

**The Impact of Teaching English Literature on EFL
Sudanese Secondary School Students**
*A Case Study of Al- Gadida Secondary School for Girls in Kosti
Municipality at the White Nile State*
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Abstract:

The present study aims to investigate the impact of teaching English literature on secondary schools in improving the students standards in English language. The study is carried in Kosti Municipality at the White Nile State. The data were obtained by two instruments; a questionnaire for teachers and a test for students. The test was given to two classes from the second level in Kosti Al-Gadida secondary school for girls and their number is (80) students for the academic year (2016/2017), while (30) English language teachers from secondary schools in Kosti Municipality responded to the questionnaire. From among them (20) were males and (10) were females. The researchers adopted the descriptive analytical and the experimental methods so as to show the impact of teaching literature in enhancing the standards of secondary school students in English language and in developing reading and writing skills. The data were analyzed by using the Statistical Package for the Social Sciences (SPSS). The basic hypothesis was that teaching literature in secondary schools helps in developing the students' standards in English language. The results of the study confirmed that teaching English literature in secondary schools leads to the development of students' standards in English language. Also it enhances their mastering of both reading and writing skills. Thus, the study recommends that teaching English literature should be started from the basic stage. It is also recommended that students of secondary schools should be encouraged to read English literature inside and outside classrooms. Moreover, literature books should be available in all libraries of secondary schools.

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المستخلص

تهدف هذه الدراسة لبحث اثر تدريس الأدب الانجليزي في المدارس الثانوية في تحسين مستويات الطلاب في اللغة الانجليزية. أجريت الدراسة في محلية كوستي بولاية النيل الأبيض، وجمعت البيانات عبر وسيلتين هما الاستبانة والاختبار. اجري الاختبار لفصلين من المستوى الثاني بمدرسة كوستي الجديدة الثانوية للبنات لعدد (80) طالبة للعام الدراسي (2016/2017م). بينما استجاب (30) معلماً من المدارس الثانوية بمحلية كوستي بملء الاستبانة، من بينهم (20) من الذكور و(10) من الإناث. تبنى الباحثان المنهج الوصفي التحليلي والمنهج التجريبي للتوصل لمعرفة اثر تدريس الأدب الانجليزي في تحسين مستوى اكتساب اللغة الانجليزية وتطوير مهارتي القراءة والكتابة. تم استخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) لمعالجة بيانات الدراسة. وكان الافتراض الأساس في الدراسة أن تدريس الأدب الانجليزي في المدارس الثانوية يساعد في تحسين مستويات الطلاب في اللغة الانجليزية. وقد أوضحت النتائج أن تدريس الأدب الانجليزي في المدارس الثانوية يؤدي لتطوير مستويات الطلاب في اللغة الانجليزية، وكذلك يرقى من ملكاتهم في مهارتي القراءة والكتابة. لذا أوصى الباحثان بان يبدأ تدريس الأدب الانجليزي من مرحلة الأساس، كذلك أوصيا بتشجيع طلاب المدارس الثانوية بالمداومة على قراءة الأدب الانجليزي داخل وخارج الفصول الدراسية، وأيضاً بتوفير كتب الأدب الانجليزي في كل مكتبات المدارس الثانوية.

1. Introduction

1.1 Overview

As a matter of fact, literature is considered as the backbone of any language because it reflects culture, traditions, customs, religions and believes of different groups in the society. Also literature is known as a window through which one can acquaint to all human activities which help a learner to know more about the target group in the society. The integration of literature in language teaching encourages students to read and to experience language in use. Moreover, the study of literature prepares students for literary studies at the university level.

Nowadays teaching literature in schools helps the students very much and enables them to learn more about language. The study of literature assumed to improve the students' vocabulary, mastering the language skills, motivates them to learn English language, develops their abilities of critical thinking and enhances their standards in general. The current study tries to state the impact of teaching literature in secondary schools and its role in improving the standard of English language in order to develop the process of teaching literature.

1.2 Objectives of the study

The study intends to:

- 1- Conduct a survey on the impact of teaching English literature on EFL Sudanese secondary school students.
- 2- Explain how can literature encourage the students to learn language.
- 3- Represent the linguistic benefits that EFL learners will obtain from learning literature at the secondary level.
- 4- Find out the role of teaching literature in enhancing students' standard in EFL learning and in their mastering of reading and writing skills.

5- Find ways of improving the teaching of literature at secondary schools in the Sudan.

1.3 Statement of the problem:

Being teachers of English language, the researchers have noticed that the standard of students in English language is declining annually. Moreover, literature books are not available in secondary schools, besides the lack of qualified teachers who can do this job efficiently due to the absence of training. All the mentioned factors led to the deterioration of the process of teaching literature at secondary schools. So, the purposes of this study is to map the current situation of teaching literature in secondary schools, find out the impact of teaching literature on EFL Sudanese secondary school students and to suggest ways of developing the process of teaching literature in order to promote the standard of students in English language.

