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## **The Difficulties of Teaching English Novel for the Eleventh Grade from the Teachers' Perspective in Gaza.**

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(قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ)

البقرة (32)

## ***Dedication***

*To those whose kindness, patience and support were the candles that enlightened my way towards success.*

***To My Father & Mother***

***To My Brothers***

***To My Lovely Sister***

***To My Beloved Wife***

***To My Daughter "IMAN"***

*I Dedicate My Work*

## ACKNOWLEDGMENT

All praise to Allah, the one to whom all dignity, honor, and glory are due, the Unique with perfect attributes, who begets not, nor is He begotten. He has no equal but He is the Almighty Omnipotent. Peace and blessing of Allah be upon all the prophets and messengers, especially on Mohammed, the last of the prophets and on all who follow him in righteousness until the Day of Judgment. All praise to Allah for enabling me to write this research . As prophet Mohammed , peace be upon him, said, "He who is thankless to people, is thankless to God."

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## ABSTRACT

### **The Difficulties of Teaching English Novel for the Eleventh Grade from the Teachers' Perspective in Gaza.**

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The study aimed at revealing the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

For answering the questions of the study, the researcher adopted the descriptive analytical approach. The sample of the study consisted of (43) teachers who are teaching English language for the eleventh grade in Gaza governorate, (25) male teachers and (18) female teachers. 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 results of the study were collected, computed and analyzed by using Spearman correlation, Cronbach Alpha, Gutman coefficient for unequal halves, Split-half techniques, Means, percentages, t-test, One Way ANOVA and Scheffe Post Hoc test matrix.

The study revealed that there are no statistically significant differences in difficulties facing teachers in teaching English novel

due to teachers' gender. It also showed that there are no statistically significant differences in difficulties facing teachers in teaching English novel due to student's gender. It also showed that there are no statistically significant differences in difficulties facing teachers in teaching English novel due to student's specialization (scientific and literary). Finally, it showed that there are no statistically significant differences in difficulties facing teachers in teaching English novel due to teachers' experience.

In the light of those findings, the study suggested some recommendations that are hoped to help syllabus designers, supervisors and English language teachers in teaching the English novel.

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# I

## INTRODUCTION

### **Background of the Study**

English is one of the most widely spoken languages in the world. It is the language of science, computing, diplomacy, International trade, and even politics. Jeffrey (2006: 5)

In the age of globalization and internet, people are living in a small village in which they have no choices but dealing with English Language as the main means of communication. Abu Qulbein (2004: 2)

Although English is not the language with the largest number of native speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both of the speakers using it as a 'second' language. Harmer (2003: 1)

Keshta (2000: 1) explained that "English is a universal language; the language of communication across countries in the international world of trade, business, communication, air transportation and technology."

Breem (1999: 1) indicated that the teaching of English language has been a part of the Palestinian education system since the early decades of the twentieth century, during the British colonial days.

English is considered as one of the major subjects at schools of Palestine. Furthermore, it is used as a second official Language next to the mother Language which is Arabic, and this gives the English Language its importance in the Arab world in general and in Palestine in particular.

It is a known fact that English language is the only foreign language taught in the Palestinian territories as a foreign language. It has been taught for the elementary grade starting from the fifth grade. Nowadays, Palestinian students start learning English language from the early beginning of their school. They start to study English language from the first grade when they are nearly seven years old.

Breem (1999: 2) cited that English literature is a basic component in the curriculum of the English departments in the Palestinian universities. It is studied as a source of language enrichment, personal growth, and cultural knowledge.

"The spontaneous overflow of powerful feelings" is Wordsworth's definition of literature. Literature is important because it offers new creative ways to interpret the world. Literature is part of our cultural

heritage which is freely available to everyone, and which can enrich our lives in all kinds of ways. The works can be entertaining, beautiful, funny, or tragic. They convey profundity of thought, richness of emotion, and insight into character. They take us beyond our limited experience of life to show us the lives of other people at other times. They stir us intellectually and emotionally, and deepen our understanding of our history, our society, and our own individual lives.

Carter and McRae (2001:3) stated 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. The first literature in any culture is oral. The classical Greek epics of Homer, the earliest versions of the Bible and the Quran were all communicated orally, and passed on from generation to generation until they were set down in written forms, in versions which have come down to us. Literature can give comfort and consolation, (as religious literature does), illuminate and mirror our problems, and can affirm and reinforce social, political and ideological standpoints.

According to Moody (1983:29) the primary aim of literature is to give pleasure and to entertain those who voluntarily attend to it. He also mentioned 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.

Teaching literature helps students understand and appreciate cultures and beliefs different from their own. Literary texts can serve as an example of certain types of language patterns and structures (like vocabulary and syntax). Literature also provides a rich context in which individual lexical or syntactical items are made more memorable.

Karmasch (1993: 73) stated that 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.

English for Palestine presents a new form of literary work, in which students are exposed to a simplified novel at the eleventh grade. The main aim of this presentation is reading for pleasure. On the other hand it provides personal enjoyment to students, establishing an



emotional and aesthetic connection between readers and the text, and helping the contribution of personal growth.

The teaching of English literature in Gaza Strip presented special difficulties. One of the challenges facing learning and teaching English Literature in Palestine was how to use English language teaching to develop citizens who appreciated other people's literature, language and ways of thinking, without losing his or her own language, cultural identity, religion and individuality.(Keshta: 2000)

## **Statement of the problem**

Palestinian teachers are facing a lot of obstacles and difficulties in teaching literature especially in teaching the English novel for the eleventh grade. The purpose of this study was to investigate the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

## **The purpose of the study**

The study aimed at achieving the following objectives:

1. To find out if there are a significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender, students' gender, student's specialization and teachers' experience.
2. Stating difficulties facing English language teachers in teaching the English novel for the eleventh grade.
3. Studying and analyzing the current methods and techniques used in teaching the English novel for the eleventh grade.
4. Familiarizing English language teachers with new methods and techniques for teaching the English literature in general and the novel in particular.
6. Spotting the light on types of the novel and summarizing the English novel "Silas Marner".

7. Reviewing the English literature in the Palestinian curricula and the value of teaching literature.

8. Suggesting some recommendations to overcome the difficulties of teaching English novel.

### **Research questions**

The problem was stated in the following major question:

What are the difficulties of teaching English novel for the eleventh grade in Gaza?

1. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender?
2. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to students' gender?
3. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary)?
4. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' experience?

## **Significance of the study**

This study is significant because:

1. It could be a useful guide for teachers in teaching the English novel.
2. It may help teachers find out points of weakness and strength in teaching novel in order to avoid these points and get rid of these difficulties to achieve an effective teaching.
3. It is hoped that this study will help teachers in developing new methods and strategies in teaching the English novel (Silas Marner) for the eleventh grade in Gaza.
4. Supervisors may benefit from this study by choosing new methods to be used in teachers' evaluation.
5. Supervisors may benefit from this study in choosing new strategies to be used in teachers' training courses.
6. The study may give curricula designers an idea about difficulties facing teachers and students in teaching and learning "Silas Marner".
7. The researcher also believes that this study will be the first which discusses the teaching of English novel in the new applied syllabus "English for Palestine 11".

## **Definitions of terms**

**Novel:** novel is an extended work of written, narrative, prose fiction, usually in story form; the writer of a novel is a novelist. The English word "novel" derives from the Italian word novella, meaning "a tale, a piece of news." The novel is longer (at least 40,000 words) and more complex than either the short story or the novella, and is not bound by the structural and metrical restrictions of plays or poetry. (Milligan (1983: 14)

A useful definition of the novel appears in Breem (1999: 5). He quotes the Oxford English dictionary:

[A] Fictitious prose narrative or tale of considerable length (now usually one long to fill one or more volumes) in which characters and actions are representative of the real life of past or present times are portrayed in plot of more or less complexity.

Milligan (1983: 1) stated that the novel is the most popular kind of literature, in several senses of the word 'popular'. It is the kind of literature most generally bought and read; it is easily and cheaply available in paperback. Novelists have set out to arouse the interest of their readers, and to stimulate them in all sorts of ways. The novel has

been popular in not being too formal; its author does not have to comply with a rigid set of literary rules.

Milligan (1984: 7) added that novels are a verbal cassette which can be played on the video recorder of imagination, stimulating the complicated machinery of fantasy which our brains seem programmed to produce.

The novel tested in this study is "Silas Marner (1861) a Victorian novel of manners, pastoral fiction" which was written by George Eliot (a pseudonym of Mary Ann Evans). Silas Marner was Eliot's third novel and is among the best known of her works.

### **Operational definition**

The researcher defined the novel as an imaginary narrative work in prose of a long length, which narrates a story about certain characters living in a given environment and describes their attitudes, fate, and adventures.

### **Limitations of the study**

- The study aimed at investigating the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

- The study was applied in the first semester of the school year (2007 – 2008)
- The study was limited to English language textbook "English for Palestine 11" units (1 - 12) from the workbook.
- The study was conducted in Gaza Governorate.

### **Summary**

Chapter one attempted to define the statement of the problem which assured the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

The main question of the study concerning the difficulties of teaching English novel for the eleventh grade in Gaza was also raised in this chapter and the minor questions which were derived from this question were put to be answered.

This chapter also included the purpose and the significance of the study .

Finally, chapter one included the definitions of some terms that were used in the study, in addition to the limitations of the study.

## II

### REVIEW OF RELATED LITERATURE

#### Introduction

Nobody can deny the fact that most scholars agreed that teaching literature is a way of changing nations into better citizens. In Britain, literature's purpose was to moralize, civilize, and humanize. In the USA, after the civil war, literature was viewed as a "repository of morals and spiritual values. Teaching literature became an explicitly political act for radical and minority groups in university. Teaching literature became important not only in education but also in life.

Showlter (2003:22-24)

Habib (1994:5) considered the value of literature lying in the fact that it is an attempt to explore, recreate and seek for the meaning in human experience. Literary writers try to dramatize their insights by using language in a special way in order to embody their visions, contrast meaning and produce effects. Keshta (2000:23-24) touched the same point when he explained that lectures and memorization, particularly, for the non-native English-speaking students, will neither help students discover the real meaning of the text, nor allow them to understand the author's cultural context and intent. Therefore, teachers must seek ways to encourage young minds into creativity in a world



full of passive entertainment. Teachers must develop lessons that can bring back the enthusiasm to understand the vague corners of the social and political life.

### **English language in the Palestinian education system**

Abu Qulbein (2004: 1) indicated that English is considered as one of the major subjects at schools of Palestine. Furthermore, it is used as a second official Language next to the mother Language which is Arabic , this gives the English Language its importance in the Arab world in general and in Palestine in particular . So the main purpose of Learning English as a foreign language is not so much to be able to communicate with the outside world as to be able to play a useful part in the life of the country itself.

The teaching of English language has been the main target for the Palestinian ministry of education. During the Israeli occupation for the Gaza strip – which has lasted for about 39 years – students start to study the English language from the fifth grade when they are eleven years old. Since 1996, the Palestinian ministry of education started to teach English language from the first grade when the pupils are seven years old. They then continue to study English as a compulsory school subject until the final year of the secondary stage.

## **English for Palestine**

English for Palestine, a 12-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 1 to school-leaving level in grade 12. 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 11, Teacher's Book ( 2005: 4)

## **English for Palestine (Grade 11)**

English for Palestine 11 is for the first year in the secondary stage, where students are aged 16-17. 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 Palestine 11, Teacher's Book (2005: 4)

## **English literature in the Palestinian curriculum**

The teaching of English literature starts from the early beginning of the elementary stage in the form of simple stories. Before the Palestinian curricula the Egyptian English series “Hello” taught the English literature for secondary grades as short stories and novels. Nowadays, the new Palestinian curriculum contains a new shape of English literature that includes: drama, fiction and poetry.

Finding appropriate literature to teach for the secondary grades has always been a major challenge. Selected texts should not be too long, not too linguistically and conceptually complex, not too distant from the world knowledge of the student, and should generate student interest.

### **Value of Teaching Literature**

Keshta (2000: 20) stated that 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. As a person’s word reflects character, so does literature reflect the unique character of a group of people who share a language.

Ghosn (1998: 34) stated 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.

Gray (2002: 1) mentioned five reasons commonly given for teaching literature for the secondary graders:

1. 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).

2. Literature is 'genuine' or 'authentic' material. Works of literature are usually not written for the specific purpose of teaching a language and are intended for native speakers. They can be an important supplement to other types of 'authentic' course materials like cartoons, city maps, timetables, and advertisements (Collie and Slater 1987: 4).

