. Students struggle hard and face a tough time to get the real meaning of the poems.					
11. Students develop some psychological barriers to poetry learning resulting from the difficulties they undergo while studying it.					
12. Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the poems.					
13. Poetry content and language are not in harmony with students' age and interest.					
14. The poems come from an alien culture, which sometimes contradicts students' Islamic culture and values.					
15. The poems entail a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.					
16. There is no benefit of studying poetry because its language is not used in daily life.					
17. Language difficulties kill the sense of enjoyment of studying poetry.					
18. Inappropriate methods are used in the process of teaching poetry					
19. Not enough class time is allocated for teaching poetry.					
20. Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching poetry.					
21. Poetry is generally disliked due to the abundance of figurative language and images which students fail to interpret.					
22. Linguistic structure in poetry can be confusing because of the use of irregular punctuation, capital letters and organization.					
23. Students generally feel that poetry contributes very little to their language development compared to other genres.					
24. Poetry is highly philosophical, which makes it difficult for students to understand.					
25. The poems are full of unfamiliar themes and connotations.					

**Difficulties Facing English Teachers in Teaching Literature
in English for Palestine Grade Twelve Textbook
Drama (*King Lear*)**

Difficulties	Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Students lack clear aims and objectives for studying drama.					
2. Students do not experience the sense of pleasure and enjoyment that goes with study of drama.					
3. Students lack background knowledge about the playwrights' lives and the prevailing social climate.					
4. Students concentrate on the content and ignore the language skills embedded in studying drama.					
5. Students face difficulties in the process of analyzing and assessing the play, which results in the play's misinterpretation.					
6. Students are not properly guided about how to use the appropriate strategies for studying drama.					
7. Students' overall weakness in English language skills makes understanding the play difficult.					
8. Students feel burdened with implications of studying the play for the exam, which makes their study a difficult task to accomplish.					
9. Students lack the ability to appreciate drama, which is an essential requisite for enjoying and understanding it.					
10. Students struggle hard and face a tough time to get the real meaning of the play.					
11. Students develop some psychological barriers to drama learning resulting from the difficulties they undergo while studying it.					
12. Students and teachers are obliged to translate the incomprehensible language into Arabic to get the meaning of the play.					
13. Drama content and language are not in harmony with students' age and interest.					
14. The play comes from an alien culture, which sometimes contradicts students' Islamic culture and values.					
15. The play entails a lot of difficult figurative and symbolic language and diction, which makes it difficult for students to comprehend.					
16. There is no benefit of studying drama because its language is not used in daily life.					
17. Language difficulties kill the sense of enjoyment of studying drama.					
18. Inappropriate methods are used in the process of teaching drama.					
19. Not enough class time is allocated for teaching drama.					
20. Absence of any effective teaching aids (e.g. LCD, TV, films) which hinders teaching drama.					
21. The play is used as a text for translation, which discourages students to understand it.					
22. The play abounds with a large number of characters, which hinders students' ability to follow up events.					
23. The play contains an intricate overlapping and occasionally superstitious subplots.					
24. The setting of the play causes some confusion.					
25. Some quotations are written in a language which is different from everyday English.					

Appendix (C)

List of Referees

1. Dr Sadeq Firwana	Assistant Professor in the English Department – IUG
2. Dr Akram Habeeb	Assistant Professor in the English Department – IUG
3. Dr Nazmi Al-Masri	Assistant Professor in the Education Department – IUG
4. Dr E'zzo Afana	Assistant Professor in the Education Department – IUG
5. Dr Sana' Abu Dagga	Assistant Professor in the Education Department – IUG
6. Dr Sa'ed Abdul-Wahed	Professor of English Literature – Azhar University
7. Dr Bassil Skaik	Professor of English Literature – Azhar University
8. Dr Mohammed Atia	Professor of English Literature – Al-Aqsa University
9. Mr Basheer El-Ashi	Lecturer in the English Department – IUG
10. Mr Ashraf Badawi	Lecturer in the English Department – IUG
11. Mr Yousef Hamdona	Lecturer in the English Department – IUG
12. Mr Aaed El-Rabaie	Manager of Assessment & Evaluation Directorate - MOEHE
13. Mr Muneer Saleh	Supervisor of English – West Gaza Directorate - MOEHE
14. Mr Ahmed El-Habbash	Supervisor of English – West Gaza Directorate - MOEHE
15. Mr Mohammed Mazloom	Lecturer in the English Department – UCAS - Gaza
16. Mr Ahmed Al-Sofi	Teacher of English - Al-Mawhoobeen Secondary School
17. Mr Hossam Ishtiwi	Teacher of English - Palestine Secondary School