1.4 Questions of the study

The problem of this study can be summarized in the form of the following questions:

- 1- What is the impact of teaching literature at secondary schools on the standards of EFL Sudanese secondary school students in English language?
- 2- Does teaching literature to EFL Sudanese secondary school students enhance their mastering of reading skills?
- 3- Does teaching literature to EFL Sudanese secondary school students enhance their mastering of writing skills?

1.5 Hypotheses

The study aims to test the following hypotheses:

- 1- Teaching literature in secondary schools helps in developing the students' standards in English language.
- 2- Teaching literature to EFL Sudanese secondary school students enhances their mastering of reading skills.
- 3- Teaching literature to EFL Sudanese secondary school students enhances their mastering of writing skills.

1.6 Scope of the study

There are four limits in this study which are subject, sample, place and time. So, the present study was restricted to the following:

- i. Subject limit: The impact of teaching literature on EFL Sudanese secondary school students.
- ii. Sample limit:
 - 1) Sudanese EFL teachers of secondary schools "males and females".
 - 2) Female Sudanese EFL secondary school students.
- iii. Place limit: Kosti Municipality at the White Nile State in the Sudan.
- iv. Time limit: The academic year 2016/2017.

1.7 Significance of the study

Findings of the present study might:

- 1- Represent the role of teaching literature in improving the standard of English language at secondary schools and language skills, specifically reading and writing.
- 2- Help EFL teachers in promoting their performance in teaching literature.
- 3- Shed a light on the current status of teaching literature at secondary schools in the Sudan by revealing the sides of strength and weakness.
- 4- Be a useful guide for teachers of English language to develop their techniques and methods of teaching literature.
- 5- Give syllabus designers valuable information about the significance of teaching literature in English for secondary school students and the hindrances facing this process so as to put them into consideration when designing literature syllabuses.

2. Review of Related Literature

2.1 Definition of literature

The term "literature" is to some extent hard to be defined exactly. It is an area of controversy and hard debate. Gillian (1993) described literature as "a world of fantasy, horror, feelings, and visions. . . Put into words. It means to meet a lot of people, to know other different points of view, ideas, thoughts, minds ...to know ourselves better". According to Onuekwusi (2013:5), "Literature is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience". Lazar (2000:1) argues that "literature can be defined as the world of fantasy, horror, feeling and visions but into words"(Cited in Ali nd:5). Burges (2008:9) says that "literature is an art which exploits language". (Cited in Osman (2008).The most general definition can be seen in Moody's approach. According to Moody (1971:1) literature is like an umbrella term giving information on every business". It is defined also by Baird (1969:203) as the use of language effectively in suitable conditions.

According to the researchers' point of view, literature is a creative art of composing poems, writing fiction and drama so as to represent the culture and civilization of the nation.

2.2 Historical background about teaching literature in the Sudan

Abdelrasol (1976:54) states that "The word literature first appeared for the fourth year intermediate. These literature courses were reading lessons. The students at this level used to read as far as Reader VI. In the first year secondary some schools start with reader VII and the corresponding supplementary Readers. Other schools introduce simplified works instead of Readers. These were Oliver Twist, Oxford

Tales told and retold, and Prisoner of Zenda. Each one follows his own choice but the latter group is a minority at the present. As in the earlier level, the literature class is a lesson. The teacher usually divides the lesson into three or four sections depending on the length of the piece concerned. Each section is read by the teacher and the students alternatively. After each reading the teacher asks mainly factual questions to check the students comprehension. During the whole year only two are read from the Readers or the simplified books". (Cited in Ali nd:8).

He further adds, in the second year secondary the Readers and their corresponding supplementary were discontinued at the beginning of this level the students study simplified works in their literature class. In the second or third term (the schools year is three terms) the Longman's essential series was introduced. Books in this series were only edited and simplified. Representative titles were Rajah's Diamond and country of the Blind. The number of books were read do not exceed four. The goal deal aimed at in the second year was to make the students read a great deal by themselves outside the class. The students were encouraged to read and a class library reading period is allotted for this purpose. Though this lesson has its formal aspect, the teacher being present to direct it and answer questions, the students are not examined in these books or in this reading. In third year secondary the transition from simplified to abridged books was supposed to take place. The syllabus of third year includes books like: Animal farm (abridged) and the Monster (Hutchinson abridged). However instead of reading these abridged books the students in third year are introduced to the non-simplified texts of fourth year. In fact the texts of fourth year are the set books for the Sudan school Certificate Examination. Hence the school certificate syllabus is taught in Third Year and Fourth Year. The Sudan School Certificate syllabus of literature consists of two

sections A and B. section A contains plays and poems, section B is novels. The material of the two sections in non-simplified or unabridged terms are changed from year to another. The substitution observes strictly the historical period of each item i.e. a work of the romantic period is always replaced. By another, work of the same period Shakespeare's plays appear yearly (Abdelrasol,1976:55)