3. Literary texts can serve as an example of certain types of language patterns and structures (like vocabulary usage and syntax). Literature also "provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextual body of text, students gain familiarity with many features of the written language – the formation and function of sentences, the varieties of possible structures, the different ways of connecting ideas...a literary text can serve as an excellent prompt for oral work (Collie and Slater 1987: 5).

4. It can provide personal enjoyment to students, establishing an emotional and aesthetic connection between readers and the text, and helping to contribute to personal growth (Maley 2001: 181; McKay 1986: 193; Kramsch 1993: 177).

5. Selected texts, if interesting to students, can motivate them to read additional literature, thus increasing their reading proficiency (McKay 1986: 197; Krashen 2004: 54).

#### **Methods of teaching literature:-**

Palestinian teachers need to know many methods of teaching English literature in order to use them in teaching 'poetry, novel and drama'. Consequently, every method suits a specific situation, so it's the teachers' job to choose and change his methods according to the

changeable situation. Keshta (2000: 36) mentioned some methods of teaching language and literature;

### **1. Communicative Language Teaching Approach**

Communicative language teaching is the methodology which has perhaps most dominated classrooms in recent decades. The communicative movement has swept along almost everything and everyone in its path. There are excellent opportunities for English language teachers to create lively, attractive, interactive modern-language lessons that maximize target-language use and make the culture of the language three dimensional.

Richards and Rodgers (2004:153) classifies the communicative approach as one of the most recent methods of language teaching. It began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. Nowadays, CLTA has dominated classrooms. The wide spread and acceptance of CLTA is due to the fact that most schools and universities use it in the teaching process. The goal of CLTA is to develop communicative competence. As a result, that approach uses any activity that engages learners in authentic communication. It emphasizes interaction as both the means and the ultimate goal of learning a language.

## 2. Carter's three approaches

Carter (as cited in Keshta, 2000) identified three main approaches to teaching literature in EFL classes: (a) an information-based approach, (b) a personal-response-based approach, and (c) a language-based approach.

**a. The information-based approach:** tended to be teacher centered, relying almost exclusively on lecturing and printed materials, thus overvaluing information and undervaluing creative thinking. The lecturers spent most of the time speaking, arguing, citing eminent critic's points of view, balancing them, and timing the scale in favor of a certain view. Students were passive and did nothing except strive to write down some fragmentary notes to memorize for examination purposes.

**b. Personal-response-based approach:** this approach focused on motivating the students to read by relating the themes and topics in the literary works to their personal experience. This approach was basically anti-analytic. It was closely related to a language model for reading literature in order to make the text one's own (Carter, 1991:61)

**c. language-based approach:** this approach derived its impetus from the developments in the field of stylistics and text linguistics. Students

were encouraged to read between the lines, rather than just for vocabulary in the lines of a text. It concentrated on 'process of reading' and was less concerned with literary text. In other words, it trained students to manipulate the possibilities of language, which was the guide to literary interpretation (Carter, 1991: 61).

There are many techniques and strategies used in that approach including jigsaw reading, matching, gap-filling, and reading aloud. The most important one is jigsaw reading. It is borrowed from language teaching. It is easy to prepare and comprises re-ordering of a text which has been scrambled. It may suggest some sort of games. It stimulates learner-learner interaction in the solving puzzles. It is known before asking questions, the teacher should give a model to keep the interaction going on. 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 this strategy, students are expected to match phrases, pictures, words and sentences. The main aim of using this strategy is to enable students to use responses to the parts to build up sensitivity to the whole. Students enjoy such activities especially when conducted in groups. Carter and Long (1991:75).



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 signally 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).

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 his 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.

### **3. A Storytelling Approach to Literature**

Storytelling plays an important role in children's lives. Approaching the novel as one story to be told, shared and experienced over and over made the language learning experience much more collaborative. The children gradually reconstructed the general meaning and ideas along with their own feelings and existing knowledge. The teachers told or read the story dramatically, used the illustrations, played the story on tape and on film. The children took a much less analytic approach to text at this age. They used it to expand their imaginative and creative powers and play with the fun sound of words. The key element was the learners' reactions and responses as they were encouraged to participate out loud, ask questions, interrupt, clarify, give their interpretation to make this a storytelling event. The participants were inspired to get actively and creatively involved in retelling, remembering, predicting a memorable and meaningful context. The story was broken into sections, chapters or scenes where

the children developed their predictive skills. The audiotape listening also provided the children with mood, cues and clues, through music and sound effects. (Garçon, 2001: 4)

#### **4. Process-based Teaching:-**

In process-based teaching, many strategies used in ESL teaching were directly applied to the teaching of literature. Rewriting, prediction activities, and role playing were used in the literature lesson. Process-based teaching aimed to involve students with the text and develop their perceptions of it. The channel of communication between teacher and student was no longer exclusively one way. The instructor's aim was to encourage greater independent learning by using an interactive, communicative approach to enhance the content-area material. Examples of generally effective methods that could be employed by the English literature teacher were the creation of a learner-centered classroom, promotion of classroom interaction, cooperative learning, peer tutoring, an integrated skills approach and a process approach to writing. (Ervin, 1991- cited in Keshta , 2000: 37-38)

#### **5. Representational Language-Learning Method:-**

A method current used in the ESL classroom was the representational language-learning approach:

A philosophy of language teaching which incorporates examples of text of any kind that demonstrate how language works within the rules and beyond the rules will expose learners to the representational possibilities of all language including the acquisition of a new awareness of their native language. ( Carter and McRae, 1996: 20, cited in Keshta, 2000)

Instructors of English literature could employ discussion reflection and consideration of meaning rather than mere acceptance of meaning. Representing language included shades of meaning, understanding of point of view, and notions of where language was coming from.

## **6. Author-oriented approaches**

Klarer (2003:90-91) explained that the author-oriented approach established 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 obviously suitable for that approach. In many cases autobiographical material enters the fictional text. The American playwright Eugene O'Neil (1888-1953), for example, used veiled autobiographical elements in his play Long Day's Journey into

Night. O'Neil used real people and dramatized events from his family life.

In addition to that, author-oriented approaches focus on aspects which might have entered the text on a subconscious or involuntary level. Mary Shelly (1797-1851) wrote her novel *Frankenstein* (1818) which can be related directly to the plot. According to the author-oriented approaches, the central theme of the novel, the creation of an artificial human being, can be traced back to Mary Shelly's intense psychological occupation with issue of birth at that time.

#### **English Novel:-**

The novel is the most widely practiced and most widely read form of literature in the world today. There is practically no subject, no human situation, that has not been at some time the subject of a novel.

#### **Novel as a genre:-**

The term genre dating back to ancient Greeks and their study of rhetorical structure in different categories of the epic, lyric and drama. The term was used to refer to particular kinds of literature. But later it has been used in a range of educational contexts to refer to not only the type of literary texts, but also to the predictable texts that are part of every day life. The term genre is used in various educational contexts to refer to the recognizable patterns of every day life,

academic and literary texts that occur within particular cultures. Carter and Nunan (2005:186)

Lennard and Luckhurst (2002:49) define Genre as "a type of literary work characterized by a particular form, style, or purpose". It derives, via Latin genus( 'birth, race, racial stock') and old French genre "gender", from Greek (genos, 'race'). Klarer (2003:4) mentioned that the term genre usually refers to one of the three classical literary forms of epic, drama, or poetry. McEvoy (2006:121) defines genre as a type of play, book, film and so on.

Novel as a genre "a type of literary work" has many definitions. Novel is an extended work of written, narrative, prose fiction, usually in story form; the writer of a novel is a novelist. The English word "novel "derives from the Italian word novella, meaning "a tale, a piece of news." The novel is longer (at least 40,000 words) and more complex than either the short story or the novella, and is not bound by the structural and metrical restrictions of plays or poetry. (Milligan (1983: 14)

Thoronley and Roberts (1984: 203) defined the novel as a book-length story whose characters and events are usually imaginary.

Breem (1999: 5). Quotes the Oxford English dictionary definition:

[A] fictitious prose narrative or tale of considerable length (now usually one long to fill one or more volumes) in which characters and actions are representative of the real life of past or present times are portrayed in plot of more or less complexity.

Milligan (1983: 1) stated that the novel is the most popular kind of literature, in several senses of the word 'popular'. It is the kind of literature most generally bought and read; it is easily and cheaply available in paperback. Novelists have set out to arouse the interest of their readers, and to stimulate them in all sorts of ways. The novel has been popular in not being too formal; its author does not have to comply with a rigid set of literary rules.

Milligan (1984: 7) added that novels are the verbal cassettes which can be played on the video recorder of imagination, stimulating the complicated machinery of fantasy which our brains seem programmed to produce.

### **Types of English Novel:-**

Murphy (1972) categorized the novel into different types:

1. **The early novel:** - the earliest novels that can be distinguished as such in English are usually considered to be those of the

eighteenth century. These first-mentioned novels were written around a central hero whose adventures and misadventures as he wandered from place to place from the book.

2. **Adventure:** - in this type of novel, some central character usually goes through all sorts of unusual and dangerous adventures, often in search of hidden wealth.
3. **Horror and Macabre:** - these novels may be about monsters, supernatural powers (especially those of evils).
4. **Crime and Detection:** - the detective story is usually about murder or theft.
5. **Mystery:** - this type of story usually centers around some strange and intriguing mystery which is solved in the end.
6. **Spy and Espionage:** - this type of novel is about secret agents, espionage and counter-espionage and all the mystery and danger that go with them.
7. **Historical:** - this type discusses historical events.
8. **Humorous:** - this type tells stories that contain funny characters and funny events.
9. **War:** - this type discusses civil wars and world wars.



10. **Western:** - deals with the opening up of the western part of the United States of America. The characters are ranchers, cowboys, outlaws and Indians.
11. **Satirical:** - usually makes fun of human failings, political and religious organizations, habits and social customs, rich and poor, or the powerful and the weak.
12. **Romance:** - this is a general heading to include those novels whose story is principally about the course of the love between a man and a woman, its ups and downs, and usually its final triumph in the uniting of the two lovers.
13. **Saga:** - is the long account of the fortunes of some family, often covering many generations.
14. **Science Fiction:** - this type is a fairly modern development. It is a product of the great scientific and technological advances that have been made in modern times.
15. **Animals:** - this type speaks about relations among animals especially love stories.

### **Silas Marner**

Written by **George Eliot** (1861) is a very simplified novel taught for the eleventh grade within the Palestinian curricula. The novel has no

separated textbook. Its included in the workbook and divided into twelve chapters.

*Silas Marner* is an excellent selection for classroom study in the high school. While its length is manageable for most students, this novel is exemplary in structure, featuring intertwined major and minor plots. Likewise, various literary devices – such as foreshadowing, flashback, symbolism, irony, and characterization – are skillfully employed yet easily comprehended by young readers.

### **George Eliot (Mary Ann Evans)**

George Eliot (pseudonym of MARY ANN EVANS) was born Nov. 22, 1819, in Chilvers Coton, Warwickshire, the daughter of an estate agent. She was educated at a local school in Nuneaton and later at a boarding school in Coventry. At the age of 17, after the death of her mother and the marriage of her elder sister, she was called home to care for her father. From that time on she was self-taught.

Eliot's best-known works are *Adam Bede* (1859), *The Mill on the Floss* (1860), and *Silas Marner* (1861). These novels deal with the Warwickshire countryside and are based, to a great extent, on her own life.

During the period in which she wrote her major works, Eliot was always encouraged and protected by Lewes. He prevented her even from seeing unfavorable reviews of her books. After his death in 1878

she became a recluse and stopped writing. In May 1880 she married John Cross (1840-1924), an American banker, who had long been a friend of both Lewes and herself, but she died in London on December 22.

### **List of main Characters**

**Silas Marner** – Weaver around whom the story revolves. He is pale and has protuberant brown eyes. He is a simple and humble man, single-minded in working for a purpose – first his religion in Lantern Yard, then for his gold, and finally for his adopted daughter Eppie.

**William Dane** – "Friend" who betrayed the young Silas in Lantern Yard.

**Molly Farren** – Drug-addicted, secret wife of Godfrey Cass, with whom she had the daughter later adopted by Silas.

**Eppie** – Daughter of Godfrey Cass and Molly Farren. She was adopted and so named by *Silas Marner*.

### **THE GENTRY**

**Squire Cass** – Holder of the highest position in Raveloe society. A solid, gruff man of "extravagant habits and bad husbandry,"

**Godfrey Cass** – Eldest son of the Squire. "A fine, open-faced, good-natured young man," but weak-willed, irresolute, and lacking in moral stamina.

**Dunstan Cass** – Second son of the Squire. "A spiteful, jeering fellow," thickset, heavy looking, selfish, and dishonest.

