المستخلص:

أجريت هذه الدراسة بولاية غرب كردفان - مدينة الفولة - جامعة السلام - كلية التربية في العام الدراسي 1960-1961. هدفت هذه الدراسة إلى استعراض بعض طرق التدريس التي يمكن أن تفعل في مجال تدريس الأدب الإنجليزي، وخاصة في المستوى الجامعي. استخدمت الدراسة المنهج الوصفي التحليلي والاستبانة، وكانت عينة الدراسة عشرون (20) طالباً وطالبة في المستوى الرابع - تخصص اللغة الإنجليزية - واعتمدت هذه الورقة على المراجع والكتب والشبكة العنكبوتية لجمع المعلومات. وقد توصلت الدراسة إلى نتائج من أهمها أن كل المفحوصين يوافقون على أن الأدب الإنجليزي يعمل على تطوير مهارات الاستماع، وأن 75% منهم يوافقون على أن الأدب الإنجليزي يعمل على تحسين مهارات القراءة، بينما أكد 50% من المفحوصين أن الأدب الإنجليزي يعينهم في تحسين مهارات الكتابة. وقد أوصت الدراسة بتزويد المكتبة بكتب الأدب الإنجليزي، وكذلك ضرورة استخدام الوسائط المتعددة في تدريس الأدب لتسهل فهمه على الطلاب.

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Abstract
This study has been carried out in West Kordofan State –Al-Fula town on students of Alsalam University –Faculty of Education during the Academic Year (2016-2017 AD). This paper aimed at exposing some approaches in Teaching English literature ,which could be used at university level. The study followed the descriptive analytical method and a questionnaire as a tool. The sample of the study is twenty (20) students of fourth level whom major English Language. The study depended up on books ,references and websites for completing information Thus, the study reached some results ,the most important of which are: Most respondents (100%) agreed that Literature improves their listening skills,75% agreed that literature improves their reading skills and 50% of the respondents agreed that literature helps them improve their writing skills. The study recommended that: Library had be supplied with literature books, the necessity of using multimedia in teaching literature to facilitate students' understanding.

Introduction
English literature has a great role in developing student's awareness over English Language. Yet it is important, but there is some negligence occurs in teaching field, especially in most Educational levels, which English is used as Second language. So, this paper is an attempt to encourage syllabus designers and teachers to consider using literature through their available methodologies. In addition, the role of students is to cope with literature to develop their learning skills. On the other hand, literature helps students to understand and acquire linguistic aspects which represented by syntax within sentence- structure through writers' styles. Thus, literature facilitates language acquisition through reading different literary texts from different fields of knowledge. Also, in this paper modern techniques are represented for English language teachers to guide them teach English literature in general. Therefore, exploiting different approaches helps teachers and students for developing competence and performance. In this paper, the focusing is on the ways which teachers can use them to deal with teaching literature.

The problem of the study: Literature is problematic for university students who major English language .They face difficulties in reading and understanding literary texts. Besides, they ignore the simple techniques for how to find words meaning, getting main ideas of the text
and giving whole picture of the text. To solve this problem, students have to practice reading literary texts excessively for different aspects of knowledge. In addition, teachers have to encourage students to cope with literature books by means of developing their skills and promote their communicative competence and performance.

**Questions of the study**

1- To what extent does literature help students for developing reading skills?
2- How do students respond to read literary texts for enjoyment?
3- What shall teachers do to facilitate English literature for their students?

**Hypotheses:**

If students are exposed to literature by using simple techniques and specific method, their attitudes toward reading literature will become better. Therefore, literature can help students for developing reading skills. In addition to, they respond to read literary texts for different purposes if their teachers facilitate them.

**Objectives of the study**

1- To alarm the teachers for renewing teaching techniques.
2- To add new issues specifically in English Language Teaching domain.

**Method of the Study:**

The paper aimed at using the Descriptive Analytical Method for describing and analyzing scientific data according to facts.

Sample of the study is (20) students at Alsalam University in Faculty of Education who specialized in English Language –Fourth level during the Academic year (2016-2017).

**Instrument:** data collected through a questionnaire distributed to the sample of the study, then collected for analysis. For data analysis, percentage is used statistically.

**Significance of the study:**

The study is very significant because it clarified the role of literature in English Language Teaching domain. It also attempted to illustrate some techniques so as to be used in the field.
Delimitations: The study is limited in West Kordofan State – Al-Fula town- at Alsalam University – Faculty of Education during the academic year (2016 -2017) on (20) students who specialized in English Language. The study focused on Literature.

Key words: Literature, approaches, language-based.