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

Regarding the 1980s, Mohamed (2009:1) Stated that the significance of literature in the development of English language is very crucial, because it creates the sense of competition among the learners in terms of developing vocabulary reading skills and spoken skills. He added that "While we were in the intermediate schools in the 1980s we used to keep and memorize the whole chapter of Kidnap and

Jane Eyre. And some of the words I got from those books are still in my memory as unforgettable words because they are related to certain events in the stories. He also says that the books of literature stepped to forward in secondary schools in length and width in other words in their contents and goals. Therefore we were asked to read a book (e.g. Cry the beloved country, Arms and the Man) during a week then we represent it in the class. That it was a real challenge for the students to develop their skills. However, in the 1990s the English literature was excluded from the syllabus of English language in Sudan which led to a great damage in the standard of English language (Abdelrasol,1976:59). Some years later literature is introduced again to the English syllabus".

According to the researchers, teaching literature plays an important role in developing teaching English language in secondary schools. Its exclusion from the syllabus affected mostly in the process of EFL teaching and learning in the Sudan. So, a careful investigation about its benefits should be undertaken seriously for better outcomes.

2.3 Why teach literature?

It is very important to provide a reasonable answer for the question that why do we teach literature. According to Collie and Slater (1990:3) there are four reasons which lead a language teacher to use literature in classroom . These are valuable authentic materials cultural enrichment . In addition to these four main reasons university non- triviality personal relevance variety interest economy and suggestive power. According to Obediat (1997), literature can help learners obtain a competence in target language, learn the usage of idiomatic expressions, speak accurately, and become more fluent and creative in the target language. Cited in Babae 2014:81), Widdowson (1983:34) stated the major aims of literature in ELT classes in a very general way. Clearly literature aims at exposing the learners to the cultural

components of the target language, it enlarges their lexical knowledge and develops their reading skills by allowing them read long passages and attempting to provide personal interpretation and judgments (Collie and Slater, 2001). Brumfit and Carter (1986) clarified that the learning of language through literature may improve the students' acquisition of particular language skills such as inferring meanings from clues in the text, reading between the lines and coping with figurative and ambiguous language use. Povey (1972:187) explains the aims of using literature in ESL classes by stating that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax".

The researchers believe that literature is beneficial for enhancing learners' Performance in language learning, specifically in developing the four skills, vocabulary, grammar, communication and increasing the awareness about the culture of the target language.

2.4 Teaching literature and the development of students' standard in language learning

Gjuzeleva (2015:23) states that "The linguistic criterion relates to the fact that literary texts provide FL learners with genuine, authentic samples of language use, widely ranging in text type and/or genre, register and style. They are a rich source of contextualized linguistic input, exemplifying correct and situationally appropriate use of grammatical structures and lexical items". Tehan et al (2015:46) states that "an essentialist position supports the argument that the study of literature can facilitate the development of language proficiency (Lazar, 1993; McKay, 1982; Widdowson, 1984)".

In the researchers' opinion, teaching literature to secondary school students leads to the development of the process of their language learning by enhancing their

mastering of the major skills, vocabulary and grammatical competence.

2.5 Teaching literature and reading skill

Strong (1996:291) argues that literature should form an important part of any language teaching class because it offers a rich source for learning reading. Amer (2012:2) states that "Recent research shows that literature can play a positive role in L2 learning (Cho, Ahn, and Krashen, 2005; Hess, 2006). Learners show increase in vocabulary (Wang and Guthrie, 2004), and significant gain in reading comprehension (Holden, 2003). In addition, literature provides L2 learners with a combination of pleasurable and comprehensible texts (Krashen, 2004). This will help learners to develop a positive attitude towards reading in a second language". Ozkan and Tongur (2014:67) state that "Through extensive or intensive reading of works of literature, students are exposed to lexical items that are embedded within natural linguistic applications (Brumfit and Carter, 1986). This exposure further enables language learners to gradually acquire meanings as native speakers do. Since they are contextualized, these texts provide learners with a wide variety of registers, text types and styles that are at different difficulty levels. Here, literature gains importance since it may be used as one of the basic components of reading comprehension".

According to the researchers' point of view, literature and reading are closely related in terms of strengthening the vocabulary wealth and the ability of comprehension.

2.6 Teaching literature and writing skill

Osman (2008:20) believes that literature has a strong relation with other language skills especially writing. Therefore mastering literature can help learners to enrich their abilities in writing, because literature feeds thinking and enriches vocabulary.. According to Parkinson and Thomas (2000:9-11), literature serves as a good model for good

writing; it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language"(Cited in Yilmaz 2012:87). Hismanglo (2005:6) maintains that "Literature can be a potent and motivating source for writing in ESL/EFL, both as a model and a subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and/or style".