**Nancy Lammeter** – The village beauty, delicate and dainty, but efficient and hardworking. Although a bit prim and proper, she also is generous and loving to her family and her husband Godfrey.

### **THE VILLAGERS**

**Dolly Winthrop** – The wheelwright's wife and godmother to Eppie. A motherly, comfortable, neighborly goodwife, who is hardworking and content. She comforts Silas when his gold is taken, helps him raise Eppie, and guides him in becoming part of village life.

**Aaron Winthrop** – Dolly's youngest son, the honest, hardworking young gardener whom Eppie marries.

### **SEQUENCE OF EVENTS**

The original text of the novel is written within twenty-one chapters, however the major events in the simplified text are presented in twelve chapters as below:-

#### **Chapter one**

- The setting is presented, describing the times and the locale.
- *Silas Marner* is introduced and described.
- Silas is falsely accused and leaves Lantern Yard.

## **Chapter two**

- Silas moves to Raveloe and hoards the earnings from his weaving for 15 years.
- As a result of his curing Sally Oates, the people of Raveloe consider him even more mysterious.

## **Chapter three**

- Members of the Cass family are introduced and described.
- Dunstan blackmails Godfrey into selling his horse, Wildfire.
- Godfrey's past is revealed.

## **Chapter four**

- Dunstan sells Wildfire and then causes the horse's death by careless riding during the hunt.
- Dunstan steals Silas' gold.
- Silas returns from an errand and discovers that his gold is missing.

## **Chapter five**

- Dunstan fails to return home with the money from Wildfire's sale.
- The villagers talk about the theft.
- Godfrey learns about Wildfire's death.
- Godfrey contemplates confessing to his father.
- Godfrey tells his father, the Squire, about Wildfire.
- The Squire asks Godfrey about marrying Nancy Lammeter.

## **Chapter six**

- Molly comes to Raveloe to confront Godfrey and dies in the snow of a drug overdose.
- Molly's child follows the light from Silas's open cottage door and enters during his cataleptic trance.
- Silas regains consciousness, discovers the child, and shortly thereafter follows her tracks in the snow to her mother's body.

## **Chapter seven**

- Molly is buried with little ceremony.
- Silas undertakes raising Molly's child with help from Dolly Winthrop.
- Silas is clearly possessive of the child.
- The child is christened and named Eppie.
- Godfrey keeps an eye on Eppie.
- Dunstan is given up as gone forever.

## **Chapter eight**

- Sixteen years have passed since Eppie came into Silas' life.
- The effects of the passage of time on the main characters are described.
- Eppie gets Aaron to prepare a garden for her and Silas.

- Silas tells Dolly about his life in Lantern Yard.
- Eppie talks of marrying Aaron and their living with Silas.

### **Chapter nine**

- Godfrey finds Dunstan's skeleton and returns to tell Nancy that his brother has drowned in the Stone Pit after robbing Silas.
- Godfrey goes on to confess his prior marriage and fatherhood of Eppie.
- Godfrey and Nancy decide to go together to *Silas Marner's* to make the truth known.

### **Chapter ten**

- Silas and Eppie discuss their lives after everyone has left, following the excitement of finding Dunstan's body.
- Nancy and Godfrey visit Silas and Eppie.
- Godfrey proposes taking Eppie into his home, an offer Eppie rejects.
- After Godfrey asserts his fatherhood and his plan to make Eppie a lady, Silas and Godfrey discuss what is best for Eppie.

### **Chapter eleven**

- Eppie firmly and finally makes clear her intention to remain with Silas and working-class people.
- Nancy and Godfrey return in silence to discuss what life has given them to accept; Godfrey decides to keep his fatherhood a secret.

- Silas and Eppie return to Lantern Yard, where they find things have changed greatly. Silas' old life has been completely erased.

### **Chapter twelve**

- Eppie and Aaron are married, followed by a reception at the Rainbow Inn, for which Godfrey has paid.



## REVIEW OF PREVIOUS STUDIES

Beach, Appleman, Hynds and Wilhelm (2006) presented current methods of teaching literature to middle and high school students. The methods are based on social constructivist/socio-cultural theories of literature learning, and incorporate research on literary response conducted by the authors. The book also reflects and builds on recent key developments in theory and practice in the field, 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.

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. Conducted in two traditional English departments in Taiwan, this 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, 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.

Beach (2005) examined issues associated with studying teaching of literature in reference to a study of high school students' responses to multicultural literature. The purpose of this study was to determine how students' discourses of race, class, and gender influences their responses to multicultural literature as well as how students adopted alternative discourses through coping with the tensions portrayed in

multicultural literature. The participants in this study consisted of 14 high school students--eight females and six males of whom nine were white; three, Asian-American; one, Hispanic, and one, a student of African descent, enrolled in a multicultural literature class in Fall, 2001. Results indicated that students' responses were influenced by three different factors: the teacher's modeling of alternative ways of thinking about texts by adopting alternative perspectives; responses to texts in which students experienced characters challenging status-quo discourses and institutional forces; and context, in which student challenges to each others' discourses led students to revise their discourses.

Yancey (2004) in her book speaks to all those teachers who teach the "general education" literature course that their students must take to complete a general education or core curriculum requirement. These students--the 95 % who are not English majors--are the students educators hope will become active and reflective members of a reading public. Given this goal, Yancey outlines a course located in reflective practice and connected to readings in the world. The course invites students to theorize--about their own reading practices, about how literature is made, and about texts and their relationships to culture more generally. Such a course also encourages students to

think about what places and occasions in the world are poetic, about the role of not-understanding in coming to understand literature, and about technological forms of literacy, such as multimedia pop-ups that link associatively to multiple contexts.

Boustead and Ozturk (2004) in an article report on a term's work with students in Initial Teacher Education (ITE) in which the adult classic text *Silas Marner* was studied in both written and film form. Students were invited to consider the knowledge and skills they brought to the development of their own response to different texts. Concurrently they were encouraged to consider the needs of their prospective pupils, as expert readers of moving image, and as novice readers of classic fiction. Crucial to the teaching and learning experience was the consideration of the different, expanding notions of literacy, including visual literacy, tele-literacy and moving-image literacy. A key consideration was the interrelationship between these, with narrative as the key link, and the exploration of how these literacies could be mutually supportive within the framework of school literacy.

Fonder-Solano and Burnett (2004) undertook a comparative qualitative study of their parallel third-year reading course. Using a variety of data sources, most importantly extensive interviews, they

documented their teaching beliefs, practices, and perceptions of themselves and each other. The results report conceptual and curricular changes and the implementation of new ideas in classroom practice. This study also meaningfully addresses the issue of professional regard between literature and language education faculty.

Barnes-Karol (2003) focused on helping graduate students reframe their thinking about the teaching of literature to undergraduate students in the various roles undergraduates play as language learners and particularly as "nonintended readers" of texts from cultures very different from their own. The article also suggests 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.

Ostrander (2003) Proposed the use of film theory to help students analyze literary texts. The study finds that film theory concepts appeal to highly visual students and provide a framework for discussing images. The study also suggests that central themes, primary symbols, and character development are underscored by the images constructed by the author.

Ronald (2002) suggested using translated first language literature in the second language classroom. The study discusses 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 circumvents several traditional problems associated with employing L2 literature (like differing cultural and world knowledge) 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.

Savvidou (2002) described various approaches to teaching literature and provides 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 author 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 analyse 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 offers 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 can be a potentially powerful pedagogic tool.

Shrimpton and Godinho (2002) 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.

Fay (2001) Considered how using music in teaching language arts and literature helps to create kinship between students from various backgrounds and various parts of the world. The article outlines the philosophical and historical basis for such an approach and discusses more benefits of a music-related approach. It also suggests several class-tested curriculum strategies and specific assignments for introductory literature courses.

Henning (2001) suggested relating literature and culture to undergraduate foreign language (FL) curriculum from the beginning through the advanced levels. The researcher proposed a curriculum that is organized around socio-cultural and socio-historical values, attitudes, issues, and gives preference to literary texts in the broad sense. The researcher discussed roles of literature in FL curricula, and literature as a means of presenting culture at the intermediate level, separation between lower-division and upper-division FL courses, goals of intermediate-level courses. He highlighted an intermediate French sequence designed to integrate language, literature, and culture. The courses explored cultural values and attitudes, focusing on France and Quebec. To develop their cognitive abilities, linguistic skills, and cultural knowledge for success in upper division courses by building on students' own goals. They were also intended to move the



foreign language curricula away from literary history and civilization courses that strive to make students cultured without helping them understand the socio-cultural significance of what they are studying. The researcher focused on the importance of relating culture studies and literary history.

Pasternak (2000) related the experiences of an English professor at Marshall University in West Virginia, transplanted from her northeastern home to Appalachia. The paper gives an overview of Marshall and its student and points out that most of the professor's education comes from listening to her students' and new acquaintances' stories. It notes that her students' experiences with educational systems are different from her own, and that some of her students in "Approaches to Teaching Literature" struggle because they cannot reconcile the idea of teaching a primary text from a pedagogical stance. According to the paper, the author/professor, in helping to develop the university's teacher education program, has learned that she needs to foster a means to have her students look at themselves and their literatures as culturally and artistically significant even before teaching pedagogy and methods.

Johannessen (2000) proceeded through an interdisciplinary unit of inquiry-based instruction, using the Vietnam War combat novel or

memoir as a coming of age narrative, the classic thematic structure of the "bildungsroman". The paper discusses several key inquiry activities and asks readers to focus on two other key inquiry activities to help illustrate how the activities and the unit work and how one activity leads to and connects to another activity. It proposes that the idea of the "bildungsroman" is reflected in the set of key unit questions and problems that provide one basis for an inquiry-based thematic unit. Sample lessons provided in the paper have been set up so that students have a variety of opportunities to interact in different ways, and through their interaction, to build data sets that they will use when they analyze and write about the literature, to develop and practice key thinking strategies, to foster respect for diversity, and to promote habits of mind--critical thinking about literature.

Moss (2000) 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. The literary experiences in the book are developed within a series of thematic units that can serve as the building blocks for a literature program.

Keshta (2000) examined the perceptions of foreign students regarding the understanding and teaching of English literature. The study was conducted in the Gaza Strip. A survey design was used to collect and analyze the data. The sample consisted of (147) randomly selected students majoring in English in Gaza universities. The study concluded some results:

1. Major problems facing foreign students in learning drama in English literature were theme, conflict, length of play and writing style.
2. Major problems facing foreign students in learning short stories in English literature were vocabulary, writing style, character role, plot and theme.
3. Appreciation of other cultures, evaluating and creating new ideas, and promoting language development were the beneficial components of understanding English literature.

Breem (1999) offered an approach which gives 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 constitutes 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 through 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.

Linfield (1999) developed seven ideas which the author considers 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.

Gregg and Carroll (1998) 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 argues 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. Thematic instruction allows students of varying abilities to focus on a common issue, through texts that differ in genre and difficulty.

Katz (1998) suggested that English language departments should use the mother tongue in teaching literature of the targeted language. The author has 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.

Knowlton (1997) presented the results of a case study of the role of a college instructor's values on the teaching process and on his students. A white male English instructor who taught African-American literature was the focus of the study. Data were collected through classroom observations, a review of the course syllabus and handouts, and a series of recorded interviews and discussions with the instructor. A review of the data suggested that the instructor's perception of values fell into four distinct categories: teacher relates to

the message, teacher relates to context, teacher relates to students, and teacher relates to self. Examples from classroom observations and interviews with the instructor are used to illustrate the role of values in these four categories of interaction. It was found that the instructor tried not to limit the meanings that literature might have to the students, saw his role more as a facilitator or coach than as a judge, recognized his role as a white instructor teaching African-American literature, valued the informed opinions of students, and used self-criticism to improve his teaching.

Henning (1997) Suggested that teachers must develop a philosophy of language arts instruction to guide their teaching. The book also provides teachers in language arts or combined language arts and reading courses with the knowledge base and practical ideas they need to plan and implement a literature-based language arts program in which children are actively involved in thinking and communicating. The book describes an approach that integrates the language arts--speaking, listening, reading, and writing--into the total curriculum and in which literature is central.

Esplugas and Landwehr (1996) 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.

Hirvela (1996) discussed the notion of personal response, which is a method in English-language teaching that aims to elicit learner production of discourse in the target language. The article distinguishes between reader-response and personal response approaches and demonstrates how the inclusion of reader response in literature-based communicative language teaching will strengthen such instruction.

Whiteson (1996) contained original and innovative ways to use literature in the second language classroom. The lesson ideas, contributed by teachers, are intended for varied age levels, from young children to graduate students, and come from teachers in all parts of the world. The ideas are divided into four chapters: "Prose"; "Poetry"; "Drama"; and "Mixed Bag," or a combination of two or more genres. Chapters address literature published all over the world, past and current. For each selection, the instructional level is designated, as is

the age level in some cases. The ideas include games, storytelling, cooperative and individual projects, reading activities, performances, writing assignments, role-plays, and oral exercises.