Definition of literature: Lazar (1997) states that: different teachers as define literature: “the use of language to evoke a personal response in the reader or listener.” Then she adds “Literature means to meet a lot of people, to know other different points of view, ideas, thoughts, minds…to know ourselves better”. (1997:1) Literature has many definitions, but here is restricted concisely.

Reasons for using Literature in Classroom:
There are different reasons for using literature in the classroom. They can be represented by the following. As Lazar (1997) argues that literature should be used with students. Firstly, that literature is authentic material. Secondly, literature encourages interaction. Thirdly, literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions. Brumfit and Carter (1984)argue that literature will increase all language skills, because it will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. (1984:191)

Other reasons added by Clandfield(2017) and says that “Literature lessons can lead to public displays of student output through posters of student creations e.g. poems, stories or through performances of plays. So for a variety of linguistic, cultural and personal growth reasons, literary texts can be more motivating than the referential ones often used in classrooms”. http://www.teachingenglish.org.
Ozkan and Nejat (2014) mention that “While reading literary texts, students have a variety of literary experiences, that is, meta-cognitive awareness, activation and application of previous knowledge, drawing inferences, making predictions, summarizing, analyzing and synthesizing information, developing and answering their own questions. That is why literature is significant in reading comprehension and therefore in ELT”. Ozkan (2014: 68)

These are only some examples of suitable reasons about why using literature in EFL Classroom. Yet, there are some approaches with techniques, teachers need them for teaching literature.

**Approaches in Using Literature**

**Definition of approach:**

Rashid says that according to Antony (1963) that an approach is “a set of assumptions dealing with the nature of language, learning and teaching”. Besides that Brown (2001) defines an approach as “theoretical well-informed positions and beliefs about the nature language, the nature of language learning and the applicability of both to pedagogical settings”. Rashid (2010:90)

In English Language Teaching domain, there are different methods, and approaches to be used by teachers. Then they can select which is available according to students’ environment. Thus, this paper tried to concentrate on some approaches as samples for helping teachers and students to deal with literature.

1. **The language – based Approach:**

This approach has its methodological assumptions which concern that the studying the language of literary text will help to integrate the language and literature syllabuses more closely. Then detailed analysis of the language of literary text will help learners to make meaningful interpretations or
informed evaluations of it. Hence, students will increase their general awareness and understanding of English. Besides, students are encouraged to draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgments of the text. In addition to, material is selected for the way it illustrates certain stylistic features of the language and to its literary advantage. Lazar (1997:23) . Brumfit (1984) points out that selecting the text is only the first step and then how to deal with it in the classroom.(1984:194)

2-Literature as Content
Lazar (1997) argues about the methodological assumptions of literature as content is the most traditional approach used frequently in education for tertiary. Literature itself is the content of the course. It concentrates on areas such as the history and characteristics of literary movements including the social, political and historical background to the text. The latter represented by literary genres and rhetorical devices, etc. Students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them. The mother tongue of the students may be used to discuss the texts, or students may be asked to translate texts from one language into another. Texts are selected according to their importance as part of a literary law or tradition.(1997:24)

3-Literature for personal Enrichment
Lazar (1997) states the methodological assumptions point that literature is a useful instrument for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English, and hence supports acquisition. Also it could be excellent stimulus for group work. Brumfit notes that most important to the reader in
aesthetic reading is the enjoyment attained by interacting with the text. (1984:195)

4-Stylistics in the Classroom

Lazar (1997) says this method can guide students towards a more sensitive understanding and appreciation of the literary text itself. Stylistics has two main objectives: to enable students to make meaningful interpretations of the text itself, and to expand students ‘knowledge and awareness of the language in general. In addition to, provides students with excellent language practice. Lazar (1997:30)

That means the stylistics play a great role in teaching literature, because of it has different practical sides. Also, these activities can be devised through stylistic analysis strategy as below within two steps:

Step 1: While looking at a particular text, note down any linguistic features which are particularly noticeable. These features may be noticeable because they return with unexpected frequency in the text; because they deviate slightly from what might be considered more grammatically or lexically usual; or because, if these features paraphrased or rewritten in a slightly different way , a very different effect would be created.

Step 2: develop a series of questions which alert students to these features, and encourage students to reach an interpretation or appreciation of the text bearing these features in mind. Lazar (1997:32)

Models of teaching literature in class

There have been different models suggested on the teaching of literature to students. How the teacher will use a literary text depends on the model they choose.