The researchers think that teaching literature paves the way of students to master writing skill through knowing new and different styles of writing and increasing the private lexicon. According to the researchers, the teacher of literature in English is a facilitator, director, motivator of the students to appreciate learning literature. He should exert much efforts to encourage his learners to expand their imaginations while reading genres of literature. The ultimate goal behind that is to enable students to acquire language easily.

2.7 Problems of teaching and learning literature

A number of difficulties facing teachers as well as students when teaching and learning literature. Mohamed (2016:38) states that "one of the major problems that face the teacher of literature is the text. In some texts, the length and the time that is needed to teach literature. Coping with the length of some novels is a real problem that faces teachers as well as students in literary courses. Another problem may appear that concern the complexity and difficulty of the vocabulary that used by the writer. Sometimes the reader is faced by strange words especially in poetry. It isn't only difficult for the student, but also the teacher himself. Some of the words are no longer in use". He added that the socio-cultural barriers are other problems that can be added to the picture. There is a huge gap between the students and the text due to the cultural, social differences and political misunderstanding".

Brumfit and Carter (1986) maintain that "literature as a resource in the ESL classroom is quite useless as many of the SL learners do not possess the necessary linguistic and literary competency to handle the texts". Bobkina and Dominguez (2014:251) state that "The most common problem is language itself, more specifically, syntax and vocabulary. Literary vocabulary and grammatical structures are often considered to be too complicated, making reading a highly demanding activity". Neranjani (2011) states that Long (2000) has pointed out to two problems the teachers face in teaching English Literature for the learners whose first language is not English. Most Literary texts were unfamiliar and inaccessible to the non-native speakers of English. On the other hand, modern English is easier for the students to comprehend, but they too present problems of comprehension for they mostly break language rules and writing conventions. Chandrasena (2006) argues that "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". (Cited in El-Helou (2010: 45).

The researchers believe that the most obvious areas of difficulty in teaching and learning literature appear in the weakness of students in literary comprehension due to the lack of enough knowledge of English language, specifically in vocabulary and in the awareness of grammatical structure of literary works.

3. Methodology of the Study

3.1 Research design

A descriptive analytical method in addition to experimental method were employed to show the impact of teaching literature on the standards of secondary school students.

3.2 Description of the study population

The study population consisted of two types. The first population of the study consisted of female Sudanese second class secondary school students from Al-Gadida Secondary school in Kosti Municipality at the White Nile State in the Sudan. Their number was (100) students. The second population of the study was all teachers of English language from secondary schools in Kosti Municipality at the White Nile State in the Sudan. The total number of schools is (10) and the number of EFL teachers is (165).

3.3 Description of the study samples

The study sample consisted of two types. The first sample of the study consists of (80) female students from second class in Al-Gadida Secondary school in Kosti Municipality at the White Nile State. The students were divided into two groups (40) students who studied literature and the other group of (40) who didn't study literature. They were at the same school, gender (females), ages (16) and level (second level).

Both the students who studied literature and who didn't were given the same written test to answer. They were given half an hour to answer the test questions. The aims of the test were:

- 1- To measure the student's general standard in English language.
- 2 - To measure the students' mastering of reading skill.
- 3- To measure the student's knowledge of writing skill.

The purpose of the test was to reveal whether the study of literature has a positive impact on the students' standard in English language or not. The researcher divided them into two groups according to their knowledge of literature. The (80) female secondary school students were chosen from the same school. The two experimental groups were studying at the second level. All the students who participated in this study were at the same age, gender and level. The students were divided into two groups. forty students who studied literature and the other forty who didn't were chosen to conduct the experiment.

Table (3.1): Distribution of students based on study class

| No. | Class | Number | Percentage |
|-----|-----------------------|--------|------------|
| 1 | Second year Group (A) | 40 | 50% |
| 2 | Second year Group (B) | 40 | 50% |
| | Total | 80 | 100% |

The second sample of the study was (30) teachers of English language at secondary schools in Kosti Municipality. From among the subjects, (20) were males and (10) were females.

Table (3.2): Distribution of teachers based on gender

| No. | Gender | Number | Percentage |
|-----|--------|--------|------------|
| 1 | Male | 20 | 66.7% |
| 2 | Female | 10 | 33.3 |
| | Total | 30 | 100% |

3.4 Data collection instruments

In this study two instruments were used for data collection:

- 1- A written test given to secondary school students.
- 2- A questionnaire for teachers.

3.4.1 The students' test

The test consists of (14) questions and each one measures one of the three hypotheses in the study. It takes about (60) minutes to be finished. The questions and the vocabulary in the test were suitable and clear for the students to answer. The test was given to two different students in the same schools, the students who studied literature and those who didn't. The test was meant to measure the general performance, and the way in which the students read and write. After the researchers obtained a permission from the selected school to test their second level students, she prepared a test to measure the main objectives of the study. A number of (80) students participated in the experiment. The students from both groups ought to answer a written test. The participants share these characteristics:

- 1-They are the same age and in the same level (2nd year secondary school)
- 2- The same location (Kosti Municipality in Sudan).
- 3-They have the same linguistic background.
- 4- They are all Sudanese students.
- 5-They are all females.