Bernhardt (1995) discussed the dichotomy between foreign language and literature instruction, arguing that the objectives of the language curriculum are at odds with those of the literature curriculum; many students are not proficient enough to cope with many of the belles lettres texts without additional linguistic support; and students deserve linguistic support and instruction in literature classes.

Lazar (1994) attempted to identify some features of novels that provide unusual educational and linguistic opportunities for the learner. Some of the difficulties both teachers and students may experience in using novels are examined, and sample materials that have been devised to overcome these difficulties are described.

Beach and Marshall (1991) provided a rationale for and a description of a response-centered approach to the teaching of literature in the secondary school. Embedded throughout the book are student activities. Each chapter gives suggested readings of related articles and books, and some chapters have lists of recommended



literary texts for secondary students. Chapters in the book are: (1) The Teaching of Literature; (2) Literature and the Reader; (3) Talking about Literature; (4) Writing about Literature; (5) Eliciting Response; (6) Planning for Response; (7) Selecting Texts; (8) Organizing Units on Literature; (9) Evaluating Students' Responses; (10) Ways of Knowing Literature; (11) Teaching the Short Story; (12) Teaching the Novel; (13) Teaching the Young Adult Novel; (14) Teaching the Essay; (15) Teaching Poetry; (16) Teaching Mythology, Fantasy, and Science Fiction; (17) Teaching Literature of Different Cultures; (18) Teaching Literature through Drama; and (19) Teaching Literature through Film..

O'sullivan (1991) discussed the importance of using literature in the language classroom. The writer at first mentioned some traditional approaches in teaching English language and literature, and then he moved to showing the relation between language and literature. At the end of his article the writer concluded that "Using literature in the language classroom" is a concept that has its focal point in language development. Thus, any syllabus based on this concept should also maintain language as the central concern. For this, it is imperative that curriculum developers depart from the traditional view attached to

literature. It is also equally important that the syllabus has suggestions for teaching strategies and forms of assessment.

Barr (1990) tried to examine contexts pertinent to teaching religious literature as literature at secondary and college levels. The study also explores effects of teaching religious literature in public schools, stressing maintaining secular goals. The study also considers influences of literary criticism, and advocates teaching practices that respect the full range of student religious traditions and attitudes.

Bretz (1990) discussed the significant challenges, and some possible resolutions, facing foreign-language programs' use of authentic literature to increase students' reading and writing skills, focusing on the retraining of literature instructors.

Gerber (1990) described a standard approach in lessons about English literature that concentrate on the pupil's analytical faculties. A description is provided of a new learner-oriented activity that requires no direct interference by the teacher, and a lesson transcript is included.

Lazar (1990) discussed how literary texts can be used with elementary and lower intermediate language students. A series of

tasks and activities for exploiting three different poems is then presented. The types of task and activity aim not only to help teachers overcome the difficulties of using literature at this level but also to extend the students' grammatical and lexical knowledge.

Lee (1989) described strategies used in teaching Black women's study courses to predominantly White classes at Denison University. His study also provides suggestions on the selection and sequence of texts, especially novels, that merge Black and female concerns and promote exploration of the issues of race, gender, and class.

Harper (1988) discussed a teaching approach to foreign language literary texts for an introductory and intermediate level consists of a three-phase sequence: 1) the preparatory phase provides linguistic activities and establishes comprehension; 2) the interpretive phase includes expression and exchange of student reactions; and 3) the synthesis phase provides for an overall evaluation of the text.

Johannessen (1988) gave a teaching model, involving character analysis in literature, illustrates effective instruction that engages students in an interpretive problem, helps them make complex interpretations, and enables them to transform their conclusions into effective literary analysis. The introductory activity in the model is a

discussion of a student opinionnaire which uses opinions to create interest in a work of literature and helps with problems students will encounter in trying to interpret character.

Matthews (1986) conducted a research aiming at exploring a variety of ways to train students to think critically within the context of writing and literature classes. This study presents cognitive strategies for teaching poetry, short stories, composition, the research paper, and critical reading.

Kramersch (1985) discussed recent research in reading comprehension, discourse analysis, and literary theory as it bears on the way in which the teaching of literary texts can be integrated into a general approach to the teaching of language as social discourse. He also suggests a new approach to integrating language and literature in foreign language teaching.

### **Commentary on the previous studies**

The researcher believed that English language teachers in Palestine are in real need for modern theories and approaches in teaching literature.

Thus, the researcher tried in the second part of chapter two to study and investigate the previous studies that are related to the teaching of literature in general and the teaching of novel in specific in order to connect them with the teaching of literature in the Palestinian schools.

Most of the previous studies discussed a different point of view in teaching literature and some of them indicate difficulties facing learners of English language and English literature. Indeed, all the points discussed in the previous studies are very close to our situation in Palestine and could honestly help the Palestinian teachers in overcoming their problems in order to make a perfect model in teaching literature.

Most of the previous studies agreed that; choosing, finding and teaching a literary work is a real challenge. Nicholas Linfield (1999) indicated that there are lots of problems in teaching English language and literature in the Arab universities. Keshta (2000) also discussed this issue and considered that one of the challenges facing learning and teaching English literature in Palestine was how to use English

language teaching to develop citizens who appreciated other people's language, literature and ways of thinking, without losing his or her own language, cultural identity, religion, and individuality. Matthews (1986) explored a variety of ways to train students to think critically within the context of writing and literature classes. He presented cognitive strategies for teaching poetry, short stories, composition, the research paper, and critical reading.

O'sullivan (1991) claimed that the approaches in language teaching in the sixties and seventies stressed the structural methods to language learning, with emphasis on discrete-point teaching, "correctness" in grammatical form, repetition of graded structures and restricted lexis. These approaches represented a methodology unsuited to literature teaching, and were unable to accommodate literary texts.

### **Summary**

The researcher discussed in the first part of this chapter the theoretical framework of related literature that dealt with necessary issues related to the teaching of literature and novel. The researcher discussed the values of teaching literature, English language in the Palestinian system, the teaching of literature in Palestinian schools, novel as a genre, and the types of novel. Then, the researcher shed light on some

methods used in teaching literature. Finally, the researcher gave an idea about "Silas Marner" and a brief summary of its chapters and characters.

# Chapter III

## Methodology



### III

## The Methodology

### Introduction

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, and the research design. Moreover, it introduces the statistical treatment for the study findings.

### Research design

The study attempted the descriptive approach. Brown and Rodgers (2002:117) define the descriptive research as "A research that describes group characteristics or behaviors in numerical terms". They maintain that "the descriptive statistics is those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion".

The descriptive research " is designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from facts discovered".

Abou Shaaban (2003: 84)

### **The population of the study**

The population of this study consisted of the whole English language teachers (male and female) who are teaching English language for the eleventh grade and related to the Ministry of Education in Gaza governorate for the school year (2007 – 2008).

The population of the study was (65) teachers (35) of them were males and (30) teachers were females.

### **The sample of the study**

#### **a- Pilot study:**

The pilot sample of the study consisted of (20) teachers who were randomly selected with percentage weight (30.7%) from the population of the study. The pilot study aimed to ensure the reliability and the stability of the instrument of the study. The following table (1) shows this:

**Table (1)**

**The distribution of the pilot sample**

Gender	No.	Percentage weight
male	12	27.9
female	8	18.6
Total	20	46.5

#### **b- Sample of the study:**

The researcher used a random sample which was consisted of (43) English language teachers who are teaching the eleventh grade in

Gaza Governorate. The sample's percentage weight was (66.1%) from the population of the study.

Tables (2-5) show the distribution of the sample according to the teachers' gender, students' gender, experience and specialization.

**Table (2)**

**The distribution of the sample according to the teachers' gender**

Gender	No.	Percentage weight
Male	25	58.14
Female	18	41.86
Total	43	100

**Table (3)**

**The distribution of the sample according to Students' gender**

Gender	No.	Percentage weight
Male	21	48.84
Female	22	51.16
Total	43	100

**Table (4)**

**The distribution of the sample according to experience**

Experience	No.	Percentage weight
less than 5 years	8	18.60
From 5-10 years	22	51.16
more than 10 years	13	30.23
Total	43	100

**Table (5)**

**The distribution of the sample according to specialization**

specialization	No.	Percentage weight
literary	22	51.16
scientific	21	48.84
Total	43	100

## **Instrumentation**

The researcher believed that the most suitable tool for achieving the purpose of the study is conducting a questionnaire for collecting, describing and analyzing data concerning the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

### **The questionnaire**

The researcher used a questionnaire as the main instrument to achieve the aims of the study. Therefore, the researcher depended on different sources to construct the questionnaire:

a. Previous studies in general; as the researcher have noticed that most of the previous studies discussed the difficulties facing students and teacher in learning and teaching literature. On the other hand some studies discussed methods of teaching literature.

Keshta (2000) for example examined in his study the perceptions of foreign students regarding the understanding and teaching of English literature. The study concluded that major problems facing foreign students in learning drama in English literature were theme, conflict, length of play and writing style. He also found that appreciation of other cultures, evaluating and creating new ideas, and promoting

language development were the beneficial components of understanding English literature.

On the other hand, Breem (1999) offered an approach which gives 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. The study focuses through 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.

Linfield (1999) developed seven ideas which the author considers crucial to the improvement of teaching literature in the Jordanian Universities: Pleasure as a greatest motivator, teaching begins when the words are understood, the need for good editions, what does it mean? why this is a dangerous question?, study the literature, not the teacher, we should teach questions, not answers, and the need for constant invigoration of teachers.

Finally, Ronald (2002) suggested using translated first language literature in the second language classroom. The study concluded that the use of translated first language literature in the second language classroom circumvents several traditional problems associated with

employing L2 literature while retaining much of the original value of teaching it.

**b.** Asking an open question to teachers to express the difficulties facing them and how they do teach and evaluate the English novel.

**c.** Theoretical framework :-

A questionnaire was developed to investigate the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza. The questionnaire consisted of (43) items classified into three domains: The first domain included the textbook content's items (Linguistic, Cultural, Religious, Legal, Political and Social items). The second domain included the teaching methods, whereas, the third domain included evaluation. The stated expressions fell in five ranks: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). As a result, the marks of items became restricted between (43-215). (See appendix I)

The researcher introduced the questionnaire to a panel of specialists in English language and methodology in the Islamic University of Gaza, experienced supervisors and teachers in Governmental schools.

The researcher also invited the referees to examine and check the questionnaire card which was specifically designed to survey and collect data on the difficulties of teaching English novel for the

eleventh grade from the teachers' perspective in Gaza Governorate. (See appendix II).

The first draft of the questionnaire consisted of (54) items classified into three domains; content items, difficulties facing English language teachers in teaching novel and notions to facilitate difficulties facing English language teachers in teaching novel (See appendix III). The researcher modified some items according to the guidance of referees. After modification, the number of items became (43) divided into three domains. The researcher modified two domains and omitted eleven sub-items.

### **Validity of the questionnaire**

To validate the questionnaire, the researcher applied three types of validity: the content validity, the internal consistency validity and the construct validity.

### **The Content validity**

The questionnaire was checked by a group of juries from the Islamic University, and from the Ministry of Education to ensure its clarity and relevance. Ambiguous items were modified and clarified according to their suggestions. Consequently, the number of items became (43) distributed as shown in table (6).

Table (6)

**The distribution of items according to the domains**

DOMAIN		ITEMS NO.	
<b>Part one:- Content</b>	<b>A</b>	<b>Linguistic</b>	5
	<b>B</b>	<b>Cultural items</b>	4
	<b>C</b>	<b>Religious items</b>	4
	<b>D</b>	<b>Legal items</b>	3
	<b>E</b>	<b>Political items</b>	4
	<b>F</b>	<b>Social items</b>	2
<b>Part two:- Teaching methods</b>		<b>15</b>	
<b>Part three:- Evaluation</b>		<b>6</b>	
<b>Total</b>		<b>43</b>	

**Internal consistency**

The internal validity coefficient was computed by using Pearson formula. The following tables (7-14) show the data analysis of the correlation coefficient of each item with the domain it belongs to and compared to the whole degree of the questionnaire by using the "SPSS" Statistical Package for Social Science.