1-The cultural model views a literary text as a product. This means that it is treated as a source of information about the target culture. It is the most traditional approach, often used in
university courses on literature. The cultural model will examine the social, political and historical background to a text, literary movements and genres. There is no specific language work done on a text. This approach tends to be quite teacher-centred. http://www.onestopenglish.com

2-The language model aims to be more learner-centred. As learners proceed through a text, they pay attention to the way language is used. They come to grips with the meaning and increase their general awareness of English. Within this model of studying literature, the teacher can choose to focus on general grammar and vocabulary or use stylistic analysis. Stylistic analysis involves the close study of the linguistic features of the text to enable students to make meaningful interpretations of the text – it aims to help learners read and study literature more competently. http://www.onestopenglish.com

3- The personal growth model is also a process-based approach and tries to be more learner-centred. This model encourages learners to draw on their own opinions, feelings and personal experiences. It aims for interaction between the text and the reader in English, helping make the language more memorable. Learners are encouraged to “make the text their own”. This model recognises the immense power that literature can have to move people and attempts to use that in the classroom. http://www.onestopenglish.com

Attached below are two lessons which draw on a combination of the language approach and the personal growth approach. Both are based on short texts: either extracts or poems. http://www.onestopenglish.com

DIY literature lesson plan: (DIY= Do It Yourself )

Clandfield (2017) illustrates that “this (Do it yourself) is a sort of lesson plan works well for extracts from stories, poems or extracts from plays”.
Stage one: Warmer

Two different possible routes you can take for this stage:

- Devise a warmer that gets students thinking about the topic of the extract or poem. This could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between you and the class or a brainstorming of vocabulary around that topic. Devise a warmer that looks at the source of the literature that will be studied. Find out what the students already know about the author or the times he/she was writing in. Give the students some background information to read (be careful not to make this too long or it will detract from the rest of the lesson; avoid text overload!). Explain in what way this piece of literature is well-known (maybe it is often quoted in modern films or by politicians). This sort of warmer fits more into the cultural model of teaching literature.


Stage two: Before reading

This stage could be optional, or it may be a part of the warmer.

Preparing to read activities include:

- Pre-teaching very difficult words (note: pre-teaching vocabulary should be approached with caution. Often teachers “kill” a text by spending too much time on the pre-teaching stage. Limit the amount of words you cover in this stage. If you have to teach more than seven or eight there is a good chance the text will be too difficult.)


- Predicting. Give students some words from the extract and ask them to predict what happens next. If it is a play, give them a couple of lines of dialogue and ask them to make predictions about the play. Giving students a “taste”. Read the first bit of the extract (with
their books closed, or papers turned over) at normal speed, even quickly. Ask students to compare what they have understood in pairs. Then ask them to report back to you. Repeat the first bit again. Then ask them to open the book (or turn over the page) and read it for themselves. http://www.teachingenglish.org.

- **Stage three: Understanding the text**
  Often with extracts or poems, you like to read the whole thing to your students so that they can get more of a “feel” for the text. With very evocative pieces of literature or poetry this can be quite powerful. Then you let students read it to themselves. http://www.

- It is important to let students approach a piece of literature the first time without giving them any specific task other than to simply read it. One of the aims of teaching literature is to evoke interest and pleasure from the language. If students have to do a task at every stage of a literature lesson, the pleasure can be lost. Once students have read it once, you can set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions (e.g., Why do you think X said this? How do you think the woman feels? What made him do this?) Clandfield (2017)

**Stage four: Understanding the language**
At this stage, get to grips with the more difficult words in the text. See how many of the unfamiliar words students can get from context. Give them clues. You could also look at certain elements of style that the author has used. Remember that there is some use in looking at non-standard forms of language to understand the standard. If appropriate to the text, look at
the connotation of words which the author has chosen. For example, if the text says “She had long skinny arms,” what does that say about the author’s impression of the woman? Would it be different if the author had written “She had long slender arms”? http://www.teachingenglish.Clandfield (2017)

Stage five: follow up activities
Once, you have read and worked with your piece of literature it might naturally lead on to one or more follow up activities. Here are some ideas:

Using poems
- Have students read each other the poem aloud at the same time, checking for each other’s pronunciation and rhythm. Do a whole class choral reading at the end. http://www.Clandfield(2017)
- Ask students to rewrite the poem, changing the meaning but not the structure.
- Ask students to write or discuss the possible story behind the poem. Who was it for? What led to the writing of this poem?