3.4.2 The questionnaire for teachers

A questionnaire was designed for teachers who teach English at secondary schools in Kosti Municipality at the White Nile State. It consists of (12) items and has (5) options which are agree, strongly agree, undecided, disagree, strongly disagree. The main purpose of the questionnaire is to investigate the impact of teaching literature in Sudanese secondary schools. (30) Teachers from different schools were

asked to participate in filling the questionnaire which was distributed randomly. The items were designed to serve the purposes behind the study. They were investigated the impact of teaching literature on the standard of students and on their reading and writing skills. The questionnaires' data were analyzed statistically by using the Statistical Package for the Social Sciences (SPSS) so as to test the hypotheses of the study.

3.5 Procedures

The following procedures were followed in conducting and analyzing the teachers' questionnaire:

The questionnaire validated by using two methods which are expert-validation by associated and assistant professors in English language from El-Imam El-Mahdi University and Open University of Sudan. The second method was Pearson correlation coefficient. The equation of Spearman Brown and Cronbach's Alpha were applied to measure the reliability of the teachers' questionnaire. The first step of the questionnaire's analysis was the transferring of the data obtained from it to Microsoft Excel spreadsheet. Then the participants names were coded into numbers to hide their identities. The statistical methods used to measure the relationships between the variables. All the data collected from the questionnaire were computed, and results were analyzed statistically according to the questions and hypotheses of the study to find out the impact of teaching literature on students' standard, reading and writing skills.

Statistical means which were used for data analysis were percentages, mean, degree of freedom, significant level (sig. 2-tailed), test value, standard -deviation, Pearson Correlation Coefficient, Spearman Rank Correlations, Spearman- Brown equation, T-test, the equation of Cronbach's Alpha and The Statistical Package for the Social Sciences (SPSS) was used for the processing of the study data.

3.6 Reliability and validity of the questionnaire

3.6.1 Pilot study of the questionnaire

To know the standard characteristics of the items of the questionnaire in its modified version which consisted of (12) items based on the experts instructions, the researcher applied it in an exploratory sample with a size of (20) subjects selected randomly from the population of the present study. After correcting the responses, data were entered to the computer. Then the researcher applied the content validity through checking the internal consistency of the items.

3.6.2 The internal consistency of the items

To find out the consistency of the questionnaire's items with each other, the researcher calculated the correlation coefficient of the scores of each item with the total score of the questionnaire. The following table shows the results of this procedure.

Table (3.3): Pearson correlation coefficients of the scores of items with the total score of the questionnaire (n= 20).

| Development of standard | | Development of reading skill | | Development of writing skill | |
|-------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|
| Item | Correlation factor | Item | Correlation factor | Item | Correlation factor |
| 1 | .362 | 4 | .642 | 7 | .569 |
| 2 | .482 | 5 | .717 | 8 | .569 |
| 3 | .509 | 6 | .618 | | |
| | | 9 | .744 | | |
| | | 10 | .617 | | |
| | | 11 | .523 | | |
| | | 12 | .325 | | |

3.6.3 Reliability of the questionnaire

Data analysis began with estimating the instrument's reliability. The equation of Cronbach's Alpha and the split half (Spearman-Brown) were applied to measure the reliability of the questionnaire. The estimation was done through the spilt-half method by dividing the questionnaire into two halves as alternate forms. The "halves reliability" estimate was stepped up to the full questionnaire length by using the Spearman – Brown Coefficient formula. The mean of spilt-half coefficient which was used to estimate the internal consistency of the questionnaire is the equation of cronbach's Alpha. The results shown in the following table:

Table (3.4): Reliability factors of the study population

| Variable | Final number of items | Cronbach's Alpha | Reliability after correction |
|------------------------------|-----------------------|------------------|------------------------------|
| Development of standard | 3 | .571 | .694 |
| Development of reading skill | 7 | .841 | .879 |
| Development of writing skill | 2 | .719 | .726 |

Cronbach's Alpha for development of standard is $(.571) = .57$ which indicates a high degree of reliability.

Cronbach's Alpha for development of reading skill is $(.841) = .84$ which indicates a high degree of reliability.

Cronbach's Alpha for development of writing skill is $(.719) = .72$ which indicates a high degree of reliability.

3.6.4 Validity of the questionnaire

Validity refers to the extent to which the data collection procedure measures what it intends to measure (Seliger and Shohamy 1989:188). To measure the validity of the questionnaire, the researcher used the method of expert-validation. So, the questionnaire designed by researcher (2017) administered to reviewers of assistant professors in English language at El-Imam El-Mahdi University and Open University of Sudan to ensure the validity of content accompanied by a letter included the aims and objectives, statement of the research problem, questions, hypotheses and variables. The experts were asked to check every item in the light of the objectives and the variables of the research. They suggested that some items should be reduced, separated and changed by another. At last, the opinions of all reviewers indicated the suitability of the scale for application. Then the researcher did all the required modifications of the scale.