Table (7)

**Correlation coefficient at the items in the first domain "Linguistic"**

No.	Item	Correlation Coefficient	Sig.
1	Simplified, daily and functional language	0.719	Sig at 0.01
2	Contains simple and compound sentences	0.882	Sig at 0.01
3	Difficult expressions and strange names	0.541	Sig at 0.05
4	Unfamiliar words are explained	0.846	Sig at 0.01
5	Huge amount of words	0.477	Sig at 0.05



**Table (8)**

**Correlation coefficient at the items in the first domain "Cultural"**

No.	Item	Correlation Coefficient	Sig.
1	The novel is a reflection for an old culture that has no value	0.623	Sig at 0.01
2	Contradicts the Islamic and Arabic culture	0.716	Sig at 0.01
3	Spot the light on the countryside culture	0.729	Sig at 0.01
4	Raises the cultural awareness	0.484	Sig at 0.05

**Table (9)**

**Correlation coefficient at the items in the first domain "Religious"**

No.	Item	Correlation Coefficient	Sig.
1	Contradicts the Islamic philosophy	0.756	Sig at 0.01
2	Expresses the Christian philosophy	0.529	Sig at 0.05
3	The hero doesn't believe in God	0.722	Sig at 0.01
4	Declares the gab between the church and the countryside society	0.514	Sig at 0.05

**Table (10)**

**Correlation coefficient at the items in the first domain "Legal"**

No.	Item	Correlation Coefficient	Sig.
1	Gives an idea about church's court	0.831	Sig at 0.01
2	Shows the minister's domination	0.941	Sig at 0.01
3	Shows the weakness of Christian law which is based on drawing lots	0.895	Sig at 0.01

**Table (11)**

**Correlation coefficient at the items in the first domain "Political"**

No.	Item	Correlation Coefficient	Sig.
1	Spot the light on Diaspora	0.887	Sig at 0.01
2	Contrasts hero's Diaspora to the Palestinian's	0.770	Sig at 0.01
3	Encourages migration from homeland	0.720	Sig at 0.01
4	Shows the domination of the feudal system on land and people	0.504	Sig at 0.05

**Table (12)**  
**Correlation coefficient at the items in the first domain "Social"**

No.	Item	Correlation Coefficient	Sig.
1	Reflects the countryside's society	0.933	Sig at 0.01
2	Shows relations between classes	0.947	Sig at 0.01

**Table (13)**  
**Correlation coefficient at the items in the second domain "Teaching methods"**

No.	Item	Correlation Coefficient	Sig.
1	Using role-play	0.756	Sig at 0.01
2	Using story telling	0.458	Sig at 0.05
3	Need for translation	0.533	Sig at 0.05
4	Performance and casting	0.664	Sig at 0.01
5	Reflection	0.515	Sig at 0.05
6	Prediction	0.482	Sig at 0.05
7	Portfolios	0.613	Sig at 0.01
8	Reading "silent and loud"	0.509	Sig at 0.05
9	Retrospection "flashback"	0.561	Sig at 0.01
10	Using strategies to decode words they don't know	0.456	Sig at 0.05
11	Developing a mental map of the text as they read	0.500	Sig at 0.05
12	Walk-in debates	0.536	Sig at 0.05
13	Questioning	0.445	Sig at 0.05
14	Using audiovisual materials "LCD, video"	0.531	Sig at 0.05
15	Developing judgments and preferences	0.466	Sig at 0.05

( R ) table value at degree of freedom (18) and sig. level (0.01) = 0.561

( R ) table value at degree of freedom (18) and sig. level (0.05) = 0.444

**Table (14)**  
**Correlation coefficient at the items in the third domain "Evaluation"**

No.	Item	Correlation Coefficient	Sig.
1	Portfolios	0.578	Sig at 0.01
2	Extra questions	0.619	Sig at 0.01
3	Reflection	0.617	Sig at 0.01
4	performance	0.635	Sig at 0.01
5	Open questions	0.519	Sig at 0.05
6	Yes / no questions	0.526	Sig at 0.05

( R ) table value at degree of freedom (18) and sig. level (0.01) = 0.561

( R ) table value at degree of freedom (18) and sig. level (0.05) = 0.444

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

### **Construct Validity**

The researcher also made sure of the relation correlation between the three domains and the total degree of the questionnaire as shown in table (15)

**Table (15)**

**Correlation coefficient of the domains with the total degree of part one.**

<b>Domains</b>	<b>Total Degree</b>	<b>Sig.</b>
<b>Linguistic</b>	0.688	Sig at 0.01
<b>Cultural items</b>	0.836	Sig at 0.01
<b>Religious items</b>	0.852	Sig at 0.01
<b>Legal items</b>	0.446	Sig at 0.05
<b>Political items</b>	0.643	Sig at 0.01
<b>Social items</b>	0.467	Sig at 0.05

( R ) table value at degree of freedom (18) and sig. level (0.01) = 0.561

( R ) table value at degree of freedom (18) and sig. level (0.05) = 0.444

As shown in the table above, there is a correlation between the three domains and the total degree and each domain with part one at sig. level (0.01) that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

**Table (16)**  
**Correlation coefficient of the parts with the total degree of the questionnaire.**

Parts	Total Degree	Sig.
<b>Part one:- Content</b>	0.683	Sig at 0.01
<b>Part two:- Teaching methods</b>	0.454	Sig at 0.05
<b>Part three:- Evaluation</b>	0.485	Sig at 0.05

( R ) table value at degree of freedom (18) and sig. level (0.01) = 0.561

( R ) table value at degree of freedom (18) and sig. level (0.05) = 0.444

As shown in the table above, there is a relation correlation between the three parts and the total degree and each part with the other part at sig. level (0.01) that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

#### **Reliability of the questionnaire**

The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Cronbach and the split-half method.

#### **Split-half method**

The researcher calculated the correlation between the first and the second half of each domain of the questionnaire and the whole of the questionnaire. Then, the researcher used Spearman Brown Formula to modify the length of the questionnaire to find out the reliability coefficient as shown in table (17).

**Table (17)**  
**Correlation coefficient between the two halves of each Part before  
modification and the reliability after modification**

Parts		Number of Items	Correlation	Reliability After modification
<b>Part one:- Content</b>	<b>A</b> Linguistic	*5	0.654	0.665
	<b>B</b> Cultural items	4	0.563	0.721
	<b>C</b> Religious items	4	0.530	0.694
	<b>D</b> Legal items	*3	0.801	0.843
	<b>E</b> Political items	4	0.353	0.522
	<b>F</b> Social items	2	0.768	0.868
<b>Part one:- Content</b>		22	0.584	0.741
<b>Part two:- Teaching methods</b>		*15	0.578	0.581
<b>Part three:- Evaluation</b>		6	0.552	0.717
<b>Total</b>		*43	0.668	0.670

\* The researcher used Gutman coefficient for unequal halves.

The table above shows that the reliability coefficient by using split-half method after modification is more than (0.522). This indicates that the questionnaire accepted reliability and the researcher is satisfied to apply it on the sample of the study.

### **Cronbach Alpha Method**

A total sample of (43) teachers participated in testing the reliability of the questionnaire, Alpha formula was used to determine the reliability of the questionnaire as shown in table (18).

**Table (18)**  
**Cronbach Alpha Coefficient for the parts of the questionnaire**

Parts		Number of Items	Cronbach Alpha
<b>Part one:- Content</b>	<b>A</b> Linguistic	5	0.609
	<b>B</b> Cultural items	4	0.538
	<b>C</b> Religious items	4	0.503
	<b>D</b> Legal items	3	0.857
	<b>E</b> Political items	4	0.706
	<b>F</b> Social items	2	0.866
<b>Part one:- Content</b>		22	0.783
<b>Part two:- Teaching methods</b>		15	0.643
<b>Part three:- Evaluation</b>		6	0.584
<b>Total</b>		43	0.539

The results of table (18) show that the ranges of reliability of the three parts are above (0.503). This result indicates that the questionnaire is suitable for conducting such a study. The reliability of the questionnaire was measured by Alpha Cronbach and the split-half methods.

### **Statistical Analysis**

The data were collected and computed by using (SPSS) Statistical Package for Social Science.

The following statistics were used:

1. The data were collected and computed by using Spearman correlation, Cronbach Alpha, Gutman coefficient for

unequal halves and Split-half techniques to confirm the validity and reliability.

2. Pearson correlation was used to measure the internal consistency.
3. Means and percentages were used to determine the main difficulties facing teachers in teaching the English novel.
4. T-test independent sample was used to measure the statistical differences in means between gender, specialization and experience.
5. One Way ANOVA was used to measure the statistical differences in means between the scopes.
6. Scheffe Post Hoc test matrix was used to identify the direction of differences among the scopes.

### **Summary**

Chapter three presented a complete description for the methodology of the study, the population, the sample, the instrumentation, the pilot study, and the research design. Moreover, it introduced the statistical treatment for the study findings.

Finally, this chapter included different tables which showed the sample distribution by teachers' gender, students' gender, experience and according to specialization.

## Chapter IV

### RESULTS OF THE STUDY □



## IV

### RESULTS OF THE STUDY

#### **Introduction**

The purpose of this study was to investigate the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

The sample of the study consisted of (43) teachers who are teaching the English novel "Silas Marner" for the eleventh grade in Gaza.

This chapter aimed at presenting the results of the study by answering the research questions.

The main question of the study was: - What are the difficulties of teaching the English novel for the eleventh grade in Gaza?

#### **Data Analysis**

**The following is the answer of the research questions:-**

##### **1. The answer of the main question**

The main question was: What are the difficulties of teaching English novel for the eleventh grade in Gaza?

To answer this question the researcher used the frequencies, the summation of responses, means, standard deviation, the percentage weight and rank of each item of the questionnaire. Table (19) shows this:

## ✓ First: Part one: - Content

Table (19 )

Frequencies, the sum of responses, means, std. deviation, the percentage weight and rank of each items of the content in part one. (n=43)

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Sum	Mean	Std. Deviation	% weight	rank	rank
A	<b>Linguistic</b>											
A1	Simplified, daily and functional language	6	10	0	21	6	140	3.256	1.347	65.12	3	18
A2	Contains simple and compound sentences	3	4	1	30	5	159	3.698	1.036	73.95	1	10
A3	Difficult expressions and strange names	1	19	4	11	8	135	3.140	1.246	62.79	4	20
A4	Unfamiliar words are explained	9	8	2	19	5	132	3.070	1.404	61.40	5	21
A5	Huge amount of words	3	13	2	17	8	143	3.326	1.286	66.51	2	15
B	<b>Cultural items</b>											
B1	The novel is a reflection for an old culture that has no value	3	20	2	7	11	132	3.070	1.404	61.40	4	22
B2	Contradicts the Islamic and Arabic culture	3	9	1	17	13	157	3.651	1.307	73.02	2	12
B3	Spot the light on the countryside culture	0	5	3	29	6	165	3.837	0.814	76.74	1	6
B4	Raises the cultural awareness	1	5	15	18	4	148	3.442	0.908	68.84	3	14
C	<b>Religious items</b>											
C1	Contradicts the Islamic philosophy	2	7	2	15	17	167	3.884	1.238	77.67	1	4
C2	Expresses the Christian philosophy	3	4	3	24	9	161	3.744	1.115	74.88	3	9
C3	The hero doesn't believe in God	2	6	5	17	13	162	3.767	1.172	75.35	2	8
C4	Declares the gap between the church and the countryside society	0	10	6	24	3	149	3.465	0.935	69.30	4	13
D	<b>Legal items</b>											
D1	Gives an idea about church's court	1	2	7	28	5	163	3.791	0.804	75.81	3	7
D2	Shows the minister's domination	0	1	4	29	9	175	4.070	0.632	81.40	2	3
D3	Shows the weakness of Christian laws which are based on drawing lots	0	3	0	29	11	177	4.116	0.731	82.33	1	2
E	<b>Political items</b>											
E1	Spot the light on Diaspora	5	11	4	11	12	143	3.326	1.426	66.51	2	16
E2	Contrasts hero's Diaspora to the Palestinian's	6	9	5	13	10	141	3.279	1.403	65.58	3	17
E3	Encourages migration from homeland	5	10	9	10	9	137	3.186	1.332	63.72	4	19
E4	Shows the domination of the feudal system on land and people	0	6	7	25	5	158	3.674	0.865	73.49	1	11
F	<b>Social items</b>											
F1	Reflects the countryside's society	0	4	4	28	7	167	3.884	0.793	77.67	2	5
F2	Shows relations between classes	0	3	2	25	13	177	4.116	0.793	82.33	1	1

As shown in table (19) we can observe the content's items from the most to the least arranged in order according to the percentage weight and rank:

**a. Linguistic items:-**

- No (A2) "Contains simple and compound sentences" occupied the first rank of the first item "Linguistic" with percentage weight (73.95%).
- No (A5) "Huge amount of words" occupied the second rank of the first item "Linguistic" with percentage weight (66.51%).
- No (A1) "Simplified, daily and functional language" occupied the third rank of the first item "Linguistic" with percentage weight (65.12%).