Appendix (D)

Permission of the Ministry of Education & Higher Education

Palestinian National Authority

Ministry of Education & Higher Education

Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية

وزارة التربية والتعليم العالي

مكتب وكيل الوزارة المساعد

الإدارة العامة للتخطيط التربوي

الرقم: و ت غ / مذكرة داخلية (٢٣)

التاريخ: 14/02/2010 م

التاريخ: 30 صفر / 1431

المحتوى

السادة/ مدير التربية والتعليم - محافظة غزة

تحية طيبة وبعد،..

الموضوع/ تسهيل مهمة بحث

نديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحث هاني علي رياح الحلو، من كلية التربية بالجامعة الإسلامية، والذي يجري بحثاًعنوان: "الصعوبات التي تواجه معلمي اللغة الإنجليزية في تدريس الأدب المتضمن في كتاب اللغة الإنجليزية للصف الثاني عشر"، في تطبيق أدوات الدراسة على عينة من مشرفي ومعلمي اللغة الإنجليزية، وذلك حسب الأصول.

وتفضوا بقبول فائق الاحترام، ..

د. زياد محمد ثابت
الوكيل المساعد للشئون التعليمية



- نسبة لـ
- السيد/ وزير التربية والتعليم العالي.
 - السيد/ وكيل وزارة التربية والتعليم العالي.
 - السيد/ وكيل الوزارة المساعد لشئون التعليم العالي.

غزة هاتف (08 – 2849711 – 2861409 Fax : (08-2865909) (08 – 2861409)

Appendix (E)
Curriculum Vitae of the Researcher

Hani Ali Rabah El-Helou

CONTACT INFORMATION

Home Address : Tal El-Hawa, Alsifarrah Eltoonisia Street, Hijazi Building
Gaza City, Gaza Strip

Work Address : Ministry of Education & Higher Education – Palestine /Gaza City
Directorate of Education ,West Gaza,
English Language Supervision

E-mail : hanielhelou@hotmail.com

Mobile Phone : 059 - 983 4621

Home telephone : 08 - 282 6689

Work telephone : 08 – 282 6942

PERSONAL DETAILS

Nationality : Palestinian

Date of Birth : 10th Oct, 1956

Place of Birth : Gaza - Palestine

Marital Status : Married + 5 Children

Current Position : Educational Supervisor

ID Number : 912595741

EDUCATION

Dates	Institution & Country	Degree Obtained
2009- 2010	The Islamic University of Gaza - Palestine	M.Ed. Curriculum & Teaching Methods – Very Good
2004-2006	The Islamic University of Gaza - Palestine	Special Diploma of Education

1997- 1998	Al-Aqsa University-Palestine	Special Diploma- English Literature - Very Good
1996- 1997	Al-Aqsa University-Palestine	General Diploma- English Literature - Very Good
1976 - 1980	Faculty of Education Ain Shams University - Egypt	B.A. English Literature & Education – Good

WORK EXPERIENCE

Dates	Name of Employer	Job
2009-	Ministry of Education- Palestine	Supervisor of English
1996- 2009	Ministry of Education- Palestine	Teacher of English (Secondary schools)
1987- 1996	Ministry of Education- Saudi Arabia	Supervisor of English (All Levels)
1982- 1987	Ministry of Education- Saudi Arabia	Teacher of English (Secondary schools)

LANGUAGES

	Listening	Speaking	Reading	Writing
Arabic	Native	Native	Excellent	Excellent
English	Excellent	Excellent	Excellent	Excellent