3.6.4.1 Validity as a square root of the reliability

The square root of the reliability of the development of standard which is $(.571) = 0.76$ and indicates a high degree of validity.

The square root of the reliability of reading skill which is $(.841) = 0.92$ and indicates a high degree of validity.

The square root of the reliability of writing skill which is $(.719) = 0.85$ and indicates a high degree of validity.

4. Data Analysis, Findings and Discussion

4.1 Introduction

In this section, the presentation of results of students' questionnaire was presented sustained with tables and graphs followed by the discussion.

4.2 Presentation of results of the three research questions and their hypotheses

This section dealt with the presentation of results of the three research questions and hypotheses.

4.2.1 Presentation of question and hypothesis (1)

Question (1): What is the impact of teaching literature on the standards of EFL Sudanese secondary school students in English language?

Hypothesis (1): Teaching literature in secondary schools helps in developing the students' standards in English language.

In order to answer the question and test the hypothesis, a one sample T- test for a medium of one-destination community was applied. The table below represents this procedure.

Table (4.1): Relationship between teaching literature and development of students' standards in English language

| Dimension | Arithmetic mean | Std. deviation | Test value | T | df | Sig. (2-tailed) | Deduction |
|---|-----------------|----------------|------------|--------|----|-----------------|-----------|
| Development of standard in English language | 13.3000 | 1.48904 | 9 | 15.817 | 29 | .000 | High |

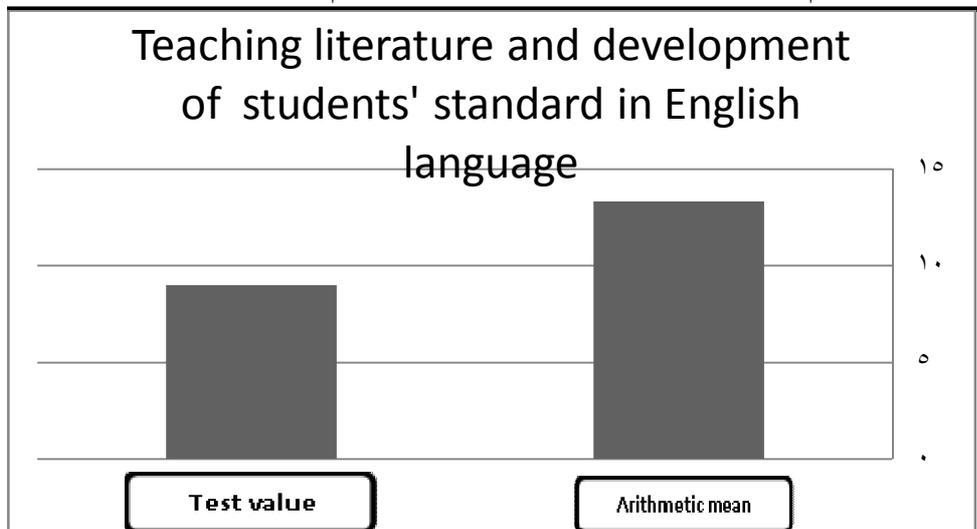


Figure (4.1) Relationship between teaching literature and development of students' standard in English language

Table and figure (4.1) show that the T value is (15.817) at a significant level (.000) which is less than (.05). The arithmetic mean is (13.3000) which is greater than the test value (9). This indicates a great relationship between teaching literature and development of students' standard in English language. Thus, the hypothesis is confirmed.

4.2.2 Presentation of question and hypothesis (2)

Question (2): Does teaching literature to EFL Sudanese secondary school students enhance their mastering of reading skills?

Hypothesis (2): Teaching literature to secondary school students enhances their mastering of reading skills.

In order to answer the question and test the hypothesis, a one sample T-test for a medium of one-destination community was applied. The table below represents this procedure.

Table (4.2): Relationship between teaching literature and development of students' reading skill in English language

| Dimension | Arithmetic mean | Std. deviation | Test value | t | df | Sig. (2-tailed) | Deduction |
|--|-----------------|----------------|------------|--------|----|-----------------|-----------|
| Development of students' reading skill | 31.0667 | 3.69467 | 21 | 14.924 | 29 | .000 | High |