**b. Cultural items:-**

- No (B3) "Spot the light on the countryside culture" occupied the first rank of the second item "Cultural" with percentage weight (76.74%).
- No (B2) "Contradicts the Islamic and Arabic culture" occupied the second rank of the second item "Cultural" with percentage weight (73.02%).

- No (B4) "Raises the cultural awareness" occupied the third rank of the second item "Cultural" with percentage weight (68.84%).

**c. Religious items:-**

- No (C1) "Contradicts the Islamic philosophy" occupied the first rank of the third item "Religious" with percentage weight (77.67%).
- No (C3) "The hero doesn't believe in God" occupied the second rank of the third item "Religious" with percentage weight (75.35%).
- No (C2) "Expresses the Christian philosophy" occupied the third rank of the third item "Religious" with percentage weight (74.88%).

**d. Legal items:-**

- No (D3) "Shows the weakness of Christian laws which are based on drawing lots" occupied the first rank of the fourth item "Legal" with percentage weight (82.33%).
- No (D2) "Shows the minister's domination" occupied the second rank of the fourth item "Legal" with percentage weight (81.40%).

- No (D1) "Gives an idea about church's court" occupied the third rank of the fourth item "Legal" with percentage weight (75.81%).

**e. Political Items:-**

- No (E4) "Shows the domination of the feudal system on land and people" occupied the first rank of the fifth item "Political" with percentage weight (73.49%).
- No (E1) "Spot the light on Diaspora" occupied the second rank of the fifth item "Political" with percentage weight (66.51%).
- No (E2) "Contrasts hero's Diaspora to the Palestinian's" occupied the third rank of the fifth item "Political" with percentage weight (65.58%).

**f. Social Items:-**

- No (F2) "Shows relations between classes" occupied the first rank of the sixth item "Social" with percentage weight (82.33%).
- No (F1) "Reflects the countryside's society" occupied the second rank of the sixth item "Social" with percentage weight (77.67%).

**The table also shows that some items occupied the most rank:-**

- No (F2) "Shows relations between classes" occupied the first rank of the entire items with percentage weight (82.33%).
- No (D3) "Shows the weakness of Christian laws which are based on drawing lots" occupied the second rank of the entire items with percentage weight (82.33%).
- No (D2) "Shows the minister's domination" occupied the third rank of the entire items with percentage weight (81.40%).
- No (C1) "Contradicts the Islamic philosophy" occupied the fourth rank of the entire items with percentage weight (77.67%).
- No (F1) "Reflects the countryside's society" occupied the fifth rank of the entire items with percentage weight (77.67%).
- No (B3) "Difficult expressions and strange names" occupied the sixth rank of the entire items with percentage weight (76.74%).
- No (D1) "Gives an idea about church's court" occupied the seventh rank of the entire items with percentage weight (75.81%).
- No (C3) "The hero doesn't believe in God" occupied the eighth rank of the entire items with percentage weight (75.35%).

- No (C2) "Expresses the Christian philosophy" occupied the ninth rank of the entire items with percentage weight (74.88%).
- No (A2) "Contains simple and compound sentences" occupied the tenth rank of the entire items with percentage weight (73.95%).

**On the other hand some items occupied the least rank:-**

- No (B1) "The novel is a reflection for an old culture that has no value" occupied the twenty-second rank of the entire items with percentage weight (61.40%).
- No (A4) "Unfamiliar words are explained" occupied the twenty-first rank of the entire items with percentage weight (61.40%).
- No (A3) "Difficult expressions and strange names" occupied the twenty-third rank of the entire items with percentage weight (62.79%).
- No (E3) "Encourages migration from homeland" occupied the twenty-fourth rank of the entire items with percentage weight (63.72%).
- No (A1) "Simplified, daily and functional language" occupied the twenty-fifth rank of the entire items with percentage weight (65.12%).

## ✓ Part two:- Teaching methods

Table (20)

Frequencies, the sum of responses, means, std. deviation, the percentage weight and rank of each item of the Teaching methods of the novel in part two.

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Sum	Mean	Std. Deviation	% weight	Rank
J1	Using role-play	7	10	4	18	4	131	3.047	1.308	60.93	14
J2	Using story telling	1	2	2	29	9	172	4.000	0.816	80.00	3
J3	Need for translation	4	11	0	15	13	151	3.512	1.404	70.23	11
J4	Performance and casting	4	9	7	19	4	139	3.233	1.172	64.65	13
J5	Reflection	1	6	15	18	3	145	3.372	0.900	67.44	12
J6	Prediction	1	0	8	29	5	166	3.860	0.710	77.21	4
J7	Portfolios	8	3	21	9	2	123	2.860	1.104	57.21	15
J8	Reading "silent and loud"	1	3	1	25	13	175	4.070	0.910	81.40	2
J9	Retrospection "flashback"	1	5	7	25	5	157	3.651	0.923	73.02	7
J10	Using strategies to decode words they don't know	3	3	8	24	5	154	3.581	1.029	71.63	9
J11	Developing a mental map of the text as they read	2	3	13	21	4	151	3.512	0.935	70.23	10
J12	Walk-in debates	0	5	9	24	5	158	3.674	0.837	73.49	6
J13	Questioning	0	3	1	28	11	176	4.093	0.750	81.86	1
J14	Using audiovisual materials "LCD, video"	1	15	0	10	17	156	3.628	1.381	72.56	8
J15	Developing judgments and preferences	1	4	12	16	10	159	3.698	1.013	73.95	5

As shown in table (20) we can observe the teaching methods' items from the most to the least arranged in order according to the percentage weight and rank:



- No (J13) "Questioning" occupied the first rank of the teaching methods with percentage weight (81.86%).
- No (J8) "Reading “silent and loud”" occupied the second rank of the teaching methods with percentage weight (81.40%).
- No (J2) "Using story telling" occupied the third rank of the teaching methods with percentage weight (80.00%).
- No (J6) "Prediction" occupied the fourth rank of the teaching methods with percentage weight (77.21%).
- No (J15) "Developing judgments and preferences" occupied the fifth rank of the teaching methods with percentage weight (73.95%).
- No (J12) "Walk-in debates" occupied the sixth rank of the teaching methods with percentage weight (73.49%).
- No (J9) "Retrospection “flashback”" occupied the sixth rank of the teaching methods with percentage weight (73.02%).
- No (J9) "Retrospection “flashback”" occupied the seventh rank of the teaching methods with percentage weight (73.02%).
- No (J9) "Using audiovisual materials "LCD, video"" occupied the eighth rank of the teaching methods with percentage weight (72.56%).

**On the other hand some items occupied the least rank:-**

- No (J7) "Portfolios" occupied the fifteenth rank of the teaching methods with percentage weight (57.21%).
- No (J1) "Using role-play" occupied the fourteenth rank of the teaching methods with percentage weight (60.93%).
- No (J4) "Performance and casting" occupied the thirteenth rank of the teaching methods with percentage weight (64.65%).
- No (J5) "Reflection" occupied the twentieth rank of the teaching methods with percentage weight (67.44%).
- No (J3) "Need for translation" occupied the eleventh rank of the teaching methods with percentage weight (70.23%).
- No (J11) "Developing a mental map of the text as they read" occupied the tenth rank of the teaching methods with percentage weight (70.23%).

### ✓ Part three:- Evaluation

Table (21)

Frequencies, the sum of responses, means, std. deviation, the percentage weight and rank of each items of the evaluation of the novel in part three.

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Sum	Mean	Std. Deviation	% weight	Rank
K1	Portfolios	6	7	16	14	0	124	2.884	1.028	57.67	6
K2	Extra questions	0	3	0	33	7	173	4.023	0.672	80.47	3
K3	Reflection	0	5	8	29	1	155	3.605	0.728	72.09	4
K4	performance	3	6	3	25	6	154	3.581	1.118	71.63	5
K5	Open questions	1	2	3	23	14	176	4.093	0.895	81.86	2
K6	Yes / no questions	0	1	1	22	19	188	4.372	0.655	87.44	1

As shown in table (21) we can observe the evaluation's items from the most to the least arranged in order according to the percentage weight and rank:

- No (K6) "Yes / no questions" occupied the first rank of the evaluation with percentage weight (87.44%).
- No (K5) "Open questions" occupied the second rank of the evaluation with percentage weight (81.86%).
- No (K2) "Extra questions" occupied the third rank of the evaluation with percentage weight (80.00%).
- No (K3) "Reflection" occupied the fourth rank of the evaluation with percentage weight (72.09%).

**On the other hand some items occupied the least rank:-**

- No (K1) "Portfolios" occupied the sixth rank of the evaluation with percentage weight (57.67%).
- No (K4) "performance" occupied the fifth rank of the evaluation with percentage weight (71.63%).

To conclude the results, the researcher used the sum of responses, means, std. deviation, the percentage weight and rank of each field from the questionnaire. Table (22) shows this:

**Table (22)**  
**Sum of responses, means, std. deviation, the percentage weight and rank of each field of the questionnaire.**

Field	No. of items	Sum	Mean	Std. Deviation	% weight	Rank	rank
a) Linguistic	5	709	16.488	3.467	65.95	6	
b) Cultural items	4	602	14.000	2.637	70.00	4	
c) Religious items	4	639	14.860	2.833	74.30	3	
d) Legal items	3	515	11.977	1.752	79.84	2	
e) Political items	4	579	13.465	3.942	67.33	5	
f) Social items	2	344	8.000	1.309	80.00	1	
<b>Part one: Content</b>	22	3388	78.791	9.932	75.04		<b>2</b>
<b>Part two:- Teaching methods</b>	15	2313	53.791	6.038	71.72		<b>3</b>
<b>Part three:- Evaluation</b>	6	970	22.558	2.630	75.19		<b>1</b>
<b>Total</b>	43	6671	155.140	10.065	72.16		

As shown in table (22) we can observe the items and parts from the most to the least arranged in order according to the percentage weight and rank:

- No (f) "Social items" occupied the first rank of the content with percentage weight (80.00%).
- No (d) "Legal items" occupied the second rank of the content with percentage weight (79.84%).
- No (c) "Religious items" occupied the third rank of the content with percentage weight (74.30%).
- No (b) "Cultural items" occupied the fourth rank of the content with percentage weight (70.00%).

**On the other hand some items occupied the least rank:-**

- No (a) "Linguistic" occupied the sixth rank of the content with percentage weight (65.95%).
- No (K4) "Political items" occupied the fifth rank of the content with percentage weight (67.33%).

It is also clear that evaluation occupied the first rank of the domains with percentage weight (75.19%), Content occupied the second rank with percentage weight (75.04%) and the teaching methods occupied the third rank with percentage weight (71.72%)

**2. The answer of the first question**

The first question was: Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender?

To answer this question the researcher used T. test table (23) shows this:

**Table (23)**  
Means, std. deviation t. value , and sig. level to know the difference between male and female

Field	gender	N	Mean	Std. Deviation	T value	Sig. level
<b>a) Linguistic</b>	male	25	16.520	3.809	0.070	Not sig.
	female	18	16.444	3.034		
<b>b) Cultural items</b>	male	25	13.960	2.979	0.116	Not sig.
	female	18	14.056	2.155		
<b>c) Religious items</b>	male	25	14.360	3.108	1.380	Not sig.
	female	18	15.556	2.307		
<b>d) Legal items</b>	male	25	11.840	2.014	0.598	Not sig.
	female	18	12.167	1.339		
<b>e) Political items</b>	male	25	12.400	3.830	2.179	Sig at 0.05
	female	18	14.944	3.702		
<b>f) Social items</b>	male	25	7.840	1.405	0.943	Not sig.
	female	18	8.222	1.166		
<b>Part one: Content</b>	male	25	76.920	11.124	1.476	Not sig.
	female	18	81.389	7.531		
<b>Part two: Teaching methods</b>	male	25	54.240	7.090	0.570	Not sig.
	female	18	53.167	4.287		
<b>Part three: Evaluation</b>	male	25	22.840	2.577	0.825	Not sig.
	female	18	22.167	2.728		
<b>Total</b>	male	25	154.000	12.166	0.872	Not sig.
	female	18	156.722	6.066		

“t” table value at (41) d f. at (0.05) sig. level equal 2.02

“t” table value at (41) d f. at (0.01) sig. level equal 2.70

The previous table shows that computed T value is less than the critical ( $\alpha \leq 0.05$ ) in all items except for the political items and this proves that there are no statistical significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to the gender.

The table also shows that computed T value is more than the critical ( $\alpha$ ) at (0.05) in the political items and this proves that there are statistical significant differences at ( $\alpha \leq 0.05$ ) due to the gender. And the difference goes for the females.