Have a discussion on issues the poem raised and how they relate to the students’ lives. http://www.Clandfield (2017)

Using extracts from stories:
- Ask students to write what they think will happen next, or what they think happened just before.
- Ask students to write a background character description of one of the characters which explains why they are the way they are.
- Ask students to imagine they are working for a big Hollywood studio who wants to make a movie from the book. They must decide the location and casting of the movie.
- Ask students to personalise the text by talking about if anything similar has happened to them.
• Ask students to improvise a role play between two characters in the book. [http://www. Clandfield(2017)]

Using extracts from plays
Most of the ideas from stories (above) could be applied here, but obviously, this medium gives plenty of opportunity for students to do some drama in the classroom. Here are some possibilities:

• Ask students to act out a part of the scene in groups.
• Ask students to make a radio play recording of the scene. They must record this onto cassette. Listen to the different recordings in the last five minutes of future classes. Who’s was the best?
• Ask students to read out the dialogue but to give the characters special accents (very “foreign” or very “American” or “British”). This works on different aspects of pronunciation (individual sounds and sentence rhythm).[http://www. Clandfield(2017)]
• Ask students to write stage directions, including how to deliver lines (e.g. angrily, breathlessly etc) next to each character’s line of dialogue. Then they read it out loud.

Ask students to re-write the scene. They could either modernise it (this has been often done with Shakespeare), or imagine that it is set in a completely different location (in space for example). Then they read out the new version.[http://www.teachingenglish.org.uk]

Potential problems
Problem 1: Finding material:
Of course you may have a novel or book of poetry that you have been dying to use with your students for a long time. But where can you get more material? Easy! The internet brings you instant access to many works of literature. Use a search engine. Usually it is enough to key in the name of the author or
the book you are looking for. Older books and plays can sometimes be found entirely on-line. Literature doesn’t have to mean “books written by dead white English or American men”. Look for literature from other English speaking countries to give your students a richer variety of work written in the English language. http://www.

**Problem 2: Choosing material:**
Think about the following factors when you choose a piece of literature to use with learners:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class? Does it fit with the rest of your syllabus? Is it something that could be relevant to the learners? Will it be motivating for them? How much cultural or literary background do the learners need to be able to deal with the tasks? Is the level of language in the text too difficult? http://www. Clandfield(2017)

**Problem 3: Text’s difficulty**
Clandfield(2017)suggests that after choosing material teachers would not want to use texts that completely beyond their learners. This would ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given careful thought, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of a piece of literature, not just the text). You raise some interesting questions and can be broadly divided into 3 categories:

1) Good activities for teaching literature.
2) Suitable texts
3) How to motivate students.

http://www.teachingenglish.org.uk
Activities for use with short stories
Teachers have to be aware of these three steps to organize their ideas. Pre-reading activities –While reading and Post-reading activities

**Pre-reading activities:**
Teachers can do the following as Lazar (1997) suggests that:

1. Helping students with cultural background.
   - Reading or listening comprehension about the author’s life or the historical and cultural background to the story. If library facilities are available, students do a mini-project on the social or historical background to the story. Then Projects presented as a talk, essay or poster and predictions about the genre of short story.
   
   Lastly, discussion about events how do they compare and contrast with the historical or cultural background in the story? Lazar (1997:84)

2. Create student interest in the story
   - Students make very general predictions about the story, using pictures or the dust jacket on the cover of the book from which it is taken.
   - Group discussion about what the title of the story suggests.
   - Prediction about the story based on reading the first paragraph only.
   - Prediction about the story based on three or four words or on phrases which the teacher selects from the story.
   - General discussion questions about some of the themes which occur in the story.

3. Pre-teaching vocabulary:
   - Students brainstorm a lexical set which is important in the story.
-Matching important words in the story with their dictionary definitions.

**While-reading Activities**

1- Helping students to understand the plot:
- Providing students with two or three overall questions to check they have understood the gist of the story.
- Students write a brief summary of the plot in 50 words. They then write another summary in 100 words and see what they have added.
- Students provide ‘title’ for each paragraph.
- Students are given a series of jumbled sentences which summarise the plot. They have to reorder them. Lazar (1997:85)
- Sentence completion activities. This is a way of helping them to understand cause-effect relationships with the story. Lazar (1997:85)
- Students are provided three simple different summaries. They have to decide which the best one is.

2- Helping students to understand the characters:
- Students choose from a list of adjectives which ones are most appropriate for describing a particular character. Then they rank the characters in the story according to certain traits. Or Students write references for different characters as if they were applying for a particular job.

3- Helping students with difficult vocabulary
Give the text to one student or group of students in advance. Let them look up any difficult words in a dictionary and prepare a glossary for the others. Provide multiple choice questions to encourage the guessing of meaning from context. Or provide definitions for certain words in the text, then students match words to definitions. Lazar (1997: 85-86)

4- Helping students language and style
Close textual analysis of a section of the text and using a section of the text to focus on a particular grammatical problem student may have.