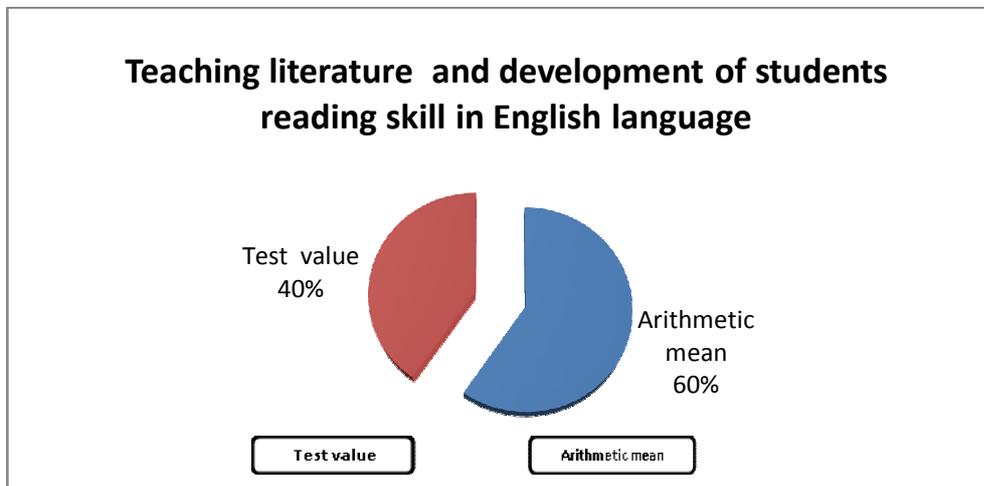
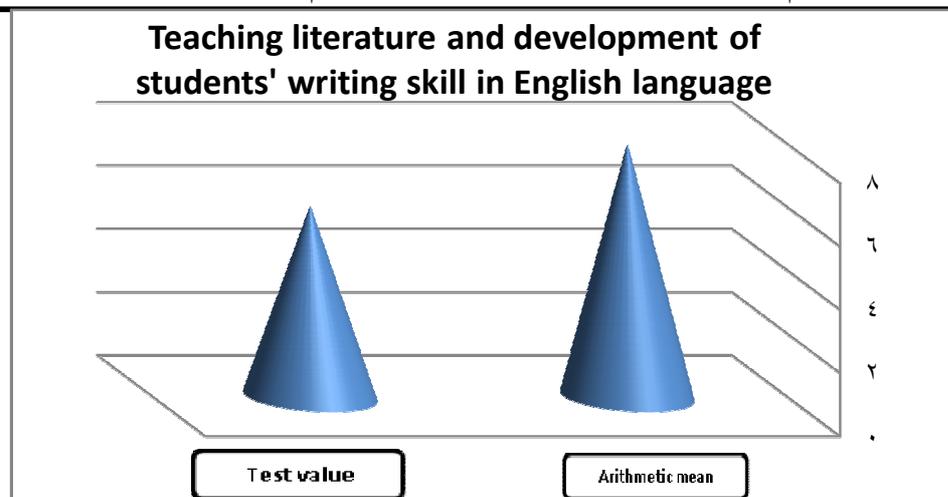


Figure (4.2): Relationship between teaching literature and development of students' reading skill in English language

Table and figure (4.2) show that the T value is (14.924) at a significant level (.000) which is less than (.05). The arithmetic mean is (31.0667) which is greater than the test value (21). This indicates a great relationship between teaching literature and development of students' reading skill in English language. Thus, the hypothesis is accepted.



4.2.3 Presentation of question and hypothesis (3)

Question (3): Does teaching literature to EFL Sudanese secondary school students enhance their mastering of writing skills?

Hypothesis (3): Teaching literature to EFL Sudanese secondary school students enhances their mastering of writing skills.

In order to answer the question and test the hypothesis, a one sample T-test for a medium of one-destination community was applied. The table below represents this procedure.

Table (4.3:) Relationship between teaching literature and development of students' writing skill in English language

| Dimension | Arithmetic mean | Std. deviation | Test value | t | df | Sig. (2-tailed) | Deduction |
|--|-----------------|----------------|------------|-------|----|-----------------|-----------|
| Development of students' writing skill | 7.9667 | 1.65015 | 6 | 6.528 | 29 | .000 | High |

Figure (4.3): Relationship between teaching literature and development of students' writing skill in English language

Table and figure (4.3) show that the T value is (6.528) at a significant level (.000) which is less than (.05). The arithmetic mean is (7.9667) which is greater than the test value (6). This indicates a great relationship between teaching literature and development of students' writing skill in English language. Thus, the hypothesis is confirmed.

4.3 Students' test results

4.3.1 Students general standard results

Table (4.4): Students' general standards' results in literature

| Literature study | No. of students Passed | percentage | No. of students Failed | percentage | Total |
|-------------------------|------------------------|------------|------------------------|------------|-------|
| Studied literature | 30 | 75% | 10 | 25% | 40 |
| Didn't study literature | 22 | 55% | 18 | 46.2% | 40 |
| Total | | | | | 80 |

As shown in table (4.4), concerning students' general standards' results in literature, it is noticed that, the results of the students who studied literature were better compared with those who didn't. 30 out of 40 students who studied literature passed the test while only 10 students failed. On the other hand, the students who didn't study literature, 22 out of 40 students passed the test while 18 students failed in it. This result supports the finding of the questionnaire which proves that teaching literature in secondary schools helps in developing the students' standards in English language and consequently confirms hypothesis (1).