### 3. The answer of the second Question

The second question was: Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to students' gender?

To answer this question the researcher used T. test table (24) shows this:

**Table (24)**  
Means, std. deviation t. value , and sig. level to know the difference between male and female

Field	gender	N	Mean	Std. Deviation	T value	Sig. level
a) Linguistic	male	21	16.667	4.078	0.326	Not sig.
	female	22	16.318	2.852		
b) Cultural items	male	21	13.714	3.085	0.690	Not sig.
	female	22	14.273	2.164		
c) Religious items	male	21	14.571	3.026	0.649	Not sig.
	female	22	15.136	2.678		
d) Legal items	male	21	11.810	2.112	0.607	Not sig.
	female	22	12.136	1.356		
e) Political items	male	21	12.095	3.885	2.342	Sig at 0.05
	female	22	14.773	3.611		
f) Social items	male	21	8.000	1.414	0.000	Not sig.
	female	22	8.000	1.234		
Part one: Content	male	21	76.857	11.560	1.256	Not sig.
	female	22	80.636	7.920		
Part two: Teaching methods	male	21	53.952	7.453	0.170	Not sig.
	female	22	53.636	4.467		
Part three: Evaluation	male	21	22.905	2.737	0.841	Not sig.
	female	22	22.227	2.544		
Total	male	21	153.714	13.077	0.905	Not sig.
	female	22	156.500	5.982		

"t" table value at (41) d f. at (0.05) sig. level equal 2.02

"t" table value at (41) d f. at (0.01) sig. level equal 2.70

The previous table shows that computed T value is less than the critical ( $\alpha \leq 0.05$ ) in all items except for the political items and this proves that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to the gender.

The table also shows that computed T value is more than the critical ( $\alpha$ ) at (0.05) in the political items and this proves that there are statistical significant differences at ( $\alpha \leq 0.05$ ) due to the gender. And the differences go for the females.

#### 4. The answer of the third Question

The third question was: Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary)?

To answer this question the researcher used T. test table (25) shows this:

**Table (25)**  
Means, std. deviation t. value , and sig. level to know the difference between scientific and literary

Field	gender	N	Mean	Std. Deviation	T value	Sig. level
<b>a) Linguistic</b>	literary	22	16.636	3.787	0.283	Not sig.
	scientific	21	16.333	3.183		
<b>b) Cultural items</b>	literary	22	13.682	2.476	0.807	Not sig.
	scientific	21	14.333	2.817		
<b>c) Religious items</b>	literary	22	14.773	3.337	0.205	Not sig.
	scientific	21	14.952	2.269		
<b>d) Legal items</b>	literary	22	12.273	1.518	1.138	Not sig.
	scientific	21	11.667	1.958		
<b>e) Political items</b>	literary	22	13.455	3.925	0.018	Not sig.



Field	gender	N	Mean	Std. Deviation	T value	Sig. level
	scientific	21	13.476	4.057		
<b>f) Social items</b>	literary	22	7.909	1.109	0.462	Not sig.
	scientific	21	8.095	1.513		
<b>Part one: Content</b>	literary	22	78.727	10.347	0.042	Not sig.
	scientific	21	78.857	9.733		
<b>Part two: Teaching methods</b>	literary	22	55.000	6.705	1.358	Not sig.
	scientific	21	52.524	5.105		
<b>Part three: Evaluation</b>	literary	22	22.682	3.168	0.312	Not sig.
	scientific	21	22.429	1.989		
<b>Total</b>	literary	22	156.409	10.084	0.844	Not sig.
	scientific	21	153.810	10.117		

“t” table value at (41) d f. at (0.05) sig. level equal 2.02

“t” table value at (41) d f. at (0.01) sig. level equal 2.70

The previous table shows that computed T value is less than the critical ( $\alpha \leq 0.05$ ) in all items and this proves that there are no statistical significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary).

## 5. The answer of the fourth Question

The fourth question was: Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' experience?

To answer this question the researcher used One Way ANOVA style

Table (26) shows such things:

**Table (26)**  
**Variance source, sum of squares, df, mean square, f value, sig. Value, sig. level**

Field		Sum of Squares	df	Mean Square	F	Sig.
<b>a) Linguistic</b>	Between Groups	53.859	2	26.929	2.389	Not sig.
	Within Groups	450.885	40	11.272		
	Total	504.744	42			
<b>b) Cultural items</b>	Between Groups	7.765	2	3.882	0.546	Not sig.
	Within Groups	284.235	40	7.106		
	Total	292.000	42			
<b>c) Religious items</b>	Between Groups	15.582	2	7.791	0.969	Not sig.
	Within Groups	321.580	40	8.040		
	Total	337.163	42			
<b>d) Legal items</b>	Between Groups	1.203	2	0.602	0.188	Not sig.
	Within Groups	127.774	40	3.194		
	Total	128.977	42			
<b>e) Political items</b>	Between Groups	79.012	2	39.506	2.755	Not sig.
	Within Groups	573.685	40	14.342		
	Total	652.698	42			
<b>f) Social items</b>	Between Groups	0.622	2	0.311	0.174	Not sig.
	Within Groups	71.378	40	1.784		
	Total	72.000	42			
<b>Part one: Content</b>	Between Groups	307.056	2	153.528	1.601	Not sig.
	Within Groups	3836.060	40	95.902		
	Total	4143.116	42			
<b>Part two: Teaching methods</b>	Between Groups	47.420	2	23.710	0.639	Not sig.
	Within Groups	1483.697	40	37.092		
	Total	1531.116	42			
<b>Part three: Evaluation</b>	Between Groups	32.979	2	16.489	2.560	Not sig.
	Within Groups	257.626	40	6.441		
	Total	290.605	42			
<b>Total</b>	Between Groups	99.607	2	49.803	0.479	Not sig.
	Within Groups	4155.556	40	103.889		
	Total	4255.163	42			

“F” table value at (2, 42) d f. at (0.05) sig. level equal 3.22

“F” table value at (2, 42) d f. at (0.01) sig. level equal 5.15

The previous table shows that computed T value is less than the critical ( $\alpha \leq 0.05$ ) and this proves that there are no statistical significant differences at ( $\alpha \leq 0.05$ ) due to the teachers' experience.

### **Summary**

Chapter four dealt with the results of the study. The results of each question were clarified statistically by using different tables that indicated them.

The results of the first question revealed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender? The results of the second question showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to students' gender?

On the other hand, results of the third question showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary).

Finally, results of the fourth question showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in difficulties of teaching English novel due to teachers' experience?

Chapter V

DISCUSSION, CONCLUSIONS, AND  
RECOMMENDATIONS

## DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

The purpose of this study was to reveal the difficulties of teaching English novel for the eleventh grade from the teachers' perspective in Gaza.

A questionnaire was designed in this study to identify and analyze the difficulties. Forty-three English language teachers who are teaching the eleventh grade in Gaza Governorate were selected to participate in the study. A panel of specialists in English language and methodology in the Islamic University of Gaza, experienced supervisors and teachers in Governmental schools agreed that the questionnaire was valid.

This chapter aimed at discussing the findings in relation to the giving interpretations and analyzing these findings. The researcher then came out with overall suggestions and recommendations depending on the study findings, interpretations and analysis.

## **Discussion**

### **1- The discussion of the results of the main question**

What are the difficulties of teaching English novel for the eleventh grade in Gaza?

To answer this question the researcher used the frequencies, the sum of responses, means, the percentage weight and rank of each item and domain of the questionnaire.

The researcher have noticed that English language teachers are facing a lot of difficulties in teaching English novel for the eleventh grade. The major difficulties are content, teaching methods and evaluation. This result confirms the results of Linfield (1999: 27) who admitted that Arab learners are facing difficulties in learning English literature. Besides, Keshta (2000: 120) stated that major problems are facing foreign students in learning short stories in English literature were vocabulary, writing style, character role, plot and theme.

#### **a. Difficulties in the Content:-**

The content of the novel "Silas Marner" contains cultural, religious, political and social contradictions. Culturally; the novel doesn't belong to the students' culture or even have nothing to do with the Arabian culture. Religiously; the main character of the novel Silas Marner admitted that he doesn't believe in God which considered a

contradiction for the Islamic philosophy that should be respected by the students. On the political side, there is a comparison and contrast between the hero's Diaspora and the Palestinian's. Besides, the hero's flee from his land is considered as an encouragement for the Palestinians to leave their homeland and to run away as the best solution for their conflict. The novel also frustrates people and encourages them to forget their rights and not to fight for it. Concerning the social side; it is noticeable that this novel discusses the relation between classes and the feudal system besides reflecting the countryside society which is not related to the students' society.

Although cultural awareness is necessary but the researcher do believe that it is more necessary to have a content which reflects the Palestinian Islamic culture. Palestinian students are in a critical need for a satisfying content which is hoped to satisfy their needs and interests.

This result agreed with Keshta (2000: 128) who indicated that it is important to create a literature syllabus which reflects the needs and interests of the students.

The researcher insisted that any literary text should match the Palestinian's students needs, interests, culture and philosophy. Besides, the Palestinian students are in real need for encouraging

literature which is supposed to remind and encourage them to return their stolen rights.

**b. Difficulties in the teaching methods:-**

The questionnaire results have shown that the English language teachers focus only on the traditional techniques for teaching the English novel. They teach the novel using the reading strategies. Most of the teachers avoid the casting, performance, role play and portfolios in teaching the English novel. The researcher attributed this to the lack of literary teaching methods and lack of training programs.

On the other hand, the researcher thinks that teachers of English language should vary their techniques in teaching the English novel. It is advised to use more than a strategy at the same period. Katz (1998: 16) suggested that English language departments should use the mother tongue in teaching literature of the targeted language. They also may use story-telling strategies and the narration technique which are the most exciting methods.

**c. Difficulties in evaluation:-**

Teachers of English language find it difficult to evaluate the teaching of English novel. Most of the teachers would use the reading strategies in evaluating the English novel such as questioning. Most of the participants have no idea about portfolios or even tried to use



performance. The researcher attributes this to the lack of time and the limitation of goals of the novel which focus mainly on reading for pleasure.

The researcher truly believes that there are many methods to evaluate the teaching of English novel. English language teachers could use the observation as a good and direct evaluation for their mates. It is also recommended to use the focus-groups in which teachers can discuss their problems, exchange information and techniques, share their ideas and defend their thoughts about the teaching of the English novel.

Besides, teachers should not forget testing as a major strategy in measuring student's achievement.

**d. Other difficulties:-**

- The English novel "Silas Marner" has no specific period.
- Teacher's guide doesn't contain any lesson plan samples or even guidance for preparation.
- Palestinian schools suffer from the lack of teaching aids such as audiovisual materials "Liquid Crystal Display and Video".
- The targets beyond the novel are limited to the sake of pleasure.
- Palestinian schools suffer also from crowded classes.
- Supervisors don't focus on evaluating while teaching the English novel.

## **2- The discussion of the results of the first question**

Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender?

To answer this question the researcher used T. test.

Results revealed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender.

Only political items prove that there are statistically significant differences at ( $\alpha \leq 0.05$ ) due to teachers' gender. And the difference is in favor of females.

Its worthy to say that both male and female teachers share the same difficulties in general. This result is simply so because both male and female teachers live in the same social, political, educational and economical circumstances. Besides, they use the same teaching methods and the same evaluation strategies.

In addition to that the researcher believes that female teachers face more difficulties in teaching the political sides of Silas Marner than male teachers. The researcher attributes this to the fear of discussing the political sides from female teachers. Females teachers hesitate to go through any political issues in front of their students because they

fear of miss explanation form the students. On the other hand, females usually have no interests or even ideas about political issues.

This result confirms with the results of Shrimpton and Godinho (2002: 16) who discussed the gender-based differences in teaching and learning literature. They found that there are no differences in teaching and learning literature due to gender.

### **3- The discussion of the results of the second question**

Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to students' gender?

To answer this question the researcher used T. test.

Results showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to students' gender.

Only political items prove that there are statistical significant differences at ( $\alpha \leq 0.05$ ) due to students' gender. And the difference in favor of females.

The researcher attributes this to the nature of female students who don't prefer discussing the political sides. Besides, they will not misunderstand their teacher for his political explanations.

This result disagrees with Lazar (1990: 43) who noticed a differences in learning poetry due to gender. He attributed this difference to the individual differences and intelligence levels among males and females students.

#### **4- The discussion of the results of the third question**

Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary)?

To answer this question the researcher used T. test.

Results showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary).

This result is simply because teachers teach the novel for both literary and scientific streams using the same strategies and techniques. On the other hand it is well known that literary students face more difficulties in learning the English novel due to their weakness in English language.