**Post –Reading Activities**

1. Interpretation of the main themes of the story.
   - Providing students with different critical interpretations of the story to discuss.
   - Then providing general questions to debate, focusing on any contentious points in the story.
   - Finally, asking students to note down lexical areas which take symbolic meaning in the story. Lazar (1997:86)

2. Helping students to understand narrative point of view
   - Students write diary entries or a letter describing the events of the story.
   - If the story told by a first narrator, students write a brief description of the narrator depending on evidence in the text.

3. **Writing activities** : A few paragraphs are written by using certain stylistic features of the story. And writing a review of the story. Lazar (1997:86)

4. **Discussion** :- Reading and discussion of critical literary writings about the author of the story his/her works in general.
   - Then role-play or acting out a scene from the story.
   - Critical discussion or debate about the world-view of values which seem to be depicted in the text. Lazar (1997:86)

**Data Analysis and Discussions**

The following table includes data from the questionnaire.

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<th>Items</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Neuter</th>
<th>Total</th>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>20 (100%)</td>
</tr>
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<td>2</td>
<td>15 (75%)</td>
<td>-</td>
<td>-</td>
<td>5 (25%)</td>
<td>20 (100%)</td>
</tr>
<tr>
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<td>10 (50%)</td>
<td>2 (10%)</td>
<td>1 (5%)</td>
<td>7 (35%)</td>
<td>20 (100%)</td>
</tr>
<tr>
<td>4</td>
<td>12 (60%)</td>
<td>3 (15%)</td>
<td>5 (25%)</td>
<td>-</td>
<td>20 (100%)</td>
</tr>
</tbody>
</table>
Discussion:

It is clear from previous table in item no.(1), that (100%) all the respondents agreed with that literature improves listening skills. Therefore, while teachers read literary text students are paying attention and follow the reading process. In item no. (2), that (75%) of the sample size agreed with that literature improves reading skills. They depended up on their previous experience and motivation. Thus, literature often helps the learners to develop learning skills, if they become familiar with it. According to Brumfit, that literature will increase all language skills. Hence, the number of those who were in neutral case is represented by (25%). In item no. (3), it is obvious that (50 %) of the respondents agreed with that literature improves writing skills. When they read literary texts, they get different vocabulary, phrases and identify meaning of words and expressions. So these can help them develop their writing skills in an easy way. Also, (10%) of the respondents disagreed, (5%) not sure and (35%) neutral. They lack the ability to understand the role of literature for enabling them to improve their writing skills. 60% of the respondents agreed in item no.(4), that literature improves speaking skills, while (15%) disagreed with that and (25%) not sure. However, literary texts usually convey suitable styles which will participate in speaking skills. According to their opinion that literary materials can be very difficult linguistically, so it an obstacle for them use the language through speaking.
70% of students agreed in item no.(5), that literature improves language acquisition, whereas, 20% disagreed and 10% are not sure about that. Some students believe that literature has a great role in language acquisition because of meeting valuable information about people, places, sciences and other knowledge which students can benefit from them. In item no.(6) 45% believe that literature facilitates language awareness, 15% disagreed with that, 25% are not sure, 15% are neutral. In item no.(7), it is obvious that (45%) of the respondents agreed upon the statement which says that “literature could reflect cultural aspects” whereas (15%) disagreed and not sure, in addition to (25% ) neutral. In the other hand from item no.(8) that (40%) of the respondents agreed with that literature could be read for pleasure, (35%) disagreed, (10%) not sure and (15%) neutral. In item no.(9) is clear that (40%) of the respondents agreed with the statement which says that “Literature facilitates autonomous learning”, whereas (25%) disagreed and (20%) not sure, besides (15%) neutral. (75%) of the respondents agreed that literature encourages students to cope with language learning, whereas (5%) disagreed besides those who are not sure represented by(15%) and (5%) for neutral.

**Conclusions:** This paper includes using literature in English as a foreign language in classroom, its role for developing student’s language awareness, and how to exploit available approaches in ELT. It conveys the most important results and recommendations.
Results:
1- (100%) all the respondents agreed with that literature improves listening skills
2- (75%) of the sample size agreed with that literature improves reading skills.
3- (50 %) of the respondents agreed with that literature improves writing skills.
4- 60% of the respondents agreed up on that literature improves speaking skills.
5- 70% of students agreed with that literature can improve language acquisition.

Recommendations:
1-Library must be supplied with literature books.
2- The necessity of using multimedia in teaching literature to facilitate student’s understanding.
3- Exchanging expert professors of English language among universities by means of students benefit.
4- Teachers can follow different techniques for student’s motivation.
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