4.3.2 Students reading skill results

Table (4.5): Students reading skill results

| Literature study | No. of students Passed | percentage | No. of students Failed | percentage | Total |
|-------------------------|------------------------|------------|------------------------|------------|-------|
| Studied literature | 36 | 90% | 4 | 10% | 40 |
| Didn't study literature | 28 | 70% | 12 | 30% | 40 |
| Total | | | | | 80 |

The students' reading skill results in literature as shown in table (4.5) revealed that students who studied literature were better compared with those who didn't. 36 out of 40 students who studied literature passed the test while only 4 students failed. On the other hand, the students who didn't study literature, 28 out of 40 students passed the test while 12 students failed in it. This result supports the finding of the questionnaire which proves that teaching literature to secondary school students enhances their mastering of reading skills and consequently confirms hypothesis (2).

4.3.3 Students writing skill results

Table (4.6): Students writing skill results

| Literature study | No. of students Passed | percentage | No. of students Failed | percentage | Total |
|-------------------------|------------------------|------------|------------------------|------------|-------|
| Studied literature | 19 | 47% | 21 | 53% | 40 |
| Didn't study literature | 11 | 27% | 29 | 73% | 40 |
| Total | | | | | 80 |

Concerning the students' writing skill results and from table (4.4), it is noticed that, the results of the students who studied literature were better compared with those who didn't. 19 out of 50 students who studied literature passed the test while 21 students failed. On the other hand, the students who didn't study literature, 11 out of 40 students passed the test while 29 students failed in it. This result supports the finding of the questionnaire which proves that teaching literature to secondary school students enhances their mastering of writing skills and consequently confirms hypothesis (3).

4.4 Findings

The present study was conducted to find out some answers to the three questions of the research and test the three general hypotheses. It has been conducted to investigate the impact of teaching literature on EFL Sudanese secondary school students. The data was statistically processed by using (SPSS) program. Mean and standard deviation were used to examine the effect of teaching and studying literature on the students' standard in EFL learning and on their mastering of reading and writing skills. It is clear that the students who study literature were found to be better performers, thinkers and with lots of experiences.

Based on the above procedures, the researchers have come with the following findings:

- 1) Teaching English literature in secondary schools leads to the development of students' standards in English language.
- 2) Teaching English literature in secondary schools enhances students mastering of both reading and writing skills.

4.5 Discussion of the findings of teachers' questionnaire and students' test

In the present study, the outcome of data analysis of the teachers' questionnaire and students' test have shown that teaching literature improve standard of students in EFL learning. This result agreed with Tehan et al (2015) who states

that "an essentialist position supports the argument that the study of literature can facilitate the development of language proficiency ". The results of the study also indicated that there is a great relationship between teaching literature and development of students' reading skill in English language. This finding was also noticed by Strong (1996) who argues that literature should form an important part of any language teaching class because it offers a rich source for learning reading. The findings of the present study also revealed that there is a great relation between the studying literature and mastering of writing skill. Osman (2008) supported that finding by saying that literature has a strong relation with other language skills especially writing. Therefore mastering literature can help learners to enrich their abilities in writing, because literature feeds thinking and enriches vocabulary.

5. Conclusion, Recommendations and Suggestions for

further studies

5.1 Conclusion

The primary purpose of this study was to examine the impact of teaching English literature in secondary schools. The study has shown that teaching literature in secondary schools is very important for developing students general standard in EFL learning and for enhancing their mastering of reading and writing skills. It can be concluded that literature helps in developing students general performance in language learning and enhancing the skills of language.

5.2 Recommendations

Based on the findings of this study, the following recommendations can be made:

5.2.1 Recommendations for teachers of English language

- 1- Teachers should encourage students to discuss, imagine, read and retell the stories in order to increase their motivation and appreciation of literature.
- 2- Teachers of English language are recommended to adopt modern teaching methods in teaching literature in English.
- 3- Students of secondary school should be encouraged to read literature inside and outside classrooms.
- 4- Students should have home reading for literature besides class reading.
- 5- Audio-visual aids should be used in teaching literature to create good atmosphere for students and to facilitate the process of teaching literature.
- 6- English culture should be concentrated on in literature courses to motivate the students to learn English.
- 7- There should be training for teachers in techniques of teaching literature for perfect performance in teaching.

5.2.2 Recommendations for administrations of secondary schools

- 1- Literature books should be available in secondary schools.
- 2- School libraries should be established in each secondary school with modern and adequate recourses.
- 3- Administrations of secondary schools are recommended to establish small theatres to capture interest and motivate students to interact with literature lessons.
- 4- Teaching instruments for enhancing teaching literature should be available in secondary schools.

5.2.3 Recommendations for syllabus designers

- 1- Teaching literature should be started from the basic stage.
- 2- A comprehensive needs analysis should be made for developing literature syllabuses in secondary schools.
- 3- Some famous literary works for Sudanese authors should be introduced to the syllabuses of literature in secondary schools.

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