The researcher attributes this result to the nature of the English novel which has nothing to do with students' specialization. It is the role of teacher to ease the teaching process for his class.

In addition, both scientific and literary students live within the same area and share the same teachers.

#### **6- The discussion of the results of the fourth question**

Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' experience?

To answer this question the researcher used One Way ANOVA style.

Results showed that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' experience.

Years of experience should have a critical role in the teaching of English language. But at this case the researcher have noticed no differences in the difficulties of teaching English novel due to years of experience. The researcher believed that English language teachers don't gave any attention the teaching of English novel which means that they just teach it with no efforts.

In addition, the researcher attributed this result to the traditional usage of the same methods which are still used in teaching the English novel.

## **Findings**

Based on the results of this study, the following findings were noticed:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's gender.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to student's specialization (scientific and literary).
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' experience.
5. The language of the English novel "Silas Marner" is very simplified and matches the eleventh grade linguistic levels.

6. The content of the English novel “Silas Marner” doesn't match the Palestinian students’ needs, interests and culture. It contradicts the students' culture, society and religion.
7. The novel compares the hero's Diaspora to the Palestinian's and encourages migration from homeland.

### **Conclusion**

Going through chapter five, we can notice the following conclusions of the five questions:-

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the difficulties of teaching English novel due to teachers' gender, students' gender, student’s specialization (scientific and literary) and teachers' experience.
2. Palestinian teachers who are teaching English language for the eleventh are facing a lot of difficulties and obstacles. Those difficulties lie in content, teaching methods and evaluation.
3. The content of the English novel "Silas Marner" contains cultural, religious, political and social contradictions which are not accepted by the students.
4. English language teachers use only the traditional techniques for teaching and evaluating the English novel.

5. Most of the English language teachers use the reading strategies for teaching and evaluating the English novel.

### **Recommendations**

Based on the results of the study, the following recommendations were suggested:

#### **Curriculum designers and decision makers are recommended:**

- To supply the English language syllabus with literary texts which reflects the Palestinian culture and society. Keshta (2000: 128) insisted that it is important to create a literature syllabus which reflects the needs and interests of the students.
- To separate the novel from the workbook and put it in a separated textbook.
- Lesson plans, teaching and evaluating methods should be inserted in the teacher's guide.
- Schools should be supplied with audio-visual materials and other teaching aids.

#### **Supervisors are recommended:**

- To provide teachers with lesson plans and modern strategies for teaching the novel.
- To encourage female teachers to discuss the political sides of the novel.



### **English language teachers are recommended:**

- To consider students' individual differences and learning styles in teaching the English novel.
- The researcher agreed with Keshta (2000: 130) who recommended that instructors in the Gaza Strip should not teach contents of specific books or literary works but rather attitudes and abilities which will assist in the reading of any book.
- To adopt modern techniques that enhances students' participation and interaction.
- To be aware of the values of teaching English literature for the Palestinian society.
- Exchange personal experiences among teachers.
- Teachers should compare and contrast the Palestinians' situation to the themes' of the novel.
- Teachers should increase the positive feelings towards studying literature.
- The researcher agreed with Keshta (2000: 125) that English literature course 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.

- It is recommended that English literature classes should be organized into small and large group formats.
- Pleasure should be a motivator rather than a target.

### **Recommendations for Further Studies**

In order to extend the findings of this study, the researcher recommended the following:

- 1) A study should be conducted on the relationship between the English novel "Silas Marner" and the Palestinian Diaspora.
- 2) A comparative study should be conducted to compare methods used in teaching literature for the secondary grades in the Palestinian territories.
- 3) A study should be conducted on the effectiveness of English novel teaching on the Palestinian culture.
- 4) Finally, a study should be conducted on the teaching of English literature for the twelfth grade.

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# Appendices

## Appendix I

Tool of the study " Questionnaire "

*The Difficulties of Teaching English Novel for the Eleventh Grade  
from the Teachers' Perspective in Gaza.*

### Your personal profile

**Teacher's Gender:**                    ( ) Male.  
    ( ) Female.

**Qualification:**                        ( ) Diploma  
    ( ) Bachelor degree.  
    ( ) Master or more than.

**Experience:**                            ( ) less than 5 years  
    ( ) from 5-10 years  
    ( ) more than10 years

**Student's gender:**                    ( ) Male.  
    ( ) Female.

**Specialization:**                        ( ) literary.  
    ( ) scientific

*Researcher*  
**Ahmad Abdullah Alsofi**

✓ Part one:- Content

*How far would you agree that the English novel: Silas Marner is characterized with the following items?*

NO	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A	<b>Linguistic</b>					
1.	Simplified, daily and functional language					
2.	Contains simple and compound sentences					
3.	Difficult expressions and strange names					
4.	Unfamiliar words are explained					
5.	Huge amount of words					
B	<b>Cultural items</b>					
6.	The novel is a reflection for an old culture that has no value					
7.	Contradicts the Islamic and Arabic culture					
8.	Spot the light on the countryside culture					
9.	Raises the cultural awareness					
C	<b>Religious items</b>					
10.	Contradicts the Islamic philosophy					
11.	Expresses the Christian philosophy					
12.	The hero doesn't believe in God					
13.	Declares the gab between the church and the countryside society					
D	<b>Legal items</b>					
14.	Gives an idea about church's court					
15.	Shows the minister's domination					
16.	Shows the weakness of Christian laws which are based on drawing lots					
E	<b>Political items</b>					
17.	Spot the light on Diaspora					
18.	Contrasts hero's Diaspora to the Palestinian's					
19.	Encourages migration from homeland					
20.	Shows the domination of the feudal system on land and people					
F	<b>Social items</b>					
21.	Reflects the countryside's society					
22.	Shows relations between classes					

✓ Part two:- Teaching methods

*How far would you agree that you are using the following items in teaching the English novel: Silas Marner?*

NO	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
23.	Using role-play					
24.	Using story telling					
25.	Need for translation					
26.	Performance and casting					
27.	Reflection					
28.	Prediction					
29.	Portfolios					
30.	Reading "silent and loud"					
31.	Retrospection "flashback"					
32.	Using strategies to decode words they don't know					
33.	Developing a mental map of the text as they read					
34.	Walk-in debates					
35.	Questioning					
36.	Using audiovisual materials "LCD, video"					
37.	Developing judgments and preferences					

✓ Part three:- Evaluation

*How far would you agree that the following items are efficient in evaluating the English novel: Silas Marner?*

NO	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
38.	Portfolios					
39.	Extra questions					
40.	Reflection					
41.	performance					
42.	Open questions					
43.	Yes / no questions					

✓ Additional suggestions to improve the teaching of English novel for the eleventh grade.

1. ....
2. ....
3. ....
4. ....

*Researcher*  
**Ahmad Abdullah Alsofi**



**Appendix II**  
**List of Juries**

Dr. Abdelmoti Alagha	Doctor of curriculum studies – IUG
Dr. E'zzo Afana	Doctor of curriculum studies – IUG
Dr.Hamdan alsoufi	Doctor of Education Fundamentals – IUG
Dr.Sana Abu Daqqa	Doctor of curriculum studies – IUG
Mr. Moeen Kuhail	Supervisor of English – Gaza Directorate
Mr. Hani Al-Helo	Teacher of English Language

## Appendix III

### Questionnaire in the first shape

- *How far would you agree that the following items contribute in teaching English novel for the eleventh grade?*

#### ✓ Part one:- Content

NO.	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A	<b>Linguistic</b>					
1.	Simplified, daily and functional language					
2.	Contains simple and compound sentences					
3.	Difficult expressions and strange names					
4.	Unfamiliar words are explained					
5.	Huge amount of words					
B	<b>Cultural items</b>					
6.	The novel is a reflection for an old culture that has no value					
7.	Contradicts the Islamic and Arabic culture					
8.	Spot the light on the countryside culture					
9.	Raises the cultural awareness					
C	<b>Religious items</b>					
10.	Contradicts the Islamic philosophy					
11.	Expresses the Christian philosophy					
12.	The hero doesn't believe in God					
13.	Declares the gab between the church and the countryside society					
D	<b>Legal items</b>					
14.	Gives an idea about church's court					
15.	Shows the minister's domination					
16.	Shows the weakness of Christian laws which are based on drawing lots					
E	<b>Political items</b>					
17.	Spot the light on Diaspora					
18.	Contrasts hero's Diaspora to the Palestinian's					
19.	Encourages migration from homeland					
20.	Shows the domination of the feudal system on land and people					
F	<b>Social items</b>					
21.	Reflects the countryside's society					
22.	Shows relations between classes					

### √ Part two:- Teaching methods

NO.	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
23.	Lack of teaching methods					
24.	Using role-play					
25.	Using story telling					
26.	Need for translation					
27.	Performance and casting					
28.	Reflection					
29.	Prediction					
30.	Portfolios					
31.	Reading “silent and loud”					
32.	Retrospection “flashback”					
33.	Using strategies to decode words they don't know					
34.	Developing a mental map of the text as they read					
35.	Walk-in debates					
36.	Questioning					
37.	Letter from one character to another					
38.	Developing judgments and preferences					

### √ Part three:- Evaluation

NO.	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
39.	Portfolios					
40.	More questions					
41.	Reflection					
42.	performance					
43.	Open questions					
44.	Enough questions					

**✓ Notions to facilitate difficulties facing teachers in teaching novel**

NO.	items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
	<b>Notions to facilitate difficulties facing teachers in teaching novel</b>					
45.	More questions					
46.	Using translation when necessary					
47.	Find new and clear goals for the novel					
48.	Simplifying the novel to match the students' level					
49.	Training teachers on new techniques and strategies for teaching the novel					
50.	Deleting any contradicting ideas					
51.	Giving the students an idea about the novel before starting teaching it					
52.	Motivating students to read and to prepare the novel at home					
53.	Varying methods “acting and role playing”					
54.	Increasing time and periods					

*Researcher*  
**Ahmad Abdullah Alsofi**

## Appendix IV

### A Request Form for Completing the Questionnaire

Dear Colleague,

I am investigating the difficulties of teaching English novel for the eleventh grade in secondary schools and your personal, and professional, perspective towards it. This questionnaire is entirely independent and is part of a research seeking the views of teachers, throughout Gaza City.

You are kindly requested to complete this questionnaire, which doesn't take much time, and is easy to complete. All your contributions are highly valued. If you have any comment, please use an additional sheet, and write at more length.

*Researcher*  
**Ahmad Abdullah Alsofi**

## Appendix V ARABIC ABSTRACT

### ملخص الدراسة

صعوبات تعليم الرواية الإنجليزية للصف الحادي عشر من وجهة نظر المعلمين بغزة.

إعداد  
أحمد عبد الله الصوفي

بإشراف  
د. عوض سليمان قشطة

لقد هدفت الدراسة إلى البحث في المشاكل التي تواجه المعلمين في تدريس الرواية

الانجليزية لطلاب الصف الحادي عشر من وجهة نظرهم في محافظة غزة .

وللإجابة علي أسئلة الدراسة، استخدم الباحث المنهج الوصفي ، حيث تكونت عينة

الدراسة من (43) معلما و معلمة وذلك في الفصل الدراسي الأول من العام ( 2007-

2008). ولقد قام الباحث ببناء استبانة مكونة من ثلاثة محاور موزعة على (43) فقرة

ومن ثم تم التحقق من صدق و ثبات الاستبانة.

تم تحليل نتائج الدراسة باستخدام التكرارات والمتوسطات الحسابية والنسب

المئوية، ومعامل ارتباط سبيرمان بروان للتجزئة النصفية المتساوية، ومعادلة جتمان

للتجزئة النصفية غير المتساوية، ومعامل ارتباط ألفا كرونباخ، و ( اختبار -5 t )

بالإضافة إلى اختبار التباين الأحادي ومصفوفة شافي. وخلصت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية في الصعوبات التي تواجه المعلمين في تدريس الرواية الانجليزية تعزى إلى جنس المعلمين. كما أظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية في الصعوبات التي تواجه المعلمين في تدريس الرواية الانجليزية تعزى إلى جنس الطلبة. كذلك أظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية في الصعوبات التي تواجه المعلمين في تدريس الرواية الانجليزية تعزى إلى التخصص "علمي وأدبي". أيضا أظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية في الصعوبات التي تواجه المعلمين في تدريس الرواية الانجليزية تعزى إلى سنوات الخبرة لدى المعلمين.

هذا وقد خرجت الدراسة بمجموعة من التوصيات الموجهة لمصممي المناهج و المعلمين و المشرفين التربويين, وتنصب هذه التوصيات على طرق تحسين تدريس الرواية الانجليزية.